

## ON-SITE PROFESSIONAL DEVELOPMENT



### Bring **LEARNING & the BRAIN**<sup>®</sup> to your school!

**LEARNING & the BRAIN**<sup>®</sup> has a select group of workshop leaders who can provide on-site PD training on topics including reading disorders, executive functions, math disorders, mindsets, differentiation, and learning disabilities.

**LEARNING & the BRAIN**<sup>®</sup> workshop leaders are experienced education trainers and science of learning experts who have worked with many teachers, schools, and districts.

**LEARNING & the BRAIN**<sup>®</sup> on-site PD training provides an interactive workshop for educators with practical information that can be applied in your school or district.

**For more information, visit [LearningAndTheBrain.com/on-site-pd](https://LearningAndTheBrain.com/on-site-pd) or send inquiries to [onsitepd@learningandthebrain.com](mailto:onsitepd@learningandthebrain.com).**

## UPCOMING **LEARNING & the BRAIN**<sup>®</sup> CONFERENCES



**NOVEMBER 6-8, 2020 • BOSTON, MA**

At the Westin Copley Place Hotel



**FEBRUARY 12-14, 2021 • SAN FRANCISCO, CA**

At the Historic Fairmont Hotel



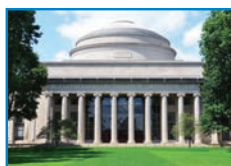
**APRIL 8-10, 2021 • NEW YORK, NY**

At the Sheraton New York Times Square Hotel

**Please check the [LearningAndTheBrain.com](https://LearningAndTheBrain.com) website later this year for more details. Register for two or more conferences at once and save.**

# LEARNING & *the* BRAIN® 2020 SUMMER INSTITUTES

L&B Summer Institutes extend the L&B conferences and provide personalized training and practical applications. These workshops are limited in size for a more in-depth experience so register soon. **For more information**, visit [LearningAndTheBrain.com](https://www.learningandthebrain.com).



## THE NEUROSCIENCE OF READING

JULY 7-10

**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](https://www.mit.edu); and **Joanna A. Christodoulou, EdD**, Research Affiliate, [Massachusetts Institute of Technology](https://www.mit.edu)



## A TEACHER'S GUIDE TO THE LEARNING BRAIN

JULY 13-17

**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



## NEUROSCIENCE AND THE LEARNING BRAIN

JULY 13-17

**On the campus of UCSB, Santa Barbara, CA**

**Workshop Leaders:** **Kathleen M. Kryza, MA**, Master Teacher, International Educational Consultant/Coach; and **Jack A. Naglieri, PhD**, Research Professor, [University of Virginia](https://www.virginia.edu); Senior Research Scientist, Devereux Center for Resilient Children



## NEUROSCIENCE AND CLASSROOM ENGAGEMENT

JULY 13-17

**On the campus of UCSB, Santa Barbara, CA**

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



## THE POWER OF MINDSETS

JULY 20-24

**On the campus of Boston University, Boston, MA**

**Workshop Leader:** **Robert B. Brooks, PhD**, Psychologist; Faculty (part-time), Department of Psychiatry, [Harvard Medical School](https://www.harvard.edu)



## THE EMOTIONAL-SOCIAL BRAIN

JULY 20-24

**On the campus of UCSB, Santa Barbara, CA**

**Workshop Leader:** **Mary Helen Immordino-Yang, EdD**, Associate Professor of Education, Psychology, and Neuroscience, Brain and Creativity Institute and Rossier School of Education, [University of Southern California](https://www.usc.edu)

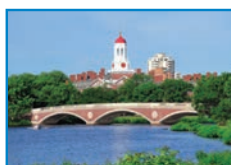


## NEUROSCIENCE AND EXECUTIVE SKILLS

JULY 20-24

**On the campus of UCSB, Santa Barbara, CA**

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



## MAKING MINDFULNESS STICK

JULY 27-31

**On the campus of Boston University, Boston, MA**

**Workshop Leader:** **Christopher T. Willard, PsyD**, Teaching Associate, [Harvard Medical School](https://www.harvard.edu)

# CULTIVATING CONFIDENT, SELF-AWARE CHILDREN

Social and psychology researchers have found that students' self-esteem, self-stories, concepts, and beliefs about themselves can affect their grades and behavior. Psychologist Abraham Maslow proposed in his "Hierarchy of Needs" that self-esteem (the need to feel loved and accepted by yourself and others) was essential for self-actualization – or becoming the best you can be. However, Maslow believed self-esteem wasn't enough. Self-actualization also requires getting outside oneself, transcending the ego, and experiencing love, awe, and curiosity. This conference will explore how self-stories, compassion, confidence, awareness, and curiosity are interconnected and are all important for student and teacher success. **Discover ways to change students' self-concepts, stories, identity, and beliefs in ways that improve behavior and academic achievement. Learn how to use mindfulness, self-compassion, awe, and curiosity in the classroom to improve learning; boost confidence in girls and teens; and promote authenticity, awareness, and self-care in teachers and school leaders.**

## LEARNING OBJECTIVES

**You will gain knowledge about:**

- ✓ The science of self-esteem, awareness, and actualization
- ✓ How children's sense of self and worth develop early in life
- ✓ Ways self-concepts and beliefs affect reading and math scores
- ✓ Boosting confidence and self-expression in girls and teenagers
- ✓ Benefits of self-compassion, mindfulness, and loving one another
- ✓ How editing students' self-stories changes behavior and success
- ✓ Ways awareness and authenticity in teachers improves learning
- ✓ Cultivating self-compassion to boost purpose and achievement
- ✓ Connecting Maslow's "Hierarchy of Needs" to teacher self-care
- ✓ Promoting student self-knowledge, awareness, and confidence
- ✓ Applying curiosity and awe to boost class and science learning
- ✓ Using self-efficacy, esteem, and stories to strengthen literacy



## CO-SPONSORS

The Neuroscience and Education Collaborative, **New York University**  
Neuroscience and Education Program, **Teachers College, Columbia University**  
Mind, Brain, and Education Program, **Harvard Graduate School of Education**  
Comer School Development Program, **Yale University School of Medicine**  
The Dana Alliance for Brain Initiatives, **The Dana Foundation, New York**  
School of Education, **Johns Hopkins University**  
National Association of Elementary School Principals (**NAESP**)  
National Association of Secondary School Principals (**NASSP**)  
**LEARNING & the BRAIN® Foundation**

## WHO SHOULD ATTEND

Educators, Parents  
Curriculum, Staff Developers  
Speech-Language Pathologists  
Teen, Self-Esteem Psychologists  
PreK-12 Teachers, Administrators  
Learning Specialists, Special Educators  
Reading, Science, Math, Classroom Teachers  
Mindfulness, Social-Emotional Learning Leaders  
Social Workers, Child, School Psychologists  
Superintendents, Principals, School Heads  
School Counselors, College Counselors  
Assistant Principals, Behavior Specialists  
Self-Care, Mental Health Clinicians

## EARN PROFESSIONAL DEVELOPMENT CREDIT

**Professional Development Credit:** Earn 15-19 hours toward professional development credit for educators, psychologists, speech-language professionals, and social workers. Visit our website at **LearningAndTheBrain.com** for more information on the availability of CEUs, PDPs, CEs, and other professional development credit, or call 781-449-4010 ext. 104.

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



## STAY IN THE HEART OF NEW YORK CITY – SPECIAL HOTEL RATES



Save on hotel costs by booking a room at a discounted conference rate. **Call the Sheraton New York Times Square Hotel (site of the conference) at 1-888-627-7067 and refer to "LEARNING & the BRAIN."** The discounted rate of \$295 per night (plus taxes) will no longer apply when the block is full, or after April 9, 2020. If the hotel block is filled, or you are looking for a lower rate, access **LearningAndTheBrain.com** or call our office at (781) 449-4010 ext. 101 or 102 for additional hotel choices. Located in Midtown Manhattan a few blocks from the Theater District, Rockefeller Center, Carnegie Hall, and Central Park, the Sheraton hotel is ideally located to see the sights of NYC.



# LEARNING & the BRAIN® CONFERENCE

Spring 2020 International Conference for PreK through University Educators, Clinicians, and Parents

**MAY 1-3, 2020** • At the Sheraton New York Times Square Hotel • **New York, NY**

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## SCHOOLING THE SELF: PROMOTING SELF-COMPASSION, CONFIDENCE, AWARENESS, AND AUTHENTICITY IN SCHOOL

Explore the latest research on:



### FEATURED SPEAKER:

**Joseph E. LeDoux, PhD**

University Professor and Henry and Lucy Moses Professor of Science, **New York**

**University**; Director, Emotional Brain

Institute, NYU & Nathan Kline Institute;

Author, *The Deep History of Ourselves*

(2019), *Synaptic Self* (2003), and

*The Emotional Brain* (1998)

**The Deep History of Ourselves**

**Boosting Confidence in Children**

**Promoting Awareness in Teachers**

**Helping Girls Express Themselves**

**How Self-Stories Change Behavior**

**Self-Concepts, Beliefs, and Success**

**Esteem, Identity, and Teenagers**

**The Science of Self-Knowledge**

**Mindfulness and Self-Compassion**

**Teacher Authenticity and Self-Care**

**Self-Actualization and Transcendence**

**Ways Awe Improves Science Learning**

**Cultivating Curiosity in the Classroom**

**Literacy and the Stories We Live By**

**Loving Yourself and One Another**

**How Sense of Self Develops Early**

For more, visit [LearningAndTheBrain.com](http://LearningAndTheBrain.com)

**SUMMER INSTITUTES** (see inside)

Visit [LearningAndTheBrain.com](http://LearningAndTheBrain.com) for information on conferences, summer institutes, and on-site PD training



*“Maslow believed that the full realization of potential requires a merging between self and the world. We don’t have to choose either self-development or self-sacrifice, but we can strive for a deeper integration of both so we can become the best version of ourselves.”*

– Scott Barry Kaufman, PhD, [Columbia University](#)



## **SCHOOLING THE SELF:** PROMOTING SELF-COMPASSION, CONFIDENCE, AWARENESS, AND AUTHENTICITY IN SCHOOL

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

**MAY 1-3, 2020**

Pre-Conference Workshops: May 1, 2020

**Early Registration Discount Deadline: February 28, 2020**



SPRING LEARNING & the BRAIN® CONFERENCE

# CONFERENCE PROGRAM TOPICS

## WITH A DISTINGUISHED FACULTY

### 1) KNOWING OURSELVES: TEACHING SELF-AWARENESS & ACTUALIZATION

#### Transcend: The Science of Self-Actualization

**Scott Barry Kaufman, PhD**, Adjunct Associate Professor at Barnard College, [Columbia University](#); Director of Research, 2e Center, Bridges Academy; Author, *Transcend: The New Science of Self-Actualization* (Forthcoming, 2020), "Self-Actualized People in the 21<sup>st</sup> Century: Integration with Contemporary Theory and Research on Personality and Wellbeing" (2018, *Humanistic Psychology*), and *Ungifted: Intelligence Redefined* (2015); Co-Author, *Wired to Create* (2016) and "The Development of the Awe Experience Scale" (2018, *Positive Psychology*)

#### The Deep History of Ourselves

**Joseph E. LeDoux, PhD**, University Professor and Henry and Lucy Moses Professor of Science; Principal Investigator, Center for Neural Science, [New York University](#); Director, Emotional Brain Institute, NYU and Nathan S. Kline Institute for Psychiatric Research; Author, *The Deep History of Ourselves* (2019), *Anxious* (2016), *Synaptic Self* (2003), and *The Emotional Brain* (1996)

#### The Science of Self-Knowledge: Mindfulness, Knowing Ourselves, and How Others May Know Us Better

**Erika N. Carlson, PhD**, Associate Professor, Department of Psychology; Principal Investigator, Self-Knowledge and Interpersonal Perception (SKIP) Lab, [University of Toronto Mississauga](#); Co-Author, "Overcoming Barriers to Self-Knowledge: Mindfulness as a Path to Seeing Yourself as You Really Are" (2013, *Perspectives on Psychological Science*) and "Self-Knowledge of Personality: Do People Know Themselves?" (2010, *Social and Personality Psychology*)

#### Awareness of the Self as a Teacher

**Vanessa Rodriguez, EdD**, Assistant Professor, Center for Early Child Health and Development, Department of Population Health, Langone Health, [New York University School of Medicine](#); Co-Director, NYU Neuroscience and Education Collaborative, [New York University](#); Author, *The Teaching Brain: An Evolutionary Trait at the Heart of Education* (2014); Co-Author, "Five Awarenesses of Teaching" (Upcoming, *Learning and Instruction*)

#### How Trusted Allies Strengthen and Expand the Self

**Todd B. Kashdan, PhD**, Professor of Psychology, Department of Psychology; Senior Scientist, Center for the Advancement of Well-Being, [George Mason University](#); Co-Author, *The Upside of Your Dark Side: Why Being Your Whole Self – Not Just Your "Good Self" – Drives Success and Fulfillment* (2014), *The Power of Negative Emotions* (2011), and "On Being Aware and Accepting" (2010, *Adolescence*)

#### Cultivating Self-Awareness to Move Learning Forward

**Sucheta A. Kamath, MA, CCC-SLP**, Founder/CEO, ExQ®; Founder/CEO, Cerebral Matters, LLC; Podcast Host, "Full PreFrontal" Podcast; Author, "The Most Prepared Student: 5 Ways to Promote Intentional Self-Discovery in Learning" (2019, *EducationDrive*)

### 2) SCHOOLING THE SELF: SELF-CONCEPTS ON BEHAVIOR & ACHIEVEMENT

#### Redirect: Changing Students' Behavior by Editing Their Self Stories

**Timothy D. Wilson, PhD**, Sherrell J. Aston Professor of Psychology, Department of Psychology, [University of Virginia](#); Author, *Redirect: The Surprising New Science of Psychological Change* (2011) and *Strangers to Ourselves* (2004); Co-Author, *The Handbook of Self-Knowledge* (2012)

#### The Self in Action: Impacts of Self-Concepts and Self-Beliefs on Behavior and Academic Achievement from Childhood to Adolescence

**Pamela Davis-Kean, PhD**, Professor of Psychology; Director, Population, Neurodevelopment, and Genetics Program, Institute for Social Research, [University of Michigan](#); Co-Author, "Self-Concept Predicts Academic Achievement Across Levels of the Achievement Distribution: Domain-Specificity for Math and Reading" (2018, *Child Development*)

#### Ability Stereotypes and Children's Self-Concepts: Working Toward Equity in the Classroom

**Andrei Cimpian, PhD**, Associate Professor, Department of Psychology; Director, Cognitive Development Lab., [New York University](#); Co-Author, "Young Children's Self-Concepts Include Representations of Abstract Traits and the Global Self" (2017, *Child Development*) and "How Children Construct Views of Themselves: A Social-Developmental Perspective" (2017, *Child Development*)

#### How Telling Our Story Transforms Our Self

**Paula Prentis, LMSW**, Licensed Social Worker; Co-Founder, Your Self Series; Co-Author, *Reach Before You Teach: Ignite Passion and Purpose in Your Classroom* (2013) and *Express Yourself: The Middle School Years* (2010)

#### The Stories Students Live By: Narrative Identity and the Development of an Agentic Self

**Dan P. MacAdams, PhD**, Professor of Psychology; Professor of Human Development and Social Policy; Director, Foley Center for the Study of Lives, [Northwestern University](#); Co-Author, "Telling Better Stories: Competence-Building Narrative Themes Increase Adolescent Persistence and Academic Achievement" (2017, *Experimental Social Psychology*) and *The Stories We Live By* (1997)

#### Teaching Children People and Self-Esteem Skills Through Literature and Activities

**Eileen Kennedy-Moore, PhD**, Clinical Psychologist; Professor for The Great Courses® audio/video series, *Raising Emotionally and Socially Healthy Kids*; Author, *Kid Confidence: Help Your Child Make Friends, Build Resilience, and Develop Real Self-Esteem* (2019)

#### Exploring Who You Are: The Long-Lasting Benefits of Helping Students Explore Their Identity

**Adriana Umana-Taylor, PhD**, Sara Lawrence-Lightfoot Professor of Education, [Harvard Graduate School of Education](#); Co-Developer of the curriculum, "The Identity Project"; Associate Editor, *Journal of Research on Adolescence*; Member, Executive Council of the Society for Research on Adolescence; Co-Author, *Below the Surface: Talking with Teens About Race, Ethnicity, and Identity* (2019)



CONFERENCE BEGINS 1:00 PM, MAY 1, 2020



### 3) CONFIDENT SELF: BOOSTING CONFIDENCE IN GIRLS, TEENS, & TEACHERS

#### Relating to Ourselves and Others: The Science of Self-Esteem, Self-Compassion, and Authenticity

**Mark R. Leary, PhD**, Former Professor of Psychology and Neuroscience, [Duke University](#); Professor for The Great Courses® audio/video series, *Why You Are Who You Are*; Author, *The Curse of the Self: Self-Awareness, Egotism, and the Quality of Human Life* (2007); Co-Author, *Selfhood: Identity, Esteem, and Regulation* (2019); Co-Editor, *Handbook of Self and Identity* (2013)

#### Kids' Confidence: What We Get Wrong About Children's Self-Esteem

**Eileen Kennedy-Moore, PhD**, Clinical Psychologist; Author, *Kid Confidence: Help Your Child Make Friends, Build Resilience, and Develop Real Self-Esteem* (2019) and "A Better Way to Develop Your Child's Confidence" (2019, *Greater Good Magazine*)

#### Self-Confidence, Self-Reflection, Self-Assessment, and Self-Adjustment Matter: Strengthening Ourselves for Our Students

**Baruti K. Kafele, MA**, Principal; Master Teacher and Transformational School Leader; New Jersey State Teacher of the Year; Author, *The Aspiring Principal 50* (2019), *Is My School a Better School Because I Lead It?* (2018), and *Closing the Attitude Gap* (2013)

#### How to Like Yourself: Building Teens' Confidence and Quieting Their Inner Critic

**Cheryl M. Bradshaw, RP, BEd, MA**, Chair of the Student Mental Health Awareness and Self-Regulation Committee, [University of Guelph](#); Author, *How to Like Yourself: A Teen's Guide to Quieting Your Inner Critic and Building Lasting Self-Esteem* (2016)

#### Express Yourself: Helping Teens and Girls to Speak Up and Be Who They Are

**Emily Roberts, MA, PLC, LMHC**, Psychotherapist, Hartstein Psychological Services; President, The Guidance Girl, Inc.; Founder, Rock Your Worth; Guest Contributor, *Dr. Drew*; Author, *Express Yourself: A Teen Girl's Guide to Speaking Up and Being Who You Are* (2015)

### 4) LOVING SELF: USING SELF-COMPASSION & MINDFULNESS FOR SUCCESS

#### Love One Another: The Benefits of Kindness, Loving-Kindness Meditation, and "Positivity Resonance"

**Barbara L. Fredrickson, PhD**, Director, Positive Emotions and Psychophysiology Laboratory, [University of North Carolina at Chapel Hill](#); Author, *Love 2.0: How Our Supreme Emotion Affects Everything We Feel, Think, Do, and Become* (2013) and *Positivity* (2009); Co-Author, "Positive Emotions Correlates to Meditation Practice" (2017, *Mindfulness*)

#### The Science of Self-Kindness: Using Mindfulness and Self-Compassion Practices to Rewire Students' Brains for Calm, Clarity, and Thriving

**Shauna L. Shapiro, PhD**, International Mindfulness/Meditation Expert; Clinical Psychologist; Professor of Counseling and Psychology, [Santa Clara University](#); Author, *Good Morning, I Love You: Mindfulness and Self-Compassion Practices to Rewire Your Brain for Calm, Clarity, and Joy* (Forthcoming, 2020); Co-Author, *The Art and Science of Mindfulness* (2017, 2<sup>nd</sup> Edition)

#### Integrating Mindfulness and Social-Emotional Learning in the Classroom

**Carla Tantillo Philibert, MA**, Founder, Mindful Practices; Co-Founder, Class Catalyst; Author, *Everyday SEL in Early Childhood* (2017), *Everyday SEL in Elementary School, Middle School, and High School* (2016), and *Cooling Down Your Classroom* (2012)

#### Self-Calm, Self-Aware: Mindfulness Practices in the Classroom

**Kathleen M. Kryza, MA**, Master Teacher; CIO, Infinite Horizons; Co-Author, *Transformative Teaching: Changing Today's Classrooms Culturally, Academically, and Emotionally* (2015) and *Developing Growth Mindsets in the Inspiring Classroom* (2011)

#### Making Friends with Yourself: Mindfulness and Self-Compassion for Teens

**Karen Bluth, PhD**, Assistant Professor, Department of Psychiatry, [University of North Carolina at Chapel Hill](#); Co-Creator of the curriculum, "Making Friends with Yourself: A Mindful Self-Compassion Program for Teens"; Author, *The Self-Compassion Workbook for Teens* (2017)

*"The more we have limiting notions of potential, the more blind we become to the full potential of every unique individual and their own unique path to self-actualization and transcendence."*

– **Scott Barry Kaufman, PhD**, [Columbia University](#)



CONFERENCE SCHEDULE:	<b>Pre-Conference Workshops</b>	Friday, May 1	8:15 AM – 12:15 PM
	<b>Conference Day 1</b>	Friday, May 1	1:00 PM – 5:15 PM
	<b>Conference Day 2</b>	Saturday, May 2	8:30 AM – 5:15 PM
	<b>Conference Day 3</b>	Sunday, May 3	8:30 AM – 3:00 PM

## 5) BEING YOURSELF: FOSTERING AUTHENTICITY & SELF-CARE IN TEACHERS

### Teach Like Yourself: Using Authentic Teaching to Transform Our Students and Ourselves

**Gravity Goldberg, EdD**, Former Assistant Professor of Education, [Iona College](#); Former Instructor and Staff Developer, Reading and Writing Project, Teachers College, [Columbia University](#); Author, *Teach Like Yourself: How Authentic Teaching Transforms Our Students and Ourselves* (2018)

### Take Time for You: Utilizing Self-Care for Educators to Foster Esteem and Self-Actualization

**Tina H. Boogren, PhD**, Former Teacher; Instructional Coach; Professional Developer; Author, *180 Days of Self-Care for Busy Educators* (2019), *Take Time for You: Self-Care Action Plans for Educators Using Maslow's Hierarchy of Needs and Positive Psychology* (2018)

### Being Yourself: How Teacher Authenticity Can Better Engage Students

**Zac D. Johnson, PhD**, Assistant Professor, Human Communications Studies, College of Communications, [California State University, Fullerton](#); and **Sara LaBelle, PhD**, Assistant Professor, School of Communication, [Chapman University](#); Co-Authors, "An Examination of Teacher Authenticity in the College Classroom" (2017, *Communication Education*)

### Everyday Self-Care for Educators

**Carla Tantillo Philibert, MA**, Founder, Mindful Practices; Co-Founder, Class Catalyst; Author, *Cooling Down Your Classroom* (2012); Co-Author, *Everyday Self-Care for Educators: Tools and Strategies for Well-Being* (2019)

### The Self, Self-Care, and Self-Actualization for Educators

**Amanda J. Wintink, PhD**, Chief Executive Officer and Director, Centre for Applied Neuroscience; Instructor, Department of Psychology, [University of Guelph-Humber](#); Author, *Self Science: A Guide to the Mind and Your Brain's Potential* (2016)

### Strengthen Overall Literacy Achievement by Centering on Self-Efficacy, Relevance, and Authenticity

**Leslie E. Laud, EdD**, Founding Director, thinkSRSD; Instructor, [Bank Street College of Education](#); Former Learning Specialist, United Nations International School; Co-Author, *Releasing Writers: Evidence-Based Strategies for Developing Self-Regulated Writers* (Forthcoming, 2020)

## 6) BEYOND SELF: PROMOTING AWE & CURIOSITY IN THE CLASSROOM

### A Nuanced View of Curiosity: Managing the Anxiety of Confronting the New

**Todd B. Kashdan, PhD**, Professor of Psychology, Department of Psychology; Senior Scientist, Center for the Advancement of Well-Being, [George Mason University](#); Author, *Curious? Discover the Missing Ingredient to a Fulfilling Life* (2009); Co-Author, "Curiosity Has Comprehensive Benefits in the Workplace" (2019, *Personality and Individual Differences*)

### The Psychology of Self-Transcendence: Awe, Elevation, and Hive Psychology

**Jonathan D. Haidt, PhD**, Social Psychologist; Thomas Cooley Professor of Ethical Leadership, Stern School of Business, [New York University](#); Chosen by *Prospect Magazine* as one of the world's "Top 50 Thinkers"; Author, *The Happiness Hypothesis* (2006) and *The Righteous Mind* (2013); Co-Author, *The Coddling of the American Mind* (2018), "Finding Self in the Self-Transcendent Emotions" (2009, *Proceedings of the National Academy of Sciences*), and *Flourishing: Positive Psychology and the Life Well-Lived* (2002)

### The Case for Curiosity: Curiosity, Early Academic Achievement, and the Role of Early Experiences

**Prachi E. Shah, MD**, Associate Professor of Pediatrics, Division of Developmental Behavioral Pediatrics, [University of Michigan](#); Co-Author, "Early Childhood Curiosity and Kindergarten Reading and Math Academic Achievement" (2018, *Pediatric Research*)

### Curiosity in the Classroom: Promoting Curiosity, Exploration, Questions, and Scientific Thinking

**Jamie J. Jirout, PhD**, Assistant Professor; Principal Investigator, Research in Education and Learning Lab, Curry School of Education, [University of Virginia](#); Co-Author, "Curiosity in Schools" (2018, *The New Science of Curiosity*) and "Children's Scientific Curiosity: In Search of an Operational Definition of an Elusive Concept" (2012, *Developmental Review*)

### The Power of Awe: How It Promotes Awareness of Knowledge Gaps and Interest in Science

**Jonathan McPhetres, PhD**, Postdoctoral Fellow, Sloan School of Management, [Massachusetts Institute of Technology](#); Author, "Oh, The Things You Don't Know: Awe Promotes Awareness of Knowledge Gaps and Science Interest" (2019, *Cognition & Emotion*)

### Awe and Self-Transcendent Experiences: From Space Flight to Virtual Reality

**David B. Yaden, PhD Candidate**, Research Fellow, Positive Psychology Center; Assistant Instructor, [University of Pennsylvania](#); Co-Author, "The Development of the Awe Experience Scale: A Multifactorial Measure for a Complex Emotion" (2018, *The Journal of Positive Psychology*) and "The Potential of Virtual Reality for the Investigation of Awe" (2016, *Frontiers in Psychology*)

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

## PRESENT A POSTER SESSION AT THE MAY CONFERENCE

Proposal deadline April 3, 2020

For more information and details, visit [LearningAndTheBrain.com](#) or call 781-449-4010 ext. 104.

Submit a summary of your poster session for review to [info@learningandthebrain.com](mailto:info@learningandthebrain.com).



# MORNING PRE-CONFERENCE WORKSHOPS

FRIDAY, MAY 1 8:15 AM –12:15 PM

**Cost: \$189 per person** Join these interactive workshops and engage in group discussions. (By advance registration only. Select one of six. Add \$30 fee if you are not attending the conference.)

## 1. The Self: The Foundation for Finding Our Purpose in School and in Life (4-12)

This workshop will cover how the self evolves and continues to evolve throughout life. You will learn how early attachment patterns shape self-concepts and how they show up in your classroom today. You will explore how both brain and self development occur together. This interactive workshop will provide many lessons, strategies, and activities that you can bring back to your classroom to help your students find their sense of self, their passions, and a purpose in school and in life. **Paula Prentis, LMSW**, Licensed Social Worker; Co-Founder, Your Self Series; Co-Author, *Reach Before You Teach: Ignite Passion and Purpose in Your Classroom* (2013)

## 2. Fostering Growth Mindsets and Curiosity in Readers (K-8)

In this workshop, Gravity Goldberg applies the research on mindset and goal setting to help educators better understand why we may be cultivating compliant instead of independent readers, and why without independence and curiosity, no real and lasting learning can occur. Dr. Goldberg will share a framework called the 4Ms, for Miner, Mirror, Model, and Mentor, which helps you support true independence every day. This independence stems from having a growth mindset and a deep sense of ownership and curiosity. These qualities can be supported by teachers, and in this workshop, you will learn specific moves to encourage independence and curiosity. **Gravity Goldberg, EdD**, Educational Consultant; Former Instructor and Staff Developer, Reading and Writing Project, Teachers College, Columbia University; Author, *Mindsets and Moves: Strategies That Help Readers Take Charge* (2015); Co-Author, *What Do I Teach Readers Tomorrow?* (2017) and *Conferring with Readers: Supporting Each Student's Growth and Independence* (2007)

## 3. Heal Your Self, Heal Your Classroom: Effective Practices for Developing Educator and Student Wellbeing (For Teachers of All Grade Levels)

Do you feel stressed and overwhelmed with all you have to accomplish these days? You are not alone. The good news is that current brain research shows that educators who prioritize self-care and self-compassion in their lives actually have better results with their students, both behaviorally and academically. In this workshop, you will learn about this research and be inspired to develop healing tools you can build into your “self” and your daily life – small moments to rest and renew. Learn mindfulness practices, relaxation techniques, and ways to be more self-compassionate and discover strategies for bringing these practices into your classroom. **Kathleen M. Kryza, MA**, Master Teacher; CIO, Infinite Horizons; Co-Author, *Developing Growth Mindsets in the Inspiring Classroom* (2011), *Inspiring Elementary Learners* (2008), *Inspiring Middle and Secondary Learners* (2007), and *Differentiation for Real Classrooms* (2009)

## 4. Integrating SEL into Everyday Classroom Practice: Social-Emotional Learning, Teaching Practices, and Peer Relationships (K-12)

This two-part workshop will explore evidence-based practices and will offer research and examples on social-emotional learning that work with students and faculty and foster greater academic success. In the first part, Elise Cappella will describe key SEL competencies and how teaching practices and peer relationships create opportunities for social-emotional development in children from diverse backgrounds and school contexts in elementary and middle school students. Dr. Cappella will present evidence-based approaches schools can use to support teaching practices and peer relationships that advance children's self-regulation, social skills, self-concept, and academic behaviors. In the second part, Rachel Poliner will explore research on brain development and ways to fully integrate SEL in the classroom culture. She will offer ways to translate that research into daily practices that support academic success and healthy development in K-12, especially in the middle and high school levels. **Elise Cappella, PhD**, Associate Professor of Applied Psychology; Director, Institute of Human Development and Social Change; Co-Director, IES Predoctoral Interdisciplinary Research Training Fellowship, New York University; Co-Author, “A National Sample of Eighth-Grade Students: The Impact of Middle Grade Schools on Academic and Psychosocial Competence” (2017, *Early Adolescence*), and **Rachel A. Poliner, MAEd**, Former Teacher and Faculty Member; Founding Partner, Leaders and Learners Consulting; Board Member, Social-Emotional Learning Alliance for Massachusetts; Co-Author, *Teaching the Whole Teen: Everyday Practices That Promote Success and Resilience in School and Life* (2016)

## 5. Learning Through Failures: Moving Past Self Doubt and Embracing the Process (All Ages)

This workshop will explore the obstacles that lead to self-doubt and avoidance of failure and ways to move people toward letting go of both so they can embrace success. Neuroscientist, Dr. Mandy Wintink, and Designer, Jennifer Chan, bring together two disciplines to show how people can use failures as a tool for achieving success. Through neuroscience, you will understand self-doubt and feelings of defeat from a neurobiological perspective while also learning how to navigate the discomfort and fear of failure so students can succeed. Through design tools, you will understand the value of iterations and why failing fast, means failing often. **Amanda J. Wintink, PhD**, Chief Executive Officer and Director, Centre for Applied Neuroscience; Instructor, Department of Psychology, University of Guelph-Humber; Author, *Self Science: A Guide to the Mind and Your Brain's Potential* (2016); and **Jennifer Chan, MDes**, Innovation and Experimentation Coach; Design Thinking and Community Engagement Consultant; Director of Programming and Co-Founder, Department of Imaginary Affairs.

## 6. Developing the Five Awarenesses of Expert Teaching: Creating Your Teacher Self Profile (For Teachers of All Grade Levels)

This practice-based workshop will explore the five awarenesses of teaching and will allow you to create your own developmental teacher profile and a set goals for increasing your awareness in the classroom. Learn strategies for developing your five awarenesses (awareness of learner, interactions, self as teacher, teaching practices, and the context in what is happening socially, politically, and economically in the larger world) so you can become a more self-aware and effective educator. **Vanessa Rodriguez, EdD**, Assistant Professor, Center for Early Child Health and Development, Department of Population Health, Langone Health, New York University School of Medicine; Co-Director, NYU Neuroscience and Education Collaborative, New York University; Author, *The Teaching Brain: An Evolutionary Trait at the Heart of Education* (2014); Co-Author, “Five Awarenesses of Teaching” (Forthcoming, 2020, *Learning and Instruction*)

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