

REGISTER FOR UPCOMING L&B EVENTS



LEARNING & the BRAIN® CONFERENCE THE SCIENCE OF SMARTER MINDS

MAY 8-10, 2014 IN NEW YORK, NY
Held at the Sheraton New York Times Square Hotel

Co-sponsors include: **Dana Alliance for Brain Initiatives, NYC**, part of Dana's "Brain Awareness Week" Campaign
Program in Neuroscience and Education, Teachers College, Columbia University

Today's coursework, including Common Core and Next Generation Science Standards, stresses critical thinking and creative problem solving in order to prepare students for the jobs of the future. Research in the fields of brain, cognitive and mind sciences are providing new insights into critical and creative thinking and intelligence. Explore ways to use the science of "smarter minds" to teach the skills students need to meet today's new standards, curriculum and careers.

FEATURED SPEAKERS:

Eric R. Kandel, MD, Professor; Director, The Kavli Institute of Brain Science, **Columbia University**; Founding Director, Center for Neurobiology and Behavior; Professor of Biochemistry and Biophysics, **Columbia University College of Physicians and Surgeons**; Nobel Prize winner; Author, *Age of Insight* (2012) and *In Search of Memory* (2007); Co-Author, *Memory: From Mind to Molecules* (2008)

Arthur L. Costa, EdD, Emeritus Professor of Education, **California State University, Sacramento**; Co-Director of the Institute for Intelligent Behavior; Former National President of Association for Supervision and Curriculum Development (ASCD); Former Director of Educational Programs, NASA; Editor, *Habits of Mind Across the Curriculum* (2009); Co-Author, *Thinking-Based Learning* (2010) and *The Power of the Social Brain* (2013)

Register by February 28, 2014 and save!

L&B SUMMER INSTITUTES

LEARNING & the BRAIN® Summer Institutes extend the L&B conferences and provide personalized training and practical applications for educators. These two workshops are limited to no more than 40 participants and include room and board. Register early to reserve your space.



THE POWER OF MINDSETS: Promoting Positive School Climates and Motivation in Students

JULY 15-18, 2014

At the Sheraton Boston Hotel, Boston, MA

This Institute will examine the concepts of student engagement, motivation and resilience through the lens of "mindsets." An understanding of the relationship among these concepts will allow participants to design and implement strategies that help to create a positive school climate. The mindset of effective learners and effective educators will be identified. Lectures, case examples and problem-solving activities will be used to facilitate discussion of the various concepts and arrive at realistic, practical interventions for reinforcing a "motivating environment" in the school setting.

WORKSHOP LEADER: Robert B. Brooks, PhD, Assistant Clinical Professor of Psychology, **Harvard Medical School**; Co-Author, *Raising a Self-Disciplined Child* (2007) and *Understanding and Managing Children's Classroom Behavior* (2007)



THE NEUROSCIENCE OF READING: Using Research to Understand Reading Acquisition and Disorders

JULY 22-25, 2014

At the Massachusetts Institute of Technology, Cambridge, MA

Recent research using neuroimaging techniques has given us a new understanding of both how children learn to read and reading disabilities. Explore how neuroimaging techniques may actually predict future reading problems in children and the promise of new cognitive technologies to help struggling readers.

WORKSHOP LEADER: John D. E. Gabrieli, PhD, Professor of Brain and Cognitive Sciences; Associate Director, Athinoula A. Martinos Imaging Center, McGovern Institute for Brain Research, **Massachusetts Institute of Technology**; Co-Author, "Brain basis of phonological awareness for spoken language in children and its disruption in dyslexia" (2012), *Cerebral Cortex*

Register online at LearningAndTheBrain.com or call 781-449-4010 ext. 101 or 102.

REGISTER ME FOR A LEARNING & the BRAIN® ONE-DAY SEMINAR

Five ways to register: **Phone:** (781) 449-4010 ext.101 or 102
Fax: (781) 449-4024
Web: LearningAndTheBrain.com
Email: registration@LearningAndTheBrain.com
Postal mail: PIRI - 35 Highland Circle, 1st Fl. Needham, MA 02494-3099

PLEASE PHOTOCOPY THIS FORM FOR EACH APPLICANT.

*Required (Don't abbreviate)

*Full Name _____ *Position _____
*School/Organization _____
*Address _____
*City _____ *State/Province _____
*ZIP/Postal Code _____ *Country _____
*Phone _____ Fax _____
*E-mail _____

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

All workshops run 8:15 AM to 2:30 PM.

Register me for a workshop

Registration is \$199 through March 7, 2014/\$229 after March 7, 2014/Groups of 5 or more save \$25 per person

Numeracy and the Brain	\$ _____
<input type="radio"/> 4/11 in Dedham, MA <input type="radio"/> 4/24 in Bristol, CT	
The Brain, Learning and Lesson Design	\$ _____
<input type="radio"/> 4/7 in Bristol, CT <input type="radio"/> 4/8 in Dedham, MA	
Executive Function	\$ _____
<input type="radio"/> 4/7 in Bristol, CT <input type="radio"/> 4/8 in Dedham, MA	
The Neuropsychology of Reading Disorders	\$ _____
<input type="radio"/> 4/8 in Dedham, MA <input type="radio"/> 4/9 in Bristol, CT	
Memory and Classroom Learning	\$ _____
<input type="radio"/> 4/10 in Bristol, CT <input type="radio"/> 4/11 in Dedham, MA	

GRAND TOTAL: \$ _____

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

Credit Card Number: _____ Exp: _____

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Cardholder Billing Address: _____ ZIP: _____

Signature: _____ Date: _____

Make check or purchase order payable to **Public Information Resources, Inc. (PIRI)**, and mail it along with your registration form to: **PIRI, 35 Highland Circle, 1st floor, Needham, MA 02494-3099.**

P.O.s will be invoiced if sent without a check and must be paid prior to seminar. **Registrations without payment or purchase order will not be confirmed.** All prices are in U.S. dollars.

Please check here if you have any special ADA requirements, and call (781) 449-4010 ext.101.

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 two weeks after sending full payment or purchase order, call (781) 449-4010 ext. 101 or 102.** Early registration ends March 7, 2014 and is \$199 for individuals. General registration is \$229 for individuals after March 7, 2014 to the day before the seminar. There is an additional \$25 administrative fee for registration at the door. Groups of five or more who register together receive a \$25 discount per person.

SUBSTITUTIONS AND CANCELLATIONS

Substitutions are permissible up to seven days before the seminar, but you must notify PIRI in writing by fax or mail. Cancellations must be requested no later than two weeks before the seminar. No cancellations can be made after two weeks before the seminar. Because cancellations incur substantial administrative costs, we regret that it is necessary to charge a cancellation fee of \$50 per person. 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.

SEMINAR PROGRAM CHANGES

Public Information Resources, Inc. (PIRI) reserves the right, without having to refund any monies to participants, to make changes in the seminar, location, and/or faculty should PIRI, in its sole discretion, deem any such changes necessary or advisable. Similarly, PIRI further reserves the right to cancel any seminars entirely, in which case PIRI's liability to participants shall be strictly limited to a refund of those fees. PIRI, 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 seminar.

ABOUT LEARNING & the BRAIN® ONE-DAY SEMINARS



LEARNING & the BRAIN® has been bringing neuroscientists and educators together since 1999 to explore new research on the brain and learning and its application to education. In this one-day seminar format, participants will be able to earn 5 hours toward professional development credit focused on specific topics, such as reading or math. These courses are designed to provide educators and clinicians with both an understanding of some of the latest research in how students learn and practical knowledge to bring back to their schools. No previous coursework about the brain is required.

WHAT YOU WILL GAIN FROM ATTENDING

- Knowledge about the latest neuroscience findings on brains and learning
- Methods to improve student reading, memory, math and executive functions
- Insight into the ways disorders hamper the brain's ability to learn, read or think
- Ways to improve your teaching or clinical practice through brain science
- Understanding of the theory behind disabilities and classroom interventions
- New ideas to enhance your classroom instruction and interventions

EARN PROFESSIONAL DEVELOPMENT CREDIT

Earn five hours toward professional development credit for educators, psychologists, social workers and certified counselors. A certificate of attendance will be available to take home upon completion of the seminar. For some professional development credit, you will have to submit an evaluation form and certificates will be sent out within two weeks of the event. Access LearningAndTheBrain.com for more information on the availability of professional development credit, or call 781-449-4010 x102.

Speech-Language Pathologist Credit: Please download a Speech-Language version of the brochure from the website, LearningAndTheBrain.com, for more information on available ASHA credit.

LOCATIONS FOR ONE-DAY SEMINARS

Bristol, CT

DoubleTree by Hilton Hotel Bristol
42 Century Drive, Bristol, CT 06010
APRIL 7, 2014 (The Brain/Lesson Design and Executive Function)
APRIL 9, 2014 (Reading)
APRIL 10, 2014 (Memory)
APRIL 24, 2014 (Numeracy)

Dedham, MA

Holiday Inn Boston - Dedham Hotel & Conference Center
55 Ariadne Road, Dedham, MA 02026
APRIL 8, 2014 (The Brain/Lesson Design, Executive Function and Reading)
APRIL 11, 2014 (Memory and Numeracy)

Please check LearningAndTheBrain.com for directions.

LEARNING & the BRAIN® ONE-DAY SEMINARS
Selected dates in April 2014 in Bristol, CT and Dedham, MA

PROFESSIONAL DEVELOPMENT WORKSHOPS
FOR EDUCATORS AND CLINICIANS

One-Day Seminars are offered on the topics of:

NUMERACY AND THE BRAIN
THE BRAIN, LEARNING AND LESSON DESIGN
EXECUTIVE FUNCTION
THE NEUROPSYCHOLOGY OF READING DISORDERS
MEMORY AND CLASSROOM LEARNING

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ONE-DAY SEMINARS PRESENTED BY LEARNING & the BRAIN®

COMING TO A LOCATION NEAR YOU:

- BRISTOL, CT
- DEDHAM, MA

SELECTED DATES IN APRIL 2014

Register by March 7th and Save!



EARN
PROFESSIONAL
DEVELOPMENT
CREDIT

NUMERACY AND THE BRAIN:

Influences on Mathematics Achievement in School Age Children

April 11, 2014 • 8:15 AM – 2:30 PM • Dedham, MA
April 24, 2014 • 8:15 AM – 2:30 PM • Bristol, CT

You will examine the role of numeracy skills in school mathematics and the scientific evidence that shows that individual differences in numeracy are related to math learning and performance throughout the life span. Dr. Vukovic will discuss numeracy in the context of additional cognitive skills that support math learning—such as working memory and language related skills—as well as social and environmental influences on mathematics achievement. She will describe the characteristics of school-age children who have mathematical learning difficulties, particularly those who are appropriate targets of assessment, instruction, or intervention and prevention measures. Dr. Vukovic will conclude with a review of the research on interventions, including a discussion of resources available to guide education planning for students experiencing mathematics difficulties, and the role teachers can play in supporting students' mathematics learning.

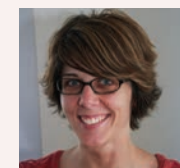
LEARNING OBJECTIVES

At this seminar, you will learn information about:

- The importance of numeracy skills in mathematics, learning and in life
- Social and environmental contributions to students' mathematics achievement
- The wide range of cognitive skills that affect mathematical learning and performance
- Roles that teachers and parents play in supporting students' mathematical learning
- Integrating knowledge on mathematics achievement to inform teaching and assessment
- Resources to support efforts to apply intervention and prevention to educational planning
- When and why international trends in mathematics achievement are relevant – or irrelevant – to mathematical learning disability

WHO SHOULD ATTEND

This seminar is geared toward general and special education elementary school teachers, elementary and middle school mathematics teachers, school psychologists and private psychologists and is also applicable to administrators and parents.



WORKSHOP LEADER

Rose Vukovic, PhD, is Associate Professor of Special Education at New York University. Trained in special education, school psychology and health promotion, her approach to working with struggling learners is both interdisciplinary and ecological. Since 2007, Dr. Vukovic has led the Urban Children's Math Abilities project in New York

City, a longitudinal study designed to understand the developmental course of children with mathematical learning difficulties, especially those characterized by vulnerabilities across individual, school and community contexts. She has published numerous peer-reviewed research papers on this topic and has been invited to present her findings to decision-makers and practitioners locally, nationally and internationally.

THE BRAIN, LEARNING AND LESSON

DESIGN: Applications of Neuroscience Research in the K-12 Classroom

April 7, 2014 • 8:15 AM – 2:30 PM • Bristol, CT
April 8, 2014 • 8:15 AM – 2:30 PM • Dedham, MA

You will examine how research on learning and the brain can support optimal lesson design and inform classroom instruction. In this highly interactive workshop, Dr. Armstrong will model key principles of effective lesson design (not just lesson plans) based on research on the brain and learning that will empower both teachers and learners. She will share findings from neuroscience related to memory systems, executive function, attention states, self-regulation and engagement of learners while looking through the lens of Common Core standards (as well as, other standards and competencies). Dr. Armstrong will highlight additional tools and strategies that focus on designing lessons that are differentiated for diverse learners. You will also learn strategies to activate visual memory systems for recall and to develop thinking skills. Educators will gain insights on how neuroscience research can be applied to daily practice with “use tomorrow” strategies that focus on teaching smarter, not working harder!

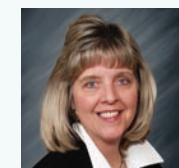
LEARNING OBJECTIVES

At this seminar, you will learn information about:

- Using research on the brain and learning to support lesson design
- Adapting lessons to support sustained attention and engagement of students
- Incorporating brain research to inform lesson design that meets the instructional needs of a wide-range of K-12 learners
- Activating visual memory systems to enhance recall
- Infusing lessons with tasks that develop critical thinking and assess executive function in students
- Enjoying an interactive, robust learning environment with modeled strategies

WHO SHOULD ATTEND

This seminar is applicable for all professionals in education, including teachers Pre-K through graduate school, administrators, curriculum designers, professional development coordinators, consultants for schools, teacher educators and those preparing to teach.



WORKSHOP LEADER

Sarah Armstrong, EdD, is Senior Director of K-12 Statewide Professional Development for the School of Continuing and Professional Studies, University of Virginia. She is also President of Leading and Learning Solutions, serving as a consultant on instructional improvement, specializing in the application of brain research and

effective differentiation in the classroom. Dr. Armstrong has been a reading specialist, supervisor of gifted, elementary principal and assistant superintendent. She is the author of *Teaching Smarter with the Brain in Focus* (2008) and *A Practical Guide to Tiering Instruction in the Differentiated Classroom* (2010).

EXECUTIVE FUNCTION:

From Theory to Assessment and Effective Classroom Instruction

April 7, 2014 • 8:15 AM – 2:30 PM • Bristol, CT
April 8, 2014 • 8:15 AM – 2:30 PM • Dedham, MA

You will learn a comprehensive model of executive function (EF) that includes how the concept is related to observable behaviors, social-emotional skills and intelligence. Because the concept of executive function has considerable impact on learning and life success for all students, this concept should be well understood by all educational and psychological professionals. Dr. Naglieri will help you better understand how the various views of executive function(s) can be united into a research-based definition that has considerable implications for learning across the entire life span. He will review methods for evaluating executive function from ability tests, behavior rating scales, and measures of social-emotional skills. Dr. Naglieri will provide instructional strategies that are easily implemented. Emphasis will be placed on practical EF interventions to improve math and reading skills and academic success in general in all students including those with learning disabilities.

LEARNING OBJECTIVES

At this seminar, you will learn information about:

- An empirically supported definition of executive function
- Measurement of executive function as seen by classroom behaviors or measured using ability tests
- Easy tools for evaluating EF skills in your students
- The relationship between intelligence and executive function
- Research-based instructional strategies for addressing strengths and weaknesses in several areas of executive function
- Understanding executive function skills for children with ADHD, autism and specific learning disabilities

WHO SHOULD ATTEND

This seminar will be applicable for special education teachers, elementary education teachers, school psychologists, reading and math instructors, private psychologists, administrators and parents.



WORKSHOP LEADER

Jack A. Naglieri, PhD, is Research Professor at the Curry School of Education at the University of Virginia, Senior Research Scientist at the Devereux Center for Resilient Children and Emeritus Professor of Psychology at George Mason University. He has more than 30 years of published research on theoretical and psychometric issues concerning

intelligence, cognitive interventions, executive function and resilience. Dr. Naglieri has authored more than 300 scholarly papers, book chapters, books and tests. Most recently, he published the *Comprehensive Inventory of Executive Function* (2012), *Devereux Elementary Student Strength Assessment-Second Edition* (2012) and his book for teachers entitled *Helping Children Learn* (2010).

THE NEUROPSYCHOLOGY

OF READING DISORDERS: Diagnosis and Intervention

April 8, 2014 • 8:15 AM – 2:30 PM • Dedham, MA
April 9, 2014 • 8:15 AM – 2:30 PM • Bristol, CT

You will examine reading from a cognitive science-based educational perspective and learn to classify reading disorders into four distinct subtypes. Dr. Feifer will discuss matching each reading subtype with specific evidence-based interventions. He will show how using neuropsychological assessment addressing multiple cognitive constructs including phonological processing, working memory, executive functioning and orthography can be used as the primary means to pinpoint specific reading disorders in children. This will be followed by a detailed discussion linking each learning disorder's subtype with evidence-based interventions. Dr. Feifer will present new research developments revealing that brain chemistry and neural pathways can actually be altered based upon effective interventions and four universal truths about reading research. Lastly, the 90-minute dyslexia evaluation will provide practitioners with a multi-method approach to both assessment and intervention.

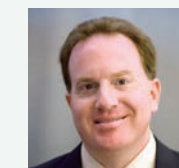
LEARNING OBJECTIVES

At this seminar, you will learn information about:

- The four universal truths of reading research and explain why relying solely upon IQ scores, or a curriculum-based measurement, can be misleading when identifying reading disorders in children
- A brain-behavior model of reading by examining specific neural circuits which underscore phonological development, orthographic development and comprehension skills
- Four subtypes of reading disabilities from a brain-behavioral perspective, and link scores of evidence-based interventions to address each subtype
- The 90-minute dyslexia evaluation as a more viable means to assess and remediate reading disabilities in children from a cognitive science-based educational perspective

WHO SHOULD ATTEND

This seminar will be applicable for special education teachers, elementary education teachers, school psychologists, reading specialists, private psychologists, administrators and parents.



WORKSHOP LEADER

Steven G. Feifer, EdD, NCSP, ABSNP, is an internationally renowned speaker and author in the field of learning disabilities, and has authored six books on learning, reading and math disorders in children. He has 19 years of experience as a school psychologist, was voted the Maryland School Psychologist of the Year in 2008 and was

awarded the 2009 National School Psychologist of the Year. He is a diplomate in school neuropsychology, and currently works in private practice at the Monocacy Neurodevelopmental Center in Frederick, MD. Dr. Feifer also serves as a consultant to a variety of school districts, and is a clinical supervisor in the ABSNP school neuropsychology training program.

MEMORY AND CLASSROOM

LEARNING: Applying Memory Research to Student Learning

April 10, 2014 • 8:15 AM – 2:30 PM • Bristol, CT
April 11, 2014 • 8:15 AM – 2:30 PM • Dedham, MA

You will explore the mental capacities we commonly refer to collectively as memory, including attention, short-term memory/initial registration, working memory and information storage and retrieval that are essential to classroom learning. Dr. McCloskey will discuss specific topics including how lesson content relates to the use of specific memory capacities; how presentation format and teacher presentation style can affect students' use of memory capacities; how the memory capacities of individual students can vary greatly and how good teaching can take this fact into account. He will describe instructional methods that can be used to help students with memory processing problems. These methods will focus on how to reduce excessive demands for memory processing; teach students specific strategies for increasing the effective use of their memory capacities and help compensate for memory processing deficits; and to increase students' memory capacities.

LEARNING OBJECTIVES

At this seminar, you will learn information about:

- How to think about memory as an interrelated system of multiple mental capacities
- How students need to use these memory capacities to be effective learners
- Instructional methods that can be used to help students that exhibit memory difficulties
- What memory capacities are involved in different types of learning activities
- How your teaching methods affect how students do or do not use their memory capacities
- Recently developed instructional programs and therapeutic approaches that can be used to improve students' memory capacities

WHO SHOULD ATTEND

A wide range of specialists working with children will find this workshop relevant and skill-enhancing, including general and special education teachers, remedial teachers and other instructional specialists, educational therapists and speech therapists, clinical and school psychologists and school administrators.



WORKSHOP LEADER

George McCloskey, PhD, is Professor and Director of School Psychology Research in the Psychology Department of the Philadelphia College of Osteopathic Medicine. He frequently presents at national, regional and state meetings on cognitive and neuropsychological assessment and intervention topics. Dr. McCloskey is the lead author

of *Essentials of Executive Functions Assessment* (2012) and *Assessment and Intervention for Executive Function Difficulties* (2008). Dr. McCloskey directed the development of the WISC-IV Integrated and was a Senior Research Director and the Clinical Advisor to the Wechsler Test Development Group for The Psychological Corporation (now part of Pearson).