

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

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

PLEASE PHOTOCOPY THIS FORM FOR EACH APPLICANT.

*Required (Don't abbreviate)

*Full Name _____	*Position/Title _____
*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 8:30 AM to 3:00 PM.

Register me for a workshop

General Registration is \$199 through March 8/\$229 After March 8/Groups of 5 or more save \$25 per person

Constructing the Reading Brain \$ _____
<input type="radio"/> 04/08 in Cromwell, CT <input type="radio"/> 04/26 in Dedham, MA
Powerful Classroom Strategies from Neuroscience Research \$ _____
<input type="radio"/> 04/08 in Cromwell, CT <input type="radio"/> 04/09 in Dedham, MA
Mathematics and the Brain \$ _____
<input type="radio"/> 04/09 in Dedham, MA <input type="radio"/> 04/25 in Cromwell, CT
Executive Functions in Classrooms \$ _____
<input type="radio"/> 04/25 in Cromwell, CT <input type="radio"/> 04/26 in Dedham, MA

Please indicate the type of professional development credit you need to receive:

Educator MA Educator CT Educator Other State Certified Counselor APA NASW ASHA OTHER _____

For further information on credits, call 781-449-4010 ext. 102. Note: Approval for ASHA credits is pending. Check our website for updates.

GRAND TOTAL: \$ _____

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

Credit Card Number: _____ Exp: _____

Cardholder Name: _____

Cardholder Billing Address _____ ZIP: _____

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.

PO's will be invoiced if sent without a check and must be paid prior to conference. Registrations without payment or purchase order will not be confirmed. 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 bird registration ends March 8, 2013 and is \$199 for individuals. General registration is \$229 for individuals after March 8, 2013 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 three weeks before the seminar. No cancellations can be made after three 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 towards professional development credits 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
- Insights into ways disorders hamper the brain's ability to learn
- Ways to improve your teaching or clinical practice through brain science
- Understanding of the theory behind classroom interventions
- New ideas to enhance your classroom instruction and interventions

EARN PROFESSIONAL DEVELOPMENT CREDITS

Earn five hours towards professional development credits for educators, psychologists and certified counselors. Please indicate the type of professional credit you are seeking on your registration form and we will have the certificates prepared for you to take home at the end of the seminar. For some professionals, you may have to submit an evaluation form in order to be eligible for credit and certificate of attendance. Access LearningAndTheBrain.com for more information on the availability of professional development credits, or call 781-449-4010 x102.

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

LOCATIONS FOR ONE-DAY SEMINARS:

APRIL 8, 2013 (The Reading Brain and Powerful Classroom Strategies)
 Courtyard by Marriott Hartford Cromwell, 4 Sebeth Drive, Cromwell, CT 06416

APRIL 9, 2013 (Powerful Classroom Strategies and Mathematics and the Brain)
 Holiday Inn Boston-Dedham, 55 Ariadne Road, Dedham, MA 02026

APRIL 25, 2013 (Mathematics and the Brain and Executive Functions)
 Courtyard by Marriott Hartford Cromwell, 4 Sebeth Drive, Cromwell, CT 06416

APRIL 26, 2013 (The Reading Brain and Executive Functions)
 Holiday Inn Boston-Dedham, 55 Ariadne Road, Dedham, MA 02026

Please check LearningAndTheBrain.com for driving directions.



LEARNING & the BRAIN® ONE-DAY SEMINARS
 Selected Dates in April 2013 in Dedham, MA and Cromwell, CT



PROFESSIONAL DEVELOPMENT WORKSHOPS FOR EDUCATORS AND CLINICIANS

One-Day Seminars are offered on the topics of:

- CONSTRUCTING THE READING BRAIN
- POWERFUL CLASSROOM STRATEGIES FROM NEUROSCIENCE RESEARCH
- MATHEMATICS AND THE BRAIN
- EXECUTIVE FUNCTIONS IN CLASSROOMS

Credits are available for:

- Teachers
- Administrators
- School Psychologists
- Certified Counselors
- And more....

Send a team from your school to meet inservice training requirements.
EARLY DISCOUNT AND GROUP RATES ARE AVAILABLE.
 Visit LearningAndTheBrain.com or call 781-449-4010 x 101 or 102 for more information.

Presented by:
 Public Information Resources, Inc.
 35 Highland Circle, First Floor
 Needham, MA 02494-3099

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ONE-DAY SEMINARS PRESENTED BY LEARNING & the BRAIN®

COMING TO A LOCATION NEAR YOU:

- DEDHAM, MA
- CROMWELL, CT

SELECTED DATES IN APRIL 2013

Early registration discounts and group rates available



EARN PROFESSIONAL DEVELOPMENT CREDITS

CONSTRUCTING THE READING BRAIN:

Using Research to Understand Struggling Readers

APRIL 8, 2013 • 8:30 AM – 3:00 PM • CROMWELL, CT
APRIL 26, 2013 • 8:30 AM – 3:00 PM • DEDHAM, MA

You will learn about the relationship between the brain and reading development, from acquisition to expertise, and the effectiveness of reading interventions to help rewire the brains of struggling readers. Seminar leader Dr. Thomson will explain how readers who struggle with reading acquisition and development differ in their brain structure and function, as well as the differences and similarities between dyslexia and reading difficulty across languages. You will learn about the most recent advances in the field of neuroscience to predict who will be at the highest risk of struggling to read and who may benefit from intervention. You will examine the limitations and progress of the field of educational neuroscience as it relates to reading development, assessment and intervention. By the conclusion of the workshop, you will have had the opportunity to discuss the roles and contributions of neuroscience to understanding reading and dyslexia.

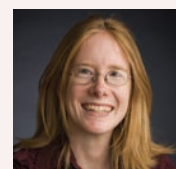
LEARNING OBJECTIVES

At this seminar, you will learn information about:

- Typical and atypical acquisition and development of reading skills in children and adults
- Definitions and characterizations of types of reading difficulties, including dyslexia
- Recent neuroscience research on readers with and without reading disabilities
- How neuroscience can predict reading outcomes
- How neuroscience informs us on reading difficulties across languages
- Resources for reading-related research and programs
- How to be a critical consumer of neuroscience information regarding the reading brain

WHO SHOULD ATTEND

This seminar will be applicable for professionals in education, including teachers, administrators, reading specialists, graduate students, college/university faculty training teachers and others with similar interests.



WORKSHOP LEADER

Jenny Thomson, PhD, CCC-SLP, is an Associate Professor at [Harvard Graduate School of Education \(HGSE\)](#) and an oral and written language clinician at Boston Children's Hospital. She directs an educational neuroscience research laboratory at HGSE where she studies and teaches courses on reading difficulties, the application

of neuroscience to the study of learning disabilities and the use of neuroscience within education. She is co-author of "Auditory processing interventions and developmental dyslexia" (2012, *Reading and Writing*) and "Good practice in interventions for teaching dyslexic learners and in teacher training in English-speaking countries" (2010, *Dyslexia International*).

POWERFUL CLASSROOM STRATEGIES FROM NEUROSCIENCE RESEARCH:

Insights from a Neurologist/Classroom Teacher

APRIL 8, 2013 • 8:30 AM – 3:00 PM • CROMWELL, CT
APRIL 9, 2013 • 8:30 AM – 3:00 PM • DEDHAM, MA

You will examine how the brain learns and the practical strategies that correlate with this research to improve students' joyful and successful learning. Seminar leader Dr. Willis will guide you on an interactive exploration of what the most recent neuroscience and cognitive science research reveals about attention, emotion, memory, and executive functions. New research provides guidance on how the brain's attention filter determines what sensory data is admitted for further processing. You will learn how the brain's response to stressors, including boredom and frustration, can reduce memory and result in the involuntary reactive behaviors of "act out" and "zone out." Additional *neuro-logical* classroom strategies will be described and applied in this interactive workshop to reverse negativity, build growth mindsets and perseverance, promote accurate long-term memory, and transfer of learning to novel applications. You will come away with an enhanced understanding of how the principles of neuroscience relate to education as you acquire a rich toolkit of strategies readily applicable to your school, classroom or clinical practice.

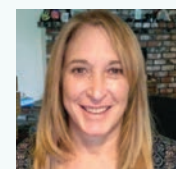
LEARNING OBJECTIVES

At this seminar, you will learn information about:

- Employing brain-friendly strategies to advance student achievement and the skill sets for 21st Century success
- Examining ways to maximize and maintain student attention and focus
- Improving student participation by reducing stress and promoting confidence and resilience
- Increasing construction of working and long-term memories through the use of patterning, mental manipulation and metacognition
- Using advances in neuroscience research to ignite student motivation and promote growth mindsets
- Applying the compelling video game model of individual achievable challenge levels and the recognition of incremental progress to increase student effort and perseverance

WHO SHOULD ATTEND

This seminar will be applicable for all professionals in education, including teachers PreK through graduate school, administrators, policy makers, curriculum designers, professional development coordinators, consultant for schools, teacher educators, psychologists, tutors and graduate students.



WORKSHOP LEADER

Judy Willis, MD, MEd, is on the adjunct faculty of the Graduate School of Education, [University of California, Santa Barbara](#), and is an authority on brain research regarding learning and the brain. She practiced neurology for 15 years before returning to university to obtain her teaching credentials. Dr. Willis subsequently taught both

in elementary and middle schools for 10 years. With the unique background as both a neurologist and classroom teacher, she publishes in several education journals and is the author of six books including *Research-Based Strategies to Ignite Student Learning* (2006) and *How Your Child Learns Best* (2008).

MATHEMATICS AND THE BRAIN:

A Neurodevelopmental Approach to Number Sense

APRIL 9, 2013 • 8:30 AM – 3:00 PM • DEDHAM, MA
APRIL 25, 2013 • 8:30 AM – 3:00 PM • CROMWELL, CT

You will explore, from a neurocognitive perspective, how young children acquire basic mathematical skills in the elementary school years. Seminar leader Dr. Feifer will explain the specific brain pathways that assist in children being able to recall basic math facts and the order of numbers into sets, calculate multiple-step equations and tackle word problems. You will also examine the relationship between anxiety and mathematical performance, as well as two critical constructs, often overlooked when evaluating students with math difficulty: working memory and executive functions. He will discuss the three primary ways in which numbers are formatted in the brain and the central role of language to expand upon conceptually ordered number sets. You will come away with a better understanding of math disabilities in children along with some critical assessment techniques for these disabilities and more efficient ways to diagnose and remediate math disorders in children.

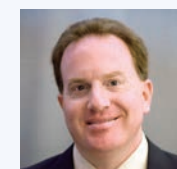
LEARNING OBJECTIVES

At this seminar, you will learn information about:

- Introducing a neurocognitive model of math by identifying basic neural codes which format numbers
- Exploring the role of three primary neurocognitive processes: working memory, visual-spatial functioning, and executive functioning, with respect to math problem-solving ability
- Introducing the 90-minute assessment model of mathematics, as well as scores of interventions in order to more efficiently diagnose and remediate math disorders in children
- International trends in mathematics and reasons why the United States lags behind most industrialized nations in math and science
- The relationship between anxiety and mathematical performance

WHO SHOULD ATTEND

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



WORKSHOP LEADER

Steven G. Feifer, DEd, NCSP, ABSNP, is a nationally renowned speaker and author in the field of learning disabilities, and has authored six books on learning and emotional disorders in children. He is a licensed psychologist and has 19 years of experience as a school psychologist. Dr. Feifer is currently on the faculty at the Graduate

School of Education and Human Development and is the research coordinator for the Center for Applied Developmental Science and Neuroeducation at [George Washington University](#). He maintains a private practice at the Monocacy Neurodevelopmental Center in Frederick, MD. Dr. Feifer was voted the Maryland School Psychologist of the Year in 2008, and awarded the 2009 National School Psychologist of the Year.

EXECUTIVE FUNCTIONS IN CLASSROOMS:

How They Affect Learning and Behavior

APRIL 25, 2013 • 8:30 AM – 3:00 PM • CROMWELL, CT
APRIL 26, 2013 • 8:30 AM – 3:00 PM • DEDHAM, MA

You will learn about a comprehensive model of executive functions in the brain and explore the impact of executive functioning on learning, behavior and classroom production. Seminar leader Dr. McCloskey will explain the development of executive functions during school-age years, as well as the involvement of executive function difficulties in clinical syndromes such as ADHD, Autism, and Asperger's. You will learn ways to self-assess personal executive function skills and how to assess in-class the executive function strengths and weaknesses of students. Dr. McCloskey will discuss classroom management techniques and general strategies that teachers and other professionals can use to help children with executive function difficulties improve their behavior and academic performance either through increasing their capacity for self regulation or through external guidance. He will also discuss specific instructional programs and therapeutic approaches that emphasize the development and improvement of executive functioning.

LEARNING OBJECTIVES

At this seminar, you will learn information about:

- How executive functions develop during the school-age years
- Gaining knowledge of executive functions, and their roles in classroom behavior, learning and production
- Identifying and using classroom-friendly methods to assess executive function strengths and weaknesses
- Understanding executive function difficulties involved in clinical syndromes such as ADHD and autism
- Providing appropriate interventions for executive functioning disorders in children and adults
- Self-assessing your own personal executive function strengths and weaknesses along with your students
- Gaining additional sources of information about assessment and interventions for executive functioning problems

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, reading teachers and other instructional specialists, school administrators, clinical and school psychologists, speech therapists, educational therapists, occupational and physical therapists, and life skills coaches and ADHD coaches.



WORKSHOP LEADER

George McCloskey, PhD, is a 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).