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.

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; and Joanna A. Christodoulou, EdD, Research Affiliate, Massachusetts Institute of Technology

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; 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

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

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
RAISING ACHIEVEMENT BY PROMOTING SELF-AWARENESS & ACCEPTANCE

Students’ feelings and beliefs about themselves and their abilities 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 people to become self-actualized – or the best they can be. Researchers in the brain and psychological sciences have discovered links between self-esteem, awareness, acceptance, and authenticity and greater academic achievement, wellbeing, and life success. This conference will explore the science of self-esteem, self-awareness, and self-actualization and why they are important for school and life success. Discover ways to improve students’ (and your own) self-concepts, beliefs, awareness, acceptance, and authenticity, and how our self-narratives, self-compassion, confidence, mindfulness, self-affirmation, awe, and curiosity can improve math, science, reading, achievement, and self-actualization. Learn ways to becoming a more “authentic” teacher and leader and help students become more aware, confident, and successful.

FEATURED SPEAKERS:


Barbara L. Fredrickson, PhD, Kenan Distinguished Professor; Director, Positive Emotions and Psychophysiology Laboratory (PEP Lab), 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 Emotion Correlates of Meditation Practice: A Comparison of Mindfulness Meditation and Loving-Kindness Meditation” (2017, Mindfulness) and “Mindfulness Broadens Awareness and Builds Eudaimonic Meaning: A Process Model of Mindful Positive Emotion Regulation” (2015, Psychological Inquiry)

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: Integrating Mindfulness into Psychology and the Helping Professions (2017, 2nd Edition) and Mindful Discipline: A Loving Approach to Setting Limits and Raising an Emotionally Intelligent Child (2014)


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 (2012) and Strangers to Ourselves: Discovering the Adaptive Unconscious (2002); Co-Author, The Handbook of Self-Knowledge (2012) and Social Psychology (2012, 8th Edition)

Register online at LearningAndTheBrain.com by December 18, 2019 and save, or call 781-449-4010 ext. 101 or 102.

SCHOOLING THE SELF: PROMOTING SELF-AWARENESS, CONFIDENCE, AND COMPASSION FOR ACHIEVEMENT

May 1-3, 2020, in New York at the Sheraton NY Times Square Hotel

Co-sponsors include: Neuroscience and Education Program, Teachers College, Columbia University; Neuroscience and Education Collaborative, New York University; and the Dana Alliance for Brain Initiatives, NYC
HELPING KIDS FEEL CALM AND CONNECTED

Various reports have found that many children and teens are experiencing significant stress, anxiety, and mental health issues. More than 1 in 20 children ages 6–17 (and one in three teens) suffers from anxiety disorders, according to a June 2018 study in the Journal of Developmental and Behavioral Pediatrics. A new UC Berkeley study finds that college students have seen a sharp rise in anxiety over the past decade and an American College Health Association study reveals that sixty-two percent of college students report a significant level of anxiety. In addition, according to a 2016 National Survey of Children’s Health (NSCH), almost forty-five percent of all children in the US have experienced at least one Adverse Childhood Experience (ACE). Discover how toxic stress, anxiety, and trauma negatively affect developing brains, student behavior, and academic success. This conference will help you reduce anxiety and stress in your schools and practice; address teen depression and challenging classroom behaviors; foster coping, calming, mindful practices; create trauma-sensitive schools; and improve school success by promoting positive teacher-student relationships.

LEARNING OBJECTIVES

You will gain knowledge about:

✓ The brain science of anxiety, adversity, and toxic stress
✓ Strategies for dealing with struggling and challenging students
✓ Fostering positive connections and teacher-student relationships
✓ Strategies and activities for coping, calming, and reducing stress
✓ Teaching and parenting all children to thrive in a high stress world
✓ Creating trauma-sensitive schools where kids feel safe and supported
✓ Reducing parental, grade, and math anxiety to improve school success
✓ The importance of relationships, touch, and showing up for children
✓ Addressing teen anxiety, school pressures, depression, and bullying
✓ The science and practice of using mindful meditation in classrooms
✓ Addressing the impacts of trauma and adversity on learning
✓ Strategies for close reading and struggling readers

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Mind, Brain, and Education Program, Harvard Graduate School of Education
National Association of Elementary School Principals (NAESP)
National Association of Secondary School Principals (NASSP)
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Learning Specialists, Special Educators
Early Childhood Educators, Professionals
Superintendents, Principals, Assistant Principals
PreK-12 Teachers, Administrators, School Heads
Reading, Math, Psychology, Mentoring Teachers
Behavior, Discipline, School Safety Professionals
School Psychologists, Guidance Counselors
Trauma, Mental Health, Bullying Prevention Staff
College, University Professors

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Speech-Language Pathologist Credits: Please visit LearningAndTheBrain.com for more information on courses registered to offer ASHA CEUs.

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Stay on hotel costs by booking a room at a discounted conference rate. LEARNING & THE BRAIN® has negotiated discounted rates at the Fairmont Hotel, the site of the conference, and several nearby hotels. Please access LearningAndTheBrain.com for information on how to make reservations and for room availability. If you have trouble making reservations, please call PIRI’s information line at 781-449-4010 ext. 101 or 102 for additional hotel options. LEARNING & THE BRAIN® conference hotels are conveniently located atop Nob Hill and in the Union Square area close to cable car routes, shopping, and the sights of San Francisco.
LEARNING & the BRAIN® CONFERENCE

February 14-16, 2020 • At The Historic Fairmont Hotel, Nob Hill • San Francisco, CA

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Winter 2020 International Conference for Pre-K Through University Educators, Parents, and Clinicians

Explore the latest research on:
- The Science of Anxiety and Stress
- How Adversity Affects Achievement
- Creating Trauma-Sensitive Schools
- Dealing with Challenging Behaviors
- Helping Children Thrive in Adversity
- Reducing Teen Anxiety and Depression
- How Greeting Students Improves Behavior
- Reducing Teacher Stress and Burnout

Creating Calm, Mindful Classrooms
The Impacts of Trauma and Toxic Stress
Reducing School and Parental Pressures
Positive Teacher-Student Relationships
The Power of Touch and Showing Up
Helping Students Feel Safe and Secure
Improving Reading and Math Learning

WHO SHOULD ATTEND
- Educators, Parents
- Curriculum, Staff Developers
- Speech-Language Pathologists
- Learning Specialists, Special Educators
- Early Childhood Educators, Professionals
- Superintendents, Principals, Assistant Principals
- PreK-12 Teachers, Administrators, School Heads
- Reading, Math, Psychology, Mentoring Teachers
- Behavior, Discipline, School Safety Professionals
- School Psychologists, Guidance Counselors
- Trauma, Mental Health, Bullying Prevention Staff
- College, University Professors

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Bruce D. Perry, MD, PhD
Senior Fellow, The ChildTrauma Academy; Adjunct Professor, Dept. of Psychiatry and Behavioral Sciences, Feinberg School of Medicine, Northwestern University; Co-Author, The Boy Who Was Raised as a Dog (2017) and Born for Love (2011)
“The more healthy relationships a child has, the more likely it is they will be able to recover from trauma and thrive.”

Bruce D. Perry, MD, PhD

EDUCATING ANXIOUS BRAINS:
CREATING CALM, CONNECTED, MINDFUL, AND TRAUMA-SENSITIVE SCHOOLS

AT THE HISTORIC FAIRMONT HOTEL, ATOP NOB HILL, SAN FRANCISCO, CA

FEBRUARY 14-16, 2020

Pre-Conference Workshops: February 14
Early Discount Deadline: December 6, 2019
1) ANXIOUS BRAINS: HELPING KIDS THRIVE IN A STRESSFUL WORLD

Ready or Not: Preparing Our Children to Thrive in an Anxious, Uncertain World
Madeline Levine, PhD, Co-Founder, Challenge Success; a project at the Stanford Graduate School of Education; Author, Ready or Not: Preparing Our Kids to Thrive in an Uncertain World (Forthcoming), Teach Your Children Well (2012), and The Price of Privilege (2006)

Proactive Solutions for Challenging Children: Moving From Power and Control to Collaboration
Ross W. Greene, PhD. Psychologist; Adjunct Associate Professor, Department of Psychology, Virginia Tech; Former Faculty, Harvard Medical School; Founder/Director, Lives in the Balance; Author, Raising Human Beings: Creating a Collaborative Partnership with Your Child (2017), Lost and Found: Helping Behaviorally Challenging Students (2016), Lost at School (2008), and The Explosive Child (1998)

Raising Joyful Children in a Stressful World

The Power of Showing Up: How Teacher and Parental Presence Shape Who Our Children Become and How Their Brains Get Wired
Daniel J. Siegel, MD, Founding Co-Director, Mindful Awareness Research Center; Clinical Professor of Psychiatry, School of Medicine, University of California, Los Angeles; Author, The Power of Showing Up: How Parental Presence Shapes Who Our Kids Become and How Their Brains Get Wired (Forthcoming, 2020), Aware (2018), Brainstorm (2015), and The Mindful Brain (2007)

Parenting the Stress-Resilient Child: Building Skills in the Era of Stress and Media Mess
Laura S. Kastner, PhD, Clinical Professor, Department of Psychology and Department of Psychiatry and Behavioral Sciences, University of Washington; Author, Wise Minded Parenting: 7 Essentials for Raising Successful Tweens + Teens (2013) and Calming the Early Years (2015)

Risk and Resilience: Helping Children Thrive in a World Focused on Success
Suniya S. Luthar, PhD, Foundation Professor of Psychology, Arizona State University; Professor Emerita, Teachers College, Columbia University; Executive Director, Authentic Connections; and Nina Kumar, BA, Chief Executive Officer, Authentic Connections; Co-Authors, “How Can You Help Children Thrive in a World Focused on Success?” (2019, Wealth of Wisdom)

2) TRAUMATIZED BRAINS: CREATING TRAUMA-SENSITIVE SCHOOLS

The Deepest Well: Healing the Long-Term Effects of Childhood Adversity
Nadine Burke Harris, MD, MPH, Surgeon General of California; Founder, Center for Youth Wellness; Post-Doctoral and Graduate Medical Education Committees, Stanford University Medical Center; Author, The Deepest Well: Healing the Long-Term Effects of Childhood Adversity (2018)

The Impact of Trauma and Neglect on the Developing Child
Bruce D. Perry, MD, PhD, Senior Fellow, The ChildTrauma Academy; Adjunct Professor, Department of Psychiatry and Behavioral Sciences, Feinberg School of Medicine, Northwestern University; Co-Author, The Boy Who Was Raised As a Dog: And Other Stories from a Child Psychiatrist's Notebook -- What Traumatized Children Can Teach Us About Loss, Love, and Healing (2017), Infant and Early Childhood Mental Health, and Born for Love: Why Empathy Is Essential -- and Endangered (2011)

Whole Child Development: Dynamics of Trauma, Stress, and Complex Skill Development
Pamela Cantor, MD, Child Psychiatrist; Trauma Specialist; Founder and Senior Science Advisor, Turnaround for Children; Visiting Scholar in Education, Harvard Graduate School of Education; Co-Author, "Drivers of Human Development" (2018, Applied Developmental Science); Contributor, Keeping Students Safe and Helping Them Thrive: A Handbook on School Safety, Mental Health, and Wellness (2019)

The Neuroscience of Adversity and Achievement: Implications for Education
Katie A. McLaughlin, PhD, Clinical Psychologist; Assistant Professor of Psychology, Harvard University; Co-Author, "Neurobiological Models of the Impact of Adversity on Education" (2016, Current Opinion in Behavioral Sciences)

Trauma-Informed Classroom Management: Succeeding with Challenging Students
Grace Dearborn, MA, Education Consultant; Executive Director, Conscious Teaching, LLC; Co-Author, Yeah, But What About This Kid? Tier 3 Behavior Interventions That Work (2019) and Conscious Classroom Management: Unlocking the Secrets of Great Teaching (2016, 2nd Edition)

UCSF “NEUROSCAPE” TOUR: THE BRAIN IN ACTION

THURSDAY, FEBRUARY 13 – 3:00 or 4:00 PM (COST PER PERSON: $149)
Sponsored by Neuroscape, University of California, San Francisco

Take this special opportunity to tour the Neuroscape Lab at UCSF run by Adam Gazzaley, MD, PhD. Take a tour of this translational neuroscience center, where you will view an MRI in action; visit cutting edge cognitive neuroscience lab space and see different ways to record brain activity (via EEG); demo different forms of non-invasive brain stimulation (TMS, TES) that rely on MRI data for targeting; and see how video games from tablet-based to virtual reality are being used for research purposes. Tour will take place offsite at the UCSF campus in San Francisco, CA. The Neuroscape building is accessible from the Fairmont San Francisco via public transit. Directions will be provided. (Space is limited. For conference registrants only.)
3) CALM SCHOOLS: REDUCING ANXIETY, STRESS, & CHALLENGING BEHAVIOR

Rethinking Stress: Leveraging Mindset to Engage with Stress
Kari A. Leibowitz, PhD Candidate, Interdisciplinary Graduate Fellow, Mind, Brain, and Body Lab, Department of Psychology, Stanford University; Co-Author, “Mindsets Matter” (2018, International Review of Neurobiology)

Rewiring the Anxious Brain: Using Neuroscience to Reduce Fear, Anxiety, and Worry
Catherine M. Pittman, PhD, HSSP, Licensed Clinical Psychologist; Chair, Psychology Department, Saint Mary’s College; Co-Author, Rewire Your Anxious Brain: How to Use the Neuroscience of Fear to End Anxiety, Panic, and Worry (2015)

Beyond Behavior: Using Brain Science to Reduce Anxiety, Toxic Stress, and Behavioral Challenges
Mona M. Delahooke, PhD, Pediatric Psychologist; Faculty Member, Early Intervention Training Institute (EITI) of the Los Angeles Child Guidance Clinic; Author, Beyond Behaviors: Using Brain Science and Compassion to Understand and Solve Children’s Behavioral Challenges (2019)

Practical Strategies for Reducing Anxiety and Defiant Behavior in the Classroom

Coping Skills for Children: Dealing with Stress, Anxiety, and Anger
Janine Halloran, LMHC, Licensed Mental Health Counselor; Founder/CEO, Coping Skills for Kids; Author, Social Skills for Kids (2019) and Coping Skills for Kids Workbook: Over 75 Coping Strategies to Help Kids Deal with Stress, Anxiety, and Anger (2016)

Stress on the Rise and the Pivot: Stress Reduction, Empathy, and Problem-Solving
Laura S. Kastner, PhD, Clinical Professor, Department of Psychology and Department of Psychiatry and Behavioral Sciences, University of Washington; Author, Getting to Calm: Cool-Headed Strategies for Parenting Tweens + Teens - Updated and Expanded (2018)

4) DISTRESSED TEENS: DECREASING ANXIETY, DEPRESSION, & BULLYING

Anxiety Disorders on College Campuses: The New Epidemic
Richard M. Scheffler, PhD, Distinguished Professor Emeritus of Health Economics and Public Policy, School of Public Health and Goldman School of Public Policy; Director, The Global Center for Health and Economic Policy Research; Professor of the Graduate School, University of California, Berkeley; Principal Investigator of the Preliminary Study, “Freaked Out Millennials: The Causes and Consequences of Anxiety Disorder” (2019)

The New Adolescence: Raising Successful Teens in an Age of Anxiety and Distraction
Christine L. Carter, PhD, Sociologist; Senior Fellow, Greater Good Science Center, University of California, Berkeley; Author, The New Adolescence: Raising Happy and Successful Teens in an Age of Anxiety and Distraction (Forthcoming, 2020), The Sweet Spot (2015), and Raising Happiness: 10 Simple Steps for More Joyful Kids and Happier Parents (2011)

Brainstorm: Anxiety, Technology, and Mindfulness in the Teen Brain
Daniel J. Siegel, MD, Founding Co-Director, Mindful Awareness Research Center; Clinical Professor of Psychiatry, School of Medicine, University of California, Los Angeles; Author, The Power of Showing Up (Forthcoming, 2020), Aware (2018), Brainstorm: The Power and Purpose of the Teenage Brain (2015), and The Mindful Brain (2007)

Embodied Brains, Social Minds, and Cultural Meaning: The Effects of Community Violence Exposure on Urban Adolescents’ Brain Development
Mary Helen Immordino-Yang, EdD, Professor of Education, Psychology, and Neuroscience, Brain and Creativity Institute and Rossier School of Education, University of Southern California; Co-Author, “Community Violence Exposure Correlates with Smaller Gray Matter Volume and Lower IQ in Urban Adolescents” (2018, Human Brain Mapping)

Cultivating Youth Resilience to Adversity: Preventing Bullying and Improving School Climate
Justin W. Patchin, PhD, Co-Director, Cyberbullying Research Center; Professor of Criminal Justice, Department of Political Science, University of Wisconsin-Eau Claire; Co-Author, “Cultivating Youth Resilience to Prevent Bullying and Cyberbullying Victimization” (2017, Child Abuse and Neglect), Bullying Today: Bullet Points and Best Practices (2016), and School Climate 2.0 (2012)
5) MINDFUL SCHOOLS: USING MEDITATION TO REDUCE STUDENT STRESS

Stressful Schools, Mindful Teachers
Amy L. Eva, PhD, Associate Education Director, Greater Good Science Center, University of California, Berkeley; Co-Author, “The Mindful Teacher: Translating Research into Daily Wellbeing” (2018, The Clearing House Journal)

Growing Up Mindful in a Stressed-Out World
Christopher Willard, PsyD, Psychotherapist; Educational Consultant; Lecturer in Psychiatry, Harvard Medical School; Author, Growing Up Mindful (2016) and Mindfulness for Teen Anxiety (2014); Co-Author, The Mindfulness Matters Program for Children and Adolescents (2019)

Trauma-Sensitive Mindfulness for Children
David A. Treleaven, PhD, Psychologist; Founder of the Trauma-Sensitive Mindfulness (TSM) Community; Visiting Scholar, Brown University; Author, Trauma-Sensitive Mindfulness: Practices for Safe and Transformative Healing (2018)

A Biopsychosocial Perspective on Trauma, Learning, and Mindful Healing in Urban Populations
Sara King, PhD, Neuroscientist; Post-Doctoral Fellow, Neurology in Complimentary Alternative Medicine, Oregon Health University; Mindfulness and Yoga Instructor; Former Graduate Student/Researcher, University of California, Los Angeles

Taking Time to B.R.E.A.T.H.E.: Research-Based Practices to Strengthen Wellbeing and Resilience
Joelle Hood, EdD, Co-Founder and Chief Empowerment Officer, Thriving YOUniversity; Janeen Antonelli, MA, Co-Founder and Chief Culture Coach, Thriving YOUniversity; and Jessie Fuller, MA, Co-Founder and Lead Learner Coach, Thriving YOUniversity

6) CONNECTED SCHOOLS: BUILDING POSITIVE, SECURE RELATIONSHIPS

Building Resilience and Executive Function in Adversity: The Role of Peers, Parents, and Teachers
Jelena Obdradovic, PhD, Associate Professor, Developmental and Psychological Sciences Program; Director, Stanford Project for Adaptation and Resilience in Kids, Stanford Graduate School of Education; Co-Author, “Emotional Behavior Problems, Parent Emotion Socialization, and Gender as Determinants of Teacher-Child Closeness” (2017, Early Education and Development)

Establishing Classroom Greetings and Positive Teacher-Student Relationships
Clayton R. Cook, PhD, John W. and Nancy E. Peyton Faculty Fellow in Child and Adolescent Wellbeing, College of Education and Human Development, University of Minnesota; Co-Author, "Cultivating Positive Teacher-Student Relationships" (2019, School Psychology Review) and “Positive Greetings at the Door” (2018, Journal of Positive Behavior Interventions)

Building Teacher Credibility, Collective Efficacy, and Authentic Relationships

Meeting Students in Brain Development with an Emphasis on Regulation and Connections
Lori L. Desaulets, PhD, Assistant Professor, College of Education, Butler University; Author, Eyes Are Never Quiet: Listening Beneath the Behaviors of Our Most Troubled Students (2019) and Unwritten, The Story of a Living System (2016)

Connections: The Science of Human Interpersonal Touch
David J. Linden, PhD, Professor of Neuroscience, Johns Hopkins School of Medicine; Fellow, American Association for the Advancement of Science; Author, Touch: The Science of the Hand, Heart, and Mind (2015) and The Accidental Mind (2009)

Addressing Students’ Needs Through Relationships, Responsibility, and Regulation
Peter Hall, MA, Executive Director, EducationHall; Co-Author, Relationship, Responsibility, and Regulation: Trauma-Invested Practices for Fostering Resilient Learners (2018) and Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom (2016)

Notice, Note, and Disrupting Thinking: Strategies for Close Reading and Struggling Readers
Kylene Beers, EdD, Former Senior Reading Researcher, Comer School Development Program, Yale University; and Robert E. Probst, PhD, Professor Emeritus of English Education, Georgia State University; Co-Authors, Disrupting Thinking: Why How We Read Matters (2017) and Notice & Note: Strategies for Close Reading (2013)

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PRE-CONFERENCE WORKSHOPS

FRIDAY, FEBRUARY 14  8:30 AM –12:30 PM

(Cost per person: $189. By advance registration only. Select one of six. Add $30 fee if you are not attending the conference.)

1) Your Brain on Stress: Dial Down the Stress Without Dumbing Down School
Explore the science of stress and what works best to decrease student stress and anxiety so as to increase mastery and engagement in learning.
This two-part workshop will explain the latest research on the effects of stress on the brain; discuss best practices from hundreds of schools across the country; and show how to make positive change in policy and practice to reduce stress in schools. Daniela Kaufe, PhD, Acting Associate Dean and Professor of Integrative Biology, University of California, Berkeley; Margaret Dunlap, MA, School Program Director, Challenge Success, Stanford University; and Ian Kelleher, PhD, Head of Research, Center for Transformative Teaching and Learning, St. Andrew's Episcopal School.

2) SEL Every Day: All Learning Is Social and Emotional
Our children's emotional development is too important to be an add-on or just an after-thought and it is too important to be left to chance. This two-part workshop will deepen your understanding of Social and Emotional Learning (SEL), its relationship to equity, and introduce strategies for integrating mindfulness and SEL into daily instructional practice. It will present a five-part model of SEL that's easy to integrate into everyday content instruction. This integrated approach to SEL empowers teachers to help students develop skills that will serve them in the classroom and throughout their lives. Meena Srinivasan, MEd, Executive Director, Transformational Educational Leadership; Author, SEL Every Day (2019); and Douglas B. Fisher, PhD, Chair, Department of Educational Leadership, San Diego State University; Co-Author, All Learning Is Social and Emotional: Helping Students Develop Essential Skills for the Classroom and Beyond (2019)

3) I'm Not Okay: How to Help Students Navigate Their Mental Health
This workshop is a wonderful way to kick start your learning and networking at the conference. You will break the ice with fellow attendees during interactive activities, learning the basics of toxic stress and top mental health concerns, and take away a series of concrete answers and interventions. You will learn how to build emotion regulation skills early and often; discover how to bring mental health lessons into your curriculum; find out how to spot red flags to alert you to potential safety concerns; and take home many more strategies and resources to integrate into your day to help your students. Paula Prentis, LMSW, Licensed Social Worker; Co-Founder, Your Self Series; Expert in whole child health, wellness, social-emotional learning, adolescent development, and how to build connections in the classroom to optimize learning and life potentials; Co-Author, Reach Before You Teach: Ignite Passion and Purpose in Your Classroom (2013)

4) A Strengths-Based Approach to Creating a Trauma-Sensitive Classroom
This informative and engaging workshop will help you seek solutions and build relationships and environments that will allow all students to thrive. You will walk away with a deeper understanding of the impact of trauma on student learning and behavior, as well as research-based practices and strategies that you can begin to implement in your classroom immediately as part of a trauma-informed approach. Joelle Hood, EdD, Co-Founder and Chief Empowerment Officer, Thriving YOUUniversity; Janeen Antonelli, MA, Co-Founder and Chief Culture Coach, Thriving YOUUniversity; and Jessie Fuller, MA, Co-Founder and Lead Learner Coach, Thriving YOUUniversity

5) Distressed Brains: Strategies for Reducing Teen Stress and Depression
Fact: About 1 in 5 youth 13-18 years of age suffer from a severe enough mental disorder to impact their daily lives. In this two-part workshop, you'll discover the evidence-based protocol that combines mindfulness, positive neuroplasticity, and cognitive behavioral therapy. You will learn some practical tools you can use to provide teens with the survival gear and compass they need to reach personal health, growth, and well-being, and conquer the pressures of school and life. Gina M. Biegel, LMFT, Psychotherapist; Researcher; Founder of Stressed Teens; Author, Be Mindful and Stress Less (2018) and The Stress Reduction Workbook for Teens (2017); and Katie F. Hurley, LSW, Child and Adolescent Psychotherapist; Author, The Depression Workbook for Teens (2019)

6) Using the Neuroscience of Anxiety and Social, Emotional, and Mental Health in Reading and Learning Disorders to Rethink 504 and IEP Accommodations (For Teachers and Special Educators)
You will learn about neuroscience research that has informed our knowledge about learning in the realms of anxiety and social, emotional, and mental health for all students, particularly those with learning challenges. This information will be translated for educators to increase your understanding of the power of accommodations from IEP and 504 plans in providing opportunities for all learners to demonstrate their potential. Fumiko Hoeft, MD, PhD, Director, Laboratory for Educational Neuroscience (brainLENS.org), University of California, San Francisco; Professor and Director, Brain Imaging Research Center, University of Connecticut; Nicole Ofoesh, PhD, Director, Schwab Learning Center; Senior Research Scientist, CAST; Director of the UDL Innovation Studio, Stanford University; Author, Teaching for the Lifespan (2016); and Nancy Redding, MEd, Fellow, Academy of Orton-Gillingham Practitioners and Educators; Co-Author, Patterns for Success in Reading and Spelling (2019)

SPECIAL EVENTS

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<table>
<thead>
<tr>
<th>Registration Type</th>
<th>Early Registration (THROUGH DEC. 6, 2019)</th>
<th>General Registration (THROUGH JAN. 31, 2020)</th>
<th>Late Registration (AFTER JAN. 31, 2020)</th>
<th>Dual Conf. Registration (Circle conference: Nov. and/or May)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Price</td>
<td>$549 per person ($499 per person for groups of 5+)</td>
<td>$599 per person ($549 per person for groups of 5+)</td>
<td>$619 per person ($569 per person for groups of 5+)</td>
<td>$479 per person, per conference</td>
</tr>
</tbody>
</table>

Please Register Me for a Friday, Feb. 14 Pre-Conference Workshop
Add $30 if not attending the Feb. conference

<table>
<thead>
<tr>
<th>Workshop Description</th>
<th>Time</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Brain on Stress: Dial Down the Stress Without Dumbing Down School</td>
<td>8:30 am – 12:30 pm</td>
<td>$189 per person</td>
</tr>
<tr>
<td>SEL Every Day: All Learning Is Social and Emotional</td>
<td>8:30 am – 12:30 pm</td>
<td>$189 per person</td>
</tr>
<tr>
<td>I'm Not Okay: How to Help Students Navigate Their Mental Health</td>
<td>8:30 am – 12:30 pm</td>
<td>$189 per person</td>
</tr>
<tr>
<td>A Strengths-Based Approach to Creating a Trauma-Sensitive Classroom</td>
<td>8:30 am – 12:30 pm</td>
<td>$189 per person</td>
</tr>
<tr>
<td>Distressed Brains: Strategies for Reducing Teen Stress and Depression</td>
<td>8:30 am – 12:30 pm</td>
<td>$189 per person</td>
</tr>
<tr>
<td>Using Neuroscience to Rethink 504 and IEP Accommodations</td>
<td>8:30 am – 12:30 pm</td>
<td>$189 per person</td>
</tr>
</tbody>
</table>

Please Sign Me Up for Professional Development Credit

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning &amp; The Brain's monthly newsletter</td>
<td>(Free)</td>
</tr>
<tr>
<td>Meeting of the Minds Reception</td>
<td>(Free)</td>
</tr>
<tr>
<td>Register me for a UCSF Neuroscape Tour</td>
<td>(Please call 781-449-4010 ext. 101 to check availability of tours.) (Add $149)</td>
</tr>
</tbody>
</table>

All prices are in U.S. dollars.

GRAND TOTAL: $ 

PAYMENT METHOD

<table>
<thead>
<tr>
<th>Payment Method</th>
<th>Check enclosed</th>
<th>Purchase Order enclosed</th>
<th>Credit Card (Circle one: VISA MC AMEX )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cardholder Name:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cardholder Billing Address:</td>
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<td></td>
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</tr>
<tr>
<td>Signature:</td>
<td></td>
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</tr>
</tbody>
</table>

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 prior to conference. Registrations without payment or purchase order will not be confirmed.

REGISTRATION POLICIES
Registrations are taken and confirmed on a first-come, first-served basis according to receipt of full payment or purchase order. Unpaid registrations without a purchase order will be canceled after 30 days. If you do not receive a confirmation within three weeks after sending full payment or purchase order, call (781) 449-4010 ext. 101 or 102. Early conference registration is $549 ($499 per person for groups of 5 or more) through Dec. 6. General Conference registration is $599 per person ($549 per person for groups of 5 or more when registering together) through Jan. 31, 2020. After Jan. 31, 2020, late registration is $619 per person ($569 per person for groups of 5 or more when registering together).

SUBSTITUTIONS AND CANCELLATIONS
Substitutions are permissible up to seven days before the conference, but you must notify PIRI in writing by fax or mail. Cancellations must be requested no later than Jan. 31, 2020. No cancellations can be accepted after Jan. 31, 2020. 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 Dec. 6, 2019, or $150 per person if you cancel after Dec. 6, 2019, but by Jan. 31, 2020. Cancellations must be sent in writing to PIRI at 35 Highland Circle, 1st floor, Needham, MA 02494-3099 or faxed to PIRI at (781) 449-4024.

CONFERENCE PROGRAM CHANGES
Public Information Resources, Inc. (PIRI) reserves the right, without having to refund any monies to participants, to make changes in the conference, its program, schedule, workshops, sessions, events, location, and/or faculty should PIRI, in its sole discretion, deem any such changes necessary or advisable. Similarly, PIRI further reserves the right to cancel any workshops, sessions, events, credit courses, or the conference 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 conference.