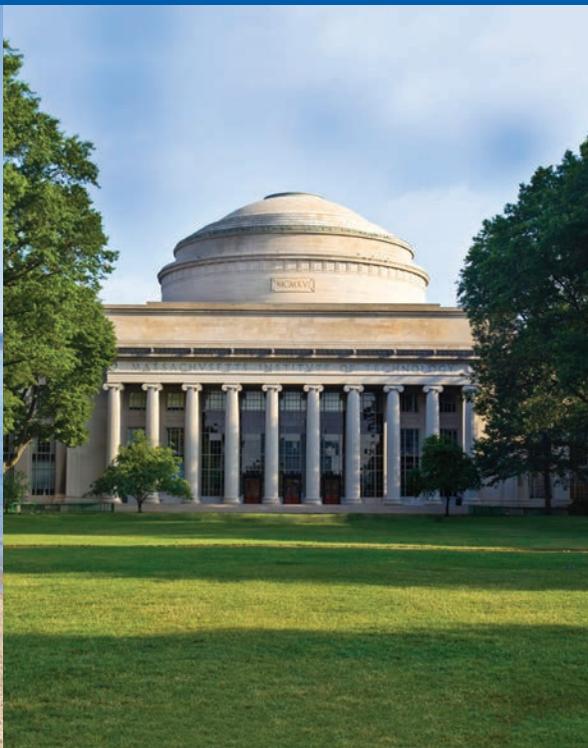




LEARNING & *the* BRAIN[®]
2020 SUMMER INSTITUTES

SELECTED WEEKS IN JULY 2020
NOW ONLINE



LEARNING & *the* BRAIN®

SUMMER INSTITUTES 2020

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ABOUT LEARNING & *the* BRAIN® SUMMER INSTITUTES

LEARNING & *the* BRAIN® summer institutes are designed to provide educators and clinicians with both an understanding of some of the latest research on how to improve student learning, and practical knowledge to bring back to their schools. In order to facilitate learning, the summer institutes are limited in size to 40 participants. Each institute is designed to be interactive with group projects.

WHAT TO EXPECT FROM THE INSTITUTES

- Knowledge about some of the latest findings in the science of learning
- Group discussions and projects for a more in-depth experience
- Research-based strategies to improve instruction and intervention
- Handouts and readings to help you better understand your students
- New ideas to immediately take back to your school or classroom
- Limited enrollment for more personalized interaction with faculty

EARN PROFESSIONAL DEVELOPMENT CREDIT

Earn up to 20 hours toward professional development credit for attending an institute. Credit is available for educators, psychologists, social workers, and speech-language pathologists. Access LearningAndTheBrain.com for more information on the availability of professional development credit, or call 781-449-4010 x104.

Please visit www.LearningAndTheBrain.com for schedules and more information.

“One of the most illuminating, mind-opening experiences for me as a teacher. I have been thinking the entire time of how I can re-set my own mindset in the classroom.”

—**Frances Spaltro, Teacher**, University of Chicago Lab School, Chicago, IL

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

JULY 6-10, 2020 • ONLINE

This institute will review what is currently known about the brain basis of reading ability and disability. Neuroimaging has revealed how plasticity in the child's brain supports learning to read, and how differences in brain structure and function are associated with reading disabilities, such as dyslexia. You will examine how neuroscience knowledge may be translated into educational policies and practices in relation to topics such as diagnosis, prognosis, early identification of children at risk for dyslexia, and identification of children who will or will not benefit from a specific kind of intervention. You will also observe real, live neuroimaging measures including functional magnetic resonance imaging (fMRI). This institute is designed to be an intense, hands-on workshop with group projects, and therefore is limited to 40 participants.



LEARNING OBJECTIVES

At this institute, you will:

- Become proficient in understanding the brain basis of typical reading acquisition and reading disorders, such as dyslexia
- Delve deeper into recent advances in understanding the psychological basis of reading difficulties
- Examine ways neuroscience advances can help to predict reading outcomes
- Explore how neuroscience research can measure response to interventions
- Recognize how reading acquisition and disorders differ across languages
- Evaluate the relevance of neuroscience research for students and teachers, and how to be a critical consumer of neuroscience regarding the reading brain

WHO SHOULD ATTEND

This seminar will be applicable for PreK-12 teachers, reading specialists, administrators, school psychologists, school clinicians, and education and college professors.

WORKSHOP LEADERS



John D.E. Gabrieli, PhD, is a neuroscientist at the [Massachusetts Institute of Technology](#) where he is a faculty member of both the McGovern Institute for Brain Research and the Department of Brain and Cognitive Sciences, and Director of the Martinos Imaging Center. He is also a Member of the Faculty of Education at the [Harvard Graduate School of Education](#).

Joanna A. Christodoulou, EdD, is an Associate Professor at the [MGH Institute of Health Professions](#) and an Adjunct Lecturer at the [Harvard Graduate School of Education](#).

A TEACHER'S GUIDE TO THE LEARNING BRAIN: Translating Psychology and Neuroscience Research for the Classroom

JULY 13-17, 2020 • ONLINE

As teachers, how can we best combine our experience and wisdom with insights from neuroscience and psychology? This lively and interactive institute explores current brain research through four essential topics: working memory, long-term memory, emotion, and attention. We begin with the little-recognized goal of all schooling, *schema formation*: a concept crucial for understanding optimal teaching. With this goal in mind, we explore the core functions of working memory; the encoding and retrieval strategies that best consolidate learning; the perils and benefits of stress; and the surprising cognitive mechanisms that promote classroom attention. Topics will range from the neural basis of long-term memory formation to strategies for reducing the distractions of classroom technology. In every case, we balance an in-depth exploration of research with practical and flexible classroom strategies. To ensure that our work remains hands-on and personal, the workshop is limited to 40 participants.



LEARNING OBJECTIVES

At this institute, you will:

- Understand and apply the core concept of “schema formation” at the heart of learning
- Develop insights and strategies to anticipate, identify, and mitigate working memory overload
- Nurture long-term memory formation—that is, learning—with research on encoding, retrieval, and consolidation
- Discuss current research on attention to enhance student focus and boost classroom energy
- Practice positive mindset strategies to promote learning goals and gritty resilience
- Enrich classroom practice by converting stresses to challenges and fostering a positive emotional climate
- Understand psychology and neuroscience research articles, with a particular focus on developing effective and informed skepticism

WHO SHOULD ATTEND

This seminar will be applicable for all PreK-12 teachers, academic administrators, school psychologists, learning specialists, counselors, and academic support staff.

WORKSHOP LEADER



[Andrew Watson, MA, EdM](#), has been connecting brain research with teachers and schools for the better part of a decade. A one-time dean of faculty, and an award-winning teacher with 16 years of experience, Andrew Watson now presents on the classroom uses of neuroscience and psychology research. He is the Founder and President of Translate the Brain—an educational consultancy. He is also the author of *Learning Begins* (2017) and *Learning Grows* (2019) and editor of the *LEARNING & the BRAIN*® blog.

UNLOCKING THE MYSTERIES OF THE LEARNING BRAIN: Developing Strategic Thinkers for Academic Success

JULY 13-17, 2020 • ONLINE

As educators, our goal is to support and empower students so they may flourish academically, socially, and emotionally. You will learn about the four neurocognitive abilities related to the frontal lobes (executive function), brain stem (attention), temporal lobes (sequencing), and occipital lobes (spatial). These brain functions are critical to students' academic and social-emotional success and understanding them will allow the student and parents to make more informed decisions about what students need to thrive as learners. You will leave this highly interactive, inspiring institute with the skills needed to merge the neuroscience of learning with the realities of classroom instruction, as well as practical strategies you can implement immediately. This institute is designed to be hands-on and is limited to 40 participants.



LEARNING OBJECTIVES

At this institute, you will:

- Understand the four neurocognitive abilities and how they can help to maximize thinking and learning
- Implement engaging strategies to help students self-regulate their academic and social-emotional lives
- Assess cognitive strengths and challenges to guide interventions for SLD, ADHD, ASD, and trauma
- Empower students to develop academic/social-emotional mindsets and metacognitive skills for success
- Create a safe environment that engages all learners: culturally, social-emotionally, and academically
- Employ effective strategies that allow students to be responsible and accountable for their own learning

WHO SHOULD ATTEND

This seminar will be applicable for PreK-12 teachers, administrators, special education teachers, speech-language pathologists, school psychologists, and education and psychology professors.

WORKSHOP LEADERS



Kathleen M. Kryza, MA, is a master teacher and a consultant/coach who has worked with educators in numerous school districts, nationally and internationally, for over 30 years. Ms. Kryza is the co-author of several books including *Transformative Teaching: Changing Classrooms Culturally, Emotionally, and Academically* (2015).

Jack A. Naglieri, PhD, is a 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](#). Dr. Naglieri is the author of tests such as the Naglieri Non-Verbal Ability Test (NNAT) and the Cognitive Assessment System (CAS2), and also of many books including *Helping Children Learn* (2010).

ENGAGING THE BRAIN FOR LEARNING: Strategies for Maximizing Students' Attention, Retention, and Potential

JULY 13-17, 2020 • ONLINE

This institute will examine ways to maximize and maintain student engagement, sustained effort, and durable understanding. Explore how brain imaging studies and cognitive neuroscience are providing a clearer picture of how the learning process is influenced by sensory input, experiences, and emotions, and how the brain's neural systems relate to focus, self-management, memory consolidation, and higher-level thinking. Through lectures and facilitated discussion, you will explore neuro-*logical* approaches for understanding and meeting the academic, social, and emotional needs of students. The institute is hands-on and is limited to 40 participants.



LEARNING OBJECTIVES

At this institute, you will:

- Use advances in neuroscience research to maximize and maintain student attention and focus
- Reflect on interventions for building students' understanding of their brains and learning processes
- Discover strategies for improving emotional awareness and self-management
- Apply the compelling video game *model* of individual achievable challenge levels and incremental progress to increase student effort and perseverance
- Learn about developing enduring memories and concept understanding
- Explore methods of incorporating higher-level thinking throughout the curriculum

WHO SHOULD ATTEND

This seminar will be applicable for PreK-12 teachers, administrators, school psychologists, school clinicians, and education and college professors.

WORKSHOP LEADER



Judy A. Willis, MD, MEd, combined her 15 years as a board-certified practicing neurologist with ten subsequent years as a classroom teacher to become a leading authority in the neuroscience of learning. Dr. Willis has written ten books and more than 100 articles about applying neuroscience research to classroom teaching strategies. Her most recent book is *Research-Based Strategies to Ignite Student Learning: Insights from Neuroscience and the Classroom*, (Revised and Expanded Edition, 2020). Dr. Willis travels nationally and internationally giving presentations, workshops, and consulting while continuing to write books and staff expert blogs for NBC News' Education Nation, Edutopia, *Psychology Today*, and *The Guardian*. She was selected by Edutopia as one of the "Big Thinkers on Education."

THE POWER OF MINDSETS:

Promoting Positive School Climates and Motivation in Students

JULY 20-24, 2020 • ONLINE

Discover the mindsets of effective learners and effective educators. 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 you to design and implement strategies that help to create a positive school climate. Techniques for lessening burnout in both students and educators will be facilitated.



Participants will be able to discuss the various concepts and to arrive at realistic, practical interventions for reinforcing a “motivating environment” in the school setting. This institute is designed to be highly interactive and is limited to 40 people.

LEARNING OBJECTIVES

At this institute, you will:

- Reinforce student engagement, intrinsic motivation, and a positive school climate
- Nurture the ability of students to cope with stress and become more resilient
- Strengthen empathy and empathic communication skills
- Empower students to develop an increasing sense of ownership for their own education
- Minimize and change the “negative scripts” that exist in the school environment
- Reinforce student caring and lessen bullying
- Become “stress hardy” and lessen feelings of disillusionment and burnout

WHO SHOULD ATTEND

This seminar will be applicable for PreK-12 teachers, administrators, school psychologists, school clinicians, counselors, and education and psychology professors.

WORKSHOP LEADER



Robert Brooks, PhD, is a psychologist on the faculty of [Harvard Medical School](#) (part-time) and former Director of the Department of Psychology at McLean Hospital, a private psychiatric facility. His first position at McLean was as principal of the school in the locked door unit of the child and adolescent program. He has lectured nationally and internationally and written extensively about the themes of school climate, motivation, family relationships, education, resilience, and achieving balance in our personal and professional lives.

Dr. Brooks is the author or co-author of 17 books including *Handbook of Resilience in Children* (2013), *Raising a Self-Disciplined Child* (2009), *Understanding and Managing Children’s Classroom Behavior* (2007), *The Power of Resilience* (2004), and *Raising Resilient Children* (2001).

THE EMOTIONAL, SOCIAL BRAIN: Developmental Neuroscience and the New Science of Education

JULY 20-24, 2020 • ONLINE

In recent years, huge strides have been made in the science of how the brain develops, how that development enables thinking, and the fundamental roles of social relationships, emotions, culture, and cognitive opportunities. This institute will deep-dive into the new fields of Social-Emotional Learning (SEL) and Social, Emotional, and Academic Development (SEAD), including the neuroscientific and psychological evidence underlying it, best practices, and implications for school design and policies. Through a developmental lens, you will examine the growing abilities and needs of children, adolescents, and young adults. Explore effective ways for teachers and parents to support their child's healthy social, emotional, and academic growth by building social relationships that are embedded within rich intellectual contexts. To ensure that our work remains hands-on and personal, the workshop is limited to 40 participants.



LEARNING OBJECTIVES

At this institute, you will:

- Understand the brain basis for integrated social, emotional, and academic development and what the science and best schools reveal about how people actually learn
- Learn about major networks of the brain, and the integrated nature of emotion and cognitive brain changes associated with adolescence, and examine fMRI data, videos, and examples from children and adolescents
- Recognize how adversity, bullying, and loneliness impact brain development and mental health
- Learn how social experience and culture shape brain development, thinking, and learning across the lifespan
- Discuss the effectiveness of various teaching practices, curricula, and policies, and what it means to support the whole child—body, brain, and mind—in school.

WHO SHOULD ATTEND

This seminar will be applicable for all teachers, special educators, school administrators, school psychologists, speech and language therapists, learning specialists, counselors, and academic support staff.

WORKSHOP LEADER



Mary Helen Immordino-Yang, EdD, is a Professor of Education, Psychology, and Neuroscience at the Brain and Creativity Institute; Rossier School of Education, **University of Southern California**. Her internationally acclaimed research examines the neural and psychological bases of social emotion, self-awareness, and culture and their implications for learning, development, and schools. She is Past President of IMBES (International Mind, Brain, and Education Society) and the author of *Emotions, Learning, and the Brain* (2015).

NEUROSCIENCE AND EXECUTIVE SKILLS: Strategies for Executive Functions, Memory, and Classroom Learning

JULY 20-24, 2020 • ONLINE

This institute will provide insight into how the brain's neural networks for executive function go through an accelerated phase of development during a child's school years, and how these developing executive function networks can be strengthened. You will explore what neuroscience research reveals about how the brain constructs physical links between new information and prior knowledge to successfully capture and retain learning. The institute will include topics on the development of attention, focus, emotional self-management, organization, prioritization, judgment, critical thinking, and creative, flexible problem solving, and provides you with ready-to-use relevant classroom strategies. This institute is hands-on and is limited to 40 participants.



LEARNING OBJECTIVES

At this institute, you will:

- Evaluate the executive functions from the perspective of neuroscience
- Develop strategies for building executive functions across the curriculum
- Learn to maximize students' skills of attention, focus, emotional self-management, organization, judgment, critical thinking, and creative, flexible problem solving
- Deepen your understanding of how our brains turn information into memory
- Understand why linking new learning to existing patterns is a key to building strong memories
- Explore tools for helping students make successful memory links between new input and prior knowledge
- Consider experiences for creating enduring memories through multisensory learning, narratives, and metacognition

WHO SHOULD ATTEND

This seminar will be applicable for PreK-12 teachers, administrators, school psychologists, school clinicians, and education and college professors.

WORKSHOP LEADER



Judy A. Willis, MD, MEd, combined her 15 years as a board-certified practicing neurologist with ten subsequent years as a classroom teacher to become a leading authority in the neuroscience of learning. Dr. Willis has written ten books and more than 100 articles about applying neuroscience research to classroom teaching strategies. Her most recent book is *Research-Based Strategies to Ignite Student Learning: Insights from Neuroscience and the Classroom* (Revised and Expanded Edition, 2020). Dr. Willis travels nationally and internationally giving presentations, workshops, and consulting while continuing to write books and staff expert blogs for NBC News' Education Nation, Edutopia, *Psychology Today*, and *The Guardian*.

MAKING MINDFULNESS WORK FOR YOUR SCHOOL: Practical Skills for Resilience and Regulation

JULY 27-31, 2020 • ONLINE

Mindfulness practices have been shown to be key to self-regulation of attention, emotion, and impulses in students and educators alike, boosting academic and cognitive performance across a range of domains, while cultivating happier, more resilient students and staff. This institute will share proven practices that can be used by educators and clinicians looking for creative ways to incorporate mindfulness in



their classroom and even clinical settings. You should be prepared for a week of learning and practicing mindfulness through awareness, movement, games, play, and activities. Learning differences, cultural differences, developmental differences, not to mention different settings all impact how children learn and this institute will show you ways to adapt mindfulness to meet those differences and settings, rather than taking a one-size-fits-all approach. You will create an outline for your own curriculum, adapted for your school or setting. To ensure that our work remains hands-on and personal, this workshop is limited to 40 participants.

LEARNING OBJECTIVES

At this institute, you will:

- Discover practical ways to integrate mindfulness into the school day
- Understand the basic physiology and neuroscience of mindfulness
- Learn multiple methods of adapting mindfulness to a range of ages and backgrounds and for specific mental health and learning issues to improve academic performance
- Create your own customized mindfulness scripts
- Bring mindfulness into academics, athletics, and various classroom and clinical settings
- Develop best practices to build a schoolwide mindfulness program while managing student and staff resistance

WHO SHOULD ATTEND

This seminar will be applicable for all PreK-12 teachers, special educators, social workers, school psychologists, learning and support specialists, counselors, speech-language pathologists, administrators, occupational therapists, and academic support staff.

WORKSHOP LEADER



Christopher Willard, PsyD, is a psychologist and consultant on the faculty of [Harvard Medical School](#). He has been practicing mindfulness for 20 years, leading workshops in more than two dozen countries. He has presented at TEDx conferences and his thoughts have appeared in *The New York Times*, *The Washington Post*, [mindful.org](#), and elsewhere. He is the author of over a dozen books, including *Alphabreaths* (2019),

Raising Resilience (2017), *Growing Up Mindful* (2016), and many more.

SUMMER INSTITUTE REGISTRATION

OR REGISTER ONLINE AT LEARNINGANDTHEBRAIN.COM

Five ways to register: **Phone:** (781) 449-4010 ext.101 or 102

Email: registration@LearningAndTheBrain.com

Fax: (781) 449-4024

Postal mail: PIRI • 78 Brooks Road

Web: LearningAndTheBrain.com

New Canaan, CT 06840-6250

PLEASE PHOTOCOPY THIS FORM FOR EACH APPLICANT.

Name	_____	Position	_____
Organization	_____		
Address	_____		
City	_____	State/Province	_____
ZIP/Postal Code	_____	Country	_____
Email	_____	Phone	_____

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

Please register me for the following summer institute:

\$ _____

- The Neuroscience of Reading** - July 6-10, 2020
\$795 per person / \$695 per person for groups of 3 or more
- A Teacher's Guide to the Learning Brain** - July 13-17, 2020
\$795 per person / \$695 per person for groups of 3 or more
- Unlocking the Mysteries of the Learning Brain** - July 13-17, 2020
\$795 per person / \$695 per person for groups of 3 or more
- The Power of Mindsets** - July 20-24, 2020
\$795 per person / \$695 per person for groups of 3 or more
- The Emotional, Social Brain** - July 20-24, 2020
\$795 per person / \$695 per person for groups of 3 or more
- Neuroscience and Executive Skills** - July 20-24, 2020
\$795 per person / \$695 per person for groups of 3 or more
- Making Mindfulness Work for Your School** - July 27-31, 2020
\$795 per person / \$695 per person for groups of 3 or more

Please sign me up for Professional Development Credit*

\$ _____

- Please send certificate via email (FREE).

* For further information on credit, visit LearningAndTheBrain.com, or call (781) 449-4010 ext. 104.

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: _____

Cardholder Signature: _____ Date: _____

Make check or purchase order payable to **Public Information Resources, Inc. (PIRI)**, and mail it along with your registration form to:
PIRI, 78 Brooks Road, New Canaan, CT 06840-6250.

P.O.s will be invoiced if sent without a check and must be paid prior to the institute. **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

All workshops are limited to 40 people. Registrations are taken and confirmed, on a first-come, first-served basis according to receipt of full payment or purchase order. P.O.s will be invoiced if sent without a check and must be paid by June 30, 2020. **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.**

SUBSTITUTIONS AND CANCELLATIONS

Substitutions are permissible up to seven days before the institute, but you must notify PIRI in writing by fax or mail. Cancellations must be requested no later than June 30, 2020 and will incur a charge of \$175 per person. Because there are a limited number of spaces in the workshop, if you cancel after June 30, 2020, there will only be a refund (minus a \$175 cancellation fee) if an additional person registers for that same space. Cancellations must be sent in writing to PIRI at: 78 Brooks Road, New Canaan, CT 06840-6250 or faxed to PIRI at (781) 449-4024. PIRI has the option of canceling a summer institute with full refund if there is not a minimum of 12 attendees registered by June 30, 2020.

INSTITUTE PROGRAM CHANGES AND RESPONSIBILITY

Public Information Resources, Inc. (PIRI) reserves the right, without having to refund any monies to participants, to make changes in the program, schedule, 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 summer institute 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 summer institutes.

