THE SCIENCE OF SMARTER MINDS: 
TEACHING TO THINK, CREATE AND 
INNOVATE FOR SCHOOL AND CAREERS

LEARNING & the BRAIN

38th Conference • At the Sheraton New York Times Square Hotel • New York, NY • May 8-10, 2014
Presented by Public Information Resources, Inc.
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LEARNING & the BRAIN® is presented by Public Information Resources, Inc. (PIRI)
35 Highland Circle, First Floor, Needham, MA 02494-3099

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Web: LearningAndTheBrain.com
Phone: (781) 449-4010

Vice President/Conference Director: Kelly Williams
Registration: Adelaide Cusack
All Keynotes will take place in the Metropolitan Ballroom (located on the second floor) and Afternoon Breakout Sessions will be in the Metropolitan Ballroom and Empire Ballrooms (located on the second floor) and in the New York Ballrooms and Riverside Ballroom (located on the third floor) of the Sheraton New York Times Square Hotel. Pre-Conference Workshops will take place in the Empire Ballrooms (located on the second floor), New York Ballrooms, Riverside Ballroom and Riverside Suite (located on the third floor). Graduate Course: EDUC600, by North Dakota University, will meet in the Liberty 3 Room (located on the third floor). If interested in Graduate Credits for the conference, visit their registration desk in the Lenox Ballroom. The Help/Information Desk and Poster Sessions will be in the Lenox Ballroom, and Exhibitors, Bookstore and Book Signings will be in the Central Park East/West (all located on the second floor).
Thursday, May 8, 2014 • Pre-Conference Workshops

8:45 AM – 11:45 AM  Location: Sheraton NY Times Square Hotel

1) Thinking Dispositions (RP, K-16)
2) The Reading Brain (RP, PreK-12)
3) Critical Thinking (RP, K-16)
4) The Arts & STEM (RP, K-16)
5) Creative Thinking (RP, K-8)
6) Adolescent Thinking (RP, K-12)

Room: Empire East (2nd Floor)
Room: Riverside Ballroom (3rd Floor)
Room: Riverside Suite (3rd Floor)
Room: New York East (3rd Floor)
Room: Empire West (2nd Floor)
Room: New York West (3rd Floor)

8:45 AM – 11:45 AM
Designing Learning with Thinking Dispositions in Mind
Arthur L. Costa, EdD and Bena Kallick, PhD

8:45 AM – 11:45 AM
The Reading Brain and Common Core: The Cognitive Process of Standards-Based Literacy and Related Best Practice Instructional Strategies
Scott Hobson, MA and Nathan Levy, PhD
Christopher Kaufman, PhD

8:45 AM – 11:45 AM
Motivating Minds Via Critical Thinking and Writing
8:45 AM – 11:45 AM
From STEM to STEAM: Strategies to Integrate the Arts into STEM Learning
David A. Sousa, EdD

8:45 AM – 11:45 AM
The Building Blocks of Creative Thinking: Applications to the Common Core
Elizabeth Rood, MA and Erica Fortescue, MA

11:45 AM – 1:00 PM  Lunch Break (on your own)

Thursday, May 8, 2014 • Conference Day 1

1:00 PM – 5:15 PM  Opening Keynote Addresses: *Creative Minds: The Art & Science of Creativity and Intelligence*

1:00 PM  Welcome: Daniel A. LaGatta, PhD, President, Public Information Resources, Inc., Presenters of LEARNING & the BRAIN®
Opening Remarks: Kenneth S. Kosik, MD, Co-Director, Neuroscience Research Institute, UC, Santa Barbara, CA
Opening Presider: Edward F. Rover, LLD, Chairman and President, The Dana Foundation, NY

1:00 PM – 2:00 PM  Keynote Address I – The Age of Insight: Art, Brain and the Creative Beholder
Eric R. Kandel, MD
Room: Metropolitan Ballroom

2:05 PM – 3:00 PM  Keynote Address II – Smart Thinking: Helping Students Solve Problems, Innovate, Create and Learn
Arthur B. Markman, PhD
Room: Metropolitan Ballroom

3:00 PM – 3:20 PM  Networking Coffee Break and Book Signing for Drs. Kandel and Markman (See page 22)

3:20 PM – 4:15 PM  Keynote Address III – The Rational Mind: Is It Separate from Intelligence?
Keith E. Stanovich, PhD
Room: Metropolitan Ballroom

4:20 PM – 5:15 PM  Keynote Address IV – If There Are Genes for Intelligence, Why Haven’t We Found Them?
Christopher F. Chabris, PhD
Room: Metropolitan Ballroom

5:15 PM – 5:30 PM  Book Signing for Drs. Stanovich and Chabris (See page 22)

**CONCURRENT SESSIONS GUIDE:**
(RP) = Brain Research & Practical Strategies/Interventions
(R) = Mostly Brain/Child Development Research
(P) = Mostly Brain-Based Practical Strategies and Interventions
(PreK-16) = Applicable Grade Levels
# Schedule-at-a-Glance

**Friday, May 9, 2014 • Conference Day 2**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15 AM – 12:30 PM</td>
<td><strong>Morning Keynote Addresses: Thinking Minds: Teaching to Think and Innovate</strong></td>
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<tr>
<td>8:15 AM</td>
<td><strong>Welcome Remarks/Presiders:</strong> Elizabeth Rood, MA and Erica Fortescue, MA, The Center for Childhood Creativity, CA</td>
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<tr>
<td>8:15 AM – 9:10 AM</td>
<td><strong>Keynote Address I –</strong> Inspiring Students to Be Dynamic and Innovative Thinkers</td>
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<tr>
<td>Sandra B. Chapman, PhD</td>
<td>Room: Metropolitan Ballroom</td>
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<tr>
<td>9:15 AM – 10:10 AM</td>
<td><strong>Keynote Address II –</strong> Creating Innovators</td>
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<tr>
<td>Tony Wagner, EdD, MAT</td>
<td>Room: Metropolitan Ballroom</td>
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<tr>
<td>10:10 AM – 10:35 AM</td>
<td><strong>Networking Coffee Break, Poster Sessions and Book Signing for Drs. Chapman and Wagner</strong> (See page 22)</td>
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<tr>
<td>10:35 AM – 11:30 AM</td>
<td><strong>Keynote Address III –</strong> Developing Thought-Full Minds and Schools for the 21st Century and Beyond</td>
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<tr>
<td>Arthur L. Costa, EdD</td>
<td>Room: Metropolitan Ballroom</td>
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<tr>
<td>11:35 AM – 12:30 PM</td>
<td><strong>Keynote Address IV –</strong> “Man and Machine”: Impact of Technology on Innovation, Creativity and Learning</td>
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<tr>
<td>Charles K. Fadel, MBA</td>
<td>Room: Metropolitan Ballroom</td>
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<tr>
<td>12:30 PM – 1:45 PM</td>
<td><strong>Lunch Break (on your own) and Book Signing for Mr. Fadel</strong> (See page 22)</td>
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<tr>
<td>1:45 PM – 5:00 PM</td>
<td><strong>Afternoon Concurrent Sessions ‘A’ (Breaks: 2:15 PM – 2:55 PM)</strong></td>
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<tr>
<td>1:45 PM – 2:45 PM</td>
<td>1) Teaching Creative Thinking &amp; Making (RP, PreK-16)</td>
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<tr>
<td>Sylvia L. Martinez, MA</td>
<td>Room: Metropolitan Ballroom (2nd Floor)</td>
</tr>
<tr>
<td>Part I – Learning to Learn Through Invention, Tinkering and Making</td>
<td>1:45 – 2:45 PM</td>
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<tr>
<td>Michele M. Root- Bernstein, PhD</td>
<td>Room: New York East (3rd Floor)</td>
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<tr>
<td>Part I – The Neuroscience of Creativity</td>
<td>1:45 – 2:45 PM</td>
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<tr>
<td>Rex E. Jung, PhD</td>
<td>Room: Riverside Ballroom (3rd Floor)</td>
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<tr>
<td>Henry A. Kautz, PhD</td>
<td>Room: New York West (3rd Floor)</td>
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<tr>
<td>Part II – Spark of Genius: Cognitive Thinking Tools for the Student Mind</td>
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<tr>
<td>Michele M. Root- Bernstein, PhD</td>
<td>Room: New York East (3rd Floor)</td>
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<tr>
<td>Part II – BRAIN Initiative: Mapping the Creative Mind</td>
<td>2:55 – 3:55 PM</td>
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<tr>
<td>Kenneth S. Kosik, MD</td>
<td>Room: Riverside Ballroom (3rd Floor)</td>
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<tr>
<td>2:55 – 3:55 PM</td>
<td>Part II – Minds and Machines as Partners in Learning and Innovation</td>
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<tr>
<td>Part II – Promoting Design Thinking: Beyond STEM Innovation</td>
<td>2:55 – 3:55 PM</td>
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<tr>
<td>Amy Leidtke, MID, BFA</td>
<td>Room: New York West (3rd Floor)</td>
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<tr>
<td>4:00 – 5:00 PM</td>
<td>3) Student Learning &amp; Machine Learning (RP, K-16)</td>
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<tr>
<td>Part III – How to Boost Student Creativity – And Your Own</td>
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<tr>
<td>Robert S. Root- Bernstein, PhD</td>
<td>Room: Metropolitan Ballroom (2nd Floor)</td>
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<tr>
<td>Part III – Transforming Education Through Learning Technologies</td>
<td>4:00 – 5:00 PM</td>
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<tr>
<td>Roger Azevedo, PhD</td>
<td>Room: New York East (3rd Floor)</td>
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<tr>
<td>4:00 – 5:00 PM</td>
<td>Part III – Mind Over Math: Neuropsychology of Math and Practical Instructional Applications</td>
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<tr>
<td>Part III – The Neuroscience of Intelligence: Implications for Education</td>
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<tr>
<td>6) The Arts, Thinking &amp; Standards (RP, K-12)</td>
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<tr>
<td>1:45 – 2:45 PM</td>
<td>4) STEM Learning, Math &amp; Problem Solving (RP, K-16)</td>
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<tr>
<td>Part I – Animating Learning Through Design, Make, Play for STEM Innovation</td>
<td>1:45 – 2:45 PM</td>
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<tr>
<td>Margaret A. Honey, PhD, Scott Wayne Indiana, MPS and Tara N. Chudoba, MEd</td>
<td>Room: Empire East (2nd Floor)</td>
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<tr>
<td>2:55 – 3:55 PM</td>
<td>Part II – Cognitive Skills, Student Achievement Tests and Schools</td>
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<tr>
<td>Part II – The Benefits of the Arts for Critical and Creative Thinking</td>
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<tr>
<td>Part III – The Benefits of Arts at the Core: Connecting the Arts to 21st Century Teaching and Standards</td>
<td>2:55 – 3:55 PM</td>
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<tr>
<td>4:00 – 5:00 PM</td>
<td>Part III – Mind Over Math: Neuropsychology of Math and Practical Instructional Applications</td>
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<tr>
<td>Part III – The Neuroscience of Intelligence: Implications for Education</td>
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<tr>
<td>Amy L. Charleroy, MA, BFA</td>
<td>4:00 – 5:00 PM</td>
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* Schedule-at-a-Glance – Friday, May 9, 2014 • Conference Day 2*
### Morning Keynote Addresses: Teaching Smarter Minds: Smarter Students in the 21st Century

<table>
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<tr>
<th>Time</th>
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<tr>
<td>8:15 AM – 12:30 PM</td>
<td>Morning Keynote Addresses: Teaching Smarter Minds: Smarter Students in the 21st Century</td>
</tr>
</tbody>
</table>
| 8:15 AM       | Keynote Address I – Digital Media and Stupidity in a Dangerous World: How to Make Students Smarter Before It's Too Late  
|               | James Paul Gee, PhD  
|               | Room: Metropolitan Ballroom |
| 9:15 AM – 10:10 AM | Keynote Address II – Spatial Intelligence and Creativity: Lessons from Studying the Development of Math and Science Talents for the Past 35 Years  
|               | Camilla P. Benbow, EdD  
|               | Room: Metropolitan Ballroom |

**Presidencies:** Fay E. Brown, PhD, Associate Research Scientist, Yale University, CT and Sam J. Goldstein, PhD, Assistant Clinical Instructor, University of Utah Medical School, UT

**Coffee Break, Poster Sessions and Book Signing for Dr. Gee** *(See page 22)*

**Keynote Address III – Redefining Intelligence and Potential**  
Scott Barry Kaufman, PhD  
Room: Metropolitan Ballroom

**Keynote Address IV – Think Smart: Using Brain Science to Redefine Intelligence for 21st Century Learners**  
Jack A. Naglieri, PhD  
Room: Metropolitan Ballroom

**Lunch (on your own) and Book Signing for Drs. Kaufman and Naglieri** *(See page 22)*

### Afternoon Concurrent Sessions ‘B’ *(Breaks: Various times, 2:45 PM–3:30 PM)*

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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| 1:45 PM – 5:00 PM | 1) Teaching Creative Thinking (RP, K-16)  
|               | 2) The Brain Science of Thinking (RP, K-12)  
|               | 3) Intelligence, Creativity & ADHD (RP, K-16)  
|               | 4) Math, Science Thinking & Learning (RP, PreK-16)  
|               | 5) The Science of Intelligence (R, All Ages)  
|               | 6) Reading, Thinking & Standards (RP, PreK-12) |
|               | Room: Metropolitan Ballroom (2nd Floor)  
|               | Room: New York West (3rd Floor)  
|               | Room: Empire West (2nd Floor)  
|               | Room: Riverside Ballroom (3rd Floor)  
|               | Room: Empire East (2nd Floor)  
|               | Room: New York East (3rd Floor) |
| 1:45 – 2:45 PM | Part I – Promoting Motivation and Creativity in the Classroom  
|               | Beth Ann Hennessey, PhD  
|               | 2:55 – 3:55 PM | Part II – Aha! Moments: Problem Solving, Creativity and the Brain  
|               | John Kounios, PhD  
|               | 4:00 – 5:00 PM | Part III – Brains, Inquiry and Technology: Developing Creative Thinkers and a Thinking Curriculum  
|               | Teresa L. Coffman, PhD  
|               | 3:00 – 5:00 PM | Part II – How Children Learn Math and How to Help Them Learn More  
|               | Robert S. Siegler, PhD  
|               | 3:30 – 5:00 PM | Part II – Engaging Deeper Thinking Brains in Math and Science (STEM)  
|               | John T. Almarode, PhD  
|               | 2:55 – 3:55 PM | Part II – Mapping of Human Intelligence  
|               | Aron K. Barbey, PhD  
|               | 4:00 – 5:00 PM | Part III – Game On: Building Cognitive Capacity  
|               | Alan Aldworth, MBA and Betsy Hill, MBA  
| 1:45 – 3:15 PM | Part I – Teaching Thinking Minds to Read Deeply  
|               | Daniel T. Willingham, PhD  
| 1:45 – 2:45 PM | Part I – Flexible Thinking: Understanding Cognitive Control and Intelligence  
|               | Michael W. Cole, PhD  
| 1:45 – 3:15 PM | Part I – Teaching Thinking Minds to Think Like Scientists: Integrating Science and Literacy Instruction for Common Core and Next Generation Standards  
|               | Maria C. Grant, EdD  

**Schedule-at-a-Glance**

**Friday, May 9, 2014:**

- 8:15 AM – 12:30 PM: Morning Keynote Addresses
- 1:45 PM – 5:00 PM: Afternoon Concurrent Sessions ‘A’

**Saturday, May 10, 2014:**

- 8:15 AM – 12:30 PM: Morning Keynote Addresses
- 1:45 PM – 5:00 PM: Afternoon Concurrent Sessions ‘B’
Research in the fields of brain, cognitive and mind sciences are providing new insights into critical and creative thinking and intelligence. Improving both critical and creative thinking are now being recognized as central parts of the educational curriculum. New Common Core and Next Generation Standards stress critical and creative thinking and problem solving while a June 2013 report, called “Recovery: Job Growth and Education Requirements Through 2020,” found that 96 percent of all occupations will require critical thinking skills. At this conference, you will explore ways to use the science of “smarter minds” to teach the skills students need to meet today’s new standards, curriculum and careers.

For the past 15 years, the LEARNING & the BRAIN® Conference has created an interdisciplinary forum — a meeting place for researchers, clinicians and educators — to examine new research findings with respect to their applicability to the classroom and clinical practice.

We would like to encourage you, as educators and clinicians, to discuss new ideas, collaborations and interventions to improve the lives of and executive skills in children.

LEARNING & the BRAIN® CO-SPONSORS WELCOME YOU

Association of Educational Therapists (AET)
Neuroscience and Education Program, Columbia University
Comer School Development Program, Yale University School of Medicine
Dana Alliance for Brain Initiatives, The Dana Foundation
Mind, Brain and Education Program, Harvard Graduate School of Education
Neuroscience Research Institute, University of California, Santa Barbara
National Association of Elementary School Principals, NAESP
National Association of Secondary School Principals, NASSP
The John F. Kennedy Center for the Performing Arts
The Center for Childhood Creativity
The Center for Curriculum Redesign
LEARNING & the BRAIN® Foundation
The John F. Kennedy Center for the Performing Arts in Washington, D.C., is delighted to welcome you to the LEARNING & the BRAIN® Conference, *The Science of Smarter Minds: Teaching to Think, Create and Innovate for School and Careers*. We are proud to co-sponsor this important event.

In 2013, the US Bureau of Economic Analysis (BEA) rewrote history on a grand scale by restating the size and scale of the gross domestic product by including the cost of such original works of art as writing a play, a musical composition, a book, or film. By including the cost of choreographing a dance and composing a poem as investment, the BEA can now measure these activities’ productivity and contribution to economic growth. By including investment as an asset, not an expense, the BEA is saying that there is value in the creative work we do. In other words, it is not just the fruits of our labor that matter, it is also the time, energy, motivation, intellect and creativity that it takes to create something. These are the very skills that we, as educators and researchers, can build and enhance in the classroom to prepare our students to intellectually contribute to a growing world economy.

As the nation’s performing arts center, the Kennedy Center, is not only devoted to the artistic development of exceptional talent and the presentation of world-class performances, but to the inclusion of the arts into schools throughout the United States. As part of our work in schools, the Kennedy Center’s Changing Education Through the Arts program (CETA) is focused on the equal pairing of an art form with non-arts curricular material and has been in existence since 1999. We are about to release the results of an exciting research study in which we longitudinally examined the impact of the arts on student creativity and engagement, and look forward to sharing these results with you.

Over the next three days you will be hearing from some of the leading thinkers and researchers in such fields as neuroeducation, creative cognition, and curriculum design. We trust you will come away with a wealth of insights and practical knowledge to enhance the creative thinking and reasoning skills of your students.

We look forward to continuing the conversation with you through our web-site (www.kennedy-center.org) and programs. Wishing you an inspiring conference experience!

Sincerely,

Darrell M. Ayers
Vice President, Education
The John F. Kennedy Center for the Performing Arts

Ivonne Chand O’Neal
Director of Research and Evaluation
The John F. Kennedy Center for the Performing Arts
Welcome letter from Kenneth S. Kosik, MD

Welcome to LEARNING & the BRAIN®, New York City, 2014. The bicoastal LEARNING & the BRAIN® Conference is doing its first large conference, here in NYC. Here in the city with all of us thinking about the brain, it’s fitting to recall the predictions of sci-fi author Isaac Asimov after his visit to the 1964 New York World’s Fair. In a New York Times essay, titled “Visit to the World’s Fair of 2014,” he predicted that technology would begin to free people from work.

As a result, “Mankind will suffer badly from the disease of boredom, a disease spreading more widely each year and growing in intensity. This will have serious mental, emotional and sociological consequences, and I dare say that psychiatry will be far and away the most important medical specialty in 2014. The lucky few who can be involved in creative work of any sort will be the true elite of mankind, for they alone will do more than serve a machine.”

Well, Asimov did not get it precisely right. He overlooked that so far with all our technology the workload has not really decreased. Rather the nature of work has changed from manual labor to clerical and service jobs. He also overlooked how effectively technology can capture our attention and avoid boredom.

We are thoroughly transfixed by screens of all sizes from displays on the sides of buildings to the super miniaturized projection onto the retina from Google glass. On the one hand, Asimov got it right when he predicted the importance of creativity. However, that is not such a difficult prediction because creativity has probably always been one of the most valued human traits. The question we have to pose is whether creativity and its close cousin, curiosity, can be taught. Or perhaps there are particularly conducive environments in which these traits flourish. How much science lies behind our knowledge of creativity and curiosity?

Getting to the bottom of these questions is critically important as global problems of poverty, climate change and social conflict mount, and creative solutions are desperately needed...in fact, they are the only way out. As brain imaging, brain circuitry and brain genes provide more clues, neuroscience is getting closer to the roots of creativity. But science alone will not get us where we want to go. Once the brain is understood in exquisite detail, we will still be in need of finding our humanity.

Sincerely,

Kenneth S. Kosik, MD
Co-Director, Neuroscience Research Institute
Harriman Professor of Neuroscience Research
University of California, Santa Barbara
Co-Founder, LEARNING & the BRAIN® Conferences
THURSDAY, MAY 8 – Pre-Conference Workshops

7:30 AM – 8:45 AM  |  Registration for Pre-Conference Workshops

8:45 AM – 11:45 AM  |  Pre-Conference Workshops

By advance registration only. Fee: $169 per person (or $194 if not attending the conference).

All workshops are held at the Sheraton New York Times Square Hotel.

1) THINKING DISPOSITIONS  (RP, K-16)

Designing Learning with Thinking Dispositions in Mind

Are we preparing students for a life of tests or for the tests of life? This workshop will cite the need for such cognitive dispositions as critical and creative thinking, collaboration and communication. There is a gap between what we value as 21st Century outcomes and how students are being assessed.

 Speakers: Arthur L. Costa, EdD and Bena Kallick, PhD
 Presider: LaWanda Riddick, Peer Intervener Peer Intervention Program, New York, NY
 Room: Empire East (2nd Floor)

2) THE READING BRAIN  (RP, PreK-12)

The Reading Brain and Common Core: The Cognitive Process of Standards-Based Literacy and Related Best Practice Instructional Strategies

Dr. Kaufman will examine the brain bases of reading skill acquisition, with emphasis given to the development of skills related to the Common Core State Standards. He will identify and discuss the brain regions/structures associated with the acquisition of core reading skills; identify and discuss the cognitive processes that underlie the Common Core reading standards; discuss a range of evidence-based strategies to develop students’ ability to demonstrate the Common Core foundational reading skill and understand comprehension standards.

 Speaker: Christopher Kaufman, PhD
 Presider: Theresa Shorey, Pre-Kindergarten Coordinator/Teacher, Tower Hill School, Wilmington, DE
 Room: Riverside Ballroom (3rd Floor)

3) CRITICAL THINKING  (RP, K-16)

Motivating Minds Via Critical Thinking and Writing

This workshop will give you a model for helping children become better critical thinkers and writers through the use of activities created by Scott Hobson and Nathan Levy. By being actively engaged with actual creative thinking and writing activities that have worked successfully with children, you will leave with practical strategies you can use.

 Speakers: Scott Hobson, MA and Nathan Levy, PhD
 Presider: Merida Fraguada, Principal, Denver Public Schools, Denver, CO
 Room: Riverside Suite (3rd Floor)

4) THE ARTS & STEM  (RP, K-16)

From STEM to STEAM: Strategies to Integrate the Arts into STEM Learning

This talk will focus on “A” for the arts and the advantage students’ gain when teachers integrate the arts into daily STEM instruction. Dr. Sousa will examine research in cognitive and social neuroscience to show how the arts enhance creativity, problem solving, memory systems and analytical skills, which are critical for STEM success.

 Speaker: David A. Sousa, EdD (Book signing from 3:00 PM-3:20 PM in Central Park East/West)
 Presider: Bob Bates, Founder/Director, InnerCity Arts, Los Angeles, CA
 Room: New York East (3rd Floor)

CONCURRENT SESSIONS GUIDE:

(RP) = Brain Research & Practical Strategies/Interventions
(R) = Mostly Brain/Child Development Research
(P) = Mostly Brain-Based Practical Strategies and Interventions
(PreK-16) = Applicable Grade Levels
5) CREATIVE THINKING (RP, K-8)

The Building Blocks of Creative Thinking: Applications to the Common Core
In this active and experiential workshop, you will learn about the major brain structures associated with creative thinking and will explore pedagogical, curricular and environmental means of advancing creative thinking. You will create a model of the brain while gaining insight into important research around neuroscience and cognitive development. While diving deeply into neural research, you will also learn a simple framework around which to organize research-based best practices connected with learning and creative thinking. The presenters will link research with feasible classroom practice, highlighting alignment with the many threads of the Common Core State Standards that strive to support complex thinking. You will walk away with a newly enriched understanding of the brain, a framework for understanding creative thinking and several immediately usable strategies to advance creative thinking in children. The focus will primarily be on K–8 learning environments.

Speakers: Elizabeth Rood, MA and Erica Fortescue, MA
Presenter: Bonnie Dykman, Speech/Learning Disabilities, Madison Public Schools, Madison, WI
Room: Empire West (2nd Floor)

6) ADOLESCENT THINKING (RP, K-12)

Engaging Adolescent Brains: Learning and Thinking
What makes the teenage brain so unique and, at times, challenging? This workshop will explore the ins and outs of the adolescent brain and implications for the classroom. How do we get teenagers to the edge of their seats for new learning? Recent brain research confirms what we have believed for years: teenagers don’t pay attention to boring things. Dr. Almarode will link the most recent research on the adolescent brain and nurturing the teenage brain to learn and think. You will walk away with instant ideas and strategies that will have every teenager ready to learn and think.

Speaker: John T. Almarode, PhD
Presenter: Ken Mayo, Principal, Saint Joseph High School, Trumbull, CT
Room: New York West (3rd Floor)
**THURSDAY, MAY 8 — CONFERENCE DAY 1**  
*(Creative Minds: The Art & Science of Creativity and Intelligence)*

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<th>Time</th>
<th>Event Description</th>
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<tr>
<td>11:30 AM — 1:00 PM</td>
<td>Conference Registration</td>
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<tr>
<td>1:00 PM</td>
<td>Welcome/Opening Remarks</td>
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<td><strong>Welcome:</strong> Daniel A. LaGatta-ta, PhD, President, Public Information Resources, Inc., Presenters of LEARNING &amp; the BRAIN®</td>
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<td><strong>Opening Remarks:</strong> Kenneth S. Kosik, MD, Co-Director, Neuroscience Research Institute, UC Santa Barbara, Santa Barbara, CA</td>
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<td><strong>All Keynotes will take place in the: Metropolitan Ballroom (2nd Floor)</strong></td>
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<tr>
<td>1:00 PM — 2:00 PM</td>
<td>Keynote Address I</td>
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<tr>
<td></td>
<td><strong>The Age of Insight: Art, Brain and the Creative Beholder</strong></td>
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<td>Dr. Kandel will use the works of Carl von Rokitansky, Sigmund Freud, Alois Riegl, Gustav Klimt, Oskar Kokoschka and Egon Schiele as examples of how Vienna 1900 was able to forge a bridge between art and science.</td>
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<td><strong>Opening Speaker:</strong> Eric R. Kandel, MD</td>
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<td><strong>Opening Presider:</strong> Edward F. Rover, LLD, Chairman and President, The Dana Foundation, New York, NY</td>
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<tr>
<td>2:05 PM — 3:00 PM</td>
<td>Keynote Address II</td>
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<td><strong>Smart Thinking: Helping Students Solve Problems, Innovate, Create and Learn</strong></td>
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<td>Dr. Markman will explore a formula for Smart Thinking based on research in cognitive science and then use this formula to generate recommendations for teaching. Smart Thinking is not just a matter of intelligence. Instead, much of what makes people smart is under their control. The basic formula for smart thinking is that students must generate smart habits to acquire high quality knowledge and to use that knowledge when they need it. Many student habits (like multitasking while doing homework) get in the way of learning. In the age of high-stakes testing, it can be difficult to teach Smart Thinking skills, because these elements are often ignored by standardized tests.</td>
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<td><strong>Speaker:</strong> Arthur B. Markman, PhD</td>
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<td><strong>Presider:</strong> Kenneth S. Kosik, MD, Co-Director, Neuroscience Research Institute, UC Santa Barbara, Santa Barbara, CA</td>
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<tr>
<td>3:00 PM — 3:20 PM</td>
<td>Networking Coffee Break and Book Signing</td>
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<td>Take this opportunity to have Eric R. Kandel, MD and Arthur B. Markman, PhD sign their books during the coffee break. Please purchase their books at the bookstore prior to the signing in Central Park East/West.</td>
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<td><strong>Sponsored by Carney, Sandoe &amp; Associates.</strong></td>
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<td>3:20 PM — 4:15 PM</td>
<td>Keynote Address III</td>
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<td><strong>The Rational Mind: Is It Separate from Intelligence?</strong></td>
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<td>Dr. Stanovich will discuss why traditional tests of intelligence are not good proxies for rational thinking skills, since rational thought and intelligence are conceptually and empirically separable. He will discuss a model of rational thinking that has many different components and why the measurement of individual differences in rationality shouldn’t be subsumed by intelligence concepts.</td>
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<td><strong>Speaker:</strong> Keith E. Stanovich, PhD (Book signing from 5:15-5:30 PM in Central Park East/West)</td>
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<td><strong>Presider:</strong> Kenneth S. Kosik, MD, Co-Director, Neuroscience Research Institute, UC Santa Barbara, Santa Barbara, CA</td>
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<tr>
<td>4:20 PM — 5:15 PM</td>
<td>Keynote Address IV</td>
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<td><strong>If There Are Genes for Intelligence, Why Haven’t We Found Them?</strong></td>
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<td>Dr. Chabris will discuss how intelligence, like all other behavioral traits, is influenced by genes and how intelligence and other traits are influenced by hundreds or even thousands of genes, each of which has a very small effect. You will learn about the current state of research on the genetics of intelligence and what is likely to be discovered in the near future.</td>
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<td><strong>Speaker:</strong> Christopher F. Chabris, PhD (Book signing from 5:15-5:30 PM in Central Park East/West)</td>
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<td></td>
<td><strong>Presider:</strong> Kenneth S. Kosik, MD, Co-Director, Neuroscience Research Institute, UC Santa Barbara, Santa Barbara, CA</td>
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FRIDAY, MAY 9 — CONFERENCE DAY 2
(Thinking Minds: Teaching to Think and Innovate)

7:30 AM – 8:15 AM  Conference Registration

All Keynotes will take place in the: Metropolitan Ballroom (2nd Floor)

8:15 AM – 9:10 AM  Keynote Address I
Inspiring Students to Be Dynamic and Innovative Thinkers

Our brain is wired and inspired to be infinitely innovative across the lifespan. Yet we educate students and, instead, aspire for their minds to store and rapidly retrieve massive amounts of information. Knowing ‘the answer’ can be rewarding, but uncertainty also creates learning anxiety. Brain science is now revealing that a top-down, synthesized approach to learning advances creative thinking and dynamic problem solving. Dr. Chapman will show ways to motivate meaningful discussions and writings along with giving students confidence as creators of ideas and issues to be addressed. Learn ideas to reboot and re-energize your and your students’ cognitive brain health as you work to transform the next generation of leaders.

Speaker: Sandra B. Chapman, PhD
Welcome Remarks/Presider: Elizabeth Rood, MA, Director, Center for Childhood Creativity, Sausalito, CA

9:15 AM – 10:10 AM  Keynote Address II
Creating Innovators

When information is ubiquitous and free, and when basic education is available to billions of people worldwide, only one set of skills can ensure this generation’s economic future: the capacity for innovation. What must parents, teachers, mentors and employers do to develop the capacities of many more young people to be the innovators that they want to be—and that we need them to become? What do the best schools and colleges do to teach the skills of innovation? Based on his latest book, Creating Innovators: The Making of Young People Who Will Change The World, Dr. Wagner will address questions vital to the future of our country.

Speaker: Tony Wagner, EdD, MAT
Presider: Erica Fortescue, MA, Lead Program Developer, Center for Childhood Creativity, Sausalito, CA

10:10 AM – 10:35 AM  Networking Coffee Break, Poster Sessions and Book Signing

Take this opportunity to have Sandra B. Chapman, PhD and Tony Wagner, EdD, MAT sign their books during the coffee break. Please purchase their books at the bookstore prior to the signing. Also, take the time to visit the Exhibitors in the Central Park East/West and Poster Sessions in the Lenox Ballroom.

10:35 AM – 11:30 AM  Keynote Address III
Developing Thought-Full Minds and Schools for the 21st Century and Beyond

Our students are in the 21st Century and are waiting for the curriculum to catch up with them. We fret about the 21st Century as if it were in some distant future. Actually, many students today will be living throughout the 21st Century and well into the 22nd Century. Educators are realizing that a new vision is becoming increasingly apparent as we become more concerned with the survival skills needed for our children’s future, for the perpetuation of our democratic society and even for our planetary existence. Dr. Costa will help you understand, value, apply and advocate for five components of thought-full schools and classrooms.

Speaker: Arthur L. Costa, EdD (Book signing from 12:30-12:45 PM in Central Park East/West)
Presider: Elizabeth Rood, MA, Director, Center for Childhood Creativity, Sausalito, CA

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(RP) = Brain Research & Practical Strategies/Interventions
(R) = Mostly Brain/Child Development Research
(P) = Mostly Brain-Based Practical Strategies and Interventions
(PreK-16) = Applicable Grade Levels
11:35 AM – 12:30 PM  
**Keynote Address IV**

**“Man and Machine”: Impact of Technology on Innovation, Creativity and Learning**

Concerns about machines and algorithms replacing human jobs are growing. Charles Fadel will identify the threats and opportunities for education and future careers, in preparation for the afternoon session on “Human learning and machine learning”. Beyond hype and fears, what can realistically happen? How can we prepare students for the world of the 21st Century?

**Speaker:** Charles K. Fadel, MBA (Book signing from 12:30-12:45 PM in Central Park East/West)  
Erica Fortescue, MA, Lead Program Developer, Center for Childhood Creativity, Sausalito, CA

12:30 PM – 1:45 PM  
**Lunch Break (On Your Own) and Book Signing**

Take this opportunity to have Arthur L. Costa, EdD and Charles K. Fadel, MBA sign their books during the lunch break from 12:30-12:45 PM. Please purchase their books at the bookstore prior to the signing. Also, take the time to visit the Exhibitors in the Central Park East/West during the lunch break.

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(P) = Mostly Brain-Based Practical Strategies and Interventions  
(PreK-16) = Applicable Grade Levels

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**FEATURED SPEAKER**

**ARTHUR L. COSTA**

**DIANE B. JAQUITH**

Books by Reuven Feuerstein

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**Beyond Smarter**  
Mediated Learning and the Brain’s Capacity for Change  
Reuven Feuerstein, Refael S. Feuerstein, and Louis H. Falik  
Foreword by John D. Bransford

**What Learning Looks Like**  
Mediated Learning in Theory and Practice, K–6  
Reuven Feuerstein and Ann Lewin-Benham  
Foreword by James Bellanca

**A Think-Aloud and Talk-Aloud Approach to Building Language**  
Overcoming Disability, Delay, and Deficiency  
Reuven Feuerstein, Louis H. Falik, Refael S. Feuerstein, and Krisztina Bohács  
Foreword by Yvette Jackson

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**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

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1) TEACHING CREATIVE THINKING & MAKING (RP, PreK-16)

Part I: 1:45 PM – 2:45 PM

Learning to Learn Through Invention, Tinkering and Making

Learn how the global Maker revolution offers schools new tools, techniques and technology to create rich learning experiences that support complex problem solving and new opportunities for project-based learning. Children learn how to learn when given agency over powerful technology, time to tinker and explore their own ideas and classrooms that are agile learning spaces. Silvia Martinez will provide examples from real classrooms where tinkering and making real objects leads to lifelong learning and innovation.

Speaker: Sylvia L. Martinez, MA (Book signing from 2:45-2:55 PM in Central Park East/West)

Part II: 2:55 PM – 3:55 PM

Spark of Genius: Cognitive Thinking Tools for the Student Mind

Data obtained from artists, scientists, engineers and entrepreneurs argues strongly that early and sustained training in imaginative thinking skills and imaginary world invention has practical value well into adulthood for problem solving. Robert and Michele Root-Bernstein will introduce the cognitive tools for thinking, including observing, abstracting and pattern forming, as well as empathizing, body thinking and playing. The invention of imaginary worlds in childhood and youth will also be discussed as a complex form of playing that exercises the thinking tools and develops creative muscle and creative identity. World play can be used to generate “possibility space” for engagement that integrates art making with other core subject matter.

Speaker: Michele M. Root-Bernstein, PhD (Book signing from 5:00-5:15 PM in Central Park East/West)

Part III: 4:00 PM – 5:00 PM

Benefits of Arts and Crafts (Making) for Innovation and STEM Learning

Dr. Root-Bernstein will provide evidence that sustained participation in arts and crafts (making things) is highly correlated with success in STEM disciplines. Scientists and engineers who practice an art or craft from childhood into adulthood are far more likely, than those who do not, to contribute to the economy through patents and new companies and to attain honors such as membership in national academies or Nobel Prizes. These very successful scientists and engineers can often specify skills, methods, materials or tools for thinking that arts and crafts contributed to their professional practices. Professional artists make significant contributions to science and engineering as well. Historical and contemporary exemplars will be described and analyzed for educational lessons.

Speaker: Robert S. Root-Bernstein, PhD (Book signing from 5:00-5:15 PM in Central Park East/West)

Presider: Diane Switlick, Professor, Montgomery College, Rockville MD

Room: Metropolitan Ballroom (2nd Floor)

2) THE BRAIN SCIENCE OF CREATIVITY (RP, All Ages)

Part I: 1:45 PM – 2:45 PM

The Neuroscience of Creativity

Creativity and innovation are highly sought commodities in our society and in the human brain. Dr. Jung will attempt to break down the construct of creativity into its constituent parts and highlight key brain networks involved in creative expression. Creativity is the production that involves several stages in order to achieve something novel and useful and likely includes preparation, incubation, illumination and verification. There are deliberate versus spontaneous modes of expression of creativity. It is a complex picture. However, these various aspects of creativity have been researched using modern neuroimaging techniques and results are helping to support such distinctions and the interplay of discrete brain networks (default mode, cognitive control, etc.) involved in creative expression.

Speaker: Rex E. Jung, PhD
Part II: 2:55 PM – 3:55 PM

BRAIN Initiative: Mapping the Creative Mind

Now the new Brain Activity Mapping (BAM) project has entered into the exclusive club of a national scientific challenge where it joins the moon mission and the human genome as lofty endeavors intended to capture the imagination of the nation. Individual variation in the brain is even greater than in the genome and to capture this variation in brain activity maps of psychopaths and geniuses, of schizophrenics and yogis will all be informative. Dr. Kosik will discuss how compiling brain activity maps from many individuals will generate the cognome, an aggregate of all human thought, and help us understand the semantic power of literature or the artistic vision of a great canvas.

Speaker: Kenneth S. Kosik, MD

Part III: 4:00 PM – 5:00 PM

How to Boost Student Creativity – And Your Own

Valuing creativity is one thing, knowing how and when to incorporate into the everyday curriculum is quite another. This talk will highlight key insights and common pitfalls involved in boosting student (and one’s own) creativity.

Speakers: James C. Kaufman, PhD and Ronald A. Beghetto, PhD
Presider: Ahmed Abdelal, Assistant Professor of Communication, Bridgewater State University, Bridgewater, MA
Room: New York East (3rd Floor)

3) STUDENT LEARNING & MACHINE LEARNING (RP, K-16)

Part I: 1:45 PM – 2:45 PM

The Growing Science of Big Data and Machine Learning

Artificial intelligence (AI) became an established field of research about 60 years ago. Since then, the field has had many ups and downs, with important achievements nearly balanced by exaggerated claims and unrealistic expectations. AI is currently on an upswing, with remarkable accomplishments ranging from Google’s self-driving cars to IBM’s Jeopardy playing system, called Watson. Dr. Kautz will explore how “big data” enables this new generation of AI success stories, and ways in which AI systems will become embedded throughout our workplaces, schools and homes.

Speaker: Henry A. Kautz, PhD

Part II: 2:55 PM – 3:55 PM

Minds and Machines as Partners in Learning and Innovation

Robert Plotkin will explain how the ability to leverage advances in computer automation for problem solving can be taught as a skill. He will draw on his research into automation of inventive processes, as described in his book, The Genie in the Machine (2009). You will learn how teaching students to use computers as problem solving tools can help students to develop stronger problem solving skills and the ability to design and use systems more generally.

Speaker: Robert Plotkin, JD

Part III: 4:00 PM – 5:00 PM

Transforming Education Through Learning Technologies

Dr. Azevedo will focus on how to transform current education through the use of big data generated when students use advanced learning technologies to learn about complex STEM topics. He will explore current problems with the uses of technology and novel interdisciplinary methods to foster STEM learning. Dr. Azevedo will show how these methods can be used to track the cognitive, affective, metacognitive and motivational self-regulatory processes during learning, providing more intelligent advanced learning technologies and personalized learning.

Speaker: Roger Azevedo, PhD
Presider: Lowell Libby, Upper School Director, Waynflete Academy, Portland, ME
Room: Riverside Ballroom (3rd Floor)
4) STEM LEARNING, MATH & PROBLEM SOLVING (RP, K-16)

Part I: 1:45 PM – 2:45 PM

Animating Learning Through Design, Make, Play for STEM Innovation

The New York Hall of Science has pioneered strategies of engagement and learning that we call Design-Make-Play (DMP). Design-Make-Play engages learners in personally meaningful, problem-based activities, through creative play and exploration. As an approach to STEM learning, Design-Make-Play is aligned with the Next Generation Science Standards and Common Core Math. This session will feature DMP products and programs created at the New York Hall of Science that can be used by educators in classrooms and informal learning environments.

Speakers: Margaret A. Honey, PhD, Scott Wayne Indiana, MPS and Tara N. Chudoba, MEd

Part II: 2:55 PM – 3:55 PM

Promoting Design Thinking: Beyond STEM to STEAM

Amy Leidtke will compare and contrast the scientific method and the design process in math and science. She will frame the importance of teaching design thinking to both educators and students and reference STEAM-infused, project-based learning opportunities for school children and K-16 educators. Learn how design thinking promotes brainstorming, problem solving skills and strategic thinking.

Speaker: Amy Leidtke, MID, BFA

Part III: 4:00 PM – 5:00 PM

Mind Over Math: Neuropsychology of Math and Practical Instructional Applications

Dr. Kaufman will explore the neuropsychological underpinnings of math struggles across the grade-span, with emphasis given to a discussion of the practical implications of neuro-cognitive weaknesses for curriculum development, classroom teaching and remedial instruction. The training is designed for math teachers, special educators, learning disabilities specialists, school psychologists, curriculum development specialists and school administrators (including directors of special services).

Speaker: Christopher Kaufman, PhD

Presider: Barbara Kennedy, Assistant Principal, United Nations International School, New York, NY

Room: New York West (3rd Floor)

5) THE SCIENCE OF INTELLIGENCE IN EDUCATION (RP, PreK-16)

Part I: 1:45 PM – 2:45 PM

The Nurture of Intelligence in Schools

Dr. Aronson will discuss what science has revealed about how schools and other interventions can make children smarter. He will draw from a database of raising intelligence, from recent experimentation on deliberate practice and from other advances in cognitive and social science. Dr. Aronson will also discuss exciting new school interventions that elevate children’s well being in addition to teaching them skills and expanding their knowledge.

Speaker: Joshua M. Aronson, PhD

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Part II: 2:55 PM – 3:55 PM  
**Cognitive Skills, Student Achievement Tests and Schools**  
Dr. Gabrieli will discuss current research in the relations among cognitive skills (fluid reasoning and intelligence, processing speed, working memory), statewide student achievement tests and how schools may influence both skills and tests. He will discuss both behavioral and brain findings.  
*Speaker: John D. E. Gabrieli, PhD*

Part III: 4:00 PM – 5:00 PM  
**The Neuroscience of Intelligence: Implications for Education**  
The construct of intelligence is easily maligned and yet of keen fascination to most individuals. It is recognized as being important to human experience, but how? Most definitions of intelligence include the ability to reason accurately and rapidly within given environmental constraints. Dr. Jung will discuss this important human capacity from historical, cognitive and neurological perspectives.  
*Speaker: Rex E. Jung, PhD*  
*Presider: Judith Werner, Director of Counseling, Brooks School, North Andover, MA*  
*Room: Empire East (2nd Floor)*

6) **THE ARTS, THINKING & STANDARDS (RP,K-12)**

Part I: 1:45 PM – 2:45 PM  
**Teaching for Creative Autonomy: Transitioning from Teacher-Directed to Learner-Directed Practices**  
This presentation will highlight successful learner-directed pedagogy in visual art as a model for creativity in the classroom. Authentic art studios are safe spaces to nurture curiosity, divergent thinking, collaboration and personalization by all students. In these settings, clear expectations and predictable routines balance student autonomy for productivity and skill development.  
*Speaker: Diane B. Jaquith, MA*

Part II: 2:55 PM – 3:55 PM  
**The Benefits of the Arts for Critical and Creative Thinking**  
Ms. O’Neal will provide a practical guide for classroom teachers and school administrators on arts-centered methods for increasing student engagement in the classroom based on evidence from a longitudinal study conducted by the John F. Kennedy Center for the Performing Arts. This is the first time these results will be discussed in a public venue.  
*Speaker: Ivonne Chand O’Neal, MA*

Part III: 4:00 PM – 5:00 PM  
**Arts at the Core: Connecting the Arts to 21st Century Teaching and Standards**  
Amy Charleroy will highlight recent research on the alignment between the goals and objectives expressed in the new National Core Arts Standards, as compared to the Common Core State Standards and 21st Century Skills Map. Arts educators are often expected to align their classroom activities with Common Core and P21 objectives and many worry that they are being asked to justify or measure arts learning in terms of non-arts outcomes. She will discuss the results of this research study.  
*Speaker: Amy L. Charleroy, MA, BFA*  
*Presider: Jan Kirsch, Director of Professional Development, Inner-City Arts, Los Angeles, CA*  
*Room: Empire West (2nd Floor)*

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### Conference Program: Saturday Keynotes

**SATURDAY, MAY 10 — CONFERENCE DAY 3**
*(Teaching Smarter Minds: Smarter Students in the 21st Century)*

<table>
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<th>Time</th>
<th>Event</th>
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<tr>
<td>7:30 AM – 8:15 AM</td>
<td>Conference Registration</td>
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<td>All Keynotes will take place in the: Metropolitan Ballroom <em>(2nd Floor)</em></td>
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<td>8:15 AM – 9:10 AM</td>
<td><strong>Keynote Address I</strong></td>
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<td><strong>Digital Media and Stupidity in a Dangerous World: How to Make Students Smarter Before It’s Too Late</strong></td>
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<td>Dr. Gee will argue that the human brain is a “plug and play” device. When it is not plugged into the right devices it is dangerous—more so today than ever. He will discuss the importance of collective intelligence, the role of digital media in making us dumber or smarter and what learning should look like in today’s imperiled, high-risk, global world.</td>
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<td>Speaker: James Paul Gee, PhD</td>
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<td>Presider: Fay E. Brown, PhD, Associate Research Scientist, School Development Program, Yale University, New Haven, CT</td>
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<td>9:15 AM – 10:10 AM</td>
<td><strong>Keynote Address II</strong></td>
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<td><strong>Spatial Intelligence and Creativity: Lessons from Studying the Development of Math and Science Talents for the Past 35 Years</strong></td>
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<td>Spatial ability plays a critical role in educational pursuits and in the world of work, especially in STEM. Recent findings from the Study of Mathematically Precocious Youth’s (SMPY’s), a 35-year longitudinal study, support spatial ability’s important role in the development of creativity. It shows participating in educationally stimulating experiences before high school increased the likelihood of creative accomplishments in the future.</td>
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<td>Speaker: Camilla P. Benbow, EdD</td>
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<td>Presider: Fay E. Brown, PhD, Associate Research Scientist, School Development Program, Yale University, New Haven, CT</td>
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<tr>
<td>10:10 AM – 10:35 AM</td>
<td>Networking Coffee Break, Poster Sessions and Book Signing</td>
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<td>Take this opportunity to have James Paul Gee, PhD, sign his books during the coffee break. Please purchase his book(s) at the bookstore prior to the signing. Also, take the time to visit the Exhibitors in the Central Park East/West and Poster Sessions in the Lenox Ballroom.</td>
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<td>10:35 AM – 11:30 AM</td>
<td><strong>Keynote Address III</strong></td>
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<td><strong>Redefining Intelligence and Potential</strong></td>
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<td>Dr. Kaufman will encourage you to take a holistic approach to intelligence evaluation that benefits all students. He will argue for “intelligent testing,” as opposed to testing for intelligence, and for deep evaluation that focuses on finding out each child’s strengths and weaknesses, as well as the characteristics that make them unique. He will advocate for thinking about talent and potential as moving targets—not as inherent qualities we’re born with, but based on our engagement with things that are meaningful to us as we pursue our goals.</td>
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<td>Speaker: Scott Barry Kaufman, PhD <em>(Book signing from 12:30-12:45 PM in Central Park East/West)</em></td>
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<td>Presider: Sam J. Goldstein, PhD, Assistant Clinical Instructor, University of Utah Medical School, Salt Lake City, UT</td>
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<td>11:35 AM – 12:30 PM</td>
<td><strong>Keynote Address IV</strong></td>
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<td><strong>Think Smart: Using Brain Science to Redefine Intelligence for 21st Century Learners</strong></td>
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<td>The concept of intelligence and tests to measure it have been described as one of the most important contributions psychology has made to society. However, IQ tests have been criticized for being biased, irrelevant to learning disabilities and focused too much on what students know and not enough on how children learn. Dr. Naglieri will tie these limitations to the genesis of IQ tests, provide evidence for an alternative – the PASS theory of intelligence. He will describe these brain abilities and the research for evaluating and teaching children with learning disabilities.</td>
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<td>Speaker: Jack A. Naglieri, PhD <em>(Book signing from 12:30-12:45 PM in Central Park East/West)</em></td>
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<td>Presider: Sam J. Goldstein, PhD, Assistant Clinical Instructor, University of Utah Medical School, Salt Lake City, UT</td>
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1) TEACHING CREATIVE THINKING (RP, K-16)

Promoting Motivation and Creativity in the Classroom

Part I: 1:45 PM – 2:45 PM

Educational analysts now worry that the standardized tests that dominate the instructional landscape are based on far too narrow a measure of student success. Also needed, they say, are indicators of the opportunities provided by schools for students to engage in creative work. Based upon what is known about the social psychology of creativity, however, it is not at all clear that it will be possible to legislate creativity in the schools. Towards this end, a toolbox will be offered for teachers, school administrators, researchers and policymakers interested in infusing creativity back into the classroom.

Speaker: Beth Ann Hennessey, PhD

Part II: 2:55 PM – 3:55 PM

Aha! Moments: Problem Solving, Creativity and the Brain

Dr. Kounios will focus on the phenomenon of the “Aha! Moment,” also known as creative insight. Insight is the sudden realization of a new idea or the solution to a problem. He will discuss how insights work and how they happen in the brain and factors that promote or inhibit insight and creativity.

Speaker: John Kounios, PhD

Part III: 4:00 PM – 5:00 PM

Brains, Inquiry and Technology: Developing Creative Thinkers and a Thinking Curriculum

Dr. Coffman will explore teaching and learning strategies that will help engage your students to think creatively about your content area. Use brain-based strategies to drive your students beyond critical analysis to creative thinking. Learn how to encourage them to think, ask questions and present possible solutions using technology as a tool.

Speaker: Teresa L. Coffman, PhD

2) THE BRAIN SCIENCE OF THINKING (RP, K-12)

Part I & II: 1:45 PM – 5:00 PM

Think Smart: Applying Brain Science to Instructional Practices That Empowers Learners

In this session, the presenters will merge brain science of the PASS theory of intelligence with real classroom examples and practical strategies to help students think smarter and ultimately take charge of their own learning in school and beyond. Helping students learn requires application of quality teaching methods based on an understanding of the abilities associated with different regions of the brain.

Speakers: Kathleen M. Kryza, MA, and Jack A. Naglieri, PhD

Presider: Bonnie Dykman, Speech/Learning Disabilities, Madison Public Schools, Madison, WI

Room: New York West (3rd Floor)

3) INTELLIGENCE, CREATIVITY & ADHD (RP, K-16)

Part I: 1:45 PM – 2:45 PM

Uninhibited Imaginations: Creativity in Attention Deficit/Hyperactivity Disorder

Dr. Shah will discuss her research findings suggesting that adults with ADHD perform better on some measures of creativity than non-ADHD adults. She will explore our understanding of creativity in ADHD individuals in terms of inhibitory control and its relative import in two aspects of creativity: divergent and convergent thinking. Dr. Shah’s used a standardized measure of creativity (the Abbreviated Torrance Test for Adults, Goff & Torrance, 2002) and extended previous research by investigating real-world creative achievement among individuals with ADHD.

Speaker: Priti R. Shah, PhD
Part II: 3:00 PM – 5:00 PM

Intelligence and ADHD

There is a long and varied research literature on the relationship of ADHD to all kinds of behavioral, emotional and developmental outcomes. Intelligence is but one of the often studied areas. Impulsive, inattentive behavior over time appears to exert a negative impact on the acquisition of knowledge and the application of that knowledge, often leading to lower scores on intelligence tests and less “intelligent behavior” in every day life. Dr. Goldstein will provide a foundation for our current understanding of ADHD and intelligence. He will offer an integrated model, discuss the application of these issues in the classroom and offer a broad framework for you to begin understanding how to go about building and supporting the intellectual development of children with ADHD.

Speaker: Sam J. Goldstein, PhD
Presider: Christina Crego, Training Specialist, Capital Region BOCES, Albany, NY
Room: Empire West (2nd Floor)

4) MATH, SCIENCE THINKING & LEARNING (RP, PreK-16)

Part I: 1:45 PM – 2:45 PM

How Children Learn Math and How to Help Them Learn More

Dr. Siegler will review the modern field of numerical development, which examines knowledge of whole numbers and fractions among non-human animals, infants, children and adults using cross-sectional, longitudinal, micro genetic and intervention designs and behavioral and neuroscience methods. He will present a theory of numerical development intended to integrate this sprawling area within a single framework.

Speaker: Robert S. Siegler, PhD

Part II: 3:00 PM – 5:00 PM

Engaging Deeper Thinking Brains in Math and Science (STEM)

Developing deep thinking brains in math and science starts early and is strongly associated with engaging experiences in the classroom. Dr. Almarode will explore the latest research on student engagement in math and science and how to design STEM classrooms that promote deeper thinking. Take part in an “out of your seat and on your feet” experience that models the brain rules for engagement, deep thinking and understanding in math and science. You will leave with ideas, strategies and a new perspective on how to engage deeper STEM thinking.

Speaker: John T. Almarode, PhD
Presider: Max March-Steinman, Science/Math Teacher, Birch Wathen Lenox School, New York, NY
Room: Riverside Ballroom (3rd Floor)

5) THE SCIENCE OF INTELLIGENCE (R, All Ages)

Part I: 1:45 PM – 2:45 PM

Flexible Thinking: Understanding Cognitive Control and Intelligence

A person’s cognitive control ability is a strong predictor of success in education and life generally. Remarkably, evidence suggests this includes school success, job success, mental health, physical health and even marital harmony and overall quality of life. Further, levels of childhood cognitive control abilities are predictive of adult outcomes in many of these areas. Understanding cognitive control is therefore extremely important. Cognitive control (i.e., executive function) is a set of skills related to self-control and effectiveness in goal pursuit, including general intelligence – a general ability to solve novel problems. Dr. Cole will cover cognitive control and intelligence, especially recent findings suggesting how they are implemented in the brain.

Speaker: Michael W. Cole, PhD
Part II: 2:55 PM – 3:55 PM
Mapping of Human Intelligence

Dr. Barbey will introduce a cognitive neuroscience framework for understanding the contributions of the front parietal network to executive and social cognitive functions, surveying recent lesion mapping studies in humans implicating this network in general intelligence, fluid intelligence, cognitive flexibility and emotional intelligence. He will review emerging neuroscience evidence to elucidate the contributions of front parietal network function to human intelligence, uncovering the executive, social and emotional foundations of intelligent behavior and their joint contributions to perception, memory, language and thought. Dr. Barbey will show how this integrative approach advances our understanding of the neural foundations of executive and social cognitive functions.

Speaker: Aron K. Barbey, PhD

Part III: 4:00 PM – 5:00 PM
Game On: Building Cognitive Capacity

The presenters will explore the underlying cognitive processes and executive functions involved in receiving, perceiving, comprehending and thinking about information. You will experience examples of digital game-based learning that have been shown to build cognitive capacity and accelerate academic performance. Discover how schools around the country are helping students get their game on.

Speakers: Alan Aldworth, MBA and Betsy Hill, MBA
Presider: Robert Getz, Science Teacher, The Ethical Culture Fieldston School, Bronx, NY
Room: Empire East (2nd Floor)

6) READING, THINKING & STANDARDS (RP, PreK-12)

Part I: 1:45 PM – 3:15 PM
Teaching Thinking Minds to Read Deeply

Dr. Willingham will summarize research on improving reading comprehension. He will start by reviewing what psychologists know about the processes behind reading comprehension, and he’ll then consider the evidence for teaching students reading comprehension strategies and how they might work, given what we know about comprehension. Dr. Willingham will conclude that these strategies are effective, but are overemphasized in many districts, and he will suggest alternatives to improving comprehension.

Speaker: Daniel T. Willingham, PhD

Part II: 3:30 PM – 5:00 PM
Teaching Students to Think Like Scientists: Integrating Science and Literacy Instruction for Common Core and Next Generation Standards

Dr. Grant will look at ways that educators can guide students to examine, review and evaluate knowledge and ideas through a process of scientific investigation and argumentation. Methods to support disciplinary literacy, with an underpinning that correlates with the Common Core State Standards for English Language Arts and with the three dimensions of the Next Generation Science Standards, will be emphasized. You will learn about effective teaching tools and strategies to foster abilities in problem-solving, critical and creative thinking and inquiry-based studies for the purpose of supporting science and literacy for every child.

Speaker: Maria C. Grant, EdD
Presider: Luise Linder, Reading Specialist, The Green Vale School, Old Brookville, NY
Room: New York East (3rd Floor)

Thank you for participating in the 38th LEARNING & the BRAIN® Conference. We hope you will leave with new contacts and fresh ideas for the important work you do with children, teens, and adults.
POSTER SESSIONS

Friday, May 9 and Saturday, May 10, 10:10 AM – 10:35 AM, during coffee break

Take this opportunity to learn about research studies in neuroeducation, arts, STEM, creativity and memory.

Location: Lenox Ballroom (2nd Floor)

1. “Living, Learning, and Teaching on a Floating Museum”
   By Cathy Mowrer, PhD, McCoy Associate Professor, Marietta College, Marietta, OH

2. “Using Neuro-education to Improve Teachers’ Attitudes Towards Stimulating Thinking Skills”
   By Sandra van Aalderen-Smeets, PhD and Juliette Walma van der Molen, PhD, University of Twente, Enschede, The Netherlands

3. “Numeracy and the Arts: Capitalizing on Common Neural Networks”
   By Neeli Clute Lambert, MS, MAT, Neuroeducator, MindCraft Unlimited LLC, Littleton, CO

4. “Integrating Social-emotional Learning and Literacy: Development and Preliminary Evaluation of the SELF Curriculum for Kindergarten and First Grade Students”
   By Ann P. Daunic, PhD, Associate Scholar, College of Education University of Florida, Gainesville, FL

5. “Improving Teacher Effectiveness by Integrating Arts and STEM Pedagogical Practices”
   By Saundra Tomlinson-Clarke, PhD and Penolope Lattimer, PhD, Rutgers, The State University of New Jersey, New Brunswick, NJ

6. “Investigating the Relationship Between Working Memory Performance and Reading Ability of University Students with Special Needs”
   By Tiffany Ip, PhD, Postdoctoral fellow, Centre for Applied English Studies, University of Hong Kong, Hong Kong, China

7. “Improvement of Memory Through Understanding About ‘Memory’ in Older Adults”
   By Soowon Park, et al, Seoul National University and Seoul National University College of Medicine and SMG-SNU Boramae Medical Center, Seoul, Republic of Korea

8. “Linking Creativity to Stress Reduction”
   By Ian Kelleher, PhD, Science Teacher, St. Andrew’s Episcopal School, Potomac, MD

   By Beth Rogowsky, EdD, Bloomsburg University, Bloomsburg, PA, Barbara Calhoun, PhD, Vanderbilt Brain Institute, Nashville, TN, and Paula Tallal, PhD, Rutgers University, New Brunswick, NJ

    By Carol Hanzlik-Chasno, MA, MAT, MEd, Reading Specialist, Evanston, IL

11. “‘Girls Don’t Belong In Lab Coats:’ Changing Children’s Understanding of What It Means to Be a Scientist”
    By Megan Fulcher, PhD and Kingsley Schroeder, Associate Professor of Psychology, Washington and Lee University, Lexington, VA

12. “Motivate Struggling Learners with Executive Dysfunctions Using Self-Determination Strategies”
    By Jaime True, Doctoral Fellow of Special Education, Johns Hopkins University, Baltimore, MD

BOOK SIGNINGS

Location: Central Park East/West (Please purchase the authors’ books at the Bookstore prior to the signing.)

MAY 8

3:00 PM – 3:20 PM – Eric R. Kandel, MD, Arthur B. Markman, PhD and David A. Sousa, EdD will sign their books during the coffee break.

5:15 PM – 5:30 PM – Keith E. Stanovich, PhD and Christopher F. Chabris, PhD will sign their books at the end of the day.

MAY 9

10:10 AM – 10:35 AM – Sandra B. Chapman, PhD and Tony Wagner, EdD, MAT will sign their books during the coffee break.

12:30 PM - 12:45 PM – Arthur L. Costa, EdD and Charles K. Fadel, MBA will sign books at the lunch break.

2:45 PM – 2:55 PM – Sylvia L. Martinez, MA will sign her book during the session break.

5:00 PM – 5:15 PM – Michele M. Root-Bernstein, PhD and Robert S. Root-Bernstein PhD, will sign their books at the end of their session.

MAY 10

10:10 AM – 10:35 AM – James Paul Gee, PhD will sign his books during the coffee break.

12:30 PM – 12:45 PM – Scott Barry Kaufman, PhD and Jack A. Naglieri, PhD will sign their books during the lunch break.
LEARNING & the BRAIN® Summer Institutes extend the L&B conferences and provide personalized training and practical applications for educators. This summer, LEARNING & the BRAIN® will offer two Summer Institutes in Santa Barbara, CA taught by Dr. Judy A. Willis. These will take place on the campus of the University of California, Santa Barbara. The workshops are hands-on and are limited to no more than 40 participants. Tuition is $1,895 and includes room and selected meals. Register early to reserve your space. For more information and to register, visit LearningAndTheBrain.com or call 781-449-4010 ext. 101 or 102.

NEUROSCIENCE AND CLASSROOM ENGAGEMENT: Strategies for Maximizing Students’ Attention, Focus and Potential
JULY 21-25, 2014
At University of California, Santa Barbara, CA

This Institute will focus on the applications of neuroscience research to teaching and learning and examine ways to maximize and maintain student attention, focus and cognition. Brain imaging studies and cognitive neuroscience are providing a clearer picture of how individuals respond to sensory stimuli and perform cognitive tasks, which has allowed for a better understanding of the brain’s neural systems and how they relate to focus, learning and creative problem solving. Through lectures and facilitated discussion, participants will explore neuro-logical approaches for understanding and meeting the diverse academic, social and emotional needs of students.

NEUROSCIENCE AND EXECUTIVE SKILLS: Strategies for Executive Functions, Memory and Classroom Learning
JULY 28-AUG. 1, 2014
At University of California, Santa Barbara, CA

This Institute will focus on the most recent advances in neuroscience research and theory and how they correlate to potential classroom applications in areas of executive function and memory consolidation. Topics covered will include the dopamine-reward circuit, reduction of cognitive workload to improve working memory, formative assessments, feedback, metacognition, increasing cognitive reserve, promoting transferable knowledge and creativity and improving student-constructed learning with inquiry and project-based learning. The increasing promise for stimulating neural networks to develop executive functions from early childhood through adulthood will be discussed along with implications for education.

Workshop Leader: Judy A. Willis, MD, MEd, Board-Certified Neurologist; Former Teacher; Author, Research-Based Strategies to Ignite Student Learning (2006) and How Your Child Learns Best (2008); Contributing Author, Current Impact of Neuroscience in Teaching and Learning (2010, In Mind, Brain, and Education: Neuroscience Implications for the Classroom); Staff Writer, Edutopia and Psychology Today

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## LOCAL FOOD LOCATIONS
(Within Walking Distance to the Sheraton NY Times Square Hotel)

### American Cuisine

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Red Eye Grill</td>
<td>890 7th Avenue at 56th Street</td>
<td>212-541-9000</td>
</tr>
<tr>
<td>Thalia</td>
<td>828 8th Avenue at 50th Street</td>
<td>212-399-4444</td>
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### Chinese

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Joe’s Shanghai</td>
<td>24 West 56th Street between 5th &amp; 6th Avenue</td>
<td>212-333-3868</td>
</tr>
<tr>
<td>Ruby Foo’s</td>
<td>1626 Broadway at 49th Street</td>
<td>212-489-5600</td>
</tr>
<tr>
<td>Tang Pavilion</td>
<td>65 W 55th Street between 5th &amp; 6th Avenue</td>
<td>212-956-6888</td>
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### Cuban Cuisine

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<thead>
<tr>
<th>Name</th>
<th>Address</th>
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<tbody>
<tr>
<td>Victor’s Café</td>
<td>236 W. 52nd Street between 8th Avenue &amp; Broadway</td>
<td>212-586-7714</td>
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### Mexican Cuisine

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<thead>
<tr>
<th>Name</th>
<th>Address</th>
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<tbody>
<tr>
<td>Iguana</td>
<td>240 W 54th Street between 8th Avenue &amp; Broadway</td>
<td>212-765-5454</td>
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### Italian

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<tr>
<th>Name</th>
<th>Address</th>
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<tbody>
<tr>
<td>Azalea</td>
<td>224 W 51st Street between Broadway &amp; 8th Avenue</td>
<td>212-262-0105</td>
</tr>
<tr>
<td>Il Corso</td>
<td>54 W 55th Street between 5th &amp; 6th Avenue</td>
<td>212-957-1500</td>
</tr>
<tr>
<td>Trattoria Dell’Arte</td>
<td>900 Seventh Avenue at 57th Street</td>
<td>212-245-9800</td>
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### French Cuisine

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<th>Name</th>
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<tbody>
<tr>
<td>Rue 57</td>
<td>60 West 57th Street at 7th Avenue</td>
<td>212-307-5656</td>
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### Japanese

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<th>Name</th>
<th>Address</th>
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<tbody>
<tr>
<td>Benihana of Tokyo</td>
<td>47 West 56th Street between 5th &amp; 6th Avenue</td>
<td>212-581-0930</td>
</tr>
<tr>
<td>Natsumi</td>
<td>226 West 50th Street between 8th Ave &amp; Broadway</td>
<td>212-258-2988</td>
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### Kosher

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<tr>
<th>Name</th>
<th>Address</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Azuri Cafe (Middle Eastern)</td>
<td>465 West 51st Street between 9th &amp; 10th Avenue</td>
<td>212-262-2920</td>
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<tr>
<td>Cafe Classico (Deli, American, Mediterranean)</td>
<td>35 West 57th Street between 5th &amp; 6th Avenue</td>
<td>212-355-5411</td>
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<tr>
<td>Le Marais (Steakhouse)</td>
<td>150 West 46th Street between 6th and 7th Avenue</td>
<td>212-869-0900</td>
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### Steak House

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<th>Name</th>
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<tr>
<td>Bobby Van’s Steakhouse</td>
<td>135 West 50th Street between 6th and 7th Avenue</td>
<td>212-957-5050</td>
</tr>
<tr>
<td>Rosie O’Grady’s</td>
<td>800 7th Avenue at 52nd Street</td>
<td>212-582-2975</td>
</tr>
<tr>
<td>Ruth’s Chris Steak House</td>
<td>148 West 51st Street between 6th &amp; 7th Avenue</td>
<td>212-245-9600</td>
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### Sheraton New York Times Square Restaurants:

- **Hudson Market (First Floor)**
  - Breakfast: 6:30 AM - 11:00 AM (M-F), 6:30 AM - 12:00 PM (Weekends)
  - Lunch: 12:00 PM - 2:30 PM (M-F)
  - Dinner: 5:00 PM - 11:00 PM (Everyday)

- **Link Café (First Floor)**
  - Grab and go coffee, pastries, etc. 6:30 AM - 3:00 PM (Everyday)

- **Link Café Bar (First Floor)**
  - Drinks and appetizers 3:00 PM - 1:00 AM (Everyday)
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Alan Aldworth, MBA, Executive Chairman, SKO Learning; Board of Advisors at Leopardo Companies, Inc; Co-founder, Quantum Learning Technologies; Former CEO, ProQuest

John T. Almarode, PhD, Assistant Professor, College of Education, James Madison University; Co-Author, Captivate, Activate, and Invigorate the Student Brain in Science and Math, Grades 6-12 (2013) and “For the Love of Learning Science” (2010, Physics Education Research)

Joshua M. Aronson, PhD, Associate Professor of Applied Psychology, Steinhardt School of Culture, Education and Human Development, New York University; Author, Improving Academic Achievement: Impact of Psychological Factors on Education (2002); Co-Author, “How to Make a Young Child Smarter: A Meta-analysis” (2012, Current Directions in Psychological Science)

Roger Azevedo, PhD, Professor of Human Factors and Ergonomics; Member, Digital Transformation of Education Group, North Carolina State University; Co-Editor, International Handbook of Metacognition and Learning Technologies (2013)

Aron K. Barbey, PhD, Assistant Professor; Director, Decision Neuroscience Laboratory, Beckman Institute for Advanced Science and Technology, University of Illinois at Urbana-Champaign; Associate Editor, Frontiers in Human Neuroscience; Co-Author, “Architecture of Fluid Intelligence and Working Memory Revealed by Lesion Mapping” (2013, Brain Structure and Function)

Ronald A. Beghetto, PhD, Associate Professor, Neag School of Education, University of Connecticut; Author, Killing Ideas Softly? The Promise and Perils of Creativity in the Classroom (2013); Co-Editor, Nurturing Creativity in the Classroom (2011)

Camilla P. Benbow, EdD, Patricia and Rodes Hart Dean of Education and Human Development, Peabody College, Vanderbilt University; Co-Director of the Study of Mathematically Precocious Youth (SMPY); Co-Author, “Creativity and Technical Innovation: Spatial Ability’s Unique Role” (2013, Psychological Science)

Christopher F. Chabris, PhD, Associate Professor of Psychology; Co-Director, Neuroscience Program, Union College; Adjunct Associate Professor of Neurology, Albany Medical College; Co-Author, The Invisible Gorilla: How Our Intuitions Deceive Us (2011) and “Most Reported Genetic Associations With General Intelligence Are Probably False Positives” (2012, Psychological Science)

Sandra B. Chapman, PhD, Founder/Chief Director, Center for BrainHealth; Dee Wyly Distinguished Chair; Professor of Behavioral and Brain Sciences, The University of Texas at Dallas; Co-Author, Make Your Brain Smarter: Increase Your Brain’s Creativity, Energy, and Focus (2013) and “Higher-order Strategic Gist Reasoning in Adolescence” (2011, The Adolescent Brain: Learning, Reasoning, and Decision Making)

Amy L. Charleroy, MA, BFA, Director of Arts, Office of Academic Initiatives, The College Board; Researcher who coordinates the Arts at the Core Initiative and The Art of Problem Solving, a four-year study examining the effects of arts education on students’ problem-solving skills

Tara N. Chudoba, MEd, Exhibit Developer and Project Manager, New York Hall of Science

Teresa L. Coffman, PhD, Associate Professor of Education, College of Education, University of Mary Washington; Author, Using Inquiry in the Classroom: Developing Creative Thinkers and Information Literate Students (2013) and Engaging Students through Inquiry-oriented Learning and Technology (2009)

Michael W. Cole, PhD, Director, Cole Neuroscience Laboratory; Assistant Professor, Center for Molecular and Behavioral Neuroscience, Rutgers-Newark University; Co-Author, “Rapid Instructed Task Learning: A New Window into the Human Brain’s Unique Capacity for Flexible Cognitive Control” (2013, Cognitive, Affective, & Behavioral Neuroscience) and “Global Connectivity of Prefrontal Cortex Predicts Cognitive Control and Intelligence” (2012, Journal of Neuroscience)
Arthur L. Costa, EdD, Emeritus Professor of Education, California State University, Sacramento; Co-Director of the Institute for Intelligent Behavior; Former President of ASCD; Former Director of Educational Programs, NASA; Editor, Habits of Mind Across the Curriculum (2009) and Developing Minds (2001); Co-Author, Cognitive Capital (2013) and Thinking-Based Learning (2010)


Erica Fortescue, MA, Lead Program Developer, Center for Childhood Creativity; Former Teacher; Developer of inquiry-based science programs

John D.E. Gabrieli, PhD, Professor of Brain and Cognitive Sciences; Director, Athinoula A. Martinos Imaging Center, McGovern Institute for Brain Research, Massachusetts Institute of Technology; Co-Author, “Failure of Working Memory Training to Enhance Cognition or Intelligence” (2013, Plos One)

James Paul Gee, PhD, Mary Lou Fulton Presidential Professor of Literacy Studies, Arizona State University; Member, National Academy of Education; Author, The Anti-Education Era: Creating Smarter Students through Digital Learning (2013)

Sam J. Goldstein, PhD, Assistant Clinical Instructor, Department of Psychiatry, University of Utah Medical School; Clinical Director, Neurology Learning and Behavior Center; Co-Author, Handbook of Executive Functioning (2013), Handbook of Resilience in Children (2012), Raising a Self-Disciplined Child (2009) and Raising Resilient Children (2002); Co-Editor, Learning and Attention Disorders in Adolescence and Adulthood: Assessment and Treatment (2011)

Maria C. Grant, EdD, Associate Professor; Director, Secondary Teacher Education Program, Department of Secondary Education, College of Education, California State University, Fullerton; Co-Author, Teaching Students to Think Like Scientists (2014) and Reading and Writing in Science: Tools to Develop Disciplinary Literacy (2009)

Beth Ann Hennessey, PhD, Professor of Psychology, Wellesley College; Collaborator/Developer with Massachusetts Institute of Technology on a cutting-edge curriculum for the new International Design Center (IDC) at Singapore University of Technology and Design; Author, “Nurturing Creative Mindsets Across Cultures” (2012, Cultures of Creativity)

Betsy Hill, MAT, MBA, President and Chief Operating Officer, The BrainWare Company; Former Chair, Education Committee, Board of Trustees, Chicago State University

Scott Hobson, MA, Former Principal; Assistant Principal; Master Teacher; Author, Breakfast for the Brain (2012)

Margaret A. Honey, PhD, Developmental Psychologist; President and CEO, New York Hall of Science; Member of the Educational Advisory Board of the Partnership for 21st Century Skills and The National Resource Council’s Board on Science Education; Committee member for the NRC study, Defining Deeper Learning and 21st Century Skills; Chair of the Committee on Learning Science: Computer Games, Simulations, and Education; Co-Editor, Design, Make, Play: Growing the Next Generation of STEM Innovators (2013)

Scott Wayne Indiana, MPS, Content Development, Verizon Center for STEM Learning, New York Hall of Science

Diane B. Jaquith, MA, K-5 Art Teacher; Co-Founder, Teaching for Artistic Behavior; Co-Author, The Learner-Directed Classroom: Developing Creative Thinking Skills Through Art (2012) and Engaging Learners Through Artmaking (2009)

Rex E. Jung, PhD, Assistant Research Professor, Departments of Neurology and Neurosurgery, Health Sciences Center; Assistant Research Professor, Department of Psychology, University of New Mexico; Co-Author, “The Structure of Creative Cognition in the Human Brain” (2013, Frontiers in Human Neuroscience) and “Cortical Thickness Correlates of Specific Cognitive Performance Accounted for by the General Factor of Intelligence in Healthy Children Aged 6 to 18” (2011, Neuroimage)
Bena Kallick, PhD, International Consultant; Vice President, Professional Development Services, Performance Pathways; Co-Author, Habits of Mind Across the Curriculum (2009) and Using Curriculum Mapping and Assessment to Improve Student Learning (2008)

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

Christopher Kauffman, PhD, Licensed Psychologist and Certified School Psychologist; Co-Founder, Kaufman Psychological Services; Author, Executive Function in the Classroom: Practical Strategies for Improving Performance and Enhancing Skills for All Students (2010)

James C. Kaufman, PhD, Professor of Educational Psychology, Neag School of Education, University of Connecticut; Author, Creativity 101 (2009); Co-Author, Being Creative Inside and Outside the Classroom: How to Boost Your Students’ Creativity— and Your Own (2012); Co-Editor, Neuroscience of Creativity (2013) and Nurturing Creativity in the Classroom (2011)

Scott Barry Kaufman, PhD, Adjunct Assistant Professor of Psychology, New York University; Co-Founder, The Creativity Post; Blogger, “Beautiful Minds” at Scientific American Mind; Author, Ungifted: Intelligence Redefined (2013); Editor, The Complexity of Greatness: Beyond Talent or Practice (2013); Co-Editor, The Cambridge Handbook of Intelligence (2011)

Henry A. Kautz, PhD, Professor and Chair, Department of Computer Science; Director of the Institute for Data Science, University of Rochester; Fellow of the American Association for the Advancement of Science; Past President and Fellow of the Association for the Advancement of Artificial Intelligence; Co-Author, “Location-Based Reasoning about Complex Multi-Agent Behavior” (2012, Journal of Artificial Intelligence Research)

Kenneth S. Kosik, MD, Co-Director, Neuroscience Research Institute; Professor of Neuroscience Research, Department of Molecular, Cellular and Developmental Biology, University of California, Santa Barbara; Co-Founder, Learning & the Brain; Co-Author, The Alzheimer’s Solution (2010)

John Kounios, PhD, Professor of Psychology; Director, Program in Applied Cognitive & Brain Sciences, Drexel University; Co-Author, “The Cognitive Neuroscience of Insight” (2013, Annual Review of Psychology) and “The Aha! Moment” (2009, Current Directions in Psychological Science)

Kathleen M. Kryza, MA, CEO, Infinite Horizons; Co-Author, Developing Growth Mindsets in the Inspiring Classroom (2011) and Winning Strategies for Test Taking - Grades 3-8 (2009)

Amy Leidtke, MFA, Industrial Designer; Artists; Educator; Faculty, Rhode Island School of Design; Faculty, SmART Schools, a K-12 research-based, arts-based reform initiative; Principal, Leidtke Design; Master Teacher, Rhode Island State Council on the Arts (RISCA); Author, RISD Design Connections: Curriculum Tools for Design Education (2009)

Nathan Levy, PhD, Principal; Coordinator for Gifted Programs; Author, Stories With Holes (2005); Co-Authors, Creativity, Day By Day (2012), Nathan Levy’s ACT 1 (2012) and THINKology: Engaging Activities to Enhance the Creative Mind (2012)

Arthur B. Markman, PhD, Annabel Iron Worsham Centennial Professor, Department of Psychology, The University of Texas at Austin; Executive Editor, Cognitive Science; Author, Smart Change: Five Tools to Create New and Sustainable Habits in Yourself and Others (2014) and Smart Thinking: Three Essential Keys to Solve Problems, Innovate, and Get Things Done (2012); Co-Author, Tools for Innovation: The Science Behind the Practical Methods That Drive New Ideas (2009)

Sylvia L. Martinez, MA, President of Generation YES, a non-profit with a mission of empowering young people to improve their schools and communities with modern technology; Designer of Math Blaster and Maurice Ashley Teaches Chess; Developer of the award-winning website Math.com; Co-Author, Invent to Learn: Making, Tinkering and Engineering in the Classroom (2013)
Jack A. Naglieri, PhD, Research Professor, Curry School of Education, University of Virginia; Emeritus Professor of Psychology, George Mason University; Co-Author, Handbook of Executive Functioning (2013) and Comprehensive Inventory of Executive Function (2012); Co-Editor, Practitioner's Guide to Assessing Intelligence and Achievement (2009)

Ivonne Chand O’Neal, MA, Director of Research and Evaluation, The John F. Kennedy Center for the Performing Arts, which is conducting research on whether various aspects of arts integration instruction affect student engagement and creative ability

Robert Plotkin, JD, Adjunct Faculty, Boston University School of Law; Blogger, Automating Invention; Author, Computers and Creativity (2011) and The Genie in the Machine: How Computer-Automated Inventing Is Revolutionizing Law and Business (2009)

Elizabeth Rood, MA, Director, Center for Childhood Creativity; Director of Education, Bay Area Discovery Museum; Former Principal and Teacher

Michele M. Root-Bernstein, PhD, Adjunct Assistant Professor, Department of Theatre, Michigan State University; Author, Inventing Imaginary Worlds: From Childhood Play to Adult Creativity Across the Arts and Sciences (2014); Co-Author, “Thinking Inside the Box” (2009, Psychology Today) and Sparks of Genius: The Thirteen Thinking Tools of the World’s Most Creative People (2001)

Robert S. Root-Bernstein, PhD, Professor of Physiology, Michigan State University; Co-Author, “The Art and Craft of Science” (2013, Educational Leadership), “The Importance of Early and Persistent Arts and Craft Education for Future Scientists and Engineers” (2012, National Science Foundation SEAD) and Sparks of Genius (2009)

Priti R. Shah, PhD, Associate Professor in Cognition, Perception and Educational Psychology, Department of Psychology; Director, Basic and Applied Cognition Laboratory, University of Michigan; Co-Author, “Cognitive Training for ADHD: The Importance of Individual Differences” (2012, Journal of Applied Research in Memory and Cognition), “Creative Style and Achievement in Adults with Attention-Deficit/Hyperactivity Disorder” (2011, Personality and Individual Differences) and “Uninhibited Imaginations: Creativity in Adults with Attention-Deficit/Hyperactivity Disorder” (2006, Personality and Individual Differences)


David A. Sousa, EdD, Educational Consultant; Member of the Cognitive Neuroscience Society; Author, How the Brain Learns Mathematics (2011); Co-Author, From STEM to STEAM: Using Brain-Compatible Strategies to Integrate the Arts (2013)


PIRI, the Cooperating Organizations, Sponsors and Advisors are not responsible for (nor do they necessarily endorse) any books or the efficacy, accuracy, or content of any recommendations, statements, research, or other information provided at the conference.
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** ACKERMAN INSTITUTE FOR THE FAMILY: COMPETENT KIDS, CARING COMMUNITIES  
936 Broadway 2nd Floor, New York, NY 10003  
Phone: (212) 879-4900 x100  
Email: ackerman@ackerman.org  
Web: ackerman.org  
Description: Competent Kids, Caring Communities (CKCC) is an evidence-based social-emotional learning program rated as a “SElect” program by Collaborative for Academic, Social and Emotional Learning (CASEL). CKCC’s mission is to support children’s academic and social success in other words to develop “competent kids” by enhancing their social and emotional skills and building a strong family-school partnership. CKCC’s ultimate goal is for students to internalize social-emotional skills such that they employ them to manage all types of academic and life challenges automatically, across contexts, and without adult intervention.

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** ASSOCIATION OF EDUCATIONAL THERAPISTS (AET)  
7044 South 13th Street, Oak Creek, WI 53154  
Phone: (414) 908-4949  
Email: m.annen@aetonline.org  
Web: aetonline.org  
Description: The Association of Educational Therapists (AET) is the national professional organization for educational therapists. Founded in 1979, AET advances best practices in educational therapy, trains new educational therapists, and provides support, resources and professional development to its members.

** BRAIN BOOKSTORE BY MENTAL HEALTH RESOURCES – CONFERENCE BOOKSELLERS  
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Phone: (518) 653-6257  
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Description: Visit this onsite bookstore from independent vendor Mental Health Resources for the latest books on the brain by speakers and others.

** BRAIN CONFERENCE CDS – FLEETWOOD MEDIA  
20 Wheeler Street, Suite 301B, Lynn, MA 01902  
Phone: (800) 353-1830 / (781) 599-2400  
Web: fleetwoodonsite.com  
Description: Visit their exhibit table to purchase recordings of talks from today’s symposium. Also available are recordings from previous LEARNING & the BRAIN* conferences and L&B themed CDs which contain talks from past conferences arranged by topic.

** THE BRAINWARE COMPANY  
PO Box 409037, Chicago, IL 60640  
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Web: mybrainware.com  
Description: Award-winning BrainWare Safari builds foundational cognitive skills in a comprehensive, integrated manner, including executive functions, working memory and visual/auditory processing. It is a multidisciplinary clinical practice approach that combines with video-games technology and is supported by published research and field studies.

** CARNEY, SANDOE & ASSOCIATES  
44 Bromfield Street, Boston, MA 02108  
Phone: (617) 542-0260  
Email: ryan.graf@carneysandoe.com  
Web: CarneySandoe.com  
Description: Carney, Sandoe & Associates is an educational recruitment and research firm that places teachers and administrators in private, independent and like-kind schools across the nation. It has placed over 30,500 teachers and administrators in independent schools since 1977. CS&A works to fill thousands of teaching and administrative openings at hundreds of K-12, college preparatory schools each year.
EXHIBITORS

CENTER FOR CHILDHOOD CREATIVITY
557 McReynolds Road, Sausalito, CA 94965
Phone: (415) 339-3900  Email: inquiry@centerforchildhoodcreativity.org  Web: www.centerforchildhoodcreativity.org
Description: The Bay Area Discovery Museum launched the Center for Childhood Creativity in 2011 to pioneer new research, thought-leadership and teacher training programs that advance creative thinking in all children—extending its impact beyond the Museum. The mission of the Bay Area Discovery Museum and the Center for Childhood Creativity is to ignite and advance creative thinking for all children.

DANA ALLIANCE FOR BRAIN INITIATIVES, THE DANA FOUNDATION
745 Fifth Avenue, Suite 900, New York, NY 10151
Phone: (212) 223-4040  Email: dabiinfo@dana.org or danainfo@dana.org  Web: dana.org
Description: The Dana Alliance is a nonprofit organization of more than 200 preeminent scientists dedicated to advancing education about the progress and promise of brain research.

DEVEREUX
60 Miles Road, P.O. Box 219, Rutland, MA 01543
Phone: (508) 886-4746  Email: bbyer@devereux.org  Web: devereux.org
Description: Devereux provides education and therapeutic services to youth with learning, emotional and behavioral difficulties within strength-based individualized residential and day programs.

IT’S YOUR BRAIN! TRAIN IT!™
PO Box 502, Prairie Du Chien, WI 53821
Phone: (262) 354-5396  Email: dr.judy.davis@gmail.com  Web: itsyourbraintrainit.com
Description: This “Drawing on Emotion-The Healing Power of Paint” Program combines neurobiology and art into daily skill development progressions to increase positive interventions and interactions for at risk youth in the community, including in schools/residential/detention facilities, incarcerated adults and disadvantaged populations.

THE JOHN F. KENNEDY CENTER FOR THE PERFORMING ARTS
2700 F Street NW, Washington, DC 20566
Phone: (202) 467-4600  Web: kennedy-center.org
Description: Since opening in 1971, the Kennedy Center has continued its efforts to fulfill his vision—presenting the greatest performers and performances from across America and around the world, nurturing new works and young artists, and serving the nation as a leader in arts education.

LEELANAU SCHOOL
One Old Homestead Road, Glen Arbor, MI 49636
Phone: (231) 334-5800  Email: admissions@leelanau.org  Web: leelanau.org
Description: The Leelanau School is a strength-based experiential boarding high school for intelligent boys and girls who simply learn differently, especially those with dyslexia, ADD, ADHD and similar learning differences. The Leelanau School’s strengths lie in their dedicated faculty and small, supporting boarding school environment.

NATIONAL INSTITUTE FOR STUDENT-CENTERED EDUCATION (NISCE)
8 Winchester Place, #202, Winchester, MA 01890
Phone: (781) 641-5986  Email: info@nisce.org  Web: nisce.org
Description: National Institute for Student-Centered Education (NISCE) is an initiative bringing together people committed to creating educational options built on the foundation of respect for the impact of individual variability on learning.

NORTH DAKOTA STATE UNIVERSITY/IGS
PO Box 25806, Colorado Springs, CO 80936
Phone: (608) 213-7862  Email: deborahengen@hotmail.com  Web: igscontedmn.org
Description: North Dakota State University and the Institute for Graduate Studies – Minnesota (“IGS”) have partnered with Learning & the Brain to provide 3 graduate credits at the conference. Please stop by on the first day of the conference for details about this opportunity.
EXHIBITORS

PERDEV PERCEPTUAL DEVELOPMENT CENTER
441 West End Avenue, Suite 1K, New York, NY 10024
Phone: (212) 769-4851   Email: perceptualdev@gmail.com   Web: perdev.com
Description: PerDev helps children and adults overcome barriers to learning by discovering their perceptual development gaps and developing tailored programs to improve personal performance and improve problem solving, concentration and communication.

PROFECTUM FOUNDATION
88 East Main Street, #212H, Mendham, NJ 07945
Phone: (973) 348-9462   Email: monica.osgood@profectum.org   Web: profectum.org
Description: Profectum Foundation is dedicated to advancing the development of all children, adolescents and adults with autism and special needs. The Foundation's goal is to increase the number of practitioners helping those individuals and families through various training programs and conferences around the world.

PROGRAM OF NEUROSCIENCE AND EDUCATION, TEACHERS COLLEGE, COLUMBIA UNIVERSITY
525 West 120th Street, New York, NY 10027
Phone: (212) 678-8162   Email: pgordon@tc.edu   Web: tc.columbia.edu/bbs/neurosci/
Description: Neuroscience and Education was the first graduate program in the country to focus on the educational and clinical implications of recent advances in understanding brain-behavior relationships. This M.S. program is intended for professionals and non-professionals alike who would like to acquire knowledge in fields related to neuroscience, and participate in ongoing research, educational, or clinical practice. Graduates from the program may continue in their respective areas of professional specialization, while others develop careers in research settings or apply to doctoral programs for further study.

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CONTINUING EDUCATION CREDIT INFORMATION

Please read the following information regarding CE requirements:

Certificates of attendance are suitable for use to meet professional development requirements for educators and clinicians. Attendees can earn 17 contact hours of credit by attending the three-day conference. An additional 3 hours of credit are available for educators and some clinicians for attending pre-conference workshops for a total of 20 hours. The conference is 17 contact hours = 1.7 CEU or 17 PDPs and CEs. Speech-language credit (1.7 CEUs) is available only for the conference and not for pre-conference workshops.

In order to receive any professional development credits, you must do three things at the conference: 1) sign-in on your first day of the conference when you do check-in registration, 2) sign-out on the last day of the conference, and 3) fill out the evaluation/learning outcomes questionnaire in your program book on pages 35-36 and leave the form at the conference registration desk on your last day at the conference. Certificates will be emailed to you within four weeks after the conference. Speech-Language Pathologists must sign in and out of the conference each day. Psychologists and School Psychologists must pick up an APA evaluation form at the Help Desk and turn that in at the end. You can also receive additional credits by writing a paper on how you applied what you learned. For more details and questions, contact the CE Director, Kristin Dunay, at (781) 449-4010 ext. 102.

Available CE Credit:

Credits for Speech/Language Pathologists and Audiologists:

This program is offered for 1.7 CEUs (Intermediate level; Professional area).

SLP participants will be able to

- Explain the need for schools to foster creative problem solvers
- Develop strategies for smarter thinking in students and classrooms
- Explore ways to promote critical/creative thinking skills in students
- Provide strategies to improve math and STEM thinking and learning
- Examine the science behind thinking, reasoning, insight and creativity
- Link the arts, making and spatial skills to innovation and thinking
- Add cognitive tools for improving thinking and problem solving
- Use “smart” machines in schools to improve learning/innovation
- Connect reading, writing, deeper thinking and Common Core
- Understand the teen brain and how it thinks, reasons and takes risks
- Explore new research on intelligence and making children smarter

Credit for Psychologists and School Psychologists

Public Information Resources, Inc. (PIRI) is approved by the American Psychological Association to offer continuing education for psychologists. PIRI maintains responsibility for the program. Psychologists and school psychologists must pick up and complete the evaluation at the help/info desk to receive credit.

Credit for Certified Counselors

PIRI has been approved by the National Board of Certified Counselors to award CEU credit for certified counselors.

Credit for Educators

PIRI is able to provide credit that qualifies for the education departments in most states and are accepted by most districts. You may wish to check whether your state department of education requires special approved provider status. PIRI is a specifically approved provider in the Departments of Education in the states of PA, IL, GA, TX, CT and MN.

Credit for Connecticut Educators

Public Information Resources (PIRI) is an Approved CEU Provider with the State of Connecticut Department of Education (Provider #230). For five hours of additional credit, you can write a 4-5-page paper on how you applied what you learned at the conference to your classroom, school or clinical work. For more information, call CE coordinator Kristin Dunay at 781-449-4010 ext. 102.

Credit for School Social Workers

This program has been approved for up to 17 or 20 Continuing Education hours for relicensure. A Collaborative of NASW-MA and Boston College and Simmons College School of Social Work

Credit for Education Therapists

Public Information Resources, Inc. is approved to provide continuing education credits for Education Therapists through The Association of Educational Therapists (AET).
SESSION CREDITS EVALUATION FORM

Please take a moment to let us know your level of satisfaction with the May 2014 LEARNING & the BRAIN* Conference. This form will also help verify your credit hours. Credits and Certificates of Attendance will be mailed to you 3 to 4 weeks after the conference. Please drop this form in the evaluation box at the registration area and sign out as you leave the conference.

(Please rate all the following from 1 to 10 (with 10=Excellent, 5=Average, and 1=Poor)

Your Name_________________________________________ Email_________________________________________

Please enter your PA PPID# (ACT 48), EIN# (CT), ASHA ID# or SW# if applicable.____________________________________

Thursday, May 8: Pre-Conference Workshops  (8:45 AM – 11:45 AM)
Please check the workshop you attended:
☐ Thinking Dispositions  ☐ The Reading Brain  ☐ Critical Thinking
☐ The Arts & STEM  ☐ Creative Thinking  ☐ Adolescent Thinking

PLEASE RATE: PANEL/ADDITIONAL COMMENTS:
1. Quality of Instruction/Teaching ___________ ________________________________________________________
2. Instructor Knowledge/Expertise ___________ ________________________________________________________
3. New Knowledge/Skills Acquired ___________ ________________________________________________________
4. Content Met My Needs/Objectives ___________ ________________________________________________________
5. Visual Aids, Material Were Helpful ___________ ________________________________________________________

Conference Day 1: Thursday, May 8: Opening Keynote Addresses  (1:00 PM – 5:15 PM)
PLEASE RATE:  E. KANDEL, MD  A. MARKMAN, PHD  K. STANOVICH, PHD  C. CHABRIS, PHD

1. Quality of Instruction/Teaching ___________ ___________ ___________ ___________ ___________ 
2. Instructor Knowledge/Expertise ___________ ___________ ___________ ___________ ___________ 
3. New Knowledge/Skills Acquired ___________ ___________ ___________ ___________ ___________ 
4. Content Met My Needs/Objectives ___________ ___________ ___________ ___________ ___________ 
5. Visual Aids, Material Were Helpful ___________ ___________ ___________ ___________ ___________ 

Conference Day 2: Friday, May 9: Morning Keynote Addresses  (8:15 AM – 12:30 PM)
PLEASE RATE:  S. CHAPMAN, PHD  T. WAGNER, EDD  A. COSTA, EDD  C. FADEL, MBA

1. Quality of Instruction/Teaching ___________ ___________ ___________ ___________ ___________ 
2. Instructor Knowledge/Expertise ___________ ___________ ___________ ___________ ___________ 
3. New Knowledge/Skills Acquired ___________ ___________ ___________ ___________ ___________ 
4. Content Met My Needs/Objectives ___________ ___________ ___________ ___________ ___________ 
5. Visual Aids, Material Were Helpful ___________ ___________ ___________ ___________ ___________ 

Friday, May 9: Afternoon Concurrent Sessions A  (1:45 PM – 5:00 PM)  Please check the session you attended:
☐ Teaching Creative Thinking/Making  ☐ The Brain Science of Creativity  ☐ Student Learning & Machine Learning
☐ STEM Learning, Math & Problem Solving  ☐ The Science of Intelligence in Education  ☐ The Arts, Thinking & Standards

PLEASE RATE:  PART I:  PART II:  PART III :  PANEL/ADDITIONAL COMMENTS:
1. Quality of Instruction/Teaching ___________ ___________ ___________ ___________ ___________ 
2. Instructor Knowledge/Expertise ___________ ___________ ___________ ___________ ___________ 
3. New Knowledge/Skills Acquired ___________ ___________ ___________ ___________ ___________ 
4. Content Met My Needs/Objectives ___________ ___________ ___________ ___________ ___________ 
5. Visual Aids, Material Were Helpful ___________ ___________ ___________ ___________ ___________ 

Conference Day 3: Saturday, May 10: Morning Keynote Addresses  (8:15 AM – 12:30 PM)
PLEASE RATE:  J. P. GEE, PHD  C. BENBOW, EDD  S. B. KAUFMAN, PHD  J. NAGLIERI, PHD

1. Quality of Instruction/Teaching ___________ ___________ ___________ ___________ ___________ 
2. Instructor Knowledge/Expertise ___________ ___________ ___________ ___________ ___________ 
3. New Knowledge/Skills Acquired ___________ ___________ ___________ ___________ ___________ 
4. Content Met My Needs/Objectives ___________ ___________ ___________ ___________ ___________ 
5. Visual Aids, Material Were Helpful ___________ ___________ ___________ ___________ ___________ 

(Continued on next side)
Saturday, May 10: Afternoon Concurrent Sessions B (1:45 PM – 5:00 PM)

Please check the session you attended:
- Teaching Creative Thinking
- The Brain Science of Thinking
- Intelligence, Creativity & ADHD
- Math, Science Thinking & Learning
- The Science of Intelligence
- Reading, Thinking & Standards

Please rate:

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<th>PART I:</th>
<th>PART II:</th>
<th>PART III:</th>
<th>ADDITIONAL COMMENTS:</th>
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<td>5. Visual Aids, Material Were Helpful</td>
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Conference Location/Staff

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<tr>
<td>1. Enrollment Smooth &amp; Efficient</td>
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<td>2. Staff Responsive &amp; Helpful</td>
<td>____________</td>
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<td>3. Quality of Facilities Adequate</td>
<td>____________</td>
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<tr>
<td>4. Rate Conference Overall</td>
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Learning Outcome Questionnaire

Please list the top three improvements you would make to the conference:

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________

Please indicated whether the program met the learning/educational objectives of your personal, teaching, district, or clinical goals to improve treatment, learning, or teaching. Rate 1–10 (10=Strongly agree).

1. Program provided new strategies for using brain science, technology and art to improve thinking/IQ skills. _________
2. Program provided knowledge and strategies for teaching critical and creative thinking and innovation. _________
3. Program provided ideas or strategies to improve thinking with math, science, STEM, reading and technology. _________

What changes to instruction, treatment or intervention do you think you might make based on what you learned from this conference, and how will it improve learning/STEM/language/thinking? ________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

What (other) speakers or topics would you recommend for the conference? _________________________________________________
__________________________________________________________________________

What (other) conference have you attended recently, and how did you hear about L&B? __________________________________________
__________________________________________________________________________

Needs Assessment: Please fill out to help us in planning future conferences.

<table>
<thead>
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<th>Area of your work:</th>
<th>Primary School</th>
<th>Middle School</th>
<th>High School</th>
<th>College/University</th>
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<td>Private Practice</td>
<td>Other _________</td>
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<th>Mind/Body Techniques</th>
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<td>Teen Dev.</td>
<td>Early Childhood Dev.</td>
<td>Classroom Strategies</td>
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<td>Speech/Hearing</td>
<td>Emotions/Behavior</td>
<td>Memory</td>
<td>Thinking Skills</td>
<td>Special Ed.</td>
<td>Classroom Technology</td>
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<td>Other Topics:</td>
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Please indicate the type of credits you need to receive:
- Educator
- Educator in MA, TX, PA, CT, IL, GA
- Generic Certificate
- Social Worker
- Educational Therapist
- California MFT/LCSW/LEP/ASW
- Certified Counselor
- Speech/Lang. Pathologist
- Other __________________________
Thursday, May 8, 2014

OUTLINES/HANDOUTS
Links Submitted by Speakers

Keynote Addresses

1. The Age of Insight: Art, Brain and the Creative Beholder
   Eric R. Kandel, MD
   Link(s): A

2. Smart Thinking: Helping Students Solve Problems. Innovate, Create and Learn
   Arthur B. Markman, PhD
   Link(s): A, B

3. The Rational Mind: Is it Separate from Intelligence
   Keith E. Stanovich, PhD
   Link(s): A

4. If There are Genes for Intelligence, Why Haven’t We Found Them?
   Christopher F. Chabris, PhD
   Link(s): A, B, C, D, E
Friday, May 9, 2014

OUTLINES/HANDOUTS
Links Submitted by Speakers

Morning Keynote Addresses

1. *Inspiring Students to be Dynamic and Innovative Thinkers*
   Sandra B. Chapman, PhD
   Link(s): A, B, C

2. *Creating Innovators*
   Tony Wagner, MAT, EdD
   Link(s): A

3. *Developing Thought-Full Minds and Schools for the 21st Century and Beyond*
   Arthur L. Costa
   Link(s): A

4. *“Man and Machine”: Impact of Technology on Innovation, Creativity and Learning*
   Charles K. Fadel, MBA
   Link(s): A, B, C

Friday Afternoon Concurrent Sessions

1. *Teaching Creative Thinking*
   Sylvia L. Martinez, MA
   Link(s): A
   Michele M. Root-Bernstein, PhD
   Link(s): A, B, C, D, E, F, G, H, I, J, K
   Robert S. Root-Bernstein, PhD
   Link(s): A, B, C, D, E, F, G

2. *The Brain Science of Creativity*
   Rex E. Jung, PhD
   Link(s): A, B
   Kenneth S. Kosik
   Link(s): A, B
   James C. Kaufman, PhD & Ronald A. Beghetto, PhD
   Link(s): A, B

3. *Student & Smart Machine Learning*
   Henry A. Kautz, PhD
   Link(s): A
   Robert Plotkin, JD
   Link(s): A
   Roger Azevedo, PhD
   Link(s): A

4. *STEM Learning & Problem Solving*
   Margaret A. Honey, PhD
   Link(s): A
   Amy Leidtke, MID, BFA
   Link(s): A
   Christopher Kaufman, PhD
   Link(s): A

5. *The Science of Intelligence in Education*
   Joshua M. Aronson, PhD
   Link(s): A
   John D. E. Gabrieli, PhD
   Link(s): A
   Rex E. Jung, PhD
   Link(s): A

6. *The Arts. Thinking & Standards*
   Diane Jaquith, MA
   Link(s): A, B
   Ivonne Chand O’Neal, MA
   Link(s): A
   Amy L. Charleroy, BFA
   Link(s): A
Saturday, May 10, 2014

OUTLINES/HANDOUTS
Links Submitted by Speakers

Morning Keynote Addresses

1. *Digital Media and Stupidity in a Dangerous World: How to Make Students Smarter Before It’s Too Late*
   James Paul Gee, PhD
   Link(s): A

2. *Spatial Intelligence and Creativity: Lessons from Studying the Development of Math and Science Talents for the Past 35 Years*
   Camilla P. Benbow, EdD
   Link(s): A

3. *Redefining Intelligence and Potential*
   Scott Barry Kaufman, PhD
   Link(s): A

4. *Think Smart: Using Brain Science to Redefine Intelligence for 21st Century Learners*
   Jack A. Naglieri, PhD
   Link(s): A

Saturday Afternoon Concurrent Sessions

1. *Teaching Creative Thinking*
   Beth Ann Hennessey, PhD
   John Kounios, PhD
   Teresa L. Coffman, PhD
   Link(s): A, B, C, D, E

2. *The Brain Science of Thinking*
   Kathleen M. Kryza, MA & Jack A. Naglieri, PhD
   Link(s): A

3. *Intelligence, Creativity & ADHD*
   Priti R. Shah, PhD
   Sam J. Goldstein, PhD
   Link(s): A, B

4. *Math/Science Thinking & Learning*
   Robert S. Siegler, PhD
   John T. Almarode, PhD
   Link(s): A

5. *The Science of Intelligence & Cognition*
   Michael W. Cole, PhD
   Aron K. Barbey, PhD
   Alan Aldworth, MBA & Betsy Hill, MBA
   Link(s): A, B, C, D, E, F

6. *Reading, Thinking & Standards*
   Daniel T. Willingham, PhD
   Maria C. Grant, EdD
   Link(s): A, B, C