

# LEARNING & THE BRAIN CONFERENCE • SCHEDULE AT-A-GLANCE

## Thursday, May 5 – Conference Day 1

<b>8:30 AM – 12:15 PM</b> Opening Addresses: <i>Achieving Success: Mindsets, Failure and Resilience</i>					
<b>8:30 AM</b>	<b>Welcome:</b> Daniel A. LaGattuta, PhD, President, Public Information Resources, Inc. <b>Opening Remarks:</b> Kenneth S. Kosik, MD, Neuroscience Research Institute, UC Santa Barbara				
<b>8:30 AM – 9:45 AM</b>	<b>Keynote Address I</b> – CHOKE: The Science Behind Academic Stress and Student Performance Sian L. Beilock, PhD Room: <b>Wellington Ballroom</b>				
<b>9:45 AM – 10:15 AM</b> Networking Coffee Break, Poster Sessions and Book Signing ( <i>see page 24</i> )					
<b>10:15 AM – 11:15 AM</b>	<b>Keynote Address II</b> – Mindsets, Motivation and Rebounding from Failure Jennifer A. Mangels, PhD Room: <b>Wellington Ballroom</b>				
<b>11:15 AM – 12:15 PM</b>	<b>Keynote Address III</b> – Mindsights and the New R's of Education: Reflection, Relationships and Resilience Daniel J. Siegel, MD Room: <b>Wellington Ballroom</b>				
<b>12:15 PM – 1:30 PM</b> Lunch Break ( <i>see page 23 for local food locations</i> ) and Book Signing					
<b>1:30 PM – 5:15 PM</b> Afternoon Concurrent Sessions 'A' ( <i>Breaks: Various times, 2:45 PM – 3:45 PM</i> )					
<b>Motivating Student Minds</b> (P, K-16)	<b>Focusing Minds: Fitness</b> (RP, K-16, adults)	<b>Promoting Test &amp; Reading Practice</b> (RP, PreK-6)	<b>Achieving Student Success</b> (P, K-16)	<b>Fearing Failure: Girls &amp; Stereotypes</b> (RP, K-12)	<b>Improving Test Success</b> (P, K-16)
<b>1:30 PM–3:30 PM</b>	<b>1:30 PM–2:45 PM</b>	<b>1:30 PM–2:45 PM</b>	<b>1:30 PM–5:15 PM</b>	<b>1:30 PM–2:45 PM</b>	<b>1:30 PM–5:15 PM</b>
<b>Part I</b> – Changing Minds, Motivation and Resilience Judy Willis, MD, EdM	<b>Part I</b> – Fit Minds: Effects of Physical Activity on Minds and Brain Arthur F. Kramer, PhD	<b>Part I</b> – Factors That Drive and Prevent Nonconscious Learning Beverly A. Wright, PhD	<b>Part I &amp; II</b> – Scaffolding Success: The Role of Assessment and Feedback in Motivation and Achievement Willy Wood, MA	<b>Part I</b> – Cues, Contingencies and Belonging in Academic Settings Mary C. Murphy, PhD	<b>Part I &amp; II</b> – Test Success in the Brain Compatible Classroom Carolyn M. Chapman, MA
<b>3:45 PM–5:15 PM</b>	<b>3:00 PM–4:15 PM</b>	<b>3:00 PM–4:15 PM</b>		<b>3:00 PM–4:00 PM</b>	
<b>Part II</b> – What Every Educator Should Know About Student Motivation Donna Walker Tileston, EdD	<b>Part II</b> – Memory and the Brain: Mental Fitness, Lifestyles and Life-Long Learning Kenneth S. Kosik, MD	<b>Part II</b> – Why Practice Tests Improve Learning and Memory Katherine A. Rawson, PhD		<b>Part II</b> – Learning Math and Spatial Skills: Attitudes, Anxieties and Stereotypes Susan C. Levine, PhD	
	<b>4:15 PM–5:15 PM</b>	<b>4:15 PM–5:15 PM</b>		<b>4:00 PM–5:15 PM</b>	
	<b>Part III</b> – Using Physical Experiences to Create Teen Memory Jeb Schenck, PhD, Jessica Cruickshank, EdM Candidate	<b>Part III</b> – Test Expectancies Influence Metacomprehension Accuracy Jennifer Wiley, PhD		<b>Part III</b> – Effects of Negative Stereotypes on Women's Ability to Learn Robert J. Rydell, PhD	
Room: <b>Wellington Ballroom 1</b>	Room: <b>Wellington Ballroom 2</b>	Room: <b>Consulate 2-3</b>	Room: <b>Governor's (3rd floor)</b>	Room: <b>Consulate 1</b>	Room: <b>Ontario (3rd floor)</b>
<b>5:15 PM – 6:15 PM</b> "Meeting of the Minds" Wine & Cheese Reception ( <b>Wellington Foyer</b> )					

# Friday, May 6 – Conference Day 2

8:30 AM – 12:15 PM Morning Concurrent Sessions 'B' (Breaks: Various times, 9:45 AM – 10:45 AM)					
Motivating Minds and Success (RP, K-16)	Focusing Minds: Attention (RP, PreK-16)	Promoting Music & Skill Practice (RP, PreK-12)	Achieving Resilience (RP, K-16)	Fearing Math Failure: Anxiety (RP, PreK-12)	Reducing Stress for Success (RP, K-16)
8:30 AM–9:45 AM <b>Part I</b> – Mitigating the Undermining Effects of Grade Motivation Kennon M. Sheldon, PhD	8:30 AM–9:45 AM <b>Part I</b> – Attention, Memory and Skill: Paying Attention & How to Do It Right Thomas Carr, PhD	8:30 AM–9:45 AM <b>Part I</b> – Underpinnings of Skilled Performance Elizabeth J. Meinz, PhD David Z. Hambrick, PhD	8:30 AM–10:00 AM <b>Part I</b> – Child Development Mindsets, Motivation and Resilience Fay E. Brown, PhD	8:30 AM–10:00 AM <b>Part I</b> – The Anti-Anxiety Curriculum: Combating Math Anxiety in the Classroom Eugene A. Geist, PhD	8:30 AM–10:30 AM <b>Part I</b> – Reducing Stress to Improve Performance in the Classroom and on the Field Ben Bernstein, PhD
10:00 AM–11:15 AM <b>Part II</b> – See It, Say It, Do It: Successful and Confident Students Through Visualization Lynn F. Hellerstein, OD, FCOVD, FAAO	10:00 AM–11:00 AM <b>Part II</b> – Teaching Students to Pay Attention and Develop Brains That Can Focus Lucy Jo Palladino, PhD	10:00 AM–11:00 AM <b>Part II</b> – How Making Music Shapes Our Children's Brains Nina Kraus, PhD, and Dana Strait, PhD Candidate	10:15 AM–12:15 PM <b>Part II</b> – The Power of Resilience: Helping Children Achieve Balance, Confidence and Success Sam Goldstein, PhD	10:15 AM–11:45 AM <b>Part II</b> – Disorders of 'Mathematical Brain': Developmental Dyscalculia and Mathematics Anxiety Daniel Ansari, PhD	10:45 AM–11:45 AM <b>Part II</b> – Motivational Climate, Stress, and Motivation in Youth Sports: Research and Interventions Ronald E. Smith, PhD
11:15 AM–12:15 PM <b>Part III</b> – Building Cognitive Capacity for Success in Disadvantaged Students Sara Sawtelle, PhD, Betsy Hill, MBA	11:00 AM–12:15 PM <b>Part III</b> – School Readiness, Attention Skills and Later Achievement Amy E. Claessens, PhD	11:00 AM–12:15 PM <b>Part III</b> – Using Rhythm to Activate Brain Processes For Learning with Preschool Children Kamile Geist, MA, MT-BC		11:45 AM–12:15 PM <b>Part III</b> – Panel Discussion: <i>What Strategies Can Educators Use to Reduce Math Anxiety and Improve Math Performance in Students?</i>	11:45 AM–12:15 PM <b>Part III</b> – Panel Discussion: <i>What Strategies Can Teachers, Parents and Coaches Use to Reduce Stress and Increase Performance and Motivation in Children, Teens and Young Adults?</i>
Room: <b>Wellington Ballroom 2</b>	Room: <b>Wellington Ballroom 1</b>	Room: <b>Consulate 1</b>	Room: <b>Mayfair (3rd floor)</b>	Room: <b>Consulate 2-3</b>	Room: <b>Ontario (3rd floor)</b>
12:15 PM – 1:30 PM <b>Lunch Break</b> (on your own)					
1:30 PM – 5:15 PM <b>Afternoon Keynote Addresses: Promoting Abilities: Brain Plasticity, Practice &amp; Differences</b>					
1:30 PM	<b>Welcome:</b> Fay E. Brown, PhD, Director, Child and Adolescent Development, Yale University				
1:30 PM – 2:30 PM	<b>Keynote Address I</b> – The Neurology of Excellence: Two Habits to Improve Student Performance Daniel Coyle, MA Room: <b>Wellington Ballroom</b>				
2:30 PM – 3:00 PM <b>Networking Coffee Break, Poster Sessions and Book Signing</b> (see page 24)					
3:00 PM – 4:00 PM	<b>Keynote Address II</b> – Pink Brain, Blue Brain: Plasticity, Sex Differences and Abilities Lise S. Eliot, PhD Room: <b>Wellington Ballroom</b>				
4:00 PM – 5:00 PM	<b>Keynote III</b> – The Brain Goes to School: Facing the Promise and Challenges of Educational Neuroscience Daniel Ansari, PhD Room: <b>Wellington Ballroom</b>				
5:00 PM – 5:15 PM	<b>Panel Discussion:</b> How Do We Use Abilities and Gender/Brain Differences to Improve Student Achievement? Room: <b>Wellington Ballroom</b>				

## Saturday, May 7 – Conference Day 3

<b>8:30 AM – 12:30 PM</b> Morning Keynote Addresses: <i>Focusing the Mind: Motivation, Flow and Focus</i>	
<b>8:30 AM</b>	<b>Final Remarks:</b> Mary Helen Immordino-Yang, EdD, Assistant Professor, University of Southern California
<b>8:30 AM – 9:30 AM</b>	<b>Keynote Address I</b> – Flow and Learning Mihaly Csikszentmihalyi, PhD Room: <b>Wellington Ballroom</b>
<b>9:30 AM – 10:30 AM</b>	<b>Keynote Address II</b> – The Winner’s Brain: How Great Minds Achieve Focus for Success Mark J. Fenske, PhD Room: <b>Wellington Ballroom</b>
<b>10:30 AM – 10:45 AM</b> Networking Coffee Break and Book Signing ( <i>see page 24</i> )	
<b>10:45 AM – 11:30 AM</b>	<b>Keynote Address III</b> – Goals and Achievement: Student Self-Talk, Mindsets and Achievement Motivation Dolores Albarracín, PhD Room: <b>Wellington Ballroom</b>
<b>11:30 AM – 12:30 PM</b>	<b>Keynote Address IV</b> – Neurobiology of Social Emotions: How Culture Shapes Focused Awareness, Motivation and Learning Mary Helen Immordino-Yang, EdD Room: <b>Wellington Ballroom</b>
<b>12:30 PM – 1:00 PM</b> Lunch Break ( <i>see page 23</i> )	

## WORKSHOPS

### Wednesday, May 4 • Pre-Conference Workshops

<b>10:00 AM – 5:00 PM</b> Pre-Conference Workshops ( <i>see pages 20-21</i> )					
<b>Breaks:</b> <b>12:00 PM to 1:00 PM and 3:00 PM to 3:30 PM</b>  <b>Location:</b> Westin Michigan Avenue (2nd floor)	<b>10:00 AM – 5:00 PM</b> <i>(P, K-16)</i> Best Practices in Brain Compatible Classrooms <b>Robin Fogarty, PhD,</b> <b>Brian Pete, MA Candidate</b>  Room: <b>Ontario (3rd floor)</b>	<b>10:00 AM – 5:00 PM</b> <i>(RP, K-16)</i> Brain Research and Strategies to Increase Focus, Motivation, Memory & Test Success <b>Judy Willis, MD, EdM</b>  Room: <b>Governor’s (3rd floor)</b>	<b>1:00 PM – 5:00 PM</b> <i>(RP, K-12)</i> The Myth of Talent and What it Means for K-12 Classroom Practice <b>Willy Wood, MA</b>  Room: <b>Consulate 1</b>	<b>1:00 PM – 5:00 PM</b> <i>(R, All Ages)</i> Understanding the Brain and Learning for Beginners <b>Jeanette J. Norden, PhD</b>  Room: <b>Consulate 2</b>	<b>1:00 PM – 3:00 PM</b> <i>(RP, 7-12)</i> Using Experiential Learning for Successful, Lasting Change in Teenagers <b>Jeb Schenck, PhD,</b> <b>Jessica Cruickshank, EdM Candidate</b>  Room: <b>Consulate 3</b>

### Saturday, May 7 • Post-Conference Workshops

<b>1:00 PM – 4:30 PM</b> Post-Conference Workshops ( <i>see page 22</i> )			
<b>Break:</b> <b>2:30 PM to 2:45 PM</b>  <b>Location:</b> Westin Michigan Avenue (2nd floor)	<i>(P, K-16)</i> Teaching Students of Poverty and Diversity <b>Donna Walker Tileston, EdD</b>  Room: <b>Consulate 3</b>	<i>(RP, K-16)</i> Risk and Resilience: Changing the Lives of Children with ADHD <b>Sam Goldstein, PhD</b>  Room: <b>Consulate 2</b>	<i>(P, PreK-6)</i> The Neuropsychology of Math Disorders: Intervention and Assessment <b>Steven G. Feifer, EdD, NCSP</b>  Room: <b>Consulate 1</b>

#### 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