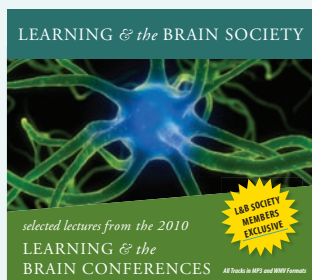


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- Reading Disorders, Dyslexia and the Brain
- Autism, Learning and the Brain
- Music, Arts and the Brain
- ADHD, Attention and the Brain
- Stress and the Learning Brain
- Teaching the Teenage Brain
- Emotions and Learning



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Based on cutting-edge neuroscience, these Summer Institutes extend the L&B conferences and provide personalized training and practical applications. All workshops are limited to no more than 35 participants. Register early to reserve your space.

For more information and to register, visit LearningAndTheBrain.com or call 781-449-4010 ext. 101 or 102.



MAKING CONNECTIONS: THE ART & SCIENCE OF TEACHING

JUNE 21–24, 2011

At Lawrence Academy in historic Groton, MA

Sponsored by Learning & the Brain and Lawrence Academy

You will learn about the latest findings from affective and social neuroscience connecting social interactivity, creativity and emotions with learning. Collaborate in facilitated discussions and analyses of case studies to develop scientifically grounded approaches for understanding and meeting the diverse cognitive, social and emotional needs of students and foster healthy enduring development and learning in your students. Acquire concrete tools and strategies for the design of curricula and assessments in your schools.

Workshop Leader: Mary Helen Immordino-Yang, EdD, Assistant Professor, Rossier School of Education; Assistant Professor of Psychology, Brain and Creativity Institute, [University of Southern California](#); Co-Author, “We feel, therefore we learn: The relevance of affective and social neuroscience to education” (2007, *Mind, Brain & Education*)

TUITION: \$1,975 PER PERSON (*includes room and board*)



THE NEUROSCIENCE OF LEARNING: MEETING THE CHALLENGES OF INDIVIDUAL DIFFERENCES

JULY 19–22, 2011

At The Harvard Faculty Club, Cambridge, MA

Sponsored by Learning & the Brain and CAST (Center for Applied Special Technology)

Most theories of learning and development treat individual differences as noise. In this workshop, we will treat individual differences as fundamental to understanding both the science of learning and the “art” of teaching. The first half of the workshop will consider individual differences from the perspective of recent affective and cognitive neuroscience – such as the major sources of variability and dynamic instabilities in learning. The second half of the workshop will consider how educators can optimally respond to those differences, emphasizing recent advances in learning technologies and universal design for learning.

Workshop Leader: David H. Rose, EdD, Founder and Chief Education Officer, Center for Applied Special Technology (CAST); Faculty, [Harvard University Graduate School of Education](#); Co-Author, *A Practical Reader in Universal Design for Learning* (2006), *Teaching Every Student in the Digital Age: Universal Design for Learning* (2002) and *Learning to Read in the Computer Age* (1998)

TUITION: \$2,275 PER PERSON (*includes meals, as well as accommodations at the Harvard Square Hotel*)



NEUROSCIENCE & THE CLASSROOM: STRATEGIES FOR MAXIMIZING ENGAGEMENT, MEMORY & POTENTIAL

AUGUST 2–5, 2011

At University of California, Santa Barbara

Sponsored by Learning & the Brain and the Neuroscience Research Institute, UC Santa Barbara

Explore the latest findings from the neuroscience of learning and what you can do now in your classroom to ignite student learning. You’ll dive deeper into the structure and function of the brain to learn how memories are formed and how skills are learned. Application of these *neuro-logical* strategies will help build students’ confidence, independence, and resilience to persevere through challenges as they reconnect with the joy of learning and discovery they experienced in childhood. The knowledge you’ll leave with will guide you to prepare students for success in meeting the challenges and participating in the opportunities that await them in the 21st Century.

Workshop Leader: Judy Willis, MD, EdM, Board-Certified Neurologist; Former Elementary and Middle School Teacher; Adjunct Lecturer, Graduate School of Education, [University of California, Santa Barbara](#); Author, *Learning to Love Math* (2010), *Teaching the Brain to Read* (2008) and *Research-Based Strategies to Ignite Student Learning* (2006).

TUITION: \$1,975 PER PERSON (*includes room and board*)

OPTIMIZING THE BRAIN FOR STUDENT SUCCESS

Gain insights from neuroscience into why some academic achievers, musicians and athletes have brains that are maximized to excel. Learn how practice, motivation, mindsets and fears can lead to triumph or failure in school and on the athletic field. Discover how to use this “science of success” to help all students achieve inside and outside the classroom by improving performance in learning, memory, math, reading, testing and athletics.

LEARNING OBJECTIVES

SLP participants will be able to:

- ✓ Explore how anxiety, stereotype threat and emotions affect learning
- ✓ Explain how mindsets and beliefs affect motivation and learning
- ✓ Understand why smart kids “choke” on tests, grades and school
- ✓ Examine ways exercise and experiences improve focus and memory
- ✓ Apply strategies to improve student performance and reduce failure
- ✓ Discover how attitudes and feedback can improve classroom success
- ✓ Identify ways expertise, practice and music can enhance reading and math
- ✓ Discuss teaching strategies that promote resilience and achievement
- ✓ Implement brain-based strategies to improve student test-taking skills
- ✓ Use new methods to help students overcome bias and stereotyping
- ✓ Add strategies for teaching a diverse, distracted and distressed students
- ✓ Discuss how brain and gender differences influence learning



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Dept. of Speech, Language, Hearing Sciences, **Boston University**
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WHO SHOULD ATTEND

Educators, Parents
Curriculum, Staff Developers
Speech-Language Pathologists
PS-12 Teachers and Administrators
Learning Specialists, Special Educators
Psychologists, Social Workers, Counselors
Reading, Language, Math, Music Educators
Superintendents, Principals, School Heads
Coaches, Physical Ed., Athletic Directors
Occupational, Physical Therapists
College, University Professors
Assessment/Testing Professionals
Researchers, Policy Makers

EARN PROFESSIONAL DEVELOPMENT CREDITS



Boston University is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This program is offered for 1.6 CEUs (Intermediate level; Professional area).



STAY AT THE WESTIN MICHIGAN AVENUE – SPECIAL RATES

Pay only \$199 per night, single or double (plus applicable taxes). Call **The Westin Michigan Avenue Hotel (site of the conference)** at 1-888-627-8385 or 312-943-7200 and refer to “**Learning & the Brain.**” The discount rate will no longer apply when the block is full, or after April 19, 2011. If the hotel block is filled, access LearningAndTheBrain.com or call PIRI’s reservations center at (781) 449-4010 ext. 101 or 102 for additional hotel choices. Located on the Magnificent Mile across from Bloomingdale’s and the upscale shops of Water Tower Place, the hotel provide easy access to downtown Chicago and to Lake Michigan at Oak Street Beach.



LEARNING & the BRAIN CONFERENCE

29th International Conference For Speech-Language Pathologists and Clinicians
May 5-7, 2011 • At The Westin Michigan Avenue • Chicago, IL



THE SCIENCE OF SUCCESS: OPTIMIZING STUDENT MINDSETS AND MOTIVATION FOR ACHIEVEMENT

Explore the latest research on:

- Developing a “Winner’s Brain”
- Mindsets, Motivation and Memory
- Strategies to Focus Student Attention
- Why Students “Choke” on Challenges
- Raising Resilience and Reducing Failure
- Practice on Music/Math/Language Skills
- Teens, Climbing and Learning
- ADHD/Reading/Learning Differences
- Optimizing Fitness, Flow and Focus
- Gender Bias, Stereotyping and Learning
- Brain Plasticity, Talents and Abilities
- Reducing Math and Exam Anxiety
- Emotions, Culture and Self-Awareness
- Improving Test Performance
- Student Attitudes and Achievement
- Teaching Kids from Diversity/Poverty

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UPCOMING L&B SUMMER INSTITUTES (See inside)

"Neuroscience is revealing the secrets of the brain and how it supports achievement and success at school and play."

—Sian L. Beilock, PhD

Human Performance Lab,
The University of Chicago

THE SCIENCE OF SUCCESS: OPTIMIZING STUDENT MINDSETS AND MOTIVATION FOR ACHIEVEMENT

AT THE WESTIN MICHIGAN AVENUE, CHICAGO, IL

MAY 5-7, 2011

Pre-Conference Workshops: May 4

Early Registration Discount Deadline: February 25, 2011



29TH LEARNING & *the* BRAIN CONFERENCE

CONFERENCE PROGRAM TOPICS

WITH A DISTINGUISHED FACULTY

ACHIEVING SUCCESS: MINDSETS, BELIEFS & PERFORMANCE

CHOKe: The Science Behind Academic Stress and Student Performance

Sian L. Beilock, PhD, Director, Human Performance Lab; Associate Professor of Psychology, [The University of Chicago](#); Author, *CHOKe: What the Secrets of the Brain Reveal About Getting It Right When You Have To* (2010); Co-Author, "Math performance in stressful situations" (2008, *Current Directions in Psychological Science*)

Mindsight and the New R's of Education: Reflection, Relationships and Resilience

Daniel J. Siegel, MD, Associate Clinical Professor of Psychiatry, [UCLA School of Medicine](#); Faculty, Center for Culture, Brain, and Development; Co-Director, Mindful Awareness Research Center; Executive Director, Mindsight Institute; Author, *Mindsight: The New Science of Personal Transformation* (2010) and *The Mindful Brain: Reflection and Attunement in the Cultivation of Well-Being* (2007)

Mindsets, Motivation and Rebounding from Failure

Jennifer A. Mangels, PhD, Director, Cognitive Neuroscience of Memory and Attention; Associate Professor, [Baruch College](#) and [City University of New York](#); Co-Author, "Why do beliefs about intelligence influence learning success?" (2006, *Social Cognitive and Affective Neuroscience*) and "Motivational effects on attention, cognition and performance" (2004, *Motivation, Emotion, and Cognition*)

The Winner's Brain: How Great Minds Achieve Focus for Success

Mark J. Fenske, PhD, Director, Cognitive-Affective Neuroscience Lab; Associate Professor, Dept. of Neuroscience & Applied Cognitive Science, [University of Guelph](#); Co-Author, *The Winner's Brain: 8 Strategies Great Minds Use to Achieve Success* (2010)

Child Development Mindsets, Motivation and Resilience: Implications for Classroom Practice

Fay E. Brown, PhD, Associate Research Scientist; Director, Child and Adolescent Development, Comer School Development Program, [Yale University School of Medicine](#); Co-Author of "Child development is the foundation of education" (2004, *Six Pathways to Healthy Development and Academic Success*)

Changing Minds, Motivation and Mastery with Neuroscience Based Strategies

Judy Willis, MD, EdM, Board-Certified Neurologist, Middle School Teacher; Adjunct Lecturer, Graduate School of Education, [University of California, Santa Barbara](#); Author, *Learning to Love Math: Teaching Strategies That Change Student Attitudes and Get Results* (2010)

FOCUSING THE BRAIN: ATTENTION, MEMORY & FITNESS

Flow: The Psychology of Optimal Experience and Education

Mihaly Csikszentmihalyi, PhD, Professor of Psychology and Management; Director, Quality of Life Research Center, Drucker Graduate School of Management, [Claremont Graduate University](#); Former Chair, Department of Psychology, [The University of Chicago](#); Author, *Flow: The Psychology of Optimal Experience* (2008), *Finding Flow* (1998) and *Creativity: Flow and the Psychology of Discovery and Invention* (1997)

School Readiness, Attention Skills and Later Achievement

Amy E. Claessens, PhD, Assistant Professor, Center for Human Potential and Public Policy, The Harris School of Public Policy Studies, [The University of Chicago](#); Co-Author, "Kindergarten skills and fifth grade achievement" (2008, *Economics of Education Review*) and "School readiness and later achievement" (2007, *Developmental Psychology*)

Fit Minds: Effects of Child Exercise on Cognitive and Brain Health

Arthur F. Kramer, PhD, Director, Lifelong Brain & Cognition Lab; Faculty, Human Perception and Performance; Director, Beckman Institute for Advanced Science and Technology, [University of Illinois at Urbana-Champaign](#); Co-Author, "A neuroimaging investigation of the association between aerobic fitness, hippocampal volume, and memory performance in preadolescent children" (2010, *Brain Research*)

Teaching Students to Pay Attention

Lucy Jo Palladino, PhD, Award-Winning Psychologist; Sports Psychologist; Attention Expert; Former Clinical Faculty, [University of Arizona Medical School](#); Author, *Find Your Focus Zone: An Effective New Plan to Defeat Distraction and Overload* (2007) and *Dreamers, Discoverers, and Dynamos* (1999, formerly titled *The Edison Trait*)

Memory and the Brain: Lifestyles, Fitness and Life-Long Learning

Kenneth S. Kosik, MD, Co-Director, Neuroscience Research Institute; Harriman Chair and Professor of Neuroscience Research, [University of California, Santa Barbara](#); Author, *The Alzheimer's Solution: How Today's Care Is Failing Millions — and How We Can Do Better* (2010)

Using Physical Experiences to Create Teen Memory Using a Learning Cycle Model

Jeb Schenck, PhD, Adjunct Professor, [University of Wyoming](#); High School Teacher; Author, *Teaching and the Adolescent Brain* (2011) and *Teaching to the Brain: Best Practices, Best Ideas* (2008); leader and veteran of mountaineering expeditions including Mt. Everest and Mt. McKinley; and **Jessica Cruickshank, EdM Candidate** (2011), Program and Curriculum Director, Solid Rock Outdoor Ministries (SRM); Member of international expeditions; Researcher on the applications of neuroscience to learning

"MEETING OF THE MINDS" WINE AND CHEESE RECEPTION

THURSDAY, MAY 5 from 5:15 PM - 6:15 PM — Free & Open to All Attendees

Enjoy this opportunity to meet other attendees and some of the nation's brightest minds.

Sponsored by THE DANA ALLIANCE FOR BRAIN INITIATIVES *Advance registration required on the registration form.*



CONFERENCE BEGINS 8:30 AM, MAY 5



MOTIVATING MINDS: ATTITUDES, GOALS & RESILIENCE

Attitudes and Achievement: Student Self-Talk and Achievement Motivation

Dolores Albarracín, PhD, Director, Social Action Lab; Professor of Psychology; Affiliate Investigator, Beckman Institute, **University of Illinois at Urbana-Champaign**; Co-Author, *Handbook of Attitudes* (2005), "Motivating goal-directed behavior through introspective self-talk" (2010, *Psychological Sciences*) and "Structure of attitudes: Memory, judgment, and implications for change" (2007, *Frontiers of Social Psychology*)

Neurobiology of Social Emotions: How Culture Shapes Focused Awareness, Motivation and Learning

Mary Helen Immordino-Yang, EdD, Assistant Professor, Rossier School of Education and Brain and Creativity Institute, **University of Southern California**; Author, "Neuroscientific perspectives on a motivating emotion" (2010, *Contemporary Educational Psychology*)

Scaffolding Success: Role of Assessment and Feedback in Motivation and Achievement

Willy Wood, MA, President, Open Mind Technologies; Former High School Teacher; Expert on brain-compatible teaching

The Power of Resilience: Helping Children Achieve Balance, Confidence and Success

Sam Goldstein, PhD, Assistant Clinical Instructor, **University of Utah Medical School**; Clinical Director, Neurology Learning and Behavior Center in Salt Lake City; Co-Author, *The Power of Resilience: Achieving Balance, Confidence and Personal Strength in Your Life* (2009)

What Every Teacher Should Know About Student Motivation

Donna Walker Tileston, EdD, Founder and President, Strategic Teaching and Learning in Dallas, TX; Author, *What Every Teacher Should Know About Motivation* (2010, 2nd Edition) and *What Every Teacher Should Know About Diverse Learners* (2010, 2nd Edition)

PROMOTING PRACTICE: BRAINS, TALENTS & EXPERTISE

The Talent Code: Getting Greatness in Students

Daniel Coyle, Journalist; Contributing Editor, *Outside Magazine*; Adjunct Faculty Member, **Northwestern University**; Author, *The Talent Code: Greatness Isn't Born. It's Grown. Here's How* (2009) and *Lance Armstrong's War* (2006)

How Making Music Shapes Our Children's Brains: Implications for Language, Learning and Literacy

Dana Strait, PhD candidate, Auditory Neuroscience Laboratory, **Northwestern University**; Music Instructor; Pianist; and **Nina Kraus, PhD**, Professor of Neurobiology, Physiology and Otolaryngology; Director, Auditory Neuroscience Laboratory, **Northwestern University**; Co-Authors "Musical experience promotes subcortical efficiency in processing emotional vocal sounds" (2009, *New York Academy of Sciences*)

The Brain Goes to School: Facing the Promises and Challenges of Educational Neuroscience

Daniel Ansari, PhD, Associate Professor and Canada Research Chair; Department of Psychology, **University of Western Ontario**; Author, "The Brain Goes to School: Strengthening the Education-Neuroscience Connection" (2008, *Education Canada*)

The Underpinnings of Skilled Performance: The Case of Music

Elizabeth J. Meinz, PhD, Associate Professor; Dept. of Psychology, **Southern Illinois University Edwardsville**; and **David Z. Hambrick, PhD**, Associate Professor, Dept. of Psychology, **Michigan State University**; Co-Authors, "Deliberate practice is necessary but not sufficient to explain individual differences in piano sight-reading skill: The role of working memory capacity" (2010, *Psychological Science*)

Stimulating the Brain and Math Learning Through Music

Kamile Geist, MA, MT-BC, Board Certified Music Therapist; Assistant Professor of Music Therapy, School of Music, College of Fine Arts, **Ohio University**; Co-Author, "Do re mi, 1, 2, 3: Using music to support emergent mathematics" (2008, *NAEYC Young Children Magazine*)

Practice and Perceptual Learning: Implications for Learning, Language and Reading

Beverly A. Wright, PhD, Director, Hugh Knowles Center for Clinical and Basic Science in Hearing and its Disorders; Professor, Audiology and Hearing Sciences, Institute for Neuroscience, **Northwestern University**; Co-Author, "The influence of practice on the discrimination of spectro-temporal modulation depth," (2010, *Journal of the Acoustical Society of America*)

PRESENT A POSTER SESSION AT THE MAY CONFERENCE

PROPOSAL DEADLINE MARCH 31, 2011 • For more information and details, visit LearningAndTheBrain.com or call 781-449-4010 ext. 101.
Submit a summary of your poster session for review to info@learningandthebrain.com.

CONFERENCE SCHEDULE:

Pre-Conference Workshops

Wednesday, May 4

10:00 AM–5:00 PM ,
1:00 PM–5:00 PM or 1:00 PM–3:00 PM

Conference Day 1

Thursday, May 5

8:30 AM–5:15 PM

Conference Day 2

Friday, May 6

8:30 AM–5:15 PM

Conference Day 3

Saturday, May 7

8:30 AM–12:15 PM

Post-Conference Workshops

Saturday, May 7

1:00 PM–4:30 PM

FEARING FAILURE: STEREOTYPES, ANXIETY & ABILITIES

Pink Brains, Blue Brains: Plasticity, Sex Differences and Abilities

Lise S. Eliot, PhD, Associate Professor of Neuroscience, [Chicago Medical School](#), [Rosalind Franklin University of Medicine and Science](#); Author, *Pink Brain, Blue Brain: How Small Differences Grow into Troublesome Gaps and What We Can Do About It* (2010); Co-Author, *What's Going on in There? How the Brain and Mind Develop in the First Five Years of Life* (2000)

The Effects of Negative Stereotypes on Women's Ability to Learn

Robert J. Rydell, PhD, Assistant Professor of Psychology, [Indiana University](#); Co-Author, "Stereotype threat prevents perceptual learning" (2010, *Proceedings of the National Academy of Sciences*) and "Multiple social identities and stereotype threats: Imbalance, accessibility and working memory" (2009, *Journal of Personality and Social Psychology*)

Combating Math Anxiety in the Classroom

Eugene A. Geist, PhD, Associate Professor in Early Childhood, [Ohio University](#); Author, "Anti-anxiety curriculum: Combating math anxiety in the classroom" (2010, *Instructional Psychology*) and *Children are Born Mathematicians: Supporting Development in Young Children* (2000)

Disorders of the 'Mathematical Brain': Developmental Dyscalculia and Mathematics Anxiety

Daniel Ansari, PhD, Associate Professor and Canada Research Chair; Department of Psychology; Faculty, Graduate Program in Neuroscience, [University of Western Ontario](#); Co-Author, "The effect of mathematics anxiety on the processing of numerical magnitude" (2011, *Quarterly Journal of Experimental Psychology*)

Female Teachers' Math Anxiety Affects Girls' Math Achievement

Susan C. Levine, PhD, Co-Director, Center for Early Childhood Research; Professor/Chair, Dept. of Psychology, [The University of Chicago](#); Co-Author, "Female teachers' math anxiety impacts girls' math achievement" (2010, *Proceedings of the National Academy of Sciences*)

How Situational Cues and Beliefs Influence Social Identity and Academic Outcomes

Mary C. Murphy, PhD, Assistant Professor, Department of Psychology, [University of Chicago at Illinois](#); NSF Minority Postdoctoral Fellowship, National Science Foundation; Co-Author, "Signaling threat: How situational cues affect women in math, science, and engineering settings" (2007, *Psychological Sciences*)

TESTING SUCCESS: ASSESSMENTS, GRADES & PRACTICE

Mitigating the Undermining Effects of Grade Motivation: A Self-Determination Theory Perspective

Kennon M. Sheldon, PhD, Professor of Psychology, [University of Missouri –Columbia](#); Author, *Optimal Human Being: An Integrated Multi-Level Perspective* (2004); Co-Author, "A versus F: The effects of implicit letter priming on cognitive performance" (2010, *The British Journal of Educational Psychology*) and *Designing the Future of Positive Psychology* (2010)

Test Success in the Brain-Compatible Classroom

Carolyn M. Chapman, MA, President/Consultant, Creative Learning Connection, Inc.; Author, *Motivating Students: 25 Strategies to Light the Fire of Engagement* (2010) and *Test Success for the Brain Compatible Classroom* (2008)

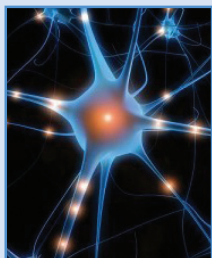
When and Why Practice Tests Improve Student Learning

Katherine A. Rawson, PhD, Director, Comprehension and Memory Lab; Associate Professor of Psychology, [Kent State University](#); Co-Author, "Why testing improves memory" (2010, *Science*) and "Costs and benefits of dropout schedules of test-restudy practice: Implications for student learning" (2010, *Applied Cognitive Psychology*)

See It, Say It, Do It: Creating Successful and Confident Students in Schools and on Tests

Lynn F. Hellerstein, OD, FCOVD, FAAO, Developmental Optometrist, Hellerstein & Brenner Vision Center, P.C.; Adjunct Faculty, [Illinois College of Optometry](#); Author, *See It, Say It, Do It: The Parent's & Teacher's Action Guide to Creating Successful Students & Confident Kids* (2010)

VISIT [LearningAndTheBrain.Com](#) for more information and additional speakers.



NORTHWESTERN BRAIN WAVES TOURS: HOW THE BRAIN LISTENS

WEDNESDAY, MAY 4 AT 2:00 PM AND 3:00 PM Cost Per Person: \$120 (Each tour is one hour.)

Sponsored by the **AUDITORY NEUROSCIENCE LABORATORY**, [Northwestern University](#)

Take this unique opportunity to see brain activity recorded in action and learn about research at Northwestern University's Auditory Neuroscience Lab. Call 781-449-4010 ext. 101 for information and to register for a tour. One person from each tour will be selected by the Laboratory to have their brain waves recorded while doing an experiment. Limited enrollment. For more information on the Auditory Neuroscience Laboratory and brain stem recordings, go to [brainvolts.northwestern.edu](#).

PRE-CONFERENCE WORKSHOPS - WEDNESDAY, MAY 4

(By advance registration only. Select one of five. Add \$25 fee if you are not attending the conference.)

FULL-DAY WORKSHOPS • 10:00 AM – 5:00 PM • Cost: \$250 per person

Best Practices in Brain Compatible Classrooms: The Science of Success

This workshop will show how teachers can strive to close the “opportunity gap” with the science of success by embedding brain–friendly learning. Dr. Fogarty will discuss the science of how the brain learns best and how teachers use that knowledge to create better learning environments. Discover how to spark student learning with novelty and help prepare all students for the challenges of the 21st Century.

Robin Fogarty, PhD, President, Robin Fogarty Company; Former Teacher at all grade levels; Author, *Brain-Compatible Classrooms* (2009), *Close the Achievement Gap* (2005), *Nine Best Practices* (2003), *Twelve Brain Principles* (2003) and *From Staff Room to Classroom* (2006, 2009)

Brain Research and Strategies to Increase Student Focus, Motivation, Memory and Test Success

In this workshop, you will learn about the latest neuroscience research and correlated educational interventions to promote motivation, attentive focus, growth mindsets and resilient, joyful learners. You will examine how to restore students’ natural curiosity; how the brain learns from mistakes; and how you can reduce fear of mistakes and increase the risk-taking needed to build strong, accurate, long-term memory.

Judy Willis, MD, EdM, Board-Certified Neurologist, Middle School Teacher; Adjunct Lecturer, Graduate School of Education, **University of California, Santa Barbara**; Author, *How Your Child Learns Best* (2008) and *Research-Based Strategies to Ignite Student Learning* (2006)

HALF-DAY WORKSHOPS • 1:00 PM – 5:00 PM • Cost: \$185 per person

The Myth of Talent and What it Means for K-12 Classroom Practice

The concept of innate talent and the resulting cult of genius is a widely held belief. However, recent studies in fields of epigenetics, psychology, motivation, and sports science all point to a much more interesting conclusion: that people have much greater potential than they are typically given credit for, and that the means for developing that potential are available to us all. In this engaging session, Mr. Wood will walk you through some of the most interesting aspects of this recent shift in thinking and what it means for improving classroom practice.

Willy Wood, MA, President, Open Mind Technologies; former high school teacher; national speaker on brain-based teaching

Understanding the Brain and Learning for Beginners

The brain is capable of producing breathtaking athletic feats, sublime works of art, and profound scientific insights. You will be taken inside this astonishingly complex organ and shown how the brain processes and retains information. Learn the basics of brain anatomy, how neuroscience informs us about how students learn and remember, and how emotions affect our thoughts and actions.

Jeanette J. Norden, PhD, Neuroscientist; Director of Medical Education; Professor of Cell and Developmental Biology, **Vanderbilt University School of Medicine**; Professor of Neuroscience, **Vanderbilt University**; Winner of Outstanding Teacher of the Year Award

TWO-HOUR WORKSHOP • 1:00 PM – 3:00 PM • Cost: \$95 per person

From Climbing Mt. Everest to the Classroom: Using Experiential Learning to Design Successful, Lasting Change in Teenagers and Young Adults

Explore the principles of experiential learning gained on Mt. Everest and in the extreme wilderness areas of the world that can also be used in classrooms. Experience a learning cycle model used in experiential learning and based upon leading neuroscience research and established neuroeducational practices. Participate in a dynamic process that has created lasting changes in students and instructors alike.

Jeb Schenck, PhD, Adjunct Professor, **University of Wyoming**; High School Teacher; Author, *Teaching and the Adolescent Brain* (2011) and *Teaching to the Brain: Best Practices, Best Ideas* (2008); leader and veteran of mountaineering expeditions including Mt. Everest and Mt. McKinley; and **Jessica Cruickshank, EdM Candidate** (2011), Program and Curriculum Director, Solid Rock Outdoor Ministries (SROM); Member of international expeditions; Researcher on the applications of neuroscience to learning

POST-CONFERENCE WORKSHOPS - SATURDAY, MAY 7

(By advance registration only. Select one of three. Add \$25 fee if you are not attending the conference.)

HALF-DAY WORKSHOPS • 1:00 PM – 4:30 PM • Cost: \$145 per person

Teaching Students of Poverty and Diversity

In this workshop, you will study the effects of culture, poverty and bias on students’ learning processes and assessments, and methods to overcome those challenges. Learn strategies that emphasize declarative and procedural knowledge, that modify for diverse students’ particular needs and which exploit the functions of memory and build resilience.

Donna Walker Tileston, EdD, Founder and President, Strategic Teaching and Learning in Dallas, TX; Author, *What Every Teacher Should Know About Learning, Memory and the Brain* (2003); Co-Author, *Closing the Poverty and Culture Gap: Strategies to Reach Every Student* (2009)

Risk and Resilience: Changing the Lives of Children with ADHD

Dr. Goldstein will provide an overview of current research on the effectiveness of treatments for ADHD, on both a symptom relief and long-term outcome basis. He will review the resilience literature focusing on variables to improve outcomes for youths with neurodevelopmental problems. Dr. Goldstein will provide suggestions for a treatment protocol for ADHD that balances symptom relief and resilience.

Sam Goldstein, PhD, Assistant Clinical Instructor, **University of Utah Medical School**; Clinical Director, Neurology Learning and Behavior Center in Salt Lake City; Co-Author, *Practitioner’s Guide to Assessing Intelligence and Achievement* (2010), *Handbook of Resilience* (2006) and *Managing Attention and Learning Disorders in Late Adolescence and Adulthood* (2010, 2nd Ed.)

The Neuropsychology of Math Disorders

Explore how children learn and acquire basic mathematical skills in the elementary years. Dr. Feifer will discuss ways in which numbers are formatted in the brain and the role of language in ordered number sets. He will also address cultural stereotypes regarding gender differences in mathematics and the relationship between anxiety and math performance. Come away with a better understand of math disabilities, learn critical assessment techniques, and be able to introduce better ways to diagnose and remediate math disorders in children.

Steven G. Feifer, EdD, NCSP, Neuropsychologist; School Psychologist, Frederick County Public Schools; co-author, *The Neuropsychology of Mathematics* (2005) and *The Neuropsychology of Reading Disorders: Diagnosis & Intervention* (2000)

For more details on workshops, visit LearningAndTheBrain.com/workshopsil.html

MAY CONFERENCE REGISTRATION FORM

OR REGISTER ONLINE AT [LEARNINGANDTHEBRAIN.COM](http://LearningAndTheBrain.com)

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

PLEASE PHOTOCOPY THIS FORM FOR EACH APPLICANT.

Name	Position	
Organization		
Address		
City	State	Zip
Phone	Fax	
Email		

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

Please Register Me for the Conference \$ _____

EARLY DISCOUNT RATE (ENDS FEBRUARY 25, 2011)	\$495 per person (\$460 for L&B Society Members)
General Registration	\$565 per person (\$530 for L&B Society Members)
Late Registration (AFTER APRIL 22, 2011)	\$580 per person (\$545 for L&B Society Members)
Group Rates (Five or more from one organization submitted together)	\$450 (ENDS Feb. 25)/\$475 (AFTER Feb. 25) per person x _____ registrants

Please register me for a Wednesday Pre-Conference Workshop on May 4. Add \$25 if not attending the Feb. conference \$ _____

<input type="radio"/> Best Practices in Brain Compatible Classrooms	10:00 am – 5:00 pm	\$250 per person
<input type="radio"/> Strategies to Increase Focus, Motivation, Memory and Test Success	10:00 am – 5:00 pm	\$250 per person
<input type="radio"/> The Myth of Talent and What it Means for Classroom Practice	1:00 pm – 5:00 pm	\$185 per person
<input type="radio"/> Understanding the Brain and Learning	1:00 pm – 5:00 pm	\$185 per person
<input type="radio"/> Using Experiential Learning to Design Successful, Lasting Change in Teenagers	1:00 pm – 3:00 pm	\$95 per person

Please register me for a Saturday Post-Conference Workshop on May 7. Add \$25 if not attending the Feb. conference \$ _____

<input type="radio"/> Teaching Students of Poverty and Diversity	1:00 pm – 4:30 pm	\$145 per person
<input type="radio"/> Risk and Resilience: Changing the Lives of Children with ADHD	1:00 pm – 4:30 pm	\$145 per person
<input type="radio"/> Neuropsychology of Math Disorders	1:00 pm – 4:30 pm	\$145 per person

Please Sign Me Up for Professional Development Credits* \$ _____

- ☐ Please send via email (FREE). ☐ Please send by mail (Add \$5 for shipping/handling).
* For further information on credits, visit LearningAndTheBrain.com/educationil.html, or call (781) 449-4010 ext. 101.

Conference Events & Tours \$ _____

Please register me for the May 5, 2011 Meeting of the Minds Reception. (Complimentary for conference attendees)
I am interested in the Northwestern Brain Waves Tours. (Please call 781-449-4010 ext. 101 or 102 to check availability for tours.)

GRAND TOTAL: \$ _____

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

Credit Card Number: _____ Exp: _____

Cardholder Name: _____

Cardholder Billing Address: _____ ZIP: _____

Make check or purchase order payable to Public Information Resources, Inc. (PIRI), and mail it along with your registration form to:
PIRI, 35 Highland Circle, 1st floor, Needham, MA 02494-3099.

Payments will be invoiced if sent without a check and must be paid prior to conference. **Registrations without payment or purchase order will not be confirmed.**
All prices are in U.S. dollars.

☐ **Please check here if you have any special ADA requirements, and call (781) 449-4010 ext.101.**

REGISTRATION POLICIES Registrations are taken and confirmed on a first-come, first-served basis according to receipt of full payment or purchase order. Unpaid registrations without a purchase order will be canceled after 30 days. If you do not receive a confirmation within three weeks after sending full payment or purchase order, call (781) 449-4010 ext. 101 or 102. Early bird registration is \$495 per person (\$460 for L&B Society Members) through Feb. 25, 2011. General conference registration is \$565 per person (\$530 for L&B Society members) through April 22, 2011. After April 22, 2011, late registration is \$580 per person (\$545 for L&B Society members). Groups of five or more may register at \$450 per person through Feb. 25, 2011 and \$475 after Feb. 25, 2011, if registering together with payment or purchase order. A \$35 administrative fee will be added for on-site registration at the conference.

SUBSTITUTIONS AND CANCELLATIONS Substitutions are permissible up to seven days before the conference, but you must notify PIRI in writing by fax or mail. Cancellations must be requested no later than April 22, 2011. No cancellations can be accepted after April 22, 2011. Because cancellations incur substantial administrative costs, we regret that it is necessary to charge a cancellation fee of \$50 per person if before Feb. 25, 2011, or \$150 per person if you cancel after Feb. 25, 2011, but before April 22, 2011. Cancellations must be sent in writing to PIRI at: 35 Highland Circle, First Floor, Needham, MA 02494-3099 or faxed to PIRI at (781) 449-4024.

CONFERENCE PROGRAM CHANGES AND RESPONSIBILITY Public Information Resources, Inc. (PIRI) reserves the right, without having to refund any monies to participants, to make changes in the conference, its program, schedule, workshops, sessions, events, location, and/or faculty should PIRI, in its sole discretion, deem such changes necessary or advisable. Similarly, PIRI further reserves the right to cancel any workshops, sessions, events, credit courses, or the conference entirely, in which case PIRI's liability to participants shall be strictly limited to a refund of those fees. PIRI, the Cooperating Organizations and Sponsors are not responsible for (nor do they necessarily endorse) the efficacy, accuracy, or content of any recommendations, statements, research, or other information provided at the conference.