

NOVEMBER CONFERENCE REGISTRATION FORM

OR REGISTER ONLINE AT LEARNINGANDTHEBRAIN.COM

Five ways to register: **Phone:** 857-444-1500 x1
Fax: 857-357-7011
Web: LearningAndTheBrain.com

Email: registration@LearningAndTheBrain.com
Postal mail: ERI • 78 Brooks Road,
New Canaan, CT 06840-6250

PLEASE PHOTOCOPY THIS FORM FOR EACH APPLICANT.

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

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

Register Me for the Conference: \$ _____

| | |
|---|--|
| Fall Early Registration (THROUGH SEPT. 27, 2024) | \$649 per person (\$549 per person for groups of 5+) |
| General Registration (THROUGH NOV. 15, 2024) | \$699 per person (\$599 per person for groups of 5+) |
| Late Registration (AFTER NOV. 15, 2024) | \$729 per person (\$629 per person for groups of 5+) |

Register Me for a Friday, November 22 Pre-Conference Workshop Add \$30 if not attending the Nov. conference \$ _____

Please check one of four:

- | | | |
|--|--------------------|------------------|
| <input type="radio"/> Making Friends With AI | 8:00 am – 11:00 am | \$199 per person |
| <input type="radio"/> The Behavior Code | 8:00 am – 11:00 am | \$199 per person |
| <input type="radio"/> Learning From the Atlas of Emotions | 8:00 am – 11:00 am | \$199 per person |
| <input type="radio"/> Offsetting the Impacts of Stress and Trauma | 8:00 am – 11:00 am | \$199 per person |

Sign Me Up for Professional Development Credits* (FREE)

Please send via email (FREE). * For more information on CEUs credits, visit LearningAndTheBrain.com.

Sign Me Up for Attending Live or Virtually

- I plan to attend in Boston I plan to attend virtually

Register Me for the Reception and/or Tours \$ _____

- Register me for the November 22 **Meeting of the Minds Reception**. (FREE)
 Register me for the MIT "Brain Scan" Tour (Please call 857-444-1500 x1 to check availability. Add \$149.)

Sign Me Up for Emails (FREE)

- Email me the monthly L&B Newsletter (FREE) Email me information about upcoming L&B events (FREE)

All prices are in U.S. dollars.

GRAND TOTAL: \$ _____

- Please check here if you have any special ADA requirements, and call 857-444-1500 x1.

The Westin Copley Place and MIT campus are ADA compliant.

PAYMENT METHOD Check enclosed Purchase Order enclosed Credit Card (VISA, MC, or AMEX)

Credit Card Number: _____ Exp: _____

Cardholder Name: _____

Cardholder Billing Address: _____ ZIP: _____

Signature: _____ Date: _____

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

P.O.s will be invoiced if sent without a check prior to conference. **Registrations without payment or purchase order will not be confirmed.**

REGISTRATION POLICIES Registrations are taken and confirmed on a first-come, first-served basis according to receipt of full payment or purchase order. **Unpaid registrations without a purchase order will be canceled after 30 days. If you do not receive a confirmation within three weeks after sending full payment or purchase order, call 857-444-1500 x1.** Fall early conference registration is \$649 (\$549 per person for groups of 5 or more when registering together) through September 27, 2024. General conference registration is \$699 per person (\$599 per person for groups of 5 or more when registering together) through November 15, 2024. After November 15, 2024, late registration is \$729 per person (\$629 per person for groups of 5 or more when registering together).

SUBSTITUTIONS AND CANCELLATIONS Substitutions are permissible up to seven days before the conference, but you must notify ERI in writing by fax or mail. Cancellations must be requested no later than November 15, 2024. No cancellations can be accepted after November 15, 2024. Because cancellations incur substantial administrative costs, we regret that it is necessary to charge a cancellation fee of \$75 per person if you cancel by September 27, 2024, or \$150 per person if you cancel after September 27, 2024, but by November 15, 2024.

CONFERENCE PROGRAM CHANGES Educator Resources, Inc. (ERI) 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 ERI, in its sole discretion, deem any such changes necessary or advisable. Similarly, ERI further reserves the right to cancel any workshops, sessions, events, credit courses, or the conference entirely, in which case ERI's liability to participants shall be strictly limited to a refund of those fees. ERI, 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.

TEACHING BEHAVED, REGULATED, AND RESILIENT KIDS

Students continue to struggle with explosive emotions, stress, trauma, regulation, and mental health. A 2023 ReThinkFirst “Mental Health in the Classroom” Survey found that 43% of parents said their children are highly or extremely stressed, 36% are worried about bullying, 75% observed one or more symptoms of poor mental health in their child, and 61% say their kids need skills to help them recognize and understand their emotions. A 2024 Pew Research Center Survey found 49% of teachers rate student behavior as fair or poor, 68% say they have experienced verbal abuse, and 40% say students have been violent towards them. This interdisciplinary conference will explore the “Science of Emotion” and its profound impact on behavior, resilience, regulation, and mental health. It will provide evidence-based strategies to calm challenging behaviors and manage classrooms in high-needs schools; promote emotional intelligence and regulation; raise resilience; create trauma-informed schools; encourage empathy; confront bullying; improve reading; and create emotionally-engaged, safe classrooms.

LEARNING OBJECTIVES

You will gain knowledge about:

- ✓ The science of emotion and behavior
- ✓ Strategies for raising emotional regulation
- ✓ Creating trauma-informed classrooms and schools
- ✓ Managing challenging, aggressive behaviors in students
- ✓ Building emotional resilience and agility in challenging times
- ✓ Encouraging empathy and reducing bullying and cyberbullying
- ✓ Promoting emotional intelligence in students and school leaders
- ✓ Engaging emotions to improve reading, memory, and learning
- ✓ Impacts of media, mental health, and anger on teen brains
- ✓ Transforming schools by fostering a sense of control



*This hybrid conference will include both a live, in-person attendance as well as a virtual option using Zoom. You can choose to travel and visit the sights of Boston or watch the sessions comfortably from your home, or hotel room. All talks will be recorded and made available to stream for 45 days afterwards. For more information, visit LearningAndTheBrain.com or call 857-444-1500 x1.

CO-SPONSORS

- Integrated Learning Initiative, **Massachusetts Institute of Technology**
- Affective Neuroscience and Development Lab, **Harvard University**
- Center for Emotional Intelligence, **Yale University**
- School Development Program, **Yale University**
- The Neuro-Education Initiative, **Johns Hopkins University School of Education**
- National Association of Elementary School Principals (**NAESP**)
- National Association for Secondary School Principals (**NASSP**)
- LEARNING & the BRAIN® Foundation**

WHO SHOULD ATTEND

- Educators, Parents
- Curriculum, Staff Developers
- Speech-Language Pathologists
- PreK-12 Teachers, Administrators
- Psychologists, School Psychologists
- Learning Specialists, Special Educators
- Early Childhood Educators, Professionals
- Technology, Reading, Behavior Support Teachers
- School, Trauma, Mental Health, Guidance Counselors
- Superintendents, Principals, School Heads
- College, University Professors

EARN PROFESSIONAL DEVELOPMENT CREDIT

Professional Development Credit: Earn up to 18 hours of instruction toward professional development credit for educators, psychologists, speech-language professionals, and social workers for in-person or 15 hours for online instruction. Visit our website at LearningAndTheBrain.com for more information on the availability of CEUs, PDPs, CEs, and other professional development credit, or call 857-444-1500 x1.

Speech-Language Pathologist Credit: Visit LearningAndTheBrain.com for more information on courses registered to offer ASHA CEUs.



STAY AT THE WESTIN COPLEY PLACE, BOSTON – SPECIAL RATES



Pay only \$269 per night (plus applicable taxes). Call the Westin Copley Place Hotel (the site of the conference) at 617-262-9600, and reference “LATB” or book online via LearningAndTheBrain.com. The discounted conference rate will no longer apply when the room block is filled or after November 8, 2024. The hotel is centrally located on Copley Square in Boston’s Back Bay neighborhood and adjacent to the Copley Mall and the Prudential Center, with easy access to the historic sites of Boston. The Westin is one block from Amtrak’s Back Bay station and is only a short cab ride from Logan International Airport.



HYBRID LEARNING & the BRAIN® CONFERENCE

69TH International Conference for PreK Through University Educators, Clinicians, and Parents

November 22-24, 2024 • At the Westin Copley Place Hotel in Boston, MA • Or Virtually from Home

Presented by:
Educator Resources, Inc.
78 Brooks Road
New Canaan, CT 06840



FEATURED SPEAKER:

J. Stuart Ablon, PhD

Thomas G. Stemberg Endowed Chair in
Child and Adolescent Psychiatry, **Harvard
Medical School**; Director, Think:Kids
Program; Author, *Changeable* (2018)

TEACHING EMOTIONAL BRAINS: STRATEGIES FOR STUDENT BEHAVIOR, RESILIENCE, REGULATION, TRAUMA, AND EQ IN CHALLENGING TIMES

Explore the latest research on:

The Science of Emotion

Raising Emotional Resilience

Teen Brains, Anger, and Anxiety

Ways to Foster a Sense of Control

Dealing With Challenging Behavior

Creating Trauma-Informed Schools

Bullying, Cyberbullying, and AI

The Neurobiology of Empathy

Thriving in Challenging Times

Teaching With Trauma in Mind

Affective Memory and Learning

Promoting Emotional Intelligence

Teaching Resilience and Regulation

Teens, Tech, AI, and Mental Health

Reducing Oppositional Behavior

Emotional Skills and Reading

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EARN PROFESSIONAL DEVELOPMENT CREDIT AT THIS HYBRID CONFERENCE

UPCOMING L&B CONFERENCES

Winter - San Francisco, CA: Feb. 20-22, 2025

Spring - New York, NY: April 25-27, 2025

For information on webinars, upcoming conferences, available PD credit, and in-service training, see inside or visit [LearningAndTheBrain.com](https://www.learningandthebrain.com).

"The ability to cognitively regulate emotional responses to aversive events is important for mental and physical health."

—John D.E. Gabrieli, PhD
Massachusetts Institute
of Technology



TEACHING EMOTIONAL BRAINS: STRATEGIES FOR STUDENT BEHAVIOR, RESILIENCE, REGULATION, TRAUMA, AND EQ IN CHALLENGING TIMES

AT THE WESTIN COPLEY PLACE HOTEL IN BOSTON, MA
OR VIRTUALLY FROM YOUR HOME

NOVEMBER 22-24, 2024

Pre-Conference Workshops: November 22, 2024

Early Registration Deadline: September 27



FALL HYBRID LEARNING & the BRAIN® CONFERENCE

CONFERENCE PROGRAM TOPICS

WITH A DISTINGUISHED FACULTY

1) TEACHING EMOTIONAL BRAINS: MANAGING CHALLENGING BEHAVIOR



Keynote: The Science of Emotion

Lisa Feldman Barrett, PhD, University Distinguished Professor of Psychology; Director of the Interdisciplinary Affective Science Laboratory, [Northeastern University](#), with Appointments at [Harvard Medical School](#); Co-Author, *Seven and a Half Lessons About the Brain* (2020) and *How Emotions Are Made: The Secret Life of the Brain* (2018)



Keynote: Changeable: The Science Behind Challenging Behaviors and How to Help

J. Stuart Ablon, PhD, Thomas G. Stemberg Endowed Chair in Child and Adolescent Psychiatry, [Harvard Medical School](#); Founder and Director, Think:Kids Program, Department of Psychiatry, Massachusetts General Hospital; Author, *Changeable: How Collaborative Problem Solving Changes Lives at Home, at School, and at Work* (2018); Co-Author, *Treating Explosive Kids* (2005)

From Challenging to Aggressive Behaviors: Using the Best Evidence-Based Strategies

Michele Borba, EdD, Psychologist; Educator; Empathy and Bullying Prevention Expert; Author, *Thrivers* (2021), *End Peer Cruelty, Build Empathy: The Proven 6Rs of Bullying Prevention That Create Inclusive, Safe, Caring Schools* (2018), *Unselfie: Why Empathetic Kids Succeed in Our All-About-Me World* (2016), and *No More Misbehavin': 38 Difficult Behaviors and How to Stop Them* (2005)

The Art and Science of Transformational Behavior Management in High-Needs Schools

Shaun Woodyly, PhD, Founder/Director, Teach Hustle Inspire; Host, "Teach Hustle Inspire" Podcast; Former Professor, [Western Governors University](#); Former Educator; Author, *The League of Extraordinary Educators: The Secret Strategies of Transformational Teachers* (2023) and *MC Means Move the Class: How to Spark Engagement and Motivation in Urban and Culturally Diverse Classrooms* (2018)

Behavioral Blindspot:

Revealing Overlooked Strategies to Increase Engagement and Reduce Oppositional Behavior

Jessica A. Minahan, PhD, BCBA, Licensed and Board-Certified Behavior Analyst; Consultant; Author, *The Behavior Code Companion: Strategies, Tools, and Interventions for Supporting Students With Anxiety-Related or Oppositional Behaviors* (2014); Co-Author, "A Skill-Building Approach to Reducing Student's Anxiety and Challenging Behavior" (2022, *Phi Delta Kappan*) and *The Behavior Code* (2012)

2) TRAUMA IN THE BRAIN: RAISING RESILIENCE IN CHALLENGING TIMES



Keynote: The Science of Resilience, Stress, and Trauma

George A. Bonnano, PhD, Professor of Clinical Psychology, Department of Counseling and Clinical Psychology; Director, Loss, Trauma, and Emotion Laboratory, [Teachers College, Columbia University](#); Author, *The End of Trauma: How the New Science of Resilience Is Changing How We Think About PTSD* (2021) and *The Other Side of Sadness* (2019, 2nd Edition)



Keynote: Building Resilience in Schools During Uncertain Times

Rachel Edoho-Eket, EdD, Principal, Waterloo Elementary School, a National Blue Ribbon School; 2024 President-Elect, The Maryland Association of Elementary School Principals; ASCD Faculty Member; Author, *The Principal's Journey: Navigating the Path to School Leadership* (2023) and the children's book, *The Principal Pals: Bright Minds, Big Dreams* (2023)

Everyday Trauma: Learning to Forget

Tracey J. Shors, PhD, Distinguished Professor of Behavioral Neuroscience and Systems Neuroscience, Department of Psychology, [Rutgers University](#); Author, *Everyday Trauma* (2021); Co-Author, "Training With Meditation and Aerobic Exercise During the COVID-19 Pandemic Reduces Stress and Improves Well-Being in Teachers" (2022, *Frontiers in Human Neuroscience*)

The Neuropsychology of Reading, Stress, and Trauma

Steven G. Feifer, DEd, ABSNP, Nationally Certified School Psychologist; Board Certified Pediatric Neuropsychologist; Faculty Instructor, American Board of School Neuropsychologists; Psychologist, Monocacy Neurodevelopmental Center; Author, *The Neuropsychology of Reading* (2021) and *The Neuropsychology of Stress and Trauma: How to Develop a Trauma Informed School* (2019); Co-Editor, *Emotional Disorders* (2010)

Teaching With Trauma in Mind: Building Resilience With Struggling Students

Grace Dearborn, MA, Instructional Coach; Executive Director, Conscious Teaching, LLC; Co-Author, *Yeah, But What About This Kid? Tier 3 Behavior Interventions That Work* (2019) and *Conscious Classroom Management: Unlocking the Secrets of Great Teaching* (2016, 2nd Edition)

MIT "BRAIN SCAN" TOUR: SEE THE BRAIN IN ACTION

THURS., NOV. 21 – 2:00 PM, 3:00 PM, or 4:00 PM; FRI., NOV. 22 – 9:00 AM or 10:00 AM
(Cost per person: \$149. Tours are for one hour.)

Sponsored by the [Athinoula A. Martinos Imaging Center](#), [Massachusetts Institute of Technology](#)

Take this special opportunity, for LEARNING & the BRAIN® participants only, to tour the Athinoula A. Martinos Imaging Center at the McGovern Institute for Brain Research at the [Massachusetts Institute of Technology](#), where you will see an fMRI brain scan in action. One volunteer from each tour group will be selected for the live scan of his/her own working brain, to be viewed by the group. Brain scans will take place **offsite** at the MIT campus in Cambridge, MA. The MIT imaging center building is easily accessible from the Westin Copley Place Hotel via public transit. Directions will be provided. Call 857-444-1500 x1 for availability. **(Space is limited. For conference registrants only.)**



CONFERENCE BEGINS AT 12:00 PM, NOVEMBER 22

All times are Eastern Standard Time.

SCHEDULE:

| | | |
|--------------------------|-----------------------|--------------------|
| Pre-Conference Workshops | Friday, November 22 | 8:00 AM – 11:00 AM |
| Conference Day 1 | Friday, November 22 | 12:00 PM – 5:15 PM |
| Conference Day 2 | Saturday, November 23 | 8:00 AM – 6:15 PM |
| Conference Day 3 | Sunday, November 24 | 8:30 AM – 12:30 PM |



3) REGULATED BRAINS: PROMOTING EQ IN STUDENTS & SCHOOL LEADERS



Keynote: **Creating an Emotional Intelligence Revolution in Our Schools**

Marc A. Brackett, PhD, Founding Director, Yale Center for Emotional Intelligence; Professor, Child Study Center, [Yale University](#); Co-Creator, The RULER Approach to Social and Emotional Learning; Host, “Dealing With Feelings” Podcast; Author, *Permission to Feel: Unlocking the Power of Emotions to Help Our Kids, Ourselves, and Our Society Thrive* (2019)



Keynote: **Emotional Agility**

Susan David, PhD, Instructor in Psychology and Award-Winning Psychologist, [Harvard Medical School](#); Co-Founder and Co-Director of the Harvard Institute of Coaching; Named one of the top 50 management thinkers in the world whose TED talk has more than 11 million views; Author, *Emotional Agility: Get Unstuck, Embrace Change, and Thrive in Work and Life* (2016)

A New Look at Self-Regulation

Tor D. Wager, PhD, Diana L. Taylor Distinguished Professor; Director, Cognitive and Affective Neuroscience Laboratory, [Dartmouth College](#); Co-Author, “Emotion Regulation and the Salience Network” (2023, *Nature Reviews Rheumatology*) and “Effects of Compassion Training in Brain Responses to Suffering Others” (2021, *Social Cognitive and Affective Neuroscience*)

A Practical Guide for Promoting Emotional Intelligence in Schools

David A. Adams, MEd, Senior Director of Strategy; Chief Executive Officer and Creator, Resilient Scholars Program, The Urban Assembly; Advisory Board Member, Emotion Regulation Benchmarks Project, Center for Emotional Intelligence, [Yale University](#); Member of the Board of Directors, Collaborative for Academic, Social, and Emotional Learning; Co-Author, *The Educator’s Practical Guide to Emotional Intelligence* (2020)

Transforming Schools:

How Fostering a Sense of Control Can Change the Lives of Students and Their Teachers

William R. Stixrud, PhD, Founder, The Stixrud Group; Faculty Member, Children’s National Medical Center; Assistant Professor of Psychiatry and Pediatrics, [George Washington University](#); Co-Author, *What Do You Say?: How to Talk With Kids to Build Motivation, Stress Tolerance, and a Happy Home* (2021) and *The Self-Driven Child: The Science and Sense of Giving Your Kids More Control Over Their Lives* (2019)

Emotional Resilience and Regulation: The Benefits of Mindfulness and Social Good

John D.E. Gabrieli, PhD, Professor of Brain and Cognitive Sciences; Director, MIT’s Integrated Learning Initiative, [Massachusetts Institute of Technology](#); Co-Author, “Social Good Reappraisal As a Novel and Effective Emotion Regulation Strategy” (2024, *PLoS One*) and “Mindfulness Supports Emotional Resilience in Children During the COVID-19 Pandemic” (2022, *MedRxiv*)

4) LEARNING BRAINS: ENGAGING EMOTIONS FOR MEMORY & LEARNING



Keynote: **Why Emotions Are Integral to Teaching**

Mary Helen Immordino-Yang, EdD, Fahmy and Donna Attallah Professor of Humanistic Psychology; Professor of Education, Psychology, and Neuroscience; Director, USC Center for Affective Neuroscience, Development, Learning, and Education (CANDLE), [University of Southern California](#); Author, *Emotions, Learning, and the Brain* (2015)

Engaging the Brain: Tapping Into the Power of Emotions for Learning

Allison S. Posey, MEd, Learning Design/Research Specialist, Center for Applied Special Technology (CAST); Former Science Teacher; Former Teaching Fellow, Mind, Brain, and Education Program, [Harvard Graduate School of Education](#); Author, *Engage the Brain: How to Design for Learning That Taps Into the Power of Emotions* (2018); Co-Author, *Unlearning: Changing Your Beliefs and Your Classroom With UDL* (2020)

The Intersection of Emotion and Memory

Elizabeth A. Phelps, PhD, Pershing Square Professor of Human Neuroscience, Department of Psychology, [Harvard University](#); Co-Author, “Hippocampus Guides Adaptive Learning During Dynamic Social Interactions” (2021, *Neuroscience*) and “Emotional Enhancement of Memory for Neutral Information” (2019, *Biological Psychology*)

Creating an Emotional Climate for Learning

Mariale M. Hardiman, EdD, Co-Founder and Director, Neuro-Education Initiative (NEI); Professor, School of Education, [Johns Hopkins University](#); Author, *The Brain-Targeted Teaching Model for 21st Century Schools* (2012) and *Connecting Brain Research With Effective Teaching: The Brain-Targeted Teaching Model* (2003)

5) THRIVING BRAINS: ENCOURAGING EMPATHY & CONFRONTING BULLYING



Keynote: **The Human Mind: Emotions, Empathy, and Evil**

Paul A. Bloom, PhD, Professor of Psychology, [University of Toronto](#); Brooks and Suzanne Ragen Professor Emeritus of Psychology, [Yale University](#); Author, *Psych: The Story of the Human Mind* (2023), *The Sweet Spot* (2021), *Against Empathy: The Case For Rational Compassion* (2016), and *Just Babies: The Origins of Good and Evil* (2013)



Keynote: **Thrivers: Teachable Traits to Ensure Students Thrive in Challenging Times**

Michele Borba, EdD, Psychologist; Educator; Empathy and Bullying Prevention Expert; Author, *Thrivers: The Surprising Reasons Why Some Kids Struggle and Others Shine* (2021), "Nine Competencies for Teaching Empathy" (2018, ASCD), *Unselfie: Why Empathetic Kids Succeed in Our All-About-Me World* (2016), and *No More Misbehavior* (2005)

Fostering Empathy and Emotional Awareness to Increase Kindness and Inclusion (K-8)

Christa M. Tinari, MA, Director, Contemplative-Based Resilience Project, The Garrison Institute; Nationally Recognized Specialist for Safe Schools and School Climate; President, PeacePraxis; Former Adjunct Instructor, [Temple University](#); Co-Creator of "The School Climate Thermometer"; Co-Author, *Create a Culture of Kindness in Middle School: 48 Character-Building Lessons to Foster Respect and Prevent Bullying* (2017)

Wired to Connect: The Neurobiology of Empathy and Why It Matters

Carl D. Marci, PhD, Physician; Scientist; Entrepreneur; Assistant Professor of Psychiatry, [Harvard Medical School](#); Board-Certified Psychiatrist, Massachusetts General Hospital; Chief Clinical Officer and Managing Director of Mental Health and Neuroscience, OM1; Past Visiting Lecturer, [Massachusetts Institute of Technology](#); Author, *Wired: Protecting Your Brain in the Digital Age* (2023)

Confronting Bullying: The Risks From Online, AI, and in Schools

Elizabeth K. Englander, PhD, Professor of Psychology; Executive Director, Massachusetts Aggression Reduction Center, [Bridgewater State University](#); Nationally Recognized Expert on Bullying and Cyberbullying; Founding Member, Social and Emotional Research Consortium; Author, *Bullying and Cyberbullying: What Every Educator and Parent Needs to Know* (2023, 2nd Edition) and *25 Myths About Bullying and Cyberbullying* (2020)

6) DEVELOPING BRAINS: EMOTIONS, READING, MEDIA, & MENTAL HEALTH

How Emotions Transform During Adolescence

Leah H. Somerville, PhD, Grafstein Family Professor of Psychology, [Harvard University](#); Director, Affective Neuroscience and Development Laboratory; Faculty, Center for Brain Science; Co-Author, "Shifting Qualities of Negative Affect Experiences Through Adolescence: Age Related Change and Associations With Functional Outcomes" (2023, *Emotion*), "Effects of Peer Observation on Risky Decision Making in Adolescence" (2022, *Psychological Bulletin*), and "Puberty: Your Brain on Hormones" (2021, *Frontiers for Young Minds*)

Adolescent Self-Regulation:

How the Teen Brain Manages Anxiety, Sadness, Anger, and the Challenges of Technology

William R. Stixrud, PhD, Clinical Neuropsychologist; Founder, The Stixrud Group; Faculty Member, Children's National Medical Center; Assistant Professor of Psychiatry and Pediatrics, [George Washington University](#); Co-Author, *What Do You Say?: How to Talk With Kids to Build Motivation, Stress Tolerance, and a Happy Home* (2021) and *The Self-Driven Child* (2019)

Mind Over Monsters: Supporting Youth Emotional and Mental Health

Sarah Rose Cavanagh, PhD, Senior Associate Director, Teaching and Learning, Center for Faculty Excellence; Associate Professor of Practice, Psychology Department, [Simmons College](#); Research Associate, Emotion, Brain, and Behavior Laboratory, [Tufts University](#); Author, *Mind Over Monsters: Supporting Youth Mental Health With Compassionate Challenge* (2023) and *The Spark of Learning* (2016)

Beyond Wired: Protecting the Brain in the Digital Age From Birth to Adulthood

Carl D. Marci, PhD, Physician; Scientist; Entrepreneur; Assistant Professor of Psychiatry, [Harvard Medical School](#); Board-Certified Psychiatrist, Massachusetts General Hospital; Chief Clinical Officer and Managing Director of Mental Health and Neuroscience, OM1; Past Visiting Lecturer, [Massachusetts Institute of Technology](#); Author, *Wired: Protecting Your Brain in the Digital Age* (2023)

Teaching Emotional (and Social) Skills Through Reading and Literacy

Mike Anderson, MS, Educational Consultant; Former Teacher and Literacy Instructor; Former Program Developer, Northeast Foundation for Children; Author, *Rekindle Your Professional Fire* (2024), *Tackling the Motivation Crisis* (2021), and *What We Say and How We Say It Matters: Teacher Talk That Improves Student Learning and Behavior* (2019)

For a complete list of speakers, go to [LearningAndTheBrain.com](#). Follow us on  X,  Facebook, and  Instagram.

EVENTS

MEETING OF THE MINDS – WINE & CHEESE RECEPTION

FRIDAY, NOVEMBER 22 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 at this wine and cheese reception.

Advance registration required on the registration form.

PRESENT A POSTER SESSION AT THE NOVEMBER CONFERENCE

Share and present your scientific research, successful programs, or interventions you have implemented in your school or district to improve student behavior; class management; emotion-regulation; emotional intelligence; trauma response; resilience; teens and media use; bullying and school climate; or emotional learning and memory. Submit a summary of your poster session for review to info@LearningAndTheBrain.com.

Proposal deadline is October 25, 2024. For more information, visit [LearningAndTheBrain.com](#), or call 857-444-1500 x1.

PRE-CONFERENCE WORKSHOPS (More In-Depth and Hands-on)

FRIDAY, NOVEMBER 22 8:00 AM – 11:00 AM

Cost per person: \$199. By advance registration. In-person only. (Select one of four. Cost is \$229 if not also attending the conference.)

1. Making Friends With AI: Timesaving Tools for Teachers

Busy educators need tools that support their planning and provide them with more time with students. While Artificial Intelligence (AI) has emerged as a promising solution, it can only help if we are willing to learn how to use it in ways that improve upon what we already do well. In this workshop, you will focus on the use of AI in helping you accomplish your tasks such as designing learning, evaluating learning, emotionally engaging students, and meeting individual student needs. **Douglas B. Fisher, PhD**, Chair, Department of Educational Leadership, [San Diego State University](#); Classroom Teacher, Health Sciences High and Middle College; Co-Author, *The Artificial Intelligence Playbook* (2024)

2. The Behavior Code: Practical Strategies for Reducing Anxiety and Challenging Behavior in Students

With up to one in three children struggling with anxiety in this country, overwhelmed adults require a new approach as well as a practical and easy-to-implement toolkit of strategies that work. Through the use of case studies, stories, and examples of everyday challenging situations, this workshop will provide easy-to-implement preventive tools, strategies, and interventions for reducing anxiety and increasing self-regulation and self-monitoring to improve behavior in students. **Jessica A. Minahan, PhD, BCBA**, Licensed and Board-Certified Behavior Analyst; Author, *The Behavior Code Companion* (2014); Co-Author, *The Behavior Code* (2012)

3. Developing Emotional Fluency: Learning From the Atlas of Emotions

Emotion regulation and compassion are easily trainable skills that will help you understand difficult emotions and even learn from them. In this workshop, you will learn about the “Atlas for Emotions” to help you understand the full range of emotions and develop a greater emotional vocabulary. You will practice emotion mapping to get greater insight into what causes different emotions and how we can respond more effectively to our students’ emotions and our own. **Eve Ekman, PhD, MSW**, Instructor, Contemplative Science Curriculum; Senior Fellow, Greater Good Science Center, [University of California, Berkeley](#); Co-Creator and Collaborator with her father, Renowned Emotions Researcher Dr. Paul Ekman, and the Dalai Lama on the “Atlas of Emotions” Project

4. Offsetting the Impacts of Stress and Trauma: Empowering Educators and Students Through the Brain-Based Neurosequential Model[®]

This workshop will focus on the Neurosequential Model in Education (NME) developed by Renowned Psychiatrist Dr. Bruce Perry, and ways to support ourselves and our students, in light of the stress and trauma in our classrooms. Discover how stress and trauma impacts students and educators and learn about tangible moves/shifts you can make to support your students. You will leave this workshop with an awareness of how you can create and foster environments in which stress is negated and buffered through practices that are biologically and developmentally matched to promote regulation and skill building. **Katie Lohmiller, DrPH**, Co-Founder and Director of Programing and Evaluation at Educational Access Group; and **Halley Gruber, MEd**, Co-Founder and Director of On-Site and Educational Support at Educational Access Group

REGISTER NOW FOR 2025 LEARNING & the BRAIN[®] CONFERENCES

TEACHING STRONGER BRAINS: PROMOTING STUDENT STRENGTHS, CHARACTER, COMPASSION, HOPE, AND AUTONOMY IN A DEFICIT AGE

FEBRUARY 20-22, 2025, IN SAN FRANCISCO, CA

Held at the historic Fairmont San Francisco Hotel



FEATURED SPEAKER: DACHER J. KELTNER, PHD

Director, Berkeley Social Interaction Laboratory, [University of California, Berkeley](#); Co-Director, Greater Good Science Center; Author, *Awe: The New Science of Everyday Wonder and How It Can Transform Your Life* (2023) and *Born to Be Good* (2009)



FEATURED SPEAKER: TEMPLE GRANDIN, PHD

Autism Self-Advocate; Professor of Animal Science, [Colorado State University](#); Member, American Academy of Arts and Sciences; Author, *Autism and Education: The Way I See It: What Parents and Teachers Need to Know* (2023) and *Visual Thinking* (2023)

THE SCIENCE OF LEARNING: USING SCIENCE TO INNOVATE AND TRANSFORM TEACHING, TESTING, TECHNOLOGY, AND LEADERSHIP

APRIL 25-27, 2025, IN NEW YORK, NY

Held at the Sheraton New York Times Square Hotel



FEATURED SPEAKER: ANDREW HARGREAVES, PHD

Thomas More Brennan Chair; Research Professor, Lynch School of Education, [Boston College](#); Visiting Professor, Director of Change, Engagement, and Innovation in Education, [University of Ottawa](#); Author, *Leadership From the Middle* (2023)



FEATURED SPEAKER: CARL HENDRICK, PHD

Professor of Education, [Academica University of Applied Sciences](#); Co-Author, *How Teaching Happens* (2022), *How Learning Happens* (2020), and *What Does This Look Like in the Classroom?: Bridging the Gap Between Research and Practice* (2017)

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