

WINTER CONFERENCE • SAN FRANCISCO, CA • FEBRUARY 20-22, 2025

CONFERENCE REGISTRATION FORM

OR REGISTER ONLINE AT LEARNINGANDTHEBRAIN.COM

Five ways to register:

Phone: (857) 444-1500 x1 or x2 **Email:** registration@LearningAndTheBrain.com **Fax:** (857) 357-7011
Postal mail: ERI • 78 Brooks Road, New Canaan, CT 06840 **Web:** LearningAndTheBrain.com

PLEASE PHOTOCOPY THIS FORM FOR EACH APPLICANT.

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

Register Me for the Conference:

\$ _____

Early Registration (THROUGH DECEMBER 6, 2024)	\$649 per person (\$549 per person for groups of 5+)
General Registration (THROUGH FEBRUARY 14, 2025)	\$699 per person (\$599 per person for groups of 5+)
Late Registration (AFTER FEBRUARY 14, 2025)	\$729 per person (\$629 per person for groups of 5+)

Register Me for a Thursday, February 20 Pre-Conference Workshop *Add \$30 if not attending the Feb. conference*

\$ _____

Please select one of five:

- | | | |
|--|--------------------|------------------|
| <input type="radio"/> Better Learning Through Structured Teaching | 8:00 am – 11:00 am | \$199 per person |
| <input type="radio"/> Transformative Teaching | 8:00 am – 11:00 am | \$199 per person |
| <input type="radio"/> Teaching With AI | 8:00 am – 11:00 am | \$199 per person |
| <input type="radio"/> Hopeful Schools | 8:00 am – 11:00 am | \$199 per person |
| <input type="radio"/> Awe in Education | 8:00 am – 11:00 am | \$199 per person |

Sign Me Up for Professional Development Credits

\$ _____

- Please send the certificate 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 San Francisco I plan to attend virtually

Register Me for the Reception

(FREE)

- Register me for the February 21 **Meeting of the Minds** Reception. (FREE)

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 Fairmont San Francisco is ADA compliant.

PAYMENT METHOD Check enclosed Purchase Order enclosed Credit Card (Circle one: VISA MC 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.** Early conference registration is \$649 (\$549 per person for groups of 5 or more when registering together) through December 6, 2024. General conference registration is \$699 per person (\$599 per person for groups of 5 or more when registering together) through February 14, 2025. After February 14, 2025, 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 February 14, 2025. No cancellations can be accepted after February 14, 2025. 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 December 6, 2024, or \$150 per person if you cancel after December 6, 2024, but by February 14, 2025.

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 TO STUDENT STRENGTHS AND CHARACTER

Americans are concerned that student character and autonomy are in decline. A [2023 Gallup Poll](#) found that 54% of Americans rated the state of moral character and values in the U.S. as poor, and 83% believed they were getting worse. Yet, a [2023 Congressional Medal of Honor Society Poll](#) found that nearly four in five Americans (79%) believe having strong values and character are important. Psychological research has shown that character strengths and strength-based education can increase resilience and achievement, and that autonomy and agency can foster intrinsic motivation. **This interdisciplinary conference will explore the “science of student brain strengths”; ways to create hopeful schools of character; and how to build learner ownership and self-direction. Learn how to provide strength-based teaching; promote character and honesty; strengthen neurodiverse students through their abilities; cultivate gratitude and wonder; harness the power of hope for student success; use the brain’s hidden talents; and foster agency and autonomy to motivate learners in today’s disengaged, dependent, and deficit-focused age.**

LEARNING OBJECTIVES

You will gain knowledge about:

- ✓ The science of student brain strengths in a deficit-focused age
- ✓ Using strength-based approaches to teaching and intervention
- ✓ Strategies to promote character, virtues, and honesty in schools
- ✓ Focusing on the talents, intelligence, and abilities of neurodiversity
- ✓ Cultivating compassion, gratitude, and awe to boost student resilience
- ✓ The power of hope in thriving and creating hopeful schools and leaders
- ✓ Promoting intellectual virtues, learner ownership, and self-direction
- ✓ Fostering reading, agency, and autonomy in a dependent world
- ✓ Liberating the brain’s hidden assets, talents, and potential
- ✓ Understanding academic integrity, cheating, and AI



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

CO-SPONSORS

Graduate School of Education, **Stanford University**
Greater Good Science Center, **University of California, Berkeley**
Neuroscape, **University of California, San Francisco**
School Development Program, **Yale University**
The Neuro-Education Initiative, **Johns Hopkins School of Education**
National Association of Elementary School Principals (**NAESP**)
National Association for Secondary School Principals (**NASSP**)

LEARNING & the BRAIN® Foundation

WHO SHOULD ATTEND

Curriculum, Staff Developers
Speech-Language Pathologists
PreK-12 Teachers, Administrators
Psychologists, School Psychologists
Learning Specialists, Special Educators
Early Childhood Educators, Professionals
Reading, SEL, Technology, Inclusion Teachers
Neurodiversity, ADHD, Autism Support Staff
Superintendents, Principals, School Heads
College, University Professors

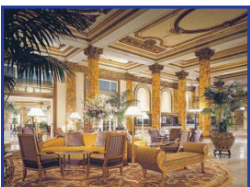
EARN PROFESSIONAL DEVELOPMENT CREDIT

Professional Development Credit: Earn 15-18 hours toward professional development credit for educators, psychologists, speech-language professionals, and others by attending in-person or virtually. 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 HISTORIC FAIRMONT SAN FRANCISCO – SPECIAL RATES



Save on hotel costs by booking a room at a discounted conference rate. LEARNING & the BRAIN® has negotiated discounted rates at the Fairmont Hotel, the site of the conference, and several nearby hotels. **Please access LearningAndTheBrain.com for information on how to make reservations and room availability.** If you have trouble making reservations, please call the L&B information line at 857-444-1500 x1 for additional hotel options. LEARNING & the BRAIN® conference hotels are conveniently located atop Nob Hill and in the Union Square area close to cable car routes, shopping, and the sights of San Francisco.



HYBRID LEARNING & the BRAIN® CONFERENCE

70TH International Conference for PreK Through University Educators, Clinicians, and Parents

February 20-22, 2025 • At The Historic Fairmont Hotel, **San Francisco, CA** • Or Virtually From Home

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



Dacher J. Keltner, PhD

Director, Berkeley Social Interaction Lab., UC Berkeley; Co-Director, Greater Good Science Center; Author, *Awe: The New Science of Everyday Wonder and How It Can Transform Your Life* (2023)

TEACHING STRONGER BRAINS: PROMOTING STUDENT STRENGTHS, CHARACTER, GRATITUDE, HOPE, AND AGENCY IN A DEFICIT-FOCUSED AGE

Explore the latest research on:

Hacking Our Deficit Thinking

Creating Schools of Character

The Science of Gratitude and Awe

Promoting Student Brain Strengths

Focusing on Neurodiverse Abilities

Building Hopeful Kids and Schools

Academic Integrity and AI

Fostering Learner Autonomy

Using Strength-Based Teaching

Unlocking the Brilliance in Autism

Liberating the Brain's Hidden Assets

Honesty and Student Character

Student Agency and Reading

Teaching Intellectual Virtues

Presort Standard
U.S. Postage
PAID
Hartford, CT
Permit No. 1382

EARN PROFESSIONAL DEVELOPMENT CREDIT AT THIS HYBRID CONFERENCE

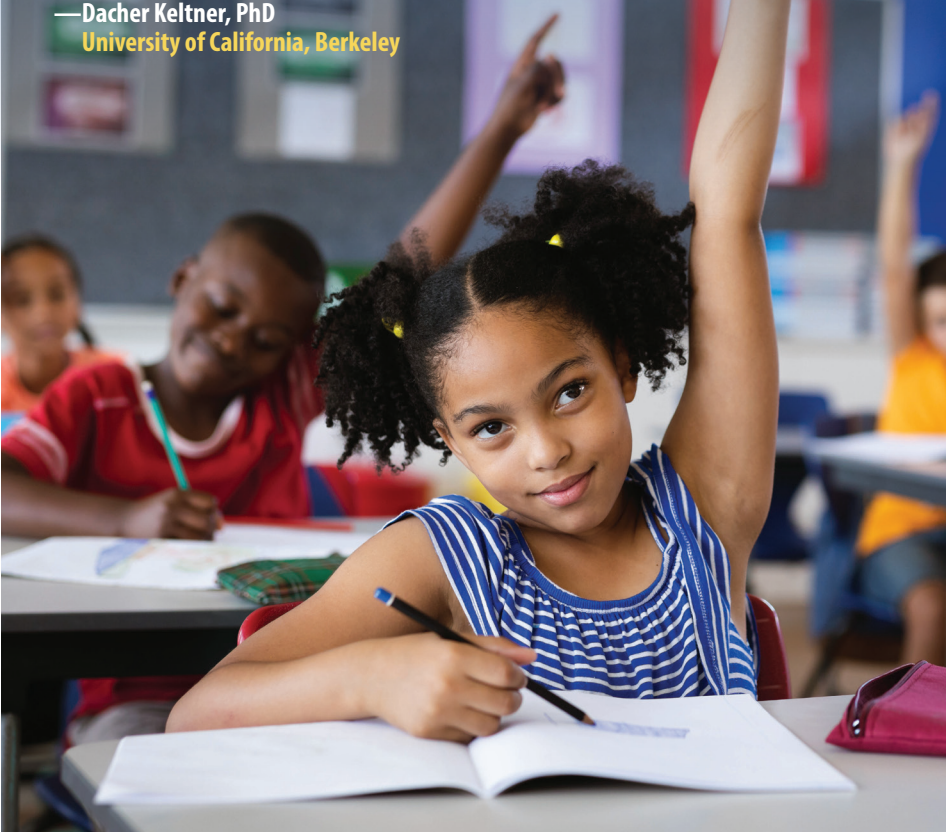
UPCOMING SPRING 2025 L&B CONFERENCE:

New York, NY • April 25-27, 2025

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

“Wonder, the mental state of openness, questioning, curiosity, and embracing mystery, arises out of experiences of awe. People who find more everyday awe are more open to new ideas and to the strengths and virtues of other people.”

—Dacher Keltner, PhD
University of California, Berkeley



TEACHING STRONGER BRAINS: PROMOTING STUDENT STRENGTHS, CHARACTER, GRATITUDE, HOPE, AND AGENCY IN A DEFICIT-FOCUSED AGE

AT THE HISTORIC FAIRMONT HOTEL ATOP NOB HILL
IN SAN FRANCISCO, CA, OR VIRTUALLY FROM HOME

FEBRUARY 20-22, 2025

Pre-Conference Workshops: February 20

Early Registration Deadline: December 6, 2024

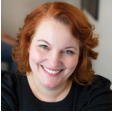


WINTER HYBRID LEARNING & the BRAIN® CONFERENCE

CONFERENCE PROGRAM TOPICS

WITH A DISTINGUISHED FACULTY

1) STRONGER BRAINS: TEACHING TO STRENGTHS IN A DEFICIT-FOCUSED AGE



Featured: How Every Brain Is Different: Celebrating Our Students' Strengths in Schools
Chantel S. Prat, PhD, Professor of Psychology, Neuroscience, and Linguistics, [University of Washington](#); Co-Director and Principal Investigator, Cognitive and Cortical Dynamics Laboratory; Author, *The Neuroscience of You: How Every Brain Is Different and How to Understand Yours* (2022)



Featured: Hacking Deficit Thinking: Strategies for Strength-Based Practices
Byron M. McClure, EdD, NCSP, Nationally Certified School Psychologist; Founder, School Psych AI; Former Director of Innovation and Founder, Lessons in SEL at 7 Mindsets; Recipient of the 2022 "Black SEL Summit" Award; Co-Author, *Hacking Deficit Thinking: 8 Reframes That Will Change the Way You Think About Strength-Based Practices and Equity in Schools* (2022)

Teaching to Every Student's Strengths: Liberating the Brain's Hidden Assets and Talents

Layne M. Kalbfleisch, PhD, MEd, Owner/Founder of 2E Consults® LLC; Former Professor of Educational Psychology and Neuroscience, [George Mason University](#); Author, *Teaching to Every Kid's Potential: Simple Neuroscience Lessons to Liberate Learners* (2021) and "Twice-Exceptional Students: Gifted Students With Learning Disabilities" (2013, *Fundamentals of Gifted Education*)

The Strength-Based Teacher

David B. Daniel, PhD, Conference Chair; Professor of Psychology, [James Madison University](#); Former Executive Director, International Mind, Brain, and Education Society; Former Managing Editor, *Mind, Brain, and Education Journal*; Recognized among the "Top 1% of Educational Researchers Influencing Public Debate" in the US; Co-Author, "Toward an Ecological Science of Teaching" (2021, *Canadian Psychology*)

Your Child's Strengths: A Teacher's Guide to Discover, Develop, and Use Them in School

Jenifer M. Fox, MEd, Strength-Based Educator; Poet; Artist; Curriculum Developer; Educational Consultant for PreK-12; Founder and Head of School, The Delta School, whose curriculum focuses around strength-based teaching; Author, *My West* (2023) and *Your Child's Strengths: A Guide for Parents and Teachers* (2009); Co-Author, *The Differentiated Instruction Book of Lists* (2011)

Strength-Based Microhabits to Thrive as an Educator

Rebecca A. Branstetter, PhD, Licensed School Psychologist; Founder, Thriving Students Collective; Contributor, Greater Good Science Center, [University of California, Berkeley](#); Former Clinical Psychologist, UCSF Autism Clinic, [University of California San Francisco](#); Author, *Small Habits Create Big Change* (2024), *The Thriving School Psychologist* (2020), and *The Conscious Parent's Guide to ADHD* (2015)

2) HIDDEN BRAIN STRENGTHS: FOCUSING ON ABILITIES IN NEURODIVERSITY



Featured: Autism and Education: Focusing on the Strengths of Neurodiverse Students
Temple Grandin, PhD, Autism Self-Advocate; Animal Scientist; Professor of Animal Science, [Colorado State University](#); Member, American Academy of Arts and Sciences; Author, *Autism and Adolescence—The Way I See It: What Teens and Adults Need to Know* (2024), *Autism and Education: The Way I See It: What Parents and Teachers Need to Know* (2023), *Visual Thinking* (2023), and *Thinking in Pictures* (2006); Co-Author, *Different Kinds of Minds* (2023) and *The Autistic Brain* (2013)



Featured: Divergent Minds: The Power of Nuance and Neurodiversity in a World Desperate for Critical Thinking
Jenara Nerenberg, MS, Founder and Host, The Neurodiversity Project; Producer; Award-Winning Writer; Literary Series Producer, Greater Good Science Center, [University of California, Berkeley](#); Author, *Divergent Mind: Thriving in a World That Wasn't Designed for You* (2020) and "How to Find Strength in Being Different" (2020, *Greater Good Magazine*)

A Strength-Based Model of Neurodiversity

Lawrence K. Fung, MD, Principal Investigator, Fung Lab; Director, Stanford Neurodiversity Project; Director, Neurodiversity Clinic; Associate Professor, Department of Psychiatry and Behavioral Sciences, [Stanford University](#); Author, "Strength-Based Models and Neurodiversity" (2024, *Neurodiversity and Work*); Co-Author, "Neurodiversity: An Invisible Strength?" (2022, *JOM*)

Hidden Brilliance: Unlocking the Intelligence, Talents, and Strengths of Autism

Lynn K. Koegel, PhD, CCC-SLP, Clinical Professor of Psychiatry and Behavioral Sciences, Department of Child and Adolescent Psychiatry and Child Development, [Stanford School of Medicine](#); Co-Author, *Hidden Brilliance: Unlocking the Intelligence of Autism* (2023), *Pivotal Response Treatment for Autism Spectrum Disorders* (2018), *Overcoming Autism* (2014), and *Growing Up on the Spectrum* (2010)

Character Strengths and Abilities Within Disabilities and Learned Hopefulness

Daniel J. Tomsulo, PhD, Professor, Academic Director and Core Faculty, Spirituality Mind Body Institute, [Teachers College, Columbia University](#); Author, *The Positivity Effect* (2023), *Learned Hopefulness* (2020), *Confessions of a Former Child* (2008), and *Action Methods in Group Psychotherapy* (1998); Co-Author, *Character Strengths and Abilities Within Disabilities* (2023) and *Healing Trauma* (2005)

Seeing the Hidden Strengths and Potential in Neurodiversity in an AI Age

John T. Spencer, EdD, Assistant Professor of Education, [George Fox University](#); Technology Specialist; Author, *The A.I. Roadmap* (2023) and *Vintage Innovation* (2019); Co-Author, *New Teacher Mindset* (2024) and *Empower: What Happens When Students Own Their Learning* (2017)



CONFERENCE BEGINS AT 12:00 PM ON THURSDAY, FEBRUARY 20

All times are Pacific Standard Time



3) STRONGER MINDS: CULTIVATING WONDER & GRATITUDE FOR RESILIENCE



Featured: The Science of Rewiring Brains for Compassion, Optimism, Gratitude, and Awe
Dacher J. Keltner, PhD, Professor of Psychology; Director, Berkeley Social Interaction Laboratory; Co-Director, Greater Good Science Center, [University of California, Berkeley](#); Author, *Awe: The New Science of Everyday Wonder and How It Can Transform Your Life* (2023) and *Born to Be Good: The Science of a Meaningful Life* (2009); Co-Editor, *The Gratitude Project* (2020) and *The Compassionate Instinct: The Science of Human Goodness* (2010)

The Psychology of Gratitude and Well-Being

Michael E. McCullough, PhD, Professor of Psychology; Director, Evolution and Human Behavior Lab., [University of California, San Diego](#); Author, *The Kindness of Strangers: How a Selfish Ape Invented a New Moral Code* (2020) and *Beyond Revenge: The Evolution of the Forgiveness Instinct* (2008); Co-Author, *To Forgive Is Human* (2009) and *The Psychology of Gratitude* (2004)

Practicing Bold Gratitude to Optimize Happiness, Relationships, and Performance

Lainie J. Rowell, MA, Institute for Leadership Development Consultant, Orange County Department of Education; Author, *Evolving With Gratitude: Small Practices in Learning Communities That Make a Big Difference With Kids, Peers, and the World* (2022); Co-Author, *Evolving Learner: Shifting From Professional Development to Professional Learning From Kids, Peers, and the World* (2020)

Gratitude in Schools: The Science of Building Character

Giacomo Bono, PhD, Professor of Psychology, College of Natural and Behavioral Sciences, [California State University, Dominguez Hills](#); Director, "The Youth Gratitude Project"; Author, *Thanks! A Strength-Based Gratitude Curriculum for Tweens and Teens* (2018); Co-Author, "Gratitude in School: Benefits to Students and Schools" (2022, *Handbook of Positive Psychology in Schools*), "A Playbook for Character" (2021, *Character Lab/McGraw Hill*), and *Making Grateful Kids: The Science of Building Character* (2014)

4) STRONGER SCHOOLS: PROMOTING CHARACTER EDUCATION & HONESTY



Featured: Conscience: The Social Brain and Social Learning

Patricia S. Churchland, BPhil, Professor Emerita of Philosophy, [University of California, San Diego](#); Winner of the "MacArthur Prize" in 1991 and the "Rossi Prize" for Neuroscience in 2008; Author, *Conscience: The Origins of Moral Intuition* (2019), *Touching a Nerve* (2013), *Braintrust: What Neuroscience Tells Us About Morality* (2011), and *Brain-Wise* (2002)



Featured: The Science of Character: PRIMED for Changing the Character of Schools

Marvin W. Berkowitz, PhD, Founding Professor of Psychology; Retired Sanford N. McDonnell Endowed Professor of Character Education; Co-Director of the Center for Character and Citizenship, [University of Missouri-St. Louis](#); Member, Board of Directors, *Character.org*; Author, *PRIMED for Character Education: Six Design Principles for School Improvement* (2021)

Academic Integrity: From Threat to Opportunity With AI in Education

Denise C. Pope, PhD, Senior Lecturer, Graduate School of Education, [Stanford University](#); Co-Founder, Challenge Success; Co-Host, "School's In" Podcast; Author, *Doing School* (2001); Co-Author, "Cheating in the Age of Generative AI: A High School Survey Study of Cheating Behaviors Before and After the Release of ChatGPT" (2024, *Computers and Education: Artificial Intelligence*)

The Character Gap: How Good Are We? and The Philosophy and Psychology of Honesty

Christian B. Miller, PhD, A.C. Reid Professor of Philosophy, [Wake Forest University](#); Director, "The Honesty Project"; Past Director, "The Character Project"; Science Contributor, *Forbes*; Author, *Honesty: The Philosophy and Psychology of a Neglected Virtue* (2023), "Technology and the Virtue of Honesty" (2023, *Technology Ethics*), *Moral Psychology* (2021), *The Character Gap: How Good Are We?* (2017), and *Character and Moral Psychology* (2014); Co-Author, *Integrity, Honesty, and Truth Seeking* (2020)

Teaching for Intellectual Virtues: What, Why, and How

Jason S. Baehr, PhD, Professor of Philosophy, [Loyola Marymount University](#); Founder, Intellectual Virtues Academy of Long Beach; Administrator, Educating for Intellectual Virtues; Author, *Deep in Thought: A Practical Guide to Teaching for Intellectual Virtues* (2021) and "Intellectual Virtues, Critical Thinking, and the Aims of Education" (2019, *Routledge Handbook of Social Epistemology*)

CONFERENCE
SCHEDULE:

Pre-Conference Workshops

Thursday, February 20

8:00 AM – 11:00 AM

Conference Day 1

Thursday, February 20

12:00 PM – 6:00 PM

Conference Day 2

Friday, February 21

8:00 AM – 5:15 PM

Conference Day 3

Saturday, February 22

9:00 AM – 2:30 PM

5) STRONGER STUDENTS: CREATING HOPEFUL SCHOOLS IN A CYNICAL AGE



Featured: Hope for Cynics: The Surprising Science of Human Goodness

Jamil Zaki, PhD, Director, Social Neuroscience Lab.; Professor, Department of Psychology, [Stanford University](#); Author, *Hope for Cynics: The Surprising Science of Human Goodness* (2024) and *The War for Kindness: Building Empathy in a Fractured World* (2019); Co-Author, "A Brief Intervention to Motivate Empathy Among Middle School Students" (2022, *Experimental Psychology*)



Featured: The Science and Power of Hope

Chan M. Hellman, PhD, Professor, Anne and Henry Zarrow School of Social Work; Founding Director, The Hope Research Center, [University of Oklahoma](#); Recognized as one of the world's leading hope scholars; Developer of the evidence-based Hope Centered, Trauma Informed® curriculum; Co-Author, *Hope Rising: How the Science of Hope Can Change Your Life* (2018)

The Hopeful Brain: Building Schools and Classrooms of Hope

Cathleen G. Beachboard, MA, Founder, The School of Hope LLC; Developer, Building H.O.P.E.® Framework; Strategic Instructional Model Professional Developer, [University of Kansas](#); Author, *The Hopeful Brain: Unlocking the Mental Power of Motivation, Success, and Happiness* (Forthcoming) and *The School of Hope: The Journey From Trauma and Anxiety to Achievement, Happiness, and Resilience* (2022)

The Power of Hope in Education

Crystal I. Bryce, PhD, Associate Professor; Associate Dean of Student Affairs, School of Medicine, [University of Texas at Tyler](#); Co-Author, "Social Support and Positive Future Expectations, Hope, and Achievement Among Latinx Students" (2024, *Social and Personal Relationships*)

6) STRONGER LEARNERS: FOSTERING AGENCY & AUTONOMY TO MOTIVATE



Featured: The Power of Student Agency

Anindya Kundu, PhD, Assistant Professor of Educational Leadership, [Florida International University](#); Presenter of TED talks with over 6 million views; Author, *The Power of Student Agency: Looking Beyond Grit to Close the Opportunity Gap* (2020) and "Making Distance Learning Vibrant: Student Agency Is Key" (2020, *Education Week*); Co-Author, "Grit and Agency" (2017)

Evolving Learners: Inquiry-Based Strategies to Cultivate Strengths, Compassion, and Autonomy

Lainie J. Rowell, MA, Institute for Leadership Development Consultant, Orange County Department of Education; Co-Author, *Evolving Learner: Shifting From Professional Development to Professional Learning From Kids, Peers, and the World* (2020)

Building Student Ownership and Self-Direction

John T. Spencer, EdD, Assistant Professor of Education, [George Fox University](#); Technology Specialist; Former 6-8 Grade Teacher; Author, *The A.I. Roadmap* (2023) and *Vintage Innovation: Leveraging Retro Tools and Classic Ideas to Design Deeper Learning Experiences* (2019); Co-Author, *New Teacher Mindset* (2024), *Empower: What Happens When Students Own Their Learning* (2017), and *LAUNCH* (2016)

Locating and Growing Student Agency in the Science of Reading and in Classrooms

Margaret Vaughn, PhD, Professor of Language, Literacy, and Technology, College of Education, [Washington State University](#); Author, *Student Agency in the Classroom: Honoring Student Voice in the Curriculum* (2021) and "What Is Student Agency and Why Is It Needed Now More Than Ever?" (2020, *Student Agency: Theory Into Practice*); Co-Author, *Overcoming Reading Challenges* (2024)

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

REGISTER NOW FOR OUR SPRING LEARNING & the BRAIN® CONFERENCE



THE SCIENCE OF LEARNING:

USING RESEARCH TO INNOVATE AND TRANSFORM TEACHING, EDTECH, AND SCHOOL LEADERSHIP FOR THE FUTURE

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

Held at the Sheraton New York Times Square Hotel

FEATURED SPEAKERS INCLUDE:



ANDRE A. FENTON, PHD

Professor of Neural Science, [New York University](#); Director, Fenton Lab.; Co-Host of "NOVA Wonders" on PBS; Co-Author, "Navigating Clues to Success in Academia" (2021, *Neuron*)



PATRICIA K. KUHL, PHD

Co-Director, Institute for Learning and Brain Sciences, [University of Washington](#); Co-Author, *Developing Minds in the Digital Age: Towards a Science of Learning for 21st Century Education* (2019)

See [LearningAndTheBrain.com](#) for more information.

THURSDAY, FEBRUARY 20 8:00 AM – 11:00 AM

Cost per person: \$199. By advance registration only. In person only. Select one of five. (Add \$30 if not also attending the conference.)

1. Better Learning Through Structured Teaching:

A Framework for the Gradual Release of Responsibility

To gradually release responsibility is to equip students with what they need to be engaged and self-directed learners. On a day-to-day level, it means delivering lessons purposefully planned to incorporate four essential and interrelated instructional phases: Focused Instruction; Guided Instruction; Collaborative Learning; and Independent Learning. In this workshop, you will learn tips and tools for classroom implementation, including checklists for planning and assessment; advice on feedback, homework, group work, differentiated instruction, and blended learning; answers to frequently asked questions; and examples that align to standards. No matter what year level or subject you teach, this workshop will guide you on how to help students expand their capacity for successful and long-lasting learning. **Douglas B. Fisher, PhD**, Chair, Department of Educational Leadership, [San Diego State University](#); Classroom Teacher, Health Sciences High and Middle College; Co-Author, *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility* (2021)

2. Transformative Teaching: Shaping and Strengthening Today's Classrooms Culturally, Emotionally, and Academically

This workshop will explore the multifaceted needs of our diverse student body across three key areas: emotional well-being, cultural awareness, and academic achievement. These interconnected areas are essential for nurturing the whole student, ensuring they not only survive but thrive in our classrooms and beyond. By gaining a nuanced understanding of these areas and incorporating brain-based teaching strategies and strengths that support both mindsets and skill sets, you will gain practical insights into integrating these components into your teaching. The strategies presented are practical and actionable, empowering you to create an inclusive and transformative classroom environment where every learner has the opportunity to thrive. **Kathleen M. Kryza, MA**, Master Teacher; CIO, Infinite Horizons; and **MaryAnn Brittingham, MS**, Professional Development Consultant; Graduate Course Instructor, [State University of New York at New Paltz](#); Co-Authors, *Transformative Teaching: Changing Today's Classrooms Culturally, Academically, and Emotionally* (2015)

3. Teaching With AI: How Should Educators Respond to the AI Revolution?

The A.I. Revolution is here. For some, it's exciting. For others, it feels terrifying. Still others feel baffled and confused by it. Many educators feel a mix of all three emotions. But one thing is clear. It's here and it's not going away. In this workshop, you will explore how to adapt and change as you navigate the new terrain of an AI world. You will explore the human skills students will need in a world of smart machines. Ultimately, you will be reminded of the hope and humanity we continue to have in a time of epic change. **John T. Spencer, EdD**, Assistant Professor of Education, [George Fox University](#); Technology Specialist; Former 6-8 Grade Teacher; Co-Founder/ Tech Developer, "Write About"; Author, *The A.I. Roadmap* (2023) and *Vintage Innovation: Leveraging Retro Tools and Classic Ideas to Design Deeper Learning Experiences* (2019); Co-Author, *New Teacher Mindset* (2024), *Empower: What Happens When Students Own Their Learning* (2017), and *LAUNCH: Using Design Thinking to Boost Creativity and Bring Out the Maker in Every Student* (2016)

4. Hopeful Schools: Building Hope and Resilience in Ourselves and Our Students

Explore the essential elements of hope, mindset, grit, and resilience in this transformative workshop. Learn how these interconnected qualities empower individuals to overcome challenges and thrive in a changing world, and gain practical strategies for helping others—children, friends, colleagues—develop this extraordinary strength. **Kevin D. Washburn, EdD**, Educator; Executive Director of Clerestory Learning; Cofounder/Co-Owner of Make Way for Books; Developer of the Architecture of Learning instructional design model, the Foundations and Frameworks instructional reading program, and the Writer's Stylus instructional writing program; Author, *Uprise: Building Resilience in Ourselves and Others* (2024) and *The Architecture of Learning: Designing Instruction for the Learning Brain* (2010)

5. Awe in Education: Creating Learning Environments That Inspire, Motivate, and Heal

Join Drs. Amy Eva and Vicki Zakrzewski from the Greater Good Science Center's Education team in exploring how to apply the cutting-edge science of awe in classrooms and schools. Learn how awe enhances academic learning, motivation, and student and teacher well-being—and how you can create inspiring educational environments, filled with curiosity, discovery, and "awesome" possibility. You will learn about the eight wonders of awe, explore how awe benefits our brains and bodies, and find real-life examples and practices to help you bring more inspiration, meaning, and purpose to your students. **Vicki Zakrzewski, PhD**, Education Director, Greater Good Science Center, [University of California, Berkeley](#); and **Amy L. Eva, PhD**, Associate Education Director; Education Content Specialist, Greater Good Science Center, [University of California, Berkeley](#); Former Teacher; Author, *Teaching With Hope: Reducing Burnout and Deepen Your Well-Being* (2024); Co-Author, *Surviving Teacher Burnout: A Weekly Guide to Build Resilience, Deal With Emotional Exhaustion, and Stay Inspired in the Classroom* (2022)

SPECIAL EVENTS

MEETING OF THE MINDS RECEPTION

FRIDAY, FEBRUARY 21 from 5:15 PM - 6:15 PM — Free and Open to All Attendees

Take this opportunity to meet other attendees and some of the nation's brightest minds and enjoy complimentary wine and cheese.

Advance registration required on the registration form.

PRESENT A POSTER SESSION AT THE FEBRUARY CONFERENCE

Share and present your scientific research or successful programs you implement in your classrooms or schools using strength-based teaching or strength-based interventions for neurodiverse students; promoting compassion, gratitude, awe, or hope in the classroom; creating character education programs; or building agency or autonomy in students. Submit a summary of your poster session for review to info@LearningAndTheBrain.com.

Proposal deadline is January 24, 2025. For more information, visit LearningAndTheBrain.com, call 857-444-1500 x1.