

ON-SITE PROFESSIONAL DEVELOPMENT



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For more information, visit LearningAndTheBrain.com/on-site-pd or send inquiries to onsitepd@LearningAndTheBrain.com.

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NOV. 12-14, 2026 • AUSTIN, TX

At the Hilton Austin



FEB. 12-14, 2027 • SAN FRANCISCO, CA

At the Historic Fairmont Hotel



APRIL 15-17, 2027 • NEW YORK, NY

At the Sheraton New York Times Square Hotel

Please check the LearningAndTheBrain.com website later this year for more details.

LEARNING & *the BRAIN*® 2026 SUMMER INSTITUTES



L&B Summer Institutes extend the L&B conferences and provide personalized training and practical applications. These in-person institutes are limited in size for a more in-depth experience, so register soon.

For additional Institutes, visit LearningAndTheBrain.com.

IN-PERSON SUMMER INSTITUTES IN SANTA BARBARA, CA

NEUROSCIENCE FOR OPTIMAL LEARNING: STRATEGIES FOR DEVELOPING STUDENTS' ATTENTION, EMOTIONAL STRENGTHS, MEMORY, AND EXECUTIVE FUNCTIONS

JULY 13-17

Workshop Leader: **Judy A. Willis, MD, MEd**, Board-Certified Neurologist; Former Teacher

EXECUTIVE SKILLS IN THE CLASSROOM:

APPLYING STRATEGIES TO HELP STUDENTS IMPROVE EXECUTIVE FUNCTIONS

JULY 13-17

Workshop Leader: **George M. McCloskey, PhD**, Professor and Director of School Psychology Research, School of Applied and Professional Psychology, [Philadelphia College of Osteopathic Medicine](#)

FROM THEORY TO PRACTICE:

FOUNDATIONS OF THE SCIENCE OF LEARNING

JULY 20-24

Workshop Leader: **Jared Cooney Horvath, PhD, MEd**, Director, LME Global; Neuroscientist

EXECUTIVE FUNCTIONS AND READING, WRITING, AND MATH:

A NEUROPSYCHOLOGICAL PERSPECTIVE

JULY 20-24

Workshop Leader: **George M. McCloskey, PhD**, Professor and Director of School Psychology Research, School of Applied and Professional Psychology, [Philadelphia College of Osteopathic Medicine](#)

IN-PERSON SUMMER INSTITUTES IN BOSTON, MA

THE NEUROSCIENCE OF READING:

USING RESEARCH TO UNDERSTAND READING ACQUISITION AND DISORDERS

JULY 13-16

Workshop Leaders: **Joanna A. Christodoulou, EdD**, Professor, [MGH Institute of Health Professions](#); and **John D. E. Gabrieli, PhD**, Professor of Brain and Cognitive Sciences, [Massachusetts Institute of Technology](#)

A TEACHER'S GUIDE TO THE LEARNING BRAIN:

TRANSLATING PSYCHOLOGY AND NEUROSCIENCE RESEARCH FOR THE CLASSROOM

JULY 20-23

Workshop Leader: **Andrew C. Watson, MEd**, Founder and President, Translate the Brain; Former Teacher

REGISTER NOW FOR OUR 2026 WEBINAR SERIES



LEARNING & *the BRAIN*® is offering a series of LIVE webinars on Saturday mornings in the first half of 2026 on topics such as reading, math, science of learning, adolescent learning, and applying AI to assessments.

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Visit LearningAndTheBrain.com for more information.

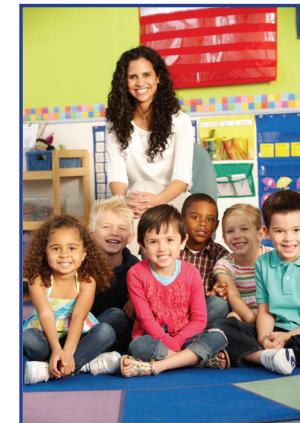
USING BRAIN SCIENCE TO BOOST EXECUTIVE SKILLS

Students' executive function skills have declined since the pandemic. Researchers, including MIT Cognitive Neuroscientist Nancy Tsai in her 2024 Working Paper, have found that student executive functioning has worsened across all grades and demographics due to the pandemic slump, especially in memory and "flexible thinking" skills. Yet, research shows these cognitive abilities are the master keys to success—predicting everything from kindergarten readiness and academic performance to better adult health and higher socioeconomic status. This important interdisciplinary conference will decode the science of the brain's "Traffic Control Center", exploring the crucial interconnecting links between cognitive control, emotions, memory, attention, ADHD, and achievement. Discover breakthrough interventions and evidence-based strategies—leveraging neuroscience, exercise, games, play, AI, and Apps—to powerfully boost student sustained attention, emotion regulation, cognitive control, and flexible thinking. Learn how to develop executive skills and create thinking, self-regulated writers and readers in the classroom.

LEARNING OBJECTIVES

You will gain knowledge about:

- ✓ Using brain science to maximize memory and attention
- ✓ Ways experience, exercise, and play shape executive skills
- ✓ Strategies to support executive function in PreK-12 classrooms
- ✓ How the brain organizes and completes tasks and reaches goals
- ✓ Training the brain to improve EF skills with games, AI, VR, and Apps
- ✓ Teens, technology, healthy emotional development, and self-regulation
- ✓ Ways to declutter brains and boost focus despite stress and distractions
- ✓ Strategies to manage cognitive load and empower emotion regulation
- ✓ Promoting flexible thinking and adapting to struggle and challenges
- ✓ The Science of Reading and developing self-regulated writers



*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 New York or watch the sessions comfortably from your home, or your hotel room. All conference talks will be recorded and made available to stream for 45 days after the conference. For more information, visit LearningAndTheBrain.com or call 857-444-1500 x1.

CO-SPONSORS

Neuroscience and Education Program,

Teachers College, Columbia University

Mindful Education Lab,

New York University

School Development Program, **Yale University**

The Neuro-Education Initiative,

Johns Hopkins Graduate School of Education

National Association for 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, Special Needs Professionals

Behavior, ADHD, Anxiety Counselors/Staff

Superintendents, Principals, School Heads

Reading, Writing, Technology Teachers

Social Workers, School Counselors

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. 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 Credits: Please visit LearningAndTheBrain.com for more information on courses registered to offer ASHA CEUs.



STAY IN THE HEART OF NEW YORK CITY – SPECIAL HOTEL RATES



Save on hotel costs by booking a room at a discounted conference rate. Call the Sheraton New York Times Square Hotel (site of the conference) at 888-627-7067 and refer to "LEARNING & the BRAIN" or book online via LearningAndTheBrain.com. The discounted rate of \$324 per night (plus taxes) will no longer apply when the block is full, or after April 1. If the hotel block is filled, or you are looking for a lower rate, please call L&B at 857-444-1500 x1 or visit our website for additional hotel options. Located in Midtown Manhattan a few blocks from the Theater District, Rockefeller Center, Carnegie Hall, and Central Park, the Sheraton hotel is ideally located to see the sights of NYC.



HYBRID LEARNING & *the* BRAIN® CONFERENCE

74TH International Conference for PreK Through University Educators, Clinicians, and Parents
April 16-18, 2026 • At the Sheraton New York Times Square, **New York, NY** • Or Virtually From Your Home

TEACHING EXECUTIVE SKILLS: APPLYING BRAIN SCIENCE TO BOOST MEMORY, ATTENTION, AND EMOTION REGULATION FOR LEARNING

Presented by:
Educator Resources, Inc.
78 Brooks Road
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Explore the latest research on:

Improving Working Memory

The Science of Executive Brains

Ways Experience Shapes EF Skills

How Your Brain Gets Things Done

Boosting Focus Despite Distractions

The Effect of Emotions on Memory

Supporting EF Skills in Classrooms

Reading, Writing, and Thinking

Training Brains With AI and Apps

Deduttering Our Students' Minds

Maximizing Memory and Attention

Managing and Regulating Emotions

Adapting to Struggle and Challenges

Teens, Technology, and Self-Control

Tasks, Goals, and Cognitive Load

Managing Anxiety and ADHD

For more, visit LearningAndTheBrain.com



FEATURED SPEAKER:

Wendy A. Suzuki, PhD

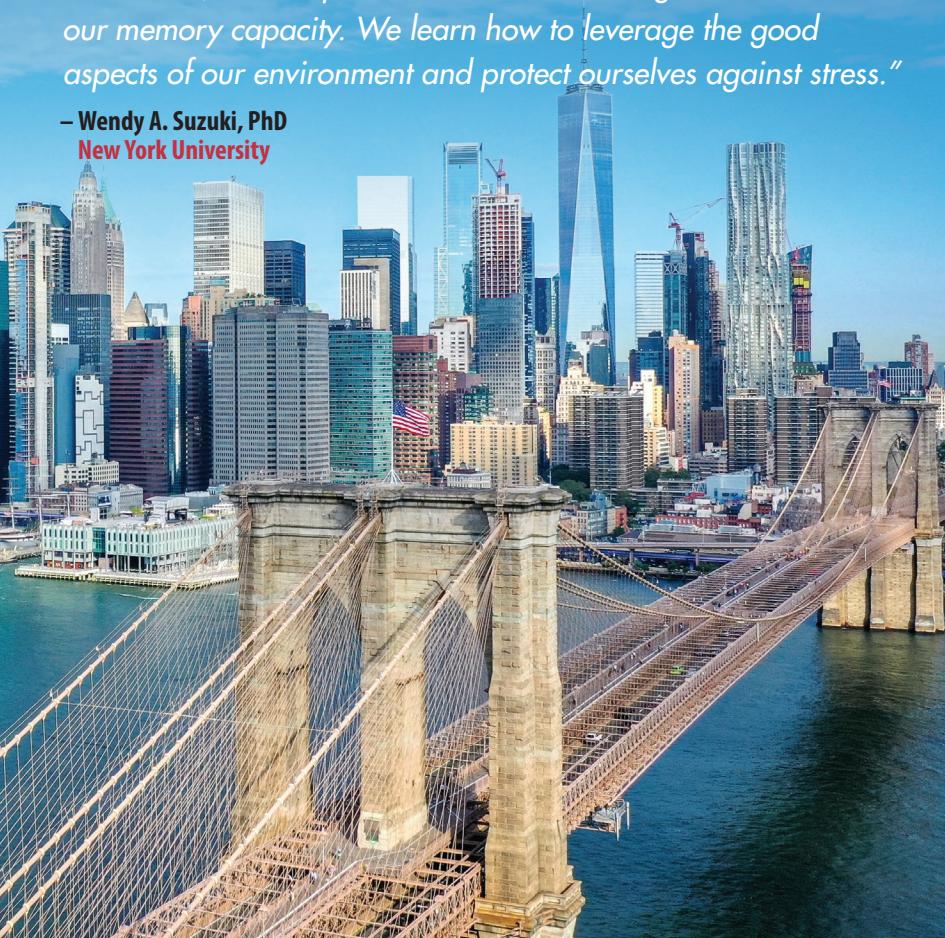
Dean, College of Arts and Science;
Professor of Neural Science and
Psychology, Center for Neuroscience,
New York University; Author, *Good
Anxiety: Harnessing the Power of the
Most Misunderstood Emotion* (2021)

EARN PROFESSIONAL DEVELOPMENT CREDIT AT THIS HYBRID CONFERENCE

For information on upcoming conferences, summer institutes, webinars, in-service training, and available PD credit, see inside or visit LearningAndTheBrain.com.

"When we activate our brains and make this mind-body connection, we sharpen our focus and thinking and increase our memory capacity. We learn how to leverage the good aspects of our environment and protect ourselves against stress."

— Wendy A. Suzuki, PhD
New York University



TEACHING EXECUTIVE SKILLS: APPLYING BRAIN SCIENCE TO BOOST MEMORY, ATTENTION, AND EMOTION REGULATION FOR LEARNING

AT THE SHERATON NEW YORK TIMES SQUARE HOTEL,
NEW YORK, NY OR VIRTUALLY FROM YOUR HOME

APRIL 16-18, 2026

Pre-Conference Workshops: April 16

Early Registration Discount Deadline: March 6



SPRING HYBRID LEARNING & *the BRAIN®* CONFERENCE

CONFERENCE PROGRAM TOPICS

WITH A DISTINGUISHED FACULTY

1) EXECUTIVE BRAINS: LINKING COGNITIVE CONTROL, EMOTION, & EXPERIENCE



Keynote: **Advances in Understanding How Experience Shapes Executive Function Skills**

Sabine Doebel, PhD, Assistant Professor of Psychology, College of Humanities and Social Sciences, **George Mason University**; Author, "Rethinking Executive Function Development" (2020, *Perspectives on Psychological Science*); Co-Author, "Early Childhood Executive Function Predicts Concurrent and Later Social and Behavioral Outcomes: A Review and Meta-Analysis" (2025, *Psychological Bulletin*) and "How Does Play Foster Development? A New Executive Function Perspective" (2023, *Developmental Review*)



Keynote: **Executive Function: How Your Brain Gets Things Done**

David T. Badre, PhD, Associate Professor, Department of Cognitive, Linguistic, and Psychological Sciences, **Brown University**; Affiliate, Carney Institute for Brain Science; Author, *On Task: How Our Brain Gets Things Done* (2022); Co-Author, "The Value of Proactive Goal Setting and Choice in 3-7 Year-Olds' Use of Working Memory Gating Strategies in a Naturalistic Task" (2021, *Developmental Science*) and "Neural Systems Underlying the Learning of Cognitive Effort Costs" (2021, *Cognitive, Affective, & Behavioral Neuroscience*)



Keynote: **Teen Emotions and Executive, Default Networks**

Mary Helen Immordino-Yang, EdD, Director, USC Center for Affective Neuroscience, Development, Learning, and Education (CANDLE); Professor of Education and Psychology, **University of Southern California**; Author, *Emotions, Learning, and the Brain* (2015); Co-Author, "Growing the Adolescent Mind" (2025, *Scientific American*) and "Default and Executive Networks' Roles in Diverse Adolescents' Emotionally Engaged Construals of Complex Social Issues" (2022, *Social Cognitive & Affective Neuroscience*)

What Should Teachers Learn From the Research on Executive Functions?

Dirk M.S. Van Damm, PhD, International Educational Consultant; Senior Research Fellow, Center for Curriculum Redesign; President, DVD Educonsult; Former Head of the Centre for Educational Research and Innovation and Head of the Skills Centre, Organization for Economic Co-operation and Development (OECD); Co-Author, "Executive Functions: Conceptual Framework and Relevance for Education" (2025, *CCR*)

Supporting Executive Function in the Classroom

Allison S. Posey, MEd, Learning Design and Research Specialist, Center for Applied Special Technology (CAST); 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) and "How to Support the Emotional Link to Learning" (2018, *ASCD Express*); Co-Author, *Unlearning* (2020)

Executive Functions for Every Classroom (Grades K-12)

Mitch Weathers, BA, High School Teacher; CEO and President, Organized Binder; Former Adjunct Professor, **Dominican University of California**; Author, *Executive Functions for Every Classroom, Grades 3-12* (2024); and **Sarah Oberle, EdD**, Teacher, Red Clay Consolidated School District; Advisory Board Member, Digital Promise: Learner Variability Navigator; Committee Member, Professional Development and Associated Compensation, Delaware Department of Education; Co-Authors, *Executive Functions for Every K-3 Classroom* (Forthcoming)

2) REGULATED BRAINS: EMPOWERING EMOTION REGULATION FOR LEARNING



Keynote: **The Science of Emotion Regulation**

Ethan F. Kross, PhD, Director, Emotion and Self-Control Lab; Professor of Psychology; Faculty Affiliate, Center for Culture, Mind, and Brain, **University of Michigan**; Author, *Shift: Managing Your Emotions--So They Don't Manage You* (2024) and *Chatter: The Voices in Our Head, Why It Matters, and How to Harness It* (2021); Co-Author, "Managing Emotions in Everyday Life" (2025, *Emotion*)



Keynote: **Executive Brains: Connecting Anxiety, ADHD, and Emotion Regulation**

Tracy I. Marks, MD, Licensed Psychiatrist; Owner, Marks Psychiatry and Forensic Services; Contributor, *CNN*; Host of her own YouTube Channel, "DrTraceyMarks"; Author, "Mental Rehearsal: The Executive's Secret Weapon for Peak Performance" (2025, *LinkedIn*) and *Why Am I So Anxious? Powerful Tools for Recognizing Anxiety and Restoring Your Peace* (2022)



Keynote: **Rise Above: Empowering Your Mind, Your Emotions, and Your Life**

Scott Barry Kaufman, PhD, Founder and Director, Center for Human Potential; Professor of Psychology, **Columbia University**; Honorary Principal Fellow, Center for Wellbeing Science, **University of Melbourne**; Host of the #1 Psychology Podcast, "The Psychology Podcast", with over 30 million downloads; Author, *Rise Above: Overcome a Victim Mindset, Empower Yourself, and Realize Your Full Potential* (2025) and "Cultivating Emotion Regulation and Mental Health" (2020, *Scientific American Mind*)

Influence of Digital Technology on Youth Emotion Regulation - Promoting Healthy Development in a World of Digital Disruption

Tracy A. Dennis-Tiwary, PhD, Director, Emotion Regulation Lab; Professor of Psychology and Neuroscience, **Hunter College, City University of New York**; Author, *Future Tense: Why Anxiety Is Good for You (Even Though It Feels Bad)* (2022); Co-Author, "Living in a Digital World: Understanding the Development of Adolescent Emotional Adjustment in the Context of Digital Technologies" (2024, *APA*)

ADHD and Building Emotion Regulation Skills in Children

Mark Bertin, MD, Assistant Professor of Pediatrics and Clinical Public Health, **New York Medical College**; Faculty Member, Windward Teacher Training Institute; Board Member of APSARD (the American Professional Society of ADHD and Related Disorders); Author, *How Children Thrive: The Practical Science of Raising Independent, Resilient, and Happy Kids* (2018) and *Mindful Parenting for ADHD* (2015)



CONFERENCE BEGINS AT 12:00 PM ON THURSDAY, APRIL 16, 2026

All times are Eastern Daylight Time



3) TRAINING BRAINS: STRENGTHENING EF SKILLS WITH EXERCISE, AI, & APPS



Keynote: **The Astonishing Effects of Exercise for Your Brain, Memory, and Focus**

Wendy A. Suzuki, PhD, Dean, College of Arts and Science; Professor of Neural Science and Psychology, Center for Neuroscience, **New York University**; Popular TED Talk presenter with over 65 million views; Recently named “One of the Top 10 Women Changing the Way We See the World” by *Good Housekeeping*; Author, *Good Anxiety: Harnessing the Power of the Most Misunderstood Emotion* (2021) and *Anxiety Is Your Superpower* (2020); Co-Author, “Exercise to Enhance Mental Health” (2022, *Frontiers in Human Neuroscience*) and *Happy Brain, Happy Life: A Personal Program to Activate Your Brain and Do Everything Better* (2016)

The Future of Learning: Using Research-Based Games and VR to Improve Executive Skills and Behavioral Control

Jan L. Plass, PhD, Director, CREATE Lab; Co-Director, Games for Learning Institute; Professor, Educational Communication and Technology, Paulette Goddard Chair in Digital Media and Learning Sciences, Steinhardt School of Culture, Education, and Human Development, **New York University**; Co-Author, “Individualization in Cognitive Skills Training: Essential or Superfluous? Examining the Effectiveness of an Adaptive Game for Training Executive Functions in Young Adults” (2024, *Learning and Individual Differences*) and *Rethinking Cognitive Load Theory* (2025)

Executive Function + Embodied Cognition: A Wholistic Approach for Enhancing Memory and Learning

Mariale M. Hardiman, EdD, Co-Founder and Director, Neuro-Education Initiative (NEI); Professor, School of Education, **Johns Hopkins University**; Author, *Brain-Targeted Teaching: A Framework for Joyful Teaching and Leading* (2025) and *Connecting Brain Research With Effective Teaching* (2003); Co-Author, “The Effects of Arts-Integrated Instruction on Memory for Science Content” (2019, *Trends in Neuroscience and Education*)

Training the Brain: Can Cognitive Training, Apps, and Games Improve Focus, Working Memory, and Executive Skills in Children and Adolescents?

Suzanne M. Jaeggi, PhD, Co-Director, Brain Game Center for Mental Fitness and Well-Being, Center for Cognitive and Brain Health, **Northeastern University**; Professor and Fellow, Center for the Neurobiology of Learning and Memory, **University of California, Irvine**; Co-Author, “The Relation Between Effortful Control and Executive Function Training in Preschoolers” (2024, *Experimental Child Psychology*)

The Power of Play

Kathy Hirsh-Pasek, PhD, Stanley and Debra Lefkowitz Faculty Fellow; Department of Psychology, **Temple University**; Senior Fellow, Brookings Institution; and **Roberta M. Golinkoff, PhD**, Unidel H. Rodney Sharp Chair and Professor, School of Education; Joint Appointments in the Departments of Psychological and Brain Sciences, and Linguistics and Cognitive Science, **University of Delaware**

4) FOCUSED BRAINS: SUSTAINING ATTENTION DESPITE DISTRACTIONS & STRESS



Keynote: **Decluttering Our Students’ Minds in an Age of Stress, Distractions, and Change**

Deborah R. Gilboa, MD (aka “Dr. G”), Family Medicine Attending Physician, Squirrel Hill Health Center; Clinical Assistant Professor, Department of Family Medicine, **University of Pittsburgh School of Medicine**; Founder of AskDoctorG.com; Author, *From Stressed to Resilient: The Guide to Handle More and Feel It Less* (2022), *Teach Respect* (2013), and *Teaching Resilience* (2012)

Focused Minds: Connecting Attention, Long-Term Memory, and Emotion

Monica D. Rosenberg, PhD, Assistant Professor, Department of Psychology, **University of Chicago**; Principal Investigator, Cognition, Attention, and Brain Lab; Author, “A Temporal Hierarchy of Sustained Attention Dynamics” (2025, *Current Directions in Psychological Science*); Co-Author, “High Performers Demonstrate Greater Neural Synchrony Than Low Performers Across Behavioral Domains” (2024, *Imaging Neuroscience*)

Do I Have Your Attention?: Strategies to Improve Attention and Memory in Any Classroom

Grace Dearborn, MA, Executive Director, Conscious Teaching, LLC; Education Consultant; Instructional Coach; Award-Winning Teacher; Professional Development Coordinator; Co-Author, *Yeah, But What About This Kid? Tier 3 Behavior Interventions That Work* (2019), *Conscious Classroom Management: Unlocking the Secrets of Great Teaching* (2016, 2nd Edition), and *Picture This* (2011)

Helping Students Pay Attention

Daniel T. Willingham, PhD, Professor, Department of Psychology, **University of Virginia**; Member, National Board for Education Sciences; Writer, “Ask the Cognitive Scientist” Column, *American Educator*; Author, “Pay Attention, Kid!: Has the Use of Digital Technology Impaired Students’ Ability to Focus?” (2025, *Education Next*) and *Outsmart Your Brain: Why Learning Is Hard and How You Can Make It Easy* (2023)

CONFERENCE SCHEDULE:	Pre-Conference Workshops	Thursday, April 16	8:00 AM – 11:00 AM
	Conference Day 1	Thursday, April 16	12:00 PM – 5:00 PM
	Conference Day 2	Friday, April 17	8:00 AM – 6:00 PM
	Conference Day 3	Saturday, April 18	8:30 AM – 12:30 PM

5) FORGETFUL BRAINS: BOOSTING MEMORY THROUGH TRAINING & EMOTIONS



Keynote: *Everyday Genius: Boost Your Memory, Focus, and Problem Solving*

Nelson C. Dellis, BS, Founder and CEO, Climb For Memory; Six Time USA Memory Champion; American Memory Athlete and Consultant; Co-Founder, Memory League; Author, *Everyday Genius: Hacks to Boost Your Memory, Focus, Problem-Solving, and Much More* (Forthcoming), *Memory Superpowers!* (2020), and *Remember It!* (2018)

Improving Memory: Benefits of Emotions, Novelty, and Reward Motivation

Lila Davachi, PhD, Professor of Psychology; Director, Davachi Memory Lab, *Columbia University*; Co-Principal Investigator of the “Optimizing Memory Using Neural Information” Project; Co-Author, “Goal Orientation Shifts Attentional Focus and Impairs Reward-Motivated Memory” (2025, *Learning & Memory*), “The Impact of Mnemonic Prediction Errors on Episodic Memory” (2025, *Developmental Psychology*), and “Weak and Strong Memories Are Equally Reactivated During Counterfactual Learning, but Only Weak Memories Are Modified” (2025, *OSF*)

The Science of Why We Forget and Remember: Connecting Memory, Emotions, and Training

Elizabeth A. Kensinger, PhD, Professor, Department of Psychology and Neuroscience, *Boston College*; Consulting Editor, *Memory and Cognition*; Co-Author, “Different Effects of Emotional Valence on Overt Attention and Recognition Memory” (2025, *Cognition and Emotion*), *Emotional Memory* (2024), and *Why We Forget and How to Remember Better: The Science Behind Memory* (2023)

Supporting Students With Working Memory Challenges

Margaret (Peg) Dawson, EdD, NCSP, Former Co-Director, Center for Learning and Attention Disorders, Seacoast Mental Health Center; Past President of the National Association of School Psychologists and the International School Psychology Association; Co-Author, *Smart but Scattered: The Revolutionary “Executive Skills” Approach to Helping Children Reach Their Potential* (2024, 2nd Edition), *Executive Function Skills in the Classroom* (2022), *Smart but Scattered Teens* (2012), and *Executive Skills in Children and Adolescents* (2003)

Scientific Approaches to Maximize Memory and Learning in the Classroom

Suzanne M. Jaeggi, PhD, Co-Director, Brain Game Center for Mental Fitness and Well-Being, Center for Cognitive and Brain Health; Professor, College of Arts, Media, and Design, *Northeastern University*; Professor and Fellow, Center for the Neurobiology of Learning and Memory, *University of California, Irvine*; Co-Author, “Neural Correlates of Working Memory Training” (2020, *NeuroImage*)

The Science of Learning: How Memory Is Connected to Attention, Cognitive Load, and Struggle

John T. Almarode, PhD, Professor of Education, *James Madison University*; Co-Editor, *Teacher Educator Journal*; Co-Author, *Teacher Clarity: Four Necessary Components for High-Impact Student Learning* (2025), *How Learning Works* (2021), *Visible Learning for Science* (2017), and *Captivate, Activate, and Invigorate the Student Brain in Science and Math, Grades 6–12* (2013)

6) THOUGHTFUL BRAINS: CONNECTING THINKING, READING, & REGULATING



Keynote: *Beyond the Science of Reading: Connecting Literacy Instruction to the Science of Learning*

Natalie L. Wexler, JD, Education Writer; Senior Contributor, *Forbes*; Author, *Beyond the Science of Reading: Connecting Literacy Instruction to the Science of Learning* (2025) and *The Knowledge Gap: The Hidden Cause of America’s Broken Education System—and How to Fix It* (2019); Co-Author, *The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades* (2017)

Executive Skills and Writing Instruction: Developing Self-Regulated, Thinking Writers

Leslie E. Laud, EdD, Founding Director, thinkSRSD; Pre-Service Faculty Member, Evidence-Based Writing Instruction, *Teachers College, Columbia University*; Teacher, Self-Regulated Strategy Development for Writing, *Bank Street College*; Author, *Executive Skills and Writing Instruction* (2025); Co-Author, *Releasing Writers: Evidence-Based Strategies for Developing Self-Regulated Writers* (2020)

The Chicken and the Egg: Leveraging a Metacognitive Approach to Executive Function

Benjamin N. Powers, DBA, Director, Global Literacy Hub, Child Study Center, *Yale School of Medicine*; Senior Scientist, Haskins Laboratories; Executive Director, The Southport School; Founder, The Southport ColAB; Research Associate Professor, *University of Connecticut*; Executive Director, The Dyslexia Foundation; Author, “Students With Learning Differences Need Supports and Outspoken Champions” (2023, *ADDitude*) and “5 Steps To Help Students With Reading-Based Learning Differences” (2023, *eSchool*)

From Side Conversations to Strong Discussions:

Simple Ways to Boost Thinking and Executive Functioning in the Classroom

Rebecca A. Branstetter, PhD, Founder, The Thriving Students Collective; Contributor, Greater Good Science Center, *University of California, Berkeley*; Former Clinical Psychologist, UCSF Autism Clinic, *University of California San Francisco*; Creator, “How to Teach Executive Functioning” course to support neurodiverse learners; Author, *Small Habits Create Big Change* (2024)

The Courage to Learn and Adapt to Challenges: Creating Risk-Ready Classrooms

Douglas B. Fisher, PhD, Chair, Department of Educational Leadership, *San Diego State University*; Classroom Teacher, Health Sciences High and Middle College; Co-Author, *Rigor Unveiled* (2025), *Teaching Students to Drive Their Learning* (2023), *The Vocabulary Playbook* (2023), *Teaching Reading* (2022), *Confronting the Crisis in Engagement* (2022), and *Improving Adolescent Literacy* (2011)

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

THURSDAY, APRIL 16 8:00 AM – 11:00 AM

Cost per person: \$169. By advance registration only. Select one of five. Add \$30 if not also attending the conference.

1. Executive Minds:

Five Steps for Embedding Executive Skills Into Daily Classroom Routines and Instruction

Executive skills are the engine of successful learning, yet they are rarely taught directly. This workshop moves beyond knowing that these skills matter and shows you how to build them. Receive a step-by-step blueprint for embedding executive skills into your everyday classroom routines and lessons. You will learn to connect student behaviors to specific EF skills; introduce these critical concepts to students; create supportive classroom routines that incorporate executive skills; embed skills into your lessons; and engage students in practical, real-world problem-solving. **Margaret (Peg) Dawson, EdD, NCSP**, Former Co-Director, Center for Learning and Attention Disorders, Seacoast Mental Health Center, Portsmouth, NH; Past Presidents of the National Association of School Psychologists and the International School Psychology Association; Co-Author, *Smart but Scattered: The Revolutionary "Executive Skills" Approach to Helping Children Reach Their Potential* (2024, 2nd Edition), *Coaching Students With Executive Skill Challenges* (2023), *Executive Function Skills in the Classroom* (2022), *Smart but Scattered Teens* (2012), and *Executive Skills in Children and Adolescents* (2003)

2. Emotional Brains: Executive Control of Emotion in Childhood and Adolescence

How does developing executive function intersect with emotional reactivity across childhood and adolescence? This workshop will bridge cutting-edge neuroscience with practical classroom strategies. You will examine how bottom-up "hot" brain circuits (such as the limbic and amygdala networks for emotional and motivational processing) generate rapid, reactive responses to emotionally charged events, while top-down "cold" executive circuits (such as prefrontal and parietal networks for regulation, working memory, and planning) allow students to regulate, reframe, and redirect those feelings. Learn how to differentiate between "hot" and "cold" executive functions. Discover early childhood practices that foster healthy expression and co-regulation of emotion and CBT/DBT-informed classroom strategies for older students, including cognitive reappraisal, opposite action, behavioral activation, and brief mindfulness practices. **George M. McCloskey, PhD**, Professor and Director, School Psychology Research, Department of Psychology, **Philadelphia College of Osteopathic Medicine**; Author, *McCloskey Executive Functions Scales* (2015) and *Essentials of Executive Function Assessment* (2010)

3. This Is Your Brain on Learning: Learning Simulation From Inside the Brain

Experience how the brain learns from a radically new perspective! This immersive, physical simulation offers you a once in-a-lifetime chance to experience first-hand how the brain learns and processes information. By stepping into this unique interactive experience, you will gain deeper insights into student learning differences, such as dyslexia, dyscalculia, ADHD, autism, the impact of trauma, and more. This workshop and discussions will focus on immediately applying these profound insights from the simulation to your classroom to improve instructional design and learning outcomes. **Allison S. Posey, MEd**, Learning Design and Research Specialist, Center for Applied Special Technology (CAST); 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) and "How to Support the Emotional Link to Learning" (2018, ASCD Express); Co-Author, *Unlearning: Change Your Beliefs and Your Classroom With UDL* (2020)

4. Pause and Effect: The Science and Practice of Active Student Engagement

Are your students habitually zoning out during lessons or struggling to engage? This dynamic, practical, research-backed workshop will provide K-12 educators the power to transform instruction and captivate every learner. Discover the science behind the how, when, and why for using strategic instructional pauses to break up content, ignite curiosity, and foster active participation. These powerful techniques are effective regardless of language barriers or special needs. Through hands-on activities, real-world examples, and guided modeling, you will experience innovative ways to make lessons more memorable and enjoyable. Learn how to unlock the neuroscience behind student engagement and leave with new tools to deepen learning in any lesson. **Grace Dearborn, MA**, Executive Director, Conscious Teaching, LLC; Education Consultant; Instructional Coach; Award-Winning Teacher; 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)

5. EF for Everyone: Six-and-a-Half Questions That Transform Thinking and Learning

It's time to rethink our approach to executive function. We should shift our focus from just a select group of students to a more inclusive perspective that recognizes that schools and classrooms need to challenge the executive functioning of ALL students. Such a broader viewpoint enables teachers, school leaders, and support staff to strategize more wisely and effectively about managing all students' EF. This lively, practical workshop will focus on the two core EFs—working memory and attention—using six (and a half) essential questions designed to sharpen thinking and dramatically enhance student learning. Join us to transform how you think about attention and working memory and discover why supporting executive function for every student is simpler and more powerful than you ever imagined. **Andrew C. Watson, MEd**, Founder and President of Translate the Brain; Author, *The Goldilocks Map: A Classroom Teacher's Quest to Evaluate 'Brain-Based' Teaching Advice* (2021), *Learning Grows: The Science of Motivation for the Classroom Teacher* (2019), and *Learning Begins: A Teacher's Guide to the Learning Brain* (2017); Blogger, *Learning & the Brain* Blog

POSTER SESSIONS

PRESENT A POSTER SESSION AT THE APRIL CONFERENCE

Share and present your scientific research or programs on ways to improve executive function skills, such as cognitive control, focus and attention, working memory and retrieval, emotion regulation, or flexible thinking. Submit a summary of your poster session for review to info@LearningAndTheBrain.com by March 27, 2026. For more information, visit LearningAndTheBrain.com or call 857-444-1500 x1.

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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 April 10, 2026. No cancellations can be accepted after April 10, 2026. 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 March 6, 2026, or \$150 per person if you cancel after March 6, 2026, but by April 10, 2026.

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