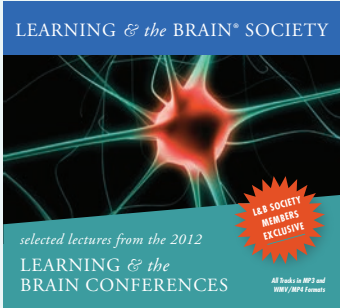


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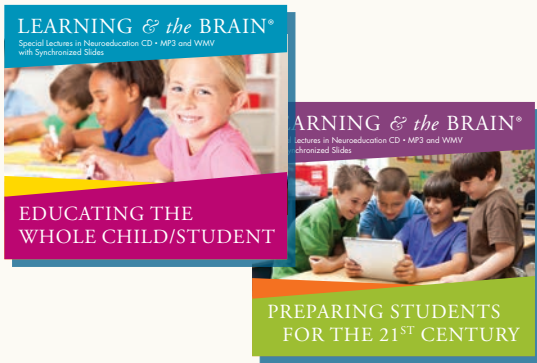
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THE POWER OF MINDSETS: PROMOTING POSITIVE SCHOOL CLIMATES AND MOTIVATION IN STUDENTS

JUNE 25-28, 2013

At Harvard Faculty Club, Cambridge, MA

Discover the concepts of student engagement, motivation and resilience through the lens of “mindsets.” You will develop an understanding of the relationship among these concepts that will allow you to design and implement strategies to help create a positive school climate. Lectures, case studies and problem-solving activities will be used to facilitate discussion of the various concepts and arrive at realistic, practical interventions for reinforcing a “motivating environment” in the school setting.

Workshop Leader: Robert Brooks, PhD, Assistant Clinical Professor of Psychology, Harvard Medical School; Author, *Raising a Self-Disciplined Child* (2007) and *Understanding and Managing Children’s Classroom Behavior* (2007)



21ST CENTURY SKILLS, CHARACTER AND KNOWLEDGE: WHY, WHAT AND HOW

JULY 9-12, 2013

At Hyannis Resort & Conference Center, Cape Cod, MA

Learn about the 21st Century skills that are essential to today’s students. This institute will cover topics such as the impact of technology on curriculum, the importance of creativity and innovation, the role of character and the neuroscience of learning.

Workshop Leader: Charles K. Fadel, MBA, Founder/Chairman, Center for Curriculum Redesign; Visiting Practitioner, Mind, Brain and Education Program, Harvard Graduate School of Education; Global Education Lead, Cisco Systems; Co-Author, *21st Century Skills: Learning for Life in Our Times* (2009)



THE NEUROSCIENCE OF READING: USING RESEARCH TO UNDERSTAND READING ACQUISITION AND DISORDERS

JULY 16-19, 2013

At McGovern Institute for Brain Research at MIT, Cambridge, MA

Discover how neuroscience is providing insights on how children learn to read and the underlying causes of reading disabilities such as dyslexia. Participants will gain the skill to evaluate at-risk children that might benefit from specific kinds of intervention to improve reading.

Workshop Leader: John D. E. Gabrieli, PhD, Professor of Brain and Cognitive Sciences; Associate Director, Athinoula A. Martinos Imaging Center, McGovern Institute for Brain Research, Massachusetts Institute of Technology; Co-Author, “Brain basis of phonological awareness for spoken language in children and its disruption in dyslexia” (2012, *Cerebral Cortex*)



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

JULY 23-26 or JULY 30-AUG. 2, 2013

At University of California, Santa Barbara, CA

Come and explore the latest findings from the neuroscience of learning and what you can now do in your classroom to ignite student learning. You will dive deeper into the structure and function of the brain to learn how memories are formed and how skills are learned. Application of these *neuro-logical* strategies will help build students’ confidence, independence and resilience to persevere through challenges as they reconnect with the joy of learning and discovery they experienced in childhood.

Workshop Leader: Judy A. Willis, MD, EdM, Board-Certified Neurologist; Former Teacher; Author, *Research-Based Strategies to Ignite Student Learning* (2006); Contributing Author, *Current Impact of Neuroscience in Teaching and Learning* (2010, *In Mind, Brain, and Education: Neuroscience Implications for the Classroom*)

For more details about the summer institutes, visit www.LearningAndTheBrain.com.

EDUCATING EXECUTIVE SKILLS FOR STUDENT SUCCESS

The executive areas of the brain regulate and manage working memory, self-control, focus, planning, mental flexibility and reasoning, which are key to classroom success. Neuroscientists are finding that these executive brain areas are more important than IQ for academic achievement, are surprisingly malleable and can be enhanced with teaching and training. [Explore ways to enhance working memory, self-regulation, attention, thinking and spatial skills for greater success in school, work and life.](#)

LEARNING OBJECTIVES

You will gain knowledge about:

- ✓ The importance of executive functions for school success
- ✓ Ways to promote executive skills in children, teenagers and adults
- ✓ Teaching strategies to improve self-regulation and memory skills
- ✓ How meditation, yoga and exercise can improve brain functioning
- ✓ Using computerized brain training to improve memory and attention
- ✓ Why executive skills matter more than IQ and how to boost thinking
- ✓ Technology's impact on student focus and attentional networks
- ✓ Interventions for ADHD, memory and executive function deficits
- ✓ Linking self-regulation and motivation to later academic success
- ✓ Improving spatial skills for success in reading, math and STEM



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[George Washington University](#)

Comer School Development Program, [Yale University School of Medicine](#)

The Dana Alliance for Brain Initiatives, [The Dana Foundation](#)

The Neuroscience Research Institute, [University of California, Santa Barbara](#)

National Association of Elementary School Principals ([NAESP](#))

Dept. of Speech, Language & Hearing Sciences, [Sargent College, Boston University](#)

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WHO SHOULD ATTEND

Educators, Parents

Curriculum, Staff Developers

Speech-Language Pathologists

Adolescent and Adult Educators

PreK-12 Teachers and Administrators

Learning Specialists, Special Educators

Reading, Math, Language, STEM Teachers

Superintendents, Principals, School Heads

Occupational, Physical, Play Therapists

School Psychologists, Social Workers

Neuroscientists, Neuropsychologists

College, University Professors

Researchers, Policy Makers

Early Childhood Educators

School/College Counselors

EARN PROFESSIONAL DEVELOPMENT

Professional Credit: You may earn up to 17-21 hours toward professional development credits for educators, psychologists, speech-language professionals, social workers, special education professionals and certified counselors. Access [LearningAndTheBrain.com](#) for more information on the availability of CEUs, PDPs, CEs and other professional development credits. For more information, call (781) 449-4010 ext. 102. Certificates of attendance and credits are free if emailed. However, there is a necessary \$5 fee for shipping and handling if mailed. Please add \$5 to the registration fee if you want the professional development credits to be delivered by mail.

Speech-Language Pathologists: Please download your brochure from [LearningAndTheBrain.com](#) for more information on ASHA credits.

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EXECUTIVE SKILLS FOR SCHOOL SUCCESS: ENHANCING SELF-REGULATION, REASONING AND WORKING MEMORY

Explore the latest research on:

- Self-Regulation and School Success
- Raising Reasoning and Thinking Skills
- Strategies to Improve Executive Function
- Anxiety, Resilience and At-Risk Students
- Effects of Technology on Focus/Attention
- Promoting Executive Skills in Students
- Developing Brains and Adolescence
- Meditation and Exercise on Learning
- ADHD and Executive Function
- Methods to Improve Student Memory
- Ways to Treat Learning/Memory Deficits
- Self-Control, Motivation and Behavior
- Supporting Social-Emotional Growth
- Brain Training for Working Memory/IQ
- Spatial Thinking for Math/Science
- Effortful Control and Language Skills

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“Careful, mindful child-rearing and purposeful educational activities are fundamental for the development of the brain regions that underlie the array of mental processes associated with executive functions.”

—**Mariale M. Hardiman, EdD**

School of Education
Johns Hopkins University



EXECUTIVE SKILLS FOR SCHOOL SUCCESS: ENHANCING SELF-REGULATION, REASONING AND WORKING MEMORY

AT THE CRYSTAL GATEWAY MARRIOTT HOTEL
ARLINGTON, VA

MAY 3-5, 2013

Early Discount Deadline: March 1, 2013



35TH LEARNING & *the* BRAIN[®] CONFERENCE

CONFERENCE PROGRAM TOPICS

WITH A DISTINGUISHED FACULTY

IMPROVING MEMORY, REASONING AND THINKING IN STUDENTS

Is There a Central Intelligence Agency in the Brain?

Howard E. Gardner, PhD, John H. and Elisabeth A. Hobbs Professor of Cognition and Education, [Harvard Graduate School of Education](#); Adjunct Professor of Psychology, [Harvard University](#); Senior Director, Harvard Project Zero; Winner of the MacArthur Prize; Author, *Multiple Intelligences: New Horizons in Theory and Practice* (2006); Co-Author, *Executive Function from a Multiple-intelligences Perspective* (2007, *In Executive Function in Education: From Theory to Practice*)

Making Students Smarter: Strengthening Thinking, Reasoning and Brain Performance

Sandra B. Chapman, PhD, Founder and Chief Director, Center for BrainHealth; Dee Wyly Distinguished Chair in Brain Health; Professor of Behavioral and Brain Sciences, [The University of Texas at Dallas](#); Co-Author, *Make Your Brain Smarter: Increase Your Brain's Creativity, Energy, and Focus* (2013) and *Higher-order Strategic Gist Reasoning in Adolescence* (2011, *In The Adolescent Brain: Learning, Reasoning, and Decision Making*)

Improving Working Memory in Students: The New Intelligence

Tracy P. Alloway, PhD, Assistant Professor, Department of Psychology, [University of North Florida](#); Author, "Can interactive working memory training improve learning?" (2012, *Journal of Interactive Learning Research*); Co-Editor, *Working Memory: The Connected Intelligence* (2012)

Brain Training: Benefits and Challenges for Memory and Scholastic Skills

Martin Buschkuhl, PhD, Assistant Research Professor; Principal Investigator, Working Memory and Plasticity Laboratory, [University of Maryland](#); Co-Author, "Improving fluid intelligence with training on working memory" (2008, *Proceedings of the National Academy of Sciences*)

Using Brain Research to Help Students Develop Memory Networks and Become Problem Solvers

Judy A. Willis, MD, MEd, Board-Certified Neurologist; Adjunct Professor, [University of California, Santa Barbara](#); Author, *Learning to Love Math* (2010) and *How Your Child Learns Best: Brain-Friendly Strategies to Ignite Your Child's Learning and Increase School Success* (2008)

Improving Working Memory in the Early Childhood Classroom

George McCloskey, PhD, Director, School Psychology Research; Professor, Department of Psychology, [Philadelphia College of Osteopathic Medicine](#); Author, *Essentials of Executive Functions Assessment* (2012) and *Assessment and Intervention for Executive Function Difficulties* (2009)

ADDRESSING ATTENTION AND ADHD TO RAISE ACHIEVEMENT

Executive Function, Working Memory and ADHD

Martha B. Denckla, MD, Batza Family Endowed Chair; Director, Developmental Cognitive Neurology, Kennedy Krieger Institute; Professor of Neurology, Pediatrics and Psychiatry, [Johns Hopkins University School of Medicine](#); Professor of Education, [Johns Hopkins University School of Education](#); Co-Author, "Neuropsychological profile of executive function in girls with ADHD" (2010, *Archives of Clinical Neuropsychology*)

Can Educators Enhance Working Memory, Attention and Academics in Children with LD/ADHD?

Rosemary M. Tannock, PhD, Professor of Psychiatry; Professor of Special Education and Adaptive Instruction, Ontario Institute for Studies in Education, [University of Toronto](#); Director, ADHD/LD Cognitive Lab; Co-Author, "Effects of a computerized working memory training program on working memory, attention, and academics in adolescents with severe LD and comorbid ADHD" (2012, *Journal of Child Psychology and Psychiatry*)

What, If Anything, Are New Technologies Doing to Kids' Ability to Pay Attention?

Daniel T. Willingham, PhD, Professor of Psychology, [University of Virginia](#); Blogger, *Science and Education Blog*; Writer, "Ask the Cognitive Scientist" column for *American Educator Magazine*; Author, *When Can You Trust the Experts?* (2012) and *Why Don't Students Like School?* (2010)

Executive Functioning in ADHD: Implications for Understanding and Management

Russell A. Barkley, PhD, ABPP, ABCN, Professor of Psychiatry, [Medical University of South Carolina](#); Past President, Clinical Child Psychology Section, American Psychological Association and the International Society for Research in Child and Adolescent Psychopathology; Author, *Taking Charge of ADHD* (2013, 3rd Edition); Co-Author, *ADHD in Adults: What the Science Says* (2010)

Attention, Self-Regulation and School Success

Rachel A. Razza, PhD, Assistant Professor, Department of Child and Family Studies; Assistant Professor, School of Education; Co-Principal Investigator, *Enhancing At-Risk Children's Self-Regulation via Mindfulness and Yoga Project*, [Syracuse University](#); Co-Author, "The implications of early attentional regulation for school success among low-income children" (2012, *Applied Developmental Psychology*)

The Relationship Between ADHD, Executive Functioning and Self-Regulation

William R. Stixrud, PhD, Clinical Neuropsychologist; Assistant Clinical Professor of Psychiatry, [George Washington School of Medicine](#); Adjunct Faculty, Children's National Medical Center; Director, The Stixrud Group

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CONFERENCE BEGINS 1:30 PM, MAY 3



THE IMPORTANCE OF EXECUTIVE SKILLS FOR STUDENT SUCCESS

The Executive Functions: What They Are, How They Work and Why They Evolved

Russell A. Barkley, PhD, ABPP, ABCN, Professor of Psychiatry, [Medical University of South Carolina](#); Author, *Barkley Deficits in Executive Functioning Scale—Children and Adolescents* (2012) and *Executive Functions: What They Are, How They Work, and Why They Evolved* (2012)

Executive Functioning: New Ideas, Good Science and the Future of Education

Sam J. Goldstein, PhD, Assistant Clinical Instructor, Department of Psychiatry, [University of Utah Medical School](#); Affiliate Research Professor of Psychology, [George Mason University](#); Clinical Director, Neurology Learning and Behavior Center

Executive Function and the Developing Brain

Philip D. Zelazo, PhD, Neuroscientist; Nancy M. and John E. Lindahl Professor, Institute of Child Development, [University of Minnesota](#); Author, "The potential benefits of mindfulness training in early childhood" (2012, *Child Development Perspectives*), "Development of hot and cool executive function during the transition to adolescence" (2011, *Journal of Experimental Child Psychology*)

Coaching Strategies for Students with Executive Skill Challenges

Margaret "Peg" Dawson, EdD, NCSP, Staff Psychologist, Center for Learning and Attention Disorders; Past President, National Association of School Psychologists and the International School Psychology Association; and **Richard Guare, PhD**, Director, Center for Learning and Attention Disorders; Adjunct Professor of Communication Disorders, [University of New Hampshire](#); Co-Author with Dr. Dawson, *Smart but Scattered Teens* (2012), *Coaching Students with Executive Skills Deficits* (2012) and *Smart but Scattered* (2009)

Forecasting Children's Academic and Social Competence from Early Executive Function

Lisa A. Jacobson, PhD, NCSP, Pediatric Neuropsychologist, Department of Neuropsychology, Kennedy Krieger Institute; Instructor, Psychiatry and Behavioral Sciences, [Johns Hopkins University School of Medicine](#); Former School Psychologist

Using Brain Research and Executive Function to Enhance and Energize Instruction

Janet N. Zadina, PhD, Adjunct Assistant Professor in Cognitive Neuroscience, Department of Psychiatry and Neurology, [Tulane University School of Medicine](#); Affiliate Faculty, Psychology Department, [University of South Florida](#); Author, *Six Weeks to a Brain-Compatible Classroom* (2008)

Boosting Executive Skills in the Classroom

Joyce Cooper-Kahn, PhD, Clinical Child Psychologist, Author, *Late, Lost and Unprepared* (2008); and **Margaret Foster, MAEd**, Learning Specialist and Consultant; Co-Authors, *Boosting Executive Skills in the Classroom: A Practical Guide for Educators* (2013)

PROMOTING PLAY AND SELF-REGULATION FOR SCHOOL PERFORMANCE

Executive Function, Pretend Play and School Success

Stephanie M. Carlson, PhD, Director, Carson Child Development Lab; Associate Professor in the Institute of Child Development and Center for Neurobehavioral Development, College of Education and Human Development; [University of Minnesota](#); Co-Author, "Executive function, pretend play, and imagination" (2013, *The Oxford Handbook of the Development of Imagination*)

The Power of Play in Young Children: Fostering Play and the Development of Self-Regulation

Deborah J. Leong, PhD, Professor Emerita of Psychology, [Metropolitan State College of Denver](#); Executive Director, Tools of the Mind; Senior Research Fellow, National Institute for Early Education, [Rutgers University](#); Co-Author, *Tools of the Mind: the Vygotskian Approach to Early Childhood Education* (2006, 2nd Edition) and "Promoting student self-regulation in learning" (2005, *Education Digest*)

Students' Concepts of Motivation, Self-Regulation and Achievement

Fay E. Brown, PhD, Director, Child and Adolescent Development, Comer School Development Program, [Yale University School of Medicine](#); Co-Author, *Child Development: The Foundation of Education* (2004, In *Six Pathways to Healthy Development and Academic Success*)

Self-Regulation, Executive Function and Academic Achievement

Claire E. Cameron, PhD, Research Scientist, Center for Advanced Study of Teaching and Learning, [University of Virginia](#); Co-Author, "Self-regulation and academic achievement in elementary school" (2012, *New Directions in Child and Adolescent Development*)

Practical Strategies for Teaching Students to Self-Regulate Mindsets

Kathleen M. Kryza, MA, Adjunct Lecturer, School of Education, [University of Michigan](#); Co-Author, *Inspiring Elementary Learners* (2008)

CONFERENCE SCHEDULE:	Pre-Conference Workshops	Friday, May 3	8:30 AM–12:30 PM
	Conference Day 1	Friday, May 3	1:30 PM–5:45 PM
	Conference Day 2	Saturday, May 4	8:30 AM–5:30 PM
	Conference Day 3	Sunday, May 5	8:30 AM–5:00 PM

LINKING SPATIAL AND REASONING SKILLS TO READING/MATH/SCIENCE

Brain Imaging Studies of Dyslexia: The Role of Language and Visuospatial Processing

Guinevere F. Eden, DPhil, Professor, Department of Pediatrics; Director, Center for the Study of Learning, [Georgetown University](#); Past President of International Dyslexia Association; Co-Author, “Gray matter volume changes following reading intervention in dyslexic children” (2011, *Neuroimage*), “Harnessing neuroplasticity for clinical applications” (2011, *Brain*) and “The possible relationship between visual deficits and dyslexia” (2000, *Journal of Learning Disabilities*)

Training Spatial Thinking and Reasoning Skills in Students for Success in STEM

Nora S. Newcombe, PhD, Professor of Psychology, [Temple University](#); Principal Investigator, Spatial Intelligence and Learning Center (SILC); Co-Author, “The malleability of spatial skills: A meta-analysis of training studies” (2012, *APA Psychological Bulletin*) and *Making Space: The Development of Spatial Representation and Reasoning* (2000)

Harnessing the Power of Executive Function Strategies to Teach Reading and Math

Jack A. Naglieri, PhD, Professor Emeritus of Psychology, [George Mason University](#); Research Professor, [University of Virginia](#); Senior Research Scientist, Devereux Foundation’s Center for Resilient Children; Co-Author, “*Helping Children Learn: Intervention Handouts for Use in School and at Home*” (2010, 2nd Edition); Co-Editor, *Practitioner’s Guide to Assessing Intelligence and Achievement* (2009)

Executive Functions and Academic Production in Reading and Writing

George McCloskey, PhD, Director, School Psychology Research; Professor, Department of Psychology, [Philadelphia College of Osteopathic Medicine](#); Author, *Essentials of Executive Function Assessment* (2010) and *Assessment and Intervention for Executive Function Difficulties* (2009)

Benefits of Executive Control Training for Language Processing

Jared M. Novick, PhD, Co-Investigator, Working Memory and Plasticity Laboratory; Associate Research Scientist, Center for Advanced Study of Language, [University of Maryland](#); Co-Author, “The benefits of executive control training and the implications for language processing” (2012, *Frontiers in Psychology*)

What’s Missing? How Research on the Executive Brain and Learning Can Support Complex Thinking Embedded in the Common Core Standards

Sarah Armstrong, EdD, Senior Director of K-12 Professional Development, School of Continuing and Professional Studies, [University of Virginia](#); Consultant and President, Leading and Learning Solutions; Former Teacher and Administrator; Author, *Teaching Smarter with the Brain in Focus* (2008)

USING MEDITATION AND EXERCISE TO ENHANCE EXECUTIVE SKILLS

Mindfulness Training, Working Memory and Attention: Implications for Education

Amishi P. Jha, PhD, Neuroscientist; Director, Jha Lab; Associate Professor of Psychology; Director of Contemplative Neuroscience, Mindfulness Research & Practice Initiative, [University of Miami](#); Co-Author, “Contemplative Practices and Mental Training: Prospects for American Education” (2012, *Child Development Perspectives*) and “Investigating the impact of mindfulness meditation training on working memory” (2011, *Cognitive, Affective and Behavioral Neuroscience*)

A Mindfulness-Based Approach to Improving Student Learning, Attention and Self-Regulation

Patricia (Tish) Jennings, PhD, Research Assistant Professor in Human Development and Family Studies, Prevention Research Center for the Promotion of Human Development, College of Health and Human Development, [Pennsylvania State University](#); Senior Fellow, Initiative on Contemplative Teaching and Learning, Garrison Institute; Co-Author, “Supporting educational goals through cultivating mindfulness: Approaches for teachers and students” (2012, *The Handbook of Prosocial Education*)

The Benefits of Exercise on the Brain and Executive Function Skills

John J. Ratey, MD, Associate Clinical Professor of Psychiatry, [Harvard Medical School](#); Clinical Psychiatrist; Author, *Spark: The Revolutionary New Science of Exercise and the Brain* (2008) and *A User’s Guide to the Brain* (2001)

Cognitive Training for Children with Executive and Learning Problems

Bruce E. Wexler, MD, Professor Emeritus, Senior Research Scientist, Department of Psychiatry, [Yale School of Medicine](#); Director, Neurocognitive Research Laboratory, Connecticut Mental Health Center; Co-Founder and Chief Scientist, C8 Sciences, a cognitive development program that integrates physical and computer exercises to improve a child’s executive skills

Improving Memory Through Exercise and Cognitive Training

Kenneth S. Kosik, MD, Co-Director, Neuroscience Research Institute; Harriman Professor of Neuroscience Research, Department of Molecular, Cellular and Developmental Biology, [University of California, Santa Barbara](#); Founder/Executive Director of Clinical Research, Cognitive Fitness and Innovative Therapies; Co-Author, *The Alzheimer’s Solution* (2010)

“MEETING OF THE MINDS” WINE AND CHEESE RECEPTION

MAY 3, 2013 FROM 5:45 PM - 6:45 PM — Free & Open to All Attendees

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

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

PRE-CONFERENCE WORKSHOPS

FRIDAY, MAY 3 8:30 AM–12:30 PM

(Cost: \$189 per person . By advance registration only. Select one of six. Add \$25 fee if you are not attending the conference.)

1. The Educator's Guide to Executive Function: Moving the Frontal Lobe to the Front of the Class

Executive functions, the array of metacognitive and self-regulation capacities mediated by the frontal lobes, have profound impact not just on attention and organization, but on virtually all aspects of academic and social functioning, including literacy and math skills. This workshop examines the neurocognitive bases of a broad range of executive skills, with emphasis given to the academic and behavioral implications of EF/self-regulation deficits in school settings. Improve your understanding of the scope/nature of frontal lobe processing difficulties and learn practical strategies for intervention across academic and social contexts. **Christopher Kaufman, PhD**, Licensed Psychologist; Co-Founder, Kaufman Psychological Services; Author, *Executive Function in the Classroom: Practical Strategies for Improving Performance and Enhancing Skills for All Students* (2010)

2. Engaging and Developing Executive Functions for Attentive Focus and Working Memory Efficiency

The prefrontal cortex holds networks of executive functions that, when developed, can influence attention intake and working memory efficiency. As these executive function networks are undergoing their most active maturation during the school years, educators can apply strategies correlated with neuroscience research to maximize their "top-down" guidance of attention and memory. You will leave this session with classroom-ready strategies to grab learners' attention and promote the active engagement that sustains participation and attentive focus. Additional strategies will be described to help students develop executive functions supporting cognitive processing and goal-directed motivation. **Judy A. Willis, MD, EdM**, Board-Certified Neurologist; Adjunct Lecturer, Graduate School of Education, [University of California, Santa Barbara](#); Author, *Research-Based Strategies to Ignite Student Learning* (2006)

3. Why Many Good Students Fail: Understanding and Developing Cognitive Processes, Executive Functioning and Resilience in At-Risk Students

Dr. Goldstein will define the current science of cognitive processes, executive functioning and resilience in shaping student behavior and achievement. He will review data demonstrating the significant impact these often overlooked and misunderstood processes have on students' learning and performance in the classroom. Dr. Goldstein will then provide an overview of resources for educators to understand and help at-risk students succeed in the classroom. **Sam J. Goldstein, PhD**; Assistant Clinical Instructor, Department of Psychiatry, [University of Utah Medical School](#); Affiliate Research Professor of Psychology, [George Mason University](#); Clinical Director, Neurology Learning and Behavior Center

4. Neuropsychology of Emotional Disorders: An Executive Framework for Intervention

You will explore the neural architecture of emotional behavior by examining various brain structures laying the foundation for higher-level social skill functioning. Specific biological factors related to the development of social competence and emotional self-regulation will be discussed. There will be a detailed discussion of self-regulation disorders, anxiety disorders, and depression from a brain-based educational perspective, including cutting-edge interventions. Dr. Feifer will provide ideas on how schools can enhance emotional wellness in children through early prevention efforts, appropriate assessment strategies, and an improved school climate. **Steven G. Feifer, EdD, NCSP, ABNSP**, Neuropsychologist; Professor and Research Scientist, [George Washington University](#); *Co-Editor, Emotional Disorders* (2010)

5. Building Higher-Order Thinking in Content Instruction

Research on the brain and learning helps us understand the brain's executive function, how connections are made, and how strategies to support higher-order thinking in the classroom can improve attention, memory, and achievement. Applications will be made to common core standards and participants will receive criteria for a "thinking classroom" and a survey to assess the degree to which their instruction requires students to do the "work" of thinking. Numerous teaching strategies will be provided. **Sarah Armstrong, EdD**, Senior Director of K-12 Professional Development, School of Continuing and Professional Studies, [University of Virginia](#); Author, *Teaching Smarter with the Brain in Focus* (2008)

6. Self-Propelled: Helping Kids with Executive Dysfunction Find Internal Motivation

You will be provided with ideas for helping children and teenagers develop their own internal motivation, rather than educators trying to motivate them. Dr. Stixrud will focus on the brain's "motivational system" and the physiological and executive dysfunction factors that contribute to strong or weak internal motivation. He will discuss three kinds of motivational problems in light of research that will be helpful to parents and educators and will offer suggestions for helping children and teens set their own goals and develop the self-discipline necessary for achieving their goals. **William R. Stixrud, PhD**, Assistant Clinical Professor of Psychiatry, [George Washington School of Medicine](#)

INVITATION TO A SPECIAL PRE-CONFERENCE EVENT

"EXECUTIVE FUNCTION: RESEARCH AND INTERVENTION FOR CHILDREN"

THURSDAY, MAY 2, 2013, 8:00 AM–4:00 PM

Sponsored by **JOHNS HOPKINS UNIVERSITY NEURO-EDUCATION INITIATIVE**

Cost: \$100 per person (BY APRIL 1) \$125 per person (AFTER APRIL 1)

[Register for this separately through Johns Hopkins' website at \[www.education.jhu.edu/nei\]\(http://www.education.jhu.edu/nei\)](#)

Summit will take place at the Glass Pavilion on the Homewood Campus of Johns Hopkins University in Baltimore, MD

The summit will explore three research areas and discuss implications for practice. The three strands include:

- **Cognitive Skills Training:** Does training in specific cognitive skills improve learning and student achievement?
- **Effortful Control:** What is the influence of effortful control and self-regulation on cognitive characteristics and education?
- **Social-Emotional Development:** What interventions are effective for promoting social-emotional development?

L&B Conference participants are receiving a special invitation to attend this event. Please note that attendees at this pre-conference event must register directly with Johns Hopkins University at the web site below between Feb. 1 and April 25 and that space is limited. For more information or to register, visit www.education.jhu.edu/nei. For questions please email us at soe.nei@jhu.edu.

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OR REGISTER ONLINE AT LEARNINGANDTHEBRAIN.COM

Five ways to register: **Phone:** (781) 449-4010 ext.101 or 102

Email: registration@LearningAndTheBrain.com

Fax: (781) 449-4024

Postal mail: PIRI • 35 Highland Circle, 1st Fl.

Web: LearningAndTheBrain.com

Needham, MA 02494-3099

PLEASE PHOTOCOPY THIS FORM FOR EACH APPLICANT.

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

Please Register Me for the Conference

\$ _____

EARLY DISCOUNT RATE (ENDS MARCH 1, 2013)	\$499 per person (\$464 for L&B Society Members)
General Registration	\$569 per person (\$534 for L&B Society Members)
Late Registration (AFTER APRIL 19, 2013)	\$589 per person (\$554 for L&B Society Members)
Group Rates (Five or more from one organization submitted together)	\$459 (ENDS MARCH 1)/\$489 (AFTER March 1) per person x _____ registrants

Please Register Me for a Friday Pre-Conference Workshop on May 3

\$ _____

Add \$25 if not attending the conference:

<input type="radio"/> The Educator's Guide to Executive Function	8:30 am – 12:30 pm	\$189 per person
<input type="radio"/> Engaging and Developing Executive Functions for Attentive Focus/Working Memory	8:30 am – 12:30 pm	\$189 per person
<input type="radio"/> Why Many Good Students Fail: Understanding and Developing Cognitive Processes	8:30 am – 12:30 pm	\$189 per person
<input type="radio"/> Neuropsychology of Emotional Disorders: An Executive Framework for Intervention	8:30 am – 12:30 pm	\$189 per person
<input type="radio"/> Building Higher-Order Thinking in Content Instruction	8:30 am – 12:30 pm	\$189 per person
<input type="radio"/> Self-Propelled: Helping Kids with Executive Dysfunction Find Internal Motivation	8:30 am – 12:30 pm	\$189 per person

Please Sign Me Up for Professional Development Credits*

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- Please send by email (FREE). Please send certificate via USPS (Add \$5 for shipping & handling).

* For more information on credits, visit LearningAndTheBrain.com, or call (781) 449-4010 ext. 101.

Conference Reception

FREE

- Please register me for the May 3 Meeting of the Minds Reception.**

All prices are in U.S. dollars.

GRAND TOTAL: \$ _____

- Please check here if you have attended PIRI's LEARNING & the BRAIN® conferences before.**
How did you hear about this conference? _____

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Crystal Gateway Marriott Hotel is ADA compliant.

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

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Make check or purchase order payable to **Public Information Resources, Inc. (PIRI)**, and mail it along with your registration form to:

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

REGISTRATION POLICIES Registrations are taken and confirmed on a first-come, first-served basis according to receipt of full payment or purchase order. **Unpaid registrations without a purchase order will be canceled after 30 days. If you do not receive a confirmation within three weeks after sending full payment or purchase order, call (781) 449-4010 ext. 101 or 102.** Early bird registration is \$499 per person (\$464 for L&B Society Members) through March 1, 2013. General conference registration is \$569 per person (\$534 for L&B Society Members) through April 19, 2013. After April 19, 2013, late registration is \$589 per person (\$554 for L&B Society Members). Groups of five or more may register at \$459 per person through March 1, 2013 and \$489 after March 1, 2013, if registering together with payment or purchase order. A \$35 administrative fee will be added for on-site registration at the conference.

SUBSTITUTIONS AND CANCELLATIONS Substitutions are permissible up to seven days before the conference, but you must notify PIRI in writing by fax or mail. Cancellations must be requested no later than April 19, 2013. No cancellations can be accepted after April 19, 2013. Because cancellations incur substantial administrative costs, we regret that it is necessary to charge a cancellation fee of \$50 per person through March 1, 2013, or \$150 per person if you cancel after March 1, 2013, but before April 19, 2013. Cancellations must be sent in writing to PIRI at: 35 Highland Circle, First Floor, Needham, MA 02494-3099 or faxed to PIRI at (781) 449-4024.

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