

WINTER CONFERENCE • SAN FRANCISCO, CA • FEBRUARY 17-19, 2023

FEBRUARY CONFERENCE REGISTRATION FORM

OR REGISTER ONLINE AT LEARNINGANDTHEBRAIN.COM

Five ways to register:

Phone: (857) 444-1500 ext. 1 or 2 **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 2, 2022) \$599 per person (\$549 per person for groups of 5+)
General Registration (THROUGH FEBRUARY 10, 2023) \$649 per person (\$599 per person for groups of 5+)
Late Registration (AFTER FEBRUARY 10, 2023) \$679 per person (\$629 per person for groups of 5+)

I will be attending the conference in person in San Francisco, CA I will be attending the conference virtually

Register Me for a Friday, February 17 Pre-Conference Workshop Add \$30 if not attending the Feb. conference \$ _____

Please select one of five:

<input type="radio"/> Optimizing the Teen Brain	8:15 am – 11:15 am	\$179 per person
<input type="radio"/> Self-Regulation for Learning	8:15 am – 11:15 am	\$179 per person
<input type="radio"/> A Restorative Practice Playbook	8:15 am – 11:15 am	\$179 per person
<input type="radio"/> Trauma Responsive Teaching	8:15 am – 11:15 am	\$179 per person
<input type="radio"/> Rethinking 504 and IEP Accommodations	8:15 am – 11:15 am	\$179 per person

Sign Me Up for Professional Development Credit \$ _____

Please the certificate send via email (FREE).

Register Me for the Reception (FREE)

Register me for the February 17 *Meeting of the Minds* Reception. (FREE)

Sign Me Up for Emails (FREE)

Sign me up for LEARNING & the BRAIN®'s monthly newsletter (FREE)
 Email me information about upcoming Learning & the Brain® 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 ext.1.

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 ext. 1 or 2. Early conference registration is \$599 (\$549 per person for groups of 5 or more when registering together) through Dec. 2, 2022. General conference registration is \$649 per person (\$599 per person for groups of 5 or more when registering together) through Feb. 10, 2023. After Feb. 10, 2023, late registration is \$679 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 Feb. 10, 2023. No cancellations can be accepted after Feb. 10, 2023. 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 Dec. 2, 2022, or \$150 per person if you cancel after Dec. 2, 2022, but by Feb. 10, 2023.

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 CHALLENGING CHILDREN AND CLASSROOMS

Behavior problems in schools continue to rise in the wake of the pandemic. A recent *Education Week* survey found that 44% of all school and district leaders say that they are receiving more threats of violence from students and over 66% of them say kids are misbehaving even more than in 2019. A 2019 survey by the Education Advisory Board found rising misbehavior even before COVID with 81% of school administrators and 71% of elementary school teachers reporting that the frequency of disruptive behaviors (tantrums, bullying, defiance) in schools was “more” or “significantly more” than during the three previous years. And a 2018 study by the *Journal of the American Medical Association* found that the prevalence of ADHD has increased from 6.1% to 10.2% over the last 20 years. **This conference will focus on the brain science behind disruptive behaviors, executive deficits, emotional dysregulation, and learning disorders. Explore evidence-based strategies for dealing with challenging behaviors, ADHD, autism, LD, bullying; and for improving emotional self-regulation, executive skills, classroom management, discipline, and school climate.**

LEARNING OBJECTIVES

You will gain knowledge about:

- ✓ The science of human behavior and emotional regulation
- ✓ Rethinking challenging behaviors using a neuroscience approach
- ✓ Strategies to improve classroom management and school climate
- ✓ Ways to develop students’ executive function and self-regulation
- ✓ Creating a school culture of empathy and dignity to reduce bullying
- ✓ Promoting emotionally inclusive classrooms and emotional balance
- ✓ Pandemic impacts on teen stress, depression, and development
- ✓ Removing labels and promoting resilience in learning disorders
- ✓ Treating ADHD and autism in adolescents, smart kids, and girls
- ✓ Emotions and executive function in LD, reading, and math



*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 three months afterward. **For more information, visit [LearningAndTheBrain.com](https://www.learningandthebrain.com) or call 857-444-1500 ext. 1.**

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**
Laboratory for Learning Engineering & Neural Systems (BrainLENS),
University of Connecticut and **University of California, San Francisco**
The Neuro-Education Initiative, **Johns Hopkins School of Education**
National Association of Elementary School Principals (**NAESP**)
The Dana Foundation
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, Math, SEL, Inclusion Teachers
Superintendents, Principals, School Heads
Teen, Bullying, School Climate Counselors
ADHD, Autism, LD Specialists, Professionals
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](https://www.learningandthebrain.com) for more information on the availability of CEUs, PDPs, CEs, and other professional development credit, or call 857-444-1500 ext. 1.

Speech-Language Pathologist Credit: Visit [LearningAndTheBrain.com](https://www.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 historic **Fairmont San Francisco**, the site of the conference, and several nearby hotels. **Please access [LearningAndTheBrain.com](https://www.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 ext. 1 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

64TH International Conference for PreK Through University Educators, Clinicians, and Parents

February 17-19, 2023 • At The Historic Fairmont Hotel, **San Francisco, CA** • Or Virtually from Home

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



FEATURED SPEAKER:

Robert M. Sapolsky, PhD
MacArthur "Genius" Fellow; Professor
of Biological Sciences, Neurology, and
Neurological Sciences, **Stanford University**;
Author, *Behave: The Biology of Humans at
Our Best and Worst* (2017)

TEACHING BEHAVED BRAINS: STRATEGIES FOR CHALLENGING, DISRUPTIVE BEHAVIORS, AUTISM, ADHD, AND EXECUTIVE FUNCTION

Explore the latest research on:

The Science of Human Behavior

Managing Challenging Students

ADHD and Autism in Smart Kids

Improving Classroom Management

Controlling Emotions and Chatter

Strategies for Bullying Prevention

Emotionally Inclusive Classrooms

Disrupting Negative Expectations

The Science of Emotional Regulation

Strategies for Executive Functioning

Improving School Safety and Climate

Teens, Depression, and the Pandemic

ASD and ADHD in Teens and Girls

Emotions, EF, Math, and Reading

Presort Standard
U.S. Postage
PAID
Hartford, CT
Permit #1382

EARN PROFESSIONAL DEVELOPMENT CREDIT AT THIS HYBRID CONFERENCE

UPCOMING SPRING L&B CONFERENCE:

Spring - New York, NY: April 21-23, 2023

For information on upcoming conferences, webinars, available PD credit, and in-service training, visit LearningAndTheBrain.com.

"Sustained stress has numerous adverse effects. Crucially, the brain region most involved in feeling afraid and anxious is most involved in generating aggression."

—Robert M. Sapolsky, PhD
Stanford University



TEACHING BEHAVED BRAINS: STRATEGIES FOR CHALLENGING, DISRUPTIVE BEHAVIORS, AUTISM, ADHD, AND EXECUTIVE FUNCTION

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

FEBRUARY 17-19, 2023

Pre-Conference Workshops: February 17

Early Registration Deadline: December 2, 2022



WINTER HYBRID LEARNING & the BRAIN® CONFERENCE

CONFERENCE PROGRAM TOPICS

WITH A DISTINGUISHED FACULTY

1) BEHAVED BRAINS: IMPROVING CLASSROOM BEHAVIORS & MANAGEMENT



Featured: BEHAVE: The Biology of Humans at Our Best and Worst

Robert M. Sapolsky, PhD, MacArthur "Genius" Fellow; John A. and Cynthia Fry Gunn Professor of Biological Sciences, Neurology, and Neurological Sciences, Department of Biology, School of Humanities and Sciences, [Stanford University](#); Author, *Behave: The Biology of Humans at Our Best and Worst* (2017), *A Primate's Memoir* (2007), and *Why Zebras Don't Get Ulcers* (2004, 3rd Edition)



Featured: Behaved Brains Are Regulated Brains: Moving Beyond Behavior Management to Building Resilience and Self-Regulation

Mona M. Delahooke, PhD, Clinical and Consulting Pediatric Psychologist; Senior Faculty Member, Profectum Foundation; Author, *Brain-Body Parenting: How to Stop Managing Behavior and Start Raising Joyful, Resilient Kids* (2022) and *Beyond Behaviors: Using Brain Science and Compassion to Understand and Solve Children's Behavioral Challenges* (2019)



Featured: Rethinking Challenging Behavior: Combining Neuroscience, Compassion, and Common Sense

J. Stuart Ablon, PhD, Associate Professor; Thomas G. Stemberg Endowed Chair in Child and Adolescent Psychiatry, [Harvard Medical School](#); Founder/Director, "Think:Kids" Program, Massachusetts General Hospital; Author, *Changeable* (2018); Co-Author, *The School Discipline Fix: Changing Behavior Using the Collaborative Problem Solving Approach* (2018)



Featured: Responding Instead of Reacting: Reimagining Behavior Management by Creating a Mindset of Agency, Empathy, and Resilience

Michele Borba, EdD, Psychologist; Bullying Prevention and Behavior Expert; Author, *Thrivers: The Surprising Reasons Why Some Kids Struggle and Others Shine* (2021), *End Peer Cruelty, Build Empathy: The Proven 6Rs of Bullying Prevention That Create Inclusive, Safe, Caring Schools* (2018), *Unselfie* (2016), *The Big Book of Parenting Solutions* (2009), and *No More Misbehavin'* (2005)

Keep Calm and Carry On: Effectively Responding to Power Struggles With Children

MaryAnn Brittingham, MS, Professional Development Consultant; Graduate Course Instructor, [State University of New York at New Paltz](#); Author, *Motivating the Unmotivated* (2008), *Dealing With Difficult Parents: Powerful Strategies for Parent/Teacher Interactions* (2005), and *Respectful Discipline: Your Guide to Effective Classroom Management* (2003)

Push Past It: A Positive Approach to Challenging Classroom Behaviors in Young Children

Angela Searcy, EdD, Teacher; Child Development Specialist; Independent Consultant; Owner/Founder, Simple Solutions Educational Services; Adjunct Faculty and Continuing Education Instructor, [Erikson Institute](#); National Trainer, Teaching Strategies, LLC; Author, *Push Past It: Positive Approach to Challenging Classroom Behaviors* (2019)

2) DIVERSE BRAINS: SUPPORTING GIRLS & TEENS WITH LD, ADHD, & AUTISM



Featured: ADHD in Girls: Challenges, Promises, and the Need for Coordination Between Home and School

Stephen P. Hinshaw, PhD, Distinguished Professor of Psychology, [University of California, Berkeley](#); Professor of Psychiatry and Behavioral Sciences; Vice-Chair for Child and Adolescent Psychology, [University of California, San Francisco](#); Author, *Straight Talk About ADHD in Girls* (2022), *The ADHD Explosion* (2014), and *The Triple Bind: Saving Our Teenage Girls From Today's Pressures* (2009)



Featured: ADHD and Asperger Syndrome in Smart Kids

Thomas E. Brown, PhD, Clinical Professor of Psychiatry and Neuroscience, [University of California Riverside School of Medicine](#); Adjunct Clinical Associate Professor of Psychiatry and Behavioral Sciences at the Keck School of Medicine, [University of Southern California](#); Author, *ADHD and Asperger Syndrome in Smart Kids and Adults: Twelve Stories of Struggle, Support, and Treatment* (2021), *Smart but Stuck* (2014), and *A New Understanding of ADHD in Children and Adults: Executive Function Impairments* (2013)

Promoting Resilience in Adolescents and Young Adults With ADHD and Learning Disorders

Nicole S. Ofiesh, PhD, Cognitive Behavioral Scientist; Chief Innovation Officer, Potentia Institute 21; Director, Schwab Learning Center at the Charles and Helen Schwab Foundation; Former Executive Director of the Stanford Schwab Learning Center and Founder of the UDL Innovation Studio, [Stanford University](#); Former Senior Research Scientist, CAST; Author, *Teaching for the Lifespan* (2016)

Removing Labels: Techniques for Disrupting Negative Expectations About Students

Douglas B. Fisher, PhD, Chair, Department of Educational Leadership, [San Diego State University](#); Classroom Teacher, Health Sciences High and Middle College; Co-Author, *Confronting the Crisis of Engagement* (2022), *The Social-Emotional Learning Playbook* (2022), *The Restorative Practices Playbook* (2022), and *Removing Labels: 40 Techniques to Disrupt Negative Expectations About Students and Schools* (2021)

Guard Rails for Inclusive Classrooms: Systems for SEL and Behavioral Supports

Elizabeth B. Kozleski, EdD, Professor, [Stanford Graduate School of Education](#); Director of Stanford's Initiative on Learning Differences and the Future of Special Education; Author, "Special Education and Distance Learning: Supporting Students Through the Pandemic" (2020, [National Education Policy Center](#)); Co-Author, *Ability, Equity, and Culture* (2014) and *Inclusive Education in the 21st Century* (2000)



CONFERENCE BEGINS AT 12:15 PM ON FRIDAY, FEBRUARY 17

All times are Pacific Standard Time



3) EMOTIONAL BRAINS: PROMOTING EMOTIONAL CONTROL & BALANCE



Featured: **Chatter: The Voice in Our Head and Controlling Emotions**

Ethan F. Kross, PhD, Director, Emotion and Self-Control Laboratory; Professor, Department of Psychology, **University of Michigan**; Author, *Chatter: The Voice in Our Head, Why It Matters, and How to Harness It* (2021); Co-Author, "Does Distanced Self-Talk Facilitate Emotion Regulation Across a Range of Emotionally Intense Experiences?" (2021, *Clinical Psychological Science*)



Featured: **Developing an Emotionally Inclusive Classroom to Improve Behavior**

Brian Dinkins, EdD, Assistant Professor; Director of Experiential Program for Preparing School Principals, **Butler University**; Former Turnaround School Principal; President, Center for Empowering Education Inc.; Founder/President, National Institute for Child Empowerment, which provides support for the social and emotional learning needs of children

The Science of Emotional Regulation

James J. Gross, PhD, Professor of Psychology; Director, Stanford Psychophysiology Laboratory, **Stanford University**; Co-Author, "Effortless Training of Attention and Self-Control: Mechanisms and Applications" (2022, *Trends in Cognitive Science*) and "A Multi-Country Test of Brief Reappraisal Interventions on Emotions During the COVID-19 Pandemic" (2021, *Nature Human Behavior*)

The Amazing Teen Brain: CBT and Neuroscience to Help Teens Manage Stress and Balance Emotions in the Classroom and Beyond

Elisa E. Nebolsine, LCSW, Cognitive Behavioral Therapist; Adjunct Faculty, **Beck Institute**; Adjunct Faculty, **Catholic University**; Member, Academy of Cognitive Therapy, Anxiety Disorders Association of America, and National Association of Social Workers; Author, *Your Amazing Teen Brain: CBT and Neuroscience Skills to Stress Less, Balance Emotions, and Strengthen Your Growing Mind* (2021)

Early Life Stress, Neurodevelopment, and Depression in Adolescents: The Impact of the COVID-19 Pandemic

Ian H. Gotlib, PhD, Professor of Psychology; Director, Stanford Neurodevelopment, Affect, and Psychopathology Laboratory, **Stanford University**; Fellow, American Psychological Association and Association for Psychological Science; Co-Author, "Early Life Stress, Systemic Inflammation, and Neural Correlates of Implicit Emotion Regulation in Adolescents" (2022, *Brain, Behavior, and Immunity*)

4) BULLIED BRAINS: PREVENTING BULLYING & IMPROVING SCHOOL CLIMATE



Featured: **Raising Our Village:**

Creating A Culture of Dignity for and With Young People

Rosalind P. Wiseman, BA, Co-Founder, Cultures of Dignity; Creator, Owning Up Curriculum; Author, *Owning Up: Empowering Adolescents to Create Cultures of Dignity and Confront Social Cruelty and Injustice* (2020), *Queen Bees and Wannabes* (2016, 3rd Edition), and *Masterminds and Wingmen* (2013); Co-Author, *Courageous Discomfort* (2022) and *Queen Bee Moms and Kingpin Dads* (2006)

The 6Rs of Bullying Prevention

Michele Borba, EdD, Psychologist; Bullying Prevention and Behavior Expert; Author, *Thrivers: The Surprising Reasons Why Some Kids Struggle and Others Shine* (2021), *End Peer Cruelty, Build Empathy: The Proven 6Rs of Bullying Prevention That Create Inclusive, Safe, Caring Schools* (2018), *Unselfie* (2016), *The Big Book of Parenting Solutions* (2009), and *No More Misbehavin'* (2005)

Understanding and Addressing School Violence

Frank C. Worrell, PhD, President, American Psychological Association (APA); Professor, Graduate School of Education, **University of California, Berkeley**; Member, APA Task Force on Violence Against Educators and School Personnel; Co-Author, *Violence Against Educators and School Personnel: Crisis During COVID* (2022, APA); Co-Editor, *The Cambridge Handbook of Applied School Psychology* (2020)

Queen Bees and Masterminds:

Helping Young People Navigate Friendships, Social Conflicts, and Bullying

Rosalind P. Wiseman, BA, Co-Founder, Cultures of Dignity; Creator, Owning Up Curriculum; Author, *Owning Up: Empowering Adolescents to Create Cultures of Dignity and Confront Social Cruelty and Injustice* (2020), *Queen Bees and Wannabes* (2016, 3rd Edition), and *Masterminds and Wingmen* (2013); Co-Author, *Courageous Discomfort* (2022) and *Queen Bee Moms and Kingpin Dads* (2006)

CONFERENCE SCHEDULE:

Pre-Conference Workshops

Friday, February 17

8:15 AM – 11:15 AM

Conference Day 1

Friday, February 17

12:15 PM – 5:45 PM

Conference Day 2

Saturday, February 18

8:15 AM – 5:45 PM

Conference Day 3

Sunday, February 19

8:30 AM – 3:00 PM

5) EXECUTIVE BRAINS: DEVELOPING EXECUTIVE FUNCTION, FOCUS, & REGULATION



Featured: Neurodevelopment of Executive Function and Self-Regulation

Philip D. Zelazo, PhD, Nancy M. and John E. Lindahl Professor, Institute of Child Development, [University of Minnesota](#); Co-Author, “Development of Executive Function Skills in Childhood” (2022, *The Cambridge Handbook of Cognitive Development*) and “Self-Regulation and Executive Function: The Foundations for Student Success” (2022, *Handbook of Special Education Research*); and **Stephanie M. Carlson, PhD**, Distinguished McKnight University Professor, Institute of Child Development, [University of Minnesota](#); Co-Founders of Reflection Sciences Inc.; Co-Authors, “The Neurodevelopment of Executive Function Skills” (2020, *Psychology & Neuroscience*)

Beyond Planners and Post-Its:

Ten Practical Strategies to Teach Children and Teens Executive Functioning

Rebecca A. Branstetter, PhD, Licensed School Psychologist; Founder, The Thriving School Psychologist Collective; Contributor, Greater Good Science Center, [University of California, Berkeley](#); Former Clinical Psychologist, UCSF Autism Clinic, [University of California San Francisco](#); Author, *The Thriving School Psychologist* (2020), *The Conscious Parent’s Guide to Executive Functioning Disorders* (2016), and *The Everything Parent’s Guide to Children With Executive Functioning Disorders* (2013)

Confronting the Crisis of Engagement:

Creating Focus and Resilience for Students and Schools

Douglas B. Fisher, PhD, Chair, Department of Educational Leadership, [San Diego State University](#); Classroom Teacher, Health Sciences High and Middle College; Co-Author, *Confronting the Crisis of Engagement* (2022), *The Social-Emotional Learning Playbook* (2022), *The Restorative Practices Playbook* (2022), and *Removing Labels: 40 Techniques to Disrupt Negative Expectations About Students and Schools* (2021)

BRAIN HACKS: Super Skills for Emotional Regulation, Focus, and Executive Functioning

Lara A. Honos-Webb, PhD, Clinical Psychologist; Former Postdoctoral Research Fellow, [University of California, San Francisco](#); Author, *BRAIN HACKS: Life-Changing Strategies to Improve Executive Functioning* (2018) and *The Gift of ADHD* (2005); Co-Author, *Six Super Skills for Executive Functioning: Tools to Help Teens Improve Focus, Stay Organized, and Reach Their Goals* (2020)

How to Keep Executive Function Functioning: Strategies for Building Self-Regulation

Kathleen M. Kryza, MA, Master Teacher; CIO, Infinite Horizons; Co-Author, *Developing Growth Mindsets in the Inspiring Classroom* (2011), *Inspiring Elementary Learners* (2008), and *Inspiring Middle and Secondary Learners* (2007); and **Jack A. Naglieri, PhD**, Research Professor, Curry School of Education, [University of Virginia](#); Author, *Helping Children Learn* (2011, 2nd Edition); Co-Author, *Interventions for Autism Spectrum Disorder* (2017) and *The Handbook of Executive Functioning* (2014)

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

REGISTER NOW FOR OUR SPRING LEARNING & the BRAIN® CONFERENCE



TEACHING SOCIAL BRAINS:

STRATEGIES FOR IMPROVING SOCIAL COGNITION, COOPERATION, AND BELONGING IN THE CLASSROOM

APRIL 21-23, 2023, IN NEW YORK, NY

Held at the Sheraton New York Times Square Hotel

FEATURED SPEAKERS INCLUDE:



SARAH-JAYNE BLAKEMORE, PhD, FMedSci, FBA

Professor of Psychology and Cognitive Neuroscience, [University of Cambridge](#); Honorary Professor, [University College London](#); Author, *Inventing Ourselves: The Secret Life of the Teenage Brain* (2018)



NICHOLAS A. CHRISTAKIS, MD, PhD, MPH

Co-Director, Yale Institute for Network Science; Sterling Professor of Social and Neural Science, [Yale University](#); Author, *Apollo’s Arrow* (2020) and *Blueprint: The Evolutionary Origins of a Good Society* (2019)



GEOFFREY L. COHEN, PhD

Professor of Psychology, [Stanford University](#); Professor of Education, [Stanford Graduate School of Education](#); Author, *Belonging: The Science of Creating Connection and Bridging Divides* (2022)



JAY J. VAN BAVEL, PhD

Associate Professor, [New York University](#); Co-Author, *The Power of Us: Harnessing Our Shared Identities to Improve Performance, Increase Cooperation, and Promote Social Harmony* (2021)

See [LearningAndTheBrain.com](#) for more information and to learn about early registration discounts.

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

FRIDAY, FEBRUARY 17, 2023 8:15 AM – 11:15 AM

Cost per person: \$179. By advance registration only. Select one of five. (Add \$30 if not also attending the conference.)

1. Optimizing the Teen Brain for Motivation, Behavior Self-Management, and Executive Function

This workshop will explore what neuroscience reveals about attention, emotion, memory, and executive functions that are relevant to teens and will provide strategies that correlate with what neuroscience research says about how the teen brain learns. Explore ways to improve teens' joyful and successful learning and gain an enhanced understanding of how the principles of neuroscience relate to teen education. You will acquire a rich toolkit of strategies readily applicable to the classroom. **Judy A. Willis, MD, EdM**, Board-Certified Neurologist; Adjunct Professor, University of California, Santa Barbara; Author, *Unlocking Teen Brain Power* (2019), *Learning to Love Math* (2010), and *How Your Child Learns Best* (2008); Co-Author, *Research-Based Strategies to Ignite Student Learning* (2020, Revised) and *Upgrade Your Teaching* (2019)

2. Self-Regulation for Learning: Promoting Impulse Control and Positive Behaviors

The pandemic, closures, and stress have significantly impacted students' affect, behavior, and cognitive skills. Yet students' abilities to appropriately manage their affect, behaviors, and cognition (ABCs) is important for school success. Self-regulation for learning is the ability to effectively balance the ABCs to pursue worthy academic goals. Students who underperform, struggle to achieve, or selectively produce may lack the coordination between their feelings (affect), essential learning strategies (behaviors), and meta-cognitive thought processes (cognition). In this interactive workshop, you will learn a holistic approach to assisting all students (from special education to gifted education) in gaining greater social and emotional well-being, developing impulse control and positive behaviors, and acquiring valuable thinking tools to be successful in school and beyond. **Richard M. Cash, EdD**, Former Director of Gifted Programs; Author, "Enhancing Social-Emotional Learning With Self-Regulation for Learning" (2019, Blog) and *Self-Regulation in the Classroom: Helping Students Learn How to Learn* (2016)

3. A Restorative Practice Playbook: Tools for Transforming Classroom Management

Restorative Practices are an alternative to punitive approaches to classroom management. These practices humanize the schooling experience and allow individuals who cause harm to make amends. This workshop will explore Restorative Practices, which rely on strong relationships, as well as clear systems and procedures to ensure that harm is addressed. Learn how to increase equity for all students, reduce exclusionary practices such as suspension and expulsion, and discover ways to help students change their behavior. **Dominique B. Smith, EdD, MSW**, Vice Principal, Health Sciences High and Middle College; National Trainer for the International Institute on Restorative Practices; 2014 Winner of the National School Safety Advocacy Award; Co-Author, *The Restorative Practices Playbook* (2022), *The Social-Emotional Learning Playbook* (2022), and *Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management* (2015)

4. Trauma Responsive Teaching:

Understanding Trauma-Related Behaviors and Doing Something About Them

Understanding the mind and behaviors of students who have experienced trauma is key to shaping how we work with them in our schools and classrooms. In this workshop, you will explore the impact of trauma and chronic stress on the brain and how it affects student learning. You will learn what classroom teachers can do to reduce student's stress and develop interactive self-regulation. Learn proactive strategies such as fostering connections, prioritizing social and emotional skills, and establishing a safe, caring learning environment. You will leave with concrete actions on how to create a classroom that supports not only traumatized students, but also the school professionals who serve them. **Kathleen M. Kryza, MA**, Master Teacher; CIO, Infinite Horizons; Co-Author, *Developing Growth Mindsets in the Inspiring Classroom* (2011), *Inspiring Elementary Learners* (2008), and *Inspiring Middle and Secondary Learners* (2007); and **MaryAnn Brittingham, MS**, Professional Development Consultant; Graduate Course Instructor, State University of New York at New Paltz; Author, *Motivating the Unmotivated* (2008) and *Respectful Discipline* (2003); Co-Authors, *Transformative Teaching: Changing Today's Classrooms Culturally, Academically, and Emotionally* (2015)

5. Rethinking 504 and IEP Accommodations: Using the Neuroscience of Behavior, Social-Emotions, and Mental Health for Reading, ADHD, and Learning Disorders

Learn how neuroscience research has informed our knowledge about learning in the realms of behavior, anxiety, resilience, and mental health for all students, particularly those with behavior and learning challenges. The presenters will translate this research for you to increase your understanding of the power of accommodations from IEP and 504 plans in providing opportunities for all learners to demonstrate their potential to grow, and to succeed. **Nicole Ofiesh, PhD**, Cognitive Behavioral Scientist; Chief Innovation Officer, Potentia Institute 21; Director, Schwab Learning Center at the Charles and Helen Schwab Foundation; Former Executive Director of the Stanford Schwab Learning Center and Founder of the UDL Innovation Studio, Stanford University; Former Senior Research Scientist, CAST; Author, *Teaching for the Lifespan* (2016); **Nancy Redding, MEd**, Fellow, Academy of Orton-Gillingham Practitioners and Educators; and **Robert L. Hendren, DO**, Professor of Psychiatry and Behavioral Sciences, School of Medicine, University of California, San Francisco

EVENTS

MEETING OF THE MINDS – WINE & CHEESE RECEPTION

FRIDAY, FEBRUARY 17 from 5:45 PM - 6:45 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 to improve student behavior, SEL, emotional self-regulation, bullying, school climate, classroom management, or executive function. Submit a summary of your poster session for review to info@LearningAndTheBrain.com. Proposal deadline is January 20, 2023. For more information, visit LearningAndTheBrain.com, call 857-444-1500 Ext. 1.