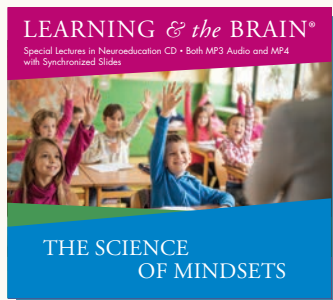
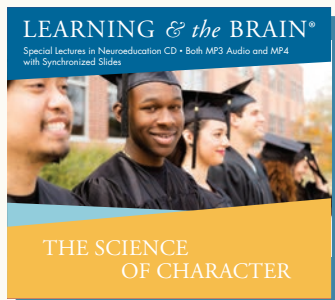


## NEW! ON-SITE PROFESSIONAL DEVELOPMENT

Bring **LEARNING & the BRAIN®** to your school! **LEARNING & the BRAIN®** has a select group of workshop leaders who can provide on-site PD training on topics including reading disorders, executive functions, math disorders, mindsets and learning disabilities.

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## LEARNING & THE BRAIN® ONLINE STORE



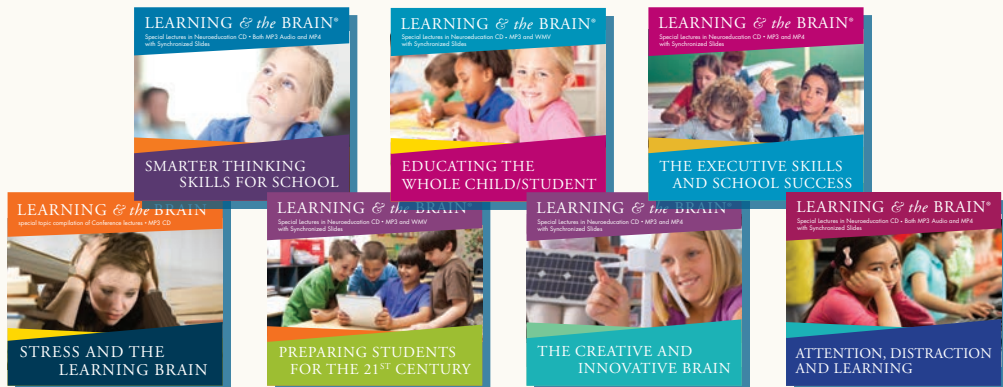
**LEARNING & the BRAIN® is pleased to announce three new compilations containing audio files and synchronized slides from past L&B conference lectures!**

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- The Science of Character
- The Science of Mindsets

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# LEARNING & THE BRAIN® 2017 SUMMER INSTITUTES

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## THE POWER OF MINDSETS: PROMOTING POSITIVE SCHOOL CLIMATES AND MOTIVATION IN STUDENTS JUNE 26-JUNE 30 or JULY 10-14

**On the campus of Boston University, Boston, MA**

**Workshop Leader: Robert B. Brooks, PhD**, Assistant Clinical Professor of Psychology, [Harvard Medical School](#)



## THINK SMART: USING MINDSETS AND METACOGNITION FOR STUDENT SUCCESS JULY 10-14

**On the campus of UCSB, Santa Barbara, CA**

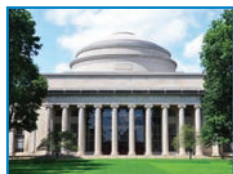
**Workshop Leaders: Kathleen M. Kryza, MA**, Master Teacher, International Educational Consultant/Coach; and **Jack A. Naglieri, PhD**, Research Professor, [University of Virginia](#); Senior Research Scientist, Devereux Center for Resilient Children



## NEUROSCIENCE AND CLASSROOM ENGAGEMENT: STRATEGIES FOR MAXIMIZING STUDENTS' ATTENTION, FOCUS AND POTENTIAL JULY 10-14

**On the campus of UCSB, Santa Barbara, CA**

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



## THE NEUROSCIENCE OF READING: USING RESEARCH TO UNDERSTAND READING ACQUISITION AND DISORDERS JULY 17-20

**On the campus of Massachusetts Institute of Technology, Cambridge, MA**

**Workshop Leader: John D. E. Gabrieli, PhD**, Professor of Brain and Cognitive Sciences, [Massachusetts Institute of Technology](#)



## THE NEUROPSYCHOLOGY OF LEARNING DISABILITIES: DEVELOPING INTERVENTIONS TO HELP STUDENTS JULY 17-21

**On the campus of UCSB, Santa Barbara, CA**

**Workshop Leader: Steven G. Feifer, DEd, NCSP, ABSNP**, Neuropsychologist; 2009 National School Psychologist of the Year



## NEUROSCIENCE AND EXECUTIVE SKILLS: STRATEGIES FOR EXECUTIVE FUNCTIONS, MEMORY AND CLASSROOM LEARNING JULY 17-21

**On the campus of UCSB, Santa Barbara, CA**

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

**For more details about these summer institutes, visit [www.LearningAndTheBrain.com](http://www.LearningAndTheBrain.com).**

# WHY POSITIVE MINDS SUCCEED

In order for students to thrive and succeed in today's high-stress, changing and chaotic world, they will need skills well beyond good test scores. Brain, behavioral and positive psychology research has shown that the most important skills for school success, life satisfaction, good health and wellbeing are resilience and positive emotions such as optimism, gratitude, empathy, kindness and happiness. **Discover why positive emotions are important for academic achievement, wellbeing and behavior; ways to build grit and resilience against anxiety, adversity, bullying and depression; and strategies for promoting positive students and schools.**

## LEARNING OBJECTIVES

**You will gain knowledge about:**

- ✓ The brain science of positive emotions, thinking and wellbeing
- ✓ How gratitude builds strengths, resilience and school success
- ✓ Ways to develop positive schools, behaviors and school climate
- ✓ Strategies to foster optimistic, empathetic and grateful students
- ✓ Applying brain and positive neuroscience to help children thrive
- ✓ Effects of stress, adversity and poor environments on achievement
- ✓ Promoting positive relationships, empathy and prosocial skills
- ✓ Raising resilience, grit and mindfulness in children and teens
- ✓ Interventions for depression, negative behaviors and bullying
- ✓ Connecting emotions and empathy to mathematics learning
- ✓ The role of SES and environment on reading intervention



## CO-SPONSORS

School of Education, **Johns Hopkins University**  
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Mind, Brain and Education Program, **Harvard Graduate School of Education**  
Comer School Development Program, **Yale University School of Medicine**  
The Neuroscience Research Institute, **University of California, Santa Barbara**  
The Dana Alliance for Brain Initiatives, **The Dana Foundation**  
National Association of Elementary School Principals (**NAESP**)  
National Association of Secondary School Principals (**NASSP**)  
Edutopia, **The George Lucas Educational Foundation**  
**LEARNING & the BRAIN® Foundation**

## WHO SHOULD ATTEND

Educators, Parents  
Curriculum, Staff Developers  
Speech-Language Pathologists  
K-12 Teachers, Administrators  
Early Childhood, At-Risk Educators  
Learning Specialists, Special Educators  
Counselors, Clinicians, Social Workers  
Reading, Language, Math, STEM Educators  
School Psychologists, Positive Psychologists  
Superintendents, Principals, School Heads  
School, Behavior, Health, SES Professionals  
Bullying Prevention, Resource Officers  
Occupational, Physical Therapists  
College, University Professors

## EARN PROFESSIONAL DEVELOPMENT AND GRADUATE CREDIT

**Professional Credit:** You may earn up to 16-20 hours toward professional development credit for educators, psychologists, speech-language professionals, social workers and clinicians. Access **LearningAndTheBrain.com** for more information on the availability of professional development credit or call (781) 449-4010 ext. 104. 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 certificates by mail.

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Pay only \$199 per night (plus applicable taxes). **Call the Crystal Gateway Marriott Hotel (site of the conference) at 1-800-228-9290 or 703-920-3230 and refer to "LEARNING & the BRAIN."** The discount rate will no longer apply when the block is full, or after March 14, 2017. If the hotel block is filled, access **LearningAndTheBrain.com** or call our office at (781) 449-4010 ext. 101 or 102 for additional hotel choices. Located in Arlington, VA minutes from the Reagan National Airport and right across the Potomac River from Washington, DC, the hotel is next to the Crystal City Metro stop and convenient to all the sights of the DC area.



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## POSITIVE, RESILIENT MINDS: THE SCIENCE OF PROMOTING STUDENT GRIT, GRATITUDE AND SCHOOL SUCCESS

*Explore the latest research on:*



### **FEATURED SPEAKER:**

**MARTIN E.P. SELIGMAN, PHD**  
Director, Positive Psychology Center,  
[University of Pennsylvania](#); Author,  
*Flourish* (2012), *The Optimistic Child*  
(2007) and *Authentic Happiness* (2004)

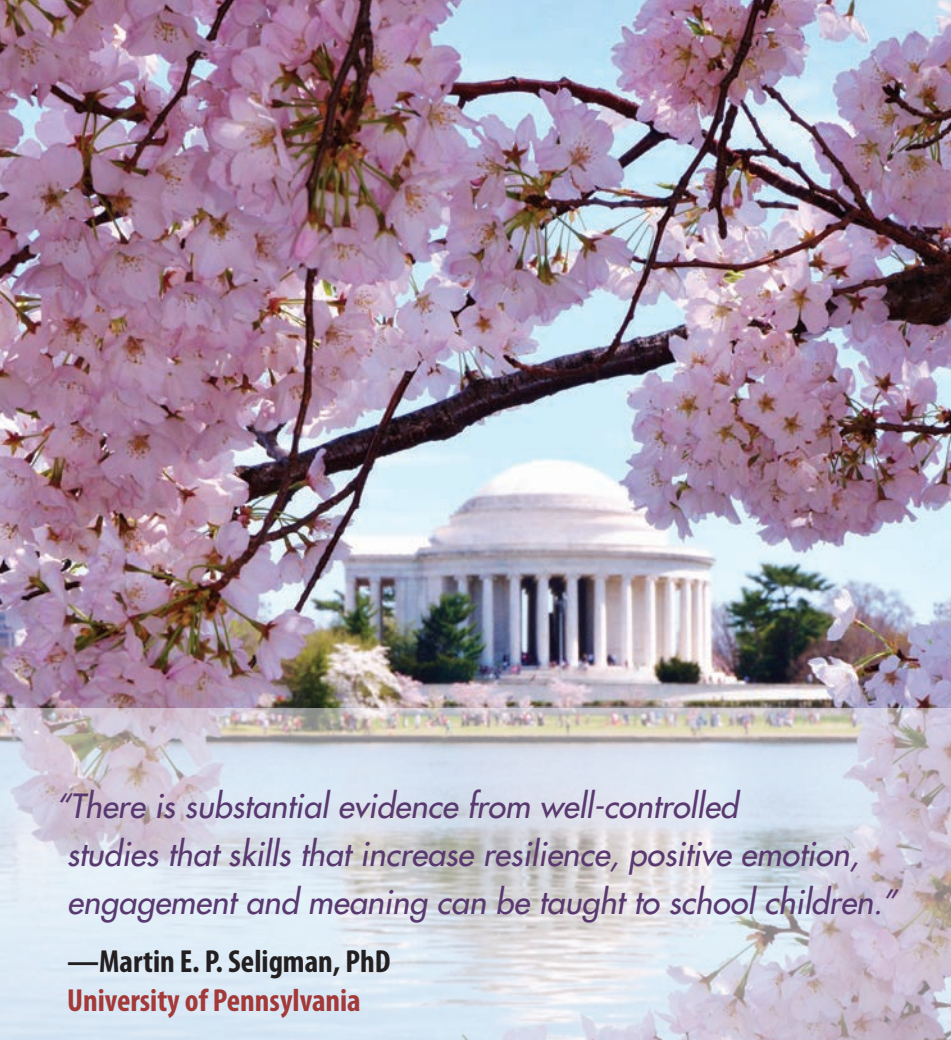
|                                   |                                      |
|-----------------------------------|--------------------------------------|
| The Science of Positive Emotions  | Ways to Improve School Climate       |
| Optimism and Academic Success     | Reducing Anxiety and Depression      |
| Promoting Positive, Mindful Kids  | Creating Safe, Compassionate Schools |
| Enhancing Empathy and Gratitude   | The Science of Childhood Wellbeing   |
| Engaging Meaning and Motivation   | Battling Bullies and Bad Behaviors   |
| Raising Child Resilience and Grit | The Role of Adversity on Achievement |
| Promoting Positive Relationships  | Thriving in a Changing, Chaotic Age  |
| How Adversity Affects Reading     | The Benefits of Empathy in Math      |

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*"There is substantial evidence from well-controlled studies that skills that increase resilience, positive emotion, engagement and meaning can be taught to school children."*

—Martin E. P. Seligman, PhD  
University of Pennsylvania

## POSITIVE, RESILIENT MINDS: THE SCIENCE OF PROMOTING STUDENT GRIT, GRATITUDE AND SCHOOL SUCCESS

AT THE CRYSTAL GATEWAY MARRIOTT HOTEL,  
ARLINGTON, VA

**APRIL 7-9, 2017**

Pre-Conference Workshops: April 7

**Early Discount Deadline: FEBRUARY 10, 2017**



SPRING LEARNING & the BRAIN® CONFERENCE

# CONFERENCE PROGRAM TOPICS

## WITH A DISTINGUISHED FACULTY

### POSITIVE MINDS: THE SCIENCE OF OPTIMISM, GRATITUDE & SCHOOL SUCCESS

#### Positive Education and Positive Psychology

**Martin E.P. Seligman, PhD**, Founder and “Father” of Positive Psychology; Director, Positive Psychology Center; Director, Master of Applied Positive Psychology Program, School of Arts and Sciences, [University of Pennsylvania](#); Author, *Flourish: A Visionary New Understanding of Happiness and Well-Being* (2012), *Learned Optimism* (2006), *The Optimistic Child* (2007) and *Authentic Happiness* (2004)

#### Rainy Brain, Sunny Brain: The Science of Optimism and a Positive Outlook

**Elaine Fox, PhD**, Director, Oxford Centre for Emotions and Affective Neuroscience; Professor, Department of Experimental Psychology, [University of Oxford](#); Author, *Rainy Brain, Sunny Brain: How to Retrain Your Brain to Overcome Pessimism and Achieve a More Positive Outlook* (2012) and *Emotion Science: Cognitive and Neuroscientific Approaches to Understanding Human Emotions* (2008)

#### From Grateful Students to Great Schools: The Promise of Gratitude in Education

**Giacomo Bono, PhD**, Assistant Professor, Psychology Department, College of Natural and Behavioral Sciences, [California State University, Dominguez Hills](#); Co-Author, *Making Grateful Kids: The Science of Building Character* (2015); Co-Author “Gratitude in School: Benefits to Students and Schools” (2014, *Handbook of Positive Psychology*)

#### Brain-Targeted Teaching: Promoting Positive Emotions for Learning

**Mariale M. Hardiman, EdD**, Professor of Clinical Education; Vice Dean of Academic Affairs; Co-Founder/Director, Neuro-Education Initiative (NEI), School of Education, [Johns Hopkins University](#); Author, *The Brain-Targeted Teaching Model for 21<sup>st</sup> Century Schools* (2012)

#### The Gift of Failure: Fostering Intrinsic Motivation and Resilience in Kids

**Jessica Lahey, JD**, High School English Teacher; Columnist/Blogger, *New York Times*; Author, *The Gift Of Failure: How the Best Parents Learn to Let Go So Their Children Can Succeed* (2015), a *New York Times* Bestseller

#### The Science Behind Positive Thinking

**Gabriele E. Oettingen, PhD**, Director, The Motivation Lab, [New York University](#); Author, “Pragmatic Prospection: How and Why People Think About the Future” (2016, *Review of General Psychology*) and *Rethinking Positive Thinking: Inside the New Science of Motivation* (2015)

#### Gratitude in a Changing Brain

**Christina M. Karns, PhD**, Director, Brain Development Lab; Director, Emotions and Neuroplasticity Project, [University of Oregon](#); Co-Author, “Gratitude, Giving, and Gains: An fMRI Study of Gratitude Related Altruism” (Forthcoming 2017, *Positive Emotions and Neuroplasticity*)

#### Positive Activities in the Classroom: The Impact of Kindness and Gratitude in Adolescents

**Christina N. Armenta, MA, PhD Candidate**, Positive Activities and Well-Being (Sonja Lyubomirsky’s) Lab, [University of California, Riverside](#); National Science Foundation Graduate Research Fellow; Researcher on gratitude and kindness curriculum; Co-Author, “Functions of Positive Emotions: Gratitude as a Motivator of Self-Improvement and Positive Change” (2016, *Emotion Review*)

### RESILIENT MINDS: THE SCIENCE OF STUDENT STRESS, GRIT & RESILIENCE

#### Grit in the Classroom – Teachers on the Frontline of Change

**Caroline Adams Miller, MAPP**, Recognized as one of the world’s learning experts on Positive Psychology who studied under Martin Seligman; Guest Lecturer, Wharton Executive Education Program, [University of Pennsylvania](#); Author, *Getting Grit: The Evidence-Based Approach to Cultivate Passion, Perseverance and Purpose* (Forthcoming 2017), *Positively Caroline* (2013) and *Creating Your Best Life* (2009)

#### Resilience: The Neuroscience of Learning to Cope with Disappointment, Difficulty and Even Disaster

**Linda Graham, MFT**, Experienced Psychotherapist; Teacher of Mindful Self-Compassion; Author, *Bouncing Back: Rewiring Your Brain for Maximum Resilience and Well-Being* (2013), Winner of the 2014 *Books for a Better World* Award

#### Think Positive, Act Smart: The Role of Executive Function in Emotional Strength and Resilience

**Kathleen M. Kryza, MA**, Master Teacher; CIO, Infinite Horizons; Co-Author, *Developing Growth Mindsets in the Inspiring Classroom* (2011) and *Differentiation for Real Classrooms* (2009); and **Jack A. Naglieri, PhD**, Research Professor, Curry School of Education, [University of Virginia](#); Senior Research Scientist, Devereux Foundation Center for Resilient Children; Author, *Helping Children Learn, 2<sup>nd</sup> Edition* (2011)

#### Making Mindfulness Stick: Promoting Positivity and Resilience Through Meditation

**Christopher Willard, PsyD**, Psychotherapist and Educational Consultant; Lecturer in Psychiatry, [Harvard Medical School](#); Board Member, The Institute for Meditation and Psychotherapy; Author, *Growing Up Mindful: Essential Practices to Help Children, Teens and Families Find Balance, Calm and Resilience* (2016) and *Mindfulness for Teen Anxiety* (2014)

#### Wired for Control: How a Sense of Control Lowers Stress, Builds Motivation, and Creates a Healthy Brain

**William R. Stixrud, PhD**, Assistant Clinical Professor of Psychiatry, [George Washington School of Medicine](#); Adjunct Faculty, Children’s National Medical Center; Director, William Stixrud and Associates; and **Ned Johnson, BA**, President and Founder of PrepMatters; Co-Authors, *Wired for Control: The Science and Sense of Allowing Kids to Find Themselves* (2017)

#### The Science of Positive Emotions: Promoting Resilience in the Face of Adversity

**Michele M. Tugade, PhD**, Associate Professor of Psychology; Director, Emotions and Psychophysiology Laboratory, [Vassar College](#); Author, “Positive Emotions, Coping and Resilience” (2011, *Handbook of Stress, Health, and Coping*); Co-Author with Barbara Fredrickson, “Psychophysiology of Resilience” (2008, *Biobehavioral Resilience to Stress*); Lead-Editor, *Handbook of Positive Emotions* (2016)





CONFERENCE BEGINS 1:00 PM, APRIL 7



## BEHAVED MINDS: BATTLING BULLYING & IMPROVING SCHOOL CLIMATE

### The Whole-Brain Child: Regulating Behavior and Addressing Emotions in the Classroom

**Tina Payne Bryson, PhD, LCSW**, Psychotherapist; Executive Director, The Center for Connection; Director of Parenting Education, Mindsight Institute; Child Development Specialist, Saint Mark's School; Co-Author of the *New York Times* Bestsellers, *The Whole-Brain Child* (2012) and *No-Drama Discipline* (2014)

### The Nurture Effect: How the Science of Human Behavior Can Improve Our Schools and Our World

**Anthony Biglan, PhD**, Research Scientist, Nurture Networks LLC; Senior Scientist, Oregon Research Institute; Co-Director, Promise Neighborhood Research Consortium; Author, *The Nurture Effect: How the Science of Human Behavior Can Improve Our Lives and Our World* (2015); Co-Author, *Helping Adolescents at Risk* (2005)

### The Education Revolution: How to Apply Brain Science to Improve School Climate

**Horacio Sanchez, MEd**, President/CEO, Resiliency Inc.; Former Teacher; Author, *The Education Revolution: How to Apply Brain Science to Improve Instruction and School Climate* (2016) and *A Brain-Based Approach to Closing the Achievement Gap* (2008)

### How to Teach Students the 9 Essential Habits of Empathy and Create Safe, Compassionate Learning Environments

**Michele Borba, EdD**, Psychologist; Member; Bullying Prevention and Character Development Expert; Author, *The 6Rs of Bullying Prevention* (2016) and *Esteem Builders: A K-8 Self Esteem Curriculum for Improving Student Achievement, Behavior and School Climate*, 2<sup>nd</sup> Edition (2003)

### The Impact of Bullying in Childhood and Long-Term Consequences

**William E. Copeland, PhD**, Associate Professor, Center for Developmental Epidemiology and Department of Psychiatry and Behavioral Sciences, [Duke University School of Medicine](#); Co-Author, "Bully/Victims: a Longitudinal, Population-Based Cohort Study of Their Mental Health" (2015, *European Child & Adolescent Psychiatry*) and "Impact of Bullying in Childhood on Adult Health, Wealth, Crime, and Social Outcomes" (2013, *Psychological Science*)

## CONNECTED MINDS: ENHANCING EMPATHY & POSITIVE RELATIONSHIPS

### Empathy Is a Verb: Lessons for Learning Real Success in the Digital Age

**Michele Borba, EdD**, Psychologist; Member, Board of Directors, Character Education Partners; Author, *Unselfie: Why Empathetic Kids Succeed in Our All-About-Me World* (2016) and *Building Moral Intelligence: The Seven Essential Virtues that Teach Kids to Do the Right Thing* (2002)

### The Human Brain and Empathy

**James A. Coan, PhD**, Associate Professor of Clinical Psychology; Director of the Virginia Affective Neuroscience Laboratory, Department of Psychology, [University of Virginia](#); Co-Author, "Empathy is Associated with Dynamic Change in Prefrontal Brain Electrical Activity During Positive Emotion in Children" (2009, *Child Development*); Co-Editor, *Handbook of Emotion Elicitation and Assessment* (2007)

### Wired to Connect: The Brain Science of Strong, Healthy Relationships

**Amy E. Banks, MD**, Director of Advanced Training, Jean Baker Miller Training Institute, Wellesley Centers for Women, [Wellesley College](#); Former Instructor in Psychiatry, [Harvard Medical School](#); Author, *Wired to Connect: The Brain Science of Strong, Healthy Relationships* (2016); Co-Author, *Four Ways to Click: Rewire Your Brain for Stronger, More Rewarding Relationships* (2015)

### Prosocial Behavior, Social Influences and Social Support for Motivation and Academic Success

**Kathryn R. Wentzel, PhD**, Professor, Department of Human Development, Learning, and Quantitative Methodology, College of Education, [University of Maryland](#); Co-Author, *Social Influences on Social-Emotional, Motivation, and Cognitive Outcomes in School Contexts* (2016), and "Socialization in School Settings" (2014, *Handbook of Social Development*, 2<sup>nd</sup> Edition)

### Teach Peace: Developing Empathy and Hope in the Classroom

**Kathleen M. Kryza, MA**, Master Teacher; CIO, Infinite Horizons; Co-Author, *Transformational Teaching: Changing Today's Classrooms Culturally, Academically and Emotionally* (2015), *Developing Growth Mindsets in the Inspiring Classroom* (2011) and *Differentiation for Real Classrooms* (2009)

### The Formative Five: Preparing Students for Success in School and Life

**Thomas R. Hoerr, PhD**, Emeritus Head of New City Schools; Scholar-in-Residence, [University of Missouri-St. Louis](#); Author, *The Formative Five: Fostering Grit, Empathy and Other Success Skills Every Student Needs* (2016) and *Fostering Grit: How Do I Prepare My Students for the Real World* (2013)

## CONFERENCE SCHEDULE:

### Pre-Conference Workshops:

Conference Day 1:

Conference Day 2:

Conference Day 3:

Friday, April: 7

Friday, April: 7

Saturday, April 8

Sunday, April 9

8:15 AM – 12:15 PM

1:00 PM – 5:30 PM

8:30 AM – 5:30 PM

8:30 AM – 4:00 PM

## STRESSED MINDS: OVERCOMING ADVERSITY TO IMPROVE WELLBEING

### We Are the Medicine: Prioritizing Possibilities to Address Early Life Adversity and Promoting Child Well Being

**Christina D. Bethell, PhD**, Professor, Bloomberg School of Public Health, [Johns Hopkins University](#); Co-Author, "Adverse Childhood Experiences, Resilience and Mindfulness-Based Approaches" (2016, *Child and Adolescent Psychiatric Clinics of North America*)

### Childhood Disrupted: How Children's Biography Becomes Their Biology, and How We Ensure Their Resiliency

**Donna Jackson Nakazawa, BA**, Award Winning Science Journalist and Researcher; Author, *Childhood Disrupted: How Your Biography Becomes Your Biology, and How You Can Heal* (2015), which examines the lifelong consequences of adverse childhood experiences

### Neuroanatomical Correlates of Income and Adversity on Achievement

**John D.E. Gabrieli, PhD**, Professor of Brain and Cognitive Sciences; Co-Director, Clinical Research Center; Associate Director, Athinoula A. Martinos Imaging Center, McGovern Institute for Brain Research, [Massachusetts Institute of Technology](#); Co-Author, "Neuroanatomical Correlates of the Income-Achievement Gap" (2015, *Psychological Science*)

### Why Environment Matters: The Effects of Enriched and Impoverished Brains

**John T. Almarode, PhD**, Associate Professor, Department of Early, Elementary & Reading Education; Co-Director, Center for STEM Education and Outreach, College of Education, [James Madison University](#); Co-Author, *Engaged Instruction* (2014), *Captivate, Activate, and Invigorate the Student Brain in Science and Math* (2013) and *Dylan Discovers His Brain* (2010)

### Environmental Influences on the Development of Language and the Reading Brain

**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, "Children's Socioeconomic Status Influences Their Response to Reading Intervention" (2015, *ASHA*)

## EMOTIONAL MINDS: USING EMOTIONS TO IMPROVE MATH, STEM & LITERACY

### What Brain Imaging Tells Us About Reading and Reading Intervention

**Guinevere F. Eden, DPhil**, Professor, Department of Pediatrics; Director, Center for the Study of Learning, [Georgetown University](#); Co-Author, "An Investigation into the Origin of Anatomical Differences in Dyslexia" (2014, *Journal of Neuroscience*)

### The Roots and Fruits of Academic Self-Efficacy and Grit (in Math and Reading Achievement)

**Ellen L. Usher, PhD**, Director, Motivation and Learning Lab; Associate Professor, [University of Kentucky](#); Co-Author, "Exploring the Correlations Among Creativity, Grit, and Mathematics Achievement in Socioeconomically Diverse Schools" (2012, *Research on Children at Risk*)

### Mental Math Flexibility, Stress and Emotional Health

**Matthew A. Scult, PhD Candidate**, Department of Psychology and Neuroscience, [Duke University](#); Visiting Researcher, [UC Berkeley](#); Co-Author, "Thinking and Feeling: Individual Differences in Habitual Emotion Regulation and Stress-Related Mood Are Associated with Prefrontal Executive Control" (2016, *Clinical Psychological Science*)

### How Encouraging an Empathic Mindset in Math Teachers Reduces Suspensions in Adolescents

**Jason A. Okonofua, PhD**, Post-Doctoral Researcher, Department of Psychology, [Stanford University](#); Co-Author, "Brief Intervention to Encourage Empathic Discipline Cuts Suspension Rates in Half Among Adolescents" (2016, *Proceedings of the National Academy of Sciences*)

### Writing, Apps, and Online-Based Interventions That Promote Positive Emotions in Schools

**Acacia C. Parks, PhD**, Associate Professor of Psychology, [Hiram College](#); Author, "The State of Positive Psychology in Higher Education" (2011, *Positive Psychology*); Editor, *Positive Psychology in Higher Education* (2014); Co-Editor, *Activities for Teaching Positive Psychology* (2013)

## SPECIAL EVENT

### "MEETING OF THE MINDS" RECEPTION

FRIDAY, APRIL 7 from 5:30 PM - 6:30 PM — Free and 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](#).

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## PRESENT A POSTER SESSION AT THE APRIL CONFERENCE

PROPOSAL DEADLINE MARCH 3, 2017

For more information and details, visit [LearningAndTheBrain.com](#) or call 781-449-4010 ext. 104.

Submit a summary of your poster session for review to [info@learningandthebrain.com](mailto:info@learningandthebrain.com).



# PRE-CONFERENCE WORKSHOPS

FRIDAY, APRIL 7 8:15 AM–12:15 PM

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

## 1. Transformative Teaching: Changing Today's Classrooms Culturally, Emotionally and Academically

This workshop will explore student needs in three key areas: cultural, emotional, and academic. By understanding each of these three areas, coupled with research-based teaching practices that build students' mindsets and skill sets, you will be able to integrate all three components in simple and doable ways to transform your teaching so that all learners feel honored and can succeed. **Kathleen M. Kryza, MA**, Master Teacher; CIO, Infinite Horizons; Co-Author, *Transformational Teaching: Changing Today's Classrooms Culturally, Academically and Emotionally* (2015) and *Developing Growth Mindsets in the Inspiring Classroom* (2011)

## 2. How Students Think, Feel and Learn (Advanced Class)

Over the past fifteen years, the science of learning has provided many insights into how we think, feel, and learn. These promising principles provide a starting point for educators to apply the science of learning to the instructional decisions they make in their classroom. Drs. Almarode and Daniel will unpack the most recent and relevant findings from the science of learning and show you how to put them into action! You will learn how to extract applications from research, ready for implementation in the classroom. This workshop is for brain-savvy educators. **John T. Almarode, PhD**, Associate Professor, Department of Early, Elementary & Reading Education; Co-Director, Center for STEM Education and Outreach, College of Education, [James Madison University](#); Co-Author, *Captivate, Activate, and Invigorate the Student Brain in Science and Math* (2013) and **David B. Daniel, PhD**, Professor of Psychology, [James Madison University](#); Co-Author, "Promising Principles: Translating the Science of Learning to Educational Practice" (2012, *Journal of Applied Research in Memory and Cognition*)

## 3. Positive Discipline Tools for the Classroom: Teaching Students Life Skills for Social, Emotional, and Academic Success

This interactive workshop will offer insightful and actionable information on how to successfully incorporate respectful, solution-focused approaches to ensure a positive, productive classroom and school-wide culture. You will learn effective tools to help students be successful in school and in life. Dr. Gfroerer will provide Positive Discipline tools that foster self-discipline and intrinsic motivation in students and help create a classroom climate based on cooperation and contribution. Finally, she will share teacher stories and in-depth research on the science behind why Positive Discipline is so effective. **Kelly Gfroerer, PhD, LPC**, Director of Training and Research, Positive Discipline Association; Co-Author with Dr. Jane Nelsen, *Positive Discipline Tools for Teachers: Effective Classroom Management for Social, Emotional and Academic Success* (2017)

## 4. Meditation, Anxiety and the Adolescent Brain

Today's children and teenagers are reporting high levels of stress and anxiety. Dr. Stixrud will discuss ways in which stress shapes brain development in children and teens, and the accumulating research evidence, which indicates that, by reducing stress, meditation can facilitate healthy brain development. He will provide evidence that meditation can be an important tool for helping teens learn more efficiently and improve their academic achievement, as well as how it can reduce the risk that young people will be burdened by depression, anxiety, chemical abuse, eating disorders, or self-injury. **William R. Stixrud, PhD**, Assistant Clinical Professor of Psychiatry, [George Washington School of Medicine](#); Adjunct Faculty, Children's National Medical Center; Director, The Stixrud Group

## 5. Chronic Stress and Adversity: Fostering Resilience By Creating Safe Classrooms

The CDC estimates that over twenty-two percent of all children have two or more adverse childhood experiences impacting their wellbeing and daily functioning. Children with these hard storied lives need and require emotionally safe classroom environments to become resilient learners. This two-part workshop will explore the impact of adverse childhood experiences, traumatic stress and SES. Dr. Good will discuss the effects of chronic stress and impoverished environments on the brain's neural networks and learning, the use of mindfulness, and the Turnaround For Children program that is working to improve school environments for children. Ms. Fowler will show how to implement eight core actions that establish safety, stability, connection and belonging in the learning environment. You will learn how to respond appropriately to the emotional emergencies that interrupt the classroom learning process. **Catherine Good, PhD**, Director, Social Psychology Lab; Professor, Department of Psychology, Weissman School of Arts and Sciences, [The City University of New York, Baruch College](#); Senior Research Scientist, Turnaround For Children; and **Mary Fowler, BA**, Program Director and Trainer, Upstream Suicide Prevention Program, RWJ Barnabas Health Institute for Prevention; Author, "How to Create Emotionally Safe Classrooms Using Psychological First Aid" (2015, *ASCD Express*)

## 6) Mindset Strategies for Increasing Academic Reading and Math Achievement

In this two-part workshop, experience practical, research-based strategies to make math and informational text more "real" with your students and to foster a **growth mindset** for success! Learn effective techniques for comprehension strategies that successful readers use; explore how growth mindset impacts student motivation, engagement, learning, and performance in math; and examine the importance of belonging mindsets for students' math outcomes. Discover how to make informational literacy more intentional, connected and engaging. Leave with proven strategies and designs for learning to take back to your classrooms and schools. **Kathy Perez, EdD**, Professor of Education; Director of Outreach and Professional Development, [Saint Mary's College of California](#); Author, *200+ Proven Strategies for Teaching Reading, Grades K-8* (2016); and **Catherine Good, PhD**, Director, Social Psychology Lab; Professor, Department of Psychology, Weissman School of Arts and Sciences, [The City University of New York, Baruch College](#)

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

Please Register Me for the Conference \$\_\_\_\_\_

|   |  |
|---|--|
| <b>EARLY DISCOUNT RATE</b> (ENDS FEB. 10, 2017)                         | \$549 per person (\$499 per person for groups of 5+) |
| <b>General Registration</b> (FROM FEB. 11, 2017 THROUGH MARCH 24, 2017) | \$599 per person (\$549 per person for groups of 5+) |
| <b>Late Registration</b> (AFTER MARCH 24, 2017)                         | \$619 per person (\$569 per person for groups of 5+) |

Please Register Me for a Pre-Conference Workshop on Friday, April 7 \$\_\_\_\_\_

Add \$25 if not attending the April conference. Please check one of six:

- |   |                    |                  |
|---|--------------------|------------------|
| ○ <b>Transformative Teaching: Changing Today's Classrooms</b>                           | 8:15 am – 12:15 pm | \$189 per person |
| ○ <b>How Students Think, Feel and Learn (Advanced Class)</b>                            | 8:15 am – 12:15 pm | \$189 per person |
| ○ <b>Positive Discipline Tools for the Classroom</b>                                    | 8:15 am – 12:15 pm | \$189 per person |
| ○ <b>Meditation, Anxiety and the Adolescent Brain</b>                                   | 8:15 am – 12:15 pm | \$189 per person |
| ○ <b>Chronic Stress and Adversity: Fostering Resilience by Creating Safe Classrooms</b> | 8:15 am – 12:15 pm | \$189 per person |
| ○ <b>Mindset Strategies for Increasing Academic Reading and Math Achievement</b>        | 8:15 am – 12:15 pm | \$189 per person |

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- ☐ Please send via email (FREE). ☐ Please send by mail (Add \$5 for shipping/handling).

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**Conference Event** \$\_\_\_\_\_

- ☐ Please register me for the April 7, 2017 *Meeting of the Minds* Reception. (FREE)

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**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 March 24, 2017. No cancellations can be accepted after March 24, 2017. Because cancellations incur substantial administrative costs, we regret that it is necessary to charge a cancellation fee of \$50 per person if before February 10, 2017, or \$150 per person if you cancel after February 10, 2017, but before March 24, 2017. 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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