

## 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, differentiation, and learning disabilities.

**LEARNING & the BRAIN®** workshop leaders are experienced teacher trainers and science of learning experts who have worked with many schools and districts.

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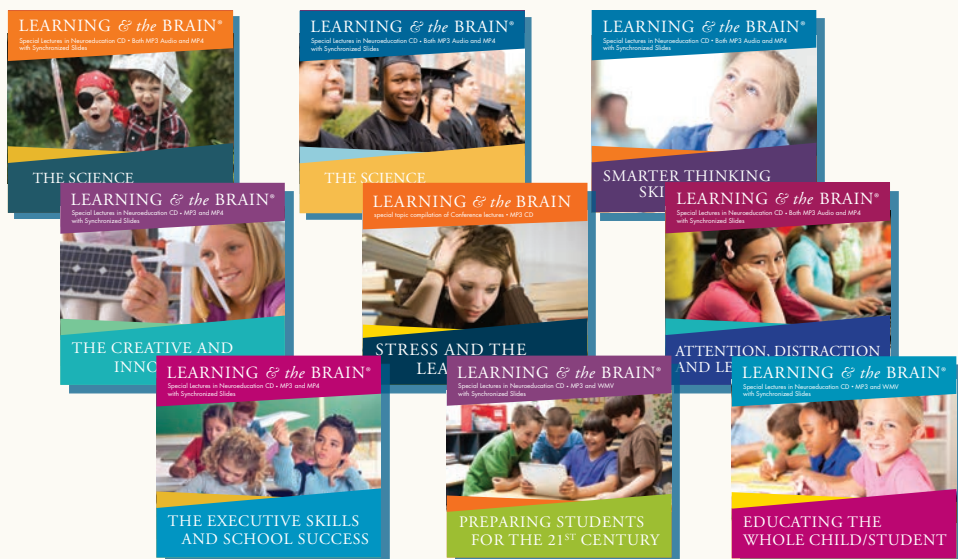
For more information, visit [LearningAndTheBrain.com/on-site-pd](http://LearningAndTheBrain.com/on-site-pd) or send inquiries to [onsitepd@learningandthebrain.com](mailto:onsitepd@learningandthebrain.com).

## LEARNING & THE BRAIN® ONLINE STORE

Learn from a distinguished faculty of presenters about the latest and most fascinating aspects of the learning sciences. Lectures have been specially assembled from previous **LEARNING & the BRAIN®** conferences and arranged by topic with many hours of exclusive content.

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# LEARNING & THE BRAIN® 2018 SUMMER INSTITUTES

L&B Summer Institutes extend the L&B conferences, and provide personalized training and practical applications. These workshops are limited in size for a more in-depth experience so register soon. **For more information, visit [LearningAndTheBrain.com](http://LearningAndTheBrain.com).**



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

JUNE 25-29 or JULY 9-13

On the campus of Boston University, Boston, MA

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



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

JUNE 25-28

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](#)



## TEACHING FROM A NEUROCOGNITIVE PERSPECTIVE: USING MINDSETS AND METACOGNITION FOR STUDENT SUCCESS

JULY 9-13

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 9-13

On the campus of UCSB, Santa Barbara, CA

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



## THE NEUROPSYCHOLOGY OF LEARNING DISABILITIES: DEVELOPING INTERVENTIONS TO HELP STUDENTS

JULY 16-20

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 16-20

On the campus of UCSB, Santa Barbara, CA

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



## A TEACHER'S GUIDE TO THE LEARNING BRAIN: TRANSLATING PSYCHOLOGY AND NEUROSCIENCE RESEARCH FOR THE CLASSROOM

JULY 16-20

On the campus of Boston University, Boston, MA

**Workshop Leaders: Andrew Watson, MEd**, Founder and President, Translate the Brain; Former Teacher; and **Scott MacClintic, BS**, Director of the Henry R. Kravis '63 Center for Excellence in Teaching Science, Loomis Chaffee School

# THE SCIENCE OF STRESS AND RESILIENCE

Numerous studies are finding that stress, anxiety, and mental health issues are on the rise in children and adults. The American Psychological Association's (APA) 2017 *Stress in America*™ survey found that two-thirds of adults are stressed about the future. The survey also found that Millennials reported higher average stress than before and that teens are the most stressed people in America, with 27 percent reporting “extreme stress” during the school year. Additionally, a 2016 report by the Robert Wood Johnson Foundation found that 46 percent of American teachers feel high daily stress. Fortunately, new brain and psychological research is showing that meditation and social-emotional learning (SEL) programs can dramatically reduce stress and improve wellbeing and achievement. **Discover the benefits of mindfulness meditation, class management, and SEL in schools; strategies to reduce student stress and behavioral problems and raise resilience; and ways to reduce teacher burnout and boost retention.**

## LEARNING OBJECTIVES

**You will gain knowledge about:**

- ✓ The neuroscience of stress, resilience, and behavior
- ✓ Ways to teach and train resilience and wellbeing in students
- ✓ Strategies for challenging student behavior and class management
- ✓ Long-lasting effects of SEL on attitudes, behaviors, and achievement
- ✓ How mindfulness reduces teacher burnout and improves student behavior
- ✓ The effects of technology on teen anxiety, depression, and mental health
- ✓ Benefits of personality strengths and the role of introversion on resilience
- ✓ Why teacher stress and burnout are rising and ways to improve retention
- ✓ Ways to incorporate mindfulness, yoga, and SEL skills into schools
- ✓ Applying mindfulness to executive deficits, ADHD, and autism
- ✓ Strategies for anxiety in math, reading, and writing



## CO-SPONSORS

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

## WHO SHOULD ATTEND

Educators, Parents  
Curriculum, Staff Developers  
Speech-Language Pathologists  
School Psychologists, Counselors  
PreK-12 Teachers, Administrators  
Learning Specialists, Special Educators  
Reading, Writing, Math, Classroom Teachers  
Technology, SEL, Teacher Retention Leaders  
Anxiety, ADHD, Mental Health Professionals  
Superintendents, Principals, School Heads  
Meditation, Mindfulness, Yoga Instructors

## EARN PROFESSIONAL DEVELOPMENT AND GRADUATE CREDIT

**Professional Development Credit:** Earn 16-20 hours toward professional development credit for educators, psychologists, speech-language professionals, and social workers. Visit our website at **LearningAndTheBrain.com**.

**University Graduate Credit:** You can earn three academic graduate credits through the University of North Dakota. For details on the course and to register, visit **LearningAndTheBrain.com**.

**Speech-Language Pathologist Credits:** Visit **LearningAndTheBrain.com** for more information on courses registered to offer ASHA CEUs.



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



Save on hotel costs by booking a room at a discounted conference rate. **Call the Sheraton New York Times Square Hotel (site of the conference) at 1-888-627-7067 and refer to “LEARNING & the BRAIN.”** If the hotel block is filled, or you are looking for a lower rate, access **LearningAndTheBrain.com** or call Learning & the Brain at (781) 449-4010 ext. 101 or 102 for additional hotel choices. Located in Midtown Manhattan a few blocks from the Theater District, Rockefeller Center, Carnegie Hall, and Central Park, the Sheraton hotel is ideally located to see the sights of NYC.



# LEARNING & the BRAIN® CONFERENCE

Spring International Conference for PreK through University Educators, Clinicians, and Parents

**April 19-21 2018** • At the Sheraton New York Times Square Hotel • **New York, NY**

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## EDUCATING MINDFUL MINDS: USING THE SCIENCE OF STRESS TO IMPROVE RESILIENCE, BEHAVIOR, AND ACHIEVEMENT

*Explore the latest research on:*



### **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)

The Biology of Behavior	Improving Teacher Retention
The Science of Stress and Wellbeing	Building Stress-Proof Students
Raising Resilience and Achievement	Teaching Trauma-Sensitive Classrooms
Mindful Children and Classrooms	Mindfulness for Math, Reading, and Writing
Managing Challenging Behaviors	Social Stress and the Strengths of Introverts
How Teacher Burnout Is Contagious	Meditation and Yoga for Autism and ADHD
Reducing Child and Teacher Anxiety	Benefits of Social-Emotional Learning
Teens, Technology, and Mental Health	How to Get More Done in Less Time

For more, visit [LearningAndTheBrain.com](#)

**SUMMER INSTITUTES** (see inside)

See inside or visit [LearningAndTheBrain.com](#) for information on conferences, summer institutes, and on-site PD training.

*"When done right, mindful meditation can provide tremendous benefits to both students and teachers."*

Joshua Aronson, PhD, **New York University**



## **EDUCATING MINDFUL MINDS:** USING THE SCIENCE OF STRESS TO IMPROVE RESILIENCE, BEHAVIOR, AND ACHIEVEMENT

AT THE SHERATON NEW YORK TIMES SQUARE HOTEL,  
NEW YORK, NY

**APRIL 19-21, 2018**

Pre-Conference Workshops: April 19  
**Early Discount Deadline: March 2, 2018**



SPRING LEARNING & *the* BRAIN® CONFERENCE

# CONFERENCE PROGRAM TOPICS

## WITH A DISTINGUISHED FACULTY

### 1) THE SCIENCE OF STRESS: RAISING STUDENT RESILIENCE & WELLBEING

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#### The Resilient Brain: Epigenetics of Stress Over the Life Course

**Bruce S. McEwen, PhD**, Alfred E. Mirsky Professor, Neuroscience and Behavior; Head, Harold and Margaret Hatch Laboratory of Neuroendocrinology, [Rockefeller University](#); Co-Author, *The End of Stress as We Know It* (2012)

#### Resilience Is a Skill: Perspectives from Affective and Contemplative Neuroscience

**Richard J. Davidson, PhD**, William James and Vilas Professor of Psychology and Psychiatry, [University of Wisconsin-Madison](#); Founder and Director of the Center for Healthy Minds; *Time* named Dr. Davidson one of “The 100 Most Influential People in the World” in 2006; Co-Author, *Altered Traits: Science Reveals How Meditation Changes Your Mind, Brain, and Body* (2017) and *The Emotional Life of the Brain* (2012)

#### The Science of Stress: Neuroflexibility, Stress Responses, and Resilience

**Rajita Sinha, PhD**, Foundations Fund Professor of Psychiatry; Professor of the Child Study Center and of Neuroscience; Director, Yale Interdisciplinary Stress Center; Chief, Psychology Section in Psychiatry; Co-Director of Education, Center of Clinical Investigation, [Yale University School of Medicine](#); Co-Author, “Dynamic Neural Activity During Stress Signals Resilient Coping” (2016, *PNAS*)

#### Unshakable Core: Growing the Inner Strengths of Resilient Wellbeing

**Rick Hanson, PhD**, Senior Fellow, Greater Good Science Center, [University of California, Berkeley](#); Founder, Wellspring Institute for Neuroscience and Contemplative Wisdom; Author, *Resilient: Growing the 12 Strengths of Lasting Happiness, Fulfillment, and Calm* (2018), *Hardwiring Happiness* (2013), and *Buddha’s Brain: The Practical Neuroscience of Happiness, Love, and Wisdom* (2009)

#### The Science of Resilience

**Todd B. Kashdan, PhD**, Professor of Psychology; Senior Scientist, Center for the Advancement of Wellbeing; Director, The Wellbeing Lab, [George Mason University](#); Author, “What Erroneous Beliefs Do You Have About Resilience?: New Research on Resilience Around the World” (2017, *Psychology Today*), “Personality Strengths as Resilience” (2016, *Journal of Personality*), and *The Upside of Your Dark Side* (2014)

#### How Children Thrive: The Practical Science of Raising Resilient Children in a High Pressure World

**Mark Bertin, MD**, Developmental Pediatrician; Assistant Professor of Pediatrics, [New York Medical College](#); Author, *How Children Thrive: The Practical Science of Raising Independent, Resilient, and Happy Kids* (2018), *Mindful Parenting for ADHD* (2015), and *The Family ADHD Solution* (2011)

### 2) THE BIOLOGY OF BEHAVIOR: BOOSTING SOCIAL-EMOTIONAL SKILLS

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#### The Biology of Good and Evil

**Robert M. Sapolsky, PhD**, Renowned Neuroscientist and Biologist; MacArthur “Genius” Fellow; John A. and Cynthia Fry Gunn Professor of Biological Sciences, Neurology, and Neurological Sciences, [Stanford University](#); Research Associate, Institute of Primate Research, National Museum of Kenya; Author, *Behave: The Biology of Humans at Our Best and Worst* (2017), *The Trouble With Testosterone* (2012), and *Why Zebras Don’t Get Ulcers*, (2004, 3<sup>rd</sup> Edition)

#### The Behavior Code: Burnout and Teaching Challenging Students

**Nancy A. Rappaport, MD**, Associate Professor of Psychiatry, [Harvard Medical School](#); Director of School-Based Programs, Cambridge Health Alliance; Co-Author, *The Behavior Code: A Practical Guide to Understanding and Teaching the Most Challenging Students* (2012)

#### Managing Challenging Behaviors and Student Emotions

**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)

#### Social-Emotional Learning:

##### Building Lifelong Pathways of Resilience and Success for Students and Teachers

**Eva Oberle, PhD**, Assistant Professor, Human Early Learning Partnership, School of Population and Public Health, [University of British Columbia](#); Co-Author, “Social and Emotional Learning: Recent Research and Practical Strategies to Promote Social and Emotional Competence in Schools” (2017, *Handbook of Social Behavior and Skills in Children*)

##### Supporting Student Success With Social-Emotional Learning

**Kathy Perez, EdD**, Professor, Teacher Leadership Program; Director of Outreach and Professional Development, [Saint Mary’s College of California](#); Author, *200+ Proven Strategies for Teaching Reading, Grades K-8* (2016), *New Inclusion: Differentiated Strategies to Engage ALL Students* (2014), and *More Than 100 Brain-Friendly Tools and Strategies for Literacy Instruction* (2008)

##### Strength-Stretch-Restore: Setting the Stage So That Introverts Can Thrive

**Heidi Kasevich, PhD**, Director of Education, Quiet Revolution; Former Educator and History Department Chair at New York City schools and universities such as Nightingale-Bamford, Dalton, Berkeley-Carroll, [NYU](#), and [The Cooper Union](#)

##### Work Stress and Teacher-Student Interactions: Implications for Managing Classroom Behaviors

**Jason T. Downer, PhD**, Associate Professor, Curry School of Education; Director, The Center for Advanced Study of Teaching and Learning, [University of Virginia](#); Co-Author, “Understanding How Children’s Engagement and Teachers’ Interactions Combine to Predict School Readiness” (2013, *Journal of Applied Development Psychology*) and “Measuring Effective Teacher-Student Interactions from a Student Perspective” (2015, *Journal of Early Adolescence*)



## 3) MINDFUL STUDENTS: TEACHING MEDITATION FOR ACHIEVEMENT

### A Mindful Education

**Joshua M. Aronson, PhD**, Associate Professor of Applied Psychology; Co-Director, Mindful Education Lab; Director, the Metro Center For Achievement, Research, and Evaluation (Metro CARE); Founding Director of the Center for Research on Culture, Development, and Education, Steinhardt School of Culture, Education, and Human Development, [New York University](#); Board of Advisors, Center for Mindfulness and Human Potential; Co-Author, "Minding and Mending the Gap" (2015, *Contemporary Educational Psychology*); Editor, *Improving Academic Achievement* (2002)

### Building the Stress-Proof, Mindful Brain

**Melanie A. Greenberg, PhD**, Clinical Psychologist; Former Professor of Psychology, [Alliant International University](#); Blogger, "The Mindful Self-Express," *Psychology Today*; Author, *The Stress-Proof Brain: Master Your Emotional Response to Stress Using Mindfulness and Neuroplasticity* (2017)

### The Five Literacies of Mindful Learning: Physical, Mental, Emotional, Social, and Global Intelligence

**Daniel J. Rechtschaffen, MA**, Marriage and Family Therapist; Founder, Mindful Education Institute; Author, *The Mindful Education Workbook: Lessons for Teaching Mindfulness to Students* (2016) and *The Way for Mindful Education: Cultivating Well-Being in Teachers and Students* (2014)

### Mindful Minds in Schools: Enhancing Achievement and Wellbeing Through Mindfulness Training

**Jonathan W. Schooler, PhD**, Director, Center for Mindfulness and Human Potential; Professor, Psychological and Brain Sciences; Primary Investigator, Memory Emotion Thought Awareness (META) Lab, [University of California, Santa Barbara](#); Co-Author, "Mindfulness in Education: Enhancing Academic Achievement and Student Wellbeing by Reducing Mind-Wandering" (2017, *Mindfulness in Social Psychology*) and "Mindfulness Training Improves Working Memory Capacity and GRE Performance While Reducing Mind Wandering" (2013, *Psychological Science*)

### Mindful Thinking: Mindsets, Mindfulness, 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 Center for Resilient Children; Author, *Helping Children Learn* (2011, 2<sup>nd</sup> Edition)

### Evidence-Based Practices for Developing Mindful, Self-Regulating Student Writers

**Leslie E. Laud, EdD**, Founding Director, thinkSRSD; Instructor, [Bank Street College of Education](#); Former Learning Specialist, United Nations International School; Co-Author, *Releasing Writers: Evidence-Based Strategies for Developing Self-Regulated Writers* (Forthcoming) and *Using Formative Assessment to Differentiate Middle School Literacy Instruction: Seven Practices to Maximize Learning* (2012)

## 4) ANXIOUS MINDS: USING MEDITATION FOR TRAUMA, ADHD, & AUTISM

### School Stress, Success, and ADHD

**Mark Bertin, MD**, Developmental Pediatrician; Assistant Professor of Pediatrics, [New York Medical College](#); Author, *How Children Thrive* (2018) and *Mindful Parenting for ADHD: A Guide to Cultivating Calm, Reducing Stress, and Helping Children Thrive* (2015)

### Executive Functions and Mindfulness in the Classroom

**Christina Young, MEd, LPC**, Licensed Professional Counselor; NYS-Certified School Counselor; Director of Student Life, Riverdale Country School; Co-Author, *Executive Functions at Home and School: Six Skills Young Learners Need to Succeed* (2017)

### Teaching Self-Calming, Yoga, and Social Engagement to Children With Special Needs

**Debra A. Krodman-Collins, PhD, NCSP, RYT**, School Psychologist, Broward County Schools, Florida; Co-Founder, S.T.O.P. and Relax; and **Louise J. Goldberg, MA**, Yoga Therapist, Relaxation Now; Registered Yoga Teacher and Massage Therapist; Co-Founder, S.T.O.P. and Relax; Author, *Classroom Yoga Breaks: Brief Exercises to Create Calm* (2016) and *Yoga Therapy for Children with Autism and Special Needs* (2013)

### Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom

**Kristin Souers, MA**, Licensed Mental Health Counselor; Adjunct Faculty, Counselor Education Department, [Gonzaga University School of Education](#); Assistant Director, Child and Family Research Unit, [Washington State University](#); Co-Author, "Address Trauma With Calm, Consistent Care: Strategies to Help Educators Avoid Burnout While Keeping Students Learning-Ready" (2015, *Principal Magazine*); and **Peter Hall, MA**, Executive Director, EducationHall; 2004 Winner of ASCD's "Outstanding Young Educator" Award; Author, *Teach, Reflect, Learn: Building Your Capacity for Success in the Classroom* (2015) and *The Principal Influence* (2016); Both are Co-Authors of *Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom* (2016)

CONFERENCE: SCHEDULE:	Pre-Conference Workshops	Thursday, April 19	8:15 AM – 12:15 PM
	Conference Day 1	Thursday, April 19	1:00 PM – 5:00 PM
	Conference Day 2	Friday, April 20	8:15 AM – 5:00 PM
	Conference Day 3	Saturday, April 21	8:15 AM – 4:00 PM

## 5) TEENAGE MINDS: TECHNOLOGY ON TEEN STRESS & MENTAL HEALTH

### Educating the iGeneration: Why Kids Are Growing Up Stressed, Unhappy, and Unprepared for Adulthood

**Jean M. Twenge, PhD**, Professor of Psychology, [San Diego State University](#); Author, *iGen: Why Today's Super-Connected Kids Are Growing up Less Rebellious, More Tolerant, Less Happy — and Completely Unprepared for Adulthood* (2017), *The Narcissism Epidemic* (2009), and *Generation Me* (2006)

### Chronic Stress, Coping, and Mindfulness: Insights from Late Adolescents and Emerging Adults

**Noelle R. Leonard, PhD**, Senior Research Scientist, Rory Meyers College of Nursing; Associate Director, Transdisciplinary Research Methods Core, Center for Drug Use and HIV Research (CDUHR), [New York University](#); Co-Author, "A Multi-Method Exploratory Study of Stress, Coping, and Substance Use Among High School Youth in Private Schools" (2015, *Frontiers in Psychology*)

### The Risks and Rewards of Being an Adolescent in the Digital Age:

#### Daily Mobile Technology Use, Social Support, and Mental Health Symptoms

**Madeleine J. George, PhD**, Post-Doctoral Research Associate, School of Behavioral and Brain Sciences, [The University of Texas, Dallas](#); Former Teacher; Former Lab Coordinator and Teaching Assistant, The Duke Endowment's Resilience Project, [Davidson University](#); Co-Author, "Concurrent and Subsequent Associations Between Daily Digital Technology Use and High-risk Adolescents' Mental Health Systems" (2017, *Child Development*) and "The Risks and Rewards of Being an Adolescent in the Digital Age" (2014, *American Psychological Association*)

### Mindfulness and Teens With ADHD

**Debra E. Burdick, LCSW, BCN**, aka "The Brain Lady"; International Expert on ADHD and Mindfulness; Author, *Mindfulness for Teens With ADHD: A Skill-Building Workbook to Help You Focus and Succeed* (2017) and *Mindfulness Skills for Kids and Teens* (2014)

### The Effects of Acute Stress on Performance and Optimizing Reappraising to Promote Resilience

**Jeremy P. Jamieson, PhD**, Associate Professor of Psychology, Department of Clinical and Social Sciences in Psychology; Principal Investigator, Social Stress Lab, [University of Rochester](#); Co-Author, "Reappraising Stress Arousal Improves Performance and Reduces Evaluation Anxiety in Classroom Exam Situations" (2016, *Social Psychological and Personality Science*)

### Fostering Social and Emotional Learning and Resilience in Secondary Classrooms

**Rachel A. Poliner, MAEd**, Founding Partner, Leaders and Learners Consulting; Board Member, Social-Emotional Learning Alliance for Massachusetts; Co-Author, *Teaching the Whole Teen: Everyday Practices That Promote Success and Resilience in School and Life* (2016) and *The Advisory Guide: Designing and Implementing Effective Advisory Programs for Secondary Schools* (2004)

## 6) MINDFUL TEACHERS: MEDITATION ON STAFF BURNOUT & RETENTION

### Overwhelmed: How to Accomplish More By Doing Less

**Christine L. Carter, PhD**, Sociologist; Senior Fellow, Greater Good Science Center, [University of California, Berkeley](#); Author, *The Sweet Spot: How to Find Your Groove at Home and Work* (2015) and *Raising Happiness: 10 Simple Steps for More Joyful Kids and Happier Parents* (2011)

### Mindfulness-Based Interventions to Reduce Teacher Stress and Burnout

**Robert W. Roeser, PhD**, Bennett Pierce Professor of Caring and Compassion; Professor of Human Development and Family Studies, College of Health and Human Development, [Pennsylvania State University](#); Co-Author, "Examining Ways That a Mindfulness-Based Intervention Reduces Stress in Public School Teachers: A Mixed-Methods Study" (2016, *Mindfulness*); Co-Editor, *Handbook of Mindfulness in Education* (2016)

### Mindfulness for Teachers

**Patricia A. Jennings, MEd, PhD**, Associate Professor of Education, Department of Curriculum, Instruction, and Special Education, Curry School of Education, [University of Virginia](#); Author, *Mindfulness for Teachers: Simple Skills for Peace and Productivity in the Classroom* (2015)

### How Teachers Can Do Fewer Things, Better

**Angela P. Watson, MA**, Owner/Founder, Due Season Press and Educational Services; Former Education Content Creator, BrainPOP; Former Classroom Teacher; Author, *Unshakeable: 20 Ways to Enjoy Teaching Every Day...No Matter What* (2015), *Awakened: Change Your Mindset to Transform Your Teaching* (2011), and *The Cornerstone: Classroom Management That Makes Teaching More Effective, Efficient, and Enjoyable* (2009)

### The Burnout Contagion: How School Context and Colleagues Might Affect Teacher Burnout

**Jihyun Kim, PhD**, Assistant Professor, Educational Leadership Program, [Lehigh University](#); Co-Author, "Burnout Contagion: Is It Due to Early Career Teachers' Social Networks or Organizational Exposure?" (2017, *Teaching and Teacher Education*)

### Developing the Mindset of Effective, Resilient Teachers

**Sam J. Goldstein, PhD**, Adjunct Assistant Professor, [University of Utah School of Medicine](#); Staff Member, University Neuropsychiatric Institute; Clinical Director, Neurology Learning and Behavior Center in Salt Lake City; Co-Author, *Learning Disabilities and Challenging Behaviors* (2015, 3<sup>rd</sup> Edition), *The Handbook of Resilience in Children* (2012, 2<sup>nd</sup> Edition), *The Power of Resilience* (2004), and *Raising Resilient Children* (2002)

### The Stress Contagion: The Link Between Teacher Burnout and Cortisol Levels in Elementary Students

**Eva Oberle, PhD**, Assistant Professor, Human Early Learning Partnership, School of Population and Public Health, [University of British Columbia](#); Co-Author, "Stress Contagion in the Classroom" (2016, *Social Science Medicine*)

For more information, visit [LearningAndTheBrain.com](#). Also follow us on [!\[\]\(90ef8a875012d671981c846fc200a6e1\_img.jpg\) Twitter](#) and [!\[\]\(627d6e1ce38ede72a78e44ab6448645a\_img.jpg\) Facebook](#).



## PRE-CONFERENCE WORKSHOPS

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THURSDAY, APRIL 19 8:15 AM –12:15 PM

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

### 1. Neuroteach: Brain Science, Emotions, and the Future of Teaching and Leadership

This workshop will begin with each participant assessing their own current understanding of Mind, Brain, and Education (MBE) Science research-informed strategies. You will then explore and help contribute to the design of a first-of-its-kind professional growth tool that moves a teacher or school leader from being an MBE research informed “novice” to becoming an MBE research-informed “leader.” You will leave the workshop having developed a personalized MBE professional growth plan, using research-informed teaching and learning strategies, and an understanding of the role of emotions and stress in the learning. **Glenn Whitman, MALS**, Director, Center for Transformative Teaching and Learning, St. Andrew’s Episcopal School; and **Ian Kelleher, PhD**, Head of Research, Center for Transformative Teaching and Learning, St. Andrew’s Episcopal School; Co-Authors, *NEUROTEACH: Brain Science and the Future of Education* (2016)

### 2. Research for Educators and Practitioners on the Neuroscience of Reading Difficulties

This workshop will provide cutting-edge research updates on the science of reading across the range of ability levels. Topics will include how plasticity in the child’s brain supports learning to read; how differences in brain structure and function are associated with reading disabilities, such as dyslexia; how effective reading intervention pairs with brain plasticity; and how behavior and socioeconomic status impacts reading. You will learn about the promise, potential, and limitations of neuroscience as it informs education ideas and practice.

**Joanna A. Christodoulou, EdD**, Assistant Professor, MGH Institute of Health Professions; Instructor, *Harvard Graduate School of Education*; Research Affiliate, *Massachusetts Institute of Technology*

### 3. Transformative Teaching: Changing Classrooms Culturally, Emotionally, and Academically

You will explore students’ learning needs in three key areas: emotional, cultural, and academic. These three areas are interconnected facets of a student’s whole self and must be addressed equally if students are to thrive and survive in our classrooms and in life. You will explore brain research and the “Six Foundations” that work for all learners: Safe Environment, Routines and Procedures, Growth Mindsets, Student Talk, Self-Assessment, and Mindfulness. **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 **MaryAnn Brittingham, MS**, Professional Development Consultant; Graduate Course Instructor, *State University of New York at New Paltz*; Both are Co-Authors of *Transformative Teaching: Changing Today’s Classrooms Culturally, Emotionally, and Academically* (2015)

### 4. Creating a Positive Mindful Environment for ALL Students to Learn

Our students are stressed and anxious. Teachers and parents are stressed and anxious, too. Our lives are busy, and we often find our thoughts buzzing over the past or worrying about the future. Press the “pause button.” We need mindfulness because it teaches us to live in the present moment, enjoying and experiencing what’s in front of us. Educators know that students learn best when they are comfortable, safe, and relaxed. Come to this workshop to discover and explore innovative and motivational opportunities for students to practice and extend their skills while facilitating independent learning. **Kathy Perez, EdD**, Professor, Teacher Leadership Program; Director of Outreach and Professional Development, *Saint Mary’s College of California*; Author, *200+ Proven Strategies for Teaching Reading, Grades K-8* (2016) and *More Than 100 Brain-Friendly Tools and Strategies for Literacy Instruction* (2008)

### 5. Creating a Teacher Wellbeing Program

How might we lead our schools to design wellbeing programs that work for us? Involving educators in creating their own wellbeing initiatives is a powerful way to build positive relationships and clarify purpose. In this interactive workshop, you will gain experience with a design process you can use to start (or evolve) a research-based program in your school or community. **Michael Schurr, MA**, 3<sup>rd</sup> Grade Co-Teacher, Riverdale Country School; Learning Catalyst, PLUSSED+; Co-Creator, Design Thinking for Educators Toolkit; and **Charles Shryock IV, MA**, Academic Dean, Bishop McNamara High School; Mentor, Google for Education Certified Innovator Program

### 6. The Neuroscience of Mindful Practice: Understanding How to Respond Rather Than React

This workshop will introduce the Resilient Mindset Model as a framework for understanding the brain’s natural response to challenge. Using this framework, the presenters will offer practical applications of the model through real-life examples and show how a broader understanding of the brain can enhance communication between students, teachers, and those in positions of authority. You will have the opportunity to apply these concepts to challenges that you face to enhance both your personal and professional development.

**Donna M. Volpitta, EdD**, Founder, The Center for Resilient Leadership; Author, *The Resilience Formula* (2000); and **Michelle Palladini, BA**, Founder, L.E.A.P. Program; School Resource Officer, King Phillip Middle School; Detective, Norfolk Police Department

## SPECIAL EVENTS

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### PRESENT A POSTER SESSION AT THE APRIL CONFERENCE

Proposal deadline March 16, 2018

For more information and details, visit [LearningAndTheBrain.com](http://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).

APRIL CONFERENCE REGISTRATION FORM

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.

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

Please Register Me for the Conference	\$ _____
EARLY DISCOUNT RATE (THROUGH MARCH 2, 2018)	\$549 per person (\$499 per person for groups of 5+)
General Registration (THROUGH APRIL 13, 2018)	\$599 per person (\$549 per person for groups of 5+)
Late Registration (AFTER APRIL 13, 2018)	\$619 per person (\$569 per person for groups of 5+)

Please Register Me for a Pre-Conference Workshop on Thursday, April 19	\$ _____
Add \$25 if not attending the April conference.	

Please check one of six:

<input type="radio"/> Neuroteach: Brain Science, Emotions, and the Future of Teaching and Leadership	8:15 am – 12:15 pm	\$189 per person
<input type="radio"/> Research for Educators and Practitioners on the Neuroscience of Reading Difficulties	8:15 am – 12:15 pm	\$189 per person
<input type="radio"/> Transformative Teaching: Changing Classrooms Culturally, Emotionally, and Academically	8:15 am – 12:15 pm	\$189 per person
<input type="radio"/> Creating a Positive Mindful Environment for ALL Students to Learn	8:15 am – 12:15 pm	\$189 per person
<input type="radio"/> Creating a Teacher Wellbeing Program	8:15 am – 12:15 pm	\$189 per person
<input type="radio"/> The Neuroscience of Mindful Practice: Understanding How to Respond Rather Than React	8:15 am – 12:15 pm	\$189 per person

Please Sign Me Up for Professional Development Credit	\$ _____
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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 April 13, 2018. No cancellations can be accepted after April 13, 2018. Because cancellations incur substantial administrative costs, we regret that it is necessary to charge a cancellation fee of \$50 per person if before March 2, 2018, or \$150 per person if you cancel after March 2, 2018, but before April 13, 2018. 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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