

IN-SERVICE PROFESSIONAL DEVELOPMENT



Bring **LEARNING & the BRAIN®** to your school!

LEARNING & the BRAIN® has a select group of workshop leaders who can provide in-service PD training on-site or virtually on topics including reading disorders, executive functions, math disorders, mindsets, differentiation, and learning disabilities.

Our workshop leaders are experienced teacher trainers and science of learning experts who have worked with many schools and districts.

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UPCOMING **LEARNING & the BRAIN®** CONFERENCES



NOVEMBER 17-19, 2023 • BOSTON, MA

At the Westin Copley Place Hotel



FEB. 22-24, 2024 • SAN FRANCISCO, CA

At the Historic Fairmont Hotel



APRIL 18-20, 2024 • NEW YORK, NY

At the Sheraton New York Times Square Hotel

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



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

For more information, visit LearningAndTheBrain.com.

VIRTUAL SUMMER INSTITUTES

THE EMOTIONAL, SOCIAL BRAIN IN SCHOOL: USING DEVELOPMENT NEUROSCIENCE AND THE NEW SCIENCE OF EDUCATION TO SUPPORT STUDENTS POST-PANDEMIC AND BEYOND

JUNE 26-30

Workshop Leader: Mary Helen Immordino-Yang, EdD, Director, USC Center for Affective Neuroscience, Development, Learning, and Education; Professor of Education, Psychology, and Neuroscience, the Brain and Creativity Institute, [USC Rossier School of Education](#)

THE SCIENCE OF MEMORY AND ATTENTION: MAKING BRAIN RESEARCH USEFUL IN CLASSROOMS AND SCHOOLS

JUNE 26-30

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

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

JULY 10-14

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

MAKING MINDFULNESS WORK FOR YOUR SCHOOL: PRACTICAL SKILLS FOR RESILIENCE AND REGULATION

JULY 10-14

Workshop Leader: Christopher T. Willard, PsyD, Psychologist; Teaching Associate, [Harvard Medical School](#)

IN-PERSON SUMMER INSTITUTES IN SANTA BARBARA, CA

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

JULY 17-21

Workshop Leader: Judy A. Willis, MD, MEd, Board-Certified Neurologist; Former Elementary and Middle School Teacher

EXECUTIVE SKILLS IN THE CLASSROOM: APPLYING STRATEGIES TO HELP STUDENTS IMPROVE EXECUTIVE FUNCTIONS

JULY 17-21

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

EXECUTIVE FUNCTIONS FOR READING, WRITING, AND MATH: A NEUROPSYCHOLOGICAL PERSPECTIVE

JULY 24-28

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

TEACHING STUDENTS TO CONNECT AND COOPERATE

After more than two years of the pandemic, parents and educators have noticed a drop in student social skills and prosocial behaviors. A 2021 OnePoll survey of parents of school-aged children (ages 5-14) found that 7 out of 10 parents expressed concern that their child's social skills are at risk and two-thirds were concerned that their children have become more socially awkward. These skills matter. Brain research shows that social skills and prosocial behaviors (sharing, cooperation, empathy, etc.) have significant benefits, including buffering against adversity, improving mood and health, and increasing learning. **This conference will explore the "Science of the Social Brain" – the impacts of isolation, the influences of peers, and the importance of social connections. Discover ways to create cooperative and collaborative classrooms; reduce school conflicts; improve a sense of belonging and identity; teach social and friendship skills; incorporate peer groups and social learning; and promote prosocial behaviors in students.**

LEARNING OBJECTIVES

You will gain knowledge about:

- ✓ The science of the social brain, networks, and connections
- ✓ Strategies for conflicts, collaboration, and cooperative learning
- ✓ Developing and designing classrooms to promote prosocial skills
- ✓ The science of bridging divides and building a sense of belonging
- ✓ The power of connections, attachment, relationships, and friends
- ✓ Promoting differentiated, group, and social learning in classrooms
- ✓ The teen brain and influences of peers, pressures, and the pandemic
- ✓ Helping students with poor social skills, autism, and social anxiety
- ✓ Teaching empathy, kindness, gratitude, and altruism to students
- ✓ Using groups and collaborations for learning, 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 New York or watch the sessions comfortably from your home, or your hotel room. All talks will be recorded and made available to stream for 90 days after the conference. **For more information, visit LearningAndTheBrain.com or call 857-444-1500 x1.**

CO-SPONSORS

Neuroscience and Education Program, **Teachers College, Columbia University**

Social Identity and Morality Laboratory, **New York University**

School Development Program, **Yale University**

The Neuro-Educational Initiative, **Johns Hopkins Graduate School of Education**

National Association for Elementary School Principals (**NAESP**)

National Association for Secondary School Principals (**NASSP**)

Turnaround for Children

The Dana Foundation

LEARNING & the BRAIN® Foundation

WHO SHOULD ATTEND

Educators, Parents
Curriculum, Staff Developers
Speech-Language Pathologists
PreK-12 Teachers, Administrators
Psychologists, School Psychologists
Learning Specialists, Special Educators
Early Childhood Educators, Professionals
Administrators, Deans, Curriculum Directors
Superintendents, Principals, School Heads
Social Workers, Teen, School Counselors
Reading, Math, Social Studies Teachers
College, University Professors

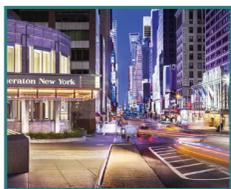
EARN PROFESSIONAL DEVELOPMENT CREDIT

Professional Development Credit: Earn up to 18 hours toward professional development credit for educators, psychologists, speech-language professionals, and others. Visit our website at LearningAndTheBrain.com for more information on the availability of CEUs, PDPs, CEs, and other professional development credit, or call 857-444-1500 x1.

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



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



Save on hotel costs by booking a room at a discounted conference rate. **Call the Sheraton New York Times Square Hotel (site of the conference) at 1-888-627-7067 and refer to "LEARNING & the BRAIN."** The discounted rate of \$289 per night (plus taxes) will no longer apply when the block is full, or after March 28, 2023. If the hotel block is filled, or you are looking for a lower rate, please call L&B at 857-444-1500 x1 for additional hotel options. Located in Midtown Manhattan a few blocks from the Theater District, Rockefeller Center, Carnegie Hall, and Central Park, the Sheraton hotel is ideally located to see the sights of NYC.



HYBRID LEARNING & the BRAIN® CONFERENCE

65TH International Conference for PreK Through University Educators, Clinicians, and Parents

April 21-23, 2023 • At the Sheraton New York Times Square, **New York, NY** • Or Virtually From Home

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TEACHING SOCIAL BRAINS: STRATEGIES TO PROMOTE STUDENT CONNECTIONS, COLLABORATION, COOPERATION, AND BELONGING

Explore the latest research on:



FEATURED SPEAKER:

Nicholas A. Christakis, MD, PhD
Sterling Professor of Social and Neural Science, **Yale University**; Author, *Apollo's Arrow* (2020) and *Blueprint: The Evolutionary Origins of a Good Society* (2019); Co-Author, *Connected* (2009)

The Science of Social Brains

Promoting Prosocial Behaviors

Using Groups and Social Learning

Social Connections and Cooperation

Creating Collaborative Classrooms

Training Empathy and Gratitude

Building Belonging and Identity

Teens, Peers, and Pressures

Teaching Social Skills

The Science of Friendships

Designing a Prosocial Classroom

Developing Altruism and Kindness

Social Anxiety, Autism, and Isolation

How Relationships Power the Brain

Collaboration in Reading and Math

Mediating Conflicts in Schools

For more, visit LearningAndTheBrain.com

EARN PROFESSIONAL DEVELOPMENT CREDIT AT THIS HYBRID CONFERENCE

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

"The moment you get people cooperating instead of competing, empathy increases, willingness to work together and make sacrifices for the group increases, and group decision making improves."

– Jay J. Van Bavel, PhD, **New York University**



TEACHING SOCIAL BRAINS: STRATEGIES TO PROMOTE STUDENT CONNECTIONS, COLLABORATION, COOPERATION, AND BELONGING

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

APRIL 21-23, 2023

Pre-Conference Workshops: April 21

Early Registration Discount Deadline: March 10



SPRING HYBRID LEARNING & the BRAIN® CONFERENCE

CONFERENCE PROGRAM TOPICS

WITH A DISTINGUISHED FACULTY

1) THE SCIENCE OF SOCIAL BRAINS: CREATING CONNECTIONS & COOPERATION



Featured: **Blueprint: The Evolutionary Origins of a Good Society**

Nicholas A. Christakis, MD, PhD, MPH, Social Scientist; Director, Human Nature Lab; Co-Director, Yale Institute for Network Science; Sterling Professor of Social and Neural Science, **Yale University**; Named by *Time Magazine* in the list of “100 Most Influential People in the World”; Author, *Apollo’s Arrow* (2020) and *Blueprint: The Evolutionary Origins of a Good Society* (2019); Co-Author, *Connected: The Surprising Power of Our Social Networks and How They Shape Our Lives* (2009)



Featured: **The Science of Friendships**

Marisa G. Franco, PhD, Psychologist; Assistant Clinical Professor, **University of Maryland**; Science and Technology Policy Fellow, American Association for the Advancement of Science; Author, “The Trait That ‘Super Friends’ Have in Common” (2022, *The Atlantic*) and *Platonic: How the Science of Attachment Can Help You Make—and Keep—Friends* (2022)



Featured: **How Relationships Power the Brain**

Pamela Cantor, MD, Child and Adolescent Psychiatrist; Founder and Senior Science Advisor, Turnaround for Children; Governing Partner, Science of Learning and Development Alliance; Commissioner, “Learning 2025 Commission” of the American Association of School Superintendents; Author, *Whole-Child Development, Learning, and Thriving* (2021); Co-Author, “Drivers of Human Development: How Relationships and Context Shape Learning and Development” (2018, *Applied Developmental Science*)

The Crisis of Connection: Its Roots, Consequences, and Solution

Niobe Way, EdD, Professor of Psychology, **New York University**; Founder, Project for the Advancement of Our Common Humanity; Co-Director, Center for Research on Culture, Development, and Education; Author, *The Crisis of Connection* (2018), *Deep Secrets: Boys’ Friendships and the Crisis of Connection* (2011), *Growing Up Fast* (2001), and *Everyday Courage: The Lives and Stories of Urban Teenagers* (1998)

Intentional Neuroplasticity: The Neurobiology of Adversity and the Resiliency of Social Attachment

Lori L. Desautels, PhD, Founder, Revelations in Education; Assistant Professor, **Butler University**; Instructor, Butler’s Applied Educational Neuroscience Certificate Program; Author, *Intentional Neuroplasticity* (2023), *Connections Over Compliance* (2021), *Eyes Are Never Quiet: Listening Beneath the Behaviors of Our Most Troubled Students* (2019), and *Unwritten - The Story of a Living System* (2016)

Navigating Our Uncertain Social World

Oriel FeldmanHall, PhD, Alfred Manning Associate Professor, Cognitive, Linguistic, and Psychological Sciences, **Brown University**; Secondary Faculty Appointment, Carney Institute for Brain Science; Co-Author, “A Probabilistic Map of Emotional Experiences During Competitive Social Interactions” (2022, *Nature Communications*) and “The Computational Challenges of Social Learning” (2021, *Trends in Cognitive Science*)

2) THE SCIENCE OF “US”: BUILDING BELONGING, IDENTITY, & COMMUNITY



Featured: **The Power of Us: Harnessing Our Shared Identities to Improve Performance, Increase Cooperation, and Promote Social Harmony**

Jay J. Van Bavel, PhD, Director, Social Identity and Morality Lab; Associate Professor of Psychology and Neural Science, **New York University**; Co-Author, *The Power of Us: Harnessing Our Shared Identities to Improve Performance, Increase Cooperation, and Promote Social Harmony* (2021) and “The Social Neuroscience of Cooperation” (2020, *Cognitive Neurosciences*)



Featured: **A Sense of Belonging Matters: Building Connections and Community**

Terrell L. Strayhorn, PhD, Director, PhD Program, Department of Educational Administration and Foundations, **Illinois State University**; Provost and Senior Vice President, Academic Affairs, **Virginia Union University**; Chief Executive Officer and Senior Research Scientist, Do Good Work Educational Consulting, LLC; Author, *College Students’ Sense of Belonging: A Key to Educational Success for All Students* (2018); Co-Editor, *The Evolving Challenges of Black College Students* (2012)



Featured: **Belonging: The Science of Creating Connections and Bridging Divides**

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); Co-Author, “A Brief Social-Belonging Intervention in College Improves Adult Outcomes for Black Americans” (2020, *Science Advances*)

Doing the Work: Practical Strategies to Create a Sense of Belonging in Schools

Caren Baruch-Feldman, PhD, Clinical and School Psychologist; Harrison School District; Fellowship and Supervisor, Albert Ellis Institute; Past President of the Westchester County Psychological Association; Author, *The Resilience Workbook for Kids* (2022) and *The Grit Guide for Teens: A Workbook to Help You Build Perseverance, Self-Control, and a Growth Mindset* (2017); and **Jennifer Markarian, MA**, Instructional Specialist in the Harrison School District

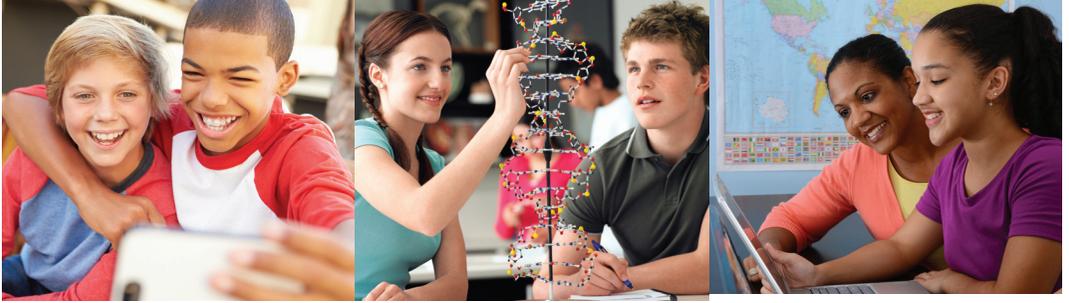
Building Belonging and Cultivating Connection With Classroom Circles

Joelle Hood, EdD, Co-Founder and Chief Empowerment Officer, Thriving YOUUniversity; Certified Life Coach; Consultant; Professional Learning Designer and Facilitator; Former Principal; Awarded “Teacher of the Year” and “Principal of the Year”; **Janeen Antonelli, MA**, Co-Founder and Chief Culture Coach, Thriving YOUUniversity; Former Teacher and Principal; Professional Learning Designer and Facilitator; **Liz Toruno, MEd**, Lead Climate Coach, Thriving YOUUniversity; Behavioral Specialist; Coordinator for Social Emotional Learning, Bakersfield City School District



CONFERENCE BEGINS AT 12:00 PM ON FRIDAY, APRIL 21

All times are Eastern Daylight Time



3) TEACHING SOCIAL BRAINS: USING COLLABORATION & SOCIAL LEARNING



Featured: The Social Brain, Language, and Learning

Patricia K. Kuhl, PhD, Professor, Speech and Hearing Sciences, [University of Washington](#); Co-Director, UW Institute for Learning and Brain Sciences; Director, NSF Science of Learning Center (LIFE); Bezos Family Foundation Endowed Chair for Early Childhood Learning; Co-Author, "Early Language Learning and the Social Brain" (2015, *Cold Spring Harbor Laboratory Press*) and *The Scientist in the Crib: Minds, Brains, and How Children Learn* (2000)



Featured: The Challenge of Permitting and Cultivating Principled Dissent in the Social-Pressure Classroom: A How to Guide

Todd B. Kashdan, PhD, Professor of Psychology, [George Mason University](#); Director, Well-Being Laboratory; Awarded the "Distinguished Early Career Researcher" Award by the American Psychological Association; Author, *The Art of Insubordination* (2022) and *The Upside of Your Darkside* (2017); Co-Author, "Gratitude Across the Life-Span" (2019, *Positive Psychology*)

Differentiation in the Elementary Classroom: Promoting Engagement and Social Interaction

Kristina J. Doubet, PhD, Professor, Department of Middle, Secondary, and Mathematics Education, [James Madison University](#); Faculty Member, ASCD; Author, *The Flexibly Grouped Classroom: How to Organize Learning for Equity and Growth* (2022), *Designing Authentic Performance Tasks and Projects* (2020), *Differentiation in the Elementary Grades* (2017), and *Differentiation in Middle and High School* (2015)

Effective Collaborative and Cooperative Learning: Possibilities and Perils

Dylan A. R. Wiliam, PhD, Consultant; Professor Emeritus, Institute of Education, [University of London](#); Former Dean, School of Education, [King's College London](#); One of the World's Leading Authorities on Formative Assessments; Author, *Creating the Schools Our Children Need* (2018), *Embedded Formative Assessment* (2017, 2nd Edition), and *Leadership for Teacher Learning* (2016)

4) TEACHING TEEN BRAINS: PEERS, SOCIAL PRESSURES, & ISOLATION



Featured: Social Brains in Adolescence: Peers, Pressures, and a Pandemic

Sarah-Jayne Blakemore, PhD, BMedSci, FBA, Professor of Psychology and Cognitive Neuroscience, [University of Cambridge](#); Leader, Developmental Cognitive Neuroscience Group; Honorary Professor of Cognitive Neuroscience, [University College London](#); Author, *Inventing Ourselves: The Secret Life of the Teenage Brain* (2018); Co-Author, "Navigating the Social Environment in Adolescence: The Role of Social Brain Development" (2021, *Biological Psychiatry*)

The Listening Project: A School-Based Method of Building Relational Intelligence in Middle Schools

Niobe Way, EdD, Professor of Psychology, [New York University](#); Founder, Project for the Advancement of Our Common Humanity; Co-Director, Center for Research on Culture, Development, and Education; Author, *The Crisis of Connection* (2018), *Deep Secrets: Boys' Friendships and the Crisis of Connection* (2011), *Growing Up Fast* (2001), and *Everyday Courage: The Lives and Stories of Urban Teenagers* (1998)

Congrats – You're Having a Teen: Strengthening Connections and Raising a Good Person

Kenneth R. Ginsburg, MD, MEd, FAAP, Professor of Pediatrics, [University of Pennsylvania School of Medicine](#); Co-Developer of the Teen-Centered Method; Author, *Congrats – You're Having a Teen: Strengthen Your Family and Raise a Good Person* (2022), "The Healing Power of Human Connections" (2020, *Center for Children and Youth*), *Reaching Teens* (2020, 2nd Edition), and *Raising Kids to Thrive* (2015)

Insights Into the Teenage Social Brain: Peers, Presence, and Pro-Social Influences

Adriana Galvan, PhD, Professor of Psychology; Director, Galvan Laboratory for Developmental Neuroscience; Executive Director, UCLA Center for the Developing Adolescent, [University of California, Los Angeles](#); Author, *The Neuroscience of Adolescence* (2017) and *Adolescent Development of the Reward System* (2015); Co-Author, "Peer Influence Effects on Risk-Taking and Prosocial Decision-Making in Adolescence: Insights From Neuroimaging Studies" (2016, *Current Opinion in Behavioral Sciences*)

Fostering Purpose in Youth Through Persuasive Science and Profound Prosocial Experiential Exercises

Todd B. Kashdan, PhD, Professor of Psychology, [George Mason University](#); Director, Well-Being Laboratory; Awarded the "Distinguished Early Career Researcher" Award by the American Psychological Association; Author, *The Art of Insubordination* (2022) and *The Upside of Your Darkside* (2017); Co-Author, "Gratitude Across the Life-Span" (2019, *Positive Psychology*) and "When Empathy Matters" (2017, *Personality*)

CONFERENCE
SCHEDULE:

Pre-Conference Workshops
Conference Day 1
Conference Day 2
Conference Day 3

Friday, April 21
Friday, April 21
Saturday, April 22
Sunday, April 23

8:15 AM – 11:15 AM
12:00 PM – 5:00 PM
9:00 AM – 5:00 PM
9:00 AM – 3:00 PM

5) CONNECTING TO OTHERS: PROMOTING PROSOCIAL & SOCIAL SKILLS



Featured: The Social Brain:

The Neural Basis of Social Cognition, Social Connection, and Emotion

Kevin N. Ochsner, PhD, Professor of Psychology; Director of Graduate Studies; Director, Social Cognitive and Affective Neuroscience (SCAN) Lab, **Columbia University**; Co-Author, “Social Networks in the Brain” (2017, *Nature Human Behavior*), “Social Cognition as Reinforcement Learning” (2016, *Cognitive Neuroscience*), and *Self Control in Society, Mind, and Brain* (2010)



Featured: The Power of Empathy: Promoting Empathy and Relational Skills in Schools

Helen Riess, MD, Director, Empathy and Relational Science Program; Associate Clinical Professor of Psychiatry, **Harvard Medical School**; Chief Scientist and Chairman, Empathetics, Inc.; Member, Consortium for Research on Emotional Intelligence in Organizations; Author, *The Empathy Effect: Seven Neuroscience-Based Keys for Transforming the Way We Live, Love, Work, and Connect Across Differences* (2018)

Prosocial: Using Evolutionary Science to Build Compassionate, Cooperative, and Collaborative Students

David Sloan Wilson, PhD, Evolutionary Biologist; Professor Emeritus, Biological Sciences and Anthropology, **Binghamton University**; Co-Founder, Evolution Institute; Co-Founder, Prosocial World; Author, *A Life Informed by Evolution* (2022) and *Does Altruism Exist? Culture, Genes, and the Welfare of Others* (2015); Co-Author, *Prosocial* (2019), *Evolution and Contextual Behavioral Science* (2018), and “A Program for At-Risk High School Students Informed by Evolutionary Science” (2011, *PLoS One*)

Designing a Pro-Social Classroom

Christi A. Bergin, PhD, Associate Dean for Research and Innovation; Research Professor, Educational, School, and Counseling Psychology, College of Education and Human Development, **University of Missouri**; Co-Founder and Scientific Director, Network for Educator Effectiveness; Author, *Designing a Prosocial Classroom: Fostering Collaboration in Students From PreK-12 With the Curriculum You Already Use* (2018) and “The Handbook of Prosocial Education” (2014, *Moral Education*)

No More Meltdowns: Social Skills Training for Emotional Regulation

Jed E. Baker, PhD, Director, Social Skills Training Project; Professional Advisory Board of several autism organizations; Author, *Social Skills Picture Book: For High School and Beyond* (2017), *Overcoming Anxiety in Children and Teens* (2015), and *No More Meltdowns: Positive Strategies for Managing and Preventing Out of Control Behavior* (2012)

Cultivating Culture: Connecting Kindness, Empathy, and Compassion to Student Learning

Joelle Hood, EdD, Co-Founder and Chief Empowerment Officer, Thriving YOUiversity; Certified Life Coach; Consultant; Professional Learning Designer and Facilitator; Former Principal; Awarded “Teacher of the Year” and “Principal of the Year”; **Janeen Antonelli, MA**, Co-Founder and Chief Culture Coach, Thriving YOUiversity; Former Teacher and Principal; Professional Learning Designer and Facilitator; **Liz Toruno, MEd**, Lead Climate Coach, Thriving YOUiversity; Behavioral Specialist; Coordinator for Social Emotional Learning, Bakersfield City School District

Evolving With Gratitude: Nurture Relationships, Improve Well-Being, and Activate Learning

Lainie Rowell, MA, Educator; Consultant for the Institute for Leadership Development, Orange County Department of Education; Apple Distinguished Educator; Google for Education Certified Trainer; Google for Education Certified Innovator; Author, *Evolving With Gratitude: Small Practices in Learning Communities That Make a Big Difference With Kids, Peers, and the World* (2022)

REGISTER NOW FOR OUR 2023 WEBINAR SERIES



LEARNING & *the* BRAIN® is offering a series of *LIVE* webinars throughout the first half of 2023 on topics such as reading, math, motivation, science of learning, retention, and more.

- Earn professional development from your home
- Interact with renowned experts in their fields
- Gain classroom strategies based on the science of learning

See LearningAndTheBrain.com for more information.

FRIDAY, APRIL 21 8:15 AM – 11:15 AM

Cost per person: \$179. By advance registration only. Select one of five. Cost is \$209 if not also attending the conference.

1. Teaching Social Skills:

Key Components of Social Skills Training for Neuro-Typical and Neuro-Diverse Students

All of us can struggle with social issues, particularly after periods of isolation such as what happened during the pandemic. This workshop will describe a tiered approach to skills training in schools, with general interventions for all students, and more individualized approaches for those students with more social challenges. Key components of effective skills training will be mapped out including how to motivate students to participate, target relevant skill goals, use effective teaching methods based on language ability, generalize skills into natural settings, and increase acceptance and tolerance from peers. Information will be provided through lecture, interactive exercises, and video clips. **Jed E. Baker, PhD**, Director, Social Skills Training Project; Author, *Social Skills Picture Book: For High School and Beyond* (2017) and *No More Meltdowns: Positive Strategies for Managing and Preventing Out of Control Behavior* (2012)

2. Group Learning in Class: Flexible Grouping to Build Students' Academic Skills and Collaborative Capacities

In a flexibly grouped classroom, students work in a variety of grouping configurations with the goals of building community, increasing collaborative capacity, spotlighting talent, and fostering growth. This workshop will explore the hallmarks of a flexibly grouped classroom and how they prepare students for the kinds of interactions they will encounter in their future lives and workspaces. You will learn practical strategies for flexible grouping with the goal of cultivating equitable classrooms that invite, support, and challenge all learners. **Kristina J. Doubet, PhD**, Professor, Department of Middle, Secondary, and Mathematics Education, [James Madison University](#); Faculty Member, ASCD; Author, *The Flexibly Grouped Classroom: How to Organize Learning for Equity and Growth* (2022), *Designing Authentic Performance Tasks and Projects* (2020), *Differentiation in the Elementary Grades* (2017), and *Differentiation in Middle and High School* (2015)

3. Learning & Belonging: The Brain and a Culture of Belonging

Every day, every student will bring their developing brain and their developing identity to school. As teachers and school leaders, you can implement research and strategies from the fields of Mind, Brain, and Education (MBE) and Diversity, Equity, and Belonging (DEB) to benefit all students. This workshop will explore how principles from these two robustly researched fields intersect to support teaching, learning, and whole child academic and social development. This interactive workshop will include case study work and will be of interest to early childhood to collegiate teachers, school leaders, and policy makers who will leave with new frameworks to better think about the connection between the learning brain and the identity development of each student. **Lorraine Martinez Hanley, BA**, Director, Diversity, Equity, and Belonging, St. Andrew's Episcopal School; Lead Researcher, Diversity, Equity, and Belonging, The Center for Transformative Teaching & Learning (CTTL); and **Eva Shultis, MEd**, Associate Director of Research and Product Development, CTTL; Co-Designer, Neuroteach Global Student Program; Science Teacher, St. Andrew's Episcopal School

4. The Reading Brain & Collaboration: Advancing the Science of Reading for Our Youngest Learners – Neuroscience, Interventions, and Early Literacy Partnerships

This two-part workshop will focus on the science behind early reading and spelling, and what this means for building the capacity of educators and families to support young children's literacy development. Explore new interventions and researcher-school partnerships to advance the science of reading. You will leave with a clear understanding of how the developing brain needs to be rewired in order to read, as well as new instructional strategies, frameworks, and games that can be used with emergent and beginning readers. **Carolyn H. Strom, PhD**, Clinical Professor of Early Childhood Literacy, School of Culture, Education, and Human Development, [New York University](#); Named one of "67 Influential Educators Who Are Changing the Way We Learn" by Noodle Education; and **Kenneth R. Pugh, PhD**, President, Director of Research, and Senior Scientist, Haskins Laboratories; Professor of Psychology, [University of Connecticut](#); Director, Yale Reading Center; Associate Professor of Linguistics, [Yale University](#)

5. Thinking & Prosocial Skills: The Kids are Watching Us:

How to Model and Grow Social Dispositions to Move Forward Together

In this new "Human Capital Era", collaboration is of utmost priority in the workforce and in our communities. This workshop will explore how to build empathy as a core practice for collaboration. We will explore the importance of listening with understanding and empathy; questioning; and posing problems as we grow our thinking through a diversity of perspectives. The goal is to create a culture where everyone can voice their opinions and benefit from socially constructed ideas that deepen their thinking about the content and themselves. **Allison G. Zmuda, MA**, Founder/Curator, Learning Personalized; President, The Competent Classroom; Co-Author, *Curriculum Narratives* (Forthcoming, 2023) and *How to Leverage Personalized Learning in the Classroom* (2019); and **Bena Kallick, PhD**, Co-Founder and Co-Director, Institute for Habits of Mind; Program Advisor, Eduplanet21; Author, *Nurturing Habits of Mind in Early Education* (2019)

SPECIAL PROGRAMS

PRESENT A POSTER SESSION AT THE APRIL CONFERENCE

Share and present your scientific research or programs on helping students build belonging; promote SEL, social, and prosocial skills; improve teacher-student relationships; or provide social learning experiences. Submit a summary of your poster session for review to info@LearningAndTheBrain.com. Proposal deadline is March 17, 2023. For more information, visit LearningAndTheBrain.com or call 857-444-1500 x1.

SCHOLARSHIPS FOR EDUCATORS IN UNDERSERVED COMMUNITIES

We are pleased to announce that the Bezos Family Foundation is providing a limited number of scholarships to both attend the conference and cover travel and hotel accommodation in New York City. **Please check our website at LearningAndTheBrain.com for eligibility and details.**

LEARNING & the BRAIN

HYBRID SPRING CONFERENCE • NEW YORK, NY • APRIL 21-23, 2023

CONFERENCE REGISTRATION FORM

OR REGISTER ONLINE AT LEARNINGANDTHEBRAIN.COM

Five ways to register: | **Phone:** (857) 444-1500 x1 **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
Email	Phone

Please Register Me for the Conference: \$ _____

- | | |
|--|--|
| <input type="radio"/> Early Registration (THROUGH MARCH 10, 2023) | \$599 per person (\$549 per person for groups of 5+) |
| <input type="radio"/> General Registration (THROUGH APRIL 14, 2023) | \$649 per person (\$599 per person for groups of 5+) |
| <input type="radio"/> Late Registration (AFTER APRIL 14, 2023) | \$679 per person (\$629 per person for groups of 5+) |
- I will be attending the conference in person in New York, NY I will be attending the conference virtually

Please Register Me for an April 21 Pre-Conference Workshop Add \$30 if not attending the April conference. \$ _____

Please check one of five:

- | | | |
|--|--------------------|------------------|
| <input type="radio"/> Teaching Social Skills | 8:15 am – 11:15 am | \$179 per person |
| <input type="radio"/> Group Learning in Class | 8:15 am – 11:15 am | \$179 per person |
| <input type="radio"/> Learning & Belonging | 8:15 am – 11:15 am | \$179 per person |
| <input type="radio"/> The Reading Brain & Collaboration | 8:15 am – 11:15 am | \$179 per person |
| <input type="radio"/> Thinking & Prosocial Skills | 8:15 am – 11:15 am | \$179 per person |

Please Sign Me Up for Professional Development Credits (FREE)

- Please send via email (FREE)

Sign Me Up for Emails (FREE)

- Email me the monthly L&B Newsletter** (FREE)
 Email me information about upcoming L&B 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 x1.**

The Sheraton New York Times Square Hotel is ADA compliant.

PAYMENT METHOD Check enclosed Purchase Order enclosed Credit Card (VISA, MC, or 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.

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 x1.** Early conference registration is \$599 (\$549 per person for groups of 5 or more) through March 10, 2023. General conference registration is \$649 per person (\$599 per person for groups of 5 or more when registering together) through April 14, 2023. After April 14, 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 April 14, 2023. No cancellations can be accepted after April 14, 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 March 10, 2023, or \$150 per person if you cancel after March 10, 2023, but by April 14, 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.