LEARNING & *the* BRAIN® 2019 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.

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

JUNE 24-28 OR JULY 8-12

On the campus of Boston University, Boston, MA

Workshop Leader: Robert B. Brooks, PhD, Psychologist; Faculty, (part-time), Department of Psychiatry, Harvard Medical School

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

JULY 8-11

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; and **Joanna A. Christodoulou, EdD**, Research Affiliate, Massachusetts Institute of Technology

NEUROSCIENCE AND THE LEARNING BRAIN: DEVELOPING THE PRE-FRONTAL CORTEX FOR ACADEMIC AND SOCIAL-EMOTIONAL SUCCESS

JULY 8-12

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 8-12

On the campus of UCSB, Santa Barbara, CA

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

MAKING MINDFULNESS STICK: USING MEDITATION AND MINDFULNESS IN YOUR SCHOOLS AND CLASSROOMS

JULY 15-19

On the campus of Boston University, Boston, MA

Workshop Leader: Christopher T. Willard, PsyD, Teaching Associate, Harvard Medical School

NEUROSCIENCE AND EXECUTIVE SKILLS: STRATEGIES FOR EXECUTIVE FUNCTIONS, MEMORY, AND CLASSROOM LEARNING

JULY 15-19

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 22-26

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

TEACHING SOCIAL SKILLS IN A DIGITAL AGE

Children today spend more time using digital devices than ever before, but it has come with a loss of face-to-face interaction and social skills. A 2018 Pew Research Center study found that with 95 percent of U.S. teens now having access to a smartphone, 45 percent feel overwhelmed by social media drama, 48 percent feel they don't fit in with peers, and 36 percent feel they have too little face-to-face time with friends. However, brain and psychological research has shown that having face-to-face interactions and developing social skills are essential for learning, making lasting friendships, and for academic and career success. Join us in New York to explore how our brains are wired for face-to-face social interactions, how digital devices are affecting social skills development and addiction, and how social groups, and using classroom collaborations improve learning. Discover ways to help all students, including the socially awkward and those with autism, feel accepted, make friends, and develop the social and emotional skills needed for school and life success.

LEARNING OBJECTIVES

You will gain knowledge about:

✓ The science of the social brain, networks, and interactions

✓ Ways to teach social competence and social-emotional learning

✓ Strategies and interventions for autistic and socially awkward kids

✓ Why social skills are important for academic, college, and career success

✓ The negative effects of digital technology on brains, addiction, and skills

✓ Benefits of using group and collaborative learning, teams, and co-teaching

✓ How face-to-face interaction synchronizes brainwaves and boosts learning

✓ Using social curricula, VR, and theater for autism, ADHD, and anxiety

✓ Understanding and appreciating nerds, geeks, and different minds

✓ Ways to use technology to encourage interaction and collaboration

✓ The science of making friends and teacher-child relationships

✓ The power of group reading, talking, and conversations

CO-SPONSORS

Mindful Education Lab, **New York University**

Neuroscience and Education Collaborative, **New York University**

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

Mind, Brain, and Education Program, **Harvard Graduate School of Education**

Yale Center for Emotional Intelligence, **Yale University**

Comer School Development Program, **Yale University School of Medicine**

The Dana Alliance for Brain Initiatives, **The Dana Foundation**

School of Education, **Johns Hopkins University**

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

WHO SHOULD ATTEND

Educators, Parents

Curriculum, Staff Developers

Speech-Language Pathologists

School Psychologists, Counselors

PreK-12 Teachers, Administrators

Learning Specialists, Special Educators

Reading, Math, Science, STEM, Classroom Teachers

Technology, Social-Emotional Learning Leaders

Communication, Collaboration, Co-Teaching Experts

Social Anxiety, ADHD, Autism Professionals

Superintendents, Principals, School Heads

College Professors, Career Counselors

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LEARNING & *the* BRAIN® CONFERENCE

Spring 2019 International Conference for PreK through University Educators, Clinicians, and Parents

MAY 3-5, 2019 • At the Sheraton New York Times Square Hotel • **New York, NY**

LEARNING & *the* BRAIN

SCHOOLING SOCIAL BRAINS: PROMOTING SOCIAL SKILLS, INTERACTIONS, AND COLLABORATIONS IN A DIGITAL AGE

Explore the latest research on:

- Social Skills in a Digital Age
- The Science of the Social Brain
- Friendships and Peer Relationships
- Social Competencies and Anxieties
- Importance of Face-to-Face Interaction
- Digital Devices, Addiction, and Skills
- Reading, Talking, and Conversations
- Helping Socially Challenged Teens
- How Interaction Syncs Brainwaves
- Linking Social Skills to Achievement
- Training Skills With Apps and Theater
- Accepting Socially Awkward Children
- Social Groups, STEM, and Collaboration
- Social-Emotional Learning and Teaching
- Teens, Social Media, and Cyberbullying
- Programs for ASD, ADHD, and Anxiety

For more, visit LearningAndTheBrain.com

FEATURED SPEAKER:

Temple Grandin, PhD
Professor, College of Agricultural Sciences, Colorado State University;
Co-Author, *Calling All Minds: How to Think and Create Like an Inventor* (2018), *Unwritten Rules of Social Relationships* (2017), and *The Autistic Brain: Helping Different Kinds of Minds Succeed* (2014)

SUMMER INSTITUTES (see inside)
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SCHOOLING SOCIAL BRAINS:
PROMOTING SOCIAL SKILLS, INTERACTIONS, AND COLLABORATIONS IN A DIGITAL AGE

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

MAY 3-5, 2019

Pre-Conference Workshops: May 3, 2019
Early Registration Discount Deadline: March 1, 2019

SPRING LEARNING *& the* BRAIN® CONFERENCE

1) SOCIAL BRAINS: PROMOTING SOCIAL SKILLS IN A DIGITAL AGE

The Disordered Mind: What Unusual Brains Tell Us About Ourselves

Eric R. Kandel, MD, Director, University Professor and Kavli Professor of Brain Science, Kavli Institute for Brain Science; Founder, Center for Neurobiology and Behavior, Columbia University; Recipient of the Nobel Prize, the Lasker Award, the Gairdner Award, the Harvey Prize, and the National Medal of Science; Author, *The Disordered Mind: What Unusual Brains Tell Us About Ourselves* (2018) and *In Search of Memory* (2006)

The Science of Making Friends: Helping Socially Challenged Teens and Young Adults

Elizabeth A. Laugeson, PsyD, Founder and Director, UCLA PEERS Clinic; Program Director, UCLA Autism Center for Excellence; Associate Clinical Professor, Department of Psychiatry and Biobehavioral Sciences, Semel Institute for Neuroscience and Human Behavior, University of California, Los Angeles; Author, *The Science of Making Friends: Helping Socially Challenged Teens and Young Adults* (2013)

The Psychology of the Good Life, Social Connections, and Well-Being

Laurie R. Santos, PhD, Director, Comparative Cognition Lab; Director, Canine and Primate Laboratory; Professor of Psychology and Cognitive Science, Yale University; Co-Author, "Developmental Shifts in Social Cognition: Socio-Emotional Biases Across the Lifespan in Rhesus Monkeys" (2018, *Behavioral Ecology and Sociobiology*) and "Young Children Are More Generous When Others Are Aware of Their Actions" (2014, *PloS ONE*)

The Significance of Friendship and Peer Relationships for the Quiet, Socially Anxious Child

Kenneth H. Rubin, PhD, Founding Director, Center for Children, Relationships, and Culture, University of Maryland; Author, *The Friendship Factor: Helping Our Children Navigate Their Social World — And Why It Matters for Their Success and Happiness* (2003); Co-Author, "Future Directions for Research on Early Intervention for Young Children at Risk for Social Anxiety" (2018, *Clinical Child and Adolescent Psychology*)

Tips for Teaching Social Competencies With Strategies for Anxiety Management

Michelle Garcia Winner, MA, CCC-SLP, Founder and CEO, Social Thinking®; Author, "Anxiety and Social Competencies" (2015, *socialthinking.com*) and *Think Social* (2006); Co-Author, *Good Intentions Are Not Good Enough* (2016) and *Socially Curious and Curiously Social* (2011)

Friendships in the Digital Age

Eileen Kennedy-Moore, PhD, Psychologist; Advisory Board Member, *Parents Magazine*; Author, *Kid Confidence: Help Your Child Make Friends, Build Resilience, and Develop Real Self-Esteem* (Forthcoming, 2019) and *Smart Parenting for Smart Kids* (2011); Co-Author, *Growing Friendships: A Kids' Guide to Making and Keeping Friends* (2017) and *The Unwritten Rules of Friendship* (2008)

Social Networks in the Brain: From Agents to Actions to Interactions

Julia J. Sliwa, PhD, Postdoctoral Researcher, Laboratory of Neural Systems, The Rockefeller University; Investigator, Brain and Spine Institute, Paris; Co-Author, "From Agents to Actions to Interactions: Uncovering Multiple Social Networks in the Primate Brain" (2017, *Society for Social and Affective Neuroscience*)

2) SOCIAL MEDIA MINDS: MANAGING SCREEN TIME IN A DIGITAL AGE

IRRESISTIBLE: The Rise of Addictive Technology on Children

Adam Alter, PhD, Associate Professor of Psychology and Marketing, Stern School of Business, New York University; Author, *Irresistible: The Rise of Addictive Technology and the Business of Keeping Us Hooked* (2018) and *Drunk Tank Pink* (2014)

Face-to-Face Communication Even With a Digital Device in Hand: How Do We Manage It?

Michelle Garcia Winner, MA, CCC-SLP, Founder and CEO, Social Thinking®; Author, "Social Media, the Social Mind, and Social Thinking" (2013, *socialthinking.com*) and *Think Social* (2006); Co-Author, *Socially Curious and Curiously Social* (2011)

The Overstimulated Child: Reversal of Screen Time Impacts on Mental Health and Social Behavior

Victoria L. Dunckley, MD, Award Winning Integrative Child, Adolescent, and Adult Psychiatrist; Blogger, *Psychology Today*; Author, *Reset Your Child's Brain: A Four-Week Plan to End Meltdowns, Raise Grades, and Boost Social Skills by Reversing the Effects of Electronic Screen-Time* (2015) and "Gray Matters: Too Much Screen Time Damages the Brain" (2014, *Psychology Today*)

Digital Media on the Brain: Problems and Potential for Social and Emotional Development

Jenny S. Radesky, MD, Assistant Professor of Developmental Behavioral Pediatrics, University of Michigan Medical School; Lead Author of the 2016 American Academy of Pediatrics policy statement on digital media use in early childhood; Co-Author, "Early Childhood Media Exposure and Self-Regulation: Bi-Directional Longitudinal Associations" (2018, *Academic Pediatrics*)

Screen-Schooled Kids: The Overuse, Misuse, and Best Use of Technology in the Classroom

Joe Clement, MEd, Award-Winning Teacher and Coach, Fairfax County Public Schools; and **Matt Miles, MEd**, Teacher, Fairfax County Public Schools; Co-Authors, *Screen Schooled: Two Veteran Teachers Expose How Technology Overuse Is Making Our Kids Dumber* (2017)

Growing Up Social: Raising Children in a Screen-Driven World

Arlene Pellicane, MA, Former Journalist; Parenting Expert; Featured Guest on the *Today Show*; Author, *Parents Rising* (2018) and *Calm, Cool, and Connected: 5 Digital Habits for a More Balanced Life* (2017); Co-Author, *Growing Up Social* (2014)

Cyber-Violence: The Impact of Social Media on Adolescent Aggression

Jillian K. Peterson, PhD, Assistant Professor, Department of Criminal Justice and Forensic Science, Hamline University; Co-Author, "Cyber-Violence: What Do We Know and Where Do We Go From Here" (2017, *Aggression and Violent Behavior*)

3) DIFFERENT MINDS: APPRECIATING SOCIALLY-CHALLENGED CHILDREN

Educating Students Who Have Different Kinds of Thinking Minds

Temple Grandin, PhD, Professor, College of Agricultural Sciences, Colorado State University; Member, American Academy of Arts and Sciences; Author, *Calling All Minds* (2018) and *Thinking in Pictures* (2006, Expanded Edition); Co-Author, *Unwritten Rules of Social Relationships* (2017) and *The Autistic Brain: Helping Different Kinds of Minds Succeed* (2014)

The Science of Why We Are Socially Awkward and Why It Is Awesome to Be Awkward

Ty Tashiro, PhD, Social Scientist; Consultant; Former Award-Winning Professor, University of Maryland and University of Colorado; Author, *Awkward: The Science of Why We're Socially Awkward and Why That's Awesome* (2018) and *The Science of Happily Ever After: What Really Matters in the Quest for Enduring Love* (2014)

Pathologizing Precision: "Nerdy" Kids in Elementary School Settings

David C. Anderegg, PhD, Psychotherapist; Faculty in Psychology, Bennington College; Faculty, Berkshire Medical Center; Author, *Nerds: How Dorks, Dweebs, Techies, and Trekkies Can Save America… and Why They Might Be Our Last Hope* (2011) and *Worried All the Time: Rediscovering the Joy in Parenthood in an Age of Anxiety* (2010)

Autism: A Uniquely Human Experience

Barry M. Prizant, PhD, CCC-SLP, Adjunct Professor, Artists and Scientists as Partners, Department of Theatre Arts and Performance Studies, Brown University; Director, Childhood Communication Services; Author, *Uniquely Human: A Different Way of Seeing Autism* (2016); Co-Author, *The SCERTS Model: A Comprehensive Educational Approach for Children With Autism Spectrum Disorders* (2005)

Developing Social Competence for Students With Deficits: From Group-Based Interventions to VR

Janine P. Stichter, PhD, Professor, Department of Special Education, University of Missouri; Developer of the "Social Competence Curricula," a program focusing on improving social competence in K-12 education; Developer of the "iSocial," a 3-D virtual learning environment project; Co-Author, "A Six-Step Decision-Making Process to Guide Social Skills Instruction" (2018, *Intervention in School and Clinic*)

4) SOCIAL MINDS: USING SOCIAL-EMOTIONAL LEARNING & TEACHING

Teachers as Learners: Developing the Social-Emotional Learning of Teachers

Vanessa Rodriguez, EdD, Assistant Professor, Center for Early Childhood Health and Development, Department of Population Health, NYU School of Medicine, New York University; Winner of the Nan Haar Award from the Mind, Brain, and Education Program at Harvard University and the Young Investigator Award from the International Mind, Brain, and Education Society; Author, *The Teaching Brain: An Evolutionary Trait at the Heart of Education* (2014)

Social-Emotional Learning: Its Importance for Promoting Health and Nurturing Success in School

Mark T. Greenberg, PhD, The Bennett Endowed Chair in Prevention Research; Founding Director, Bennett Pierce Prevention Research Center for the Promotion of Human Development, The Pennsylvania State University; Co-Author, *Social and Emotional Skills Training for Children: The Fast Track Friendship Group Manual* (2017) and "Thriving in School: The Role of Sixth Grade Adolescent-Parent-School Relationships in Predicting Eighth Grade Academic Outcomes" (2016, *Youth & Society*)

Promoting Teachers' Social-Emotional Competence and Teacher-Child Relationships

Joshua L. Brown, PhD, Associate Professor of Psychology; Director, Applied Developmental Psychology Program, Fordham University; Co-Author, "Teacher-Child Relationships, Classroom Climate, and Children's Social-Emotional and Academic Development" (2017, *Educational Psychology*) and "Promoting Teachers' Social and Emotional Competence" (2014, *Society for Research on Educational Effectiveness*)

Creating a Social, Emotion Revolution in our Nation's Schools and Workplaces

Marc A. Brackett, PhD, Founding Director, Yale Center for Emotional Intelligence; Professor, Child Study Center, Yale University; Lead Developer, The RULER Approach to Social and Emotional Learning; Co-Author, "Creating Emotionally Intelligent Schools With RULER" (2016, *Emotion Review*) and "Advancing the Science and Practice of Social and Emotional Learning" (2016, *Review of Research in Education*)

The Mindful Classrooms: Progress, Problems, and Promise

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, Center for Research on Culture, Development, and Education, Steinhardt School of Culture, Education, and Human Development, New York University; Editor, *Improving Academic Achievement* (2002)

5) COLLABORATIVE MINDS: USING GROUP LEARNING IN STEM & TEACHING

The Science of Social Learning: Brain-to-Brain Synchrony and Group Interaction

Ido Davidesco, PhD, Research Assistant Professor, Steinhardt School of Culture, Education, and Human Development, New York University; Founder, Department of Neuroscience and Education Collaborative; and **Jay Van Bavel, PhD**, Director, Social Perception and Evaluation Lab, New York University; Co-Authors, "Brain-to-Brain Synchrony Tracks Real-World Dynamic Group Interactions in the Classroom" (2017, *Current Biology*)

Social Group Influences on STEM Motivation in Young Children

Allison Master, PhD, Research Scientist, Institute for Learning and Brain Science, University of Washington; Author, "Making STEM Social to Motivate Preschoolers" (2017, *NAEYC*); Co-Author, "Social Group Membership Increases STEM Engagement Among Preschoolers" (2017, *Developmental Psychology*)

Understanding Social Learning, Social Networks, and Social Regulation of Emotions

Kevin N. Ochsner, PhD, Professor of Psychology; Director of Graduate Studies, Department of Psychology; Director, Social Cognitive and Affective Neuroscience (SCAN) Lab, Columbia University; Co-Author, "Evidence That Default Network Connectivity During Rest Consolidates Social Information" (2018, *Cerebral Cortex*) and "Social Cognition as Reinforcement Learning" (2016, *Cognitive Neuroscience*)

Fostering Staff Collaboration, Teams, and Co-Teaching

Rachel A. Poliner, MAEd, Former Teacher and Faculty Member; Founding Partner, Leaders and Learners Consulting; Board Member, Social-Emotional Learning Alliance for Massachusetts; Co-Author, *The Advisory Guide: Designing and Implementing Effective Advisory Programs for Secondary Schools* (2004); Blog Author, "Building the Brainpower to Collaborate" (2017, *Corwin Connect*); and **Jeffrey R. Benson, MA**, Former Teacher and Administrator; Author, *Hanging In: Strategies for Teaching the Students Who Challenge Us Most* (2014); Co-Authors, *Teaching the Whole Teen: Everyday Practices That Promote Success and Resilience in School and Life* (2016)

Using Improv and Sketch Comedy to Practice "Real Time" Social and Collaborative Skills

Shawn Amador, LCSW, School Social Worker; Therapist, CORE Connections Counseling; Developer of Social Theatre™, an afterschool group theater program designed to teach children social skills based on Michelle Garcia Winner's Social Thinking ®; Author, *Teaching Social Skills Through Sketch Comedy and Improv Games: A Social Theatre™ Approach for Kids and Teens Including Those With ASD, ADHD, and Anxiety* (2018)

6) CONVERSATIONAL MINDS: THE POWER OF TALKING & GROUP READING

Brain Research, Literacy, and Some Impacts on Curriculum and Instruction

Marie H. Alcock, PhD, President, Learning Systems Associates; International Education Consultant; Founder, Tomorrow's Education Network; Co-Author, *Quest for Learning: How to Maximize Student Engagement* (2017), *Bold Moves for Schools, How We Create Remarkable Learning Environments* (2017), and *The Power of the Social Brain: Teaching, Learning, and Using Interdependent Thinking* (2013)

Understanding Texts and Readers: Improving Reading Comprehension, Groups, and Differentiation

Jennifer Serravallo, MA, Literacy Consultant; Former Staff Developer, Teachers College Reading and Writing Project, Columbia University; Former NYC Public School Teacher; Author, *Understanding Texts and Readers: Responsive Comprehension Instruction With Leveled Texts* (2018), *The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers* (2017), and *Teaching Reading in Small Groups* (2010)

Improving Teen Talk: Skills for Classrooms and Community

Rachel A. Poliner, MAEd, Former Teacher and Faculty Member; Founding Partner, Leaders and Learners Consulting; Board Member, Social-Emotional Learning Alliance for Massachusetts; Co-Author, *The Advisory Guide: Designing and Implementing Effective Advisory Programs for Secondary Schools* (2004); and **Jeffrey R. Benson, MA**, Former Teacher and Administrator; Author, *Hanging In: Strategies for Teaching the Students Who Challenge Us Most* (2014); Co-Authors, *Teaching the Whole Teen: Everyday Practices That Promote Success and Resilience in School and Life* (2016)

What We Say and How We Say It Matters

Mike Anderson, MS, Former Elementary School Teacher; National Milken Educator Award Recipient; Former Program Developer, Northeast Foundation for Children; Author, *What We Say and How We Say It Matters: Teacher Talk That Improves Student Learning and Behavior* (Forthcoming, 2019), *Learning to Choose, Choosing to Learn* (2016), *The First Six Weeks of School* (2015, 2nd Edition), and *The Well-Balanced Teacher* (2010)

The Power of We: Getting Started With Face-to-Face Academic Conversations

Ronald J. Nash, MA, Former Classroom Teacher and Administrator; Author, *The Power of We: Creating Positive and Collaborative Classroom Communities* (2018), *And What About You? Getting Started With Interactive Pairs and Small Groups (2018), From Seatwork to Feetwork* (2015), *The Active Workshop* (2010), and *The Active Classroom: Practical Strategies for Involving Students in the Learning Process* (2008)

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FRIDAY, MAY 3   8:15 AM –12:15 PM

Cost: $199 per person Join these interactive workshops and engage in group discussions. (By advance registration only. Select one of six. Add $30 fee if you are not attending the conference.)

1. From the Conference to the Classroom: How to Bring the Science of Learning Back to Your School

The Science of Learning is the most promising research being applied to reduce the gaps in teacher quality, student achievement, and school experience. This workshop provides you with strategies and frameworks that you should consider for your own learning and within the context of your students. Leave with "next day" applicable Mind, Brain, and Education science strategies you can use. Discover resources and frameworks which can be used throughout the LEARNING *& the* BRAIN® Conference to identify research that can validate, inform, and transform your current teaching practices and work with all students. **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. From Cortex to Classroom: Using Brain Science and SEL in Reading and Writing (Grades PreK-8)

Explore ways to apply the science of reading, learning technologies, and social-emotional learning to literacy instruction. Skills of social and sociocultural awareness and relationship building are critical for students to engage in meaningful learning. In this workshop, you will explore the science behind reading and the social and emotional skills that students need to be successful readers and writers. **Carolyn H. Strom, PhD**, Clinical Assistant Professor of Early Childhood Literacy and Innovation, New York University; and **Mike Anderson, MS**, Former Elementary School Teacher; Author, "Social-Emotional Learning and Academics: Better Together" (2015, *Educational Leadership*)

3. Teaching the Child Who Struggles Socially

Nearly every child experiences friendship problems in some way, at some time, whether it's having an argument with a friend, coping with teasing, or finding a buddy in a new classroom. Sometimes particular children need extra help in learning to get along with others. This workshop will describe essential social skills that all children need to learn as well as practical ways to help kids learn them. It will provide hands-on activities to help you understand typical social development and common social struggles at every age. Using a case study format, you will discuss strategies for helping children develop the social skills they will need throughout their lives. **Eileen Kennedy-Moore, PhD**, Psychologist; International Author; Advisory Board Member for *Parents Magazine*; Author, *Kid Confidence: Help Your Child Make Friends, Build Resilience, and Develop Real Self-Esteem* (Forthcoming, 2019) and *Smart Parenting for Smart Kids* (2011); Co-Author, *Growing Friendships: A Kids' Guide to Making and Keeping Friends* (2017) and *The Unwritten Rules of Friendship* (2008)

4. Questing: Maximizing Student Engagement by Cultivating Competence, Connections, and Collaboration

How do we cultivate global competence, connections, and collaborations in the curriculum? In this workshop, you will learn a step-by-step process for helping learners dive into personalized investigations and use technology. Dr. Alcock will draw from her books, *Bold Moves for Schools* and *Quest for Learning*, to guide you in using a Quest-Based Template and Planner to collaborate with your students. The workshop is designed to assist learners at all levels from kindergarten through college to foster skills such as critical thinking, inquiry, collaboration, and self-direction. Bring your laptop or device and your imagination. **Marie H. Alcock, PhD**, President, Learning Systems Associates; Founder, Tomorrow's Education Network; Co-Author, *Quest for Learning: How to Maximize Student Engagement* (2017)

5. Clarity in Learning: Five Effective Practices That Promote Learning and Collaborations

What is one thing we can do in our schools and classrooms that would have a major impact on learning? The answer: clarity. For effective acquisition and consolidation of learning, the brain needs clarity. Answering the what, why, and how for our learners is the foundation in providing an enriching and engaging learning environment for all students. The very existence of clarity supports effective collaboration in a disconnected age. This workshop will take an in-depth look at how to establish clarity in learning and capitalize on the principles of how the brain learns. You will explore what is meant by clarity and how to ensure this major factor in learning exists in your schools and classrooms. Topics include goal setting, learning intentions, success criteria, formative assessment, and effective feedback. **John T. Almarode, PhD**, Co-Director, Center for STEM Education and Outreach; Associate Professor in the Department of Early, Elementary, and Reading Education, James Madison University; Co-Author, *Clarity for Learning: Five Essential Practices That Empower Students and Teachers* (2018)

6. Mindful Practice: Understanding the Simple Brain Science Behind Social-Emotional Health

Mindfulness has made its way into schools as a way to address the social-emotional health of our students, particularly in a world where they are constantly "plugged-in." However, it is helpful to have an understanding of why and how mindfulness works in the brain, and how it translates into making mindful choices about the way that we live. The workshop presenters will explain the brain science and show you how you can integrate mindful practice and mindful choices to create an emotionally healthy learning community. **Donna A. 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 Philip Middle School; Detective, Norfolk Police Department

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General Registration (THROUGH APRIL 18, 2019) $619 per person ($549 per person for groups of 5+)
Late Registration (AFTER APRIL 18, 2019) $639 per person ($569 per person for groups of 5+)
Dual Conf. Registration (*Circle conferences:* May and Nov. 2019, and/or Feb. 2020) $499 per person, per conference when you register for both

Please Register Me for a Pre-Conference Workshop on Friday, May 3
Add $30 if not attending the May conference. $_____

Please check one of six:
○ **How to Bring the Science of Learning Back to Your School** 8:15 am – 12:15 pm $199 per person
○ **Using Brain Science and SEL in Reading and Writing** 8:15 am – 12:15 pm $199 per person
○ **Teaching the Child Who Struggles Socially** 8:15 am – 12:15 pm $199 per person
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