SPRING CONFERENCE • NEW YORK, NY • APRIL 1-3, 2022

APRIL CONFERENCE REGISTRATION FORM

OR REGISTER ONLINE AT LEARNINGANDTHEBRAIN.COM

Five ways to register: **Phone:** (857) 444-1500 ext. 1 or 2 **Email:** registration@LearningAndTheBrain.com **Fax:** (857) 357-7011
Postal mail: **ERI** • 78 Brooks Road, New Canaan, CT 06840 **Web:** LearningAndTheBrain.com

PLEASE PHOTOCOPY THIS FORM FOR EACH APPLICANT.

Name _____ Position _____

Organization _____

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Register Me for the April Conference: **$_____**

Early Registration (THROUGH MARCH 4, 2022)	$549 per person ($499 per person for groups of 5+)
General Registration (THROUGH MARCH 25, 2022)	$599 per person ($549 per person for groups of 5+)
Late Registration (AFTER MARCH 25, 2022)	$619 per person ($569 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

Register Me for a Friday, April 1 Pre-Conference Workshop *(Add $30 if not attending the April conference)* **$_____**

Please select one of five:

❍ **Becoming Builders of Knowledge**	8:30 am – 12:30 pm	$179 per person
❍ **Why a Sense of Control Is So Important for Kids' Development**	8:30 am – 12:30 pm	$179 per person
❍ **Using UDL as a Framework to Support All Learners**	8:30 am – 12:30 pm	$179 per person
❍ **Executive Functions and Reading**	8:30 am – 12:30 pm	$179 per person
❍ **Developing Digital Detectives and Critical Thinkers**	8:30 am – 12:30 pm	$179 per person

Sign Me Up for Professional Development Credit **$_____**

❍ Please send my certificate via email (FREE).

Sign Me Up for Emails (FREE)

❍ **Sign me up for LEARNING *& the* BRAIN®'s monthly newsletter** (FREE)
❍ **Email me information about upcoming Learning & the Brain® events** (FREE)

All prices are in U.S. dollars. **GRAND TOTAL: $ _____**

❍ **Please check here if you have any special ADA requirements, and call (857) 444-1500 ext.1.**
The Sheraton New York Times Square Hotel is ADA compliant.

PAYMENT METHOD ❍ Check enclosed ❍ Purchase Order enclosed ❍ Credit Card (Circle one: VISA MC AMEX)

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Make check or purchase order payable to **Educator Resources, Inc. (ERI)**, and mail it along with your registration form to:
ERI, 78 Brooks Road, New Canaan, CT 06840-6250.

P.O.s will be invoiced if sent without a check prior to conference. **Registrations without payment or purchase order will not be confirmed.**

REGISTRATION POLICIES Registrations are taken and confirmed on a first-come, first-served basis according to receipt of full payment or purchase order. Unpaid registrations without a purchase order will be canceled after 30 days. If you do not receive a confirmation within three weeks after sending full payment or purchase order, call (857) 444-1500 ext. 1 or 2. Early conference registration is $549 ($499 per person for groups of 5 or more) through March 4, 2022. General conference registration is $599 per person ($549 per person for groups of 5 or more when registering together) through March 25, 2022. After March 25, 2022, late registration is $619 per person ($569 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 March 25, 2022. No cancellations can be accepted after March 25, 2022. Because cancellations incur substantial administrative costs, we regret that it is necessary to charge a cancellation fee of $50 per person if you cancel by March 4, 2022 or $150 per person if you cancel after March 4, 2022, but by March 25, 2022.

CONFERENCE PROGRAM CHANGES Educator Resources, Inc. (ERI) reserves the right, without having to refund any monies to participants, to make changes in the conference, its program, schedule, workshops, sessions, events, location, and/or faculty should ERI, in its sole discretion, deem any such changes necessary or advisable. Similarly, ERI further reserves the right to cancel any workshops, sessions, events, credit courses, or the conference entirely, in which case ERI's liability to participants shall be strictly limited to a refund of those fees. ERI, the Cooperating Organizations, and Sponsors are not responsible for (nor do they necessarily endorse) the efficacy, accuracy, or content of any recommendations, statements, research, or other information provided at the conference.

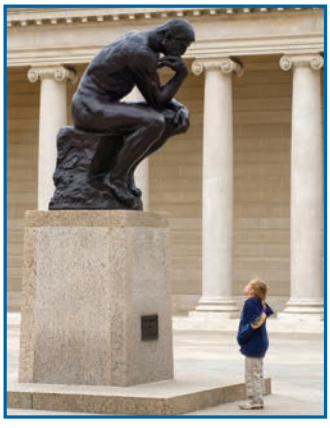
TEACHING STUDENTS TO KNOW AND TO THINK

Students today face a world full of problems, falsehoods, and future careers that require critical thinking and expertise. The World Economic Forum Report "Future of Jobs 2020" found that the need for critical thinking, analysis, and complex problem-solving will become among the top sought after skills among employers over the next five years. But many students today lack these basic skills. A 2019 MindEdge Survey found that 74% of millennials and 69% of college students failed to pass a quiz on critical thinking skills and a 2019 Stanford Higher Education Group Report found two-thirds of the 9-12th graders could not tell the difference between real news stories and ads. However, learning science research shows these skills can be trained. This conference will explore the science behind, and strategies for, improving knowledge and expertise. Discover how to hone reasoning; teach critical and math thinking; improve reading and media literacy; develop metacognition, executive, and problem-solving skills; and gain knowledge about the role of emotions and gestures in improving learning.

LEARNING OBJECTIVES

You will gain knowledge about:

- ✓ **The building blocks of knowledge in the brain**
- ✓ **Strategies to teach students visible and critical thinking**
- ✓ **Developing rationality and training reasoning abilities in class**
- ✓ **Working memory, learning to learn, and knowledge acquisition**
- ✓ **Promoting practice and expertise and developing expert learners**
- ✓ **How emotions and embodied cognition improve thinking in the brain**
- ✓ **Improving learning for all students with unlearning and UDL strategies**
- ✓ **Teaching metacognition, executive function, and reflection skills**
- ✓ **Learning media literacy and how to recognize facts vs. fiction**
- ✓ **The knowledge gap, reading, and mathematical thinking**



*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 visit the sights of New York City or watch the sessions comfortably from your home, or your hotel room. All talks will be recorded and made available to stream for one month afterwards. For more information, visit LearningAndTheBrain.com or call 857-444-1500 Ext. 1. The Sheraton NY Times Square Hotel currently has a vaccination requirement. Please check our website for the latest updates on COVID-19 guidelines and requirements at the venue.

CO-SPONSORS

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The Neuro-Education Initiative,
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National Association of Elementary School Principals **(NAESP)**

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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
Adolescent Educators, Career Counselors
Administrators, Deans, Curriculum Directors
Superintendents, Principals, School Heads
Reading, Math, Science, STEM Teachers
College, University Professors

EARN PROFESSIONAL DEVELOPMENT CREDIT

Professional Development Credit: Earn 16-20 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 ext. 1.

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

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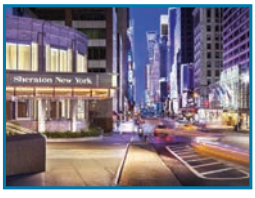
STAY IN THE HEART OF NEW YORK CITY – SPECIAL RATES



Save on hotel costs by booking a room at our discounted 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 $265 per night (plus taxes) will no longer apply when the block is full, or after March 11, 2022. If the hotel block is filled, or for other hotel options, please call L&B at 857-444-1500 ext. 1. 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® HYBRID CONFERENCE

62ND International Conference for PreK Through University Educators, Clinicians, and Parents

April 1-3, 2022 • At the Sheraton New York Times Square Hotel, New York, NY • Or Virtually from Home

Presented by:
Educator Resources, Inc.
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THE SCIENCE OF KNOWLEDGE: APPLYING BRAIN SCIENCE TO BUILD STUDENT EXPERTISE, REASONING, REFLECTION, AND CRITICAL THINKING

FEATURED SPEAKER:

Steven A. Pinker, PhD
Johnstone Family Professor, Department of Psychology, Harvard University;
Author, *Rationality: What It Is, Why It Seems Scarce, Why It Matters* (2021)

Explore the latest research on:

- **The Science of Knowledge**
- **Developing Expert Learners**
- **Promoting Critical Thinking**
- **Teaching Math/Problem Solving**
- **The Knowledge Gap and Reading**
- **Training Children's Reasoning Skills**
- **Emotional Thoughts and Learning**
- **Recognizing Fact vs. Fiction**
- **Making Thinking Visible**
- **The Building Blocks of Knowledge**
- **Learning to Learn and Rationality**
- **Outsmarting Your Brain to Succeed**
- **The Benefits of UDL and Unlearning**
- **How Hand Gestures Boost Thinking**
- **Metacognition and Executive Skills**
- **Developing Media Literacy**

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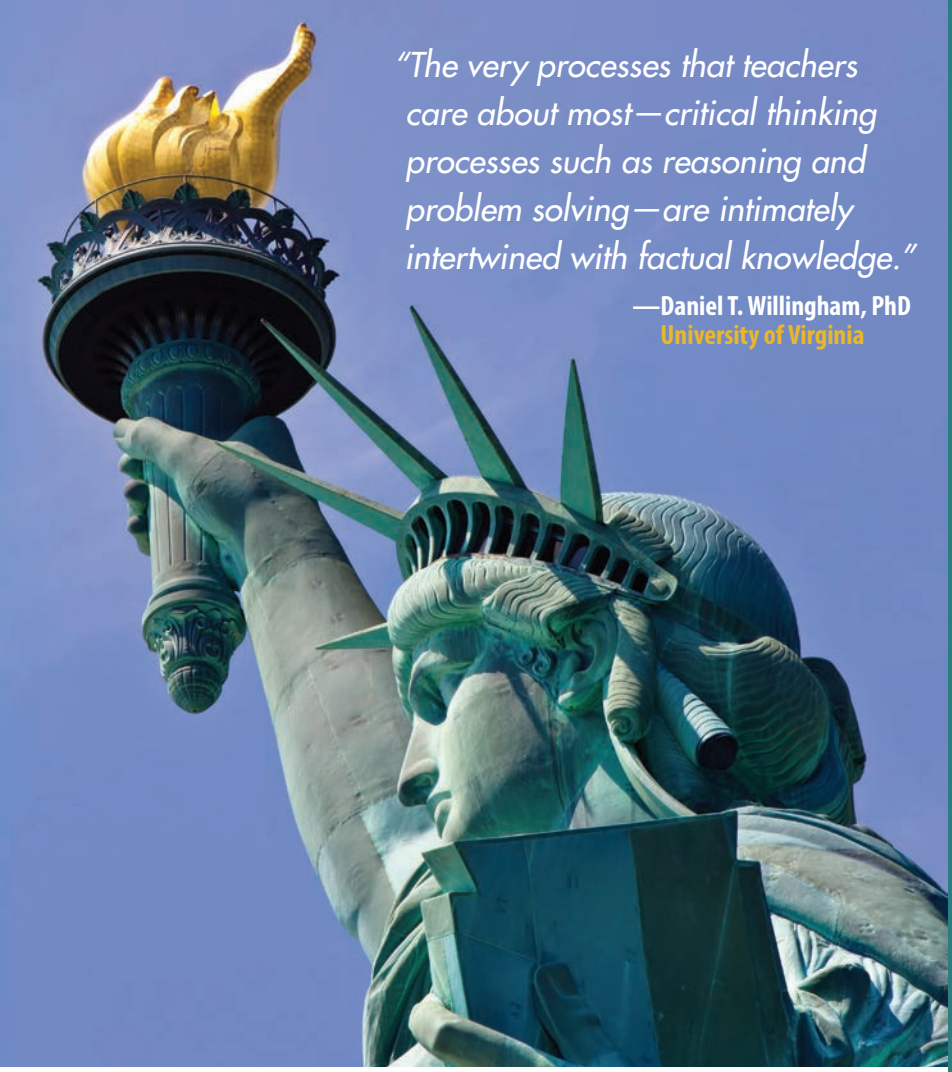

"The very processes that teachers care about most—critical thinking processes such as reasoning and problem solving—are intimately intertwined with factual knowledge."

—Daniel T. Willingham, PhD
University of Virginia

THE SCIENCE OF KNOWLEDGE:
APPLYING BRAIN SCIENCE TO BUILD STUDENT EXPERTISE, REASONING, REFLECTION, AND CRITICAL THINKING

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

APRIL 1-3, 2022

Pre-Conference Workshops: April 1
Early Registration Deadline: March 4

SPRING *HYBRID* LEARNING *& the* BRAIN® CONFERENCE

CONFERENCE PROGRAM TOPICS
WITH A DISTINGUISHED FACULTY

1) THE SCIENCE OF BUILDING KNOWLEDGE: DEVELOPING EXPERT LEARNERS

Featured: The Neurobiology of Learning to Learn: What We Think, We Become

André A. Fenton, PhD, Professor of Neural Science, New York University; Director, Fenton Lab; Active Science Communicator and a Co-Host of "NOVA Wonders" on *PBS*; Associate Professor, State University of New York Downstate Medical Center; Co-Author, "Cognitive Control Persistently Enhances Hippocampal Information Processing" (2021, *Nature*)

Featured: The Unlearning Cycle: Changing Teacher Mindsets to Create Expert Learners

Katie R. Novak, EdD, Founder and Executive Director, Novak Educational Consulting; Adjunct Professor, Graduate School of Education, University of Pennsylvania; Author, *Let Them Thrive* (2017) and *UDL Now!* (2016, 2nd Edition); Co-Author, *UDL Playbook for School and District Leaders* (2021) and *Unlearning: Changing Your Beliefs and Your Classroom With UDL* (2020)

Featured: Why Students Need to Outsmart Their Brains to Succeed at School

Daniel T. Willingham, PhD, Professor of Psychology, University of Virginia; Member, National Board for Education Sciences; Writer, "Ask the Cognitive Scientist" Column, *American Educator*; Author, *Outsmart Your Brain: Why Learning Is Hard and How You Can Make It Easy* (Forthcoming, 2022), "Unlocking the Science of How Kids Think: A New Proposal for Reforming Teacher Education" (2018, *Education Next*), and *When Can You Trust the Experts?* (2012)

The Building Blocks of Knowledge

Lila Davachi, PhD, Professor of Psychology; Director, Davachi Memory Lab, Columbia University; Co-Principal Investigator of the "Optimizing Memory Using Neural Information" Project; Recognized with the prestigious "Young Investigator Award" from the Cognitive Neuroscience Society in 2009; Co-Author, "Mnemonic Prediction Errors Promote Detailed Memories" (2021, *PsyArXiv*)

Better Learning: Becoming an Expert on Just About Anything

Ulrich J. Boser, BA, Founder and CEO, The Learning Agency and The Learning Agency Lab; Senior Fellow, Center for American Progress; Author, "Critical Thinking Is the Key to Repairing Our Social Fabric" (2020, *Psychology Today*), *Learn Better: Mastering the Skills for Success in Life, Business, and School, or How to Become an Expert in Just About Anything* (2019), and "Learning to Learn: Tips for Teens and Their Teachers" (2019, *Educational Leadership*); Co-Author, "Using the Science of Learning to Redesign Schools" (2018, *Center for American Progress*)

2) THE SCIENCE OF THINKING: TEACHING REASONING & CRITICAL THINKING

Featured: Rationality: What Is It, Why It Seems Scarce, and Why It Matters

Steven A. Pinker, PhD, Johnstone Family Professor of Psychology, Harvard University; Named Time Magazine's "100 Most Influential People in the World Today"; Author, *Rationality: What It Is, Why It Seems Scarce, Why It Matters* (2021), *Enlightenment Now* (2018), *The Sense of Style* (2014), *The Stuff of Thought* (2007), and *How the Mind Works* (1997)

Featured: Making Thinking Visible: A Look at Practice and Effect

Ron E. Ritchhart, EdD, Senior Research Associate, Project Zero, Harvard Graduate School of Education; Author, *Creating Cultures of Thinking* (2015) and *Intellectual Character* (2004); Co-Author, *The Power of Making Thinking Visible: Using Routines to Engage and Empower Learners* (2020) and *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners* (2011)

There Is No Learning Without Thinking

Derek A. Cabrera, PhD, Cognitive and Systems Thinking Scientist; Faculty, College of Human Ecology, Cornell University; Senior Scientist, Cabrera Research Lab; Research Fellow at the Santa Fe Institute (SFI) for the Study of Complex Systems and the National Science Foundation; Editor-in-Chief, *Journal of Systems Thinking*; Co-Author, *Systems Thinking Made Simple* (2018) and *Thinking at Every Desk: Four Simple Skills to Transform Your Classroom* (2012); Featured in the Documentary Film, "RE:Thinking" for his work in schools to teach thinking skills

How Does Education Hone Reasoning Ability?

Silvia A. Bunge, PhD, Professor of Psychology, Helen Wills Neuroscience Institute, University of California at Berkeley; Founder, Frontiers of Innovation; Director, Building Blocks of Cognition Laboratory; Co-Author, "How Does Education Hone Reasoning Ability" (2020, *Current Directions in Psychological Sciences*) and "Scientific Insights Into the Development of Analogical Reasoning" (2018, *Developmental Science*)

How Multiple Choice Questions Can Improve Critical Thinking

Benjamin A. Motz, PhD, Professor, Department of Psychological and Brain Sciences; Director, eLearning Research and Practice Lab, Indiana University; Co-Founder and Chief Research Officer, Boost; Co-Author, "Learning to Call Bullsh*t via Induction: Categorization Training Improves Critical Thinking Performance" (2021, *PsyArXiv*) and "Generalizability, Transferability, and the Practice-to-Practice Gap" (2021, *PsyArXiv*)

Building Thinking Classrooms in Math (K-12)

Peter G. Liljedahl, PhD, Professor of Mathematics Education, Simon Fraser University; President of the Canadian Mathematics Education Study Group and the International Group for the Psychology of Mathematics Education; Member of the Executive of the British Columbia Mathematics Teachers Association; Author, *Modifying Your Thinking Classroom for Different Settings* (2021) and *Building Thinking Classrooms in Mathematics* (2020)

CONFERENCE BEGINS AT 1:00 PM ON FRIDAY, APRIL 1

All times are Eastern Daylight Time



3) EMBODIED THOUGHT: HOW EMOTIONS & GESTURES HELP THINKING

Featured: Solving the Frankenstein Problem: Why All Learning and Thinking Is Social, Emotional, Cultural, and Cognitive in the Brain

Mary Helen Immordino-Yang, EdD, Director, USC Center for Affective Neuroscience, Development, Learning, and Education (CANDLE); Professor of Education, USC Rossier School of Education; Professor of Psychology, Brain, and Creativity Institute, University of Southern California; Co-Author, "Understanding Emotional Thought Can Transform Educators' Understanding of How Students Learn" (2020, *Educational Neuroscience*)

The Extended Mind: The Power of Thinking Outside Our Brains

Annie Murphy Paul, MS, Journalist; Fellow, Learning Sciences Exchange, New America; Served as Senior Advisor at the Poorvu Center for Teaching and Learning, Yale University; Author, *The Extended Mind: The Power of Thinking Outside the Brain* (2021) and "How Humans Think When They Think as Part of a Group" (2021, *Wired*)

The Wisdom of the Body: What Embodied Cognition Can Teach Us About Thinking and Learning

Erik Shonstrom, MFA, Associate Professor, Champlain College; Author, *The Wisdom of the Body: What Embodied Cognition Can Teach Us About Learning, Human Development, and Ourselves* (2020), *The Indoor Epidemic* (2017), *Wild Curiosity: How to Unleash Creativity and Encourage Lifelong Wondering* (2015), and "How Can Teachers Foster Curiosity?" (2014, *Education Week*)

Enhancing Learning With Gestures: Improving Math, Memory, and Transfer

Susan Wagner Cook, PhD, Associate Professor, Psychological and Brain Sciences, College of Liberal Arts and Sciences, The University of Iowa; Director, Communications, Cognition, and Learning Lab; Co-Author, "Gesture During Math Instruction Specifically Benefits Learners With High Visuospatial Working Memory Capacity" (2020, *Cognitive Research: Principles and Implications*) and "Enhancing Learning With Hand Gestures: Potential Mechanisms" (2018, *Psychology of Learning and Motivation*)

4) KNOWING WORDS & FACTS: TEACHING READING & MEDIA LITERACY

Featured: The Knowledge Gap: Why the Standard Approach to Reading Comprehension Conflicts With Cognitive Science

Natalie L. Wexler, JD, Senior Contributor, Forbes.com; Author, "Building Knowledge: What an Elementary Curriculum Should Do" (2020, *American Educator*) and *The Knowledge Gap: The Hidden Cause of America's Broken Education System—And How to Fix It* (2019); Co-Author, *The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades* (2017)

Featured: Transforming Education: Critical Thinking in a Media Age

Daniel J. Levitin, PhD, Neuroscientist; Visiting Professor at Dartmouth College, Stanford University, and University of California, Berkeley; Author, *Successful Aging* (2020), *A Field Guide to Lies: Critical Thinking With Statistics and the Scientific Method* (2019), and *The Organized Mind: Thinking Straight in the Age of Information Overload* (2014)

From Cortex to Classroom: Refining Professional Knowledge to Build Capacity in Reading Instruction

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; Co-Author, "Seizing the Sounds: Considering Phonological Awareness in the Context of Vocabulary Instruction" (2016, *Interventions in Learning Disabilities*)

The Science of Reading: A Whirlwind Tour

Daniel T. Willingham, PhD, Professor, Department of Psychology, University of Virginia; Writer, "Ask the Cognitive Scientist" Column, *American Educator*; Author, *The Reading Mind: A Cognitive Approach to Understanding How the Mind Reads* (2017), *Raising Kids Who Read* (2015), and "For the Love of Reading: Engaging Students in a Lifelong Pursuit" (2015, *American Educator*)

Teaching Students to Decode the World: Media Literacy and Critical Thinking Across the Curriculum

Cyndy L. Scheibe, PhD, Professor, Department of Psychology; Faculty, Department of Culture and Communication, Ithaca College; Founder and Executive Director of Media Literacy, *Project Look Sharp*; Co-Author, *The Teacher's Guide to Media Literacy: Critical Thinking in a Multimedia World* (2012); and **Chris Sperry, MEd**, Curriculum and Staff Development, *Project Look Sharp*, Ithaca College; Co-Authors, *Teaching Students to Decode the World: Media Literacy and Critical Thinking Across the Curriculum* (Forthcoming, 2022)

CONFERENCE SCHEDULE:			
	Pre-Conference Workshops	**Friday, April 1**	**8:30 AM – 12:30 PM**
	Conference Day 1	**Friday, April 1**	**1:00 PM – 6:00 PM**
	Conference Day 2	**Saturday, April 2**	**9:00 AM – 6:00 PM**
	Conference Day 3	**Sunday, April 3**	**9:00 AM – 4:00 PM**

5) REFLECTIVE MINDS: USING EXECUTIVE & METACOGNITION SKILLS

Featured: Reflecting on Research: Being Curious, Skeptical, and Critical About Brain-Based Teaching Advice

Andrew C. Watson, MEd, Classroom Teacher; Founder/President of Translate the Brain; Author, *The Goldilocks Map: A Classroom Teacher's Quest to Evaluate 'Brain-Based' Teaching Advice* (2021), *Learning Grows* (2019), and *Learning Begins: A Teacher's Guide to the Learning Brain* (2017); Editor-in-Chief, Learning *&* the Brain® Blog

Metacognition, Reflection, and Curiosity

Janet Metcalfe, PhD, Director, Metacognition and Memory Lab; Professor of Psychology, Columbia University; Co-Author, "The MAPS Model of Self-Regulation: Integrating Metacognition, Agency, and Possible Selves" (2021, *Metacognition and Learning*), "Epistemic Curiosity and the Region of Proximal Learning" (2020, *Current Opinions in Behavioral Sciences*), "Learning From One's Own Errors and Those of Others" (2018, *Psychonomic Bulletin & Review*), and *Metacognition* (2014)

Metacognition: The Neglected Skill Set for Empowering Students

Robin J. Fogarty, PhD, Co-Founder and President, Robin Fogarty and Associates; Former Teacher; and **Brian M. Pete, MA**, Co-Founder, Robin Fogarty and Associates; Co-Authors, *Metacognition: The Neglected Skill Set for Empowering Students* (2020), *Thinking About Thinking in IB Schools* (2020), *How to Teach Thinking Skills* (2019), and *Everyday Problem-Based Learning* (2017)

The Brain's Command and Control Center: Understanding Executive Functioning

William R. Stixrud, PhD, Clinical Neuropsychologist; Founder, The Stixrud Group; Member, Teaching Faculty, Children's National Medical Center; Assistant Professor, School of Medicine, George Washington University; Co-Author, *What Do You Say?: How to Talk With Kids to Build Motivation, Stress Tolerance, and a Happy Home* (2021) and *The Self-Driven Child* (2018)

The Metacognitive Students: Teaching Emotionally Thriving Thinkers in Every Content Area

Richard K. Cohen, MA, Assistant Superintendent of Metuchen School District; Co-Adjunct Faculty, Rutgers University; Educational Consultant, Self-Q LLC; Co-Author, *The Metacognitive Student: How to Teach Academic, Social, and Emotional Intelligence in Every Content Area* (2021)

Think Smart: Mindsets, Metacognition, and Knowledge

Kathleen M. Kryza, MA, Master Teacher; CIO, Infinite Horizons; Co-Author, *Transformative Teaching: Changing Today's Classrooms Culturally, Academically, and Emotionally* (2015), *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, 2nd Edition); Co-Author, *The Handbook of Executive Functioning* (2014)

For a complete list of speakers, go to ***LearningAndTheBrain.com****. Follow us on Twitter, Facebook, and Instagram.*

PRESENT A POSTER SESSION AT THE APRIL CONFERENCE

Share and present your scientific research or programs on helping students build knowledge or improve critical thinking, reasoning, problem solving, mathematical thinking, reading, executive, or metacognition skills. Submit a summary of your poster session for review to info@LearningAndTheBrain. com. Proposal deadline is March 11, 2022. For more information, visit LearningAndTheBrain.com or call 857-444-1500 Ext. 1.

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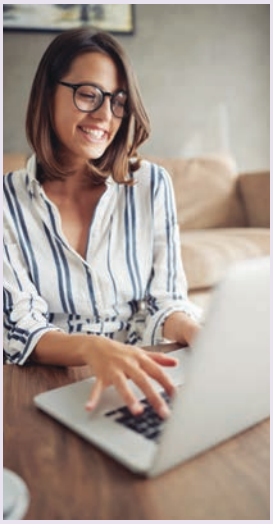

LEARNING *&* *the* BRAIN® is offering a series of *LIVE* webinars throughout the first half of 2022 on topics such as reading, math, engagement, science of learning, executive function, and more.

- **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.

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

FRIDAY, APRIL 1, 2022 8:30 AM – 12:30 PM

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

1. Becoming Builders of Knowledge: Understanding by Design Meets Neuroscience to Upgrade Teaching

In this workshop, Jay McTighe and Judy Willis will examine how the neuroscience of learning intersects with the Understanding by Design® curriculum framework, and share ideas from their best-selling book, *Upgrade Your Teaching*. More specifically, they will discuss what the brain needs to achieve deep learning that lasts. You'll learn specific teaching techniques for hooking and holding students' attention, constructing long-term conceptual memory, and developing learners' executive functions. The presenters will also describe key elements of a "brain-friendly" classroom culture that can mitigate the negative impact of stress on the brain and learning and promote greater motivation in learners. **Judy A. Willis, MD, EdM**, Educational Consultant; Board-Certified Neurologist; Former Classroom Teacher; Adjunct Professor, Williams College; Author, *Unlock Teen Brainpower* (2019), *Learning to Love Math* (2010), and *How Your Child Learns Best* (2008); and **Jay McTighe, MEd**, Strategic Planner, Eduplanet21; Co-Authors, *Upgrade Your Teaching: Understanding by Design Meets Neuroscience* (2019)

2. Why a Sense of Control Is So Important for Kids' Development and How to Promote it

A healthy sense of control is associated with virtually everything we want for our students and for our own kids, including good health, a positive mood, freedom from excessive anxiety, self-motivation, and academic and career success. Unfortunately, teachers sometimes help decrease students' sense of control or autonomy in school. In this workshop, Dr. Stixrud will discuss ways that educators can foster a strong sense of control in their students – and the high stress tolerance and intrinsic motivation that go with it. Dr. Stixrud will emphasize practical communication strategies for building a strong emotional connection with students, communicating healthy (versus toxic) expectations, fostering intrinsic motivation, and helping students find their own reasoning to change when they are struggling. **William R. Stixrud, PhD**, Clinical Neuropsychologist, Founder, The Stixrud Group; Faculty Member, Children's National Medical Center; Assistant Professor of Psychiatry and Pediatrics, George Washington University School of Medicine; Co-Author, *What Do You Say?: How to Talk with Kids to Build Motivation, Stress Tolerance, and a Happy Home* (2021) and *The Self-Driven Child* (2018)

3. Using Universal Design for Learning as a Framework to Support All Learners

For centuries, schools worked well for those students who arrived ready to learn. When students struggled, they were labeled as disabled, and the educational system was never questioned – yet research is now clear that our educational systems were faulty, and needed to be redesigned. In this workshop, you will explore Universal Design for Learning (UDL), a framework for inclusive education that empowers all students to become expert learners who are purposeful and motivated, resourceful and knowledgeable, and strategic and goal-directed, regardless of their variability. **Katie Novak, EdD**, Founder, Executive Director, Education Consultant, Novak Educational Consulting; Adjunct Professor, Graduate School of Education, University of Pennsylvania; Author, *Let Them Thrive* (2017) and *UDL Now!: A Teacher's Guide to Applying Universal Design for Learning in Today's Classrooms* (2016, 2nd Edition); Co-Author, *UDL Playbook for School and District Leaders* (2021)

4. Executive Functions and Reading: A Neuropsychological Perspective

Dr. McCloskey will discuss executive functions and how they impact learning and classroom production. Emphasis will be placed on how executive functions are involved in reading skill acquisition and the productive application of reading skills. The role of motivation in learning to read will also be addressed. You will explore reading difficulties related to executive function deficits in detail, as well as ways for helping students improve their use of executive functions. This workshop will focus on intervention techniques that can be used with struggling readers to help them overcome executive function difficulties and increase reading proficiency. **George McCloskey, PhD**, Professor and Director, School Psychology Research, Department of Psychology, Philadelphia College of Osteopathic Medicine; Author, *McCloskey Executive Functions Scales* (2015) and *Essentials of Executive Function Assessment* (2010); Lead Author, *Assessment and Intervention for Executive Function Difficulties* (2009)

5. Developing Digital Detectives and Critical Thinkers

Today's information landscape requires that all learners become digital detectives by becoming experts at examining the scene, collecting evidence, and interrogating "suspects" to determine the facts of the case. In this workshop, you will learn strategies specific to K-12 learners, to help them develop the skills necessary for navigating today's information rich world. **Jennifer LaGarde, MLS**, (aka Library Girl); Teacher; Nationally Board-Certified Librarian; Adjunct Faculty, Rutgers University and Antioch University; Lead School Library Media Coordinator and Digital Teaching and Learning Specialist for New Hanover County Schools; Co-Author, *Developing Digital Detectives* (2021) and *Fact vs. Fiction: Teaching Critical Thinking Skills in the Age of Fake News* (2018)

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