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

JUNE 26-JUNE 30 or JULY 10-14

On the campus of Boston University, Boston, MA

Workshop Leader: Robert B. Brooks, PhD, Assistant Clinical Professor of Psychology, Harvard Medical School

THINK SMART: USING MINDSETS AND METACOGNITION FOR STUDENT SUCCESS

JULY 10-14

On the campus of UCSB, Santa Barbara, CA

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

NEUROSCIENCE AND CLASSROOM ENGAGEMENT: STRATEGIES FOR MAXIMIZING STUDENTS' ATTENTION, FOCUS AND POTENTIAL

JULY 10-14

On the campus of UCSB, Santa Barbara, CA

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

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

JULY 17-20

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

Workshop Leader: John D. E. Gabrieli, PhD, Professor of Brain and Cognitive Sciences, Massachusetts Institute of Technology

THE NEUROPSYCHOLOGY OF LEARNING DISABILITIES: DEVELOPING INTERVENTIONS TO HELP STUDENTS

JULY 17-21

On the campus of UCSB, Santa Barbara, CA

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

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

JULY 17-21

On the campus of UCSB, Santa Barbara, CA

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

For more details about these summer institutes, visit www.LearningAndTheBrain.com.

REGISTER FOR THE SPRING 2017 L&B CONFERENCE

PROMOTING POSITIVE MINDS:
USING THE SCIENCE OF WELL-BEING TO INCREASE STUDENT SUCCESS

APRIL 7-9, 2017 IN ARLINGTON, VA
At the Crystal Gateway Marriott Hotel

Co-sponsors include: **Johns Hopkins School of Education**
The Dana Alliance for Brain Initiatives

IMPROVING EDUCATION THROUGH OPTIMISM AND WELL-BEING

Students often face daunting challenges to learning and success in school and life. According to 2014 data from the National Institute of Mental Health, childhood depression affected an estimated 2.8 million children aged 12 to 17, anxiety disorders affected 25% of all 13-18 year olds, and there were over 400 thousand non-fatal violent victimizations at school among students ages 12 to 18. Neuroscience, Behavioral Science and Positive Psychology research has found that adverse, abusive, stressful and impoverished environments can affect brain development and learning, and that by using a well-being approach, schools can reduce depression, anxiety and behavior problems, and improve student learning and academic success. Explore how teachers can use a well-being approach in their classrooms to raise child learning, optimism, resilience, self-regulation and success in school, college and life.

FEATURED SPEAKERS:

Martin E.P. Seligman, PhD, Renowned Psychologist who is called the "Father of Positive Psychology"; Director, Positive Psychology Center, School of Arts and Sciences, University of Pennsylvania; Author, *Flourish: A Visionary New Understanding of Happiness and Well-being* (2012), *Learned Optimism* (2006), *The Optimistic Child* (2007) and *Authentic Happiness* (2004)

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

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

Register online at LearningAndTheBrain.com by February 10, 2017 to receive a discounted rate or call 781-449-4010 ext. 101 or 102. Sign up for both February and April Conferences at the same time and SAVE (Select DUAL on registration form).

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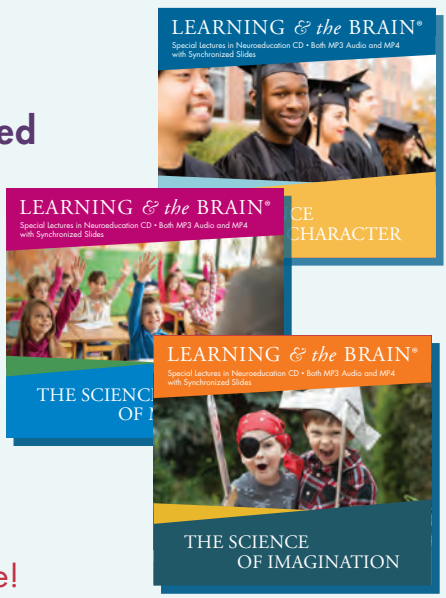

Including New Titles:

- **The Science of Character**
- **The Science of Mindsets**
- **The Science of Imagination**

Order "Best of 2015 L&B Sampler" with conference registration and save!

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THE SCIENCE OF HOW WE LEARN

A consensus is emerging from mind, brain, cognitive and educational research on the most effective strategies for learning, memory and motivation. Research by John Hattie, Carol Dweck and Daniel Schwartz, along with scientific reports, such as "The Science of Learning" from *Deans for Impact,* point to the most effective, scientifically-based strategies for improving achievement. **Explore the latest research on ways to improve instruction, motivation and mindsets, content mastery, makerspace and design thinking, hands-on exploration, active student-directed inquiry, effective feedback, and praise.**

LEARNING OBJECTIVES

At the conference, you will be able to:

- ✓ Develop inquiry, curiosity, creativity, and critical thinking skills
- ✓ Explore the science of how we learn and how to use it in your classroom
- ✓ Use more effective strategies to improve memory, testing and feedback
- ✓ Apply scientifically-based strategies to improve knowledge and retention
- ✓ Explain the effects of mindsets, self-efficacy and resiliency on achievement
- ✓ Discover ways to motivate, engage and empower students in the classroom
- ✓ Examine how to develop students' skills, expertise, mastery and competence
- ✓ Explore the neuroscience behind hands-on learning and design thinking
- ✓ Examine the benefits of play, exploration, explaining, and active learning
- ✓ Understand social influences and the power of peers, parents, and praise
- ✓ Apply visible learning and improve reading, math and STEM education

CO-SPONSORS

Graduate School of Education, **Stanford University**

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The Neuroscience Research Institute, **University of California, Santa Barbara**

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

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

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

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

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

Edutopia, **The George Lucas Educational Foundation**

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WHO SHOULD ATTEND

Educators, Parents

Curriculum, Staff Developers

Speech-Language Pathologists

PreK-12 Teachers, Administrators

Learning Specialists, Special Educators

School Psychologists, Social Workers

Makerspace, Design Thinking Specialists

Reading, Math, Science, Technology Teachers

Superintendents, Principals, School Heads

Occupational, Career, Teen Professionals

Early Childhood Educators, Child Therapists

College, University Professors, Counselors

School Testing, Assessment Professionals

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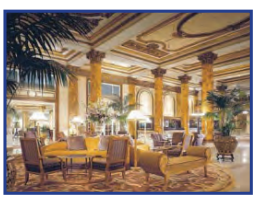
Professional Credit: Earn up to 16-20 hours toward professional development credit for educators, psychologists, speech-language professionals, social workers and educational therapists. Access **LearningAndTheBrain.com** for more information on the availability of professional development credit, or call 781-449-4010 ext. 104. Certificates of attendance and credit are free via email. However, there is a necessary $5 fee for shipping and handling, if mailed. Please add $5 to the registration fee, if you wish to have them delivered by mail.

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

Speech-Language Pathologist Credits: Please visit **LearningAndTheBrain.com/ASHA46** for information on available ASHA credit.

STAY AT THE HISTORIC FAIRMONT HOTEL – SPECIAL RATES



Save on hotel costs by booking a room at a discounted conference rate. **Call The Fairmont San Francisco Hotel (site of the conference) at 1-800-441-1414 or 415-772-5175 and refer to "Learning & the Brain."** The discounted rates will no longer apply when the block is full, or after January 27, 2017. If the hotel block is filled, or you are looking for a lower rate, access LearningAndTheBrain.com or call PIRI's reservations center at (781) 449-4010 ext. 101 or 102 for additional hotel choices. Located at the top of Nob Hill, The Fairmont Hotel provides a spectacular panoramic view of the "City on the Bay."

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Winter 2017 International Conference for Pre-K through University Educators, Parents and Clinicians

February 17-19, 2017 • At The Historic Fairmont Hotel, Nob Hill • **San Francisco, CA**

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THE SCIENCE OF HOW WE LEARN: ENGAGING MEMORY, MOTIVATION, MINDSETS, MAKING AND MASTERY

FEATURED SPEAKER:
JOHN A.C. HATTIE, PHD
Co-Director, Science of Learning Research Centre, University of Melbourne
Author, *Visible Learning and the Science of How We Learn (2013)*

Explore the latest research on:

- **The Science of How We Learn**
- **Using Effective Instructional Strategies**
- **Improving Learning, Memory and Testing**
- **Developing Designers, Thinkers and Makers**
- **Brain Benefits of Exploring and Explaining**
- **Using Active, Student-Directed Learning**
- **Empowering Motivation and Mindsets**
- **Developing Expertise and Skills**
- **Educating for Mastery and Competency**
- **Teaching Inquiry and Critical Thinking**
- **Promoting Effective Student Feedback**
- **Self-Efficacy, Agency and Self-Regulation**
- **The Power of Peers, Parents and Praise**
- **Creating Curious, Creative, Self-Explorers**
- **Raising Resilience and Teaching Teens**
- **Visible Learning, Literacy and STEM**

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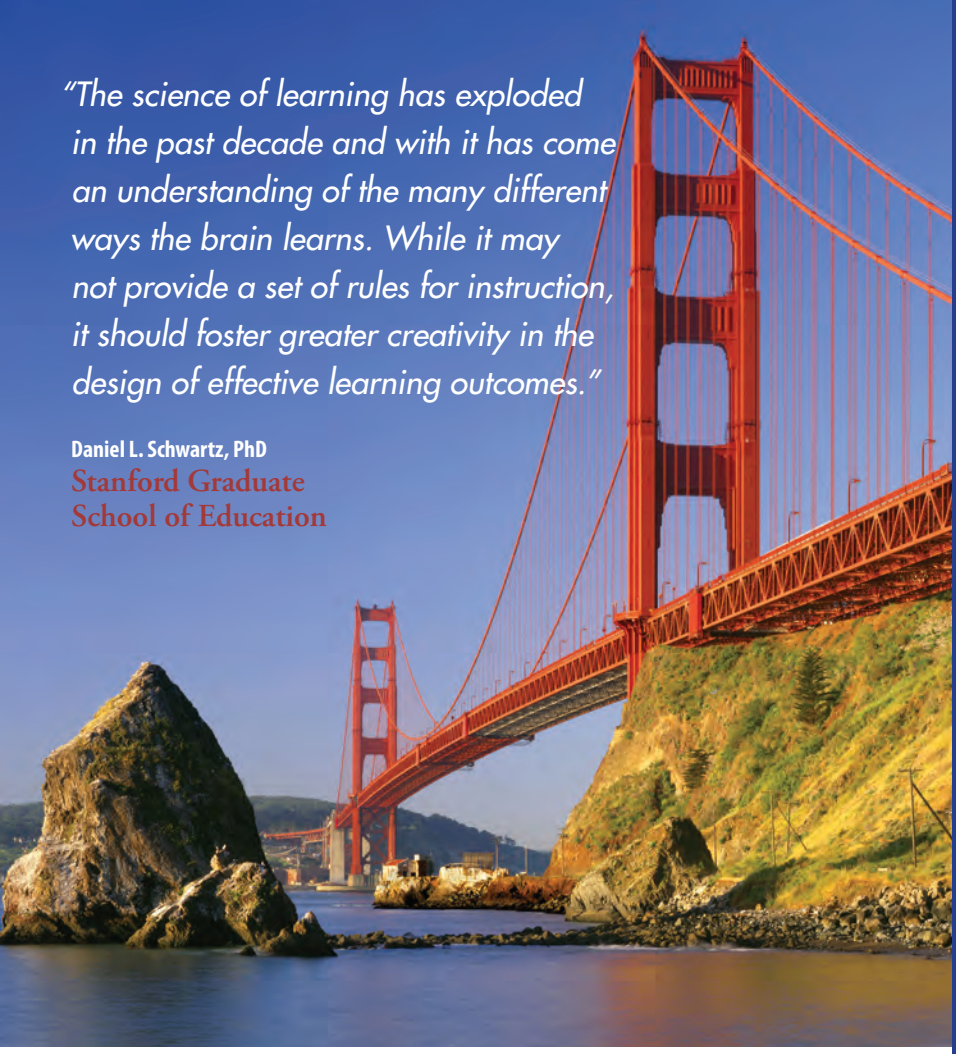

"The science of learning has exploded in the past decade and with it has come an understanding of the many different ways the brain learns. While it may not provide a set of rules for instruction, it should foster greater creativity in the design of effective learning outcomes."

Daniel L. Schwartz, PhD
Stanford Graduate
School of Education

THE SCIENCE OF HOW WE LEARN:
ENGAGING MEMORY, MOTIVATION, MINDSETS, MAKING AND MASTERY

AT THE HISTORIC FAIRMONT HOTEL,
ATOP NOB HILL, SAN FRANCISCO, CA

FEBRUARY 17-19, 2017

Pre-Conference Workshops: February 17
Early Discount Deadline: December 9, 2016

WINTER LEARNING & *the* BRAIN® CONFERENCE

CONFERENCE PROGRAM TOPICS

WITH A DISTINGUISHED FACULTY

1) THE SCIENCE OF LEARNING: IMPROVING MEMORY, TESTING & FEEDBACK

The ABCs of How We Learn: From A is for Analogy to Z is for Sleep

Daniel L. Schwartz, PhD, Dean of the Stanford Graduate School of Education; Professor of Educational Technology; Director, AAALab, Stanford University; Co-Author, *The ABCs of How We Learn: 26 Scientifically Proven Approaches, How They Work, and When to Use Them* (2016)

A Meta-Synthesis on the Science of How We Learn

John A.C. Hattie, PhD, Director, Melbourne Education Research Institute, Graduate School of Education, University of Melbourne; Co-Director, Science of Learning Research Centre; Co-Author, *Visible Learning into Action* (2015) and *Visible Learning and the Science of How We Learn* (2014); Co-Editor, *From the Laboratory to the Classroom: Translating Science of Learning for Teachers* (2016)

Becoming Brilliant: Re-Imagining Education for Our Times

Kathy Hirsh-Pasek, PhD, Stanley and Debra Lefkowitz Faculty Fellow, Department of Psychology, Temple University; Senior Fellow, Brookings Institution; Author, *Becoming Brilliant: What Science Tells Us About Raising Successful Children* (2016) and *Play = Learning* (2009)

Helping Students Achieve: Promising Practices and Strategies from Cognitive Science

John T. Dunlosky, PhD, Professor, Department of Psychological Sciences; Director, Science of Learning and Education Center, Kent University; Author, "Strengthening the Student Toolbox" (2013, *American Educator*); Co-Author, "Improving Students' Learning with Effective Learning Techniques" (2013, *Psychological Science in the Public Interest*) and *Metacognition* (2008)

The Science of Learning for Educators: From Memory to Multitasking

Melina R. Uncapher, PhD, Research Scientist, Department of Psychology, Stanford University; Assistant Professor, Department of Neurology, University of California, San Francisco; CEO and Co-Founder, Institute for Applied Neuroscience; 2015 Fellow, Institute for the Future; Co-Author, "Media Multitasking and Memory: Differences in Working Memory and Long-term Memory" (2015, *Psychonomic Bulletin & Review*)

Why Should Teachers Care About Cognitive Neuroscience?

Daniel Ansari, PhD, Cognitive Scientist; Professor, Department of Psychology and The Brain and Mind Institute; Principal Investigator, Numerical Cognition Laboratory, The University of Western Ontario; President, International Mind, Brain and Education Society (IMBES)

2) THE SCIENCE OF MOTIVATION & MINDSETS: EMPOWERING ENGAGEMENT

Learning vs. Performing for Learning Mindsets Success

Eduardo Briceno, MBA, Co-Founder and CEO of Mindset Works with Carol Dweck, Stanford University; Creator, Brainology, a program developed to motivate learners; Author, "Mindsets and Student Agency" (2013, *Unboxed*)

The Influence of Teaching on Adolescents' Skills, Mindsets and Agency

Ronald F. Ferguson, PhD, Faculty Co-Chair and Director, Achievement Gap Initiative, Harvard University; Senior Lecturer in Education and Public Policy, Harvard Graduate School of Education and Harvard Kennedy School; Author, *Toward Excellence with Equity* (2007); Co-Author, "Beyond Standardized Test Scores: Engagement, Mindsets and Agency" (2015, *Achievement Gap Initiative Report on Grades 6-9*)

Working the Clay While It's Soft: Growing Early Mindsets (GEM™)

Kendra J. Coates, DEd, Adjunct Instructor, Teacher and Counselor Education, Oregon State University; Director of PreK-3rd Education, High Desert Education Service District; Professional Development Specialist, Mindset Works; Author, "Nurturing and Cultivating a Growth Mindset Across the Developmental Continuum Leads to School Readiness" (2013, *Mindset Works Newsletter*); Co-Author, *Counting What Counts* (2015)

Getting Students Motivated and Engaged Through Interest-Based Learning

Richard M. Cash, EdD, International Speaker and Educator; Former Director of Gifted Programs; Author, *Self-Regulation in the Classroom: Helping Students Learn How to Learn* (2016); Co-Author, *Differentiation for Gifted Learners: Going Beyond the Basics* (2013)

Flipping the Switch: Creating a Learning Environment Designed for Real Engagement

Allison G. Zmuda, MA, Educational Consultant; Co-Author, *Real Engagement: How Do I Help My Students Become Motivated, Confident and Self-Directed Learners?* (2016), *Learning Personalized* (2015) and *The Competent Classroom* (2001)

Creating Classrooms Where Everyone Is Active, Engaged and Learning

Kathy Perez, EdD, Professor of Education; Director of Outreach and Professional Development, Saint Mary's College of California; Author, *200+ Proven Strategies for Teaching Reading, Grades K-8* (2016), *New Inclusion: Differentiated Strategies to Engage ALL Students* (2013) and *More Than 100 Brain-Friendly Tools and Strategies for Literacy Instruction* (2008)

UCSF "BRAIN SCAN" TOUR: THE BRAIN IN ACTION

THURSDAY, FEBRUARY 16 – 2:00, 3:00 *or* 4:00 PM (COST PER PERSON: $149)

*Sponsored by the **UCSF Neuroscience Imaging Center**, University of California, San Francisco*

Take this unique opportunity to see an fMRI brain scan in action. Call 781-449-4010 ext. 101 for information and to register for a tour. One person from each tour will be selected by UCSF to have their brain scanned. Brain scans will take place offsite at the UCSF campus in San Francisco, CA. The UCSF imaging center building is accessible from the Fairmont San Francisco via public transit. Directions will be provided.

Scan QR Code
for more information

CONFERENCE BEGINS 1:30 PM, FEBRUARY 17



3) THE SCIENCE OF HANDS-ON MAKING: DEVELOPING DESIGNERS & THINKERS

Meaningful Making: Fab Labs and Makerspace Projects to Innovate and Inspire

Paulo Blikstein, PhD, Assistant Professor, Stanford University Graduate School of Education; Director, Transformative Learning Technologies Laboratory, Stanford University; and **Sylvia L. Martinez, MA**, Principal Advisor, FabLearn Fellows, Transformative Learning Technologies Laboratory, Stanford University; Co-Authors, *Meaningful Making: Projects and Inspirations for Fab Labs and Makerspaces* (2016)

Reasoning to Learn, Learning to Reason

Silvia A. Bunge, PhD, Professor of Psychology; Professor, Helen Wills Neuroscience Institute; Director, Building Blocks of Cognition Laboratory, University of California, Berkeley; Co-Author, "What Connections Can We Draw Between Research on Long-Term Memory and Student Learning?" (2016, *Mind, Brain and Education*) and "Analogical Reasoning in the Classroom: Insights from Cognitive Science" (2015, *Mind, Brain, and Education*)

Taking Design Thinking to K-12 Schools

Shelley V. Goldman, EdD, Professor, Stanford Graduate School of Education; Principal Investigator, REDLab (Research in Education and Design); Co-Author, *Taking Design Thinking to School* (2016) and "Design Thinking: Developing New Vision and Approaches to Twenty-First Century Learning" (2016, *Connecting Science and Engineering Education Practices in Meaningful Ways*)

Why the Maker Movement Matters for Every Student: Design Thinking in K-12 Classrooms

A.J. Juliani, MS, Adjunct Faculty, University of Pennsylvania; Education and Technology Innovation Specialist, Upper Perkiomen School District; Author, *Learning By Choice* (2015) and *Inquiry and Innovation in the Classroom* (2014); Co-Author, *Redesigning Learning Spaces* (2016) and *LAUNCH: Using Design Thinking to Boost Creativity and Bring Out the Maker in Every Student* (2016)

Pivot Thinking: The Neuroscience of Design Thinking

Brian Knutson, PhD, Professor of Psychology and Neuroscience; Principal Investigator, Hasso Plattner Institute, Stanford Design Thinking Research Program, Stanford University; and **Mark F. Schar, PhD**, Lecturer, School of Engineering, Center for Design Research; Faculty, Designing Education Lab, Stanford University; Co-Author, "Applied Teamology: The Impact of Cognitive Style Diversity on Problem Reframing and Product Redesign Within Design Teams" (2012, *Design Thinking Research*)

Learning by Thinking, Questioning and Explaining

Tania Lombrozo, PhD, Associate Professor, Department of Psychology, University of California, Berkeley; Co-Author, "Explaining Constrains Causal Learning in Childhood" (2016, *Child Development*), "Children Adapt Their Questions to Achieve Efficient Search" (2015, *Cognition*) and "Selective Effects of Explanation on Learning During Early Childhood" (2014, *Journal of Experimental Child Psychology*)

4) THE SCIENCE OF ACTIVE INQUIRY: CREATING CURIOUS SELF-EXPLORERS

Counting What Counts: Why Curiosity, Creativity and Student-Centered Learning Matter

Yong Zhao, PhD, Presidential Chair and Director of the Institute for Global and Online Education, College of Education, University of Oregon; Author, *Counting What Counts: Reframing Educational Outcomes* (2015), *Who's Afraid of the Big Bad Dragon?: Why China Has the Best (and Worst) Education System in the World* (2014), *World-Class Learners* (2012) and *Catching Up or Leading the Way* (2009)

Cultivating Curiosity in the K-12 Classroom: How to Foster Engagement, Exploration and Experimentation for Deeper Learning

Wendy L. Ostroff, PhD, Associate Professor, Interdisciplinary Liberal Arts; Cognitive Science and Developmental Psychology, Sonoma State University; Author, *Cultivating Curiosity in the K-12 Classroom* (2016) and *Understanding Children's Learning* (2012)

How Experience Shapes the Neural Circuitry of the Frontal Cortex During Childhood/Adolescence

Linda E. Wilbrecht, PhD, Assistant Professor, Department of Psychology; Director, The Wilbrecht Laboratory, University of California, Berkeley; Faculty Member, Helen Wills Neuroscience Institute; Co-Author, "Rule Learning Enhances Structural Plasticity of Long Range Axons in Frontal Cortex" (2016, *Nature Communications*)

The Cognitive Consequences of Active Inquiry and Self-Directed Learning

Todd M. Gureckis, PhD, Associate Professor of Psychology, New York University; Co-Author, "Enhanced Memory as a Common Effect of Active Learning" (2016, *Mind, Brain, and Education*), "Desirable Difficulties in the Development of Active Inquiry Skills" (2016, *Proceedings of the Cognitive Science Society*) and "Self-Directed Learning Favors Local, Rather Than Global, Uncertainty" (2015, *Cognitive Science*)

CONFERENCE SCHEDULE:

Pre-Conference Workshops	Friday, February 17	8:30 AM – 12:30 PM
Conference Day 1	Friday, February 17	1:30 PM – 6:00 PM
Conference Day 2	Saturday, February 18	8:30 AM – 5:30 PM
Conference Day 3	Sunday, February 19	8:30 AM – 4:30 PM

5) THE SCIENCE OF MASTERY: TEACHING FOR EXPERTISE & COMPETENCY

Secrets from the New Science of Expertise: Implications for Education and Life-Long Learning

K. Anders Ericsson, PhD, Conradi Eminent Scholar and Professor of Psychology, Florida State University; Author, *Peak: Secrets from the New Science of Expertise* (2016); Co-Author, "Deliberative Practice Spells Success: Why Grittier Competitors Triumph at the National Spelling Bee" (2011, *Social Psychology and Personality Science*) and "Toward a Science of Exceptional Achievement" (2009, *Annals of the New York Academy of Science*); Co-Editor, *The Cambridge Handbook of Expertise and Expert Performance* (2006)

How to Train Knowledge and Skills for Peak Performance

Alice F. Healy, PhD, College Professor of Distinction, Department of Psychology and Neuroscience; Director, Center for Research on Training, University of Colorado Boulder; Co-Author, *Train Your Mind for Peak Performance* (2014) and *Training Cognition: Optimizing Efficiency, Durability and Generalizability* (2012)

Taking a Scientific Approach to STEM Education: Expertise and Active Learning

Carl E. Wieman, PhD, Nobel Laureate in Physics; Professor of Physics, Stanford University; Professor, Stanford Graduate School of Education; Founding Chair, Board of Science Education of the National Academy of Sciences; Co-Author, "Taking a Scientific Approach to Science Education" (2015, *Microbe*) and "Applying New Research to Improve Science Education" (2012, *Issues in Science and Technology*)

The Cognitive Development of Mathematical Brains

Daniel Ansari, PhD, Professor, Department of Psychology and The Brain and Mind Institute; Principal Investigator, Numerical Cognition Laboratory, The University of Western Ontario; Co-Author, "Cognitive Neuroscience and Mathematics Learning" (2016, *International Journal on Mathematics Education*) and "The Neural Roots of Mathematical Expertise" (2015, *Proceedings of the National Academy of Sciences*)

Purposeful Classrooms and Visible Learning in Literacy

Douglas B. Fisher, PhD, Professor, Language and Literacy Education, Department of Teacher Education, San Diego State University; Classroom Teacher, Health Sciences High and Middle College; Co-Author, *Visible Learning for Literacy, Grades K-12* (2016) and *Purposeful Classroom: How to Structure Lessons with Learning Goals in Mind* (2011)

Over-Tested and Under-Prepared: Using a Competency Based Instruction Model

Robert (Bob) J. Sornson, PhD, Founder, Early Learning Foundation; Former Teacher and School Administrator; Author, *Over-Tested and Under-Prepared: Using Competency Based Learning to Transform Our Schools* (2015) and *Fanatically Formative* (2012)

6) THE POWER OF PARENTS & PEERS: PROMOTING PRAISE & RESILIENCE

The Praise Paradox: How Praise Affects Children with Low Self-Esteem

Eddie Brummelman, PhD, Marie Sklodowska-Curie Fellow, Stanford University; Postdoctoral Researcher, University of Amsterdam; Co-Author, "The Praise Paradox: When and Why Praise Backfires in Children with Low Self-Esteem" (2016, *Child Development Perspectives*) and "Separating Narcissism from Self-Esteem" (2016, *Current Directions in Psychological Science*)

The Power of Parents: How Beliefs About Failure Shape Mindsets and Motivation

Kyla Haimovitz, PhD, Postdoctoral Research Fellow working with Angela Duckworth, Character Lab, University of Pennsylvania; Former Researcher with Carol Dweck, Stanford University; Co-Author, "What Predicts Children's Fixed and Growth Mindsets?: Not Their Parent's Views of Intelligence But Their Parents' Views of Failure" (2016, *Psychological Science*) and "Dangerous Mindsets: How Beliefs About Intelligence Predict Motivational Change" (2011, *Learning and Individual Differences*)

The Science of Social-Emotional and Cognitive Resilience in Learning

Fumiko Hoeft, MD, PhD, Associate Professor of Child and Adolescent Psychiatry; Director, Hoeft Laboratory for Educational Neuroscience (brainLENS.org), UCSF School of Medicine; Recipient of the 2015 *Transforming Education Through Neuroscience Award* from LEARNING *&* *the* BRAIN® Foundation; Researcher on connections between brain systems, SEL (social and emotional learning) and learning challenges

How Peers Influence Neural Correlates of Cognitive Control in Adolescents

Adriana Galvan, PhD, Wendell Jeffrey and Bernice Wenzel Term Chair in Behavioral Neuroscience; Associate Professor, Department of Psychology; Faculty, UCLA Brain Research Institute, University of California, Los Angeles; Co-Author, "Peer Influence Effects on Risk-Taking and Prosocial Decision-Making in Adolescence: Insights From Neuroimaging Studies" (2016, *Current Opinion in Behavioral Sciences*) and "Neural Mechanisms of Social Influence in Adolescence" (2015, *Social, Cognitive and Affective Neuroscience*)

Helping Children Develop Self-Regulation, Resilience and Empathy

Robert (Bob) J. Sornson, PhD, Founder, Early Learning Foundation; Former Teacher and School Administrator; Author, *Stand in My Shoes: Kids Learning About Empathy* (2013); Co-Author, *The Juice Box Bully: Empowering Kids to Stand Up for Others* (2010)

Rebels Love a Cause: Harnessing the Motivational Effects of Pubertal Testosterone on the Adolescent Brain

Ronald E. Dahl, MD, PhD, Pediatrician; Developmental Scientist; Director, The Center on the Developing Adolescent, Institute of Human Development; Professor, School of Public Health, University of California, Berkeley; Co-Author, "The Effect of Social Rank Feedback on Risk Taking and Associated Reward Processing in Adolescent Girls" (2016, *Social Cognitive Affective Neuroscience*) and "A Neural Correlate of Strategic Exploration at the Onset of Adolescence" (2016, *Cognitive Neuroscience*)

Visit LearningAndTheBrain.com for more information and additional speakers.

PRE-CONFERENCE WORKSHOPS

FRIDAY, FEBRUARY 17 8:30 AM –12:30 PM

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

1) Neuroteach: Brain Science and the Future of Teacher and School Leadership Training

Explore and come help contribute to the design of a first-of-its-kind professional growth tool that moves a teacher or school leader from being a Mind, Brain and Education Science (MBE) research-informed "novice" to becoming an MBE research-informed "leader". This workshop will begin with assessing your current understanding and accuracy of knowledge on MBE research-informed strategies and will build on your knowledge. You will leave the workshop having developed a personalized Mind, Brain and Education Science professional growth plan using MBE research-informed teaching and learning strategies. **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) Make Learning Personal: Use the UDL Lens to Develop Learners with Agency

Learn what it means to personalize learning and work individually. Explore personalized learning with a Universal Design for Learning (UDL) lens that helps discover the learner in every child. This UDL framework offers a practical process for teachers to guide students to acquire the necessary skills to become independent and self-directed learners with agency. You will also engage in conversations on learner profiles and use the design thinking process with the information about different learners to redesign instructional strategies and learning environments. **Barbara Bray, MA**, Creative Learning Strategist; Co-Founder, Personalize Learning, Inc.; Co-Author, *How to Personalize Learning* (Forthcoming) and *Making Learning Personal* (2014)

3) Self-Regulation for Learning: Teaching the ABCs of Success

Critical for college and career readiness is our students' personal abilities to appropriately manage their affect, behaviors and cognition (ABCs). Self-regulation for learning is the ability to effectively balance the ABCs to pursue worthy academic goals. In this workshop, you will learn a holistic approach to assisting students in gaining greater social/emotional well being, developing scholarly behaviors, and acquiring valuable thinking tools to be successful in classrooms and beyond. **Richard M. Cash, EdD**, International Speaker and Educator; Author, *Self-Regulation in the Classroom: Helping Students Learn How to Learn* (2016)

4) Teachers As Designers (Design Thinking Workshop)

Come sharpen your design thinking skills and become connected to a global network of teachers on our platform. Join The Teachers Guild, an open innovation platform out of Stanford IDEO and The Riverdale Country School, for an interactive design workshop where you will create solutions for a key challenge facing education. You will walk away with new and better solutions, the mindset of a designer, and the ability to bring design thinking to your school. **Michael Schurr, MA**, Third Grade Co-Teacher and Leader of the Assistant Teacher Mentor Program, Riverdale Country School; Teacher's Coach, IDEO Teacher's Guild; Creator, *Design Thinking for Educators Toolkit*; **Charles Shryock IV, MA**, Director of Faculty Development, Bishop McNamara High School; Teacher's Coach, IDEO Teacher's Guild; **Ellen Deutscher, BA**, Teacher's Coach, IDEO Teacher's Guild; K-12 Education Advisor to David Kelley, Hasso Plattner Institute of Design at Stanford (d.school); Co-Author, *Design Dots* (2016); and **Jessica Lura, MA**, Director of Strategic Initiatives and Partnerships at Bullis Charter School; Teacher's Coach, IDEO Teacher's Guild

5) Using the Neuroscience of Learning Difficulties to Interpret and Implement 504 Accommodations (For Parents, Teachers and Psychologists)

This workshop will focus on helping teachers and psychologists understand the links between cognition, neuroscience and 504 accommodations. You will begin with an overview of difficulties from the neuroscience perspective. In small groups, led by psychologists and educators, you will discuss the cognitive underpinnings of extended time and other accommodations, and generate effective teaching strategies and recommendations for curriculum. This workshop will emphasize collaboration between parents, teachers and psychologists to maximize the learning potential for all students. **Fumiko Hoeft, MD, PhD**, Associate Professor of Child and Adolescent Psychiatry; Director, Laboratory for Educational Neuroscience (brainLENS.org), University of California, San Francisco School of Medicine; **Nancy Redding, MEd**, Ex-President of the Northern CA Branch of the International Dyslexia Association; **Daniel Ansari, PhD**, Professor, The Brain and Mind Institute; Principal Investigator, Numerical Cognition Laboratory, The University of Western Ontario; and **Nicole Ofiesh, PhD**, Lecturer, Stanford Graduate School of Education; Co-Author, *Teaching for the Lifespan* (2015)

6) The Educator's Guide to Psychological and Brain Research

Learn how to navigate the facts and findings of neuroscience and psychological research in an era when the quality of scientific content that educators come across varies dramatically. This workshop, through lecture, self-reflection and group discussion, is designed to prepare educators to strategically evaluate scientific claims, and make informed decisions about the value they may bring to their personal and professional decision making. **Stephanie Fine Sasse, EdM**, Executive Director, The People's Science; Former Teaching Fellow, Harvard Graduate School of Education; Former Editor, *LEARNING & the BRAIN® Blog*

SPECIAL EVENTS

"MEETING OF THE MINDS" RECEPTION

FRIDAY, FEBRUARY 17 from 6:00 PM - 7:00 PM — Free and Open to All Attendees

Enjoy this opportunity to meet other attendees and some of the nation's brightest minds.

Sponsored by **THE DANA ALLIANCE FOR BRAIN INITIATIVES. Advance registration required on the registration form.**

PRESENT A POSTER SESSION AT THE FEBRUARY CONFERENCE

Proposal deadline January 20, 2017

For more information and details, visit LearningAndTheBrain.com or call 781-449-4010 ext. 104 .

Submit a summary of your poster session for review to info@learningandthebrain.com.

FEBRUARY CONFERENCE REGISTRATION FORM

OR REGISTER ONLINE AT LEARNINGANDTHEBRAIN.COM

Five ways to register:
Phone: (781) 449-4010 ext.101 or 102
Fax: (781) 449-4024
Web: LearningAndTheBrain.com
Email: registration@LearningAndTheBrain.com
Postal mail: **PIRI** • 35 Highland Circle, 1st Fl. Needham, MA 02494-3099

PLEASE PHOTOCOPY THIS FORM FOR EACH APPLICANT.

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

Please Register Me for the Conference: $_____

EARLY REGISTRATION (THROUGH DEC. 9, 2016)	$549 per person ($499 per person for groups of 5+)
General Registration (THROUGH FEB. 3, 2017)	$599 per person ($549 per person for groups of 5+)
Late Registration (AFTER FEB. 3, 2017)	$619 per person ($569 per person for groups of 5+)
Dual Conf. Registration (*Circle conference:* Nov. and/or April)	$479 per person, per conference

Please Register Me for a Friday, Feb. 17 Pre-Conference Workshop *Add $25 if not attending the Feb. conference* $_____

❍ **Neuroteach: Brain Science and the Future of Teacher and School Leadership Training**	8:30 am – 12:30 pm	$189 per person
❍ **Make Learning Personal: Use the UDL Lens to Develop Learners with Agency**	8:30 am – 12:30 pm	$189 per person
❍ **Self-Regulation for Learning: Teaching the ABCs of Success**	8:30 am – 12:30 pm	$189 per person
❍ **Teachers As Designers (Design Thinking Workshop)**	8:30 am – 12:30 pm	$189 per person
❍ **Using the Neuroscience of Learning Difficulties**	8:30 am – 12:30 pm	$189 per person
❍ **The Educator's Guide to Psychological and Brain Research**	8:30 am – 12:30 pm	$189 per person

Please Sign Me Up for Professional Development Credit $_____

❍ Please send certificate via email (Free). ❍ Please send certificate via USPS (Add $5 for shipping & handling).

Please send me the Best of 2015 L&B Sampler for an additional $29 (normally $59) $_____

Choose one format ❍ CD ❍ USB Flash Drive

Conference Events & Tours $_____

❍ **Please register me for the February 17 *Meeting of the Minds* Reception.** (Free)
❍ **Register me for the UCSF "BrainScan" Tours.** (Please call 781-449-4010 ext. 101 to check availability for tours.) *(Add $149)*

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

❍ **Sign me up for LEARNING *& the* BRAIN's monthly newsletter** (Free)
❍ **Please check here if you have any special ADA requirements, and call (781) 449-4010 ext.101.**
The Fairmont San Francisco is ADA compliant.

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

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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 (781) 449-4010 ext. 101 or 102.** Early conference registration is $549 ($499 per person for groups of 5 or more) through December 9, 2016. General conference registration is $599 per person ($549 per person for groups of 5 or more when registering together) through February 3, 2017. After February 3, 2017, 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 PIRI in writing by fax or mail. Cancellations must be requested no later than Feb. 3, 2017. No cancellations can be accepted after Feb. 3, 2017. 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 Dec. 9, 2016, or $150 per person if you cancel after Dec. 9, 2016, but by Feb. 3, 2017. Cancellations must be sent in writing to PIRI at: 35 Highland Circle, First Floor, Needham, MA 02494-3099 or faxed to PIRI at (781) 449-4024.
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