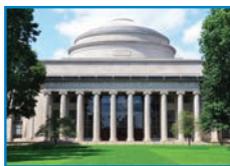


LEARNING & the BRAIN® 2020 SUMMER INSTITUTES

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](https://www.learningandthebrain.com).**



THE NEUROSCIENCE OF READING

JULY 7-10

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](https://www.mit.edu); and **Joanna A. Christodoulou, EdD**, Research Affiliate, [Massachusetts Institute of Technology](https://www.mit.edu)



A TEACHER'S GUIDE TO THE LEARNING BRAIN

JULY 13-17

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



NEUROSCIENCE AND THE LEARNING BRAIN

JULY 13-17

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](https://www.virginia.edu); Senior Research Scientist, Devereux Center for Resilient Children



NEUROSCIENCE AND CLASSROOM ENGAGEMENT

JULY 13-17

On the campus of UCSB, Santa Barbara, CA

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



THE POWER OF MINDSETS

JULY 20-24

On the campus of Boston University, Boston, MA

Workshop Leader: Robert B. Brooks, PhD, Psychologist; Faculty (part-time), Department of Psychiatry, [Harvard Medical School](https://www.harvard.edu)



THE EMOTIONAL-SOCIAL BRAIN

JULY 20-24

On the campus of UCSB, Santa Barbara, CA

Workshop Leader: Mary Helen Immordino-Yang, EdD, Associate Professor of Education, Psychology, and Neuroscience, Brain and Creativity Institute and Rossier School of Education, [University of Southern California](https://www.usc.edu)

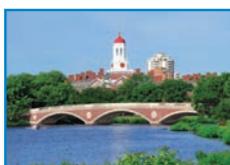


NEUROSCIENCE AND EXECUTIVE SKILLS

JULY 20-24

On the campus of UCSB, Santa Barbara, CA

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



MAKING MINDFULNESS STICK

JULY 27-31

On the campus of Boston University, Boston, MA

Workshop Leader: Christopher T. Willard, PsyD, Teaching Associate, [Harvard Medical School](https://www.harvard.edu)



SCHOOLING THE SELF: PROMOTING SELF-AWARENESS, CONFIDENCE, AND COMPASSION FOR ACHIEVEMENT

May 1-3, 2020, in New York at the Sheraton NY Times Square Hotel

Co-sponsors include: Neuroscience and Education Program, Teachers College, [Columbia University](#); Neuroscience and Education Collaborative, [New York University](#); and the Dana Alliance for Brain Initiatives, NYC

RAISING ACHIEVEMENT BY PROMOTING SELF-AWARENESS & ACCEPTANCE

Students' feelings and beliefs about themselves and their abilities can affect their grades and behavior. Psychologist Abraham Maslow proposed in his "Hierarchy of Needs" that self-esteem (the need to feel loved and accepted by yourself and others) was essential for people to become self-actualized – or the best they can be. Researchers in the brain and psychological sciences have discovered links between self-esteem, awareness, acceptance, and authenticity and greater academic achievement, wellbeing, and life success. This conference will explore the science of self-esteem, self-awareness, and self-actualization and why they are important for school and life success. **Discover ways to improve students' (and your own) self-concepts, beliefs, awareness, acceptance, and authenticity, and how our self-narratives, self-compassion, confidence, mindfulness, self-affirmation, awe, and curiosity can improve math, science, reading, achievement, and self-actualization. Learn ways to becoming a more "authentic" teacher and leader and help students become more aware, confident, and successful.**

FEATURED SPEAKERS:

Scott Barry Kaufman, PhD, Cognitive Psychologist; Adjunct Professor, Barnard College, [Columbia University](#); Columnist, "Beautiful Minds," *Scientific American*; Author, *Transcend: The New Science of Self-Actualization* (Forthcoming) and "Self-Actualized People in the 21st Century: Integration with Contemporary Theory and Research on Personality and Wellbeing" (2018, *Journal of Humanistic Psychology*); Co-Author, *Wired to Create* (2016) and "Why Do People Mistake Narcissism for High Self-Esteem" (2019, *Scientific American Blog*)

Barbara L. Fredrickson, PhD, Kenan Distinguished Professor; Director, Positive Emotions and Psychophysiology Laboratory (PEP Lab), [University of North Carolina at Chapel Hill](#); Author, *Love 2.0: How Our Supreme Emotion Affects Everything We Feel, Think, Do, and Become* (2013) and *Positivity* (2009); Co-Author, "Positive Emotion Correlates of Meditation Practice: A Comparison of Mindfulness Meditation and Loving-Kindness Meditation" (2017, *Mindfulness*) and "Mindfulness Broadens Awareness and Builds Eudaimonic Meaning: A Process Model of Mindful Positive Emotion Regulation" (2015, *Psychological Inquiry*)

Shauna L. Shapiro, PhD, International Mindfulness/Meditation Expert; Clinical Psychologist; Professor of Counseling and Psychology, [Santa Clara University](#); Author, *Good Morning, I Love You: Mindfulness and Self-Compassion Practices to Rewire Your Brain for Calm, Clarity, and Joy* (Forthcoming, 2020); Co-Author, *The Art and Science of Mindfulness: Integrating Mindfulness into Psychology and the Helping Professions* (2017, 2nd Edition) and *Mindful Discipline: A Loving Approach to Setting Limits and Raising an Emotionally Intelligent Child* (2014)

Jonathan Haidt, PhD, Social Psychologist; Thomas Cooley Professor of Ethical Leadership, [New York University](#); Author, *The Coddling of the American Mind* (2018), *The Happiness Hypothesis* (2006), and *Flourishing: Positive Psychology and the Life Well-Lived* (2002); Co-Author, "Finding Self in the Self-Transcendent Emotions" (2009, *Proceedings of the National Academy of Sciences*) and "Moral Psychology in the 21st Century" (2013, *Journal of Moral Education*)

Timothy D. Wilson, PhD, Sherrell J. Aston Professor of Psychology, Department of Psychology, [University of Virginia](#); Author, *Redirect: The Surprising New Science of Psychological Change* (2012) and *Strangers to Ourselves: Discovering the Adaptive Unconscious* (2002); Co-Author, *The Handbook of Self-Knowledge* (2012) and *Social Psychology* (2012, 8th Edition)

Register online at [LearningAndTheBrain.com](#) by December 18, 2019 and save, or call 781-449-4010 ext. 101 or 102.

HELPING KIDS FEEL CALM AND CONNECTED

Various reports have found that many children and teens are experiencing significant stress, anxiety, and mental health issues. More than 1 in 20 children ages 6-17 (and one in three teens) suffer from anxiety disorders, according to a June 2018 study in the *Journal of Developmental and Behavioral Pediatrics*. A new UC Berkeley study finds that college students have seen a sharp rise in anxiety over the past decade and an American College Health Association study reveals that sixty-two percent of college students report a significant level of anxiety. In addition, according to a 2016 *National Survey of Children's Health (NSCH)*, almost forty-five percent of all children in the US have experienced at least one Adverse Childhood Experience (ACE). **Discover how toxic stress, anxiety, and trauma negatively affect developing brains, student behavior, and academic success. This conference will help you reduce anxiety and stress in your schools and practice; address teen depression and challenging classroom behaviors; foster coping, calming, mindful practices; create trauma-sensitive schools; and improve school success by promoting positive teacher-student relationships.**

LEARNING OBJECTIVES

You will gain knowledge about:

- ✓ The brain science of anxiety, adversity, and toxic stress
- ✓ Strategies for dealing with struggling and challenging students
- ✓ Fostering positive connections and teacher-student relationships
- ✓ Strategies and activities for coping, calming, and reducing stress
- ✓ Teaching and parenting all children to thrive in a high stress world
- ✓ Creating trauma-sensitive schools where kids feel safe and supported
- ✓ Reducing parental, grade, and math anxiety to improve school success
- ✓ The importance of relationships, touch, and showing up for children
- ✓ Addressing teen anxiety, school pressures, depression, and bullying
- ✓ The science and practice of using mindful meditation in classrooms
- ✓ Addressing the impacts of trauma and adversity on learning
- ✓ Strategies for close reading and struggling readers



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Neuroscience Research Institute, **University of California, Santa Barbara**
Mind, Brain, and Education Program, **Harvard Graduate School of Education**
National Association of Elementary School Principals (**NAESP**)
National Association of Secondary School Principals (**NASSP**)
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WHO SHOULD ATTEND

Educators, Parents
Curriculum, Staff Developers
Speech-Language Pathologists
Learning Specialists, Special Educators
Early Childhood Educators, Professionals
Superintendents, Principals, Assistant Principals
PreK-12 Teachers, Administrators, School Heads
Reading, Math, Psychology, Mentoring Teachers
Behavior, Discipline, School Safety Professionals
School Psychologists, Guidance Counselors
Trauma, Mental Health, Bullying Prevention Staff
College, University Professors

EARN PROFESSIONAL DEVELOPMENT CREDIT

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



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February 14-16, 2020 • At The Historic Fairmont Hotel, Nob Hill • **San Francisco, CA**

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EDUCATING ANXIOUS BRAINS: CREATING CALM, CONNECTED, MINDFUL, AND TRAUMA-SENSITIVE SCHOOLS

Explore the latest research on:

- The Science of Anxiety and Stress
- How Adversity Affects Achievement
- Creating Trauma-Sensitive Schools
- Dealing with Challenging Behaviors
- Helping Children Thrive in Adversity
- Reducing Teen Anxiety and Depression
- How Greeting Students Improves Behavior
- Reducing Teacher Stress and Burnout
- Creating Calm, Mindful Classrooms
- The Impacts of Trauma and Toxic Stress
- Reducing School and Parental Pressures
- How Violence and Bullying Affect Teens
- Positive Teacher-Student Relationships
- The Power of Touch and Showing Up
- Helping Students Feel Safe and Secure
- Improving Reading and Math Learning

For more, visit LearningAndTheBrain.com



Bruce D. Perry, MD, PhD
Senior Fellow, The Child Trauma Academy; Adjunct Professor, Dept. of Psychiatry and Behavioral Sciences, Feinberg School of Medicine, Northwestern University; Co-Author, *The Boy Who Was Raised as a Dog* (2017) and *Born for Love* (2011)

FEATURED SPEAKER:

EARN PROFESSIONAL DEVELOPMENT CREDIT
UPCOMING L&B SPRING CONFERENCE AND SUMMER INSTITUTES

See inside or visit LearningAndTheBrain.com for information on conferences, seminars, summer institutes, and on-site PD.

"The more healthy relationships a child has, the more likely it is they will be able to recover from trauma and thrive."

Bruce D. Perry, MD, PhD



EDUCATING ANXIOUS BRAINS: CREATING CALM, CONNECTED, MINDFUL, AND TRAUMA-SENSITIVE SCHOOLS

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

FEBRUARY 14-16, 2020

Pre-Conference Workshops: February 14

Early Discount Deadline: December 6, 2019



WINTER LEARNING & *the* BRAIN[®] CONFERENCE

CONFERENCE PROGRAM TOPICS

WITH A DISTINGUISHED FACULTY

1) ANXIOUS BRAINS: HELPING KIDS THRIVE IN A STRESSFUL WORLD

Ready or Not: Preparing Our Children to Thrive in an Anxious, Uncertain World

Madeline Levine, PhD, Co-Founder, Challenge Success, a project at the [Stanford Graduate School of Education](#); Author, *Ready or Not: Preparing Our Kids to Thrive in an Uncertain World* (Forthcoming), *Teach Your Children Well* (2012), and *The Price of Privilege* (2006)

Proactive Solutions for Challenging Children: Moving From Power and Control to Collaboration

Ross W. Greene, PhD, Psychologist; Adjunct Associate Professor, Department of Psychology, [Virginia Tech](#); Former Faculty, [Harvard Medical School](#); Founder/Director, *Lives in the Balance*; Author, *Raising Human Beings: Creating a Collaborative Partnership with Your Child* (2017), *Lost and Found: Helping Behaviorally Challenging Students* (2016), *Lost at School* (2008), and *The Explosive Child* (1998)

Raising Joyful Children in a Stressful World

Katie F. Hurley, LCSW, Child and Adolescent Psychotherapist; Author, *The Depression Workbook for Teens: Tools to Improve Your Mood, Build Self-Esteem, and Stay Motivated* (2019) and *The Happy Kid Handbook: How to Raise Joyful Children in a Stressful World* (2015)

The Power of Showing Up: How Teacher and Parental Presence Shape Who Our Children Become and How Their Brains Get Wired

Daniel J. Siegel, MD, Founding Co-Director, Mindful Awareness Research Center; Clinical Professor of Psychiatry, School of Medicine, [University of California, Los Angeles](#); Author, *The Power of Showing Up: How Parental Presence Shapes Who Our Kids Become and How Their Brains Get Wired* (Forthcoming, 2020), *Aware* (2018), *Brainstorm* (2015), and *The Mindful Brain* (2007)

Parenting the Stress-Resilient Child: Building Skills in the Era of Stress and Media Mess

Laura S. Kastner, PhD, Clinical Professor, Department of Psychology and Department of Psychiatry and Behavioral Sciences, [University of Washington](#); Author, *Wise Minded Parenting: 7 Essentials for Raising Successful Tweens + Teens* (2013) and *Calming the Early Years* (2015)

Risk and Resilience: Helping Children Thrive in a World Focused on Success

Suniya S. Luthar, PhD, Foundation Professor of Psychology, [Arizona State University](#); Professor Emerita, Teachers College, [Columbia University](#); Executive Director, Authentic Connections; and **Nina Kumar, BA**, Chief Executive Officer, Authentic Connections; Co-Authors, "How Can You Help Children Thrive in a World Focused on Success?" (2019, *Wealth of Wisdom*)

2) TRAUMATIZED BRAINS: CREATING TRAUMA-SENSITIVE SCHOOLS

The Deepest Well: Healing the Long-Term Effects of Childhood Adversity

Nadine Burke Harris, MD, MPH, Surgeon General of California; Founder, Center for Youth Wellness; Post-Doctoral and Graduate Medical Education Committees, [Stanford University Medical Center](#); Author, *The Deepest Well: Healing the Long-Term Effects of Childhood Adversity* (2018)

The Impact of Trauma and Neglect on the Developing Child

Bruce D. Perry, MD, PhD, Senior Fellow, The ChildTrauma Academy; Adjunct Professor, Department of Psychiatry and Behavioral Sciences, Feinberg School of Medicine, [Northwestern University](#); Co-Author, *The Boy Who Was Raised As a Dog: And Other Stories from a Child Psychiatrist's Notebook -- What Traumatized Children Can Teach Us About Loss, Love, and Healing* (2017), *Infant and Early Childhood Mental Health* (2013), and *Born for Love: Why Empathy Is Essential -- and Endangered* (2011)

Whole Child Development: Dynamics of Trauma, Stress, and Complex Skill Development

Pamela Cantor, MD, Child Psychiatrist; Trauma Specialist; Founder and Senior Science Advisor, Turnaround for Children; Visiting Scholar in Education, [Harvard Graduate School of Education](#); Co-Author, "Drivers of Human Development" (2018, *Applied Developmental Science*); Contributor, *Keeping Students Safe and Helping Them Thrive: A Handbook on School Safety, Mental Health, and Wellness* (2019)

The Neuroscience of Adversity and Achievement: Implications for Education

Katie A. McLaughlin, PhD, Clinical Psychologist; Assistant Professor of Psychology, [Harvard University](#); Co-Author, "Neurobiological Models of the Impact of Adversity on Education" (2016, *Current Opinion in Behavioral Sciences*)

Trauma-Informed Classroom Management: Succeeding with Challenging Students

Grace Dearborn, MA, Education Consultant; Executive Director, Conscious Teaching, LLC; Co-Author, *Yeah, But What About This Kid? Tier 3 Behavior Interventions That Work* (2019) and *Conscious Classroom Management: Unlocking the Secrets of Great Teaching* (2016, 2nd Edition)

UCSF "NEUROSCAPE" TOUR: THE BRAIN IN ACTION

THURSDAY, FEBRUARY 13 –3:00 or 4:00 PM (COST PER PERSON: \$149)

Sponsored by [Neuroscape](#), [University of California, San Francisco](#)

Take this special opportunity to tour the Neuroscape Lab at UCSF run by Adam Gazzaley, MD, PhD. Take a tour of this translational neuroscience center, where you will view an MRI in action; visit cutting edge cognitive neuroscience lab space and see different ways to record brain activity (via EEG); demo different forms of non-invasive brain stimulation (TMS, TES) that rely on MRI data for targeting; and see how video games from tablet-based to virtual reality are being used for research purposes. Tour will take place offsite at the UCSF campus in San Francisco, CA. The Neuroscape building is accessible from the Fairmont San Francisco via public transit. Directions will be provided. **(Space is limited. For conference registrants only.)**





CONFERENCE BEGINS 1:30 PM, FEBRUARY 14



3) CALM SCHOOLS: REDUCING ANXIETY, STRESS, & CHALLENGING BEHAVIOR

Rethinking Stress: Leveraging Mindset to Engage with Stress

Kari A. Leibowitz, PhD Candidate, Interdisciplinary Graduate Fellow, Mind, Brain, and Body Lab, Department of Psychology, **Stanford University**; Co-Author, "Mindsets Matter" (2018, *International Review of Neurobiology*)

Rewiring the Anxious Brain: Using Neuroscience to Reduce Fear, Anxiety, and Worry

Catherine M. Pittman, PhD, HSSP, Licensed Clinical Psychologist; Chair, Psychology Department, **Saint Mary's College**; Co-Author, *Rewire Your Anxious Brain: How to Use the Neuroscience of Fear to End Anxiety, Panic, and Worry* (2015)

Beyond Behavior: Using Brain Science to Reduce Anxiety, Toxic Stress, and Behavioral Challenges

Mona M. Delahooke, PhD, Pediatric Psychologist; Faculty Member, Early Intervention Training Institute (EITI) of the Los Angeles Child Guidance Clinic; Author, *Beyond Behaviors: Using Brain Science and Compassion to Understand and Solve Children's Behavioral Challenges* (2019)

Practical Strategies for Reducing Anxiety and Defiant Behavior in the Classroom

Jessica Minahan, Ed, BCBA, Licensed and Board-Certified Behavior Analyst; Author, "Helping Anxious Kids Move Forward" (2017, *Educational Leadership*) and *The Behavior Code Companion* (2014); Co-Author, *The Behavior Code: A Practical Guide to Understanding and Teaching the Most Challenging Students* (2012)

Coping Skills for Children: Dealing with Stress, Anxiety, and Anger

Janine Halloran, LMHC, Licensed Mental Health Counselor; Founder/CEO, Coping Skills for Kids; Author, *Social Skills for Kids* (2019) and *Coping Skills for Kids Workbook: Over 75 Coping Strategies to Help Kids Deal with Stress, Anxiety, and Anger* (2016)

Stress on the Rise and the Pivot: Stress Reduction, Empathy, and Problem-Solving

Laura S. Kastner, PhD, Clinical Professor, Department of Psychology and Department of Psychiatry and Behavioral Sciences, **University of Washington**; Author, *Getting to Calm: Cool-Headed Strategies for Parenting Tweens + Teens - Updated and Expanded* (2018)

4) DISTRESSED TEENS: DECREASING ANXIETY, DEPRESSION, & BULLYING

Anxiety Disorders on College Campuses: The New Epidemic

Richard M. Scheffler, PhD, Distinguished Professor Emeritus of Health Economics and Public Policy, School of Public Health and Goldman School of Public Policy; Director, The Global Center for Health and Economic Policy Research; Professor of the Graduate School, **University of California, Berkeley**; Principal Investigator of the Preliminary Study, "Freaked Out Millennials: The Causes and Consequences of Anxiety Disorder" (2019)

The New Adolescence: Raising Successful Teens in an Age of Anxiety and Distraction

Christine L. Carter, PhD, Sociologist; Senior Fellow, Greater Good Science Center, **University of California, Berkeley**; Author, *The New Adolescence: Raising Happy and Successful Teens in an Age of Anxiety and Distraction* (Forthcoming, 2020), *The Sweet Spot* (2015), and *Raising Happiness: 10 Simple Steps for More Joyful Kids and Happier Parents* (2011)

Brainstorm: Anxiety, Technology, and Mindfulness in the Teen Brain

Daniel J. Siegel, MD, Founding Co-Director, Mindful Awareness Research Center; Clinical Professor of Psychiatry, School of Medicine, **University of California, Los Angeles**; Author, *The Power of Showing Up* (Forthcoming, 2020), *Aware* (2018), *Brainstorm: The Power and Purpose of the Teenage Brain* (2015), and *The Mindful Brain* (2007)

Embodied Brains, Social Minds, and Cultural Meaning:

The Effects of Community Violence Exposure on Urban Adolescents' Brain Development

Mary Helen Immordino-Yang, EdD, Professor of Education, Psychology, and Neuroscience, Brain and Creativity Institute and Rossier School of Education, **University of Southern California**; Co-Author, "Community Violence Exposure Correlates with Smaller Gray Matter Volume and Lower IQ in Urban Adolescents" (2018, *Human Brain Mapping*)

Cultivating Youth Resilience to Adversity: Preventing Bullying and Improving School Climate

Justin W. Patchin, PhD, Co-Director, Cyberbullying Research Center; Professor of Criminal Justice, Department of Political Science, **University of Wisconsin-Eau Claire**; Co-Author, "Cultivating Youth Resilience to Prevent Bullying and Cyberbullying Victimization" (2017, *Child Abuse and Neglect*), *Bullying Today: Bullet Points and Best Practices* (2016), and *School Climate 2.0* (2012)

CONFERENCE SCHEDULE:

Pre-Conference Workshops

Conference Day 1

Conference Day 2

Conference Day 3

Friday, February 14

Friday, February 14

Saturday, February 15

Sunday, February 16

8:30 AM – 12:30 PM

1:30 PM – 5:45 PM

8:30 AM – 5:45 PM

8:30 AM – 3:00 PM

5) MINDFUL SCHOOLS: USING MEDITATION TO REDUCE STUDENT STRESS

Stressful Schools, Mindful Teachers

Amy L. Eva, PhD, Associate Education Director, Greater Good Science Center, [University of California, Berkeley](#); Co-Author, "The Mindful Teacher: Translating Research into Daily Wellbeing" (2018, *The Clearing House Journal*)

Growing Up Mindful in a Stressed-Out World

Christopher Willard, PsyD, Psychotherapist; Educational Consultant; Lecturer in Psychiatry, [Harvard Medical School](#); Author, *Growing Up Mindful* (2016) and *Mindfulness for Teen Anxiety* (2014); Co-Author, *The Mindfulness Matters Program for Children and Adolescents* (2019)

Trauma-Sensitive Mindfulness for Children

David A. Treleaven, PhD, Psychologist; Founder of the Trauma-Sensitive Mindfulness (TSM) Community; Visiting Scholar, [Brown University](#); Author, *Trauma-Sensitive Mindfulness: Practices for Safe and Transformative Healing* (2018)

A Biopsychosocial Perspective on Trauma, Learning, and Mindful Healing in Urban Populations

Sara King, PhD, Neuroscientist; Post-Doctoral Fellow, Neurology in Complimentary Alternative Medicine, [Oregon Health Science University](#); Mindfulness and Yoga Instructor; Former Graduate Student/Researcher, [University of California, Los Angeles](#)

Taking Time to B.R.E.A.T.H.E.: Research-Based Practices to Strengthen Wellbeing and Resilience

Joelle Hood, EdD, Co-Founder and Chief Empowerment Officer, Thriving YOUiversity; **Janeen Antonelli, MA**, Co-Founder and Chief Culture Coach, Thriving YOUiversity; and **Jessie Fuller, MA**, Co-Founder and Lead Learner Coach, Thriving YOUiversity

6) CONNECTED SCHOOLS: BUILDING POSITIVE, SECURE RELATIONSHIPS

Building Resilience and Executive Function in Adversity: The Role of Peers, Parents, and Teachers

Jelena Obradovic, PhD, Associate Professor, Developmental and Psychological Sciences Program; Director, Stanford Project for Adaptation and Resilience in Kids, [Stanford Graduate School of Education](#); Co-Author, "Emotional Behavior Problems, Parent Emotion Socialization, and Gender as Determinants of Teacher-Child Closeness" (2017, *Early Education and Development*)

Establishing Classroom Greetings and Positive Teacher-Student Relationships

Clayton R. Cook, PhD, John W. and Nancy E. Peyton Faculty Fellow in Child and Adolescent Wellbeing, College of Education and Human Development, [University of Minnesota](#); Co-Author, "Cultivating Positive Teacher-Student Relationships" (2019, *School Psychology Review*) and "Positive Greetings at the Door" (2018, *Journal of Positive Behavior Interventions*)

Building Teacher Credibility, Collective Efficacy, and Authentic Relationships

Douglas B. Fisher, PhD, Chair, Department of Educational Leadership, [San Diego State University](#); Co-Author, *The On-Your-Feet Guide to Building Authentic Student-Teacher Relationships* (2019), *Teaching Hope and Resilience for Students Experiencing Trauma: Creating Safe and Nurturing Classrooms for Learning* (2019), and *All Learning Is Social and Emotional* (2019)

Meeting Students in Brain Development with an Emphasis on Regulation and Connections

Lori L. Desautels, PhD, Assistant Professor, College of Education, [Butler University](#); Author, *Eyes Are Never Quiet: Listening Beneath the Behaviors of Our Most Troubled Students* (2019) and *Unwritten, The Story of a Living System* (2016)

Connections: The Science of Human Interpersonal Touch

David J. Linden, PhD, Professor of Neuroscience, [Johns Hopkins School of Medicine](#); Fellow, American Association for the Advancement of Science; Author, *Touch: The Science of the Hand, Heart, and Mind* (2015) and *The Accidental Mind* (2009)

Addressing Students' Needs Through Relationships, Responsibility, and Regulation

Peter Hall, MA, Executive Director, EducationHall; Co-Author, *Relationship, Responsibility, and Regulation: Trauma-Invested Practices for Fostering Resilient Learners* (2018) and *Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom* (2016)

Notice, Note, and Disrupting Thinking: Strategies for Close Reading and Struggling Readers

Kylene Beers, EdD, Former Senior Reading Researcher, Comer School Development Program, [Yale University](#); and **Robert E. Probst, PhD**, Professor Emeritus of English Education, [Georgia State University](#); Co-Authors, *Disrupting Thinking: Why How We Read Matters* (2017) and *Notice & Note: Strategies for Close Reading* (2013)

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PRE-CONFERENCE WORKSHOPS

FRIDAY, FEBRUARY 14 8:30 AM –12:30 PM

(Cost per person: \$189. By advance registration only. Select one of six. Add \$30 fee if you are not attending the conference.)

1) Your Brain on Stress: Dial Down the Stress Without Dumbing Down School

Explore the science of stress and what works best to decrease student stress and anxiety so as to increase mastery and engagement in learning. This two-part workshop will explain the latest research on the effects of stress on the brain; discuss best practices from hundreds of schools across the country; and show how to make positive change in policy and practice to reduce stress in schools. **Daniela Kaufer, PhD**, Acting Associate Dean and Professor of Integrative Biology, [University of California, Berkeley](#); **Margaret Dunlap, MA**, School Program Director, Challenge Success, [Stanford University](#); and **Ian Kelleher, PhD**, Head of Research, Center for Transformative Teaching and Learning, St. Andrew's Episcopal School.

2) SEL Every Day: All Learning Is Social and Emotional

Our children's emotional development is too important to be an add-on or just an after-thought and it is too important to be left to chance. This two-part workshop will deepen your understanding of Social and Emotional Learning (SEL), its relationship to equity, and introduce strategies for integrating mindfulness and SEL into daily instructional practice. It will present a five-part model of SEL that's easy to integrate into everyday content instruction. This integrated approach to SEL empowers teachers to help students develop skills that will serve them in the classroom and throughout their lives. **Meena Srinivasan, MEd**, Executive Director, Transformative Educational Leadership; Author, *SEL Every Day* (2019); and **Douglas B. Fisher, PhD**, Chair, Department of Educational Leadership, [San Diego State University](#); Co-Author, *All Learning Is Social and Emotional: Helping Students Develop Essential Skills for the Classroom and Beyond* (2019)

3) I'm Not Okay: How to Help Students Navigate Their Mental Health

This workshop is a wonderful way to kick start your learning and networking at the conference. You will break the ice with fellow attendees during interactive activities, learning the basics of toxic stress and top mental health concerns, and take away a series of concrete answers and interventions. You will learn how to build emotion regulation skills early and often; discover how to bring mental health lessons into your curriculum; find out how to spot red flags to alert you to potential safety concerns; and take home many more strategies and resources to integrate into your day to help your students. **Paula Prentis, LMSW**, Licensed Social Worker; Co-Founder, *Your Self Series*; Expert in whole child health, wellness, social-emotional learning, adolescent development, and how to build connections in the classroom to optimize learning and life potentials; Co-Author, *Reach Before You Teach: Ignite Passion and Purpose in Your Classroom* (2013)

4) A Strengths-Based Approach to Creating a Trauma-Sensitive Classroom

This informative and engaging workshop will help you seek solutions and build relationships and environments that will allow all students to thrive. You will walk-away with a deeper understanding of the impact of trauma on student learning and behavior, as well as research-based practices and strategies that you can begin to implement in your classroom immediately as part of a trauma-informed approach. **Joelle Hood, EdD**, Co-Founder and Chief Empowerment Officer, Thriving YOUiversity; **Janeen Antonelli, MA**, Co-Founder and Chief Culture Coach, Thriving YOUiversity; and **Jessie Fuller, MA**, Co-Founder and Lead Learner Coach, Thriving YOUiversity

5) Distressed Brains: Strategies for Reducing Teen Stress and Depression

Fact: About 1 in 5 youth 13-18 years of age suffer from a severe enough mental disorder to impact their daily lives. In this two-part workshop, you'll discover the evidence-based protocol that combines mindfulness, positive neuroplasticity, and cognitive behavioral therapy. You will learn some practical tools you can use to provide teens with the survival gear and compass they need to reach personal health, growth, and well-being, and conquer the pressures of school and life. **Gina M. Biegel, LMFT**, Psychotherapist; Researcher; Founder of Stressed Teens; Author, *Be Mindful and Stress Less* (2018) and *The Stress Reduction Workbook for Teens* (2017); and **Katie F. Hurley, LCSW**, Child and Adolescent Psychotherapist; Author, *The Depression Workbook for Teens* (2019)

6) Using the Neuroscience of Anxiety and Social, Emotional, and Mental Health in Reading and Learning Disorders to Rethink 504 and IEP Accommodations (For Teachers and Special Educators)

You will learn about neuroscience research that has informed our knowledge about learning in the realms of anxiety and social, emotional, and mental health for all students, particularly those with learning challenges. This information will be translated for educators to increase your understanding of the power of accommodations from IEP and 504 plans in providing opportunities for all learners to demonstrate their potential. **Fumiko Hoeft, MD, PhD**, Director, Laboratory for Educational Neuroscience ([brainLENS.org](#)), [University of California, San Francisco](#); Professor and Director, Brain Imaging Research Center, [University of Connecticut](#); **Nicole Ofiesh, PhD**, Director, Schwab Learning Center; Senior Research Scientist, CAST; Director of the UDL Innovation Studio, [Stanford University](#); Author, *Teaching for the Lifespan* (2016); and **Nancy Redding, MEd**, Fellow, Academy of Orton-Gillingham Practitioners and Educators; Co-Author, *Patterns for Success in Reading and Spelling* (2019)

SPECIAL EVENTS

“MEETING OF THE MINDS” RECEPTION

FRIDAY, FEBRUARY 14 from 5:45 PM - 6:45 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.

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Proposal deadline January 17, 2020

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 **Email:** registration@LearningAndTheBrain.com
Fax: (781) 449-4024 **Postal mail:** PIRI • 35 Highland Circle, 1st Fl.
Web: LearningAndTheBrain.com Needham, MA 02494-3099

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- | | |
|---|--|
| Early Registration (THROUGH DEC. 6, 2019) | \$549 per person (\$499 per person for groups of 5+) |
| General Registration (THROUGH JAN. 31, 2020) | \$599 per person (\$549 per person for groups of 5+) |
| Late Registration (AFTER JAN. 31, 2020) | \$619 per person (\$569 per person for groups of 5+) |
| Dual Conf. Registration (Circle conference: Nov. and/or May) | \$479 per person, per conference |

Please Register Me for a Friday, Feb. 14 Pre-Conference Workshop Add \$30 if not attending the Feb. conference \$ _____

Please check one of six:

- | | | |
|---|--------------------|------------------|
| <input type="radio"/> Your Brain on Stress: Dial Down the Stress Without Dumbing Down School | 8:30 am – 12:30 pm | \$189 per person |
| <input type="radio"/> SEL Every Day: All Learning Is Social and Emotional | 8:30 am – 12:30 pm | \$189 per person |
| <input type="radio"/> I'm Not Okay: How to Help Students Navigate Their Mental Health | 8:30 am – 12:30 pm | \$189 per person |
| <input type="radio"/> A Strengths-Based Approach to Creating a Trauma-Sensitive Classroom | 8:30 am – 12:30 pm | \$189 per person |
| <input type="radio"/> Distressed Brains: Strategies for Reducing Teen Stress and Depression | 8:30 am – 12:30 pm | \$189 per person |
| <input type="radio"/> Using Neuroscience to Rethink 504 and IEP Accommodations | 8:30 am – 12:30 pm | \$189 per person |

Please Sign Me Up for Professional Development Credit

- Send certificate via e-mail (Free).

Conference Events & Tours \$ _____

- Please register me for the February 14 *Meeting of the Minds* Reception.** (Free)
 Register me for a UCSF Neuroscience Tour. (Please call 781-449-4010 ext. 101 to check availability of tours.) (Add \$149)

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

- Sign me up for LEARNING & the BRAIN's monthly newsletter** (Free)
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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 Dec. 6, 2019. General conference registration is \$599 per person (\$549 per person for groups of 5 or more when registering together) through Jan. 31, 2020. After Jan. 31, 2020, 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 Jan. 31, 2020. No cancellations can be accepted after Jan. 31, 2020. 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. 6, 2019, or \$150 per person if you cancel after Dec. 6, 2019, but by Jan. 31, 2020. 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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