

LEARNING &
the BRAIN

***Rethinking Nature
And Nurture:***
**Using Brain Research To
Improve Child Learning and
Treat Learning Disorders**

**Marriott
Cambridge
Hotel & Gutman
Conference Center
Cambridge, MA**

Conference: April 30-May 2, 2006
**April 29: Full-Day Pre-Conference
Workshops**
**April 30: Half-Day Pre-Conference
Workshops**

**WITH A DISTINGUISHED
FACULTY OF NEUROSCIENTISTS
FROM LEADING
RESEARCH UNIVERSITIES**

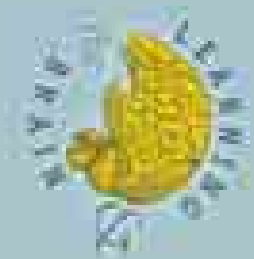
DISCOUNT DEADLINE — APRIL 12, 2006

FOURTEENTH CONFERENCE IN THIS SERIES

PRESENTED BY:
Public Information Resources, Inc.
**A Partner of the Dana Alliance for Brain
Initiatives' Brain Awareness Week Campaign**

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Public Information Resources, Inc.
20 McKenna Terrace
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Memory/Emotions
ADHD/Anxiety/Depression
Neurobiology of Learning/LD
Brain-Based Treatment/Teaching
Early Experience/Brain Development
Gender Differences in Learning
Dyslexia/Reading/Language
The Arts/Music/Creativity
Math/Science Education

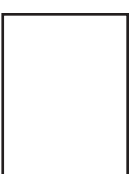
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Learning & the Brain

A Conference for Educators, SPED, and Clinicians

April 30 – May 2, 2006
Cambridge, MA



“The most elegant flower in the garden of neuroscience is that everywhere we see individual differences. If we are not going to leave any child behind, we must understand the remarkable diversity of students.”

Kenneth S. Kosik, M.D., Co-Director, Neuroscience Research Institute, University of California, Santa Barbara



WHAT YOU LEARN HERE COULD CHANGE THE WAY YOU TEACH CHILDREN AND TREAT LEARNING DISORDERS

The Neurobiology of Learning: Discover how nature (genes) and nurture (environment) work together to influence child learning, cognition, reading and language skills, genius and creativity, memory, and brain development. Examine new research, interventions, and medications for ADHD, anxiety and depression.

This important interdisciplinary conference brings you the most recent findings in neuroscience from preeminent researchers themselves to help you create new paradigms to improve your teaching and/or clinical work with children and adolescents.

(Learning Objectives) Participants will be able to:

- Understand how genes and environment influence learning
- Explore the neurobiology of genius and ways to improve creativity
- Examine gender differences in child learning and learning disorders
- Discover how early experience, genes and plasticity affect brain development
- Identify new treatments & pharmacology for LD, ADHD, anxiety & depression
- Design strategies to improve learning, memory, reading and language skills
- Explain how early language acquisition affects later abilities in children
- Apply neurobiology to intervention, teaching and curriculum
- Examine new research on the arts, math, music and science

CONFERENCE CO-SPONSORS

- American Association of Colleges for Teacher Education (**AACTE**)
- Comer School Development Program, **Yale University School of Medicine**
- The Dana Alliance for Brain Initiatives, **The Dana Foundation**
- Mind, Brain & Education Program, **Harvard Graduate School of Education**
- The Neuroscience Research Institute, **University of California, Santa Barbara**
- National Association of Secondary School Principals (**NASSP**)
- School of Education, **Boston University**
- Dept. of Communications Disorders, Sargent College, **Boston University**
- William Beaumont Hospital, MI

AUDIENCE: WHO SHOULD ATTEND

- Educators/Parents
- Speech/Language Pathologists
- Pediatricians/Child Psychiatrists
- PS-12 Teachers and Administrators
- Social Workers, Psychologists, Counselors
- Reading/Arts/Music/Science/Math Teachers
- Learning Specialists/Special Educators
- Occupational/Physical Therapists
- College Professors/Researchers
- Policy Makers
- Pediatric Neurologists
- Learning Differences Teachers

“Brain research on student learning is vitally important if we are to improve the teaching in our schools, the academic achievement of our students, and be the catalyst for effecting meaningful school reform in our secondary schools.”

Gerald N. Tirozzi, Ph.D., Executive Director, NASSP

LEARN FROM A DISTINGUISHED CONFERENCE FACULTY

CONFERENCE SESSIONS

THE DEVELOPING BRAIN

The Developing Brain: Early Experience, Brain Development & Neural Plasticity

Charles A. Nelson III, Ph.D., Richard David Scott Chair in Pediatric Developmental Medicine Research; **Harvard Medical School**; Director, Laboratory of Cognitive Neuroscience; Boston Children's Hospital; renowned researcher on the effects of early experience on brain and behavioral development

A Good Start in Life: Understanding A Young Child's Brain, Emotions & Behavior

Norbert Herschkowitz, M.D., Professor of Pediatrics, **University of Bern, Switzerland**; renowned neuroscientist and pediatrician; Advisor to the Swiss Federal Health Department on Child Development; co-author of *A Good Start in Life: Understanding Your Child's Brain and Behavior* (2004). **Elinore Chapman Herschkowitz, M.A.**, American educator; former teacher at the **Bern State Teachers' College, Switzerland**; co-author of *A Good Start in Life: Understanding Your Child's Brain and Behavior* (2004)

A Young Mind in a Growing Brain: Milestones of Growth and Development in Children and Adolescents

Jerome Kagan, Ph.D., Daniel and Amy Starch Professor of Psychology Emeritus, **Harvard University**; renowned expert in child development; co-author of *A Young Mind in A Growing Brain* (2005), *The Long Shadow of Temperament* (2004); author, *Surprise, Uncertainty, and Mental Structures* (2002) and the *Nature of the Child* (1994)

The Growing Brain: Applying Cognitive Science to Curricular Design for Concept Learning

Kurt W. Fischer, Ph.D., Director, Mind, Brain & Education Program, **Harvard University Graduate School of Education**, and **Theo L. Dawson-Tunik, Ph.D.**, Visiting Assistant Professor of Education, Cognitive Science Dept., **Hampshire College**

Developing Healthy Brains and Achievement: Connecting Brain Research with Children's Developmental Pathways for Effective Teaching

Fay E. Brown, Ph.D., Associate Research Scientist; Director, Child and Adolescent Development, James Comer School Development Program, Yale Child Study Center, **Yale University School of Medicine**; and **Mariale M. Hardiman, Ed.D.**, Assistant Dean of Urban School Partnerships, **The Johns Hopkins University**; author of *Connecting Brain Research with Effective Teaching* (2003)

RETHINKING NATURE AND NURTURE

The Nature and Nurture of Learning and Learning Disorders

Robert J. Plomin, Ph.D., MRC Research Professor in Behavioral Genetics at the Institute of Psychiatry; Deputy Director of the Social, Genetic, and Developmental Psychiatry Centre, **King's College London**, world renowned geneticist; author of *Nature and Nurture* (2004), co-editor of *Behavioral Genetics in the Postgenomic Era* (2003); and co-author of *The Relationship Code: Deciphering Genetic and Social Influences on Adolescent Development* (2003)

The Learning Brain: Lessons for Education and Remediation

Sarah-Jayne Blakemore Ph.D., Royal Society Dorothy Hodgkin Research Fellow, Institute of Cognitive Neuroscience, **University College, London**; researcher on cognitive and neural development of social cognition during adolescence; co-author of the book, *The Learning Brain: Lessons for Education* (2005)

Why Gender Matters: The Educational Relevance of Innate Sex Differences

Leonard Sax, M.D., Ph.D., Pediatrician; Psychologist; Executive Director, Montgomery Center for Research in Child and Adolescent Development; author of *Why Gender Matters: What Parents and Teachers Need to Know About the Emerging Science of Sex Differences* (2005)

Bridging Neurobiology & Education: Lessons from the Study of Two Boys with Half a Brain

Mary Helen Immordino-Yang, Ed.D., Ed.M., Postdoctoral Research Associate, Department of Educational Psychology & Technology, Rossier School of Ed., **University of Southern California**; author of "Making Sense of Brain Research in the Classroom" (2001, *Council for Basic Education*)

Fitting the Nurture of Teaching to the Nature of Human Learning

Gessner Geyer, Ed.M., M.A., Director, Brainery Inc.; teacher; writer; consultant working with schools to develop brain-based training materials and curriculum

LANGUAGE, READING AND DYSLEXIA

Early Language Acquisition and Later Abilities: Implications for the "Critical Period"

Patricia K. Kuhl, Ph.D., Co-Director of the Institute for Learning & Brain Sciences, **University of Washington**, renowned neuroscientist in language development; co-author of *Scientists in the Crib: Minds, Brains and How Children Learn* (2001)

The Nature and Nurture of Reading & Language Skills: New Research and Intervention

Richard K. Olson, Ph.D., Professor, Department of Psychology, **University of Colorado**; Faculty Fellow, Institute for Behavioral Genetics; Associate Director, Center for the Study of Learning Disabilities; author of "Dyslexia: Nature and Nurture" (*Dyslexia*, 2002)

Neuropsychology of Reading Disorders: Diagnoses and Intervention

Steven G. Feifer, Ed.D., NCSP, Neuropsychologist; school psychologist; co-author of *The Neuropsychology of Written Language Disorders* (2001) and *The Neuropsychology of Reading Disorders: Diagnosis & Intervention* (2000)

The Neurobiology of Visual Attention: Implications for Learning and Dyslexia

Laura L. Cestnick, Ph.D., Ed.M., Postdoctoral Research Fellow, Linguistics, **MIT**; Radiology, Massachusetts General Hospital, **Harvard Medical School**; Clinical Psychologist; researcher on dyslexia

ADHD, ANXIETY AND MOOD DISORDERS

Current Developments on the Neurobiology of ADHD

Joseph Biederman, M.D., Professor of Psychiatry, **Harvard Medical School**; Chief of Clinical and Research in Pediatric Psychopharmacology at the Massachusetts General Hospital; rated as one of the "Best Doctors in America" and top-ranked child psychiatrist in the world by medical journals; renowned researcher on the genetic and gender differences in ADHD

Neuropharmacotherapy of ADHD: New and Innovative Approaches

Jefferson B. Prince, M.D., Director, Child and Adolescent Psychiatry and Pediatric Psychopharmacology, North Shore Medical Center; Instructor on Psychiatry, **Harvard Medical School**

Diagnosis and Treatment of Mood Disorders and Depression in Children and Adolescents: From Genes to Neuropharmacology

Joseph T. Coyle, M.D., Eben S. Draper Professor of Psychiatry and Neuroscience; former Chairman of the Consolidated Department of Psychiatry, **Harvard Medical School**; recipient of numerous awards for his groundbreaking research discoveries in disorders from depression to schizophrenia

The Worried Child: Recognizing Anxiety in Children and Helping them Heal

Paul Foxman, Ph.D., Licensed Psychologist; Director, Center for Anxiety Disorders, VT; author of *The Worried Child* (2004), *Conquering Panic and Anxiety Disorders* (2003), and *Dancing with Fear* (2002)

MEMORY AND LEARNING

Educating the Brain: Lessons from New Brain Imaging for Memory, Language & Learning

John D.E. Gabrieli, Ph.D., Grover Hermann Professor in Health Sciences and Technology; Co-Director, Clinical Research Center, **Massachusetts Institute of Technology**; Associate Director, Athinoula A. Martinos Center for Biomedical Imaging, Massachusetts General Hospital, **Harvard Medical School**

The Nature & Nurture of Memory: From Molecules to Memory Pills

Kenneth S. Kosik, M.D., Co-Director, Neuroscience Research Institute; Harriman Professor of Neuroscience Research, **University of California, Santa Barbara**

Achieving Optimal Memory: Ways to Improve Memory

Aaron P. Nelson, M.D., Ph.D., Assistant Professor of Psychology, Department of Psychiatry, **Harvard Medical School**; Chief of Neuropsychology, Division of Cognitive and Behavioral Neurology, Brigham and Women's Hospital; co-author of *The Harvard Medical School Guide to Achieving Optimal Memory* (2005)

THE ARTS, MUSIC AND CREATIVITY

The Creative Brain: The Neuroscience of Genius

Nancy C. Andreasen, M.D., Ph.D., Andrew Woods Chair of Psychiatry, **University of Iowa College of Medicine**; Director, Mental Health Clinical Research Center; Winner of the President's National Medal of Science; and author of *The Creating Brain: The Neuroscience of Genius* (2005), and *Brave New World: Conquering Mental Illness in the Era of the Genome* (2001)

The Neurobiology of Art

Margaret S. Livingstone, Ph.D., Professor of Neurobiology, Department of Neurobiology, **Harvard Medical School**; researcher on the neurobiology of art; author of *Vision and Art: The Biology of Seeing* (2002); co-author of "Was Rembrandt Stereoblind?" (2004, *New England Journal of Medicine*)

Learning and Cognition in The Arts: The Brain, Visual Arts & Music

Ellen Winner, Ph.D., Professor of Psychology, **Boston College**; Senior Research Associate at Project Zero, **Harvard Graduate School of Education**; researcher working with neuroscientist Michael Gazzaniga to explore the connection between the arts and learning

No Brain Left Behind: Flexing the Analytic and Creative Powers of Mind

Michael H. Dickmann, Ph.D., Professor, Dept. of Educational Leadership, **Cardinal Stritch University**; co-author of *Leading with the Brain in Mind* (2004), *Connecting Leadership to the Brain* (2002)

Pre-Conference Workshops:

Saturday Pre-Conference Workshops

April 29: 10:00 a.m. – 4:30 p.m.

Sunday Half-Day Pre-Conference Workshops

April 30: 9:00 a.m. – 12:00 p.m.

Conference Schedule:

Conference Day 1, April 30: 1:30 p.m. – 5:00 p.m.

Conference Day 2, May 1: 9:00 a.m. – 5:00 p.m.

Conference Day 3, May 2: 9:00 a.m. – 4:30 p.m.

SATURDAY, APRIL 29 — FULL-DAY PRE-CONFERENCE WORKSHOPS

(By advance registration only. Select one of three. Add \$25 fee if you are not attending the conference.)

I. Applying Brain Research to the Classroom

10:00 a.m. - 4:30 p.m. Cost: \$225 per person

Leave this workshop with a toolbox of direct brain-based applications you can use immediately in your classroom at all grade levels. **Kimberly Carraway, Ed.M.**, President, The Carraway Center for Teaching and Learning, TN

II. Growing Capacity for Learning: A Matter of Nature via Nurture

10:00 a.m. - 4:30 p.m. Cost: \$225 per person

This highly interactive workshop bridges emerging knowledge about the nature of learning to compatible practices that effectively nurture learning. Participants will experience a practical framework for aligning knowledge about the *physiological, social, emotional, constructive, reflective, and dispositional* nature of learning to tools that grow such capacity in schools. **Michael H. Dickmann, Ph.D.**, Professor, Dept. of Leadership Studies and the Leadership Center, **Cardinal Stritch University**

III. The Neurobiology of Autism: Improving Performance in Children (2.5 Hours)

10:00 a.m. - 12:30 p.m. Cost: \$115 per person

Learn about the under-diagnosed medical conditions that some children with autism have, and how identification and treatment can lead to improved performance. **Margaret L. Bauman, M.D.**, Associate Clinical Professor of Neurology, **Harvard Medical School**; and **Timothy M. Buie, M.D.**, Pediatric Gastroenterologist, Massachusetts General Hospital; Instructor in Pediatrics, **Harvard Medical School**

SUNDAY, APRIL 30 — HALF-DAY PRE-CONFERENCE WORKSHOPS

9:00 a.m. - 12:00 p.m. Cost: \$135 per person

(By advance registration only. Select one of five. Add \$25 fee if you are not attending the conference.)

I. An Introduction to the Brain and Neuroscience for Educators/Clinicians

Through an interactive discussion, participants will come away with a basic understanding of the major anatomical areas of the brain, the various methods used to study brain-mind connections, and the principles which govern brain organization and function for learning. **Mary Helen Immordino-Yang, Ed.D.**, Postdoctoral Research Associate, Department of Educational Psychology & Technology, Rossier School of Education, **University of Southern California**

II. Using Memory Pathways for Long-Term Retention in Students

Learn about the S.E.E.P. (Semantic + Episodic + Emotional + Procedural) model to ensure long-term retention in the classroom. Intended for teachers/administrators of all grade levels. **Willy Wood, M.A.**, President, Open Mind Technologies; former high school and university teacher

III. Early Childhood: Identification and Intervention for Learning Differences and Disabilities

Participants will learn how to identify the visual, motor, auditory and behavioral cues that are precursors to learning differences and disabilities. Participants will learn how to use multi-sensory interventions that can help reorganize the brain in a young child. **Angela Searcy, M.S.**, Child Development Specialist, Neuropsychology Diagnostic Center, IL; Professional Development Instructor, **Erikson Institute** and Illinois State Board of Education

IV. Brain-Based Teaching for Student Achievement

Participants will examine the natural learning systems in the brain, the researched “best practices” for student achievement, and ways to use multiple pathways and connections in the brain to help students learn. **Robert K. Greenleaf, Ed.D.**, President, Greenleaf Learning Center; former Professional Development Specialist, Education Alliance @ **Brown University**, author of *Brain-Based Teaching*

V. Bridging Brain Function with Science Education in Schools

Learn how to use the concepts of brain functioning and neural network modeling to improve K-12 science education. **Ennio Mingolla, Ph.D.**, Professor of Cognitive and Neural Systems and Psychology, Center of Excellence for Learning in Education, Science and Technology, **Boston University**; and **H. Eugene Stanley, Ph.D.**, Director, Center for Polymer Studies; Professor, Department of Physics, **Boston University**

EARN PROFESSIONAL DEVELOPMENT CREDITS

You may earn up to 15-24 hours toward professional development credits for educators, psychiatrists, psychologists, pediatricians, speech-language professionals, special-education professionals, and certified counselors. Check the website www.edupr.com/education.html for more information on the availability of CEUs, PDPs, CEs, CMEs and other professional development credits. For more information on available credits, call 617-469-6789 ext. 15.

STAY AT THE CONFERENCE HOTEL



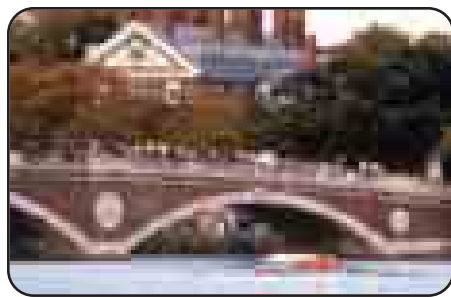
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Pay only \$189 single or double per night (plus applicable taxes). Call the Boston Marriott Cambridge at (617) 494-6600 or (877) 901-2080 and refer to "Learning & the Brain." The conference discount rate will no longer apply when the room block is filled or after April 5, 2006. If hotel block is filled, visit the Learning & the Brain website at www.edupr.com or call PIRI's reservations center at (617) 469-6789 ext. 19 or 21 for additional hotel choices.

ENJOY CAMBRIDGE AND THE ACADEMIC ENVIRONS OF MIT & HARVARD

The conference will take place at the Boston Marriott Cambridge Hotel. Located at the MIT/Kendall Square "T" subway station, the Boston Marriott Cambridge Hotel provides easy access to local restaurants and the city's renowned universities, scientific research, and historic sites, as well as the rich sightseeing opportunities of Cambridge, Boston, and Harvard Square. Some conference breakout sessions will take place at the Gutman Conference Center in Harvard Square. **Take the Red Line "T" subway, which is next to the Marriott, northbound two stops to Harvard Square.**

Boston is only three stops in the other direction and Logan Airport is only seven stops.



Harvard University from the Charles River

Charles River photo courtesy of the Massachusetts Office of Travel and Tourism

"Meeting of the Minds" Reception & Book Signing

Sponsored by THE DANA ALLIANCE FOR BRAIN INITIATIVES

5:00-6:30 P.M. Sunday, April 30 — Open to All Attendees

Take this unique opportunity to meet other attendees and some of the nation's brightest minds at this reception. Includes cheese and cash bar. **Renowned neuroscientist Nancy Andreasen, M.D.**, will also be available to sign her new book, *The Creating Brain* (2005). **Advance registration required. Please sign up on the registration form to attend this reception.**

SAVE WITH AIRLINE DISCOUNTS

American Airlines, Continental Airlines or **Northwest/KLM** offer special discounts for travel to and from Boston for the *Learning & the Brain* Conference. To obtain lowest applicable fares, call **American Airline's** Meeting Reservation Office 1-(800) 433-1790. Refer to STARFile Number A8846AT; **Continental Airlines** MeetingWorks Reservations 1-(800) 468-7022. Refer to Z Code: ZS1A or Agreement Code:VNNQWD; or **Northwest/KLM Airlines** Meeting Services Reservations Desk at 1-(800) 328-1111. Refer to WorldFile Ticket number NM9LS.



Five ways to register:

PHONE: (617) 469-6789 **FAX:** (617) 469-3077 **EMAIL:** learningbrain@yahoo.com **INTERNET:** <http://www.edupr.com> **MAIL:** PIRI, 20 McKenna Terrace Boston, MA 02132-2515

PLEASE PHOTOCOPY THIS FORM FOR EACH APPLICANT.

Name _____

Position _____

Organization _____

Address _____

City _____ State _____ Zip _____

Phone _____ Fax _____

Email _____

Please register early to assure yourself a place. Demand is high and space is limited.

Please register me for the conference on April 30 – May 2.

Fees:	GENERAL REGISTRATION	\$499 per person (\$475 for L&B Society members)	\$ _____
	AFTER April 12	\$545 per person (\$525 for L&B Society members)	
	GROUP RATES	\$450 per person (Five or more from one organization.)	

Registrations must be sent in together.)

Please register me for a Pre-Conference Workshop on Saturday, April 29.

(Add \$25 if not attending the conference.) \$ _____

Please circle one:

1. **Applying Brain Research to the Classroom** — 10:00 a.m. - 4:30 p.m. (\$225 per person)
2. **Capacity for Learning: Nature via Nurture** — 10:00 a.m. - 4:30 p.m. (\$225 per person)
3. **Neurobiology of Autism** — 10:00 a.m. - 12:30 p.m. (\$115 per person)

Please register me for a Half-Day Pre-Conference Workshop on Sunday, April 30.

(Add \$25 if not attending the conference. Workshops take place before conference begins.) \$ _____

Please circle one:

1. **An Introduction to the Brain/Neuroscience** — 9:00 a.m. - 12:00 p.m. (\$135 per person)
2. **Using Memory Pathways for Retention** — 9:00 a.m. - 12:00 p.m. (\$135 per person)
3. **Interventions for LD in Early Childhood** — 9:00 a.m. - 12:00 p.m. (\$135 per person)
4. **Brain-Based Teaching for Student Achievement** — 9:00 a.m. - 12:00 p.m. (\$135 per person)
5. **Bridging Brain Function with Science Education** — 9:00 a.m. - 12:00 p.m. (\$135 per person)

Please register me for the April 30th reception. **Total** \$ _____

Please check here if you have any special ADA requirements. All facilities are ADA compliant.

Choose your method of payment: (check one)

Check enclosed Purchase order enclosed

Make check or purchase order payable to Public Information Resources, Inc., and mail it along with your registration form to: Learning & the Brain, Public Information Resources, Inc. (PIRI), 20 McKenna Terrace, Boston MA 02132-2515. P.O.s will be invoiced if sent without check and should be paid prior to conference. **Registrations without payment or purchase order will not be confirmed.**

Charge registration(s) to my credit card: VISA MasterCard AmEx

Card Number _____ Exp. Date _____

Cardholder Name _____

Cardholder Billing Address _____ Zip _____

Signature _____

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 cancelled after 30 days. If you do not receive a confirmation within three weeks after sending full payment or purchase order, call (617) 469-6789 ext. 19 or 21.** General registration is \$499 per person until April 12, 2006. After April 12, registration is \$545. A \$35 administrative fee will be added for on-site registration at the conference. Groups of five or more may register at \$450 per person, if registering together with payment or P.O.

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 April 19, 2006. No cancellations will be accepted after April 19. Because cancellations incur substantial administrative costs, we regret that it is necessary to charge a cancellation fee of \$150 per person. Cancellations must be sent in writing to PIRI at 20 McKenna Terrace, 3rd Floor, Boston, MA 02132-2515 or faxed to PIRI at (617) 469-3077.

CONFERENCE PROGRAM CHANGES

Public Information Resources, Inc. (PIRI) reserves the right, without having to refund any monies to participants, to make changes to the conference, its program, schedule, location, and/or faculty should PIRI, in its sole discretion, deem any such changes necessary or advisable. Similarly, PIRI further reserves the right to cancel any sessions, events, workshops, or the conference, entirely, in which case PIRI's liability to participants shall be strictly limited to a refund of those fees.

DISCLOSURE INFORMATION

All speakers have been asked to disclose any significant relationship they may have with commercial companies. The presence or absence of relationships will be disclosed at the time of the meeting.