

Learning & the Brain

Using Brain Research to Enhance Student Achievement

Public Information Resources, Inc.
20 McKenna Terrace
Boston, MA 02132-2515



BOSTON

November 9 – 11, 2006



“Neuroscience is creating powerful tools that can greatly enhance education and healthcare. These Conferences will help you apply the new tools in ways that are scientifically sound.”

Kurt W. Fischer, Ph.D.

Director, Mind, Brain & Education Program

Harvard University

SAN FRANCISCO

February 15 – 17, 2007



“Finally, the renowned East Coast Learning & the Brain Conference will be held on the West Coast. These Conferences are timely and important.”

William C. Mobley, M.D., Ph.D.

Director, Neuroscience Institute

Stanford University

Conferences for Educators and Clinicians
With Distinguished Neuroscientists from
Leading Research Universities

Conference Co-Sponsors

- Stanford University School of Education
- Harvard Graduate School of Education, Mind, Brain & Education Program
- Yale University, Comer School Development Program
- University of California, Santa Barbara, The Neuroscience Research Institute
- Dana Alliance for Brain Initiatives
- Boston University School of Education
- Boston University, Dept. of Communications Disorders
- National Association of Secondary School Principals

Learning & the Brain Conference

Using Brain Research to Enhance Student Achievement

EARN PROFESSIONAL DEVELOPMENT CREDITS AND VISIT HISTORIC BOSTON AND SAN FRANCISCO

BOSTON

November 9 – 11, 2006

Westin Boston Waterfront Hotel



Stay at the Conference Hotel

Stay at the Westin Boston Waterfront Hotel for \$195 per night single or double, plus applicable taxes, by calling reservations at 1-888-627-7115. Refer to “Learning & the Brain” for discount rates.

“These conferences will have great benefit for school leaders and ultimately for the students in our schools.”

Gerald N. Tirozzi, Ph.D.
Executive Director

National Association of Secondary School Principals

EARN PROFESSIONAL DEVELOPMENT CREDITS

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

WHO SHOULD ATTEND (SEND A TEAM – Group rates)

- PS-12 Teachers and Parents
- Curriculum and Staff Developers & Learning Specialists
- Superintendents, Principals, School Heads & Administrators
- Special Educators, Psychologists, Counselors, Social Workers
- Trustees, School Board Members, College & University Professors
- Occupational & Physical Therapists, Speech-Language Pathologists
- Health, Reading, PE, Art, Science Instructors
- Researchers and Policy Makers, Health Professionals

If hotel blocks are 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.

SAN FRANCISCO

February 15 – 17, 2007

Marriott San Francisco Airport



Stay at the Conference Hotel

Stay at the Marriott San Francisco Airport Hotel for only \$139 per night single or double plus applicable taxes by calling reservations at 1-800-228-9290 or 650-692-9100. Refer to “Learning & the Brain” for discount rates.

BOSTON

November 9 – 11, 2006

Optimizing the Brain and Body for Learning

A conference for educators, PS-12 teachers, and clinicians

Featured Speakers Include



Paul D. Nussbaum, Ph.D.
University of Pittsburgh School of Medicine; Author of *Guide to Brain Health Across the Lifespan* (2005), and *Brain Health & Wellness* (2003)



Barry Gordon, M.D., Ph.D.
The Johns Hopkins University School of Medicine; Author of *Intelligent Memory: Improving Memory That Makes You Smarter* (2003)



Esther M. Sternberg, M.D.
National Institute of Mental Health, NIH; Author of *The Balance Within: The Science Connecting Health and Emotions* (2000)

What you learn at this conference could reshape your classroom or clinical practice.

Research shows that healthy brain development in children is linked to physiological development. Stress, exercise, obesity, nutrition, sleep, and environment significantly affect students' ability to learn, think, and remember. These brain-body connections also may provide an alternative to drugs for learning disorder treatments.

Benefits of Attending – Gain Knowledge To:

- Apply strategies in schools to ensure healthy brain development
- Create brain-body strategies to improve student memory, cognition & learning
- Develop interventions for ADHD, autism & dyslexia through therapy, exercise & diet
- Confirm the importance of sleep, nutrition, play & exercise in student achievement
- Identify how children learn words and language, and why bilingualism protects the brain
- Examine brain development and the impact of stress, emotions & resilience on learning
- Recognize how environment, experience & gender affect learning in children
- Consider ways to enhance intelligence and intelligent memory

“I’ve been to many educational conferences over the years, but Learning & the Brain is by far the best and most meaningful.”

Stephen Shifrinson

*Principal, Robertsville Elementary School
Marlboro Public Schools, NJ*



Photo courtesy of the Massachusetts Office of Travel and Tourism

Enjoy Historic Boston and Cambridge

The conference will take place at the Westin Boston Waterfront Hotel, located less than three miles from Logan International Airport and near South Station, Boston's hub for subway and Amtrak train service. The location makes it easy to explore Boston and the cultural resources of its great universities. MIT is located at Kendall Square (just three subway stops away) and Harvard University is located at Harvard Square (just five subway stops away). The pleasures of historic Boston and Cambridge await you.



BOSTON

LEARN FROM A DISTINGUISHED CONFERENCE FACULTY

SPECIAL REMARKS

Kurt W. Fischer, Ph.D., Charles Bigelow Professor; Director, Mind, Brain & Education Program (MBE), **Harvard University Graduate School of Education**

Kenneth S. Kosik, M.D., Co-Director, Neuroscience Research Institute; Harriman Professor of Neuroscience Research, **University of California, Santa Barbara**; Co-Founder, Memory Disorder Clinic, **Harvard Medical School**

HEALTHY BRAINS AND ACADEMIC PERFORMANCE

Boosting Life-Long Learning and Brain Health

Paul D. Nussbaum, Ph.D., Clinical Neuropsychologist; Adjunct Associate Professor in Neurological Surgery, **University of Pittsburgh School of Medicine**; author of *Guide to Brain Health Across the Lifespan* (2005), and *Brain Health & Wellness* (2003)

Inside the Child & Teen Brain: Brain Development from Maturation to Intelligence

Jay N. Giedd, M.D., Child and Adolescent Psychiatrist; Chief, Unit on Brain Imaging in the Child Psychiatry Branch, National Institute of Mental Health, **National Institutes of Health**

Developing Sharper Minds: The Effect of Lifestyle Choices on Brain and Cognitive Function

Gary W. Small, M.D., Professor of Psychiatry and Biobehavioral Sciences; Director of the Aging and Memory Research Center, Semel Institute for Neuroscience and Human Behavior; Director, Memory Clinic, **University of California at Los Angeles**; author of *The Longevity Bible* (2006), *The Memory Prescription* (2004), and *The Memory Bible* (2003)

Developing Healthy Brains for Learning:

Connecting Brain Research with Children's Developmental Pathways for Effective Teaching

Fay E. Brown, Ph.D., 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)

Gender Brain Differences, Language Processing & Academic Performance

Stephen M. Camarata, Ph.D., Deputy Director for Behavioral Research, Vanderbilt Brain Institute; Director, Communication and Learning Research Program, **Vanderbilt University**; and **Laurie E. Cutting, Ph.D.**, Assistant Professor of Neurology and Education, **The Johns Hopkins University**

BRAIN, BODY & EMOTIONS

From Stressed Out to Stress Hardy: Nurturing Resilience and Learning in Children

Robert B. Brooks, Ph.D., Assistant Clinical Professor of Psychology, **Harvard Medical School**; co-author of *Power of Resilience* (2003) and *Raising Resilient Children* (2001); author of *The Self-Esteem Teacher* (1991)

The Biology of Stress: Implications for Emotions and Health

Esther M. Sternberg, M.D., Chief, Neuroendocrine Immunology and Behavior, National Institute of Mental Health, **National Institutes of Health**; author of *The Balance Within: The Science Connecting Health and Emotions* (2000)

Play = Learning: How Play Enhances Cognitive and Emotional Growth

Kathy Hirsh-Pasek, Ph.D., Professor, Department of Psychology; Director, Infant Language Laboratory, **Temple University**; co-author of *Play = Learning: How Play Motivates and Enhances Children's Cognitive and Social-Emotional Growth* (2006) and *Einstein Never Used Flash Cards* (2003)

Emotions and the Brain: Temperament, Morals & Behavior

Jerome Kagan, Ph.D., Daniel and Amy Starch Professor of Psychology Emeritus, **Harvard University**; author of *An Argument for Mind* (2006) and *Surprise, Uncertainty, and Mental Structures* (2002); co-author of *The Long Shadow of Temperament* (2004)

The Heart-Brain Connection to Classroom Learning and Stress

Linda B. Caviness, Ph.D., Associate Professor of Curriculum and Instruction, School of Education; Director, Heart, Brain & Education Program, **La Sierra University**

MEMORY AND SLEEP

Intelligent Memory: Improving the Memory That Makes You Smarter

Barry Gordon, M.D., Ph.D., Professor of Neurology; Therapeutic Cognitive Neuroscience Professor; Founding Member, Mind/Brain Institute; Director, The Memory Clinic, **The Johns Hopkins University School of Medicine**; co-author of *Intelligent Memory* (2003) and *Remembering and Forgetting in Everyday Life* (1995)

Using Memory Pathways for Long-Term Retention in Classrooms

Willy Wood, M.A., President, Open Mind Technologies; former high school and university teacher; national speaker on brain-based teaching

Pre and Post-Conference Workshops:

Pre-Conference Workshops, Nov. 9:
10:00 a.m. – 5:00 p.m. or 1:30 p.m. – 5:00 p.m.
Post-Conference Workshops, Nov. 12:
9:00 a.m. – 12:30 p.m.

Conference Schedule:

Conference Day 1, Nov. 9: 7:00 p.m. – 9:30 p.m.*
Conference Day 2, Nov. 10: 9:00 a.m. – 5:00 p.m.
Conference Day 3, Nov. 11: 9:00 a.m. – 5:00 p.m.

Sleep, Teens & Schools: Why Johnny Can't Stay Awake

Mary A. Carskadon, Ph.D., Director, Chronobiology and Sleep Research Laboratory, Bradley Hospital; Professor of Psychiatry and Human Behavior, **Brown University**

Sleep, Memory & Learning: A Cognitive Neuroscience Approach

Robert Stickgold, Ph.D., Assistant Professor of Psychiatry, **Harvard Medical School**; one of the nation's leading sleep researchers on sleep and cognition, dreaming and learning

LITERACY, LANGUAGE & LITERATURE

Breaking the Language Barrier: How Children Learn Words

Robert M. Golinkoff, Ph.D., H. Rodney Sharp Chair, School of Education; Faculty, Departments of Psychology and Linguistics; Director, the Infant Language Project, **University of Delaware**; co-author of *Action Meets Word: How Children Learn Verbs* (2006), *Play = Learning* (2006), *Einstein Never Used Flash Cards* (2003), and *How Babies Talk* (2000)

Promoting Language and Literacy Skills of English-Language Learners

Nonie K. Lesaux, Ph.D., Assistant Professor of Education, Human Development & Psychology, **Harvard University Graduate School of Education**; Research Associate, National Panel on the Development of Literacy in Language-Minority Children and Youth

Growing Up Bilingual: Linguistic, Cognitive & Academic Benefits

Ellen Bialystok, Ph.D., FRSC, Distinguished Research Professor of Psychology, **York University**; author of *Bilingualism in Development: Language, Literacy & Cognition* (2001); co-author, *In Other Words: The Science and Psychology of Second Language Acquisition* (1995)

Linking Neuroscience, Humanities & Literature

Kenneth S. Kosik, M.D., Co-Director, Neuroscience Research Institute; Harriman Professor of Neuroscience Research, **University of California, Santa Barbara**, and **Mary T. Crane, Ph.D.**, Professor, Department of English, **Boston College**; Co-founder of *Literature, Cognition & The Brain*; author of *Shakespeare's Brain: Reading with Cognitive Theory* (2000)

Improving Literacy: Wiring the Brain for Reading

Marilee B. Sprenger, M.A., Adjunct Professor, **Aurora University**, former teacher; author of *How to Teach So Students Remember* (2005) and *Becoming a Wiz at Brain-Based Teaching* (2001)

EXERCISE, EXPERIENCE & ENVIRONMENT

Exercising the Mind: The Effects of Exercise on Learning & ADHD

John J. Ratey, M.D., Associate Clinical Professor of Psychiatry, **Harvard Medical School**; author of *A User's Guide to the Brain: Perception, Attention, and the Four Theaters of the Brain* (2001); **Michael S. Wendt, Ed.D.**, Superintendent, Wilson Central School District; Designer, KEEP 57 National Exercise Program for Kids; and **Joe Tette**, School Business Administrator, Wilson Central School District; Lead Supervisor for studies on exercise and school performance

Developing Brains: 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

The Brain and Early Experiences: Updates on Learning, ADHD & Autism

Pat R. Levitt, Ph.D., Professor of Pharmacology; Director, Kennedy Center for Research on Human Development, **Vanderbilt University**; Chairman of the Board of Scientific Counselors, **NIMH**; Chairman of the Scientific Advisory Board, Cure Autism Now

The Learning Environment:

A Neuro-Cognitive Framework for Educational Design and Practice

Michael W. Connell, Ed.M., Ed.D. Candidate, Mind, Brain & Education Program, **Harvard Graduate School of Education**; Research Associate, Lexia Learning Systems, Inc.; co-author with Howard Gardner of "On Abilities & Domains" (2003, *Psychology of Abilities, Competencies & Expertise*)

* Conference begins in the evening.

Special Events

NOV. 9: "MEETING OF THE MINDS" RECEPTION

Free & Open to All Attendees

The Dana Alliance for Brain Initiatives will sponsor a reception from 9:30-10:30 p.m. on Thursday, Nov. 9 at the Westin Boston Waterfront Hotel. Take this unique opportunity to meet some of the nation's brightest minds at this welcome reception. Cash bar available. Please indicate on the registration form whether you plan to attend this reception.

NOV. 10: FANEUIL HALL MARKETPLACE EXCURSION

5:00 – 11:00 p.m. on Friday, Nov. 10 in Boston

Take this unique opportunity to shop and dine at Boston's famous Faneuil Hall Marketplace with other conference attendees. Shuttle transportation will be provided for attendees to Faneuil Hall Marketplace and back to the hotel. Dinner is on your own. Please indicate on the registration form, if you plan to take the shuttle trip to Faneuil Hall Marketplace.

SAN FRANCISCO

February 15 – 17, 2007

Enhancing Cognition and Emotions for Learning

A conference for educators, PS-12 teachers, and clinicians

Featured Speakers Include



Michael S. Gazzaniga, Ph.D.
University of California, Santa Barbara; author of *The Ethical Brain* (2005); Member, President's Council for Bioethics



Robert M. Sapolsky, Ph.D.
Stanford University School of Medicine; Author of *Why Zebras Don't Get Ulcers* (3rd Ed., 2005); MacArthur "Genius" Fellow



Kay Redfield Jamison, Ph.D.
The Johns Hopkins University School of Medicine; Author of *Exuberance* (2005); MacArthur "Genius" Fellow

Use this explosion of scientific knowledge to create new, powerful paradigms for teaching and healthcare.

Cutting-edge discoveries in neuroscience may soon transform education and clinical interventions by enhancing memory and cognition. Discover the influences of emotions, gender and the arts. Explore new ways to enhance cognition and to assess potential pitfalls and benefits of using pharmacology, technology and therapy to boost performance.

Benefits of Attending – Gain Knowledge To:

- Develop new treatments for autism, bipolar disorder & ADHD
- Examine ways neuroscience can enhance education and cognition
- Apply brain-based strategies to enhance reading and language acquisition
- Assess gender differences in learning and memory and their significance for teaching
- Recognize the importance of emotions in memory, learning & social development
- Discuss ethical issues rapid scientific advances pose for education and society
- Redesign schools and instruction to be compatible with how the brain learns
- Discover how art and music can enhance cognition and learning

“Among the overwhelming number of neuroscience facts lies a portal through which we might find a way to enhance the gift of education for every child.”

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

Enjoy San Francisco and the Majestic San Francisco Bay

The conference will take place at the Marriott San Francisco Airport Hotel, located just minutes from the San Francisco International Airport and a few miles from downtown San Francisco. The hotel provides magnificent views of San Francisco Bay. A complimentary 24-hour shuttle takes you to and from the San Francisco International Airport as well as the BART train station, which provides easy and affordable access to downtown San Francisco.



Photo courtesy: PPhoto.org



SAN FRANCISCO

LEARN FROM A DISTINGUISHED CONFERENCE FACULTY

SPECIAL REMARKS

William C. Mobley, M.D., Ph.D., Director, Neuroscience Institute; Chair, Department of Neurology and Neurological Sciences, **Stanford University**

Deborah J. Stipek, Ph.D., Dean, **Stanford University School of Education**; author of *Motivated Minds: Raising Children to Love Learning* (2001)

ENHANCING THE BRAIN, COGNITION & EDUCATION

The Ethical Brain: Moral Dilemmas for Education and Society

Michael S. Gazzaniga, Ph.D., Director of Sage Center for the Study of Mind at the **University of California, Santa Barbara**; Member, President's Council on Bioethics; author of *The Ethical Brain* (2005), *The Minds Past* (2000) and *Nature's Mind* (1994)

Mind, Brain & Education: Enhancing Connections Between Neuroscience and Learning

Kurt W. Fischer, Ph.D., Charles Bigelow Professor; Director, Mind, Brain & Education Program (MBE), **Harvard University Graduate School of Education**

Educating the Brain: Implications of Neuroscience for Learning Disorders

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, **Harvard Medical School**

Designing Schools to Support Learning in the 21st Century

Linda Darling-Hammond, Ed.D., Professor of Teaching and Teacher Education; Principal Investigator and Co-Director, School Redesign Network (SRN), **Stanford University School of Education**; co-author of *The Right to Learn: A Blueprint for Creating Schools that Work* (2001); co-editor of *Preparing Teachers for a Changing World* (2005)

Cognitive Science and Education: Innovations and Efficiency in Learning

Daniel L. Schwartz, Ph.D., Associate Professor, **Stanford University School of Education**; co-editor of "Learning theories and education: Towards a decade of synergy" (2006, *Handbook of Educational Psychology*)

Fitting the Pieces Together:

Group Work Session on Applying Brain Research to Teaching or Clinical Practice

Jeb Schenck, Ph.D., Adjunct Professor, **University of Wyoming**, middle and high school biology teacher; memory researcher; author of *Learning, Teaching and the Brain* (2003)

MOOD, LEARNING & GENDER DIFFERENCES

Why Zebras Don't Get Ulcers: Stress, Health & Student Performance

Robert M. Sapolsky, Ph.D., Professor of Biological Sciences, **Stanford University**; Professor of Neurology and Neurological Sciences, **Stanford University School of Medicine**; MacArthur "Genius" Fellow; author of *Why Zebras Don't Get Ulcers* (3rd Ed., 2005), *A Primate's Memoir* (2002), and *Stress, the Aging Brain* (1992)

An Unquiet Mind: Moods and Madness

Kay Redfield Jamison, Ph.D., Professor of Psychiatry, **The Johns Hopkins University School of Medicine**; MacArthur "Genius" Fellow; author of *Exuberance* (2005), *Night Fall Fast: Understanding Suicide* (2000), and *An Unquiet Mind* (1997)

Advances in ADHD: Underlying Causes, Gender Differences, Family Influences & Multimodal Treatments

Stephen P. Hinshaw, Ph.D., Professor and Chair, Psychology Department, **University of California, Berkeley**; Chair, Assessment Subcommittee, Multimodal Treatment Study of Children with ADHD (MTA); Associate Editor, *Development and Psychopathology*

Helping Children with Autism Learn: Effective Treatment Approaches

Bryna Siegel, Ph.D., Developmental Psychologist; Professor of Psychiatry; Director, Autism Clinic, Children's Center at Langley Porter, **University of California, San Francisco**; author of *Helping Children with Autism Learn* (2003) and *The World of the Autistic Child: Understanding and Treating Autistic Spectrum Disorders* (1996)

Neuroscience of Bipolar Disorder: Potential for Early Identification, Intervention & Prevention in Children

Kiki D. Chang, M.D., Assistant Professor of Psychiatry and Behavioral Sciences, Division of Child and Adolescent Psychiatry; Director of the Pediatric Mood Disorders Clinic, **Stanford University School of Medicine**

The Minds of Boys and Girls:

Using Neuroscience to Help Our Sons and Daughters Succeed in School and Life

Michael Gurian, Ph.D., Co-Founder, Gurian Educational Institute; psychotherapist; educator; and author of *The Minds of Boys* (2005), *Boys and Girls Learn Differently! Action Guide for Teachers* (2003), *The Wonder of Girls* (2002), and *The Wonder of Boys* (1996)

CONFERENCE PROGRAM CHANGES

Public Information Resources, Inc. (PIRI) reserves the right, without having to refund any monies to participants, to make changes in 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.

Pre and Post-Conference Workshops:

Pre-Conference Workshops, Feb. 14:
1:00 p.m. – 6:30 p.m. or 1:30 p.m. – 5:00 p.m.
Post-Conference Workshops, Feb. 17:
1:30 p.m. – 5:00 p.m.

Conference Schedule:

Conference Day 1, Feb. 15: 8:30 a.m. – 6:30 p.m.
Conference Day 2, Feb. 16: 9:00 a.m. – 3:45 p.m.
Conference Day 3, Feb. 17: 9:00 a.m. – 12:30 p.m.

ENHANCING MEMORY AND EMOTIONS

The Brain-Considerate Classroom of the Future

Kenneth A. Wesson, Ph.D., Educational Consultant, Neuroscience; speaker and consultant for schools and the **Stanford Research Institute (SRI)** on “brain-considerate” learning environments; expert witness in court cases involving brain trauma and memory; Founding Member, Association of Black Psychologists

Enhancing Memory: From Molecule, to Mind, to Memory Pills

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

Memory and Emotions: Making Lasting Memories

James L. McGaugh, Ph.D., Founding Director, Center for the Neurobiology of Learning and Memory; Research Professor of Psychobiology and Pharmacology; **University of California, Irvine**; author of *Memory & Emotions: Making Lasting Memories* (2003)

The Developing Mind: How Emotions and Relationships Shape Child Development

Daniel J. Siegel, M.D., Associate Clinical Professor of Psychiatry; Faculty, Center for Culture, Brain & Development, **School of Medicine, University of California at Los Angeles**; Director, Center for Human Development; author of *Parenting from the Inside Out: How a Deeper Self-Understanding Can Help You Raise Children Who Thrive* (2003), and *The Developing Mind* (1999)

The Neurobiological Mechanisms of Memory and Emotions:

The Influences of Gender, Hemispheres & Hormones

Larry Cahill, Ph.D., Assistant Professor of Neurobiology and Behavior; Fellow of the Center for the Neurobiology of Learning and Memory, **University of California, Irvine**

NEUROSCIENCE, LANGUAGE & READING

Bridging Neuroscience to Language Development: Building Brain Connections for Language Learning

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)

Reading Circuitry in the Child's Developing Brain

Brian A. Wandell, Ph.D., Professor, Departments of Psychology and Neuroscience; Director, Stanford Institute for Reading & Learning, **Stanford University**; member of the National Academy of Sciences; author of *Foundations of Vision* (1995)

Reading Literacy, Early Intervention & Classroom Instruction

Connie Juel, Ph.D., Professor, **Stanford University School of Education**; elected to the International Reading Association's Reading Hall of Fame; co-author, *Teaching Reading in the 21st Century* (2004), and author, *Learning to Read and Write in One Elementary School* (1993)

The Neuropsychology of Reading Disorders: Diagnosis and Intervention

Steven G. Feifer, Ed.D., NCSP, Neuropsychologist; School Psychologist; co-author of *The Neuropsychology of Mathematics: Diagnosis and Intervention* (2005), *The Neuropsychology of Written Language Disorders* (2001), and *The Neuropsychology of Reading Disorders: Diagnosis & Intervention* (2000)

THE ARTS & COGNITION

Artistic Expression, Hot Cognition & Student Motivation

James S. Catterall, Ph.D., Professor, **Graduate School of Education & Information Studies, University of California at Los Angeles**; Director, The Imagination Group; Principal Researcher of “Critical Links: Learning In The Arts and Student Academic and Social Development” (2002, *Arts Education Partnership*); author of *Champions of Change: The Impact of Art on Learning* (1999)

What Do the Arts Teach Students, Anyway?

Elliot W. Eisner, Ph.D., Lee Jacks Professor of Education and Professor of Art, **Stanford University School of Education**; Chair, Curriculum Studies & Teacher Education; author of *The Arts and Creation of Mind* (2002), *The Educational Imagination: On the Design and Evaluation of School Programs* (1994, 3rd ed.), and *Cognition and Curriculum Reconsidered* (1994); co-editor of *Handbook of Research and Policy in Art Education* (2004)

Can Music Instruction Affect Children's Cognitive Development?

Frances H. Rauscher, Ph.D., Associate Professor, **University of Wisconsin, Oshkosh**; author of “Can music instruction affect children's cognitive development?” (2003, *ERIC Digest*), and “Mozart and the mind: Factual and fictional effects of musical enrichment” (2002, *Improving academic achievement: Impact of psychological factors on education*)

Special Events

FEB. 15: “MEETING OF THE MINDS” RECEPTION AND BOOK SIGNING

Free & Open to All Attendees

The Dana Alliance for Brain Initiatives will sponsor a reception from 6:30-7:30 p.m. on Thursday, Feb. 15 at the Marriott San Francisco Airport Hotel. Take this unique opportunity to meet some of the nation's brightest minds at this reception, which will include book signings by neuroscientists Michael Gazzaniga, Ph.D., and Kay Redfield Jamison, Ph.D. Cash bar available. Please indicate on the registration form whether you plan to attend this reception.

BOSTON SPECIAL WORKSHOPS

For descriptions of workshops, go to www.edupr.com.

PRE-CONFERENCE WORKSHOPS — THURSDAY, NOV. 9

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

1. Using Cognitive Tools for Analyzing Learning & Curriculum (10:00 a.m. – 5:00 p.m. Cost: \$225)

Kurt W. Fischer, Ph.D., Director, Mind, Brain & Education Program (MBE), **Harvard University Graduate School of Education**; **Theo L. Dawson-Tunik, Ph.D.**, Visiting Assistant Professor of Education, **Hampshire College** and, **Zachary A. Stein, Ed.M.**, doctoral student, **Harvard University Graduate School of Education**; Senior Analyst, Developmental Testing Service

2. New Directions in the Treatment of ADHD: (1:30 p.m. – 5:00 p.m. Cost: \$135)

How Should We Balance the Risk and Benefits of Drug & Behavioral Therapies?

William E. Pelham, Ph.D., UB Distinguished Professor of Psychology, Professor of Pediatrics and Psychiatry; **University at Buffalo, The State University of New York**; and **John J. Ratey, M.D.**, Associate Clinical Professor of Psychiatry, **Harvard Medical School**; co-author of *Delivered from Distraction: Getting the Most out of Life with Attention Deficit Disorder* (2005)

3: Raising Student Achievement by Improving Memory (1:30 p.m. – 5:00 p.m. Cost: \$135)

Marilee B. Sprenger, M.A., Adjunct Professor, **Aurora University**; author of *How to Teach So Students Remember* (2005), and *Learning & Memory: The Brain in Action* (1999)

4: Strategies for Teaching the Teen Brain (1:30 p.m. – 5:00 p.m. Cost: \$135)

Willy Wood, M.A., President, Open Mind Technologies; former teacher

5. Brain-Based Teaching: Applications for Student Achievement (1:30 p.m. – 5:00 p.m. Cost: \$135)

Robert K. Greenleaf, Ed.D., President, Greenleaf Learning Center, former Professional Development Specialist, The Education Alliance @ **Brown University**

POST-CONFERENCE WORKSHOPS — SUNDAY, NOV. 12

9:00 a.m. – 12:30 p.m. Cost: \$135

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

1. Risk & Resilience: Changing the Lives of Children with ADHD

Sam Goldstein, Ph.D., Faculty, **University of Utah**; Clinical Neuropsychologist, Neurology, Learning and Behavior Center (NLBC), Utah; co-author of *Learning Disabilities and Challenging Behaviors* (2002)

2. The Brain Diet: Treating Learning Disorders, Intelligence and Depression Through Nutrition

Alan C. Logan, ND, FRSH, Faculty, School of Continuing Medical Education, **Harvard Medical School**; author of *The Brain Diet: The Connection Between Nutrition, Mental Health, and Intelligence* (2006)

3. Success for People with Autism: Using Our Brains & Strengths/A Window into Asperger's Disorder

Stephen M. Shore, M.A., Doctoral Candidate at **Boston University**; Adjunct Instructor at **Antioch College**; author of *Beyond the Wall: Personal Experiences with Autism & Asperger Syndrome* (2001), and an upcoming book, *Autism for Dummies*; and **Joseph A. Shrand, M.D.**, Attending Psychiatrist, Adolescent Service, **Pembroke Hospital**; parent of a child with Asperger's Syndrome

SAN FRANCISCO SPECIAL WORKSHOPS

PRE-CONFERENCE WORKSHOPS — WEDNESDAY, FEB. 14

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

1. Applying Brain Research: How Brain Science Informs Teaching (1:00 p.m. – 6:30 p.m. Cost: \$225)

Kimberly Carraway, Ed.M., Learning Specialist, The Carraway Center for Teaching and Learning; educational consultant; former teacher

2. An Introduction to the Brain and Neurosciences (For Beginners) (1:30 p.m. – 5:00 p.m. Cost: \$135)

Mary Helen Immordino-Yang, Ed.D., Postdoctoral Fellow, Brain and Creativity Institute for the Neurological Study of Emotion, Decision-Making, and Creativity; Postdoctoral Research Associate, **Rossier School of Education, University of Southern California**

3. BrainQuest Student Operating Manual:

Helping Students Understand Their Brains and Learning (1:30 p.m. – 5:00 p.m. Cost: \$135)

Susan E. Lees, Psy.D., PPS, Program Director, Department of School Counseling and School Psychology, **Azusa Pacific University**

4. Neuropsychology of Written Language Disorders: Diagnosis & Intervention

(1:30 p.m. – 5:00 p.m. Cost: \$135)

Steven G. Feifer, Ed.D., NCSP, Neuropsychologist; School Psychologist; co-author of *The Neuropsychology of Written Language Disorders* (2001)

POST-CONFERENCE WORKSHOPS — SATURDAY, FEB. 17

1:30 p.m. – 5:00 p.m. Cost: \$135 per person

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

1. The Teen Brain: Influences on Memory

Jeb Schenck, Ph.D., Adjunct Professor, **University of Wyoming**, middle and high school biology teacher; memory researcher whose studies focus on student long-term memory and learning; author of *Learning, Teaching and the Brain* (2003)

2. Becoming A Brain: Linking Neuroscience Research to Assessment Strategies

Angela Searcy, M.S., Child Development Specialist, Neuropsychology Diagnostic Center, IL; Professional Development Instructor, **Erikson Institute**

LEARNING & the BRAIN

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Please register me for the Boston conference on Thurs. – Sat., Nov. 9 – 11, 2006.

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1. Using Cognitive Tools for Analyzing Learning & Curriculum (\$225 per person)
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3. Raising Student Achievement by Improving Memory (\$135 per person)
4. Strategies for Teaching the Teen Brain (\$135 per person)
5. Brain-Based Teaching: Applications for Student Achievement (\$135 per person)

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Please check here if you plan to attend Thursday's "Meeting of the Minds" Reception.

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Please register me for the San Francisco conference on Thurs. – Sat., Feb. 15 – 17, 2007.

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2. An Introduction to the Brain and Neuroscience (For Beginners) (\$135 per person)
3. BrainQuest: Helping Students Understand Their Brains & Learning (\$135 per person)
4. Neuropsychology of Written Language Disorders (\$135 per person)

Please register me for a Post-Conference Workshop on Saturday, Feb. 17.

\$ _____

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Please circle one:

1. The Teen Brain: Influences on Memory (\$135 per person)
2. Linking Neuroscience Research to Assessment Strategies (\$135 per person)

Please check here if you plan to attend Thursday's "Meeting of the Minds" Reception.

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TOTAL IF FOR BOTH CONFERENCES

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