



THE SCIENCE OF EMOTIONS AND LEARNING IN THE CLASSROOM

This one-day symposium will bring neuroscientists and educators together to explore how emotions influence learning, engagement, memory and achievement, as well as how stress, trauma and poverty affect developing and adult brains. Explore strategies for improving engagement, emotional regulation, resilience, teen behavior and academic achievement.

LEARNING OBJECTIVES

You will gain knowledge about:

- **Emotions, Stress and Memory**
- **Emotional Regulation and Resiliency**
- **Using Emotion to Increase Engagement**
- **Connections between Affect and Achievement**
- **Emotionally Literate Teaching and Parenting**
- **Effects of Trauma, Poverty and Anxiety**
- **Importance of Emotional Intelligence**
- **Improving Behavior and Learning**
- **Teen Brains and Emotions**

WHO SHOULD ATTEND

Educators, Parents
Curriculum, Staff Developers
Speech-Language Pathologists
PS–12 Teachers and Administrators
Learning Specialists and Special Educators
Psychologists, Social Workers, Counselors
Early Childhood and Teen Professionals
Superintendents, Principals, School Heads
Neuroscientists and Neuropsychologists
Occupational and Physical Therapists
College and University Professors
Researchers and Policy Makers

Co-Sponsors Include:

Program in Neuroscience and Education, Teachers College, **Columbia University**
The Dana Alliance for Brain Initiatives, **The Dana Foundation**
National Association of Elementary School Principals (**NAESP**)
National Association of Secondary School Principals (**NASSP**)
The Emotional Brain Institute, **New York University**
Health, Emotion and Behavior Laboratory, **Yale University**
LEARNING & the BRAIN® Foundation

Earn Professional Development Credit

Professional Credit: Earn up to 7 hours toward professional development credit for educators, psychologists, speech-language professionals, social workers, special education professionals and certified counselors. Access LearningAndTheBrain.com for more information on the availability of CEUs, PDPs, CEs and other professional development credits, or call 781-449-4010 ext. 102. Certificates of attendance and credits are free via email. However, there is a necessary \$5 fee for shipping and handling, if mailed. Please add \$5 to the registration fee if you wish to have the professional development credits delivered by mail.

Special Rates on NYC Hotels

Special rates available at preferred West Side hotels. Save on accommodations near the symposium. Access LearningAndTheBrain.com for hotels and special rates or call PIRI's information desk at (781)-449-4010 ext. 101 or 102 for hotel options.



LEARNING & the BRAIN® SYMPOSIUM

Special One-Day Symposium for Pre-K through University Educators, Parents and Clinicians
April 19, 2012 • Alfred J. Lerner Hall • New York, NY

EMOTIONS AND EDUCATION: AFFECT, ANXIETY AND ACHIEVEMENT

FEATURED SPEAKER: Joseph E. LeDoux, PhD, New York University



Keynote Address: The Emotional Brain

Henry and Lucy Moses Professor of Science, Professor of Neural Science and Psychology, **New York University**, Director, Emotional Brain Institute, a collaboration between NYU and the Nathan S. Kline Institute for Psychiatric Research (NKI), Author, *Synaptic Self: How Our Brains Become Who We Are* (2003) and *The Emotional Brain: The Mysterious Underpinnings of Emotional Life* (1998).

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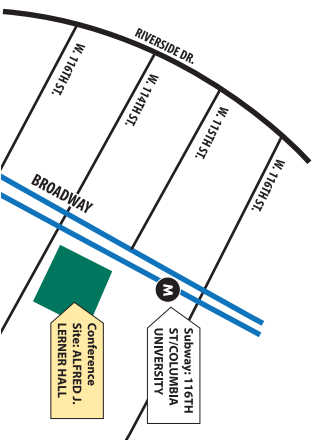
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CONFERENCE LOCATION:

Alfred J. Lerner Hall is conveniently located one block from the 116th St/Columbia University subway station.



Conference Site: ALFRED J. LERNER HALL

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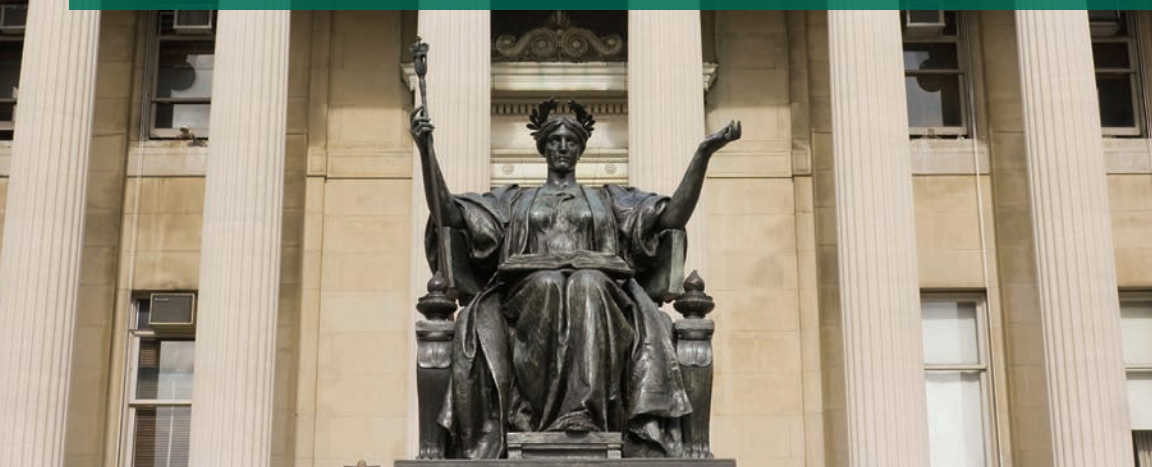
LEARNING & *the* BRAIN®

EMOTIONS AND EDUCATION:

AFFECT, ANXIETY AND ACHIEVEMENT

APRIL 19, 2012

A Special One-Day Symposium
at the Alfred J. Lerner Hall, New York City



SYMPOSIUM PROGRAM TOPICS

APRIL 19, 2012 • Morning Keynotes: 8:45 AM – 12:15 PM

EMOTIONS, EDUCATION AND LEARNING

OPENING KEYNOTE: The Emotional Brain



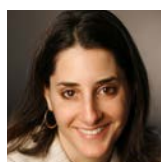
Joseph E. LeDoux, PhD, **New York University**

Henry and Lucy Moses Professor of Science; Professor of Neural Science and Psychology, **New York University**; Director, Emotional Brain Institute, a collaboration between NYU and the Nathan S. Kline Institute for Psychiatric Research (NKI); Author, *Synaptic Self: How Our Brains Become Who We Are* (2003) and *The Emotional Brain: The Mysterious Underpinnings of Emotional Life* (1998).



Stress, Play and the Learning Brain

Samuel S.-H. Wang, PhD, Associate Professor of Neuroscience and Molecular Biology, **Princeton University**; Keck Foundation Distinguished Young Investigator; Winner of the National Science Foundation Young Investigator Award; Co-Author, *Welcome to Your Child's Brain: How the Mind Grows From Conception to College* (2011) and *Welcome to Your Brain: Why You Lose Your Car Keys but Never Forget How to Drive and Other Puzzles of Everyday Life* (2008)

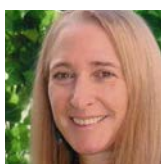


We Feel, Therefore, We Learn

Mary Helen Immordino-Yang, EdD, Assistant Professor of Education and Psychology, Rossier School of Education; Assistant Professor, Brain and Creativity Institute, **University of Southern California**; Author, "Implications of affective and social neuroscience for educational theory" (2011, *Educational Philosophy and Theory*); Co-Author, "We feel, therefore we learn: The relevance of affective and social neuroscience to education" (2007, *Mind, Brain and Education Journal*)

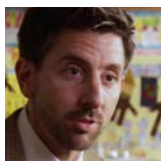
Afternoon Breakout Session A: 1:30 PM – 5:30 PM

USING AFFECT TO INCREASE ENGAGEMENT AND ACHIEVEMENT



Using Brain Research to Promote Emotional and Engaged Learning for School Success

Judy Willis, MD, EdM, Board-Certified Neurologist, Adjunct Lecturer, Graduate School of Education, **University of California, Santa Barbara**; Author, *Learning to Love Math* (2011), *Inspiring Middle School Minds* (2009), *Research-Based Strategies to Ignite Student Learning* (2006) and "Current impact of neuroscience on teaching and learning" (2010, *Mind, Brain & Education: Neuroscience Implications for the Classroom*)



Creating Emotionally Literate Schools: A Skill-based Sustainable Approach

Marc A. Brackett, PhD, Research Scientist; Deputy Director, Health, Emotion and Behavior Lab; Director, Emotional Intelligence Unit, Edward Zigler Center in Child Development and Social Policy, **Yale University**; Co-Developer, The RULER Approach to Social and Emotional Learning; Recipient, Joseph E. Zins Award for Early Career Contributions to Research on Social and Emotional Learning; Co-Author, *Emotional Literacy in the Elementary School* (2008) and *Emotional Literacy in the Middle School* (2004)



Emotional Intelligence in Parenting

Robin Stern, PhD, Adjunct Assistant Professor of Education, Teachers College, **Columbia University**; Consultant, Health, Emotion and Behavior Lab, **Yale University**; Member, Emotional Intelligence Consortium; Author, *The Gaslight Effect* (2007); Co-Author, *Project Rebirth* (2011), *Emotionally Intelligent School Counseling* (2005) and *Understanding Emotions in the Classroom* (2003)

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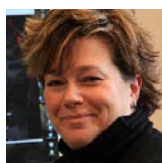
Afternoon Breakout Session B: 1:30 PM – 5:30 PM

EMOTIONS AND THE TEEN BRAIN



Inside the Emotional Teen Brain

Jay N. Giedd, MD, Child and Adolescent Psychiatrist; Chief, Brain Imaging in the Child Psychiatry Branch, National Institute of Mental Health, **National Institutes of Health**; Co-Author, "Anatomical brain magnetic resonance imaging of typically developing children and adolescents" (2009, *Journal of American Academy of Child Adolescent Psychiatry*) and *Yes, Your Teen is Crazy!: Loving Your Kid Without Losing Your Mind* (2002)



The Neuroscience of Teens: Emotions, Risk and Decision-Making

Abigail A. Baird, PhD, Developmental Neuroscientist; Associate Professor of Psychology, **Vassar College**; researcher focusing on emotion and cognition in adolescents; Rising Star in Psychology, Association for Psychological Science; Author, *THINK Psychology* (2009) and "Adolescent moral reasoning: The integration of emotion and cognition" (2008, *Moral Psychology*)



Teaching to the Social-Emotional Adolescent Brain

Glenda W. Crawford, EdD, Director of Teaching Fellows; Professor, School of Education, **Elon University**; Author, *Differentiation for the Adolescent Learner* (2008), *Brain-Based Teaching With Adolescent Learning in Mind* (2007) and *Managing the Adolescent Classroom* (2004)

Afternoon Breakout Session C: 1:30 PM – 5:30 PM

AFFECT, ANXIETY AND ACHIEVEMENT



Teaching in the Presence and Aftermath of Anxiety and Trauma

Janet N. Zadina, PhD, Assistant Professor in Cognitive Neuroscience, Department of Psychiatry and Neurology, **Tulane University**; Assistant Professor, Department of Psychology, **University of South Florida**; Researcher on projects at a VA Hospital on post-traumatic stress disorder; Founder, Brain Research and Instruction; Author, *Six Weeks to a Brain-Compatible Classroom* (2008)



The Effects of Stress on the Developing and Adult Brain: Social Environment, Plasticity and Resiliency

Bruce S. McEwen, PhD, Alfred E. Mirsky Professor, Harold and Margaret Milliken Hatch Laboratory of Neuroendocrinology, Department of Neuroscience, **The Rockefeller University**; Former President, Society for Neuroscience; Member, the National Academy of Sciences, the American Academy of Arts and Sciences and the Institute of Medicine; Winner, Gold Medal Award, Society for Biological Psychiatry; Author, *The End of Stress as We Know It* (2002); Co-Author, *Social Neuroscience: Gene, Environment, Brain, Body* (2011)



Stress, Poverty and Early Childhood: How Experience Shapes a Child's Brain, Self-Regulation Ability and School Success

Clancy B. Blair, PhD, Professor of Applied Psychology, Department of Applied Psychology, **New York University**; Developmental Psychologist; Author, "Salivary cortisol mediates effects of poverty and parenting on executive functions in early childhood" (2011, *Child Development*) and "Stress and the development of self-regulation in context" (2010, *Child Development Perspectives*)

APRIL SYMPOSIUM REGISTRATION FORM

OR REGISTER ONLINE AT LEARNINGANDTHEBRAIN.COM

Five ways to register: **Phone:** (781) 449-4010 ext. 101 or 102
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Please register me for the symposium: \$ _____

EARLY DISCOUNT RATE (ENDS FEBRUARY 10, 2012)	\$249 per person (\$229 for L&B Society Members)
General Registration	\$289 per person (\$269 for L&B Society Members)
Late Registration (AFTER APRIL 5, 2012)	\$299 per person (\$279 for L&B Society Members)
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All prices are in U.S. dollars.

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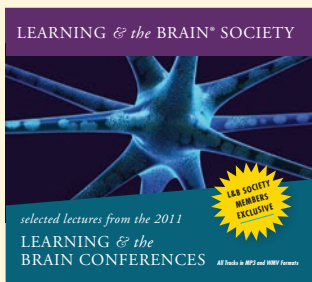
REGISTRATION POLICIES Registrations are taken and confirmed, on a first-come, first-served basis according to receipt of full payment or purchase order. Unpaid registrations without a purchase order will be canceled after 30 days. If you do not receive a confirmation within three weeks after sending full payment or purchase order, call (781) 449-4010 ext. 101 or 102. Early bird registration is \$249 per person through Feb. 10, 2012. General symposium registration is \$289 per person through April 5, 2012. After April 5, 2012, late registration is \$299 per person. Groups of five or more may register at \$199 per person through February 10, 2012 and \$239 after February 10, 2012, if registering together with payment or purchase order. A \$35 administrative fee will be added for on-site registration at the symposium.

SUBSTITUTIONS AND CANCELLATIONS Substitutions are permissible up to seven days before the symposium, but you must notify PIRI in writing by fax or mail. Cancellations must be requested no later than April 5, 2012. No cancellations can be accepted after April 5, 2012. Because cancellations incur substantial administrative costs, we regret that it is necessary to charge a cancellation fee of \$45 per person if before February 10, 2012 or \$95 per person if you cancel after February 10, 2012, but before April 5, 2012.

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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