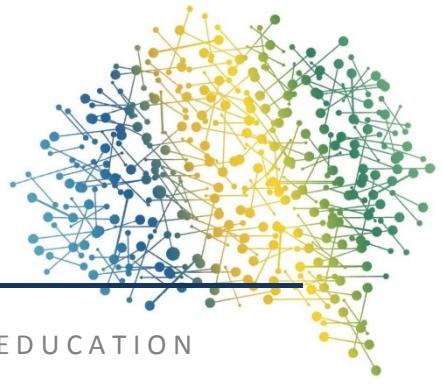


BOARD ON BEHAVIORAL, COGNITIVE, AND SENSORY SCIENCES



DIVISION OF BEHAVIORAL AND SOCIAL SCIENCE AND EDUCATION

The following publications from the Board on Behavioral, Cognitive, and Sensory Sciences (BBCSS) were published since the Board's inception in 1997. The list, which lists evidence of impact for each report, will be updated regularly to include current information on metrics. (*last updated November 2017*)

BBCSS has produced a broad array of consensus reports and workshop proceedings that bring science to bear on problems and questions faced by researchers, policymakers, and practitioners. Collectively over 750,000 BBCSS publications have been sold and downloaded from the National Academies Press in the past 20 years.



Understanding Pathways to Successful Aging: Behavioral and Social Factors Related to Alzheimer's Disease: Proceedings of a Workshop-in Brief (2017)

Sponsor: U.S Department of Health and Human Services/National Institutes of Health/National Institute on Aging

A strong body of research demonstrates associations between the incidence of Alzheimer's disease and individuals' personality characteristics, level of social engagement, and educational attainment. To advance understanding of the causal pathways leading to Alzheimer's, the Board on Behavioral, Cognitive, and Sensory Sciences (BBCSS), with support from the National Institute on Aging (NIA), convened a workshop on the topic of "Understanding Pathways to Successful Aging" in June 2017. This workshop was designed to build on a 2015 workshop that focused on the importance of delineating causal relationships underlying associations between behavioral, social, and biological factors and long-term health. NIA asked BBCSS to focus the current workshop on three objectives:

1. examine how personality has been consistently associated with Alzheimer's disease, particularly with evidence from the 2015 workshop and the current workshop, and the risk of the disease;
2. follow up on the suggestion that a socially integrated and engaged life style has been associated with lower rates of Alzheimer's and a reduced incidence of Alzheimer's disease; and
3. examine the role of educational attainment, which is considered to be the most replicated association of a social or personality variable with Alzheimer's disease.

Personality, social engagement, and educational attainment are of specific relevance to NIA and have high potential to provide insights for prevention and treatment of Alzheimer's disease. This publication provides an overview of the workshop, including the presentations and discussions. More information about the project and the workshop (including presentation slides) can be found at www.nas.edu/UnderstandingPathways/.

SETTING THE STAGE
Alzheimer's disease (AD) is the leading cause of dementia in the United States and is a major cause of death in the United States. The NIA supports research on aging as a process across the life course. The agency is particularly interested in furthering understanding of the causal pathways through which behavioral and social factors affect the risk of aging-related diseases, including AD. The 2015 workshop on "Understanding Pathways to Successful Aging" was convened to examine the evidence on the next wave of research that can be conducted to better validate the pathways through which specific factors affect the prevalence of the disease. The goal of this workshop was designed to help NIA identify additional research needs.

National Academies of Sciences, Engineering, and Medicine (2017). Understanding Pathways to Successful Aging: Behavioral and Social Factors Related to Alzheimer's Disease. Washington, DC: The National Academies Press. Available online at www.nas.edu/UnderstandingPathways/.

DATA: 854 downloads; 29 OpenBook sessions

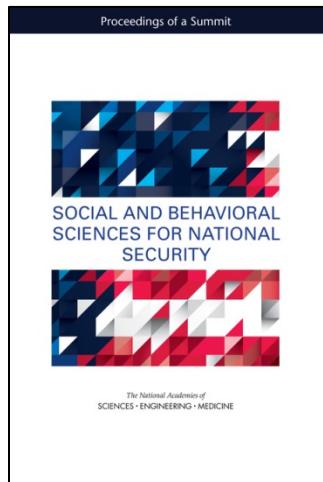


Lessons Learned from Diverse Efforts to Change Social Norms and Opportunities and Strategies to Promote Behavior Change in Behavioral Health: Proceedings of Two Workshops (2017)

SPONSORS: Substance Abuse and Mental Health Services Administration and the Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services

This publication summarizes two 2015 workshops that were convened to provide input to the committee that developed the report *Ending Discrimination against People with Mental and Substance Use Disorders* (2016). That report utilized the scientific evidence base for recommendations of improving public attitudes toward and understanding of behavioral health, specifically in the areas of mental health and substance use disorders.

DATA: 1053 downloads; 228 OpenBook sessions

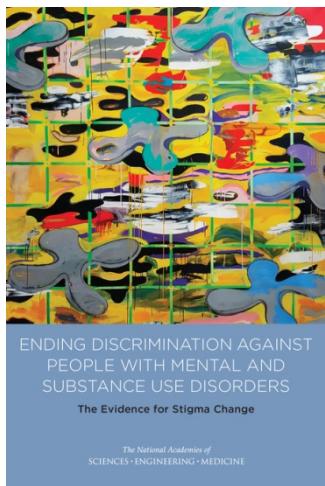


Social and Behavioral Sciences for National Security: Proceedings of a Summit (2017)

SPONSOR: Office of the Director of National Intelligence

This publication summarizes the presentations and discussions from a summit held in October 2016 focused on cutting-edge research and future directions for research in a few selected areas of the social and behavioral sciences.

DATA: 1451 downloads; 124 OpenBook sessions



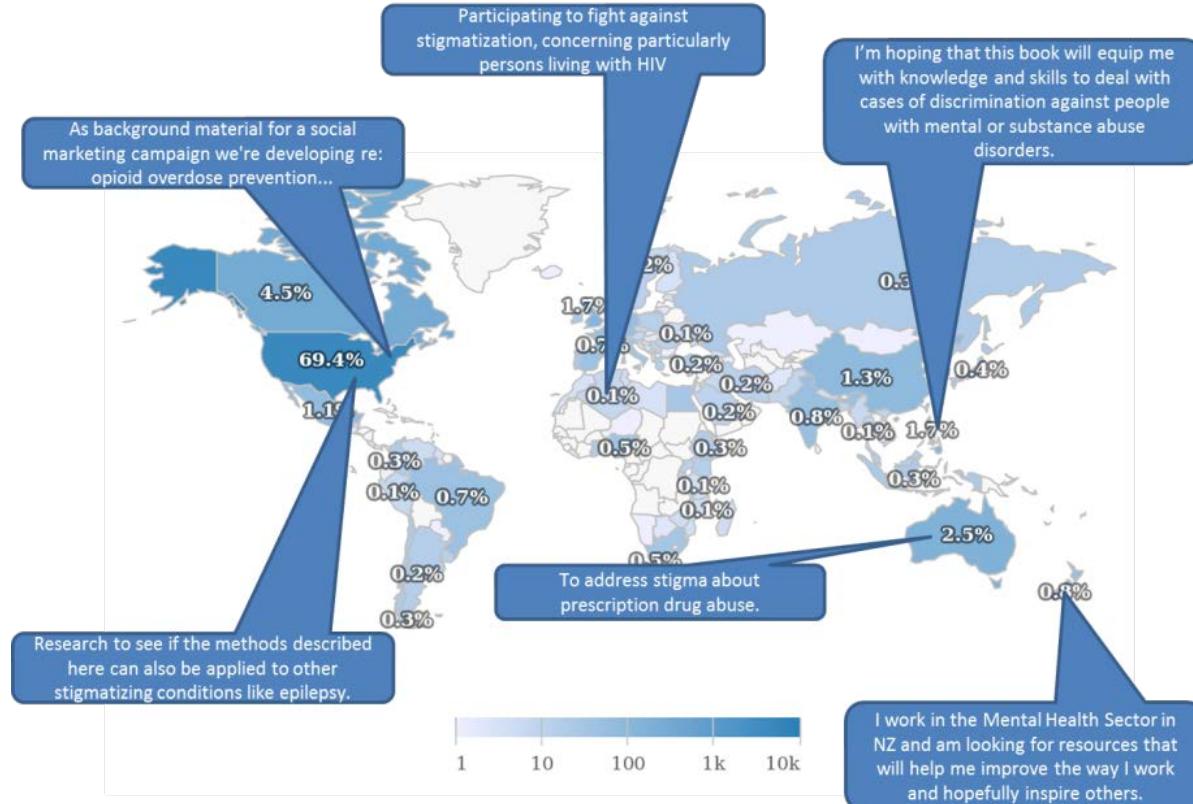
Ending Discrimination Against People with Mental and Substance Use Disorders: The Evidence for Stigma Change

SPONSOR: U.S. Department of Health and Human Services,
Assistant Secretary for Planning and Evaluation

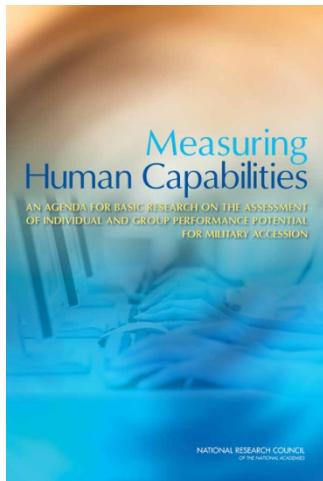
This report explores stigma and discrimination faced by individuals with mental or substance use disorders and recommends effective strategies for reducing stigma and encouraging people to seek treatment and supportive services. It offers a set of conclusions and recommendations about successful stigma change strategies and the research needed to inform and evaluate these efforts in the United States.

DATA: 6793 downloads; 79 tweets; 8 Facebook posts; 11,611 OpenBook sessions

Spotlight: Worldwide readership and readers' comments on the reasons for interest in the *Ending Discrimination Against People with Mental Health and Substance Abuse Disorders* report



Measuring Human Capabilities: An Agenda for Basic Research on the Assessment of Individual and Group Performance Potential for Military Accession (2015)

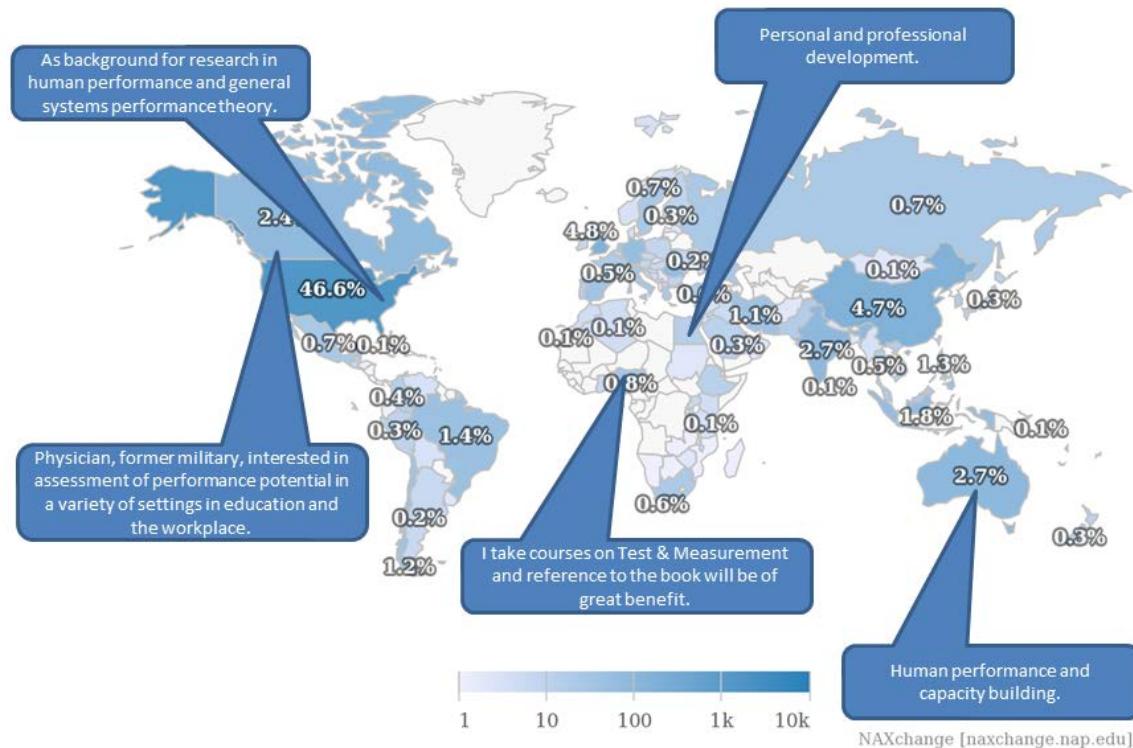


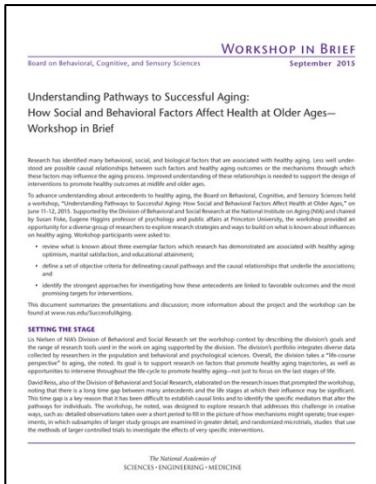
SPONSOR: U.S. Department of the Army/U.S. Army Research Institute for the Behavioral and Social Sciences (ARI)

This report examines promising emerging theoretical, technological, and statistical advances that could provide scientifically valid new approaches and measurement capabilities to assess human capability. It provides a framework for basic research necessary to maximize the efficiency, accuracy, and effective use of human capability measures in the military's selection and initial occupational assignment process.

DATA: 3359 downloads; 22 tweets; 25,086 OpenBook sessions

Spotlight: Worldwide readership and readers' comments on the reasons for interest in the *Measuring Human Capabilities* report



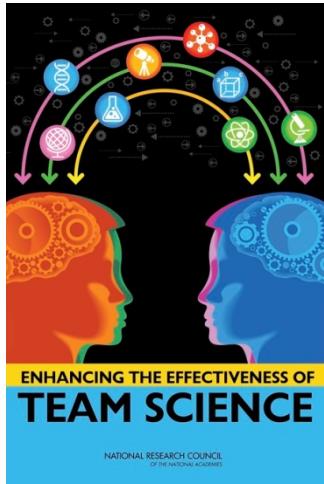


Understanding Pathways to Successful Aging: How Social and Behavioral Factors Affect Health at Older Ages: Workshop in Brief (2015)

SPONSOR: U.S. Department of Health and Human Services/National Institutes of Health/National Institute on Aging

In June 2015, a workshop was held to explore research strategies and ways to build on existing knowledge about influences on aging. Workshop presenters reviewed what is known about three exemplar factors that research has demonstrated are associated with healthy aging: optimism, marital satisfaction, and educational attainment; subsequent discussions focused on possible research designs to expand understanding of causal relationships and the mechanisms through which such factors influence aging, including longitudinal studies, molecular and quantitative genetic approaches, and experimental approaches. This publication provides a brief overview of the workshop discussions

DATA: 633 downloads; 5 tweets; 109 OpenBook sessions



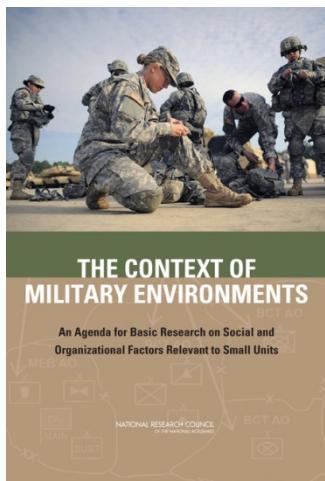
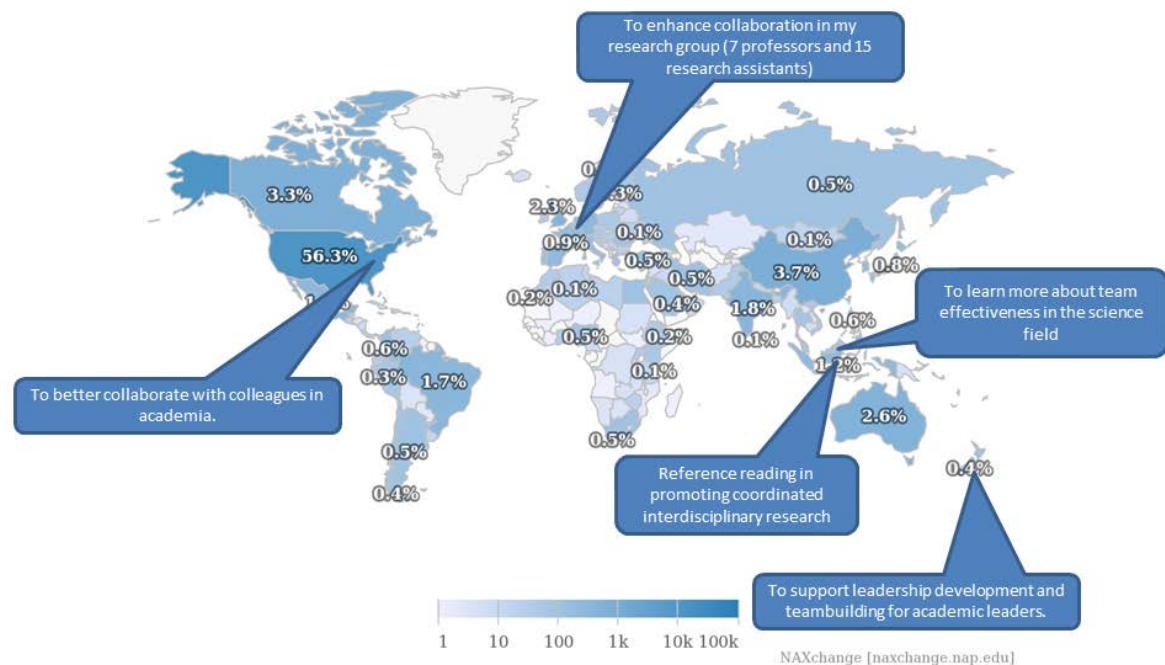
Enhancing the Effectiveness of Team Science (2015)

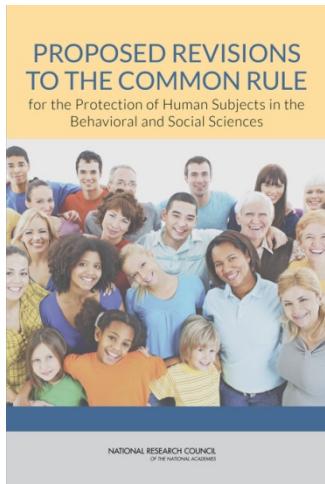
SPONSOR: National Science Foundation.

This report synthesizes and integrates relevant research in order to provide guidance on assembling the science team; leadership, education and professional development for science teams and groups. It also examines institutional and organizational structures and policies to support science teams and identifies areas where further research is needed to help science teams and groups achieve their scientific and translational goals.

DATA: 20,682 downloads (#41 of all reports); 166 tweets; 10 Facebook posts

Spotlight: Worldwide readership and selected readers' comments on the reasons for interest in the *Team Science* report



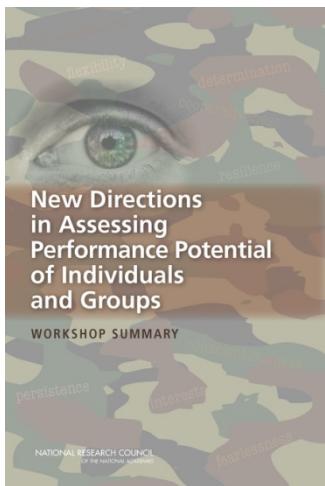


***Proposed Revisions to the Common Rule For the Protection of Human Subjects in the Behavioral and Social Sciences* (2014)**

SPONSORS: Bill & Melinda Gates Foundation; the Alfred P. Sloan Foundation; the National Academy of Education

This consensus report examines how to update human subject protections regulations so that they effectively respond to current research contexts and methods. With a specific focus on social and behavioral sciences, the report aims to address the dramatic alterations in the research landscapes that institutional review boards (IRBs) have come to inhabit during the past 40 years. The report aims to balance respect for the individual persons whose consent to participate makes research possible and respect for the social benefits that productive research communities make possible.

DATA: 4153 downloads; 1846 OpenBook sessions

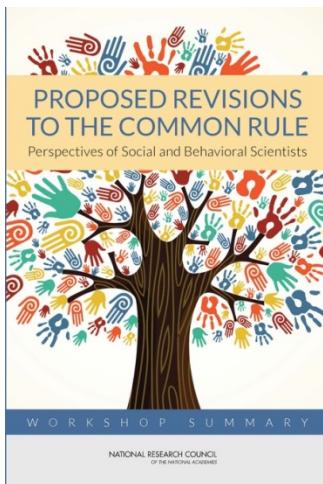


***New Directions in Assessing Performance Potential of Individuals and Groups: Workshop Summary* (2013)**

SPONSOR: U.S. Department of the Army/U.S. Army Research Institute for the Behavioral and Social Sciences (ARI)

This publication summarizes a workshop held in 2013 examining the future of military entrance assessments. This workshop was a part of the first phase of a larger study that investigated cutting-edge research into the measurement of both individual capabilities and group composition. The goal was to identify future research directions that could lead to improved assessment and selection of enlisted personnel for the U.S. Army. The workshop brought together scientists from a variety of relevant areas to focus on cognitive and non-cognitive attributes that can be used in the initial testing and assignment of enlisted personnel. The workshop included discussions of the evolving goals of candidate testing, emerging constructs and theory, and ethical implications of testing methods.

DATA: 1660 downloads; 11,700 OpenBook sessions

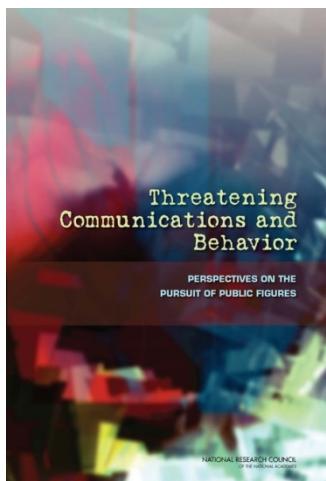


***Proposed Revisions to the Common Rule: Perspectives of Social and Behavioral Scientists: Workshop Summary* (2013)**

SPONSORS: National Science Foundation; American Academy of Political and Social Science; American Economic Association; American Sociological Association; NORC at the University of Chicago; Population Association of America; Russell Sage Foundation; University of Michigan Institute for Social Research; Westat

On July 26, 2011, the U.S. Department of Health and Human Services issued an advance notice of proposed rulemaking (ANPRM) with the purpose of soliciting comments on how current regulations for protecting research participants could be modernized and revised. This summary of the discussions held at a workshop was helpful to the subsequent consensus report on this topic.

DATA: 2153 downloads; 594 OpenBook sessions

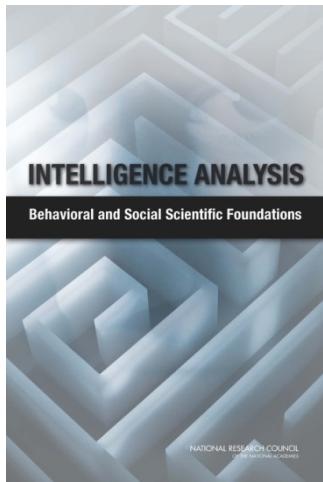


***Threatening Communications and Behavior: Perspectives on the Pursuit of Public Figures* (2011)**

SPONSOR: National Science Foundation

In the context of this changed and changing world of communications and behavior, this volume of three papers addresses the subject of threatening communications and behavior. The papers review the behavioral and social sciences research on the likelihood that someone who engages in abnormal and/or threatening communications will actually then try to do harm. The focus is on how the scientific knowledge can inform and advance future research on threat assessments, in part by considering the approaches and techniques used to analyze communications and behavior in the dynamic context of today's world.

DATA: 1894 downloads; 4820 OpenBook sessions



Intelligence Analysis for Tomorrow: Advances from the Behavioral and Social Sciences (2011)

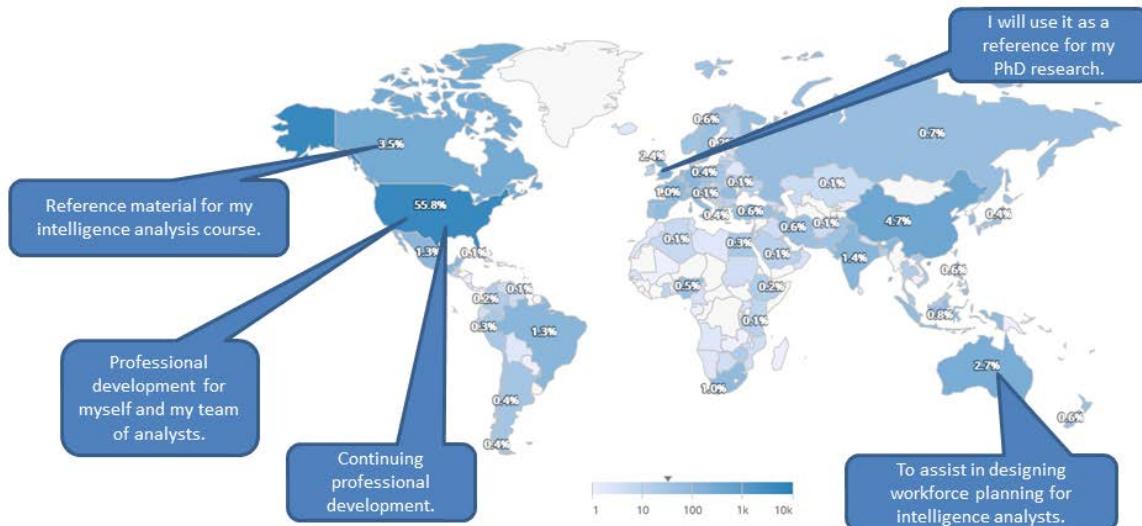
SPONSOR: Office of the Director of National Intelligence

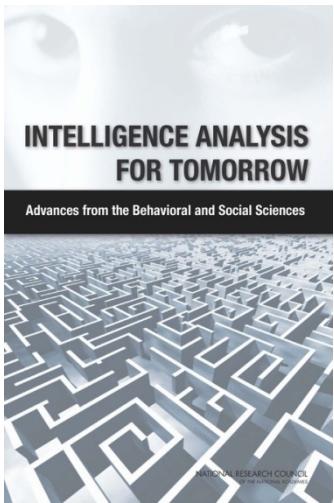
A committee was established to synthesize and assess evidence from the behavioral and social sciences relevant to analytic methods and their potential application for the U.S. intelligence community. Their report recommends practical ways to apply the behavioral and social sciences, which will bring the IC substantial immediate and longer-term benefits with modest costs and minimal disruption

Since its release, this report has remained one of the National Academies' most-downloaded reports in conflict and security issues and the behavioral and social sciences.

DATA: 8858 downloads; 6 tweets; 18,405 OpenBook sessions

Spotlight: Worldwide readership and readers' comments on the reasons for interest in the *Intelligence Analysis for Tomorrow* report



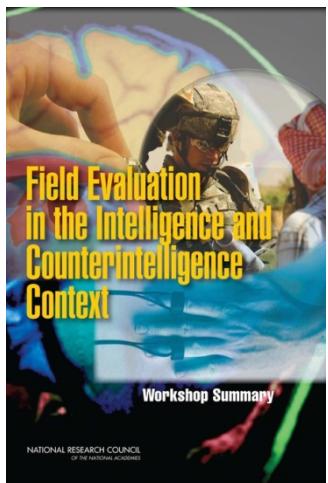


***Intelligence Analysis: Behavioral and Social Scientific Foundations* (2011)**

SPONSOR: Office of the Director of National Intelligence

This publication provides scientific guidance for the intelligence community to improve individual and group judgments, communication between analysts, and analytic processes. The papers in this volume provide the detailed evidentiary base for the report, *Intelligence Analysis for Tomorrow: Advances from the Behavioral and Social Sciences*. The opening chapter focuses on the structure, missions, operations, and characteristics of the IC while the 12 papers provide in-depth reviews of key topics in three areas: analytic methods, analysts, and organizations.

DATA: 8113 downloads; 14 tweets; 45,772 OpenBook sessions

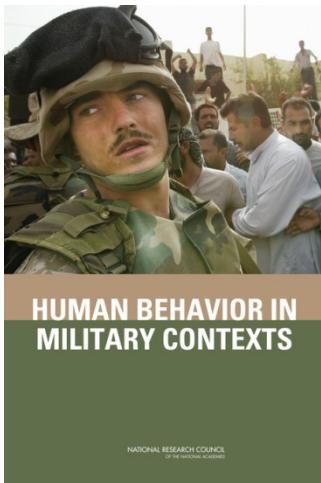


***Field Evaluation in the Intelligence and Counterintelligence Context: Workshop Summary* (2010)**

SPONSORS: Defense Intelligence Agency and Office of the Director of National Intelligence

This publication summarizes a workshop on the field evaluation of behavioral and cognitive sciences-based methods and tools for use in the areas of intelligence and counterintelligence. Broadly speaking, the purpose of the workshop was to discuss the best ways to take methods and tools from behavioral science and apply them to work in intelligence operations. . The workshop focused on the issue of field evaluation--the testing of these methods and tools in the context in which they will be used in order to determine if they are effective in real-world settings.

DATA: 2612 downloads; 5308 OpenBooks sessions

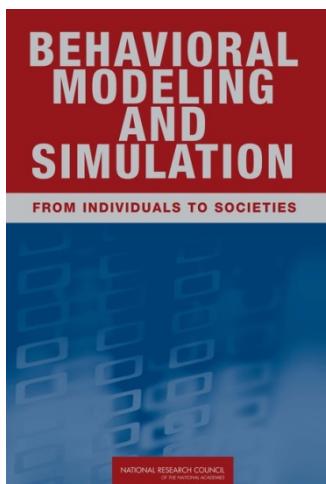


***Human Behavior in Military Contexts* (2008)**

SPONSOR: U.S. Department of the Army/U.S. Army Research Institute (ARI)

This consensus study report provides an agenda for basic behavioral and social research focused on applications for both the short and long-term needs. The committee recommended six areas of research on the basis of their relevance, potential impact, and timeliness for military needs: intercultural competence; teams in complex environments; technology-based training; nonverbal behavior; emotion; and behavioral neurophysiology. The report includes committee reports and papers that demonstrate areas of stimulating, ongoing research in the behavioral and social sciences that can enrich the military's ability to recruit, train, and enhance the performance of its personnel, both organizationally and in its many roles in other cultures.

DATA: 5274 downloads; 49,739 OpenBook sessions

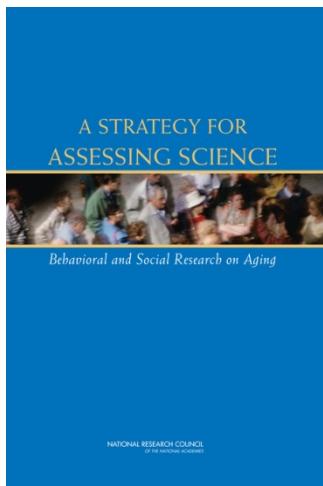


***Behavioral Modeling and Simulation: From Individuals to Societies* (2008)**

SPONSOR: U.S. Department of the Air Force/Air Force Research Laboratory

Today's military missions have shifted away from fighting nation states using conventional weapons toward combating insurgents and terrorist networks in a battlespace in which the attitudes and behaviors of civilian noncombatants may be the primary effects of military actions. To support these new missions, the military services are increasingly interested in using models of the behavior of humans, as individuals and in groups and sizes. The report reviews relevant individual, organizational, and societal (IOS) modeling research programs, evaluates the strengths and weaknesses of the programs and their methodologies, determines which have the greatest potential for military use, and provides guidance for the design of a research program to effectively foster the development of IOS models useful to the military.

DATA: 3712 downloads; 16,692 OpenBook sessions

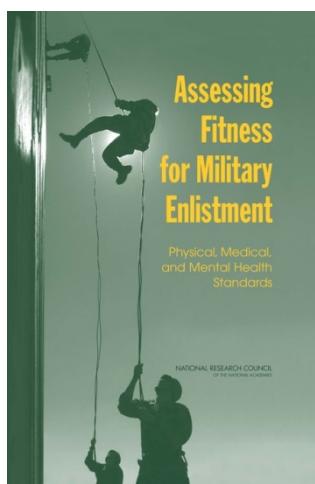


***A Strategy for Assessing Science: Behavioral and Social Research on Aging* (2007)**

SPONSOR: U.S. Department of Health and Human Services/National Institutes of Health/National Institute on Aging

This report offers strategic advice on the perennial issue of assessing rates of progress in different scientific fields. It considers available knowledge about how science makes progress and examines a range of decision-making strategies for addressing key science policy concerns. These include avoiding undue conservatism that may arise from the influence of established disciplines; achieving rational, high-quality, accountable, and transparent decision processes; and establishing an appropriate balance of influence between scientific communities and agency science managers. A *Strategy for Assessing Science* identifies principles for setting priorities and specific recommendations for the context of behavioral and social research on aging.

DATA: 834 downloads; 3607 OpenBook sessions

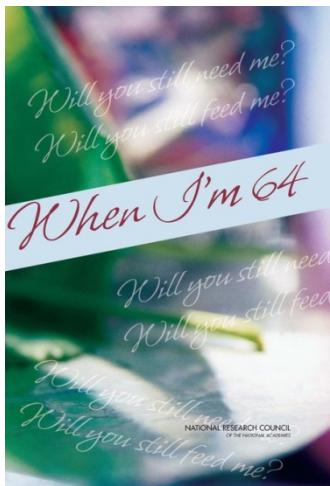


***Assessing Fitness for Military Enlistment: Physical, Medical, and Mental Health Standards* (2006)**

SPONSOR: U.S. Department of Defense/U.S. Marine Corps

This report examines the physical, medical, and mental health standards for military enlistment in light of (1) trends in the physical condition of the youth population; (2) medical advances for treating certain conditions, as well as knowledge of the typical course of chronic conditions as young people reach adulthood; (3) the role of basic training in physical conditioning; (4) the physical demands and working conditions of various jobs in today's military services; and (5) the measures that are used by the Services to characterize an individual's physical condition. The focus is on the enlistment of 18- to 24-year-olds and their first term of service.

DATA: 1222 downloads; 74,414 OpenBook sessions

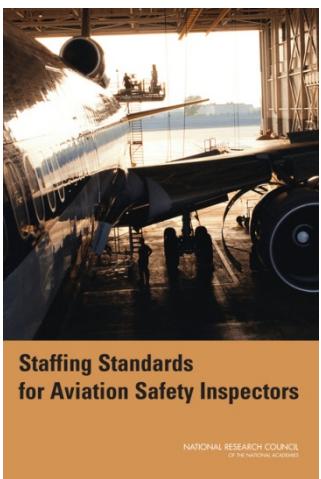


***When I'm 64* (2006)**

SPONSOR: U.S. Department of Health and Human Services/National Institutes of Health/National Institute on Aging

This report examines how individual and group behavior play a role in understanding diverse outcomes in old age. It also explores the implications of an aging workforce on the economy. The book recommends that the National Institute on Aging focus its research support in social, personality, and life-span psychology in four areas: motivation and behavioral change; socioemotional influences on decision-making; the influence of social engagement on cognition; and the effects of stereotypes on self and others. *When I'm 64* has been a useful resource for policymakers, researchers and medical professionals.

DATA: 2350 downloads; 3 tweets; 27,917 OpenBook sessions



***Staffing Standards for Aviation Safety Inspectors* (2006)**

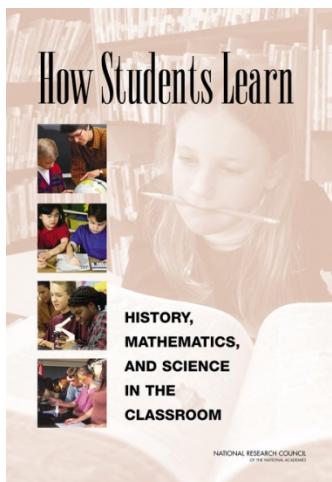
SPONSOR: U.S. Federal Aviation Administration

A primary mission of the Federal Aviation Administration (FAA) is the assurance of safety in civil aviation, both private and commercial. To accomplish this mission, the FAA has promulgated a large number of regulations and has established a major division, the Office of Aviation Safety, to enforce and maintain the regulations and effectively promote safety in aviation. Within the office there are several subordinate organizations.

This report is concerned with two of them: the Flight Standards Service (called AFS), charged with overseeing aviation operations and maintenance, as well as other programs, and the Aircraft Certification Service (AIR), charged with ensuring the safety of aircraft through regulation and oversight of their design and manufacture. The objective of the study is to determine the strengths and weaknesses of the methods and models that the FAA now uses in developing

staffing standards and projections of staffing needs for ASIs and to advise the FAA on potential improvements.

DATA: 1169 downloads; 16,070 OpenBook sessions

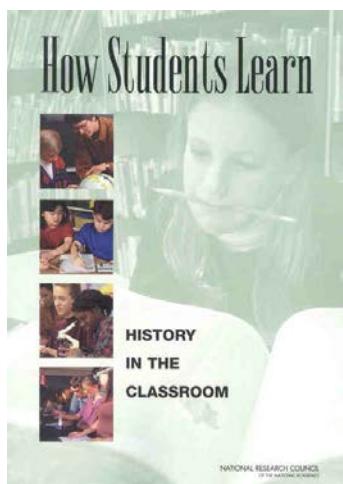


***How Students Learn: History, Mathematics, and Science in the Classroom* (2005)**

Sponsor: U.S. Department of Education

This report builds on the discoveries detailed in the bestselling *How People Learn*. Now, these findings are presented in a way that teachers can use immediately, to revitalize their work in the classroom for even greater effectiveness. Organized for utility, the book explores how the principles of learning can be applied in teaching history, science, and math topics at three levels: elementary, middle, and high school.

DATA: 20,319 downloads (#42 of all reports); 15 tweets; 125,068 OpenBook sessions

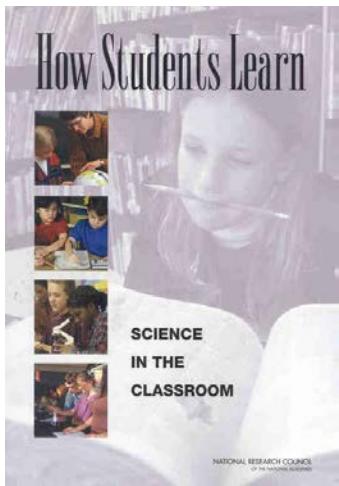


***How Students Learn: History in the Classroom* (2005)**

Sponsor: U.S. Department of Education

This publication builds on the discoveries detailed in the best-selling *How People Learn*. Now these findings are presented in a way that teachers can use immediately, to revitalize their work in the classroom for even greater effectiveness. The book explores the importance of balancing students' knowledge of historical fact against their understanding of concepts, such as change and cause, and their skills in assessing historical accounts. It also features illustrated suggestion for classroom activities.

DATA: 4715 downloads; 25,727 OpenBook sessions



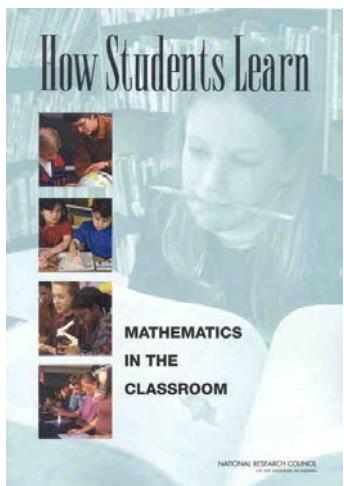
***How Students Learn: Science in the Classroom* (2005)**

Sponsor: U.S. Department of Education

This publication builds on the discoveries detailed in the best-selling *How People Learn*. Now these findings are presented in a way that teachers can use immediately, to revitalize their work in the classroom for even greater effectiveness.

Organized for utility, the book explores how the principles of learning can be applied in science at three levels: elementary, middle, and high school. Leading educators explain in detail how they developed successful curricula and teaching approaches, presenting strategies that serve as models for curriculum development and classroom instruction.

DATA: 12,662 downloads; 3 tweets; 37,246 OpenBook sessions

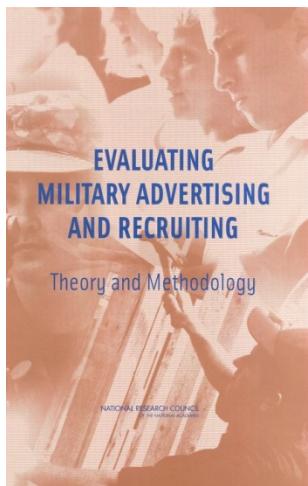


***How Students Learn: Mathematics in Classroom* (2005)**

SPONSOR: U.S. Department of Education

This publication builds on the discoveries detailed in the best-selling *How People Learn*. Now these findings are presented in a way that teachers can use immediately, to revitalize their work in the classroom for even greater effectiveness. This book shows how to overcome the difficulties in teaching math to generate real insight and reasoning in math students. It also features illustrated suggestions for classroom activities.

DATA: 11,750 downloads; 21,027 OpenBook sessions



***Evaluating Military Advertising and Recruiting: Theory and Methodology* (2004)**

SPONSOR: U.S. Department of Defense/U.S. Marine Corps

This report presents a framework for evaluation that links different types of research questions to various research methodologies. The framework identifies four major categories of research questions and four broad methodological approaches. For example, one research question is “What does a target audience see as attractive or unattractive features of a program?” The approach would be qualitative methods, such as focus groups, unstructured or open-ended surveys, and interviews. Other questions involved attitudes and intentions, and the effects of programs on enlistment.

DATA: 733 downloads; 9,383 OpenBook sessions

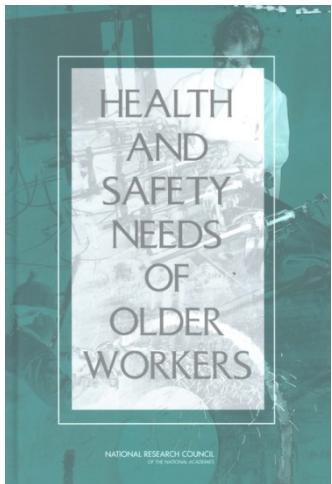


***Technology for Adaptive Aging* (2004)**

SPONSOR: U.S. Department of Health and Human Services/ National Institutes of Health/ National Institute on Aging

This publication is the product of a workshop that brought together distinguished experts in aging research and in technology to discuss applications of technology to communication, education and learning, employment, health, living environments, and transportation for older adults. It includes all of the workshop papers and the report of the committee that organized the workshop. The publication synthesizes and evaluates the points made in the workshop papers and recommends priorities for federal support of translational research in technology for older adults.

DATA: 1778 downloads; 17,235 OpenBook sessions

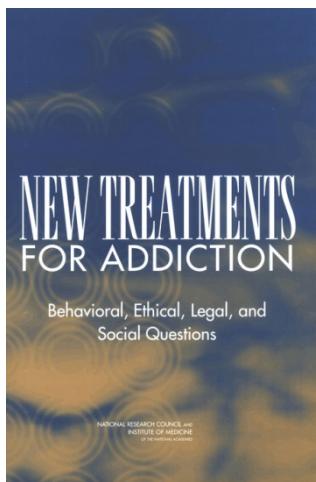


***Health and Safety Needs of Older Workers* (2004)**

SPONSOR: U.S. Department of Health and Human Services/National Institutes of Health/National Institute on Aging

Older workers differ from their younger counterparts in a variety of physical, psychological, and social factors. Evaluating the extent, causes, and effects of these factors and improving the research and data systems necessary to address the health and safety needs of older workers may significantly impact both their ability to remain in the workforce and their well-being in retirement. This publication provides an image of what was currently known about the health and safety needs of older workers and the research needed to encourage social policies that guarantee older workers a meaningful share of the nation's work opportunities.

DATA: 1618 downloads; 45,253 OpenBooks sessions

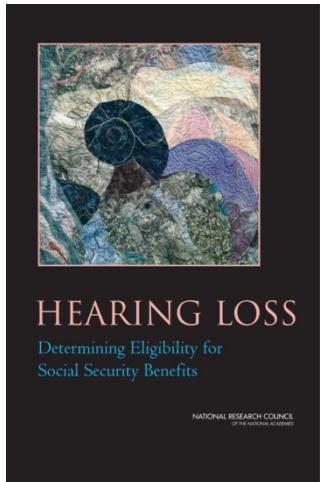


***New Treatments for Addiction: Behavioral, Ethical, Legal, and Social Questions* (2004)**

SPONSOR: National Institute on Drug Abuse

New and improved therapies to treat and protect against drug dependence and abuse were reviewed in this report. One solution is to develop medications that can block or significantly attenuate the psychoactive effects of such drugs as cocaine, nicotine, heroin, phencyclidine, and methamphetamine for weeks or months at a time. The pros and cons of this approach are discussed in the report.

DATA: 1578 downloads; 11,544 OpenBook sessions

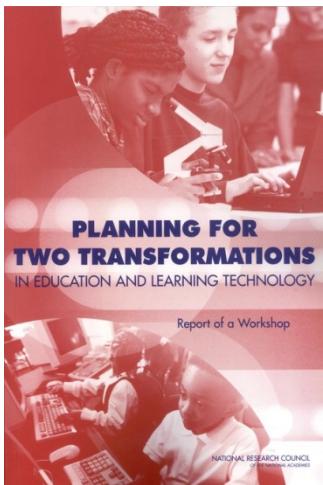


***Hearing Loss: Determining Eligibility for Social Security Benefits* (2004)**

SPONSOR: U.S Social Security Administration

This report reviews knowledge about hearing loss and its measurement and treatment, and provides an evaluation of the strengths and weaknesses of the current processes and criteria. It recommends changes to strengthen the disability determination process and ensure its reliability and fairness. The book addresses criteria for selection of pure tone and speech tests, guidelines for test administration, testing of hearing in noise, special issues related to testing children, and the difficulty of predicting work capacity from clinical hearing test results. It should be useful to audiologists, otolaryngologists, disability advocates, and others who are concerned with people who have hearing loss.

DATA: 1043 downloads; 3 tweets; 3 Facebook posts; 91,517 OpenBook sessions

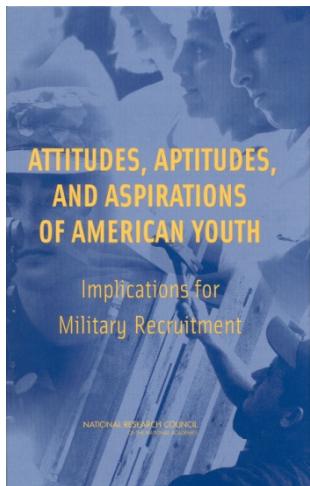


***Planning for Two Transformations in Education and Learning Technology: Report of a Workshop* (2003)**

SPONSOR: U.S. Department of Education

In response to concerns about the continued unrealized potential of IT in K-12 education, the National Research Council undertook a collaborative project to help the IT, education research, and practitioner communities work together to find ways of improving the use of IT in K-12 education for the benefit of all students.

DATA: 1752 downloads; 2262 OpenBook sessions



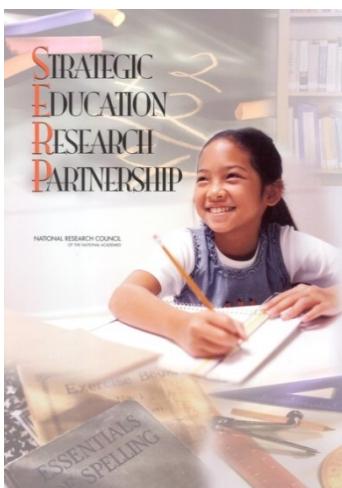
***Attitudes, Aptitudes, and Aspirations of American Youth:
Implications for Military Recruitment* (2003)**

SPONSOR: U.S. Department of Defense/U.S. Marine Corps

This report offers an overview of important issues for military recruiters, touching on a number of important topics including: sex and race, education and aptitude, physical and moral attributes, and military life and working conditions. In addition, the book considers how a potential recruit would approach the decision to enlist, considering personal, family, and social values, and the options for other employment or college.

Building on the need to increase young Americans' "propensity to enlist," this book offers useful recommendations for increasing educational opportunities while in the service and for developing advertising strategies that include concepts of patriotism and duty to country.

DATA: 1096 downloads; 2 tweets; 54,454 OpenBook sessions

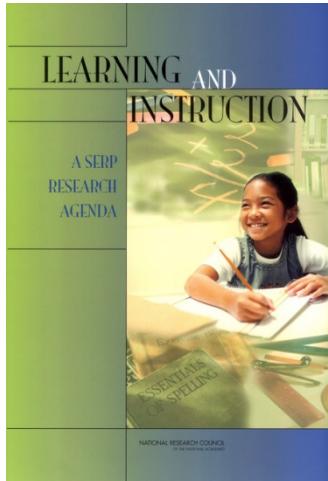


***Strategic Education Research Partnership* (2003)**

SPONSOR: U.S. Department of Education

This report proposes a large-scale, coherent program of research and development that would put the problems of educational practice at its center, and focus on all stages necessary to influence practice. These include theory testing, the development and evaluation of instructional programs, the study of practice in context, and attention to taking innovations to scale. This book explains the features of SERP and the ways in which it would address the major challenges of linking research and practice.

DATA: 1717 downloads; 1849 OpenBook sessions

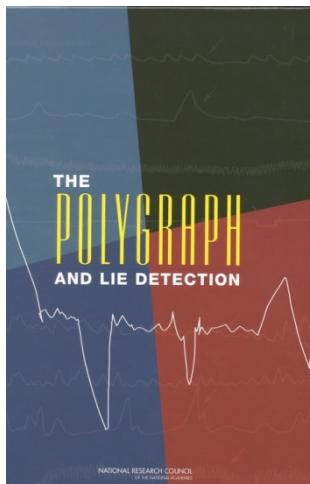


***Learning and Instruction: A SERP Research Agenda* (2003)**

SPONSOR: U.S. Department of Education

The Strategic Education Research Partnership (SERP) is a bold, ambitious plan that proposes a revolutionary program of education research and development. Its purpose is to construct a powerful knowledge base, derived from both research and practice, that will support the efforts of teachers, school administrators, colleges of education, and policy officials—with the ultimate goal of significantly improving student learning.

DATA: 1886 downloads; 7197 OpenBook sessions

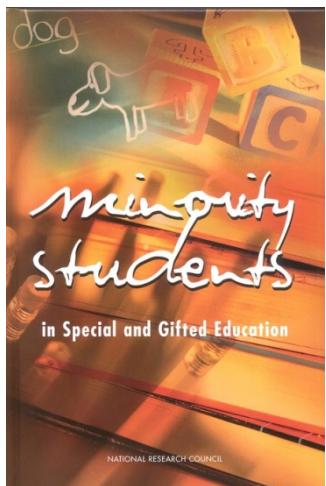


***The Polygraph and Lie Detection* (2003)**

SPONSOR: U.S. Department of Energy

The polygraph, often portrayed as a magic mind-reading machine, is still controversial among experts, who continue heated debates about its validity as a lie-detecting device. As the nation takes a fresh look at ways to enhance its security, can the polygraph be considered a useful tool? This report puts the polygraph itself to the test, reviewing and analyzing data about its use in criminal investigation, employment screening, and counter-intelligence. The book addresses the difficulties of measuring polygraph accuracy, the usefulness of the technique for aiding interrogation and for deterrence, and includes potential alternatives—such as voice-stress analysis and brain measurement techniques.

DATA: 7942 downloads; 40 tweets; 273,745 OpenBook sessions

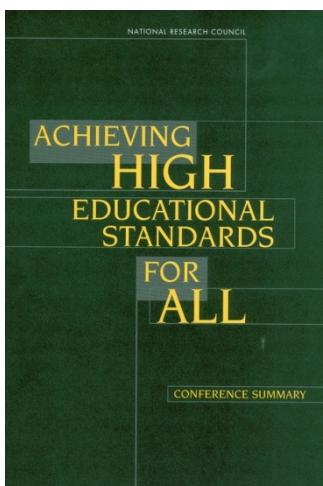


***Minority Students in Special and Gifted Education* (2002)**

SPONSOR: U.S. Department of Education

Special education and gifted and talented programs were designed for children whose educational needs are not well met in regular classrooms. From their inceptions, these programs have had disproportionate representation of racial and ethnic minority students. *Minority Students in Special and Gifted Education* considers possible contributors to that disparity, including early biological and environmental influences and inequities in opportunities for preschool and K-12 education, as well as the possibilities of bias in the referral and assessment system that leads to placement in special programs.

DATA: 2765 downloads; 46,035 OpenBook sessions

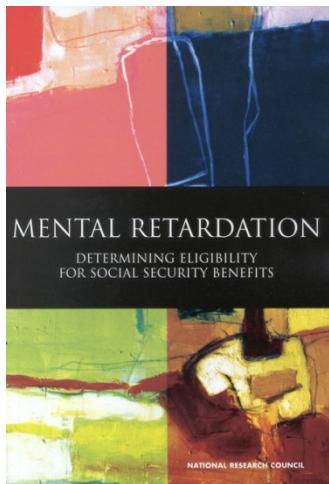


***Achieving High Educational Standards for All: Conference Summary* (2002)**

SPONSOR: U.S. Department of Education/Office of Educational Research and Improvement (OERI)

This volume summarizes a range of scientific perspectives on the important goal of achieving high educational standards for all students. Based on a conference held at the request of the U.S. Department of Education, it addresses three questions: What progress has been made in advancing the education of minority and disadvantaged students since the historic *Brown v. Board of Education* decision nearly 50 years ago? What does research say about the reasons of successes and failures? What are some of the strategies and practices that hold the promise of producing continued improvements?

DATA: 1409 downloads; 16,368 OpenBook sessions

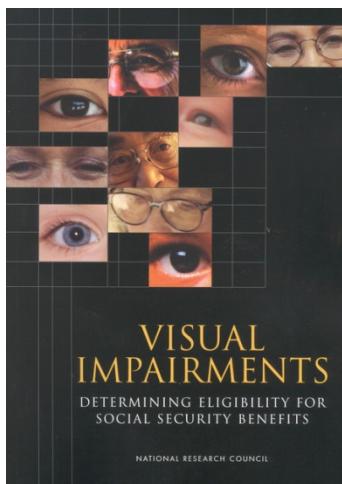


***Mental Retardation: Determining Eligibility for Social Security Benefits* (2002)**

SPONSOR: U.S. Social Security Administration

The U.S. Social Security Administration (SSA) provides income support and medical benefits to individuals with cognitive limitations who experience significant problems in their ability to perform work and may therefore be in need of governmental support. Addressing the concern that SSA's current procedures are not consistent with current scientific and professional practices, this book evaluates the process used by SSA to determine eligibility for these benefits. It examines the adequacy of the SSA definition of mental retardation and its current procedures for assessing intellectual capabilities, discusses adaptive behavior and its assessment, advises on ways to combine intellectual and adaptive assessment to provide a complete profile of an individual's capabilities, and clarifies ways to differentiate mental retardation from other conditions.

DATA: 1083 downloads; 56,902 OpenBook sessions

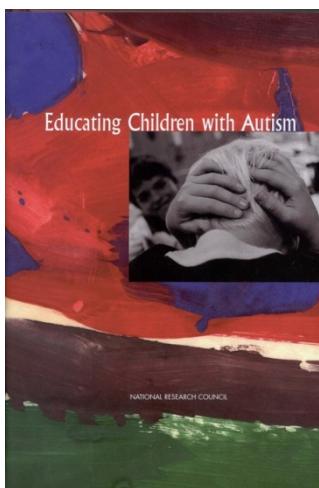


***Visual Impairments: Determining Eligibility for Social Security Benefits* (2002)**

SPONSOR: U.S. Social Security Administration

This report examines SSA's methods of determining disability for people with visual impairments, recommends changes that could be made now to improve the process and outcomes, and identifies research needed to develop improved methods for the future. The report assesses tests of visual function, including visual acuity and visual fields, whether visual impairments could be measured directly through visual task performance or other means of assessing disability. These other means include job analysis databases, which include information on the importance of vision to job tasks or skills, and measures of health-related quality of life, which take a person-centered approach to assessing visual function testing of infants and children, which differs in important ways from standard adult tests.

DATA: 602 downloads; 25,286 OpenBook sessions

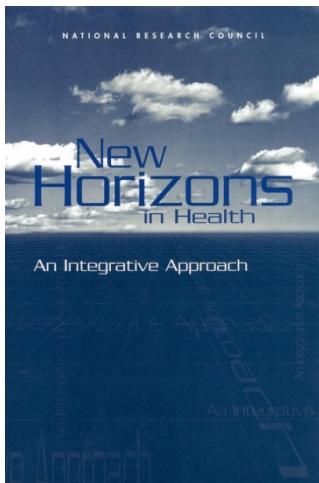


***Educating Children with Autism* (2001)**

SPONSOR: U.S. Department of Education/Office of Special Education Programs

This report outlines an interdisciplinary approach to education for children with autism. The committee explores what makes education effective for the child with autism and identifies specific characteristics of programs that work. Through a comprehensive examination of the scientific knowledge underlying educational practices, programs, and strategies, *Educating Children with Autism* presents valuable information for parents, administrators, advocates, researchers, and policy makers.

DATA: 17,722 downloads; 5 tweets; 5 Facebook posts; 455,276 OpenBook sessions

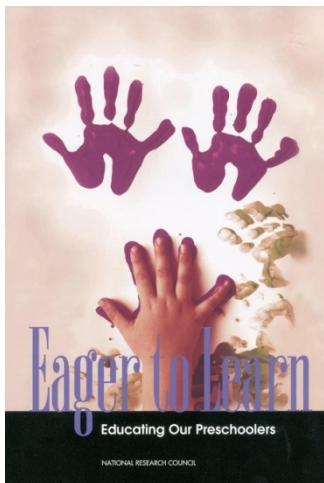


***New Horizons in Health: An Integrative Approach* (2001)**

SPONSOR: U.S. Department of Health and Human Services/National Institutes of Health

This report discusses how the National Institutes of Health (NIH) might integrate research in the social, behavioral, and biomedical sciences to better understand the causes of disease and the interventions that promote health. It outlines a set of research priorities for consideration by the Office of Behavioral and Social Sciences Research (OBSSR), with particular attention to research that can support and complement the work of the National Institutes of Health.

DATA: 1095 downloads; 6 tweets; 11,382 OpenBook sessions

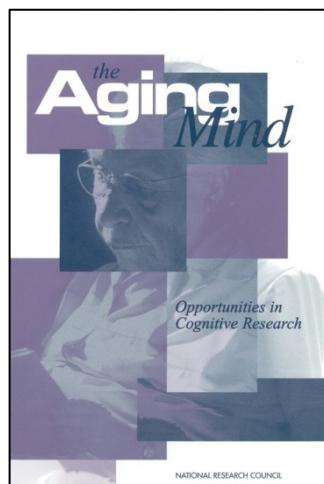


***Eager to Learn: Educating our Preschoolers* (2000)**

SPONSOR: U.S Department of Education; the Spencer Foundation; the Foundation for Child Development

This report presents a comprehensive, coherent picture of early childhood learning, along with a clear path toward improving this important stage of life for all children.

DATA: 7780 downloads; 2 tweets; 148,742 OpenBook sessions

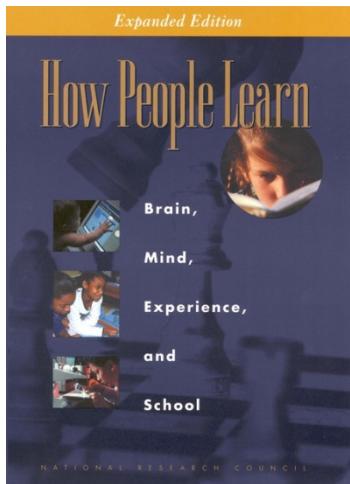


***The Aging Mind: Opportunities in Cognitive Research* (2000)**

SPONSOR: U.S. Department of Health and Human Services/National Institutes of Health/National Institute on Aging

This report identifies the key scientific advances and the opportunities they bring. For example, among older adults who do not suffer from Alzheimer's disease or other dementias, cognitive decline may depend less on loss of brain cells than on changes in the health of neurons and neural networks. Research on the processes that maintain neural health shows promise of revealing new ways to promote cognitive functioning in older people. There is also evidence that cognitive functioning depends on the conjunction of biology and culture. On the basis of these and other findings, the report recommends that the U.S. government support three major new initiatives as the next steps for research.

DATA: 2351 downloads; 2 tweets; 18,300 OpenBook sessions



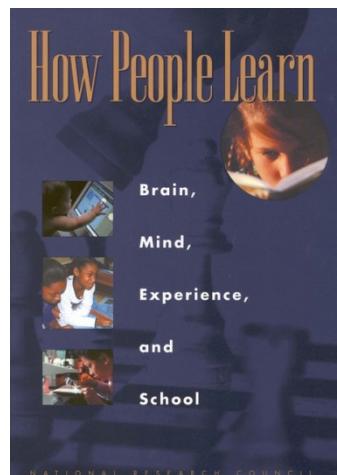
***How People Learn: Brain, Mind, Experience, and School:
Expanded Edition* (2000)**

SPONSOR: U.S. Department of Education

First released in the Spring of 1999, *How People Learn* has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning.

Like the original edition, this book offers new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do--with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb.

DATA: 126,612 downloads (#3 of all National Academies' reports since inception); 289 tweets; 5 Facebook posts; 879,910 OpenBook sessions

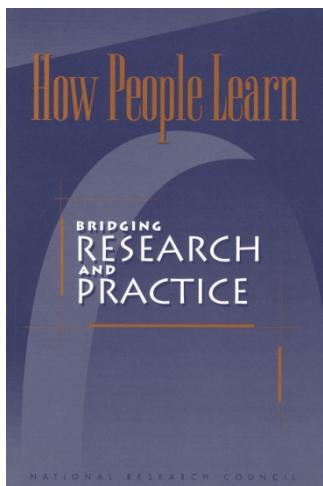


***How People Learn: Brain, Mind, Experience and School* (1999)**

SPONSOR: U.S. Department of Education

This book offers exciting new research about the mind and the brain that provides answers to these and other questions. New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb.

DATA: 5 downloads; 288,357 OpenBook sessions

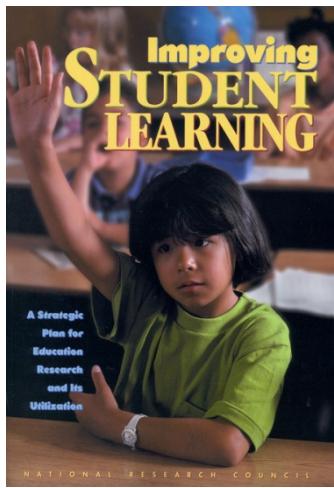


***How People Learn: Bridging Research and Practice* (1999)**

SPONSOR: U.S. Department of Education

This report provides a broad overview of research on learners and learning and on teachers and teaching. It expands on the 1999 National Research Council publication *How People Learn: Brain, Mind, Experience, and School* that analyzed the science of learning in infants, educators, experts, and more. *How People Learn: Bridging Research and Practice* asks how the insights from research can be incorporated into classroom practice and suggests a research and development agenda that would inform and stimulate the required change.

DATA: 13,766 downloads; 11 tweets; 47,621 OpenBook sessions



***Improving Student Learning: A Strategic Plan for Education Research and Its Utilization* (1999)**

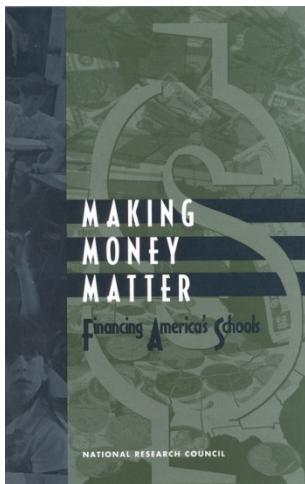
SPONSOR: National Research Council

The state of America's schools is a major concern of policymakers, educators, and parents, and new programs and ideas are constantly proposed to improve it. Yet few of these programs and ideas are based on strong research about students and teachers--about learning and teaching.

Improving Student Learning responds by proposing an ambitious and extraordinary plan: a strategic education research program that would focus on four key questions:

- How can advances in research on learning be incorporated into educational practice?
- How can student motivation to achieve in school be increased?
- How can schools become organizations capable of continuous improvement?
- How can the use of research knowledge be increased in schools?

DATA: 1783 downloads; 6162 OpenBook sessions

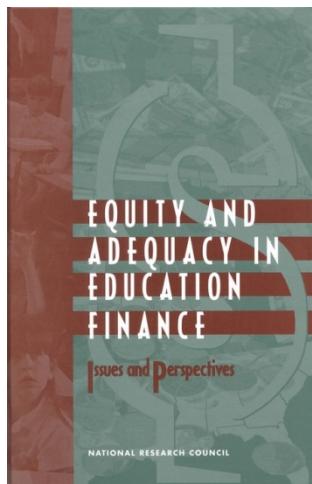


***Making Money Matter: Financing America's Schools* (1999)**

SPONSOR: U.S. Department of Education/Office of Education Research and Improvement (OERI)

This book contains a comprehensive review of the theory and practice of financing public schools by federal, state, and local governments in the United States. It distills the best available knowledge about the fairness and productivity of expenditures on education and assesses options for changing the finance system.

DATA: 745 downloads; 9949 OpenBook sessions

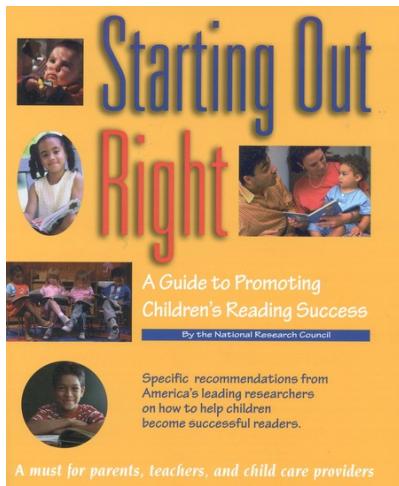


***Equity and Adequacy in Education Finance: Issues and Perspectives* (1999)**

SPONSOR: U.S. Department of Education

Spending on K-12 education across the United States and across local school districts has long been characterized by great disparities--disparities that reflect differences in property wealth and tax rates. For more than a quarter-century, reformers have attempted to reduce these differences through court challenges and legislative action. As part of a broad study of education finance, the committee commissioned eight papers examining the history and consequences of school finance reform undertaken in the name of equity and adequacy which are included in this publication.

DATA: 1236 downloads; 42,631 OpenBook sessions

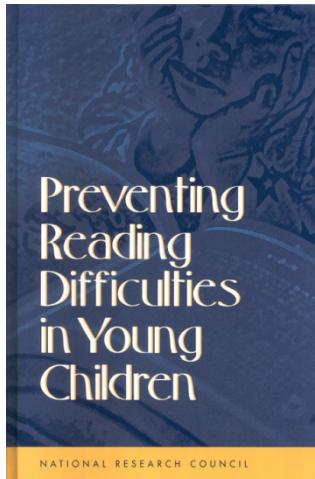


***Starting Out Right: A Guide to Promoting Children's Reading Success* (1999)**

SPONSOR: U.S. Department of Education

With literacy problems plaguing as many as four in ten children in America, this book discusses how best to help children succeed in reading. This book identifies the most important questions and explores the authoritative answers on the topic of how children can grow into readers, including: "What are the key elements all children need in order to become good readers?" and "What can parents and caregivers provide all children so that they are prepared for reading instruction by the time that they get to school?"

DATA: 6268 downloads; 64,295 OpenBook sessions



***Preventing Reading Difficulties in Young Children* (1998)**

SPONSOR: U.S. Department of Education

While most children learn to read fairly well, there remain many young Americans whose futures are imperiled because they do not read well enough to meet the demands of our competitive, technology-driven society. This book explores the problem within the context of social, historical, cultural, and biological factors.

DATA: 11,125 downloads; 12 tweets; 2 Facebook posts; 212,795 OpenBook sessions