

- Alexander, C., Ishikawa, S., Silverstein, M., Jacobson, M., Fiksdahl-King, I., & Angel, S. (1977). *A pattern language*. New York, NY: Oxford Press.
- Amsterlaw, J., Lagattuta, K. H., & Meltzoff, A. N. (2009). Young children's reasoning about the effects of emotional and physiological states on academic performance. *Child Development, 80*(1), 115-133.
- Anderson, J., & Reder, L. (1979). An elaborative processing explanation of depth of processing. *Level of processing in human memory*. (pp. 385-403). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy of learning, teaching, and assessing: A revision of bloom's taxonomy of educational objectives*. New York, NY: Longman.
- Andreasen, N. (2005). *The creating brain: The neuroscience of genius*. New York, NY: Dana Press.
- Ariga, A., & Lleras, A. (2011). Brief and rare mental “breaks” keep you focused: Deactivation and reactivation of task goals preempt vigilance decrements. *Cognition, 118*(3), 439-443.
- Ashby, C. M. (2009). *No child left behind act: Enhancements in the department of education's review process could improve state academic assessments. Report to the chairman, committee on health, education, labor, and pensions, U.S. senate. GAO-09-911*. Washington, DC: US Government Accountability Office.
- Auble, P., & Franks, J. (1978). The effects of effort toward comprehension on recall. *Memory & Cognition, 6*(1), 20-25.
- Ausubel, D. P. (1960). The use of advance organizers in the learning and retention of meaningful verbal material. *Journal of Educational Psychology, 51*(5), 267-272.
- Baddeley, A., & Hitch, G. (1974). Working memory. *The psychology of learning and motivation* (pp. 47-89). New York, NY: Academic Press.
- Barker, S., Grayhem, P., Koon, J., Perkins, J., Whalen, A., & Raudenbush, B. (2003). Improved performance on clerical tasks associated with administration of peppermint odor. *Percept Motor Skill 2003, 97*(3), 1007-1010.
- Bartlett, F. C. (1932). *Remembering: A study in experimental and social psychology*. New York, NY: Cambridge University Press.
- Beghetto, R. A. (2006). Creative justice? the relationship between prospective teachers' prior schooling experiences and perceived importance of promoting student creativity. *Journal of Creative Behavior, 40*(3), 149-162.

- Berkowitz, A. L., & Ansari, D. (2010). Expertise-related deactivation of the right temporoparietal junction during musical improvisation. *NeuroImage*, 49(1), 712-719.
- Bertucci, P. (2006). *A mixed-method study of a brain-compatible education program of grades K--5 in a mid-atlantic inner-city public elementary/middle school*. Unpublished doctoral dissertation, Johnson & Wales University, Providence, RI.
- Biegel, G. M., Brown, K. W., Shapiro, S. L., & Schubert, C. M. (2009). Mindfulness-based stress reduction for the treatment of adolescent psychiatric outpatients: A randomized clinical trial. *Journal of Consulting and Clinical Psychology*, 77(5), 855-866.
- Bloom, B. S., & Krathwohl, D. R. (Eds.). (1956). *Taxonomy of educational objectives: The classification of educational goals. handbook I: Cognitive domain*. New York, NY: Longman.
- Bookheimer, S. (2002). Functional MRI of language: New approaches to understanding the cortical organization of semantic processing. *Annual Review of Neuroscience*, 25(1), 151.
- Boon, R., Burke, M., Fore, C., & Spencer, V. (2006). The impact of cognitive organizers and technology-based practices on student success in secondary social studies classrooms. *Journal of Special Education Technology*, 21(1), 5-15.
- Bowden, E. M., & Jung-Beeman, M. (2007). Methods for investigating the neural components of insight. *Methods*, 42(1), 87-99.
- Bradley, R. H., Corwyn, R. F., Pipes McAdoo, H., & García Coll, C. (2001). The home environments of children in the united states part I: Variations by age, ethnicity, and poverty status. *Child Development*, 72(6), 1844-1867.
- Bransford, J. B. (2000). *How people learn: Brain, mind, experience and school*. Washington, DC: National Academy Press.
- Bronson, P., & Merryman, A. (2010, July 19). The creativity crisis. *Newsweek*, 44-50.
- Brookhart, S. M. (2010). *How to assess higher-order thinking skills in your classroom*. Alexandria, VA: ASCD.
- Brown, P. (2007). *In the classroom, a new focus on quieting the mind*.
www.nytimes.com/2007/06/16/us/16mindful.html
- Bruner, J. S. (1965). The growth of mind. *American Psychologist*, 20(12), 1007-1017.
- Bull, K. S., Montgomery, D., & Baloch, L. (1995). Teaching creativity at the college level: A synthesis of curricular components perceived as important by instructors. *Creativity Research Journal*, 8(1), 83.

- Burke, C. (2010). Mindfulness-based approaches with children and adolescents: A preliminary review of current research in an emergent field. *Journal of Children Families and Students*, 19, 133-144.
- Byrnes, J. P. (2008). *Cognitive development and learning in instructional contexts*. Boston, MA: Pearson.
- Cahill, L., & McGaugh, J. L. (1995). A novel demonstration of enhanced memory associated with emotional arousal. *Consciousness and Cognition*, 4(4), 410-421.
- Cadwell, L. (1997). *Bringing Reggio Emilia home: An innovative approach to early childhood education*. New York, NY: Teachers College Press.
- Cadwell, L.B. (2003). *Bringing learning to life: the Reggio approach to early childhood education*. New York, NY: Teachers College Press.
- Campbell, D. (1997). *The Mozart effect: Tapping the power of music to heal the body, strengthen the mind, and unlock the creative spirit*. New York, NY: Avon books.
- Castellanos, F. X., Lee, P. P., Sharp, W., Jeffries, N. O., Greenstein, D. K., Clasen, L. S., ... Rapoport, J.L. (2002). Developmental trajectories of brain volume abnormalities in children and adolescents with Attention-Deficit/Hyperactivity Disorder. *JAMA: The Journal of the American Medical Association*, 288(14), 1740-1748.
- Catterall, J. (2002). The arts and the transfer of learning. In R. Deasy (Ed.), *Critical links: Learning in the arts and student academic and social development* (pp. 151-157). Washington, DC: Arts Education Partnership.
- Catterall, J. S. (2009). *Doing well and doing good by doing art*. Los Angeles, CA: Imagination Group.
- CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC). (2010). Model Core Teaching Standards: A resource for state dialogue (Draft for Public Comment). Retrieved from [http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_\(intasc\).html](http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_(intasc).html)
- Cepeda, N. J., Pashler, H., Vul, E., Wixted, J. T., & Rohrer, D. (2006). Distributed practice in verbal recall tasks: A review and quantitative synthesis. *Psychological Bulletin*, 132(3), 354-380.
- Cepeda, N. J., Vul, E., Rohrer, D., Wixted, J. T., & Pashler, H. (2008). Spacing effects in learning: A temporal ridge of optimal retention. *Psychological Science*, 19(11), 1095-1102.

- Champagne, D. L., Bagot, R. C., van Hasselt, F., Ramakers, G., Meaney, M. J., de Kloet, E. R., et al. (2008). Maternal care and hippocampal plasticity: Evidence for experience-dependent structural plasticity, altered synaptic functioning, and differential responsiveness to glucocorticoids and stress. *The Journal of Neuroscience*, 28(23), 6037-6045.
- Chase, W., & Ericsson, K. (1981). Skilled memory. In J. R. Anderson (Ed.), *Cognitive skills and their acquisition* (pp. 277-293). Hillsdale, NJ: Erlbaum.
- Chávez-Eakle, R. A., Graff-Guerrero, A., García-Reyna, J., Vaugier, V., & Cruz-Fuentes, C. (2007). Cerebral blood flow associated with creative performance: A comparative study. *NeuroImage*, 38(3), 519-528.
- Chiesi, H. L., Spilich, G. J., & Voss, J. F. (1979). Acquisition of domain-related information in relation to high and low domain knowledge. *Journal of Verbal Learning and Verbal Behavior*, 18(3), 257-273.
- Chiou, C. (2008). The effect of concept mapping on students' learning achievements and interests. *Innovations in Education & Teaching International*, 45(4), 375-387.
- Chudler, E. *Myths about the brain: 10% and counting*. Retrieved November 7, 2010, from <http://brainconnection.positscience.com/topics/?main=fa/brain-myth>
- Connell, J. P., Halpem-Felsher, B. L., Clifford, E., Crichlow, W., & Usinger, P. (1995). Hanging in there: Behavioral, psychological, and contextual factors affecting whether African American adolescents stay in high school. *Journal of Adolescent Research*, 10(1), 41-63.
- Cowan, N. (2001). The magical number 4 in short-term memory: A reconsideration of mental storage capacity. *Behavioral and Brain Sciences*, 24(01), 87.
- Craik, F. I. M., & Watkins, M. J. (1973). The role of rehearsal in short-term memory. *Journal of Verbal Learning and Verbal Behavior*, 12(6), 599-607.
- Crawford, V. M., & Brophy, S. (2006). *Adaptive expertise: Theory, methods, findings, and emerging issues*. Retrieved April 7, 2011, from <http://ctl.sri.com/publications/downloads/AESymposiumReportOct06.pdf>
- Croninger, R. G., & Lee, V. E. (2001). Social capital and dropping out of high school: Benefits to at-risk students of teachers' support and guidance. *Teachers College Record*, 103(4), 548-581.
- Cropley, A. J. (2001). *Creativity in education & learning: A guide for teachers and educators*. London, UK: Kogan Page.
- Csikszentmihalyi, M. (1996). *Creativity: Flow and the psychology of discovery and invention*. New York, NY: Harper-Collins.

- Dahl, R. E. (2004). Adolescent brain development: A period of vulnerabilities and opportunities. keynote address. *Annals of the New York Academy of Sciences*, 1021(1), 1-22.
- Danielson, C. (1996). *Enhancing professional practice: A framework of teaching*. Alexandria, VA: ASCD.
- Deasy, R. J. (2002). *Critical links: Learning in the arts and student academic and social development* Washington, DC: Arts Education Partnership.
- Defeyter, M. A., Russo, R., & McPartlin, P. L. (2009). The picture superiority effect in recognition memory: A developmental study using the response signal procedure. *Cognitive Development*, 24(3), 265-273.
- DeHaan, R. L. (2009). Teaching creativity and inventive problem solving in science. *CBELife Sciences Education*, 8(3), 172-181.
- Delpit, L. (1988). The silenced dialog: Power and pedagogy in educating other people's children. *Harvard Educational Review*, 58, 280-298.
- Denckla, M. B. (1996). Biological correlates of learning and attention: What is relevant to learning disability and attention-deficit hyperactivity disorder? *Journal of Developmental and Behavioral Pediatrics*, 17(2), 114-119.
- Diemand-Yauman, C., Oppenheimer, D. M., & Vaughan, E. B. (2011). Fortune favors the bold (and the italicized): Effects of disfluency on educational outcomes. *Cognition*, 118(1), 111-115.
- Dietrich, A., & Kanso, R. (2010). A review of EEG, ERP, and neuroimaging studies of creativity and insight. *Psychological Bulletin*, 136(5), 822-848.
- Droz, M., & Ellis, L. (1996). *Laughing while learning: Using humor in the classroom*. Longmont, CO: Sopris West.
- Dubinsky, J. M. (2010). Neuroscience education for Prekindergarten–12 teachers. *The Journal of Neuroscience*, 30(24), 8057-8060.
- Dugosh, K. L., Paulus, P. B., Roland, E. J., & Yang, H. (2000). Cognitive stimulation in brainstorming. *Journal of Personality and Social Psychology*, 79(5), 722-735.
- Dweck, C. S. (2008). The perils and promises of praise. *Educational Leadership*, 65(2), 34.
- Edwards, L., & Torcellini, P. (2002). *A literature review of the effects of natural light on building occupants*. Golden, CO: National Renewable Energy Laboratory.
- Engelkamp, J., Zimmer, H., Mohr, G., & Sellen, O. (1994). Memory of self-performed tasks: Self-performing during recognition. *Memory & Cognition*, 22(1), 34-39.

- Epple, G., & Herz, R. S. (1999). Ambient odors associated to failure influence cognitive performance in children. *Developmental Psychobiology*, 35(2), 103-107.
- Farah, M. J., Betancourt, L., Shera, D. M., Savage, J. H., Giannetta, J. M., Brodsky, N. L., ... Hurt, H. (2008). Environmental stimulation, parental nurturance and cognitive development in humans. *Developmental Science*, 11(5), 793-801.
- Fazio, L. K. (2010). Receiving right/wrong feedback: Consequences of learning. *Memory*, 18(3), 335-350.
- Ferry, B., Roozendaal, B., & McGaugh, J. L. (1999). Role of norepinephrine in mediating stress hormone regulation of long-term memory storage: A critical involvement of the amygdala. *Biological Psychiatry*, 46(9), 1140-1152.
- Field, T., Martinez, A., Nawrocki, T., Pickens, J., Fox, N. A., & Schanberg, S. (1998). Music shifts frontal EEG in depressed adolescents. *Adolescence*, 33, 109-116.
- Field, T., Hernandez-Reif, M., Diego, M., Feijo, L., Vera, Y., & Gil, K. (2004). Massage therapy by parents improves early growth and development. *Infant Behavior and Development*, 27(4), 435-442.
- Fink, A., Benedek, M., Grabner, R. H., Staudt, B., & Neubauer, A. C. (2007). Creativity meets neuroscience: Experimental tasks for the neuroscientific study of creative thinking. *Methods*, 42(1), 68-76.
- Finn, B., & Metcalfe, J. (2010). Scaffolding feedback to maximize long-term error correction. *Memory & Cognition*, 38(7), 951-961.
- Finn, J. D., & Rock, D. A. (1997). Academic success among students at risk for school failure. *Journal of Applied Psychology*, 82(2), 221-234.
- Fischer, K. W., Goswami, U., Geake, J., & the Task Force on the Future of Educational Neuroscience. (2010). The future of educational neuroscience. *Mind, Brain, and Education*, 4(2), 68-80.
- Fischer, K., Daniel, D., Immordino-Yang, H., Stern, E., Battro, A., & Koizumi, H. (2007). Why mind, brain, and education? why now? *Mind, Brain, and Education*, 1, 1-2.
- Fiske, E. B. (1999). *Champions of change: The impact of arts on learning*. Washington, DC: Council of Chief State School Officers.
- Fredrickson, B. L. (1998). What good are positive emotions? *Review of General Psychology*, 2(3), 300-319.
- Fredrickson, B. L., & Branigan, C. (2005). Positive emotions broaden the scope of attention and thought-action repertoires. *Cognition & Emotion*, 19(3), 313-332.

- Fu, M., & Zuo, Y. (2011). Experience-dependent structural plasticity in the cortex. *Trends in Neurosciences*, 34(4), 177-187.
- Gabriel, A. E. (1999). Brain-based learning: The scent of the trail. *The Clearing House*, 72(5), 288-290.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York, NY: BasicBooks.
- Gardner, H. (1993). *Multiple intelligences: The theory in practice*. New York, NY: BasicBooks.
- Gazzaniga, M. (1998). *The mind's past*. Berkeley, CA: University of California Press.
- Gazzaniga, M. (2008). *Learning, arts, and the brain: The Dana consortium report on arts and cognition*. New York; Washington, DC: Dana Press.
- Gazzaniga, M. S., Ivry, R. B., & Mangun, G. R. (2009). *Cognitive neuroscience: The biology of the mind* (3rd ed.). New York, NY: Norton.
- Geidd, J. (2010). The teen brain: Primed to learn, primed to take risks. *Cerebrum* (pp. 62-70). New York, NY: Dana Press.
- Giedd, J. N. (2009). Linking adolescent sleep, brain maturation, and behavior. *Journal of Adolescent Health*, 45(4), 319-320.
- Giles, M. (1990). Music and stress reduction in school children at risk for conduct disorders. *Applications of Research in Music Education*, 8(2), 11-13.
- Goodenow, C. (1993). Classroom belonging among early adolescent students. *The Journal of Early Adolescence*, 13(1), 21-43.
- Goswami, U. (2006). Neuroscience and education: From research to practice? *Nature Reviews Neuroscience*, 7(5), 406-413.
- Gould, E., Reeves, A. J., Fallah, M., Tanapat, P., Gross, C. G., & Fuchs, E. (1999). Hippocampal neurogenesis in adult old world primates. *Proceedings of the National Academy of Sciences*, 96(9), 5263-5267.
- Grimshaw, G. M., Adelstein, A., Bryden, M. P., & MacKinnon, G. E. (1998). First-language acquisition in adolescence: Evidence for a critical period for verbal language development. *Brain and Language*, 63(2), 237-255.
- Guerra, N. G., & Bradshaw, C. P. (2008). Linking the prevention of problem behaviors and positive youth development: Core competencies for positive youth development and risk prevention. In N. G. Guerra, & C. P. Bradshaw (Eds.), *Core competencies to prevent*

problem behaviors and promote positive youth development: New directions for child and adolescent development.

- Guggino, P. C., & Brint, S. (2010). Does the no child left behind act help or hinder K-12 education? *Policy Matters*, 3(3), 1-8.
- Hamre, B. K., & Pianta, R. C. (2001). Early teacher–child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development*, 72(2), 625.
- Hardiman, M., & Denckla, M. (2010). The science of education: Informing teaching and learning through the brain sciences. *Cerebrum* (pp. 3-11). New York, NY: Dana Press.
- Hardiman, M. M. (2003). *Connecting brain research with effective teaching: The brain-targeted teaching model*. Landham, MD: Rowman & Littlefield Education.
- Hart, W., & Albarracín, D. (2009). The effects of chronic achievement motivation and achievement primes on the activation of achievement and fun goals. *Journal of Personality and Social Psychology*, 97(6), 1129-1141.
- Hatano, G., & Ouro, Y. (2003). Commentary: Reconceptualizing school learning using insight from expertise research. *Educational Researcher*, 32(8), 26-29.
- Hathaway, W. E. (1995). Effects of school lighting on physical development and school performance. *Journal of Educational Research*, 88(4), 228.
- Hebb, D. (1949). *The organization of behavior: A neuropsychological theory*. New York, NY: Wiley.
- Heilman, K. M., Nadeau, S. E., & Beversdorf, D. O. (2003). Creative innovation: Possible brain mechanisms. *Neurocase*, 9(5), 369-379.
- Herz, R. S., Eliassen, J., Beland, S., & Souza, T. (2004). Neuroimaging evidence for the emotional potency of odor-evoked memory. *Neuropsychologia*, 42(3), 371-378.
- Herz, R. S., Schankler, C., & Beland, S. (2004). Olfaction, emotion and associative learning: Effects on motivated behavior. *Motivation & Emotion*, 28(4), 363-383.
- Heschong, L. (1999). *Daylighting in schools: An investigation into the relationship between daylighting and human performance*. San Francisco, CA: Pacific Gas and Electric Company.
- Hetland, L., Winner, E., Veenema, S., & Sheridan, K. (2007). *Studio thinking: The real benefits of arts education*. New York, NY: Teachers College Press.
- Higbee, K. L., & Clay, S. L. (1998). College students' beliefs in the ten-percent myth. *Journal of Psychology*, 132(5), 469.

- Hillman, C. H., Buck, S. M., Themanson, J. R., Pontifex, M. B., & Castelli, D. M. (2009). Aerobic fitness and cognitive development: Event-related brain potential and task performance indices of executive control in preadolescent children. *Developmental Psychology, 45*(1), 114-129.
- Howard, P. (2000). *Owner's manual for the brain: Everyday applications from mind-brain research*. Atlanta, GA: Bard Press.
- Howard-Jones, P. P., Pickering, S., & Diack, A. (2007). Perceptions of the role of neuroscience in education. Bristol, UK: The Innovation Unit.
- Hubel, D. H., & Wiesel, T. N. (1970). The period of susceptibility to the physiological effects of unilateral eye closure in kittens. *The Journal of Physiology, 206*(2), 419-436.
- Hyde, K. L., Lerch, J., Norton, A., Forgeard, M., Winner, E., Evans, A. C., et al. (2009). Musical training shapes structural brain development. *The Journal of Neuroscience, 29*(10), 3019-3025.
- Hyerle, D. N. (2011). *Student successes with thinking maps*. Thousand Oaks, CA: Corwin Press.
- Hygge, S. (2003). Classroom experiments on the effects of different noise sources and sound levels on long-term recall and recognition in children. *Applied Cognitive Psychology, 17*(8), 895-914.
- Immordino-Yang, M. H., & Damasio, A. (2007). We feel, therefore we learn: The relevance of affective and social neuroscience to education. *Mind, Brain, and Education, 1*, 3-10(8).
- Ivry, R. B., & Fiez, J. A. (2000). Cerebellar contributions to cognition and imagery. In M. S. Gazzaniga (Ed.), *The new cognitive neurosciences* (pp. 999-1011). Cambridge, MA: MIT Press.
- Izard, C., Fine, S., Schultz, D., Mostow, A., Ackerman, B., & Youngstrom, E. (2001). Emotion knowledge as a predictor of social behavior and academic competence in children at risk. *Psychological Science, 12*(1), 18-23.
- James, W. (1890). *Principles of psychology*. New York, NY: Holt.
- Jenkins, J. (2001). The Mozart effect. *Journal of the Royal Society of Medicine, 94*(4), 170-172.
- Joëls, M., Karst, H., Alfarez, D., Heine, V. M., Qin, Y., van Riel, E., ... Krugers, H.J. (2004). Effects of chronic stress on structure and cell function in rat hippocampus and hypothalamus. *Stress, 7*(4), 221-231.
- Joëls, M., Pu, Z., Wiegert, O., Oitzl, M. S., & Krugers, H. J. (2006). Learning under stress: How does it work? *Trends in Cognitive Sciences, 10*(4), 152-158.

- Kampylis, P., Berki, E., & Saariluoma, P. (2009). In-service and prospective teachers' conceptions of creativity. *Thinking Skills and Creativity*, 4(1), 15-29.
- Kandel, E. (2006). *In search of memory: The emergence of a new science of mind*. New York, NY: W.W. Norton & Company, Inc.
- Kane, J. H., & Anderson, R. C. (1978). Depth of processing and interference effects in the learning and remembering of sentences. *Journal of Educational Psychology*, 70(4), 626-635.
- Karmarkar, U. R., & Dan, Y. (2006). Experience-dependent plasticity in adult visual cortex. *Neuron*, 52(4), 577-585.
- Karpicke, J. D., & Blunt, J. R. (2011). Retrieval practice produces more learning than elaborative studying with concept mapping. *Science*, doi:10.1126/science.1199327
- Karpicke, J. D., & Roediger, H. L., III. (2008). The critical importance of retrieval for learning. *Science*, 319(5865), 966-968.
- Kempermann, G., Wiskott, L., & Gage, F. H. (2004). Functional significance of adult neurogenesis. *Current Opinion in Neurobiology*, 14(2), 186-191.
- Kettle, K. L., & Häubl, G. (2010). Motivation by anticipation: Expecting rapid feedback enhances performance. *Psychological Science*, 21(4), 545-547.
- Klein, S. B., & Kihlstrom, J. F. (1986). Elaboration, organization, and the self-reference effect in memory. *Journal of Experimental Psychology: General*, 115(1), 26-38.
- Kornell, N., & Bjork, R. A. (2008). Optimising self-regulated study: The benefits - and costs - of dropping flashcards. *Memory*, 16(2), 125-136.
- Kornell, N., Castel, A. D., Eich, T. S., & Bjork, R. A. (2010). Spacing as the friend of both memory and induction in young and older adults. *Psychology and Aging*, 25(2), 498-503.
- Kraft, U. (2007). Unleashing creativity. In F. Bloom (Ed.), *Best of the brain from Scientific American: Mind, matter, and tomorrow's brain*. New York, NY: Dana Press.
- LeDoux, J. E. (1996). *The emotional brain: The mysterious underpinnings of emotional life* New York, NY: Simon & Schuster.
- Lehrner, J., Marwinski, G., Lehr, S., Jöhren, P., & Deecke, L. (2005). Ambient odors of orange and lavender reduce anxiety and improve mood in a dental office. *Physiology & Behavior*, 86(1-2), 92-95.
- Lillard, A. S. (2005). *Montessori: The science behind the genius*. New York, NY: Oxford University Press.

- Limb, C. J., & Braun, A. R. (2008). Neural substrates of spontaneous musical performance: An fMRI study of jazz improvisation. *PLoS ONE*, 3(2), 1-9.
- Lonczak, H. S., Abbott, R. D., Hawkins, J. D., Kosterman, R., & Catalano, R. F. (2002). Effects of the Seattle Social Development Project on sexual behavior, pregnancy, birth, and sexually transmitted disease outcomes by age 21 years. *Archives of Pediatrics Adolescent Medicine*, 156(5), 438-447.
- Luiten, J., Ames, W., & Ackerson, G. (1980). A meta-analysis of the effects of advance organizers on learning and retention. *American Educational Research Journal*, 17(2), 211-218.
- Lyons, J. (2001). *Do school facilities really impact a child's education?* Scottsdale, AZ: Council of Educational Facility Planners.
- MacKinnon, D. W. (1966). What makes a person creative? *Theory into Practice*, 5(4, Creativity), 152-156.
- MacLeod, C. M., Gopie, N., Hourihan, K. L., Neary, K. R., & Ozubko, J. D. (2010). The production effect: Delineation of a phenomenon. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 36(3), 671-685.
- Maguire, E. A., Gadian, D. G., Johnsrude, I. S., Good, C. D., Ashburner, J., Frackowiak, R. S. J., & Frith, C. D. (2000). Navigation-related structural change in the hippocampi of taxi drivers. *Proceedings of the National Academy of Sciences*, 97(8), 4398-4403.
- Marzano, R. (1992). *A different kind of classroom: Teaching with dimensions of learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R., Pickering, D., & Pollock, J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Masten, A. S. (1986). Humor and competence in school-aged children. *Child Development*, 57(2), 461-473.
- Mayberry, R. I., & Eichen, E. B. (1991). The long-lasting advantage of learning sign language in childhood: Another look at the critical period for language acquisition. *Journal of Memory and Language*, 30(4), 486-512.
- Mayer, R. E. (1979). Twenty years of research on advance organizers: Assimilation theory is still the best predictor of results. *Instructional Science*, 8(2), 133-167.
- McAleese, R., Grabinger, S., & Fisher, K. (1999). The knowledge arena: A learning environment that underpins concept mapping. *American Educational Research Association*, Montreal, Canada.

- McBride, D. M., & Doshier, A.B. (2002). A comparison of conscious and automatic memory processes for picture and word stimuli: A process dissociation analysis. *Consciousness and Cognition, 11*(3), 423-460.
- McDaniel, M., & Bugg, J. (2008). Instability in memory phenomena: A common puzzle and a unifying explanation. *Psychonomic Bulletin & Review, 15*(2), 237-255.
- McEwen, B. S., & Sapolsky, R. M. (1995). Stress and cognitive function. *Current Opinion in Neurobiology, 5*(2), 205-216.
- Meltzoff, A. N., Kuhl, P. K., Movellan, J., & Sejnowski, T. J. (2009). Foundations for a new science of learning. *Science, 325*(5938), 284-288.
- Mendelson, T., Greenberg, M. T., Dariotis, J. K., Gould, L. F., Rhoades, B. L., & Leaf, P. J. (2010). Feasibility and preliminary outcomes of a school-based mindfulness intervention for urban youth. *Journal of Abnormal Child Psychology: An Official Publication of the International Society for Research in Child and Adolescent Psychopathology, 38*(7), 985-994.
- Miller, G. A. (1956). The magical number seven, plus or minus two: Some limits on our capacity for processing information. *Psychological Review, 63*(2), 81-97.
- Mohr, G., Engelkamp, J., & Zimmer, H. D. (1989). Recall and recognition of self-performed acts. *Psychological Research, 51*(4), 181-187.
- Montessori, M. (1967). *The absorbant mind*. New York, NY: Henry Holt.
- Mueller, C. M., & Dweck, C. S. (1998). Praise for intelligence can undermine children's motivation and performance. *Journal of Personality & Social Psychology, 75*(1), 33-53.
- Nachimas, M., Gunnar, M. R., Mangelsdorf, S., Parritz, R. H., & Buss, K. (1996). Behavioral inhibition and stress reactivity: The moderating role of attachment security. *Child Development, 67*, 508-522.
- Nadel, L., & Hardt, O. (2011). Update on memory systems and processes. *Neuropsychopharmacology, 36*(1), 251-273.
- Nelson, P. B., & Soli, S. (2000). Acoustical barriers to learning: Children at risk in every classroom. *Language, Speech & Hearing Services in Schools, 31*(4), 356-361.
- Osmundson, E., Chung, G. K., Herl, H. E., & Klein, D. C. (1999). *Knowledge mapping in the classroom : A tool for examining the development of students' conceptual understandings (technical report no. 507)*. Los Angeles, CA: CRESST/ University of California.
- Ott, J. (1973). *Health and light*. New York, NY: Simon and Schuster.

- Ozubko, J. D., & MacLeod, C. M. (2010). The production effect in memory: Evidence that distinctiveness underlies the benefit. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 36(6), 1543-1547.
- Paivio, A. (1971). *Imagery and verbal processes*. New York, NY: Holt, Rinehart, & Winston.
- Pashler, H., Cepeda, N. J., Wixted, J. T., & Rohrer, D. (2005). When does feedback facilitate learning of words? *Journal of Experimental Psychology: Learning, Memory & Cognition*, 31(1), 3-8.
- Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest*, 9(3), 109-115.
- Payton, J. W., Weissberg, R. P., Durlak, J. A., Dymnicki, A. B., Taylor, R. D., Schellinger, K. B., & Pachan, M. (2008). *The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews*. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.
- Pekrun, R., Goetz, T., Titz, W., & Perry, R. P. (2002). Academic emotions in students' self-regulated learning and achievement: A program of qualitative and quantitative research. *Educational Psychologist*, 37(2), 91-105.
- Perkins, D. (2001). *The eureka effect: The art and logic of breakthrough thinking*. New York, NY: W.W. Norton & Co., Inc.
- Phelps, E. A. (2006). Emotion and cognition: Insights from studies of the human amygdala. *Annual Review of Psychology*, 57, 27-53.
- Phelps, E. A., & LeDoux, J. E. (2005). Contributions of the amygdala to emotion processing: From animal models to human behavior. *Neuron*, 48(2), 175-187.
- Pink, D. (2006). *A whole new mind: Why right-brainers will rule the future*. New York, NY: Penguin Group.
- Pinel, J.P.J. (2000). *Biopsychology (4th edition)*. Boston, MD: Allyn and Bacon.
- Plucker, J. A. (1999). Is the proof in the pudding? reanalyses of torrance's (1958 to present) longitudinal data. *Creativity Research Journal*, 12(2), 103.
- Poirel, N., Mellet, E., Houdé, O., & Pineau, A. (2008). First came the trees, then the forest: Developmental changes during childhood in the processing of visual local–global patterns according to the meaningfulness of the stimuli. *Developmental Psychology*, 44(1), 245-253.
- Posner, M., & Patoine, B. (2009). How arts training improves attention and cognition. *Cerebrum*. <http://dana.org/news/cerebrum/detail.aspx?id=23206>

- Posner, M. R., Rothbart, M. K., & DiGirolamo, G. J. (1999). Development of brain networks for orienting to novelty. *Pavlov Journal of Higher Nervous Activity*, 12, 715-722.
- Posner, M. R., & Rothbart, M. K. (2007). *Educating the human brain*. Washington, D.C.: American Psychological Association.
- Psilos, P. (2002). *The impact of arts education on workforce preparation: Issue brief*. Washington, D.C.: National Governors' Association, Center for Best Practices.
- Raizada, R. D. S., & Kishiyama, M. M. (2010). Effects of socioeconomic status on brain development, and how cognitive neuroscience may contribute to levelling the playing field. *Frontiers in Human Neuroscience*, 4, 1-11.
- Rao, H., Betancourt, L., Giannetta, J. M., Brodsky, N. L., Korczykowski, M., Avants, B. B., ... Farah, M.J. (2010). Early parental care is important for hippocampal maturation: Evidence from brain morphology in humans. *NeuroImage*, 49(1), 1144-1150.
- Ratey, J. J. (2008). *Spark: The revolutionary new science of exercise and the brain*. New York, NY: Little, Brown and Co.
- Rauscher, F. H., Shaw, G. L., & Ky, K. N. (1993). Music and spatial task performance. *Nature*, 365, 611.
- Recht, D. R., & Leslie, L. (1988). Effect of prior knowledge on good and poor readers' memory of text. *Journal of Educational Psychology*, 80(1), 16-20.
- Resnick, M. D., Bearman, P. S., Blum, R. W., Bauman, K. E., Harris, K. M., Jones, J., et al. (1997). Protecting adolescents from harm. *JAMA: The Journal of the American Medical Association*, 278(10), 823-832.
- Rice, J., Levine, L., & Pizarro, D. (2007). "Just stop thinking about it": Effects of emotional disengagement on children's memory for educational material. *Emotion*, 7(4), 812-823.
- Rinne, L., Gregory, E., Yarmolinskaya, J., & Hardiman, M. (in press). Why arts integration improves long-term retention of content. *Mind, Brain, and Education*.
- Robertson, P. (2002). The critical age hypothesis. *The Asian EFL Journal (Online)*, Retrieved from http://www.asian-efl-journal.com/marcharticles_pr.html
- Robinson, K. (2001). *Out of our minds: Learning to be creative*. Oxford, UK: Capstone Ltd.
- Rohrer, D., & Pashler, H. (2010). Recent research on human learning challenges conventional instructional strategies. *Educational Researcher*, 39(5), 406-412.
- Rohrer, D., & Taylor, K. (2007). The shuffling of mathematics problems improves learning. *Instructional Science*, 35(6), 481-498.

- Rose, D. H., & Meyer, A. (2002). *Teaching every student in the digital age: Universal design for learning*. Alexandria, VA: Association for Supervision & Curriculum Development.
- Rotherham, A. J., & Willingham, D. (2009). 21st century skills: The challenges ahead. *Educational Leadership*, 67(1), 16.
- Runco, M. A. (2004). Creativity. *Annual Review of Psychology*, 55, 657-687.
- Runco, M. A., & Albert, R. S. (1986). The threshold theory regarding creativity and intelligence: An empirical test with gifted and nongifted children. *Creative Child & Adult Quarterly*, 11(4), 212-218.
- Rundus, D. (1971). Analysis of rehearsal processes in free recall. *Journal of Experimental Psychology*, 89(1), 63-77.
- Ruttle, P. L., Shirtcliff, E. A., Serbin, L. A., Ben-Dat Fisher, D., Stack, D. M., & Schwartzman, A. E. (2011). Disentangling psychobiological mechanisms underlying internalizing and externalizing behaviors in youth: Longitudinal and concurrent associations with cortisol. *Hormones and Behavior*, 59(1), 123-132.
- Sapolsky, R. M. (2004). *Why zebras don't get ulcers*. New York, NY: Henry Holt and Co.
- Sawyer, R. K. (2006). Educating for innovation. *Thinking Skills and Creativity*, 1(1), 41-48.
- Schlaug, G., Jäncke, L., Huang, Y., Staiger, J. F., & Steinmetz, H. (1995). Increased corpus callosum size in musicians. *Neuropsychologia*, 33(8), 1047-1055.
- Schmahmann, J. D. (1997). *The cerebellum and cognition*. New York, NY: Academic Press.
- Schmidt, S. R. (1994). Effects of humor on sentence memory. *Journal of Experimental Psychology: Learning, Memory & Cognition*, 20(4), 953.
- Schwabe, L., & Wolf, O. T. (2010). Learning under stress impairs memory formation. *Neurobiology of Learning and Memory*, 93(2), 183-188.
- Schwartz, D. L., Bransford, J. D., & Sears, D. (2005). *Efficiency and innovation in transfer*. In J. Mestre (Ed.), *Transfer of learning from a modern multidisciplinary perspective* (pp. 1-51). Greenwich, CT: Information Age Publishing.
- Scruggs, T., & Mastropieri, M. (2000). The effectiveness of mnemonic instruction for students with learning and behavior problems: An update and research synthesis. *Journal of Behavioral Education*, 10(2/3), 163-173.
- Shepard, R. N. (1967). Recognition memory for words, sentences, and pictures. *Journal of Verbal Learning and Verbal Behavior*, 6(1), 156-163.

- Shiffrin, R., & Nosofsky, M. (1994). Seven plus or minus two: A commentary on capacity limitations. *Psychological Review*, *101*(2), 357-361.
- Shonkoff, J. P., & Phillips, D. (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.
- Singleton, D., & Lengyel, Z. (Eds.). (1995). *The age factor in second language acquisition: A critical look at the critical period hypothesis*. Clevedon, UK: Multilingual Matters.
- Slamecka, N. J., & Graf, P. (1978). The generation effect: Delineation of a phenomenon. *Journal of Experimental Psychology: Human Learning and Memory*, *4*(6), 592-604.
- Smith, S. M., Glenberg, A., & Bjork, R. A. (1978). Environmental context and human memory. *Memory & Cognition*, *6*(4), 342-353.
- Smithrim, K., & Upitis, R. (2005). Learning through the arts: Lessons of engagement. *Canadian Journal of Education / Revue Canadienne De l'Éducation*, *28*(1/2), 109-127.
- Smyth, V. (1979). Speech reception in the presence of classroom noise. *Language, Speech, and Hearing Services in Schools*, *10*(4), 221-230.
- Sperling, G. (1960). The information available in brief visual presentations. *Psychological Monographs*, *74*, 1-29.
- Squire, L.R. & Kandel, E.R. (1999) *Memory: From Mind to Molecules*. New York, NY: W.H. Freeman & Co.
- Steinberg, L. (2008). A social neuroscience perspective on adolescent risk-taking. *Developmental Review*, *28*(1), 78-106.
- Steinberg, L., Dahl, R., Keating, D., Kupfer, D. J., Masten, A. S., & Pine, D. S. (2006). The study of developmental psychopathology in adolescence: Integrating affective neuroscience with the study of context. *Developmental psychopathology, vol 2: Developmental neuroscience (2nd ed.)*. (pp. 710-741) Hoboken, NJ: John Wiley & Sons Inc.
- Stevens, C., Lauinger, B., & Neville, H. (2009). Differences in the neural mechanisms of selective attention in children from different socioeconomic backgrounds: An event-related brain potential study. *Developmental Science*, *12*(4), 634-646.
- Strick, M., Holland, R. W., van Baaren, R., & van Knippenberg, A. (2009). Finding comfort in a joke: Consolatory effects of humor through cognitive distraction. *Emotion*, *9*(4), 574-578.
- Swanson, C. (2008). *Cities in crisis: A special analytic report on high school graduation*. Bethesda, MD: Educational Projects Research Center.

- Sylvan, L. J., & Christodoulou, J. A. (2010). Understanding the role of neuroscience in brain based products: A guide for educators and consumers. *Mind, Brain, and Education*, 4(1), 1-7.
- Talmi, D., Anderson, A. K., Riggs, L., Caplan, J. B., & Moscovitch, M. (2008). Immediate memory consequences of the effect of emotion on attention to pictures. *Learning & Memory*, 15(3), 172-182.
- Tanner, C. K. (2008). Explaining relationships among student outcomes and the school's physical environment. *Journal of Advanced Academics*, 19(3), 444-471.
- Taylor, J.B. (2008). *My stroke of insight: A brain scientist's personal journey*. New York, NY: Viking Penguin.
- Thompson, W. F., Schellenberg, E. G., & Husain, G. (2001). Arousal, mood, and the Mozart effect. *Psychological Science*, 12(3), 248-251.
- Toch, T. (2011). Beyond basic skills. *Phi Delta Kappan*, 92(6), 72-73.
- Tomlinson, C., & McTighe, J. (2006). *Integrating differentiated instruction & understanding by design: Connecting content and kids*. Alexandria, VA: Association for Supervision & Curriculum Development.
- Toppo, G. (2011, March). The search for a new way to test school kids. www.usatoday.com
- Tyler, S. W., Hertel, P. T., McCallum, M. C., & Ellis, H. C. (1979). Cognitive effort and memory. *Journal of Experimental Psychology: Human Learning and Memory*, 5(6), 607-617.
- Unsworth, N., & Engle, R. W. (2007). On the division of short-term and working memory: An examination of simple and complex span and their relation to higher order abilities. *Psychological Bulletin*, 133(6), 1038-1066.
- Valeski, T. N., & Stipek, D. J. (2001). Young children's feelings about school. *Child Development*, 72(4), 1198.
- Varma, S., McCandliss, B. D., & Schwartz, D. L. (2008). Scientific and pragmatic challenges for bridging education and neuroscience. *Educational Researcher*, 37(3), 140-152.
- Warm, J. S., Dember, W. N., & Parasuraman, R. (1991). Effects of olfactory stimulation on performance and stress in a visual sustained attention task. *Journal of Social Cosmetic Chemistry*, 42, 199-210.
- Webb, N. (2002). *Alignment study in language arts, mathematics, science and social studies of state standards and assessments for four states*. Washington, DC: Council of Chief State School Officers.

- Wentzel, K. R., & Wigfield, A. (1998). Academic and social motivational influences on student's academic performance. *Educational Psychology Review*, 10(2), 155-175.
- Willingham, D. T. (2009). *Why don't students like school? A cognitive scientist answers questions about how the mind works and what it means for your classroom*. San Francisco, CA: John Wiley & Sons, Inc.
- Wilson, D. (2004). The interface of school climate and school connectedness and relationships with aggression and victimization. *Journal of School Health*, 74(7), 293-299.
- Zaromb, F. M., & Roediger, H. L. (2009). The effects of effort after meaning on recall: Differences in within- and between-subjects designs. *Memory & Cognition*, 37(4), 447-463.
- Zentall, S. (1983). Learning environments: A review of physical and temporal factors. *Exception Education Quarterly*, 4(2), 10-15.
- Zentall, S. S., & Zentall, T. R. (1983). Optimal stimulation: A model of disordered activity and performance in normal and deviant children. *Psychological Bulletin*, 94(3), 446-471.
- Zhao, Y. (2009). *Catching up or leading the way: American education in the age of globalization*. Alexandria, VA: Association for Supervision & Curriculum Development.
- Zins, J. W., Weissberg, R.P., Wang, M.C., & Walberg, H.J. (2004). *Building school success on social emotional learning: What does the research say?* New York, NY: Teachers College Press.
- Ziv, A. (1988). Teaching and learning with humor: Experiment and replication. *The Journal of Experimental Education*, 57(1), 5-15.
- Zylowska, L., Ackerman, D. L., Yang, M. H., Futrell, J. L., Horton, N. L., Hale, T. S., ... Smalley, S.L. (2008). Mindfulness meditation training in adults and adolescents with ADHD. *Journal of Attention Disorders*, 11(6), 737-746.