The Influence Of Attention Learning And Motivation On Visual Search Nebraska Symposium On Motivation

Learning about LearningThe Influence of Effort on Impairments of Attention Associated with Major Affective DisordersIntelligent Data Engineering and Automated Learning -- IDEAL 2013The Challenge of AnticipationAttention in Early DevelopmentTeaching with the Brain in MindNeurobiology of AttentionAttentionThe Brain-Targeted Teaching Model for 21st-Century SchoolsAttention and Motor Skill LearningHuman Capacity in the Attention EconomyLatent Inhibition and Conditioned Attention TheoryAttention-Deficit Hyperactivity Disorder, Fourth EditionAttentionHow People Learn IICognitive and Perceptual RehabilitationThe Encyclopaedia and Dictionary of EducationDiagnosed Attention Deficit Hyperactivity Disorder and Learning Disability: U. S. , 2004-2006From Principles of Learning to Strategies for InstructionTeachers Bringing Out the Best in TeachersHuman Information ProcessingHuman-computer Interaction, INTERACT '03Straight A's in Psychiatric and Mental Health NursingCurrent Topics in Animal LearningThe Influence of Attention, Learning, and Motivation on Visual SearchComprehensive Dissertation IndexCognitive Effects of Multimedia LearningThe Oxford Handbook of AttentionHuman Centered ComputingOrganizational and Technological Implications of Cognitive Machines: Designing Future Information Management SystemsLearning About EducationAttention and Associative LearningPerceptual LearningPsychophysiological Aspects of Reading and LearningOver the InfluenceThe Cognitive Neuropsychology of AttentionEffects of Attention on the Intensity of Cutaneous Pressure and on Visual BrightnessAttention and Implicit LearningThe Handbook of Emotion and MemoryExploring Psychology Study Guide

Learning about Learning

Vols. for 1973- include the following subject areas: Biological sciences, Agriculture, Chemistry, Environmental sciences, Health sciences, Engineering, Mathematics and statistics, Earth sciences, Physics, Education, Psychology, Sociology, Anthropology, History, Law & political science, Business & economics, Geography & regional planning, Language & literature, Fine arts, Library & information science, Mass communications, Music, Philosophy and Religion.

The Influence of Effort on Impairments of Attention Associated with Major Affective Disorders

As we interact with our environment, our senses absorb large amounts of information that our brains interpret and catalogue. This sensory data then influences how we learn from our environment and interact with it in the future. Understanding the mechanisms by which we perceive, decipher, and retain information is key to understanding ourselves and answering the questions, ""How do we learn?"" and ""How can we improve our learning experiences?"" This book seeks to answer these questions by focusing on three topics within the field of cognitive psychology that directly influence human information processing: vision,

memory, and attention. Inspired by the work of George Sperling, a renowned expert in cognitive science and an early pioneer in the study of human information processing, the contributors to this book examine new computational models and methodologies. They study concepts such as the effects of human eye movements on our interpretation of visual stimuli to demonstrate how vision, memory, and attention are interlinked, and how they influence how we learn. The contributors also describe real-world applications for research, including technological innovations that can augment our senses and help us derive more information from our environment.

Intelligent Data Engineering and Automated Learning -- IDEAL 2013

The general idea that brains anticipate the future, that they engage in prediction, and that one means of doing this is through some sort of inner model that can be run of?ine, has a long history. Some version of the idea was common to Aristotle, as well as to many medieval scholastics, to Leibniz and Hume, and in more recent times, to Kenneth Craik and Philip Johnson-Laird. One reason that this general idea recurs continually is that this is the kind of picture that introspection paints. When we are engaged in tasks it seems that we form images that are predictions, or anticipations, and that these images are isomorphic to what they represent. But as much as the general idea recurs, opposition to it also recurs. The idea has never been widely accepted, or uncontroversial among psychologists, cognitive scientists and neuroscientists. The main reason has been that science cannot be s- is?ed with metaphors and introspection. In order to gain acceptance, an idea needs to be formulated clearly enough so that it can be used to construct testable hypot- ses whose results will clearly supportor cast doubtupon the hypothesis. Next, those ideasthatare formulablein one oranothersortof symbolismor notationare capable of being modeled, and modeling is a huge part of cognitive neuroscience. If an idea cannot be clearly modeled, then there are limits to how widely it can be tested and accepted by a cognitive neuroscience community.

The Challenge of Anticipation

"This book addresses the possible implications of cognitive machines for current and future organizations"--Provided by publisher.

Attention in Early Development

The Influence of Attention, Learning, and Motivation on Visual Search will bring together distinguished authors who are conducting cutting edge research on the many factors that influence search behavior. These factors will include low-level feature detection; statistical learning; scene perception; neural mechanisms of attention; and applied research in real world settings.

Teaching with the Brain in Mind

Widely regarded as the standard clinical reference, this volume provides the best current knowledge about attention-deficit/hyperactivity disorder (ADHD) in

children, adolescents, and adults. The field's leading authorities address all aspects of assessment, diagnosis, and treatment, including psychological therapies and pharmacotherapy. Core components of ADHD are elucidated. The volume explores the impact of the disorder across a wide range of functional domains--behavior, learning, psychological adjustment, school and vocational outcomes, and health. All chapters conclude with user-friendly Key Clinical Points. New to This Edition *Reflects significant advances in research and clinical practice. *Expanded with many new authors and new topics. *Chapters on cutting-edge interventions: social skills training, dietary management, executive function training, driving risk interventions, complementary/alternative medicine, and therapies for adults. *Chapters on the nature of the disorder: neuropsychological aspects, emotional dysregulation, peer relationships, child- and adult-specific domains of impairment, sluggish cognitive tempo, and more.

Neurobiology of Attention

Attention

This work brings together papers written by researchers and practitioners actively working in the field of human-computer interaction. It should be of use to students who study information technology and computer sciences, and to professional designers who are interested in User Interface design.

The Brain-Targeted Teaching Model for 21st-Century Schools

Attention: Theory and Practice provides a balance between a readable overview of attention and an emphasis on how theories and paradigms for the study of attention have developed. The book highlights the important issues and major findings while giving sufficient details of experimental studies, models, and theories so that results and conclusions are easy to follow and evaluate. Rather than brushing over tricky technical details, the authors explain them clearly, giving readers the benefit of understanding the motivation for and techniques of the experiments in order to allow readers to think through results, models, and theories for themselves. Attention is an accessible text for advanced undergraduate and graduate students in psychology, as well as an important resource for researchers and practitioners interested in gaining an overview of the field of attention.

Attention and Motor Skill Learning

There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, How People Learn: Brain, Mind, Experience, and School: Expanded Edition was published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to

investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments. How People Learn II: Learners, Contexts, and Cultures provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. How People Learn II will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults.

Human Capacity in the Attention Economy

1. Introduction. 2. Constructs and Measures. 3. Looking and Visual Attention: Overview and Developmental Framework. 4. Scanning, Searching, and Shifting Attention. 5. Development of Selectivity. 6. Development of Attention as a State. 7. Focused Visual Attention and Resistance to Distraction. 8. Increasing Independence in the Control of Attention. 9. Attention in Learning and Performance. 10. Individual Differences in Attention. 11. Early Manifestations of Attention Deficits. 12. Individuality and Development. 13. Recapitulation. References. Author Index. Subject Index

Latent Inhibition and Conditioned Attention Theory

The rise of ubiquitous information technology--smartphones, unbridled Internet access, and various applications of these tools--has interacted with the ways we are wired to think, feel, and behave. This book provides a fascinating look at the impact of the Internet and technology through the lens of human capacity. Chapters examine what makes these technologies so addictive; their effect on emotional well-being, memory, learning, and driving; replenishing depleted cognitive reserves; and how to chart a way forward in the attention economy.

Attention-Deficit Hyperactivity Disorder, Fourth Edition

Attention and learning are two of the most important topics in contemporary cognitive psychology and behavioural neuroscience. Of even more interest is how the two interact. Meaningful stimuli and their meaningful effects are invariably embedded in a complex background of meaningless information. Yet, in order to learn about meaningful relationships between events, an organism needs to be able to extract the relevant from the irrelevant. The ability to direct attention selectively to some stimuli and away from others is one fundamental mechanism by which this filtering of information can occur. But what controls this selective attention? Why are certain stimuli selected and others rejected? What are the neural mechanisms underlying this ability? Are they the same in humans as in other animals? And what are the consequences of damage to this attentional system? These are the questions that this book aims to answer. The idea of an interaction between attention and learning has experienced a huge surge of

interest in recent years. Advances in behavioural neuroscience have made it possible to investigate the neural basis of attention mechanisms; advances in connectionist modelling techniques have allowed us to implement and test more complex computational models of the operation of these mechanisms; and recent studies have implicated impairments in the ability to deploy selective attention appropriately in disorders such as schizophrenia and Parkinson's Disease. This book brings together leading international learning and attention researchers to provide both a comprehensive and wide-ranging overview of the current state of knowledge of this area as well as new perspectives and directions for the future. There are coherent themes that run throughout the book, but there are also, inevitably, fundamental disagreements between contributors on the role of attention in learning. Together, the views expressed in this book paint a picture of a vibrant and exciting area of psychological research, and will be essential reading for researchers of learning and attention.

Attention

Straight A's in Psychiatric and Mental Health Nursing is an excellent review for the NCLEX® and for psychiatric-mental health nursing courses from the LPN through the BSN level. It follows the unique and highly visual two-column Straight A's format—an in-depth outline review in the inner column and a quick-scanning key points refresher in the outer column. Logos include "Top 10" Lists that save students time before exams and Time-Out for Teaching that provides tips on patient teaching. The book and bound-in CD-ROM contain hundreds of NCLEX®-style questions, including alternate-format questions, along with answers and rationales.

How People Learn II

A powerful guide for applying brain research for more effective instruction The Brain-Targeted Teaching Model for 21st-Century Schools serves as a bridge between research and practice by providing a cohesive, proven, and usable model of effective instruction. Compatible with other professional development programs, this model shows how to apply educational and cognitive neuroscience principles into classroom settings through a pedagogical framework. The model's six components are: (1) Establish the emotional connection to learning (2) Develop the physical learning environment (3) Design the learning experience (4) Teach for the mastery of content, skills, and concepts (5) Teach for the extension and application of knowledge (6) Evaluate learning

Cognitive and Perceptual Rehabilitation

First published in 1985. Routledge is an imprint of Taylor & Francis, an informa company.

The Encyclopaedia and Dictionary of Education

Latent inhibition is an exquisitely simple, robust, and pervasive behavioural phenomenon - the reduced ability of an organism to learn new associations to

previously inconsequential stimuli. It has been demonstrated in a variety of animals, including humans, across many different learning tasks.

Diagnosed Attention Deficit Hyperactivity Disorder and Learning Disability: U. S. , 2004-2006

A key property of neural processing in higher mammals is the ability to focus resources by selectively directing attention to relevant perceptions, thoughts or actions. Research into attention has grown rapidly over the past two decades, as new techniques have become available to study higher brain function in humans, non-human primates, and other mammals. Neurobiology of Attention is the first encyclopedic volume to summarize the latest developments in attention research. An authoritative collection of over 100 chapters organized into thematic sections provides both broad coverage and access to focused, up-to-date research findings. This book presents a state-of-the-art multidisciplinary perspective on psychological, physiological and computational approaches to understanding the neurobiology of attention. Ideal for students, as a reference handbook or for rapid browsing, the book has a wide appeal to anybody interested in attention research. * Contains numerous quick-reference articles covering the breadth of investigation into the subject of attention * Provides extensive introductory commentary to orient and guide the reader * Includes the most recent research results in this field of study

From Principles of Learning to Strategies for Instruction

When the first edition of Teaching with the Brain in Mind was published in 1998, it quickly became an ASCD best-seller, and it has gone on to inspire thousands of educators to apply brain research in their classroom teaching. Now, author Eric Jensen is back with a completely revised and updated edition of his classic work, featuring new research and practical strategies to enhance student comprehension and improve student achievement. In easy to understand, engaging language, Jensen provides a basic orientation to the brain and its various systems and explains how they affect learning. After discussing what parents and educators can do to get children's brains in good shape for school, Jensen goes on to explore topics such as motivation, critical thinking skills, optimal educational environments, emotions, and memory. He offers fascinating insights on a number of specific issues, including * How to tap into the brain's natural reward system. * The value of feedback. * The importance of prior knowledge and mental models. * The vital link between movement and cognition. * Why stress impedes learning. * How social interaction affects the brain. * How to boost students' ability to encode, maintain, and retrieve learning. * Ways to connect brain research to curriculum, assessment, and staff development. Jensen's repeated message to educators is simple: You have far more influence on students' brains than you realize . . . and you have an obligation to take advantage of the incredible revelations that science is providing. The revised and updated edition of Teaching with the Brain in Mind helps you do just that.

Teachers Bringing Out the Best in Teachers

That neuropsychological performance is impaired in patients with affective disorders is now widely accepted, and there is growing evidence that attentional dysfunction (effortful attention in particular) is one of the major impairments normally observed. The present study aimed at defining the nature of attentional dysfunction in depression by means of tests designed to measure specific aspects of attention, such as sustained, selective, focused, divided attention, etc. We also tested the effect of increasing effortful attentional demands on subjects' performance. To that end, effort level was increased on the task variable that was considered to be the defining characteristic of each task. For example, the Stroop Color-Word is a test of perceptual interference, so that on the high effort condition we presented two types of interference - visual as well as auditory (recorded messages). Fourteen unipolar and thirteen bipolar patients were recruited from the inpatient psychiatry unit at the University of Massachusetts Medical Center, based on DSM-III criteria and score on the Inventory to Diagnose Depression (IDD). An age and education matched control group (N=20) was recruited from hospital workers. Subjects were administered a battery of twenty neuropsychological tests, including: Computerized Stroop Test, Continuous Performance Test, Trail Making, Symbol-Digit Modalities Test, Finger Tapping & Controlled Word Generation, Visual Letter Search, Digit Span, and a Levels of Processing Memory task. For each of these tasks, a low and high effort levels were employed. Subjects filled out two self-report scales, Fatigue Assessment Inventory and Profile of Mood States, before and after testing. Both unipolar and bipolar patients exhibited severe depression as measured by the IDD. ANOVA procedures indicated that on most measures patients performed significantly poorly when compared to normal controls (p

Human Information Processing

Reflecting current practice with a renewed focus on function-based assessments and evidence-based interventions, Cognitive and Perceptual Rehabilitation: Optimizing Function includes all of the tools you need to make a positive impact on your patients' lives. This clinical resource summarizes, highlights, and constructively critiques the state of cognitive and perceptual rehabilitation. This text helps you enhance your patients' quality of life by promoting improved performance of necessary and meaningful activities, and decreasing participation restrictions. Evidence-based intervention tables focus on improving daily function through proven methods. Summary tables highlight each assessment's clinical utility and pyschometric properties to provide you with the tools you need to choose the best assessment for each patient. An entire chapter on Application of Concepts features five case studies, each discussing background data and medical record review, evaluation findings, assessments, long-term goals, short-term goals, and interventions/functional activities to help you apply the theories and principles from the book to real-world situations. Handy learning aids including Key Terms, Learning Objectives, and Review Questions help you remember important information.

Human-computer Interaction, INTERACT '03

This study guide for David Myers' best-selling text for introductory psychology courses is compelling and concise with a global perspective on psychology. This edition has been thoroghly updated, and includes new features and a media

supplemts package.

Straight A's in Psychiatric and Mental Health Nursing

Current Topics in Animal Learning

Perceptual learning is the specific and relatively permanent modification of perception and behaviour following sensory experience. This book presents advances made during the 1990s in this rapidly growing field.

The Influence of Attention, Learning, and Motivation on Visual Search

Through nearly 300 research-based teacher perspectives on informal, teacher-to-teacher collaboration, school leaders will learn how teachers can promote professional growth in each other.

Comprehensive Dissertation Index

The primary goal of instructional design is improving the quality of learning and instruction. Instructional designers have focused on a number of areas of critical concern and developed a variety of techniques to achieve this goal (Reigeluth, 1983, 1999). Critical areas of concern for those who plan, implement and manage instruction include (a) needs assessment (identifying gaps or deficiencies in knowledge and performance to be addressed in instruction); (b) task analysis (identifying the types of knowledge, skills and attitudes to be developed during instruction); (c) learner analysis (determining who the learners are, what they know, relevant differences, etc.); (d) instructional strategies (developing strategies appropriate for the task and learners involved); and (e) assessment and evaluation (determining how to assess individual progress and evaluate programs). There are many books already in print that treat the general domain of instructional design, as well as texts that target each of these areas of concerns. Why then another book on these issues? There are several answers to this question. Many of the available books treat instruction as a formal process that proceeds according to specific and detailed instructional systems development models (see, for example, Dick, Carey & Carey, 2005). Indeed, the US military has created a series of handbooks specifying details of the various instructional development processes (see Department of Defense, 1999).

Cognitive Effects of Multimedia Learning

This book constitutes the refereed proceedings of the 14th International Conference on Intelligent Data Engineering and Automated Learning, IDEAL 2013, held in Hefei, China, in October 2013. The 76 revised full papers presented were carefully reviewed and selected from more than 130 submissions. These papers provided a valuable collection of latest research outcomes in data engineering and automated learning, from methodologies, frameworks and techniques to applications. In addition to various topics such as evolutionary algorithms, neural

networks, probabilistic modelling, swarm intelligent, multi-objective optimisation, and practical applications in regression, classification, clustering, biological data processing, text processing, video analysis, including a number of special sessions on emerging topics such as adaptation and learning multi-agent systems, big data, swarm intelligence and data mining, and combining learning and optimisation in intelligent data engineering.

The Oxford Handbook of Attention

Coverage includes educational psychology, personal development, accelerated learning, study skills, memory, the brain, nutrition, and training and development.

Human Centered Computing

This text focuses on the role that education and schooling have played in the creation, maintainance and transformation of the human species. It also considers the negative and positive consequences of schooling and education.

Organizational and Technological Implications of Cognitive Machines: Designing Future Information Management Systems

The theme of this Special Issue is one that is ill-served by the existing neuropsychological literature. A publication that collates reviews of the developmental, physiological, clinical and cognitive aspects of this topic is therefore timely and would prove valuable to clinicians, researchers and students alike. The underlying problem addressed by the invited contributors is how attention is manifest in the intact brain, and how disorders of attention present themselves in the damaged brain. The topics to be covered will range from the physiology of attention (as revealed by single unit recording studies of extra-striate cortex of monkeys and PET scans in humans and low frequency EEG recordings) to disorders of attention after brain damage (e.g. stroke) and chronic pathological disorders of the brain (e.g. dyslexia and mental retardation). The range of contributions to the Special Issue demonstrates that the kinds of attentional processing required are determined by the task in hand. Correspondingly the volume discusses attention in the parietal, temporal and frontal lobes of the human and macaque brain, investigated by clinical, electrophysiological and behavioural methods. Attentional processes are also shown to be distributed in the brain and the effects of diminished attentional capacities which do not result from focal brain lesions are discussed in the context of mental retardation and dyslexia.

Learning About Education

Intended for motor behaviour and cognitive psychology courses, and for professionals, this title explores how focus of attention can affect motor performance, particularly the learning of motor skills. It details how an individual's focus changes with age and type of task, allowing readers to apply the information across a variety of settings.

Attention and Associative Learning

This important volume defines the state of the art in the field of emotion and memory by offering a blend of research review, unpublished findings, and theory on topics related to its study. As the first contemporary reference source in this area, it summarizes findings on implicit and explicit aspects of emotion and memory, addresses conceptual and methodological difficulties associated with different paradigms and current procedures, and presents broad theoretical perspectives to guide further research. This volume articulates the accomplishments of the field and the points of disagreement, and gives the brain, clinical, and cognitive sciences an invaluable resource for 21st-century researchers. Citing and analyzing the results of experiments as well as field and case studies, the chapters are organized around methodological approaches, biological-evolutionary perspectives, and clinical perspectives, and bring together experts in neuroscience, and both cognitive and clinical psychology. Questions addressed include: * What is the nature of emotional events and what do we retain from them? * Is there something about emotional events that causes them to be processed differently in memory? * Do emotional memories have special characteristics that differ from those produced by "ordinary" memory mechanisms or systems? * Do people with emotional disturbances remember differently than normal people? * Which factors play the most crucial role in functional amnesia?

Perceptual Learning

Attention and Implicit Learning provides a comprehensive overview of the research conducted in this area. The book is conceived as a multidisciplinary forum of discussion on the question of whether implicit learning may be depicted as a process that runs independently of attention. The volume also deals with the complementary question of whether implicit learning affects the dynamics of attention, and it addresses these questions from perspectives that range from functional to neuroscientific and computational approaches. The view of implicit learning that arises from these pages is not that of a mysterious faculty, but rather that of an elementary ability of the cognitive systems to extract the structure of their environment as it appears directly through experience, and regardless of any intention to do so. Implicit learning, thus, is taken to be a process that may shape not only our behavior, but also our representations of the world, our attentional functions, and even our conscious experience. (Series B)

Psychophysiological Aspects of Reading and Learning

This book constitutes revised selected papers from the refereed proceedings of the First Human Centered Computing Conference, HCC 2014, that consolidated and further develops the successful ICPCA/SWS conferences on Pervasive Computing and the Networked World. The 54 full papers and 30 short papers presented in this volume were carefully reviewed and selected from 152 submissions. These proceedings present research papers investigating into a variety of aspects towards human centric intelligent societies. They cover the categories: infrastructure and devices; service and solution; data and knowledge; and community.

Over the Influence

This book, based on the Flowerree Mardi Gras Symposium at Tulane University, juxtaposes contemporary research and theory from several areas of animal learning -- learning theory, comparative cognition, animal models of human behavior, and functional neurology. Investigators pursuing these different routes often work in isolation of progress being made in, what should be, related fields. This book will acquaint students and researchers with a variety of topics, ordinarily treated separately, in a way that will stimulate integrative thinking. Cognitive interpretations of animal learning are included, as well as recent developments in conditioning theory, physiological bases of learning, animal models of human behavior problems, and psychopharmacology.

The Cognitive Neuropsychology of Attention

"This book identifies the role and function of multimedia in learning through a collection of research studies focusing on cognitive functionality"--Provided by publisher.

Effects of Attention on the Intensity of Cutaneous Pressure and on Visual Brightness

Twelve-step programs that insist on abstinence are beneficial to many--but what about the millions of Americans who try to quit and fail, just want to cut down, or wish to work toward sobriety gradually? This groundbreaking book presents the Harm Reduction approach, a powerful alternative to traditional treatment that helps users set and meet their own goals for gaining control over drinking and drugs. The expert, empathic authors guide readers to figure out which aspects of their own habits may be harmful, what they would like to change, and how to put their intentions into action while also dealing with problems that stand in the way, such as depression, stress, and relationship conflicts. Based on solid science and 40+ years of combined clinical experience, the book is packed with self-discovery tools, fact sheets, and personal accounts. It puts the reader in the driver's seat with a new and empowering roadmap for change. Winner--American Journal of Nursing Book of the Year Award

Attention and Implicit Learning

The Handbook of Emotion and Memory

During the last three decades there have been enormous advances in our understanding of the neural mechanisms of selective attention at the network as well as the cellular level. The Oxford Handbook of Attention brings together the different research areas that constitute contemporary attention research into one comprehensive and authoritative volume. In 40 chapters, it covers the most important aspects of attention research from the areas of cognitive psychology, neuropsychology, human and animal neuroscience, and computational modelling. The book is divided into six main sections. Following an introduction from Michael Posner, The Oxford Handbook of Attention begins by looking at theoretical models of attention. The next two sections are dedicated to spatial attention and non-

spatial attention respectively. Within section 4, the authors consider the interactions between attention and other psychological domains. The last two sections focus on attention related disorders and on computational models of attention. A final epilogue chapter written by Nobre and Kastner summarizes the questions, methods, findings, and emerging principles of contemporary attention research. For both scholars and students, The Oxford Handbook of Attention provides a concise and state-of-the-art review of the current literature in this field.

Exploring Psychology Study Guide

Presents national estimates of the prevalence of diagnosed attention deficit hyperactivity disorder (ADHD) and learning disability (LD) in U.S. children 6-17 years of age and describes the prevalence of these conditions for children with selected characteristics. The use of educational and health care services and the prevalence of other health conditions are contrasted for children with ADHD without LD, LD without ADHD, both conditions, and neither condition. Estimates are based on data from the National Health Interview Survey, an ongoing national household survey of the civilian non-institutionalized population of the U.S. The analysis focuses on 23,051 children 6-17 years of age in a child sample from 2004, 2005, and 2006. Graphs.

ROMANCE ACTION & ADVENTURE MYSTERY & THRILLER BIOGRAPHIES & HISTORY CHILDREN'S YOUNG ADULT FANTASY HISTORICAL FICTION HORROR LITERARY FICTION NON-FICTION SCIENCE FICTION