

## WHAT WORKS IN EDUCATION: PREFACE

*What Works in Education* is the result of a collaborative effort between two organizations: the Cambridge Center for Behavioral Studies and Division 33 of the American Psychological Association.) The Cambridge Center for Behavioral Studies is a nonprofit organization, one of whose major goals is applying findings from scientific research in learning and instruction to improving education. APA Division 33 is dedicated to the furtherance of psychological knowledge through basic and applied research, and excellence in professional practice in the field of mental retardation and developmental disabilities.

The purpose of *What Works in Education* is to make available information about educational programs and procedures that work, that is, programs or procedures that have been shown to produce significant measurable improvements in skills deemed important for student success. However, beyond this, the programs and procedures included have been demonstrated to work in many different settings when implemented by many different educators with students of varying ages, socio-economic status, and ethnic backgrounds. These programs and procedures have been shown to work predictably and reliably when implemented correctly. While it is critical to continue to conduct solid scientific research in the areas of human learning and instruction, it is equally critical that we use the considerable body of knowledge that already exists.

An underlying assumption of the document is that the most effective education occurs when instruction is targeted to teach specific outcomes and when an objective evaluation system is in place to determine whether those outcomes have been achieved. Therefore, submissions were required to state the skills targeted and how gains were measured. The skills vary with the program, and cover the gamut from basic math facts to thinking skills and attitudes toward school. Measurement also varies, but many programs use well-known nationally standardized tests in combination with program-specific criterion-referenced performance measures.

The Introduction presents the educational context that led to the development of this publication, and describes the standards used in selecting papers. This is followed by the individual papers. These papers may be obtained from the Cambridge Center for Behavioral Studies, either by ordering a printed version or by downloading from the Cambridge Center's Web Site, <http://www.behavior.org>. This publication will continue to be updated, with additional volumes being published periodically. To receive updates, check the web site or request updates by mail.

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## WHAT WORKS IN EDUCATION

We are always seeking suggestions on how to better help individuals and organizations meet the education problems of today. If you know of programs or procedures that should be considered for inclusion, please let us know by contacting the Cambridge Center.

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