

What Brain Research Teaches about Rigor, Relevance and Relationships and What It Teaches about Keeping Your Own Brain Healthy

Dr. Paul D. Nussbaum and Dr. Willard R. Daggett

The latest research into how the human brain develops and functions is informing not only a new awareness of manageable “brain health” but also the art and science of learning and teaching children and teenagers. Leading clinical neuropsychologist Dr. Paul D. Nussbaum and nationally-renowned education leader Dr. Willard R. Daggett team up to explore how rigor, relevance and relationships are fully consistent with and supported by breakthroughs in brain science. This engaging professional and personal interest book:

- describes, in nonspecialist language, recent discoveries about brain structures and functions
- explains the implications of that emerging science for learning, student engagement, and personal and professional relationships
- illustrates why a steadfast belief in rigorous and relevant curriculum and instruction, based on positive relationships, helps students to be successful in school and after graduation
- challenges readers to nurture “brain health” for themselves and those they care about.

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“I first delivered a presentation for the International Center on brain health at the 2007 Model Schools Conference Post-Conference on July 4 in Washington, D.C. Even though it was Independence Day in our nation’s capital, more than 1,000 people stayed to hear my message. It was clear that Bill Daggett and his team understood the importance of connecting applied brain research to U.S. education. Together we are building upon the exciting concepts of brain science that I started to explore in the 1990s and to create new avenues to promote brain health and improved learning and teaching.”

Dr. Paul D. Nussbaum

Clinical Neuropsychologist and Adjunct
Associate Professor, University of Pittsburgh
School of Medicine

“The first time that Paul Nussbaum appeared as a keynote speaker for us, my staff and I worried about how well a presentation to educators on brain research would capture their interest. We need not have worried. Paul’s broad knowledge, passion, learned insights, and exceptional ability to captivate an audience proved to be more than up to the challenge. His concept of brain health and its application to — and implications for — K-12 education are as intriguing as they are promising. Paul is a valued contributor to the International Center’s mission of rigor, relevance, and relationships for all students.”

Dr. Willard R. Daggett

President, International Center for
Leadership in Education



International Center
for Leadership in Education

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