

## A Study On Gap Acceptance Of Unsignalized Intersection

The use of cognitive science in creating stories, languages, visuals, and characters is known as narrative generation, and it has become a trending area of study. Applying artificial intelligence (AI) techniques to story development has caught the attention of professionals and researchers; however, few studies have inherited techniques used in previous literary methods and related research in social sciences. Implementing previous narratology theories to current narrative generation systems is a research area that remains unexplored.

**Bridging the Gap Between AI, Cognitive Science, and Narratology With Narrative Generation** is a collection of innovative research on the analysis of current practices in narrative generation systems by combining previous theories in narratology and literature with current methods of AI. The book bridges the gap between AI, cognitive science, and narratology with narrative generation in a broad sense, including other content generation, such as a novels, poems, movies, computer games, and advertisements. The book emphasizes that an important method for bridging the gap is based on designing and implementing computer programs using knowledge and methods of narratology and literary theories. In order to present an organic, systematic, and integrated combination of both the fields to develop a new research area, namely post-narratology, this book has an important place in the creation of a new research area and has an impact on both narrative generation studies, including AI and cognitive science, and narrative studies, including narratology and literary theories. It is ideally designed for academicians, researchers, and students, as well as enterprise practitioners, engineers, and creators of diverse content generation fields such as advertising production, computer game creation, comic and manga writing, and movie production.

"Jeffrey Pfeffer and Robert Sutton, identify the causes of the knowing-doing gap and explain how to close it."--Jacket. Understanding and overcoming the gender gap in computer science education. The information technology revolution is transforming almost every aspect of society, but girls and women are largely out of the loop. Although women surf the Web in equal numbers to men and make a majority of online purchases, few are involved in the design and creation of new technology. It is mostly men whose perspectives and priorities inform the development of computing innovations and who reap the lion's share of the financial rewards. As only a small fraction of high school and college computer science students are female, the field is likely to remain a "male clubhouse," absent major changes. In *Unlocking the Clubhouse*, social scientist Jane Margolis and computer scientist and educator Allan Fisher examine the many influences contributing to the gender gap in computing. The book is based on interviews with more than 100 computer science students of both sexes from Carnegie Mellon University, a major center of

computer science research, over a period of four years, as well as classroom observations and conversations with hundreds of college and high school faculty. The interviews capture the dynamic details of the female computing experience, from the family computer kept in a brother's bedroom to women's feelings of alienation in college computing classes. The authors investigate the familial, educational, and institutional origins of the computing gender gap. They also describe educational reforms that have made a dramatic difference at Carnegie Mellon—where the percentage of women entering the School of Computer Science rose from 7% in 1995 to 42% in 2000—and at high schools around the country.

This book explores various and distinct aspects of environmental health literacy (EHL) from the perspective of investigators working in this emerging field and their community partners in research. Chapters aim to distinguish EHL from health literacy and environmental health education in order to classify it as a unique field with its own purposes and outcomes. Contributions in this book represent the key aspects of communication, dissemination and implementation, and social scientific research related to environmental health sciences and the range of expertise and interest in EHL. Readers will learn about the conceptual framework and underlying philosophical tenets of EHL, and its relation to health literacy and communications research. Special attention is given to topics like dissemination and implementation of culturally relevant environmental risk messaging, and promotion of EHL through visual technologies. Authoritative entries by experts also focus on important approaches to advancing EHL through community-engaged research and by engaging teachers and students at an early age through developing innovative STEM curriculum. The significance of theater is highlighted by describing the use of an interactive theater experience as an approach that enables community residents to express themselves in non-verbal ways.

The idea of the gap year has taken hold in America. Since its development in Britain nearly fifty years ago, taking time off between secondary school and college has allowed students the opportunity to travel, develop crucial life skills, and grow up, all while doing volunteer work in much-needed parts of the developing world.

An analysis of divergent online news preferences of journalists and consumers and what this means for media and democracy in the digital age. The websites of major media organizations—CNN, USA Today, the Guardian, and others—provide the public with much of the online news they consume. But although a large proportion of the top stories these sites disseminate cover politics, international relations, and economics, users of these sites show a preference (as evidenced by the most viewed stories) for news about sports, crime, entertainment, and weather. In this book, Pablo Boczkowski and Eugenia Mitchelstein examine the divergence in preferences and consider its implications for the media industry and democratic life in the digital age. Drawing on analyses of more than 50,000 stories posted on twenty news sites in seven countries in North and South America and Western Europe, Boczkowski and Mitchelstein find that the gap in news preferences exists regardless of ideological orientation or national media culture, and that it is not affected by innovations in forms of storytelling, such as blogs and user-generated content on mainstream news sites. Drawing upon these findings, they explore the news gap's troubling consequences for the matrix that connects communication, technology, and politics in the digital age.

The identification of gaps from systematic reviews is essential to the practice of "evidence-based research." Health care research should begin and end with a systematic review. A comprehensive and explicit consideration of the existing evidence is necessary for the identification and development of an unanswered and answerable question, for the design of a study most likely to answer that question, and for the interpretation of the results of the study. In a systematic review, the consideration of existing evidence often highlights important areas where deficiencies in information limit our ability to make decisions. We define a research gap as a topic or area for which missing or inadequate information limits the ability of reviewers to reach a conclusion for a given question. A research gap may be further developed, such as through stakeholder engagement in prioritization, into research needs. Research needs are those areas where the gaps in the evidence limit decision making by patients, clinicians, and policy makers. A research gap may not be a research need if filling the gap would not be of use to stakeholders that make decisions in health care. The clear and explicit identification of research gaps is a necessary step in developing a research agenda. Evidence reports produced by Evidence-based Practice Centers (EPCs) have always included a future research section. However, in contrast to the explicit and transparent steps taken in the completion of a systematic review, there has not been a systematic process for the identification of research gaps. We developed a framework to systematically identify research gaps from systematic reviews. This framework facilitates the classification of where the current evidence falls short and why the evidence falls short. The framework included two elements: (1) the characterization the gaps and (2) the identification and classification of the reason(s) for the research gap. The PICOS structure (Population, Intervention, Comparison, Outcome and Setting) was used in this framework to describe questions or parts of questions inadequately addressed by the evidence synthesized in the systematic review. The issue of timing, sometimes included as PICOTS, was considered separately for Intervention, Comparison, and Outcome. The PICOS elements were the only sort of framework we had identified in an audit of existing methods for the identification of gaps used by EPCs and other related organizations (i.e., health technology assessment organizations). We chose to use this structure as it is one familiar to EPCs, and others, in developing questions. It is not only important to identify research gaps but also to determine how the evidence falls short, in order to maximally inform researchers, policy makers, and funders on the types of questions that need to be addressed and the types of studies needed to address these questions. Thus, the second element of the framework was the classification of the reasons for the existence of a research gap. For each research gap, the reason(s) that most preclude conclusions from being made in the systematic review is chosen by the review team completing the framework. To leverage work already being completed by review teams, we mapped the reasons for research gaps to concepts from commonly used evidence grading systems. Our objective in this project was to complete two types of further evaluation: (1) application of the framework across a larger sample of existing systematic reviews in different topic areas, and (2) implementation of the framework by EPCs. These two objectives were used to evaluate the framework and instructions for usability and to evaluate the application of the framework by others, outside of our EPC, including as part of the process of completing an EPC report. Our overall goal was to produce a revised framework with guidance that could be used by EPCs to explicitly identify research gaps from systematic

reviews.

A Study of Gap Acceptance at a Stop Sign Location  
A Study of Gap Acceptance at Left-hand and Right-hand Ramps  
A Study of Gap Acceptance at Left-hand and Right-hand Ramps  
A Study of Minimum Gap Acceptance and Its Application to Traffic Simulation for Uncontrolled Intersections  
Gap Acceptance at Non-standard Stop-controlled Intersections

Being an effective math educator is one part based on the quality of the tasks we give, one part how we diagnose what we see, and one part what we do with what we find. Yet with so many students and big concepts to cover, it can be hard to slow down enough to look for those moments when students' responses tell us what we need to know about next best steps. In this remarkable book, John SanGiovanni helps us value our students' misconceptions and incomplete understandings as much as their correct ones—because it's the gap in their understanding today that holds the secrets to planning tomorrow's best teaching. SanGiovanni lays out 180 high-quality tasks aligned to the standards and big ideas of Grades 3-5 mathematics, including addition and subtraction of multi-digit whole numbers, multiplication and division of single and multi-digit whole numbers, foundational fraction concepts, foundational decimal concepts, and operations with fractions and decimals. The tasks are all downloadable so you can use or modify them for instruction and assessment. Each big idea offers a starting task followed by: what makes it a high-quality task what you might anticipate before students work with the task 4 student examples of the completed task showcasing a distinct "gap" commentary on what precisely counts for mathematical understanding and the next instructional steps commentary on the misconception or incomplete understanding so you learn why the student veered off course three additional tasks aligned to the mathematics topic and ideas about what students might do with these additional tasks. It's time to break our habit of rushing into re-teaching for correctness and instead get curious about the space between right and wrong answers. Mine the Gap for Mathematical Understanding is a book you will return to again and again to get better at selecting tasks that will uncover students' reasoning—better at discerning the quality and clarity of students' understanding—and better at planning teaching based on the gaps you see.

Bridging the Communication Gap is a book about improving communication between customers, business analysts, developers and testers on software projects, especially by using specification by example and agile acceptance testing. These two key emerging software development practices can significantly improve the chances of success of a software project. They ensure that all project participants speak the same language, and build a shared and consistent understanding of the domain. This leads to better specifications, flushes out incorrect assumptions and ensures that functional gaps are discovered before the development starts. With these practices in place you can build software that is genuinely fit for purpose.

The untold story of the root cause of America's education crisis--and the seemingly endless cycle of multigenerational poverty. It was only after years within the education reform movement that Natalie Wexler stumbled across a hidden explanation for our country's frustrating lack of progress when it comes to providing every child with a quality education. The problem wasn't one of the usual scapegoats: lazy teachers, shoddy facilities, lack of accountability. It was something no one was talking about: the

elementary school curriculum's intense focus on decontextualized reading comprehension "skills" at the expense of actual knowledge. In the tradition of Dale Russakoff's *The Prize* and Dana Goldstein's *The Teacher Wars*, Wexler brings together history, research, and compelling characters to pull back the curtain on this fundamental flaw in our education system--one that fellow reformers, journalists, and policymakers have long overlooked, and of which the general public, including many parents, remains unaware. But *The Knowledge Gap* isn't just a story of what schools have gotten so wrong--it also follows innovative educators who are in the process of shedding their deeply ingrained habits, and describes the rewards that have come along: students who are not only excited to learn but are also acquiring the knowledge and vocabulary that will enable them to succeed. If we truly want to fix our education system and unlock the potential of our neediest children, we have no choice but to pay attention.

*The Language Gap* provides an accessible review of the language gap research, illuminating what we know and what we do not know about the language development of youth from working and lower socioeconomic classes. Written to offer a balanced look at existing literature, this text analyzes how language gap research is portrayed in the media and how debatable research findings have been portrayed as common sense facts. This text additionally analyzes how language gap research has impacted educational policies, and will be the first book-length overview addressing this area of rapidly growing interest.

Significant changes have taken place in the policy landscape surrounding cannabis legalization, production, and use. During the past 20 years, 25 states and the District of Columbia have legalized cannabis and/or cannabidiol (a component of cannabis) for medical conditions or retail sales at the state level and 4 states have legalized both the medical and recreational use of cannabis. These landmark changes in policy have impacted cannabis use patterns and perceived levels of risk. However, despite this changing landscape, evidence regarding the short- and long-term health effects of cannabis use remains elusive. While a myriad of studies have examined cannabis use in all its various forms, often these research conclusions are not appropriately synthesized, translated for, or communicated to policy makers, health care providers, state health officials, or other stakeholders who have been charged with influencing and enacting policies, procedures, and laws related to cannabis use. Unlike other controlled substances such as alcohol or tobacco, no accepted standards for safe use or appropriate dose are available to help guide individuals as they make choices regarding the issues of if, when, where, and how to use cannabis safely and, in regard to therapeutic uses, effectively. Shifting public sentiment, conflicting and impeded scientific research, and legislative battles have fueled the debate about what, if any, harms or benefits can be attributed to the use of cannabis or its derivatives, and this lack of aggregated knowledge has broad public health implications. *The Health Effects of Cannabis and Cannabinoids* provides a comprehensive review of scientific evidence related to the health effects and potential therapeutic benefits of cannabis. This report provides a research agenda--outlining gaps in current knowledge and opportunities for providing additional insight into these issues--that summarizes and prioritizes pressing research needs.

'Splendid and necessary' - Henry Marsh, author of *Do No Harm*, *New Statesman* There are dramatic differences in health between countries and within countries. But this is not a simple matter of rich and poor. A poor man in Glasgow is rich compared to the



average Indian, but the Glaswegian's life expectancy is 8 years shorter. The Indian is dying of infectious disease linked to his poverty; the Glaswegian of violent death, suicide, heart disease linked to a rich country's version of disadvantage. In all countries, people at relative social disadvantage suffer health disadvantage, dramatically so. Within countries, the higher the social status of individuals the better is their health. These health inequalities defy usual explanations. Conventional approaches to improving health have emphasised access to technical solutions – improved medical care, sanitation, and control of disease vectors; or behaviours – smoking, drinking – obesity, linked to diabetes, heart disease and cancer. These approaches only go so far. Creating the conditions for people to lead flourishing lives, and thus empowering individuals and communities, is key to reduction of health inequalities. In addition to the scale of material success, your position in the social hierarchy also directly affects your health, the higher you are on the social scale, the longer you will live and the better your health will be. As people change rank, so their health risk changes. What makes these health inequalities unjust is that evidence from round the world shows we know what to do to make them smaller. This new evidence is compelling. It has the potential to change radically the way we think about health, and indeed society.

Aging is a puzzle to solve. This process is traditionally studied in a couple of biological models like fruit flies, worms and mice. What all these species have in common is their fast aging. This is excellent for lab budgets. It is a great short-term strategy. Who has time to study species that live for decades? But lifespan differences among species are magnitudes of order larger than any lifespan variation achieved in the lab. This is the reason for which I studied countless information resources in an attempt to gather highly specialized research into one easy-to-follow book. I wanted to see the forest among the trees. I wanted to expose the aging gap between species in an easy-to-follow and logical sequence. This book is my attempt at doing just that. What are the mechanisms underlying the aging gap between species? I intentionally chose to write the answer to this question in plain English. Aging research is too important to hide it behind the closed doors of formal scientific jargon. This book could not have existed if green tea, libraries and the Internet were not invented. The amount of data I had to browse in order to keep the essential patterns is huge. Yet this book is not exhaustive. This is not a dry academic textbook. I tried to instill life in a topic that is hugely important for the extension of human lifespan. Only you can decide if I achieved this. \*\*\*\*\* TABLE OF CONTENTS \*\*\*\*\* Finding the Forest Among the Trees Being Reliable Counts The Mathematics of Aging The Speed of Senescence Case Study: Aging in Fish How to Estimate Chronological Age Taking Life Slowly On Temperature and Aging Dormancy The Housekeeping Problem Case Study: Aging in Turtles Intracellular Junk Case Study: Aging in Crustaceans Extracellular Junk Case Study: Protein Quality Control The Sweet Poison Are Cell Membranes the Pacemakers of Metabolism? Could Reproduction Set up the Pacemaker of Senescence? The Segregation of Somatic and Germ Cells Clonal Senescence Versus Mechanical Senescence Same Species, Different Lifespans Case Study: Eusocial Species Case Study: Parasite/Free-Living Populations Case Study: Island Versus Inland Populations Hormones as Pacemakers of Senescence Case Study: Low Hormone Levels in Long-lived Rodents Is Aging a Form of Dehydration? The Immune Pacemaker of Senescence Innate Versus Adaptive Immunity Senescent Cells Case Study: Thymic

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This report presents the study of minor street drivers' gap and lag acceptance and rejection at a non-standard stop-controlled T-intersection. In this context, non-standard stop-controlled intersections are those at which priority right-of-way is given to a left-turning traffic stream. The arrival and departure times of all vehicles entering the intersection were collected with a traffic classifier and video camera. Lag/gap acceptance and rejection values were found for several specific movement combinations. The resulting critical lag and gap values varied over a wide range, depending upon the method used to derive them and the particular movement pattern being considered. Values ranged from 1.8 to 9.0 seconds, with the majority of the critical gap values higher than the critical lag values for the same movement. The lower lag/gap values were from a movement pair associated with non-standard control: drivers stopped to wait on the oncoming traffic stream having the right-of-way often choose to proceed when oncoming vehicles are close, assuming that if an oncoming vehicle has not reduced its speed by the time it is close to the intersection, it will probably proceed through and not turn left. At the intersection studied, this non-standard stop-controlled pattern sometimes caused confusion among drivers and excessive delay on minor street approaches during high traffic volume periods.

Second in a series of publications from the Institute of Medicine's Quality of Health Care in America project Today's health care providers have more research findings and more technology available to them than ever before. Yet recent reports have raised serious doubts about the quality of health care in America. Crossing the Quality Chasm makes an urgent call for fundamental change to close the quality gap. This book recommends a sweeping redesign of the American health care system and provides overarching principles for specific direction for policymakers, health care leaders, clinicians, regulators, purchasers, and others. In this comprehensive volume the committee offers: A set of performance expectations for the 21st century health care system. A set of 10 new rules to guide patient-clinician relationships. A suggested organizing framework to better align the incentives inherent in payment and accountability with improvements in quality. Key steps to promote evidence-based practice and strengthen clinical information systems. Analyzing health care organizations as complex systems, Crossing the Quality Chasm also documents the causes of the quality gap, identifies current practices that impede quality care, and explores how systems approaches can be used to implement change.

Starting off a new series on Transport Systems and Traffic Engineering the book aims to help bridge the gap between research

and practice, encouraging a critical dialogue in different, specific, subjects spanning innovation, development and technology transfer. Those who offer innovation often do not meet the immediate needs of practitioners, especially in the traditional field of civil engineering. Still, the adequate diffusion of research results and wisdom derived from practical experience are crucial to both theoretical underpinnings and technical applications. The papers forming this book are devoted to intersection control and safety and have been selected bearing in mind the criteria stated above. That is, these papers provide both scholarly contribution as well as vision for application. As a general rule, about one-third of all highway crashes happen at intersections. This rule holds for many different countries. Intersection crashes also represent a significant portion of serious injury crashes, and by right are receiving considerable attention from researchers and practitioners alike. This book is therefore devoted to relevant safety aspects of road intersections and innovative features in design and operations that may address the intersection crash problem. The thirteen papers are more or less equally devoted to roundabouts and signals. These papers cover many of the most recent and emerging issues related to intersection control and safety. Topics range from design details to driver perception, from pedestrians behaviour to signal timing, and from capacity models to red-light running. The book will be useful for those wishing to expand their knowledge of this ever important subject area.

At a time when lesbian, gay, bisexual, and transgender individuals--often referred to under the umbrella acronym LGBT--are becoming more visible in society and more socially acknowledged, clinicians and researchers are faced with incomplete information about their health status. While LGBT populations often are combined as a single entity for research and advocacy purposes, each is a distinct population group with its own specific health needs. Furthermore, the experiences of LGBT individuals are not uniform and are shaped by factors of race, ethnicity, socioeconomic status, geographical location, and age, any of which can have an effect on health-related concerns and needs. The Health of Lesbian, Gay, Bisexual, and Transgender People assesses the state of science on the health status of LGBT populations, identifies research gaps and opportunities, and outlines a research agenda for the National Institute of Health. The report examines the health status of these populations in three life stages: childhood and adolescence, early/middle adulthood, and later adulthood. At each life stage, the committee studied mental health, physical health, risks and protective factors, health services, and contextual influences. To advance understanding of the health needs of all LGBT individuals, the report finds that researchers need more data about the demographics of these populations, improved methods for collecting and analyzing data, and an increased participation of sexual and gender minorities in research. The Health of Lesbian, Gay, Bisexual, and Transgender People is a valuable resource for policymakers, federal agencies including the National Institute of Health (NIH), LGBT advocacy groups, clinicians, and service providers.

Research leading to the continuous improvement of traffic analysis techniques depends on the ongoing collection of data relating to driver behavior. INTRODUCTION TO TRAFFIC ENGINEERING: A MANUAL FOR DATA COLLECTION AND ANALYSIS is meant to aid both the student of traffic engineering and the transportation professional in sound data collection and analysis methods. It presents step-by-step techniques for several traffic engineering topics. Each topic is introduced in a consistent



manner, and data collection and analysis forms are provided for each study. Studies are organized to facilitate inclusion in a formal transportation engineering report. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Higher education needs a new, holistic assessment of global learning. The studies in this edited volume investigate not just student learning, but also faculty experiences, program structures, and pathways that impact global learning. Showcasing recent, multi-institutional research related to global learning, this book expands the context of global learning to show its antecedents and impacts as a part of the larger higher education experience. Chapters look at recent developments such as short-term, off-campus, international study and certificate/medallion programs, as well as blended learning environments and undergraduate research, all in the context of multi-institutional comparisons. Global learning is also situated in a larger university context. Thus, there is a growing need for bridging across disciplinary and administrative silos, silos that are culturally bound within academia. The gaps between these silos matter as students seek to integrate off- and on-campus learning, and it is up to the academy to mind those gaps.

This book presents selected papers from the 4th Conference of the Transportation Research Group of India. It provides a comprehensive analysis of themes spanning the field of transportation encompassing economics, financial management, social equity, green technologies, operations research, big data analysis, econometrics and structural mechanics. This volume will be of interest to researchers, educators, practitioners, managers, and policy-makers world-wide.

"I'm not ready for college yet..." Those words need not cause panic and fear for parents. Taking time off before or during college is no longer the road less traveled for many students in the United States. A gap year offers students the opportunity to gain focus and discipline, learn to set realistic goals, get real-world experience, and ultimately get the most out of a college education. A complete resource, *The Gap-Year Advantage* provides parents with all the advice, tips, and information they need to help students develop and implement a gap-year strategy. With answers to commonly asked questions such as "What do colleges think of gap years?" and "Can I be certain my child will go or return to college after taking time off?," education experts and gap-year parents Karl Haigler and Rae Nelson also offer guidance on researching program options, creating a gap-year time-line that complements the college-application process, communicating with students about their goals, and handling logistics such as travel, health insurance, and money. With anecdotes from students and parents across the country who have taken gap years, this valuable guide also provides extensive information on program options in the United States and abroad that include volunteering, travel, interning, and specialized study.

Aspiring college students and their families have many options. A student can attend an in-state or an out-of-state school, a public or private college, a two-year community college program or a four-year university program. Students can attend full-time and have a bachelor of arts degree by the age of twenty-three or mix college and work, progressing toward a degree more slowly. To make matters more complicated, the array of financial aid available is more complex than ever. Students and their families must

weigh federal grants, state merit scholarships, college tax credits, and college savings accounts, just to name a few. In *College Choices*, Caroline Hoxby and a distinguished group of economists show how students and their families really make college decisions—how they respond to financial aid options, how peer relationships figure in the decision-making process, and even whether they need mentoring to get through the admissions process. Students of all sorts are considered—from poor students, who may struggle with applications and whether to continue on to college, to high aptitude students who are offered "free rides" at elite schools. *College Choices* utilizes the best methods and latest data to analyze the college decision-making process, while explaining how changes in aid and admissions practices inform those decisions as well.

Dr. Natasha Campbell-McBride set up The Cambridge Nutrition Clinic in 1998. As a parent of a child diagnosed with learning disabilities, she is acutely aware of the difficulties facing other parents like her, and she has devoted much of her time to helping these families. She realized that nutrition played a critical role in helping children and adults to overcome their disabilities, and has pioneered the use of probiotics in this field. Her willingness to share her knowledge has resulted in her contributing to many publications, as well as presenting at numerous seminars and conferences on the subjects of learning disabilities and digestive disorders. Her book *Gut and Psychology Syndrome* captures her experience and knowledge, incorporating her most recent work. She believes that the link between learning disabilities, the food and drink that we take, and the condition of our digestive system is absolute, and the results of her work have supported her position on this subject. In her clinic, parents discuss all aspects of their child's condition, confident in the knowledge that they are not only talking to a professional but to a parent who has lived their experience. Her deep understanding of the challenges they face puts her advice in a class of its own.

"The Traffic Engineering Handbook is a comprehensive practice-oriented reference that presents the fundamental concepts of traffic engineering, commensurate with the state of the practice"--

Given that "driver error" is cited as a contributing factor in 93 percent of all crashes, understanding driver behavior is an essential element in mitigating the crash problem. Among the more dangerous roadway elements are unsignalized intersections where drivers' gap acceptance behavior is strongly correlated to the operational and safety performance of the intersection. While a basic understanding of drivers' gap acceptance behavior exists, several unanswered questions remain. Previous work has attempted to address some of these questions, however to date the research has been somewhat limited in scope and scale due to the challenges of collecting high fidelity gap acceptance data in the field. This research initiative utilized software newly developed for this project to collect gap acceptance data on 2,767 drivers at 60 sites, totaling 10,419 driver decisions and 22,639 gaps in traffic. This large-scale data collection effort allowed many of these remaining questions to be answered with an improved degree of certainty. This research initiative showed that naturalistic driver gap acceptance behavior can realistically be observed and accurately recorded in the field in real time using a newly developed software tool. This software tool and study methodology was validated using high fidelity video reduction techniques. This research compared different methods of analyzing gap acceptance data, in particular determining critical gap, seeing that the method used significantly affects the results. Conclusions were drawn

about the merits of each of the ten analysis methods considered. Through the analysis of the large data set collected, the research determined that there exist appreciable and identifiable differences in gap acceptance behavior across drivers under varied conditions. The greatest differences were seen in relationship to wait time and queue presence. If a driver has queued vehicles waiting behind them and/or has been waiting to turn for a long period of time, they will be more likely to accept a smaller gap in traffic. Additionally, an analysis of gap acceptance as it relates to crash experience identified critical situations where a driver's gap acceptance behavior contributes to the occurrence of a crash. Characteristics of the driver such as gender and approximate age associated with specific crashes were examined. Teen drivers were identified as exhibiting aggressive gap acceptance behavior and were found to be overrepresented in gap acceptance related crashes. Ultimately, a better understanding of the driver and environmental factors that significantly contribute to increased crash risk will help guide the way to targeted design solutions.

On the surface, Riverview High School looks like the post-racial ideal. Serving an enviably affluent, diverse, and liberal district, the school is well-funded, its teachers are well-trained, and many of its students are high achieving. Yet Riverview has not escaped the same unrelenting question that plagues schools throughout America: why is it that even when all of the circumstances seem right, black and Latino students continue to lag behind their peers? Through five years' worth of interviews and data-gathering at Riverview, John Diamond and Amanda Lewis have created a rich and disturbing portrait of the achievement gap that persists more than fifty years after the formal dismantling of segregation. As students progress from elementary school to middle school to high school, their level of academic achievement increasingly tracks along racial lines, with white and Asian students maintaining higher GPAs and standardized testing scores, taking more advanced classes, and attaining better college admission results than their black and Latino counterparts. Most research to date has focused on the role of poverty, family stability, and other external influences in explaining poor performance at school, especially in urban contexts. Diamond and Lewis instead situate their research in a suburban school, and look at what factors within the school itself could be causing the disparity. Most crucially, they challenge many common explanations of the 'racial achievement gap,' exploring what race actually means in this situation, and why it matters. An in-depth study with far-reaching consequences, *Despite the Best Intentions* revolutionizes our understanding of both the knotty problem of academic disparities and the larger question of the color line in American society.

Major land reform programs have reallocated property in more than one-third of the world's countries in the last century and impacted over one billion people. But only rarely have these programs granted beneficiaries complete property rights. Why is this the case, and what are the consequences? This book draws on wide-ranging original data and charts new conceptual terrain to reveal the political origins of the property rights gap. It shows that land reform programs are most often implemented by authoritarian governments who deliberately withhold property rights from beneficiaries. In so doing, governments generate coercive leverage over rural populations and exert social control. This is politically advantageous to ruling governments but it has negative development consequences: it slows economic growth,

productivity, and urbanization and it exacerbates inequality. The book also examines the conditions under which subsequent governments close property rights gaps, usually as a result of democratization or foreign pressure. Anger is a powerful mobilizing force in American politics on both sides of the political aisle, but does it motivate all groups equally? This book offers a new conceptualization of anger as a political resource that mobilizes black and white Americans differentially to exacerbate political inequality. Drawing on survey data from the last forty years, experiments, and rhetoric analysis, Phoenix finds that - from Reagan to Trump - black Americans register significantly less anger than their white counterparts and that anger (in contrast to pride) has a weaker mobilizing effect on their political participation. The book examines both the causes of this and the consequences. Pointing to black Americans' tempered expectations of politics and the stigmas associated with black anger, it shows how race and lived experience moderate the emergence of emotions and their impact on behavior. The book makes multiple theoretical contributions and offers important practical insights for political strategy.

The HCM 2010 significantly enhances how engineers and planners assess the traffic and environmental effects of highway projects by: Providing an integrated multimodal approach to the analysis and evaluation of urban streets from the points of view of automobile drivers, transit passengers, bicyclists, and pedestrians; Addressing the proper application of microsimulation analysis and the evaluation of the results; Examining active traffic management in relation to demand and capacity; and Exploring specific tools and generalized service volume tables to assist planners in quickly sizing future facilities. The four-volume format provides information at several levels of detail, to help users more easily apply and understand the concepts, methodologies, and potential applications.

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