Cambridge University Press 978-1-107-11871-3 — Genetics, Ethics and Education Edited by Susan Bouregy , Elena L. Grigorenko , Stephen R. Latham , Mei Tan Index <u>More Information</u>

INDEX

academic achievement, 8. See also heritability of academic achievment; intellectual disabilities; learning disorders (LD); literacy; noncognitive factors in geneenvironment transactions; numeracy; reading-based SLD genetic information in education and, 322-23 home learning and classroom environment and, 203-05 noncognitive factors in, 136-39 as politically and socially charged issue, 309 quantitative genetics and, 206-10 socio-economic status and, 203, 211 acute stress response, 8 adaptive values of vs. maladaptive effects, 87 cortisol as measurement of, 87-88 different types of stress and, 89 DNA methylation and, 92-97 early childhood policies and programs and, 99-100 ethical considerations for, 99 health outcomes from maternal stress during pregnancy, 89-91 low socio economic status (SES) and, 88-89 need for future research on, 97-99 stress physiology, 87-88 adoptees search for biological parents and genetic identity and, 16-18 adoption studies design of, 25-27 estimates of concordance and heritability and, 28 on reading ability and disability, 164 American College of Medical Genetics, 297

animal studies, 315 on learning and memory in Drosophila melanogaster, 310-11 on maternal stress, 93-94 anticipatory guidance defined, 195 Aristotle, 20 Armstrong, Thomas, 367-69 Army Beta Test, 22 Asbury, K., 211, 217 Attention Deficit/Hyperactivity Disorder (ADHD) learning disabilities and, 167 autism spectrum disorder (ASD), 213 defined, 29 in Diagnostic and Statistical Manual for Mental Health Disorders, 34-35 educationally related maladaptive behaviors in, 191 as example of heritability, 29-34 gene-environment correlations and, 35-36 heritability estimates of, 29, 36 increase in prevalence of, 35 looping and, 36-37 next generation whole-genome sequencing study of, 59 polygenic transmission of, 29 relative recurrence risk (RRR) and, 36 twin studies on, 35 twin studies on (Hallmayer study), 29-34 variability in criteria and methods for diagnosis, 34-35 Babies by Design, The Ethics of Genetic Choice

(Green), 359 Battelle Memorial Institute, 284

395

Cambridge University Press 978-1-107-11871-3 — Genetics, Ethics and Education Edited by Susan Bouregy , Elena L. Grigorenko , Stephen R. Latham , Mei Tan Index

More Information

396

Index

behavioral genetic approaches. See quantitative genetics behavioral phenotypes and intellectual disabilities, 183-84. See also intellectual disabilities; quantitative genetics anticipatory guidance for special education teachers and, 195 behavioral phenotypes defined, 184 cognitive-linguistic functioning in Down syndrome, 188-89 educationally related maladaptive behaviors in, 191 etiology-related interventions and, 193–94 influence on educational practices and, 187, 196 knowledge about as leading to appropriate referrals, 194 knowledge about as predicting later interpersonal or individual problems, 194-95 multiple behavioral and non-behavioral domains that change over development and, 186-87 parental interactions with the school system and, 192 personality and vulnerability in Williams syndrome, 189-91 special education teachers lack of knowledge about, 192-93 total specificity and partial specificity and, 185 within-syndrome variability and, 185-86 Berkeley (University of California) attempt of to introduce genetic testing into college curriculum, 243, 258, 259 Bettelheim, Bruno, 37 California Autism Twins Study, 32 Cattell, R.B., 137 cerebrodiversity, 369-71 cautionary message on, 371 Charcot-Marie-Tooth syndrome, 52 China commercial genetic testing in, 300 Chinese initiative for identifying DNA prodigies, 107-08 prematurity of, 125

clinical epigenetics, 8, 87, 91–92, 329

chromatin modifications, 92 DNA methylation and, 92-97 early childhood policies and programs and, 99-100 evidence of influence of early maternal care in animals on, 93-94 evidence of influence of early maternal care in humans on, 94-97 need for future research on, 97-99 Clinical Laboratory Improvement Amendments of 1988 (CLIA), 243 regulations of on DTCGT, 258-59 CNN, 107-08, 125 cognitive development, 8 Cohen, Eric, 15 Collins, Francis, 67 commercial genetics industry, 10, 284, 301-2. See also DTCGT in China. 300 commercial genetic testing, 288-90 comparison of services in, 294-95 data-driven business models post-HGP, 286-88 DTC whole genome sequencing, 295-96 effect of financial crisis of 2008 on, 296 genetic ancestry testing (GAT) and, 291 governmental scrutiny of, 297-300 health information and, 292-94 nutritional genomics and, 292 outside of U.S., 300-01 common disease / rare variant (CDRV) hypothesis, 53 computers in classroom instruction, 212 concordance defined, 21 four aspects of, 28 consent, 321 child consent in genetic and genomic research, 266-68 genetic literacy and, 10 informed consent laws, 7, 248-50 copy number variants (CNVs), 51-52, 59 in genome-wide association studies, 55-56 cortisol, in acute stress response, 87-88 creativity, heritability of, 337 Cystic Fibrosis, 288 Darwin, Charles, 20 Decade of the Brain, 1

Designer Baby Era, 374–75, 378 developmental origins of health and disease (DOHaD) hypothesis, 90

Cambridge University Press 978-1-107-11871-3 — Genetics, Ethics and Education Edited by Susan Bouregy , Elena L. Grigorenko , Stephen R. Latham , Mei Tan Index

More Information

Index

dvslexia, 311

Diagnostic and Statistical Manual for Mental Health Disorders (DSM-V, APA, 2013) autism diagnosis and, 34-35 differential sensitivity intervention research, 264 direct-to-consumer (DTC) genotyping industry. See commercial genetics industry; DTCGT direct-to-consumer genetic/genomic testing. See DTCGT disabilities, 8. See also intellectual disabilities; learning disabilities DNA, 15, 45-47. See also molecular genetics chromatin modifications, 92 clinical epigenetics and, 91-92 copy number variants (CNVs) and, 51-52, 55-56, 59 DNA methylation and, 92-97 DNA sequencing, 57-59, 66 gene expression studies, 56-57 next-generation whole-exome sequencing (WES), 58-59 Polymerase Chain Reaction (PCR), 285 structural genetic variants and, 50-51 DNA sequencing direct to consumer whole geneome sequencing, 295-96 next-generation whole-genome sequencing (WGS) and, 58-59 Down syndrome, 69, 212 age of mothers of and effect of on parentalschool interactions, 192 cognitive-linguistic functioning in, 188-89 educational interventions based on knowledge of genetic etiologies, 193 special education teachers lack of knowledge about, 192 Drosophila melanogaster studies on learning and memory and, 310-11 DTCGT, 2-4, 290-91. See also commercial genetics industry CLIA regulations on, 258-59 comparisons of services in, 294-95 effect of financial crisis of 2008 on, 296 FDA regulations on, 252-58 genetic ancestry testing (GAT) and, 291 genetic identity and inheritance and, 18-19 governmental scrutiny of, 9, 297-300 health information and, 292-94 nutritional genomics and, 292 whole genome sequencing and, 295-96 Dutch Hunger Winter, 94 Dweck, C.S., 147

397

cerebrodiversity and, 369-71 educational decision-making, 10, 63. See also genetic information in education; genetic testing in school; personalization of education along genetic lines risks of using DNA in, 68 Einstein, Albert, 373 electrophysiological measures, of intelligence, 114-15 ethics, 8, 9, 10, 16, 211, 212 child consent in genetic and genomic research, 266-68 on Chinese initiative to identify DNA prodigies, 107 data storage of genetic information and, 268-69 determing when to disclose genetic information to guardians, 272-73 of disclosing genetic risk to parents, 269-71 of genetic information in education, 212-15, 309 genetic testing as restraining autonomy through potential stigma and low expectations, 319-20 guardian permission and genetic literacy in genetic and genomic research, 265-67 Human Genome Project and, 6 justice of access to genetic testing and services, 317-19 OGOD model and, 213 privacy issues and rights and, 320-21 protection of children's rights and privacy in longitudinal studies and, 267-68 of public dissemination of genetic research findings, 275-76 question of untested students and, 320 race and social justice in genetic research, 273-75 race and social justice in genetic testing under IDEA, 251-52 of reproductive-genetic technologies, 352-58 right not to know results of genetic tests and genetic risk, 271-72 sociobehavioral, 273 U.S. Presidential Commission for the Study of Bioethical Issues, 375 executive function, 117-18 defined, 117 heritability estimates for intelligence and, 117–18

Cambridge University Press 978-1-107-11871-3 — Genetics, Ethics and Education Edited by Susan Bouregy , Elena L. Grigorenko , Stephen R. Latham , Mei Tan Index

More Information

398

Index

expectations and educational outcomes expectancies defined, 148 experiment on high and low expectations and, 214-15 experience-producing drive theory (EPD), 137-38 Eyal, G., 36 Family Educational Rights and Privacy Act (FERPA), 320, 321 family studies on autism spectrum disorders, 36 familial transmission of characteristics of intellectual functioning, 109 on intellectual disabilities, 110 financial crisis of 2008 effect on commercial genetics industry, 296 Fisher, Ronald, 20 Florida Twin Project on Reading, 208 Food and Drug Administrations (FDA) FDA regulations on DTCGT and, 252-58 fragile X syndrome, 212 educational interventions based on knowledge of genetic etiologies, 193 educationally related maladaptive behaviors in, 191 shyness in carrier mothers and parental-school interactions, 191 special education teachers lack of knowledge about, 193 fruit fly. See Drosophila melanogaster Galton, Sir Francis, 22, 37, 108 gene association studies, 54-55, 57, 110 gene expression studies, 56-57 gene x environment interactions (GxE), 76-80, 210 defined, 73, 76 GeneEd (Genetics, Education, Discovery), 59

gene-environment correlations, 36, 210. *See also* noncognitive factors in gene-environment transactions autism spectrum disorder and, 35–36 defined, 209 heritability estimates for intelligence and, 112–13 teacher's perspective on, 328–32 transactional models of, 134–36 within the family environment, 263

Generalist Genes Hypothesis, 64 genetic ancestry testing (GAT), 291 genetic and genomic education, 59, 227-28, 229, 230, 231. See also genetic and genomic literacy Mendelian genetics, 310 online resources for, 59 genetic and genomic literacy, 9, 221-22, 310, 319. See also genetic and genomic education definitions of, 223, 266 future directions for research in, 231-35 guardian permission for genetic research participation and, 265-67 informed consent practices and, 10 literacy skills and print and oral communication of genetic information, 228-30 numeracy and communication of medical risk, 230-31 public knowledge on, 224-28 race and ethnicity and, 225 Rapid Estimate of Adult Literacy in Genetics (REAL-G) measure of, 229 teacher's need to have, 345 genetic and genomic research actions critical for successful translation of into everyday human practice, 1 cautions in public dissemination of, 275-76 child consent and, 266-68 genetic literacy and guardian permission and, 265-67 limitations of applying to real world behavior, 314-16 methodological developments in, 66-67 Missing Heritability Paradox in, 65 protection of children's right and privacy in longitudinal studies and, 267-68 race and social justice and, 273-75 genetic data storage, ethics of, 268-69 genetic engineering four steppingstones for plan for, 375-78 genetic identity and inheritance, 15-16 adoptees search for biological parents and, 16–18 Darwin and Mendel and, 20 direct-to-consumer gentic testing and, 18-19 Pythagoras and Aristotle and, 20 genetic information in education, 4-6, 9, 10, 309-10. See also genetic testing in schools; personalization of education along

genetic lines

Cambridge University Press 978-1-107-11871-3 — Genetics, Ethics and Education Edited by Susan Bouregy , Elena L. Grigorenko , Stephen R. Latham , Mei Tan Index

More Information

Index

399

academic achievement and, 322-23 benefit of earlier identification of disabilities and, 312-13 benefit of earlier identification of learning styles and, 313-14 benefit of reduced special education spending through earlier identification of disabilities, 313 debate on adequacy of current standards for protection of, 321 DTCGT and, 2-4 early childhood policies and programs and, 99-100 environmental factors as modulating impact of, 315, 322 ethics of, 212-15 guiding principles for, 215-18 heritability estimates for academic achievement and, 2 justice of access to genetic testing and services, 317-19 lack of cost effectiveness of, 322 lack of studies on, 2 limitations of applying research on real world behavior, 314-16 negatives of, 212-15 positives of, 210-12, 312-14 privacy issues and rights in, 320-21 responsible approach to probable inevitability of use of, 2, 67-68, 327 restraint of autonomy through potential stigma and low expectations, 319-20 teacher misconceptions about, 327 Genetic Information Nondiscrimination Act of 2008 (GINA), 7, 320 genetic inheritance transmission of, 48 genetic risk ratios, 109 as behavioral data based, 109 genetic testing, 57 Chinese initiative for identifying DNA prodigies, 107-08, 125 commercial genetic testing, 288-90 study on public knowledge and attitudes toward, 19 genetic testing in schools, 9, 10. See also genetic information in education; personalization of education along genetic lines CLIA regulations on DTCGT and, 258-59 constitutional concerns and, 244-48 FDA regulations on DTCGT and, 252-58

Individuals with Disabilities Education Act (IDEA) and, 250-52 informed consent laws and, 248-50 justice issues in access to and services provided due to, 317-19 privacy issues and rights in, 320-21 question of untested students and, 320 racial disparities in, 251-52 restraint of autonomy through potential stigma and low expectations, 319-20 state law and, 244 UC Berkeley's attempt to introduce into college curriculum, 243, 258, 259 genetic variations, 48-49 genetics, defined, 326 genome association studies CNVs in genome-wide association studies, 55-56 genome-wide association studies (GWAS) and, 55 genome-wide association studies (GWAS), 55, 66, 311 learning disabilities and, 170 genome-wide complex trait analysis (GCTA), 210 genomic health literacy defined, 223 genomics, defined, 1, 326 genotype-environment correlations (rGE), 73-76,80 defined, 73 *g*-factor, 111, 116, 117, 118 Goldsmith, L., 18 golem effect, 72 governmental scrutiny, of commercial genetics industry, 297-300 Green, Ronald, 359 grit, 138 defined, 145 GxE. See gene x environment interactions (GxE) Hacking, Ian, 36 Hallmayer study on autism spectrum disorder, 29–34 Hayes, B., 137, 138 health decision-making, 9, 223, 227, 228, 229

numeracy and, 230 Health Insurance Portability and Accountability Act (HIPAA), 320

health literacy and, 223

Cambridge University Press 978-1-107-11871-3 — Genetics, Ethics and Education Edited by Susan Bouregy , Elena L. Grigorenko , Stephen R. Latham , Mei Tan Index

More Information

400

Index

health literacy, 226 defined, 223 future directions for research in, 231-35 literacy skills and print and oral communication of genetic information, 228-30 numeracy and communication of medical risk and, 230-31 Rapid Estimate of Adult Literacy in Medicine test and, 228 height, as example of heritability, 28-29 heritability, 8. See also adoption studies; heritability of academic achievement; heritability estimates; heritability estimates for intelligence; quantitative studies; twin studies autism spectrum disorder as example of, 29-34 of creativity, 337 defined, 21, 108, 206 four aspects of, 28 height as example of, 28-29 of IQ, 111, 119-25 $P = A + C + E \mod of, 21$ of reading-based SLD, 164 heritability estimates for academic achievement, 2 of academic achievement in low-income areas, 211 of autism spectrum disorder, 29, 36 as behavioral data based, 109 for intellectual disabilities, 109 for intelligence, 109 heritability estimates for intelligence. See also intellectual disabilities; intelligence; IQ changes in across the life span, 112 Chinese initiative for identifying DNA prodigies and, 107-08, 125 covariance with indicators of academic achievement and, 118-19 differentiating between, 111-13 gene-environment interactions in, 112-13 information processing speed as indicator of, 116-17 socio-economic status and, 113 heritability of academic achievement, 2, 8, 9, 206 covariance with indicators of intelligence and, 118-19 Generalist Genes Hypothesis and, 64

implications for genetic information in education and, 2 Missing Heritability Paradox and, 213 relationships between environmental factors and, 63 studies confirming, 63 twin studies on, 71-72 Human Genome Project (HGP), 1, 6, 57, 263, 284 data-driven business models and, 286-88 ethical issues and, 6 Sanger DNA sequencing and, 58 human traits etiology of complex, 19-21 Mendelian (simple) traits, 52 Mendelian vs. common disorders and, 52–53 Individualized Education Plan (IEP), 4, 312 Individuals with Disabilities Education Act (IDEA), 4 defined, 160 Individuals with Disabilities Education

Improvement Act (IDEIA), 4, 312, 313 Inheritance (Moalem), 325 intellectual disabilities, 8. See also behavioral phenotypes and intellectual disabilities benefits of early detection through genetic testing, 312-13 etiology of severe vs. mild, 110 evidence of genome as major source of variations in individual, 110 five common features of 300 monogenetic disorders of, 110 heritability estimates for, 109 One-Gene-One Disorder (OGOD) hypothesis and, 212 question of etiological bases of individual differences in as distributed in general population, 110 twin and sibling studies on, 110

intelligence. *See also* heritability estimates for intelligence; intellectual disabilities; IQ

electrophysiological measures of, 114–15 etiology of, 107–08

evidence of genome as major source of variations in individual, 110

explanations for correlations among diverse cognitive abilities and, 111

familial transmission of, 109

g-factor as explanation for correlations among diverse cognitive abilities, 111

Cambridge University Press 978-1-107-11871-3 - Genetics, Ethics and Education Edited by Susan Bouregy, Elena L. Grigorenko, Stephen R. Latham, Mei Tan Index

heritability estimates for, 109

More Information

Index

information processing speed as indicator of, 116-17 investment theory and, 137 lack of single assessment for measurement of. 111 lack of single definition of, 111 large number of assessments for measurement of, 111 question of etiological bases of individual differences in as distributed in general population, 110 relative risk statistics and, 109 twin studies and, 22 International Longitudinal Twin Study, 208 intervention responsivity studies, 116-17 investment theory, 137 IQ experiment on high and low expectations and, 214-15 heritability of, 111, 119-25 IQ discrepancy model of reading-based SLD, 163 Kanner, Leo, 37 labeling, 215 learning and memory environmental variables in, 315 studies on Drosophila melanogaster (fruit fly) and, 310-11 learning disabilities (LD), 8, 160, 311. See also specific learning disorder (SLD) benefits of early detection through genetic testing, 312-13 One-Gene-One Disorder (OGOD) hypothesis and, 212 socio-economic status and, 168 learning styles benefits of early detection of through genetic testing, 313-14 legal issues in genetic testing, 259 CLIA regulations on DTCGT and, 258-59 constitutional concerns and, 244-48 FDA regulations on DTCGT and, 252-58 Individuals with Disabilities Education Act (IDEA) and, 250-52 informed consent laws, 248-50 racial disparities and, 251-52

401

linkage studies, 53-54, 57, 109 learning disabilities and, 170 linkage analysis defined, 53 literacy communication on genetic information and, 228-30 home learning and classroom environment and, 203-05 socio-economic status and, 210 looping, autism spectrum disorder and, 36-37 maternal stress evidence in animals on early care's influence on, 93-94 Mendel, Gregor, 20, 52-53, 58, 310 Merriman, C., 22, 24 Minnesota Study of Twins Reared Apart, 27 Missing Heritability Paradox, 65, 213 defined, 213 Moalem, Sharon, 325 molecular genetics, 8. See also DNA clinical epigenetics and, 91-92 copy number variants (CNVs) and, 51-52, 55-56 DNA and, 45-47 gene association studies, 54-55 gene expression studies and, 56-57 genetic variations and, 48-49 learning disabilities and, 170 reading disabilities and, 164 single nucleotide polymorphisms (SNPs) and, 49-50 structural genetic variants and, 50-51 Mullis, Kary, 285 National Human Genome Research Institute (NHGRI), 59, 223, 234, 291, 344, 359 National Intelligence Test, 22 National Longitudinal Transition Study, 183 Navon, D., 36 Netherlands Twin Registry, 207 neurodiversity, 367-69 cautionary message on, 371 Neurodiversity, Discovering the Extraordinary Gifts of Autism, ADHD, Dyslexia, and Other Brain Differences (Armstrong), 367 neuroscience, 1 educational neuroscience, 172 growth of, 1 newborn screening, 67 next-generation whole-genome sequencing (WGS), 58-59

Lesch-Nyhan syndrome, 185, 212

Cambridge University Press 978-1-107-11871-3 — Genetics, Ethics and Education Edited by Susan Bouregy , Elena L. Grigorenko , Stephen R. Latham , Mei Tan Index

More Information

402

Index

noncognitive factors in gene-environment transactions. See also gene-environment correlations academic interest and, 144 achievement goal orientation and, 146-47 Big Five personality traits and, 141-43 criteria supporting academically relevant, 139-41 defined, 134 as driving force in academics, 136-39 Expectancy-Value model and, 148-49 experience-producing drive theory (EPD) and, 137-38 future research suggestions for, 149-53 grit and, 145 intellectual interest and curiosity and, 143–44 intelligence mindsets and, 147 investment theory and, 137 noncognitive skills defined, 8, 134 self-control and, 146 self-perceived ability and, 144-45 summary of research on, 149, 151 numeracy defined, 230 genetic literacy and communication of medical risk, 230-31 health decision-making and, 230 home learning and classroom environment and, 203-05 nutritional genomics, 292 Olmstead v. United States, 320 One-Gene-One Disorder (OGOD) hypothesis, 212 ethics of, 213

Penrose, Lionel, 110 personal genomics, 10 personality Big Five personality traits, 141–43 personalization of education along genetic lines, 2, 110, 338. *See also* genetic information in education; genetic testing in schools computers as method in, 211 current impossibility of due to lack of current knowledge on, 64, 65, 67 gene x environment interactions (GxE) and, 76–80 genotype-environment correlations (*r*GE) and, 73–76, 80

ideal scenario for and possible benefits of, 68-70 personalized learning defined, 211 potential problems with, 71-73 question of possibility of, 63-68 responsible approach to probable inevitability of, 67-68 personalized medicine approach, 8 to specific learning disorder, 160, 171-74 Phonological Core Deficit Model, 162 Phonological-Core Variable-Difference Model, 162 Plomin, R., 211, 217 Polymerase Chain Reaction (PCR), 285 positive stress, 89. See also acute stress response poverty. See socio-economic status (SES) Prader-Willi syndrome, 69, 185 educational interventions based on knowledge of genetic etiologies, 193 educationally related maladaptive behaviors in, 191 Precision Education approach, 8 specific learning disorder (SLD) and, 160, 171-74 Precision Medicine Initiative, 159 privacy rights, 7, 10, 267-68, 320-21, 344 debate on adequacy of current standards for educational records, 321 Fact Sheet on, 321 federal regulations protecting, 320 Program for International Student Assessment (PISA), 70 psychopathology, 191 stress diathesis model of, 86 Pygmalion effect, 72 Pythagoras, 19 quantitative genetics, 8, 19-21. See also behavioral phenotypes and intellectual disabilities academic achievement and, 206-10

academic achievement and, 206–10 adoption studies design and, 25–27 combination twin and adoption studies and, 27–28 defined, 20, 206 emergence of, 20 P = A + C + E model of, 21 reading disabilities and, 164 twin studies design and, 22–25

Quintilian, 325

Cambridge University Press 978-1-107-11871-3 — Genetics, Ethics and Education Edited by Susan Bouregy , Elena L. Grigorenko , Stephen R. Latham , Mei Tan Index <u>More Information</u>

> race racial disparities in genetic testing and special education, 251-52 social justice in genetic research and, 273-75 Rapid Estimate of Adult Literacy in Genetics (REAL-G), 229 Rapid Estimate of Adult Literacy in Medicine test, for health literacy, 228 reading-based SLD heritability of, 164 indicators of, 165-66 indicators of (brain-based risk), 168 indicators of (cognitive and cognitive-behavioral factors), 166-67 indicators of (environmental risks), 168 indicators of (family based risk), 168-70 indicators of (previous classroom performance), 167 indicators of (sex-differences in diagnosis), 166 indicators of (socio-economic status), 168 indicators of (specific gene variant risks), 170-71 IQ discrepancy model of, 163 limitations in proposed definitions of, 161-65 Phonological Core Deficit Model and, 162 Phonological-Core Variable-Difference Model and, 162 Precision Education approach to, 171-74 prevelance and negative consequences of. 161 Response to Intervention (RTI) model and, 163-64 twin and adoption studies on, 164 refrigerator mother, 37 regulations, 320 relative recurrence risk (RRR), 36 relative risk statistic, 109 reproductive-genetic technologies, 352-58 Response to Intervention (RTI), 163-64 rGE. See genotype-environment correlations (rGE) segregation analyses, 109 as behavioral data based, 109 self-control

> defined, 146 self-fulfilling prophecies, 214, 215, 320, 326, 327 Sherman, Gordon, 369–71 single nucleotide polymorphisms (SNPs), 49–50, 66, 91, 210

Index

403

sleep deprivation, learning and, 315 Smith-Magenis syndrome, 185 socio-economic status (SES) academic achievement and, 168, 203, 211 adverse health and developmental effects across lifespan from low SES, 88-89 heritability estimates for intelligence and, 113 learning disabilities and, 168 literacy and, 210 stress and, 86 soft skills. See noncognitive factors special education anticipatory guidance on etiology-relevant information for teachers and, 195 knowledge on etiology-related genetic conditions for targeted interventions and, 193-94 reduced spending through earlier identification of disabilities via genetic testing, 313 teachers lack of knowledge about behavioral phenotypes and intellectual disabilities, 192-93 specific learning disorder (SLD). See also reading-based SLD; learning disabilities (LD) vs. biomedical disease, 159-60 defined, 159 long-term consequences of, 160 Precision Education approach to, 171-74 Stanford-Binet Test of Intelligence, 22 stress. See acute stress response structural genetic variants, 50-51 susceptibility theory, 264 Theis, S.V.S., 22 tolerable stress, 89. See also acute stress response toxic stress, 89, 97, 98. See also acute stress response traits. See human traits transactional models of gene-environment correlations, 134-36 twin studies, 332 on autism spectrum disorder (Hallmayer study), 29-34 California Autism Twins Study, 32 combined with adoption studies, 27-28 design of, 22-25

Cambridge University Press 978-1-107-11871-3 — Genetics, Ethics and Education Edited by Susan Bouregy , Elena L. Grigorenko , Stephen R. Latham , Mei Tan Index

More Information

404

Index

twin studies (*cont.*) on heritability of autism spectrum disorder, 35 on intellectual disabilities, 110 intelligence and, 22, 113 Minnesota Study of Twins Reared Apart, 27 on reading ability and disability, 164 UK study on General Certificate of Secondary Education and, 71–72 Twins Early Development Study, 207, 208

U.S. Presidential Commission for the Study of Bioethical Issues, 375 values defined, 148 VCF syndrome, 191 Watson, Dr. John, 108 Western Reserve Reading and Math Project, 208 whole-exome sequencing (WES), 58–59 Williams syndrome, 52, 69 educational interventions

based on knowledge of genetic etiologies, 193 personality and vulnerability in, 189–91