

MATHEMATICAL DISABILITIES

A Cognitive Neuropsychological Perspective

**Edited by
Gérard Deloche and Xavier Seron**

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Mathematical Disabilities A Cognitive Neuropsychological Perspective

Chris Donlan



Mathematical Disabilities A Cognitive Neuropsychological Perspective:

Mathematical Disabilities Gérard Deloche, Xavier Seron, 2018-09-03 Originally published in 1987 interest in mathematical cognition was not new in psychology However it was rediscovered in the 1970s under the influential work of the Geneva School In particular Piaget's work on conservation including conservation of number profoundly influenced developmental psychologists who working first in the Piagetian theoretical framework began to discover a broader set of topics in mathematical cognition In developmental psychology the field continued to expand and covered a wide range of topics During the same period however no such evolution occurred in neuropsychology and except for some studies around the time of publication very little had been published on acalculia and number processing disorders However a more general theoretical evolution occurred in neuropsychology mainly due to increasing collaboration between clinical and experimental neuropsychologists on the one hand and cognitive psychologists on the other The objective of this book was to promote an evolution in the neuropsychology of calculation and number processing deficits and thus to introduce clinical and experimental neuropsychologists as well as developmental and cognitive psychologists to recent research and theoretical approaches that are of particular interest for the neuropsychological approach to mathematical cognition

Mathematical Cognition Brian Butterworth, Lisa Cipolotti, 1996 This volume is a collection of all papers published in Volume One of the journal *Mathematical Cognition* The aim of the journal is to provide a forum for explorations of how we understand mathematics and how we acquire and use mathematical concepts The journal encourages an interdisciplinary approach to the field and publishes advances in the study of the mental representation and use of mathematical concepts from a range of disciplines This first volume features contributions from cognitive psychology developmental psychology philosophy neuroscience education computational modelling and neuropsychology

Mathematical Difficulties, 2008-07-25 This book examines the mathematical difficulties in typical and atypical populations It discusses the behavioural educational and neuropsychological characteristics of people with mathematical difficulties and educational interventions to prevent diagnose treat or ameliorate such difficulties The book brings together studies from different disciplines including developmental psychology neuroscience and education and includes perspectives from practicing teachers The book is divided into three major sections The first includes chapters about the nature and characteristics of mathematical difficulties in the population as a whole in relation to both psychology and education The second deals with mathematical difficulties in children with other problems such as specific language impairment and dyslexia The third discusses methods of interventions aimed at preventing treating or ameliorating mathematical difficulties and will include discussions of assessment and diagnosis

The Handbook of Mathematical Cognition Jamie I.D. Campbell, 2005-08-15 How does the brain represent number and make mathematical calculations What underlies the development of numerical and mathematical abilities What factors affect the learning of numerical concepts and skills What are the biological bases of number knowledge Do humans and other

animals share similar numerical representations and processes What underlies numerical and mathematical disabilities and disorders and what is the prognosis for rehabilitation These questions are the domain of mathematical cognition the field of research concerned with the cognitive and neurological processes that underlie numerical and mathematical abilities

The Handbook of Mathematical Cognition is a collection of 27 essays by leading researchers that provides a comprehensive review of this important research field

Dyslexia and Mathematics Elaine Miles, Tim Miles, 2013-04-15 In this revised and fully updated second edition of the classic bestselling text the formidable team of expert contributors including Professor Tim Miles OBE draw on their extensive experience in the field The outcome is a wealth of material based on individual case studies supported by practical and accessible teaching strategies The new material includes discussion of the latest thinking in the field ideas on dyscalculia information from a survey of primary school children guidance on suitable testing material innovative contributions on practice The long awaited second edition of *Dyslexia and Mathematics* is unique in terms of its coverage and authority and is a must buy text for teachers student teachers and special needs coordinators

Working Memory and Neurodevelopmental Disorders Tracy Packiam Alloway, Susan E. Gathercole, 2012-08-06 This comprehensive text summarises the working memory profiles of individuals with a range of neurodevelopmental disorders and identifies means of alleviating the anticipated learning difficulties of children with working memory deficits

The Number Sense Stanislas Dehaene, 2011-04-29 Our understanding of how the human brain performs mathematical calculations is far from complete but in recent years there have been many exciting breakthroughs by scientists all over the world Now in *The Number Sense* Stanislas Dehaene offers a fascinating look at this recent research in an enlightening exploration of the mathematical mind Dehaene begins with the eye opening discovery that animals including rats pigeons raccoons and chimpanzees can perform simple mathematical calculations and that human infants also have a rudimentary number sense Dehaene suggests that this rudimentary number sense is as basic to the way the brain understands the world as our perception of color or of objects in space and like these other abilities our number sense is wired into the brain These are but a few of the wealth of fascinating observations contained here We also discover for example that because Chinese names for numbers are so short Chinese people can remember up to nine or ten digits at a time English speaking people can only remember seven The book also explores the unique abilities of idiot savants and mathematical geniuses and we meet people whose minute brain lesions render their mathematical ability useless This new and completely updated edition includes all of the most recent scientific data on how numbers are encoded by single neurons and which brain areas activate when we perform calculations Perhaps most important *The Number Sense* reaches many provocative conclusions that will intrigue anyone interested in learning mathematics or the mind A delight Ian Stewart New Scientist Read *The Number Sense* for its rich insights into matters as varying as the cuneiform depiction of numbers why Jean Piaget's theory of stages in infant learning is wrong and to discover the brain regions involved in the number sense The New York Times Book Review Dehaene

weaves the latest technical research into a remarkably lucid and engrossing investigation Even readers normally indifferent to mathematics will find themselves marveling at the wonder of minds making numbers Booklist *Educational Neuroscience* Denis Mareschal,Brian Butterworth,Andy Tolmie,2013-10-29 Educational Neuroscience presents a series of readings from educators psychologists and neuroscientists that explore the latest findings in developmental cognitive neurosciences and their potential applications to education Represents a new research area with direct relevance to current educational practices and policy making Features individual chapters written collaboratively by educationalist psychologists and neuroscientists to ensure maximum clarity and relevance to a broad range of readers Edited by a trio of leading academics with extensive experience in the field Genes, Brain and Development Marcia A. Barnes,2010-01-07 Genetic syndromes and neurodevelopmental disorders that have a genetic basis are associated with cognitive and academic disabilities Genes Brain and Development reviews the connections between genes brain and behavior for a range of genetic disorders and also considers lifespan and treatment issues The content further explores what is known about development in neurogenetic disorders particularly in the domains of language and mathematics and shows how this knowledge is pertinent to understanding both these specific disorders and disorders of language and math more generally This will be essential reading for a wide range of brain scientists and developmental clinicians including neuropsychologists cognitive psychologists neurologists psychiatrists pediatricians neuroscientists and geneticists International Handbook of Mathematical Learning Difficulties Annemarie Fritz,Vitor Geraldi Haase,Pekka Räsänen,2019-01-30 This comprehensive volume provides teachers researchers and education professionals with cutting edge knowledge developed in the last decades by the educational behavioural and neurosciences integrating cognitive developmental and socioeconomic approaches to deal with the problems children face in learning mathematics The neurocognitive mechanisms and the cognitive processes underlying acquisition of arithmetic abilities and their significance for education have been the subject of intense research in the last few decades but the most part of this research has been conducted in non applied settings and there s still a deep discrepancy between the level of scientific knowledge and its implementation into actual educational settings Now it s time to bring the results from the laboratory to the classroom Apart from bringing the theoretical discussions to educational settings the volume presents a wide range of methods for early detection of children with risks in mathematics learning and strategies to develop effective interventions based on innovative cognitive test instruments It also provides insights to translate research knowledge into public policies in order to address socioeconomic issues And it does so from an international perspective dedicating a whole section to the cultural diversity of mathematics learning difficulties in different parts of the world All of this makes the International Handbook of Mathematical Learning Difficulties an essential tool for those involved in the daily struggle to prepare the future generations to succeed in the global knowledge society

Quantitative Development in Infancy and Early Childhood Kelly S. Mix,Janellen Huttenlocher,Susan Cohen

Levine,2002-04-04 The aim of this book is to define and discuss the key issues raised by new findings in the study of quantitative development One basic question addressed is how the abilities reported in infants and young children relate to later development In some accounts one is left with the impression that infants possess all the fundamental skills that make up mature quantitative reasoning According to this view subsequent development seems to consist of little more than the gradual expression of these skills in increasing complex and explicit tasks This is a major departure from previously held views of quantitative development such as that of Piaget To evaluate these new claims authors will first review the abilities attributed to infants and then define the parameters of early childhood competencies Comparing the two developmental periods the authors will evaluate the finding discuss the transition between these age periods and offer a framework for understanding later development of quantitative skills such as counting and calculation Underlying the argument throughout will be an examination of the nativist versus empiricist debate that has taken center stage in infancy research **Tutorials**

in Biostatistics, Tutorials in Biostatistics Ralph B. D'Agostino,2004-11-30 The Tutorials in Biostatistics have become a very popular feature of the prestigious Wiley journal Statistics in Medicine SIM The introductory style and practical focus make them accessible to a wide audience including medical practitioners with limited statistical knowledge This book represents the second of two volumes presenting the best tutorials published in SIM focusing on statistical modeling of complex data Topics include clustered data hierarchical models mixed models genetic modeling and meta analysis Each tutorial is focused on a medical problem has been fully peer reviewed and edited and is authored by leading researchers in biostatistics Many articles include an appendix on the latest developments since publication in the journal and additional references This will appeal to statisticians working in medical research as well as statistically minded clinicians biologists epidemiologists and geneticists It will also appeal to graduate students of biostatistics Handbook of Neurolinguistics

Harry A. Whitaker,Brigitte Stemmer,1998-02-04 The Handbook of Neurolinguistics is a state of the art reference and resource book it describes current research and theory in the many subfields of neurolinguistics and its clinical application Thorough and clearly written the handbook provides an excellent overview of the field of neurolinguistics and its development The book is organized into five parts covering the history of neurolinguistics methods in clinical and experimental neurolinguistics experimental neurolinguistics clinical neurolinguistics and resources in neurolinguistics The first four parts contain a wide range of topics which discuss all important aspects of the many subfields of neurolinguistics Also included are the relatively new and fast developing areas of research in discourse pragmatics and recent neuroimaging techniques The resources section provides currently available resources both traditional and modern The handbook is useful to the newcomer to the field as well as the expert searching for the latest developments in neurolinguistics Clearly written and well organized Provides extensive resources Discusses both history and current research Covers the many subfields of neurolinguistics as well the developing areas of research The Neural Basis of Reading Piers Cornelissen,Peter

Hansen, Morten Kringelbach, Ken Pugh, 2010-06-28 Reading is a unique human ability that has become very pivotal for functioning in our world today. As modern societies rely extensively on literacy skills and as reading disabilities have profound personal, economic, and social consequences, it is surprising that we have a very underdeveloped scientific understanding of the neural basis of reading and visual word recognition in the normal brain. This book fills this gap in the literature by addressing some of the fundamental questions in reading research. The Development of Mathematical Skills Chris

Donlan, 2022-02-16 Current research into the psychology of children's mathematics is extremely diverse. The present volume reflects this diversity; it is unique in its breadth, bringing together accounts of cutting-edge research from widely differing, sometimes opposing viewpoints. The reader with a grounding in developmental psychology but no knowledge of mathematical development will enjoy a wide-ranging and challenging summary of current trends. Those already familiar with some of the work may take the opportunity to broaden their knowledge and to evaluate new methodologies and the insights they offer. The book is an invitation to explore a complex set of phenomena for which no unitary explanation can be offered. It aims to show that apparently disparate research perspectives may be complementary to each other and to suggest that progress towards a comprehensive account of mathematical skills may require a broad-based understanding of research from more than one viewpoint. **Proceedings of the 1993 Connectionist Models Summer School** Michael C. Mozer, Paul

Smolensky, David S. Touretzky, Jeffrey L. Elman, Andreas S. Weigend, 2014-03-05 The result of the 1993 Connectionist Models Summer School, the papers in this volume exemplify the tremendous breadth and depth of research underway in the field of neural networks. Although the slant of the summer school has always leaned toward cognitive science and artificial intelligence, the diverse scientific backgrounds and research interests of accepted students and invited faculty reflect the broad spectrum of areas contributing to neural networks, including artificial intelligence, cognitive science, computer science, engineering, mathematics, neuroscience, and physics. Providing an accurate picture of the state of the art in this fast-moving field, the proceedings of this intense two-week program of lectures, workshops, and informal discussions contains timely and high-quality work by the best and the brightest in the neural networks field. **The Number Sense: How the Mind**

Creates Mathematics Stanislas Dehaene, 1999-10-30 The Number Sense is an enlightening exploration of the mathematical mind. Describing experiments that show that human infants have a rudimentary number sense, Stanislas Dehaene suggests that this sense is as basic as our perception of color and that it is wired into the brain. Dehaene shows that it was the invention of symbolic systems of numerals that started us on the climb to higher mathematics. A fascinating look at the crossroads where numbers and neurons intersect, The Number Sense offers an intriguing tour of how the structure of the brain shapes our mathematical abilities and how our mathematics opens up a window on the human mind. **Development of Long-Term Retention** Mark L. Howe, Charles J. Brainerd, Valerie F. Reyna, 2012-12-06 For a number of decades now the study of children's memory development, with few exceptions, has been synonymous with the development of processes that

lead to the initial encoding and immediate retention of information. Although there is little doubt that the study of such acquisition processes is central to understanding memory development, the long term retention of previously encoded information represents at least as important a component of children's memory. Indeed, as both students of memory development and educators, our interest is in the maintenance and utilization of knowledge over considerable periods of time, not just in the immediate e.g. classroom context. Clearly, then, without an understanding of how recently acquired information is maintained in memory over extended periods of time, our theories of long term memory development remain incomplete at best. Although children's forgetting and reminiscence was a topic of inquiry early in this century, it is only recently, due in part to the current controversy concerning the reliability of children's eyewitness testimony, that the study of long term retention has resurfaced in the scientific literature. The purpose of this volume is to draw together some of the principals involved in this resurgence, to summarize their recent research programs, present new and previously unpublished findings from their labs, and outline the issues they believe are important in the study of children's long term retention.

Neuropsychology of Eye Movement Cris W. Johnston, Francis J. Pirozzolo, 2013-08-21 First Published in 1988. The idea for this book arose from a desire to bring together relevant information from the fields of vision research, neuropsychology, neurology, and psychiatry. The selection of topics covered by Neuropsychology of Eye Movements conforms to the primary areas of inquiry that currently exist. Unlike the majority of other books on eye movements, which represent proceedings of meetings, this volume is comprised of a number of critical reviews of the research literature.

The Pragmatic Basis of Aphasia Marc L. Schnitzer, 2014-02-24. This language study's primary purpose is to use aphasic performance to understand language rather than to use linguistic analysis to understand aphasia. Examining the detailed nature of linguistic performance of bilingual aphasics in a variety of natural and metalinguistic tasks, the book reports the results of a study of morphology and syntax among Spanish-English bilingual and monolingual hispanophones in Puerto Rico.

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