

# **MATHEMATICAL DISABILITIES**

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**A Cognitive Neuropsychological Perspective**

**Edited by  
Gérard Deloche and Xavier Seron**

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# Mathematical Disabilities A Cognitive Neuropsychological Perspective

**G.M. Davies, R.H. Logie**



## **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 Genevan 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 Working Memory and Neurodevelopmental Disorders Tracy Packiam

Alloway, Susan E. Gathercole, 2012-08-06 Short term or working memory the capacity to hold and manipulate information mentally over brief periods of time plays an important role in supporting a wide range of everyday activities particularly in childhood Children with weak working memory skills often struggle in key areas of learning and given its impact on cognitive abilities the identification of working memory impairments is a priority for those who work with children with learning disabilities Working Memory and Neurodevelopmental Disorders supports clinical assessment and management of working memory deficits by summarising the current theoretical understanding and methods of assessment of working memory It outlines the working memory profiles of individuals with a range of neurodevelopmental disorders including Down s syndrome Williams syndrome Specific Language Impairment and ADHD and identifies useful means of alleviating the anticipated learning difficulties of children with deficits of working memory This comprehensive and informative text will appeal to academics and researchers in cognitive psychology neuropsychology and developmental psychology and will be useful reading for students in these areas Educational psychologists will also find this a useful text as it covers the role of working memory in learning difficulties specific to the classroom **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 [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

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

**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.

*From Neuropsychology to Mental Structure* Tim Shallice, 1988-10-28

As a cognitive neuropsychologist, Tim Shallice considers the general question of what can be learned about the operation of the normal cognitive system from the study of the cognitive difficulties arising from neurological damage and disease. He distinguishes two types of theories of normal function: primarily modular and primarily non-modular, and argues that the problems of making valid inferences about normal function from studies of brain-damaged subjects are more severe for the latter. He first analyzes five well-researched areas in which some modularity can be assumed: short-term memory, reading, writing, visual perception, and the relation between input and output language processing. His aim is to introduce the methods about normal function, mirror ones derived directly from studies of normal subjects, and indeed, at times, preceded them. He then more theoretically examines these inferences from group studies and individual case studies to modular and non-modular systems. Finally, he considers five areas where theories of normal function are relatively undeveloped, and neuropsychology provides

counterintuitive phenomena and guides to theory building the organization of semantic systems visual attention concentration and will episodic memory and consciousness

**Handbook of Clinical Child Neuropsychology** Cecil R. Reynolds, Indrajit Ray, 2013-06-29 Contains chapters such as working in pediatric coma rehabilitation using the planning attention sequential simultaneous theory of neuropsychological processes and additions on ADHD

**Folk Psychology and the Philosophy of Mind** Scott M. Christensen, Dale R. Turner, 2013-04-15 Within the past ten years the discussion of the nature of folk psychology and its role in explaining behavior and thought has become central to the philosophy of mind However no comprehensive account of the contemporary debate or collection of the works that make up this debate has yet been available Intending to fill this gap this volume begins with the crucial background for the contemporary debate and proceeds with a broad range of responses to and developments of these works from those who argue that folk theory is a misnomer to those who regard folk theory as legitimately explanatory and necessary for any adequate account of human behavior Intended for courses in the philosophy of mind psychology and science as well as anthropology and social psychology this anthology is also of great value in courses focusing on folk models eliminative materialism explanation psychological theory and in particular intentional psychology It is accessible to both graduate students and upper division undergraduate students of philosophy and psychology as well as researchers As an aid to students a thorough discussion of the field and the articles in the anthology is provided in the introduction as an aid to researchers a complete bibliography is also provided

**Neuropsychologie** Roger Gil, 2024-10-08 L ouvrage Devenu un outil pédagogique incontournable de la neuropsychologie pour les étudiants de la santé et des sciences humaines et sociales depuis plus de 30 ans cet ouvrage permet aux lecteurs d'acquiescer non seulement les connaissances de base indispensables sur l'anatomie et le fonctionnement du cerveau mais également celles des principaux troubles Chacun des principaux troubles cognitifs motionnels comportementaux relationnels témoignant de lésions cérébrales sont étudiés ainsi que leurs méthodes d'exploration en réservant une place particulière aux tests neuropsychologiques et en ouvrant toutes les explorations susceptibles de contribuer la compréhension des troubles leur évaluation ainsi que leur accompagnement Cette 8e édition offre une complète actualisation de l'ouvrage avec un accent particulier donné sur la neuropsychologie du vieillissement les maladies neurodégénératives qui ne se résument pas la maladie d'Alzheimer les dimensions relationnelles de la neuropsychologie cognition sociale relation au visage relations interhumaines spatiales dont les visites constituent le sommet anthropologique ainsi que les conséquences neuropsychologiques de la pandémie due au Covid 19 Pour autant les thèmes classiques de la neuropsychologie comme les aphasies les acalculies les agnosies les apraxies et bien d'autres sont revisités la lumière d'un cerveau non pas compartimenté mais qui mobilise des réseaux hodologiques largement distribués interconnectés la source de la neuroplasticité Le public Cet ouvrage s'adresse aux étudiants de psychologie et notamment ceux qui préparant un master aux internes en médecine préparant les spécialités de neurologie de psychiatrie de gériatrie de neuro et de psychiatrie de médecine physique et de



adaptation aux étudiants en orthophonie en ergothérapie en psychomotricité en masso kinésithérapie Cet ouvrage est également crit pour les neurologues les psychiatres les gériatres les psychologues et neuropsychologues les orthophonistes les ergothérapeutes les psychomotriciens mais aussi toutes les personnes souhaitant mieux connaître et mieux comprendre les mécanismes cérébraux sous-tendant les grandes fonctions cognitives et motrices de même que certains aspects de la personnalité et du comportement des êtres humains L'auteur Roger Gil MD PhD est neuropsychiatre professeur maître de neurologie et doyen honoraire de la faculté de médecine et de pharmacie de l'Université de Poitiers il a été directeur d'un Espace régional de réflexion éthique

**Memory in Everyday Life** G.M. Davies, R.H. Logie, 1993-08-25 The last decade has seen a major growth in research on how memory is used in everyday life This volume represents a reaction to traditional laboratory bound studies of the first half of the century which sought to identify the fundamental principles of learning and memory through the use of materials and methods totally divorced from the real world The new wave of memory research has had considerable success in charting how memory develops the role it plays in educational and social skills and the impact of memory impairment on mental life The current volume consists of authoritative reviews of this emerging area linked to comment and criticism from major researchers in the field Contrasted probably for the first time are two major styles of research in applied memory research The naturalistic approach which has sought to study memory in everyday environments using actual experiences from people's lives as the raw data from which to derive more general principles and the applied cognitive approach whereby theories and methods are developed using orthodox laboratory techniques which are then validated by applying them directly to real phenomena This is one of the few books to bring together evidence across the very wide spectrum of humdrum activity that constitutes the everyday uses of memory

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web the painter s interest in such scenes dates back to the mid to late 1830s although it peaked in 1845 6 with the exhibition of four large oil paintings on the whaling industry at the royal academy 3 whalers of about 1845 metropolitan museum new york depicts a similar moment in a whale hunt and was acquired by elhanan bicknell proprietor

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web the whale is alive with color while in the background is a ghostly white three masted whaling vessel turner was seventy years old when he completed whalers for the royal academy exhibition of 1845 turner undertook the painting for a collector who had made his fortune in the whale oil business the painting was returned to him and it

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web whalers is an 1845 painting by british artist j m w turner done in oil on canvas the work depicts a whaling ship and her launches pursuing a whale originally created with the hope that collector elhanan bicknell would purchase it the work is currently found in the collection of the metropolitan museum of art 1 2 3

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web jun 2 2016 turner often used fugitive pigments that eventually lost their vibrancy his whaling pictures probably used to be more colorful than they are now turner himself never went on a whaling

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