

MATHEMATICAL DISABILITIES

A Cognitive Neuropsychological Perspective

**Edited by
Gérard DeLoache and Xavier Seron**

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Mathematical Disabilities A Cognitive Neuropsychological Perspective

**Piers Cornelissen, Peter
Hansen, Morten Kringelbach, Ken Pugh**



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 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 ^ANumber 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 This new and completely updated edition includes all of the most recent scientific data and reaches many provocative conclusions that will intrigue anyone interested in learning mathematics or the mind *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 This cutting edge book explores key issues raised by new findings in the study of quantitative development One 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 the abilities attributed to infants are first evaluated and then the parameters of early childhood competencies are defined Comparing the two developmental periods the authors evaluate the findings 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 is 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 pro cesses that lead to the initial encoding and immediate retention of informa tion Although there is little doubt that the study of such acquisition pro cesses 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 utiliza tion of knowledge over considerable periods of time not just in the immedi ate 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 N europsychology 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 com prised of a number of critical review s 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 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 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 primary 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 **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 *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.

Theoretical Perspectives on Language Deficits Yosef Grodzinsky, 1990. This critical history of research on acquired language deficits (aphasias) demonstrates the usefulness of linguistic analysis of aphasic syndrome for neuropsychology, linguistics, and psycholinguistics. Drawing on new empirical studies, Grodzinsky concludes that the use of grammatical tools for the description of the aphasias is critical. The selective nature of these deficits offers a novel view into the inner workings of our language faculty and the mechanisms that support it. In contrast to other proposals that the left anterior cerebral cortex is crucial for all syntactic capacity, Grodzinsky's discoveries support his theory that this region is necessary for only a small component of the human language faculty. On this basis, he provides a detailed explanation for many aphasic phenomena, including a number of puzzling cross-linguistic aphasia differences, and uses aphasic data to evaluate competing linguistic theories. Yosef Grodzinsky is a member of the psychology faculty at Tel Aviv University. *Theoretical Perspectives on Language Deficits* is included in the series *Biology of Language and Cognition* edited by John P. Marshall. A Bradford Book.

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Mathematical Disabilities A Cognitive Neuropsychological Perspective Introduction

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