

Contents

<i>List of figures</i>	xi
<i>List of tables</i>	xiv
<i>Contributors</i>	xvi
<i>Acknowledgements</i>	xxvii

<i>The Routledge International Handbook of Dyscalculia and Mathematical Learning Difficulties: an overview</i>	1
<i>Steve Chinn</i>	
1 How can cognitive developmental neuroscience constrain our understanding of developmental dyscalculia?	18
<i>Stephanie Bugden and Daniel Ansari</i>	
2 Number difficulties in young children: deficits in core number?	44
<i>Robert A. Reeve and Sarah Gray</i>	
3 Dots and digits: how do children process the numerical magnitude? Evidence from brain and behaviour	60
<i>Vivian Reigosa-Crespo and Danilka Castro</i>	
4 When and why numerosity processing is associated with developmental dyscalculia	78
<i>Xinlin Zhou and Dazhi Cheng</i>	
5 Predictive indicators for mathematical learning disabilities/dyscalculia in kindergarten children	90
<i>Annemie Desoete</i>	

Contents

6	The link between mathematics and logical reasoning: implications for research and education	101
	<i>Kinga Morsanyi and Denes Szűcs</i>	
7	How specific is the specific disorder of arithmetic skills?	115
	<i>Karin Landerl</i>	
8	Arithmetic difficulties of children with hearing impairment	125
	<i>Gowramma I. P.</i>	
9	Arithmetic difficulties among socially disadvantaged children and children with dyscalculia	146
	<i>Ramaa S.</i>	
10	Meeting the needs of the 'bottom eighty per cent': towards an inclusive mathematics curriculum in Uganda	166
	<i>Tandi Clausen-May and Remegious Baale</i>	
11	Dyscalculia in Arabic speaking children: assessment and intervention practices	183
	<i>John Everatt, Abdessatar Mahfoudhi, Mowafak Al-Manabri and Gad Elbeheri</i>	
12	Mathematics learning and its difficulties among Chinese children in Hong Kong	193
	<i>Connie Suk-Han Ho, Terry Tin-Yau Wong and Winnie Wai Lan Chan</i>	
13	The acquisition of mathematics skills of Filipino children with learning difficulties: issues and challenges	203
	<i>Sherlynmay Hamak, Jai Astilla and Hazelle R. Preclaro</i>	
14	The enigma of dyscalculia	217
	<i>Jane Emerson</i>	
15	Deep diagnosis, focused instruction, and expanded math horizons	228
	<i>Robert B. Ashlock</i>	

16	Preschool children's quantitative knowledge and long-term risk for functional innumeracy <i>David C. Geary</i>	235
17	Learning disabilities: mathematics characteristics and instructional exemplars <i>Diane Pedrotty Bryant, Brian R. Bryant, Mikyung Shin and Kathleen Hughes Pfannenstiel</i>	243
18	Targeted interventions for children with difficulties in learning mathematics <i>Ann Dowker and Peter Morris</i>	256
19	Focused MLD intervention based on the classification of MLD subtypes <i>Giannis N. Karagiannakis and Anny Cooreman</i>	265
20	Numbersense: a window into dyscalculia and other mathematics difficulties <i>Mahesh C. Sharma</i>	277
21	The Center for Improving Learning of Fractions: a progress report <i>Robert Siegler, Lynn Fuchs, Nancy Jordan, Russell Gersten and Rob Ochsendorf</i>	292
22	Lights and shadows of mental arithmetic: analysis of cognitive processes in typical and atypical development <i>Sara Caviola and Daniela Lucangeli</i>	304
23	Teacher training: solving the problem <i>Judy Hornigold</i>	315
24	Mathematics anxiety, working memory, and mathematical performance: the triple-task effect and the affective drop in performance <i>Alex M. Moore, Amy J. McAuley, Gabriel A. Allred and Mark H. Ashcraft</i>	326

Contents

25 Mathematical resilience: what is it and why is it important? <i>Clare Lee and Sue Johnston-Wilder</i>	337
26 Linguistic factors in the development of basic calculation <i>Chris Donlan</i>	346
27 Promoting word problem solving performance among students with mathematics difficulties: the role of strategy instruction that primes the problem structure <i>Asha K. Jitendra, Danielle N. Dupuis and Amy E. Lein</i>	357
28 Mathematical storyteller kings and queens: an alternative pedagogical choice to facilitate mathematical thinking and understand children's mathematical capabilities <i>Caroline McGrath</i>	369
29 The effects of computer technology on primary school students' mathematics achievement: a meta-analysis <i>Egbert Harskamp</i>	383
30 Representing, acting, and engaging: UDL and mathematics <i>Elizabeth Murray, Garron Hillaire, Mindy Johnson and Gabrielle Rappolt-Schlichtmann</i>	393
31 Dyscalculia in Higher Education: systems, support and student strategies <i>Clare Trott</i>	406
<i>Index</i>	420