

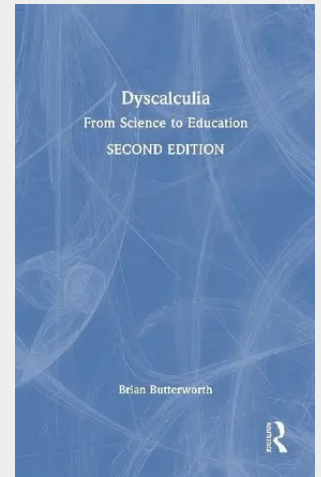
Butterworth

Dyscalculia

From Science to Education

In this new edition of his best-selling text, Brian Butterworth explains the very latest research in the science of dyscalculia in a clear, non-technical way. Crucially, he shows that dyscalculia is caused by a core deficit in the ability to accurately and swiftly represent the number of objects in a set, an ability that underpins learning arithmetic, and clearly differentiates dyscalculia from other forms of early mathematical learning difficulties. This new edition includes a review of the new evidence for effective intervention, examines new research on the role of memory, intelligence, and how they interact with the core deficit. With new chapters on number sense, the arithmetical brain, governmental changes around the world, and evaluations of new interventions, this invaluable text is fully supported with a wide selection of online useful resources and courses. Butterworth uniquely links research to pedagogical practice, to explain how science can be used for the identification of dyscalculia, and for the development of strategies to best help affected learners acquire arithmetical competence. The text provides robust interventions that focus on helping pupils to strengthen their ability to process numerosities and link them to the familiar number symbols, counting words, and digits. It shows that science has clear and specific implications both for assessment and intervention. A landmark publication for the dyscalculia community, this second edition of *Dyscalculia: From Science to Education* will become an essential resource for teachers, professionals, parents, and sufferers, as well as for university courses that include specific learning disabilities.

In this new edition of his best-selling text, Brian Butterworth explains the latest research in the science of dyscalculia. He shows that dyscalculia is caused by a deficit in the ability to represent the number of objects in a set, differentiating dyscalculia from other forms of early mathematical learning difficulties.



223,30 €

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Lieferfrist: bis zu 10 Tage

Artikelnummer: 9781032579504

Medium: Buch

ISBN: 978-1-032-57950-4

Verlag: Routledge

Erscheinungstermin: 22.09.2025

Sprache(n): Englisch

Auflage: 2. Auflage 2025

Produktform: Gebunden

Gewicht: 514 g

Seiten: 228

Format (B x H): 161 x 240 mm

