

Elementary Mathematics and Language Difficulties

A Book for Teachers,
Therapists and Parents



Eva Grauberg

Elementary Mathematics And Language Difficulties

**Janice Wearmouth, Abigail Gosling, Julie
Beams, Stephanie Davydaitis**

Elementary Mathematics And Language Difficulties:

Elementary Mathematics and Language Difficulties Eva Grauberg, 1997-01-01 Three questions provide the structure of the book What are the specific learning characteristics of children with language difficulties What are the critical points where such characteristics lead to difficulties in the mathematical syllabus What can be done about them The book is in two parts Part One raises the problems looks at research and suggests methods Part Two picks up some of the methods and describes them in detail for the practitioner wanting to try them *Elementary Mathematics and Language Difficulties* Eva Grauberg, 1998 Three questions provide the structure of the book What are the specific learning characteristics of children with language difficulties What are the critical points where such characteristics lead to difficulties in the mathematical syllabus What can be done about them The book is in two parts Part One raises the problems looks at research and suggests methods Part Two picks up some of the methods and describes them in detail for the practitioner wanting to try them The Routledge International Handbook of Dyscalculia and Mathematical Learning Difficulties Steve Chinn, 2014-11-20 Mathematics plays an important part in every person's life so why isn't everyone good at it The Routledge International Handbook of Dyscalculia and Mathematical Learning Difficulties brings together commissioned pieces by a range of hand-picked influential international authors from a variety of disciplines all of whom share a high public profile More than fifty experts write about mathematics learning difficulties and disabilities from a range of perspectives and answer questions such as What are mathematics learning difficulties and disabilities What are the key skills and concepts for learning mathematics How will IT help now and in the future What is the role of language and vocabulary How should we teach mathematics By posing notoriously difficult questions such as these and studying the answers The Routledge International Handbook of Dyscalculia and Mathematical Learning Difficulties is the authoritative volume and is essential reading for academics in the field of mathematics It is an incredibly important contribution to the study of dyscalculia and mathematical difficulties in children and young adults *Linguistic Influences on Mathematical Cognition* Ann Dowker, Hans-Christoph Nuerk, 2017-06-16 For many years an abstract amodal semantic magnitude representation largely independent of verbal linguistic representations has been viewed as the core numerical or mathematical representation This assumption has been substantially challenged in recent years Linguistic properties affect not only verbal representations of numbers but also numerical magnitude representation spatial magnitude representations calculation parity representation place value representation and even early number acquisition Thus we postulate that numerical and arithmetic processing are not fully independent of linguistic processing This is not to say that in patients magnitude processing cannot function independently of linguistic processing we just suppose these functions are connected in the functioning brain So far much research about linguistic influences on numerical cognition has simply demonstrated that language influences number without investigating the level at which a particular language influence operates After an overview we present new findings on language influences

on seven language levels Conceptual Conceptual properties of language Syntactic The grammatical structure of languages beyond the word level influences Semantic The semantic meaning or existence of words Lexical The lexical composition of words in particular number words Visuo spatial orthographic Orthographic properties such as the writing reading direction of a language Phonological Phonological phonetic properties of languages Other language related skills Verbal working memory and other cognitive skills related to language representations We hope that this book provides a new and structured overview on the exciting influences of linguistic processing on numerical cognition at almost all levels of language processing

Numeracy and Learning Difficulties Peter Westwood,2012-12-06 By understanding why children struggle with maths teachers are better equipped to provide effective support and nurture confidence in low achievers Numeracy and Learning Difficulties includes how to tackle common learning difficulties by following different teaching practices and principles identifying gaps in students knowledge and developing curricula that bridges these gaps improves numerical literacy using problem solving strategies and skills and a handy checklist of benchmarks in achievement **Understanding Dyscalculia and Numeracy Difficulties** Jane Emerson,Patricia Babbie,2015-07-21 A complete accessible guide to understanding dyscalculia and low numeracy this book covers number sense and how the brain deals with numbers assessment planning intervention what to teach how to teach it and how parents can help Essential for parents teachers and education professionals working with a child with numerical difficulties **Math Instruction for Students with Learning Problems** Susan Perry Gurganus,2017-02-24 Math Instruction for Students with Learning Problems Second Edition provides a research based approach to mathematics instruction designed to build confidence and competence in pre and in service PreK 12 teachers This core textbook addresses teacher and student attitudes toward mathematics as well as language issues specific mathematics disabilities prior experiences and cognitive and metacognitive factors The material is rich with opportunities for class activities and field extensions and the second edition has been fully updated to reference both NCTM and CCSSM standards throughout the text and includes an entirely new chapter on measurement and data analysis **A Clinician's Handbook of Child and Adolescent Psychiatry** Christopher Gillberg,Richard Harrington,Hans-Christoph Steinhausen,2006-02-09 Originally published in 2006 this authoritative clinical handbook provides a detailed overview of the main disorders encountered by child and adolescent psychiatrists in clinical practice ranging from eating sleep and affective disorders to substance abuse gender identity disorder and sexual abuse The approach is evidence based and emphasis is on good clinical practice and quality control of patient care In contrast to other books in the field the authors intention is not to cover exhaustively all the relevant science but rather to present in condensed form any research findings that are significant for clinical practice For coherence each chapter is constructed in the same way introduction definition and classification epidemiology the clinical picture aetiology treatment and outcome The disorders covered are based on the ICD 10 and DSM IV classifications and appendices include documents for assessment of intervention planning and evaluation

Mathematics for Dyslexics and Dyscalculics Steve Chinn, Richard Edmund Ashcroft, 2017-01-18 A seminal handbook in the field for more than 20 years this new and updated edition of Mathematics for Dyslexics and Dyscalculics contains the latest research and best practices for helping learners with numerical and mathematical difficulties Provides a complete overview of theory and research in the fields of dyslexia and dyscalculia along with detailed yet pragmatic methods to apply in the classroom Contains enhanced coverage of place value and the role of the decimal point why fractions can challenge a developed logic for arithmetic and the complexity of time along with new material on addressing anxiety fear motivation and resilience in the classroom and links to new resources including standardized tests and recommended reading lists Written by two mathematics teachers with 50 years of teaching experience between them much of it in specialist settings for students with specific learning difficulties Offers effective teaching strategies for learners of all ages in a structured but accessible format

The Dyscalculia Assessment Jane Emerson, Patricia Babbie, 2010-09-02 The Dyscalculia Assessment is a tool for investigating pupils numeracy abilities It is designed to inform a personalised teaching programme for individuals or small groups of pupils who have difficulties with numbers The assessment was devised at Emerson House a specialist centre in London supporting pupils with difficulties in numeracy and literacy The bestselling first edition of the book written by Jane Emerson and Patricia Babbie was the winner of the ERA Best Special Educational Needs Resource 2011 This fully revised and updated second edition features a brand new design making the step by step assessment even easier to navigate and use with by SENCOs or those with no specific special needs training The suggested script for each stage of the investigation that runs alongside the photocopiable assessment sheets make this book an extremely user friendly accessible teaching and learning resource This book also includes an introduction to dyscalculia and co occurring conditions guidance on how to conduct the assessment including tips on behaviours to look out for information on the equipment you need and how to use it instructions on how to interpret the results of each stage of the assessment and how to produce a personalised teaching plan games and activities to engage the pupils and reinforce numeracy skills The Dyscalculia Assessment is ideal for use with primary school children but can easily be adapted for older students and is invaluable for SENCOs TAs educational psychologists and mainstream teachers keen to support students with numeracy difficulties in their class

Dyslexia, Dyscalculia and Mathematics Anne Henderson, 2013-05-02 Dyslexia Dyscalculia and Mathematics will be an essential resource for teachers classroom assistants and SENCOs who help dyslexic and dyscalculic children with their understanding of mathematics Written in an accessible style with helpful illustrations this practical book reveals helpful ways in which to tackle both simple and complex concepts with students of all ages This second edition has been updated to include references to using technology that will help children with dyslexia and dyscalculia reinforce their mathematical skills and also contains a number of photocopiable resources that can be used in the classroom Written by Anne Henderson who is experienced in teaching language and mathematics to pupils with dyslexia and dyscalculia this book outlines current thinking

in the field and shows how the research methods that have been proven as successful can be used with whole classes of children This book encourages flexible methods and gives teachers the confidence to discuss alternative solutions with their pupils and help them achieve success It is an ideal handbook for parent teacher programmes and is also suitable for in service training

Mathematics for Dyslexics Steve Chinn, Richard Edmund Ashcroft, 2006-11-02 Mathematics for Dyslexics Including Dyscalculia 3rd Edition discusses the factors that contribute to the potential difficulties many dyslexic learners may have with mathematics and suggests ways of addressing these difficulties The first chapters consider the theoretical background The later chapters look at practical methods which may help dyslexic learners The book is designed to be comprehensive and to help teachers support assistants and parents understand the learner and to learn a range of skills and thus develop confidence and competence in working with dyslexic pupils

Dyslexia and Alternative Therapies Maria Chivers, 2006 Printbegr nsninger Der kan printes 10 sider ad gangen og max 40 sider pr session

Teaching Maths to Pupils with Different Learning Styles Tandi Clausen-May, 2005-09-28 Tackles an area of the curriculum many teachers lack confidence in Lots of good starting points Spans a lot of material and is strong on diverse learning styles Clear explanation and good visual layout very innovative in approach Judging Panel for NASEN TES Book Award The book is rich in lively teaching suggestions and in insights into the impact of different forms of explanation Debate C carries us away from narrow views of ability and special needs and into the consideration of difference The author takes us through lively discussions of many aspects of mathematics learning Each section offers learning and teaching ideas involving visual and kinaesthetic approaches The book is a compendium of sound ideas rather than a collection of startlingly new approaches But throughout it has the great strength of being exceptionally clear in its arguments descriptions and drawings The design is generally helpful with plenty of illustrations as befits the book's message There are handy pages of photocopiable resources This is a lively and often passionate account of ways of ensuring that multi sensory approaches infect mathematics learning As the author says pictures in the mind can help all pupils We might add They help all teachers too TES Extra for Special Needs If you have found pupils struggling to understand some aspects of mathematics at any age then this book is for you It is a very readable book that would interest all those who work in classrooms whether as a teacher or support worker with all ages and abilities for those who work with older pupils as it gives possible approaches to use with those for whom basic skills are weak or have difficulty in understanding some of the concepts required of GCSE examinations Alison Parish Second in Mathematics Department Stowmarket High School Suffolk Read the full review as posted on the Association of Teachers of Mathematics website It is a highly practical book One strength is the way that it develops a topic from the very basics through to the harder concepts There are a large number of activities that are ready to run but these really are just a starting point for teachers to begin thinking about teaching topics in a different way and from these teachers will be able to develop their own approach Although this book is focusing on pupils who are visual and kinaesthetic learners the great majority of

learners adopt a mixture of learning styles so this approach will benefit the entire class Worth a read Maths Coordinator s File This excellent and very informative teaching resource is about teaching mathematics to pupils who have learning differences It is very practical and easy to read A really nice feature is the inclusion of photocopiable resource sheets allowing readers to try out easily the ideas suggested in the book This resource is highly recommended and will be very suitable for maths teachers in primary and secondary schools SENCOs and teaching assistants British Journal of Special Education This book is about making mathematics visible and tangible not something that just lies flat on the page Dipping into it will provide instantly usable suggestions across a variety of topics at different levels from early number concepts through to fractions and ratios algebra aspects of geometry including angles and circles and data handling When you get a chance to read it more thoroughly you will find arguments for using these approaches consideration of some of the pitfalls to avoid and inspiration to develop different ways of helping students to achieve deep and connected understandings For any teacher who wants to provide students with opportunities for visual and kinaesthetic learning in mathematics The Australian Association of Mathematics Teachers Inc A very good book offering teachers SENCOs and teaching assistants guidelines strategies and practical activities to access the thought processes of pupils with different learning styles It has an easy to read format giving suggestions rather than dictat on the use of models to think and is a unique document for those who have input into the furthering of the teaching and learning of mathematics Mathematics in School How can you make maths exciting and meaningful for all your pupils Some pupils find even basic concepts in mathematics difficult to grasp and it can be a challenge to make lessons accessible to all This book offers practising teachers a range of approaches to making maths clear for struggling students It looks at the different ways in which maths can be taught so that pupils with different learning styles can be stimulated Maths is visible and tangible not something that just lies flat on the page Included are ideas to be used in lessons suggestions for exciting visual ways to teach basic concepts lots of practical advice and guidance The book shows teachers how to unlock mathematics for all their learners and it encourages the use of a variety of methods to teach the subject It provides a valuable resource for maths teachers in both primary and secondary schools for SENCOs and teaching assistants and for those delivering initial teacher training or inservice courses Tandi Clausen May is an educational researcher responsible for the development of a range of mathematics curriculum and assessment materials She delivers popular workshops on teaching mathematics around the United Kingdom She also writes regular articles on mathematics teaching for educational journals and newspapers *The Dyscalculia Toolkit* Ronit Bird, 2012-06-21 Includes CD Rom This is an excellent resource suitable for use with all learners between the ages of 7 and 14 but particularly for supporting pupils experiencing significant and specific difficulties in mathematics SENCO Update Yes This book is a winner At last someone is addressing in detail many of the challenges these students are meeting A wonderful toolkit Jenny Stent SENCO International Student Co ordinator Hakanui School Hamilton New Zealand Who says numbers are boring This is a bright and inviting

addition to any good support library this toolkit does what it says on the packet A ready to run resource that is very user friendly Lots of game based activities with clear instructions Ideas would be useful for students with specific difficulties however the fun based element will help all students enjoy working with numbers TES website This book and CD contains a fine assortment of 200 teaching activities and 40 practical games for teaching the basics of numeracy Times Educational Supplement Finally a book which understands This book is full of pain free games and activities which show that the author really gets dyscalculia Things are broken down well so there are opportunities to build up basic understanding without getting bogged down and overwhelmed and never a worksheet in sight Now my daughter is happy to sit down and do maths with me I m really delighted with this it has filled a real gap Amazon Reviewer This book is absolutely brilliant I would highly recommend it to any parent or teacher who has a child or children with numberwork difficulties Very easy and exciting to use Amazon Reviewer This collection of 200 teaching activities and 40 games to use with pupils who struggle with maths is based on the author s years of experience in schools working with dyslexic dyspraxic and dyscalculic pupils but all the suggested strategies are equally suitable for teaching the basics of numeracy to any pupil aged 7 to 14 The toolkit covers early number work with numbers under 10 basic calculations with numbers above 10 place value times tables multiplication and division The activities and games provided can be used with individuals pairs or small groups of pupils and the CD rom accompanying the book contains printable and photocopiable resources

Understanding Special Educational Needs and Disability in the Early Years Janice Wearmouth, Abigail Gosling, Julie Beams, Stephanie Davydaitis, 2017-09-18 This key text provides essential tools for understanding legislation policy provision and practice for children in the early years particularly young children with special educational needs and disability SEND Based on extensive research and the four areas of need as defined in the Special Educational Needs and Disability Code of Practice 0 to 25 Years DfE 2015 the book charts the development of young children and their growing constructions of learning communication language motor movement and emotion Providing material that translates into practice in a straightforward and practical way this text is packed full of personal accounts and case studies enabling readers to appreciate what the experience of SEND in the early years means for families and professionals and also to learn more about how they might understand and respond appropriately to a child s needs Understanding Special Educational Needs and Disability in the Early Years will be of interest to students studying Early Years courses families SENDCOs teachers and other staff supporting young children with a range of special educational needs and disabilities

Proceedings of the Fourth International Congress on Mathematical Education M. Zweng, Green, Kilpatrick, Pollack, Suydam, 2012-12-06 Henry O Pollak Chairman of the International Program Committee Bell Laboratories Murray Hill New Jersey USA The Fourth International Congress on Mathematics Education was held in Berkeley California USA August 10 16 1980 Previous Congresses were held in Lyons in 1969 Exeter in 1972 and Karlsruhe in 1976 Attendance at Berkeley was about 1800 full and 500 associate members from about 90 countries at least half of these

come from outside of North America About 450 persons participated in the program either as speakers or as presiders approximately 40 percent of these came from the U S or Canada There were four plenary addresses they were delivered by Hans Freudenthal on major problems of mathematics education Hermina Sinclair on the relationship between the learning of language and of mathematics Seymour Papert on the computer as carrier of mathematical culture and Hua Loo Keng on popularising and applying mathematical methods George Polya was the honorary president of the Congress illness prevented his planned attendance but he sent a brief presentation entitled Mathematics Improves the Mind There was a full program of speakers panelists debates miniconferences and meetings of working and study groups In addition 18 major projects from around the world were invited to make presentations and various groups representing special areas of concern had the opportunity to meet and to plan their future activities

Special Educational Needs and Disability: The Basics Janice Wearmouth, 2015-10-23 *Special Educational Needs and Disability The Basics* has been fully updated in light of the 2014 Children and Families Act in England and now also includes a focus and discussion of legislation across the whole UK Providing an engaging and complete overview it examines the fundamental principles of the subject from policy to practice This book covers the historical development of special provision and key legislation policy making the identification and assessment of young people s special or additional learning and behaviour needs and ways to address barriers to learning associated with various kinds of difficulty Essential revisions to this second edition include discussion of the implications of the 2014 Special Educational Needs and Disability Code of Practice 0 to 25 years for Heads governors SENCos staff students and families in schools in England a focus on the law relating to special or additional support needs in Wales Scotland and Northern Ireland and its implications an update on statutory assessment requirements and advice on compiling them including the new Education Health and Care Plans in England This book is an ideal starting point for all those with questions about what constitutes special educational needs and disability and how individuals can be supported in practice It is essential reading for policy makers trainees teachers and all those working with young people who experience difficulties and their families

Mathematics Education in a Neocolonial Country: The Case of Papua New Guinea Patricia Paraide, Kay Owens, Charly Muke, Philip Clarkson, Christopher Owens, 2023-01-10 Most education research is undertaken in western developed countries While some research from developing countries does make it into research journals from time to time but these articles only emphasize the rarity of research in developing countries The proposed book is unique in that it will cover education in Papua New Guinea over the millennia Papua New Guinea s multicultural society with relatively recent contact with Europe and the Middle East provides a cameo of the development of education in a country with both a colonial history and a coup less transition to independence Discussion will focus on specific areas of mathematics education that have been impacted by policies research circumstances and other influences with particular emphasis on pressures on education in the last one and half centuries This volume will be one of the few records of this kind in the education research literature

as an in depth record and critique of how school mathematics has been grown in Papua New Guinea from the late 1800s and should be a useful addition to graduate programs mathematics education courses history of mathematics as well as the interdisciplinary fields of cross cultural studies scholarship focusing on globalization and post decolonialism linguistics educational administration and policy technology education teacher education and gender studies **Different Brains, Different Learners** Eric Jensen,2010 Provides instructions for teachers on identifying common impairments and symptoms allowing educators to make adjustments that enable students to learn effectively

Elementary Mathematics And Language Difficulties Book Review: Unveiling the Power of Words

In some sort of driven by information and connectivity, the power of words has be more evident than ever. They have the ability to inspire, provoke, and ignite change. Such may be the essence of the book **Elementary Mathematics And Language Difficulties**, a literary masterpiece that delves deep in to the significance of words and their affect our lives. Compiled by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we will explore the book is key themes, examine its writing style, and analyze its overall impact on readers.

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Elementary Mathematics And Language Difficulties Introduction

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