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Collana	Mathematical Cognition and Learning ; ; Volume 2
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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Introduction: How the Study of Neurobiological and Genetic Factors Can Enhance Our Understanding of Mathematical Cognitive Development -- Number Symbols in the Brain -- Neural and Behavioral Signatures of Core Numerical Abilities and Early Symbolic Number Development -- A Neurodevelopmental Perspective on the Role of Memory Systems in Children's Math Learning -- Finger Representation and Finger-Based Strategies in the Acquisition of Number Meaning and Arithmetic -- Neurocognitive Architectures and the Nonsymbolic Foundations of Fractions Understanding -- Developmental Dyscalculia and the Brain -- Neurocognitive Components of Mathematical Skills and Dyscalculia -- Individual Differences in Arithmetic Fact Retrieval -- Transcranial Electrical Stimulation and the Enhancement of Numerical Cognition -- Individual Differences in Mathematics Ability: A Behavioral Genetic Approach -- Genetic Syndromes as Model Pathways to Mathematical Learning Difficulties: Fragile X, Turner, and 22q Deletion Syndromes.
Sommario/riassunto	Focusing on the neural substrates and genetic factors associated with both the typical and atypical development of mathematical thinking and learning, this second volume in the "Mathematical Cognition and Learning" series integrates the latest in innovative measures and

methodological advances from the top researchers in the field, provides details about new progress made in the study of neural correlates of numerical and arithmetic cognition, and addresses recent work in quantitative and molecular genetics--
