



Mind, Brain, and Education in Reading Disorders (Cambridge Studies in Cognitive and Perceptual Development)

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One of the key topics for establishing meaningful links between brain sciences and education is the development of reading. How does biology constrain learning to read? How does experience shape the development of reading skills? How does research on biology and behaviour connect to the ways that schools, teachers and parents help children learn to read, particularly in the face of disabilities that interfere with learning? This book addresses these questions and illuminates why reading disorders have been hard to identify, how recent research has established a firm base of knowledge about the cognitive neuroscience of reading problems and the learning tools for overcoming them, and finally, what the future holds for relating mind, brain and education to understanding reading difficulties. Connecting knowledge from neuroscience, genetics, cognitive science, child development, neuropsychology and education, this book will be of interest to both academic researchers and graduate students.

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