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978-0-521-85479-5 - Mind, Brain, and Education in Reading Disorders

Edited by Kurt W. Fischer, Jane Holmes Bernstein, and Mary Helen Immordino-Yang

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Mind, Brain, and Education in Reading Disorders

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 behavior 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.

KURT W. FISCHER is Charles Warland Bigelow Professor of Education and Human Development and Director of the Mind, Brain, and Education Program in the Graduate School of Education at Harvard University. He is founding president of the International Mind, Brain, and Education Society and founding editor of the new journal *Mind, Brain, and Education*.

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To our late colleagues and friends who made fundamental contributions to this book – Ann Brown, Robbie Case, Jeanne Chall, and Samuel P. Rose

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