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*.

JANE HOLMES BERNSTEIN is a developmental neuropsychologist who divides her time between teaching, writing, and research responsibilities at the Children’s Hospital Boston and the establishment of a National Child Development Program in Trinidad and Tobago.

MARY HELEN IMMORDINO-YANG studies the neuroscience of emotion and its relation to cognitive, linguistic, and social development at the Brain and Creativity Institute, University of Southern California. She recently received her doctorate from the Graduate School of Education at Harvard University.
The aim of this series is to provide a scholarly forum for current theoretical and empirical issues in cognitive and perceptual development. As the twenty-first century begins, the field is no longer dominated by monolithic theories. Contemporary explanations build on the combined influences of biological, cultural, contextual, and ecological factors in well-defined research domains. In the field of cognitive development, cultural and situational factors are widely recognized as influencing the emergence and forms of reasoning in children. In perceptual development, the field has moved beyond the opposition of “innate” and “acquired” to suggest a continuous role for perception in the acquisition of knowledge. These approaches and issues will all be reflected in the series, which will also address such important research themes as the indissociable link between perception and action in the developing motor system, the relationship between perceptual and cognitive development and modern ideas on the development of the brain, the significance of developmental processes themselves, dynamic systems theory, and contemporary work in the psychodynamic tradition, especially as it relates to the foundations of self-knowledge.

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Edited by

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

**JANE ASHBY**, Ph.D., is a researcher at the University of Massachusetts at Amherst and teaches at Hampshire College.

**FRANCINE MARY BENES**, M.D., Ph.D., is Professor of Psychiatry at McLean Hospital.

**JANE HOLMES BERNSTEIN**, Ph.D., is Senior Associate in Psychology/Neuropsychology at the Children’s Hospital Boston.

**BENITA A. BLACHMAN**, Ph.D., is Trustee Professor of Education and Psychology at Syracuse University.

**SUSAN A. BRADY**, Ph.D., is Professor of Psychology at University of Rhode Island and a Senior Scientist at Haskins Laboratories.

**JOSEPH C. CAMPIONE**, Ph.D., is Professor of Education (Emeritus) at the University of California at Berkeley.

**ROBBIE CASE** (deceased) was Professor of Education (Emeritus) and Director of the Institute of Child Study at the University of Toronto.

**VERNE S. CAVINESS JR.**, M.D., D.Phil., is the Chief of the Division of Pediatric Neurology at the Massachusetts General Hospital and the Joseph and Rose Kennedy Professor of Child Neurology and Mental Retardation at Harvard Medical School.

**TERRENCE W. DEACON**, Ph.D., is Professor of Biological Anthropology and Linguistics at the University of California at Berkeley.

**FRANK H. DUFFY**, M.D., is Associate Professor of Neurology at Harvard Medical School and Director of the Clinical Neurophysiology Laboratory at the Children’s Hospital Boston.

**ROSALIE P. FINK**, Ed.D., is Professor of Literacy at Lesley University.

**KURT W. FISCHER**, Ph.D., is Charles Warland Bigelow Professor and Director of the Mind, Brain, and Education Program at the Harvard Graduate School of Education.
ALBERT M. GALABURDA, M.D., is the Emily Fisher Landau Professor of Neurology and Neuroscience at Harvard Medical School and Chief of the Division of Behavioral Neurology at Beth Israel Deaconess Medical Center.

MARY HELEN IMMORDINO-YANG, Ed.D., holds a joint Postdoctoral Fellowship at the Brain and Creativity Institute and the Rossier School of Education at the University of Southern California.

E. JULIANA PARÉ-BLAGOEV, Ed.D., is a Research Scientist at The MIND Institute and Assistant Professor at the University of New Mexico Department of Psychology.

DAVID H. ROSE, Ed.D., is Co-Executive Director of the Center for Applied Special Technology (CAST).

L. TODD ROSE is a doctoral candidate at the Harvard Graduate School of Education.

SAMUEL P. ROSE, Ph.D., (deceased) taught at the University of Colorado.

SANDRA PRIEST ROSE is a founding trustee of the Reading Reform Foundation.

GORDON F. SHERMAN, Ph.D., is Executive Director of the Newgrange School and Education Center in Princeton, NJ.

H. GERRY TAYLOR, Ph.D., is Professor of Pediatrics at Case Western Reserve University.

MARTIN H. TEICHER, M.D., Ph.D., is an Associate Professor of Psychiatry at Harvard Medical School and Director of the Developmental Biopsychiatry Research Program at McLean Hospital.

ROBERT W. THATCHER, Ph.D., is Director of the NeuroImaging Laboratory at the Bay Pines VA Medical Center and an adjunct Professor of Neurology at the University of South Florida College of Medicine.

JOSEPH TORGESEN, Ph.D., is the W. Russell and Eugenia Morcom Chair of Psychology and Education at Florida State University and Director of the Florida Center for Reading Research.

DEBORAH WABER, Ph.D., is Director of Research in the Department of Psychiatry at Children’s Hospital Boston and Associate Professor (Psychology) in the Department of Psychiatry, Harvard Medical School.

MARYANNE WOLF, Ed.D., is Director of the Center for Reading and Language Research and Professor of Child Development at Tufts University.
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