
Mussolin, Christophe

Abstract
The learning of mathematics covers a variety of skills, such as comparing quantities, counting the number of items in a set, dealing with the numerical systems (i.e., writing and reading numbers), performing simple and complex calculations, or solving word problems. Typically, a majority of children are able to master these abilities, but an appreciable percentage of them does not and are then referenced as having developmental dyscalculia. It is clear that not being able to count efficiently, to understand the meaning of numbers, or to calculate as other children do, rapidly becomes a handicap during the development, not only at school but also in society in general, in the same way as not being able to read is. Despite the growing interest observed over these last few years, research on developmental dyscalculia or more general mathematical disability is actually much less advanced than research on dyslexia. It could be due to the complexity of the mathematics field. Several hypothe...
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