

Selected Publications

- Case, R., Griffin, S., & Kelly, W.M. (2001). Socioeconomic differences in children's early cognitive development and their readiness for schooling. In S.L. Golbeck (Ed.), *Psychological perspectives on early childhood education: Reframing dilemmas in research and practice*. Hillsdale, NJ: Erlbaum.
- Griffin, S. (2005a). Fostering the development of whole-number sense: Teaching mathematics in the primary grades. In M.S. Donovan & J.D. Bransford (Eds.), *How students learn: History, mathematics and science in the classroom* (pp. 257-308). Washington, DC: The National Academies Press.
- Griffin, S. (2004). Building number sense with *Number Worlds*. *Early Childhood Research Quarterly*. Vol. 19, Issue 1, 173-180.
- Griffin, S. (2004). Teaching number sense. *Educational Leadership*. Vol. 61, No. 6, 39-42.
- Griffin, S. (2003). Laying the foundations for computational fluency in early childhood. *Teaching Children Mathematics*, Feb. 2003, 306-309. Reston, VA: NCTM.
- Griffin, S. (2003). *Number Worlds*: A research-based mathematical program for young children. In D.H. Clements and A. DiBiase (Eds.), *Engaging young children in mathematics: Standards for early childhood mathematics education* (pp. 325-342). Mahwah, NJ: Lawrence Erlbaum Associates.
- Griffin, S. (2003). Central conceptual structure theory: Implications for education. In A. Demetriou and E. Raftopoulos (Eds.), *Emergence and transformation in the mind: Modeling and measuring cognitive change*. Cambridge University Press.
- Griffin, S. (2002). The development of math competence in the preschool and early school years: Cognitive foundations and instructional strategies. In J.M. Roher (Ed.), *Mathematical cognition. In series: Current perspectives on cognition, learning, and instruction*. Greenwich, Ct.: Information Age Publishing, Inc.
- Griffin, S. & Case, R. (1999). Re-thinking the primary school math curriculum: An approach based on cognitive science. *Issues in Education*. Vol. 3, No. 1, 1-49.