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The fundamental mathematical tools needed to understand machine learning include linear algebra, analytic geometry, matrix decompositions, vector calculus, optimization, probability and statistics. These topics are traditionally taught in disparate courses, making it hard for data science or computer science students, or professionals, to efficiently learn the mathematics. This self-contained textbook bridges the gap between mathematical and machine learning texts, introducing the mathematical concepts with a minimum of prerequisites. It uses these concepts to derive four central machine learning methods: linear regression, principal component analysis, Gaussian mixture models and support vector machines. For students and others with a mathematical background, these derivations provide a starting point to machine learning texts. For those learning the mathematics for the first time, the methods help build intuition and practical experience with

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Reviewing the state of the science of learning disabilities (LD) and describing effective educational practices, this authoritative text has been significantly revised and expanded with more than 70% new material. Foremost LD experts identify effective principles of assessment and instruction within the framework of multi-tiered systems of support (MTSS). With a focus on what works in the classroom, the book explores the full range of reading, mathematics, and writing disabilities. It synthesizes knowledge from neuropsychology, cognitive neuroscience, and special and general education. Illustrations include eight color plates. As a special supplement, a chapter on the history of the LD field from the first edition is provided at the companion website. New to This Edition \*Heightened emphasis on intervention, including significant new developments in reading comprehension and math. \*Reflects major scientific advances in understanding LD. \*Chapter on principles of effective instruction and MTSS. \*Chapter on automaticity in reading, math, and writing. \*Chapter on challenges in real-world implementation of evidence-based practices. \*Chapter on the validity of the LD construct.

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