1. Record Nr.	UNINA990003173080403321
Titolo	The Quality and Economic Significance of Anticipations Data : A report of the / National Bureau of Economic Research
Pubbl/distr/stampa	Princeton : Princeton University Press, 1960
Descrizione fisica	xi, 466 p. ; 24 cm
Collana	Special Conference Series ; 10
Disciplina	F/2.5
Locazione	SES DECTS
Collocazione	F/2.5 QUA C6.31
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Sul front.: A Conference of the Universities-National Bureau Committee for Economic Research

2. Record Nr.	UNINA9910300574103321
Titolo	The Palgrave Handbook of Disabled Children’s Childhood Studies / / edited by Katherine Runswick-Cole, Tillie Curran, Kirsty Liddiard
Pubbl/distr/stampa	London : , : Palgrave Macmillan UK : , : Imprint : Palgrave Macmillan, , 2018
ISBN	9781137544469 1137544465
Edizione	[1st ed. 2018.]
Descrizione fisica	1 online resource (XXIV, 661 p. 34 illus., 26 illus. in color.)
Disciplina	362.784
Soggetti	Social medicine Sociology Social groups Health, Medicine and Society Sociology of Family, Youth and Aging
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Introduction; Katherine Runswick-Cole, Tillie Curran and Kirsty Liddiard -- Part 1: Experience and Building Understandings -- 1. The Texting Project; Blair Manns and Sarah Manns -- 2. The Tree of Participation: our thoughts about growing a culture of participation between young people, parents and health team staff; Jennifer McElwee, David Cox, Tony Cox, Rosemary Holland, Thomas Holland, Theresa Mason, Chloe Pearce, Caroline Sobey, Julie Bugler, Andy James and Beverley Pearce -- 3. “What can I say?”; Wendy Merchant and Jamie Merchant -- 4. The Heaviest Burdens and Life’s Most Intense Fulfilment: a retrospective and re-understanding of my experiences with childhood liver disease and transplantation; Sophie Savage -- 5. My Sister, My World: from second Mum to Nurse; Rebecca Whitehead -- 6. Being a Disabled Woman and Mum: my journey from childhood; Jo Skitteral -- 7. Going ‘off grid’: A mother’s account of refusing disability; Kim Davies -- Part 2: Research Studies -- Part 2.1: Research Involving Disabled Children and Young People -- 8. The social relational model of Deaf childhood in action; Kristin Snoddon and Kathryn Underwood -- 9. Shared Perspectives: the

embodiment of disabled children and young people’s voices about participating in recreational activities; Dawn Pickering.-10. Making Space for the Embodied Participation of Young Disabled Children in a Sure Start Children's Centre; Heloise Maconochie -- 11. Interrogating the ‘normal’ in the 'inclusive' early childhood classroom: silence, taboo and the ‘elephant in the room’; Karen Watson -- 12. The kids are alright—they have been included for years; Ben Whitburn -- 13. Expressive eyebrows and beautiful bubbles: Playfulness and children with profound impairments; Debby Watson, Alison Jones and Helen Potter -- 14. My Friends and Me. Friendship and identity following acquired brain injury in young people; Sandra Dowling, Roy McConkey, Marlene Sinclair -- 15. Thinking and Doing Consent and Advocacy in Disabled Children’s Childhood Studies Research; Jill C. Smith -- Part 2.2: Research Involving Parents of Disabled Children, Young people and Adult Children -- 16. The Making of a ‘maternal commons;: re-thinking motherhood through disability; Katherine Runswick-Cole and Dan Goodley -- 17. Autism and Gender in Context: intersectionality in research with fathers of children with the label of autism; Joanne Heeney -- 18. The construction of life trajectories: reflections, research and resolutions for young people with behavioural disabilities;Tania Watson -- 19. Personalisation and Parents: the formalisation of family care for adult children with learning disabilities in England ; Barbara Coles -- Part 3: Ethics and values -- 20. Anonymity, Confidentiality and Informed Consent: exploring ethical quandaries and dilemmas in Research with and about disabled children’s childhoods; Liz Thackray -- 21. Supporting Families in Raising Disabled Children to Enhance African Child Development; Judith McKenzie and Tsitsi Chataika -- 22. Normalcy, Intersectionality and Ableism: teaching about and around ‘inclusion’ to future educators; Jenny Slater and Elizabeth Chapman -- 23. “Just Sumaira: Not Her, Them or It”; Sumaira Nasseem -- Part 4: Theory and Critical Ways of Thinking -- 24. What’s wrong with ‘special’? Thinking differently in New Zealand teacher education about disabled children and their lives; Gill Rutherford and Jude MacArthur -- 25. A Diversity of Crip Childhoods: Considering the Looked After Childhood; Luke Jones and Kirsty Liddiard -- 26. A Relational Understanding of Language Impairment - children's experiences in the context of their social worlds; Helen Hambly -- 27. Resilience in the Lives of Disabled Children: a Many Splendoured Thing; Katherine Runswick-Cole, Dan Goodley and Rebecca Lawthom -- 28. Growing up disabled: Impairment, familial relationships and identity; Brian Watermeyer -- 29. Autistic development, trauma and personhood: beyond the frame of the neoliberal individual; Damian Milton -- Part 5: Changing Practice and Policy -- 30. Making policy for whom? The significance of the ‘psychoanalytic medical humanities’ for policy and practice that affects the lives of disabled children;Harriet Cooper -- 31. Disabled Children’s Childhood Studies and Leadership as Experts by Experience: the case for learning activism in health and social care;Tillie Curran, Ruth Sayers and Barry Percy-Smith -- 32. Being a Speech and Language Therapist: between support and oppression;Anat Greenstein -- 33. “You say .. I hear”: epistemic gaps in Practitioner-parent/carer talk; Nick Hodge and Katherine Runswick-Cole -- 34. Disabled Children in Out-of-Home Care: issues and challenges for practice; Berni Kelly, Sandra Dowling and Karen Winter -- 35. Easy Targets: Seen and not heard - The silencing and invisibility of disabled children and parents in post-reform Aotearoa New Zealand; Rod Wills -- 36. Family Voices in Teacher Education; Peggy Gallagher, Cheryl Rhodes and Karen Young Lewis -- 37. Rights not needs: changing the legal model for special educational needs; Debbie Sayers -- Concluding Thoughts and

	Future Directions; Kirsty Liddiard, Tillie Curran and Katherine Runswick-Cole. .
Sommario/riassunto	Disabled children’s lives have often been discussed through medical concepts of disability rather than concepts of childhood. Western understandings of childhood have defined disabled children against child development ‘norms’ and have provided the rationale for segregated or ‘special’ welfare and education provision. In contrast, disabled children’s childhood studies begins with the view that studies of children’s impairment are not studies of their childhoods. Disabled children’s childhood studies demands ethical research practices that position disabled children and young people at the centre of the inquiry outside of the shadow of perceived ‘norms’. The Palgrave Handbook of Disabled Children’s Childhood Studies will be of interest to students and scholars across a range of disciplines, as well as practitioners in health, education, social work and youth work.