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Autore	Balossini, Cajo Enrico
Titolo	Il diritto delle consuetudini e degli usi / Cajo Enrico Balossini
Pubbl/distr/stampa	Milano : Giuffrè, 1974
Descrizione fisica	362 p. ; 25 cm
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2. Record Nr.	UNINA9910842488103321
Autore	Flavian Heidi
Titolo	Transdisciplinary Teaching in Inclusive Schools : Promoting Transdisciplinary Education for Learners with Special Needs / / by Heidi Flavian
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Soggetti	Teaching Inclusive education People with disabilities - Education Developmental psychology Motor ability in children Pedagogy Inclusive Education Education and Disability Developmental Disabilities Motor Skills Development
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Nota di contenuto	1. Transdisciplinary teaching; main concepts and perspectives -- 2. Thinking skills, mediation for thinking development, and transdisciplinary teaching -- 3. Transdisciplinary teaching for learners with Attention Deficit Hyperactivity Disorder; ADHD -- 4. Transdisciplinary teaching for learners with Autism Spectrum Disorder; ASD -- 5. Transdisciplinary teaching for learners with sensory impairments and challenges -- 6. Transdisciplinary teaching in intercultural learning communities -- 7. Summary.
Sommario/riassunto	This book offers opportunities for better understanding teachers' unique challenges when planning teaching sessions for learners with

special needs, based on the transdisciplinary approach. The work also presents some of the core learning strategies teachers may incorporate into their teaching processes in order to promote transdisciplinary learning among learners with special needs. From a theoretical perspective, this book discusses a variety of advantages and disadvantages transdisciplinary educators may encounter, and promotes educators' development of their own vision of this area. Although the concept of special needs is often over-generalized, this book relates to the most common types of special needs among learners who study in inclusive schools: learners from different cultural background, learners with Attention Deficit Hyperactive Disability (ADHD), learners with Autism Spectrum Disorder (ASD), and learners with sensory or motor challenges. A special chapter is dedicated to each of those groups in order to closely examine how teachers can teach those learners according to the transdisciplinary approach in practice, in inclusive classrooms. While each chapter presents different perspectives of learners with special needs, the book's summary integrates them all and highlights the commonalities between the various needs.
