

1. Record Nr.	UNINA9910450287003321
Autore	Bogdashina Ol'ga
Titolo	Communication issues in autism and Asperger syndrome [[electronic resource]] : do we speak the same language? / / Olga Bogdashina
Pubbl/distr/stampa	London, : Jessica Kingsley Publishers, 2005
ISBN	1423709799 1-280-26680-5 9786610266807 1-4237-0979-9 1-84642-002-4
Descrizione fisica	1 online resource (290 p.)
Classificazione	618.92855 BOG
Disciplina	616.85882
Soggetti	Asperger's syndrome - Patients - Language Autistic children - Language Communicative disorders in children Interpersonal communication Language acquisition Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Communication Issues in Autism and Asperger Syndrome: Do we speak the same language?; Acknowledgements; Contents; List of figures and tables; Introduction; PART 1: Definitions, Theories and Hypotheses; Chapter 1. Communication - Language - Speech; Communication; Language; Speech; Other forms of language; Chapter 2. Language Acquisition - The Theories; A behavioural theory; A biological theory; A cognitive theory; A psycholinguistic theory; A pragmatic/social-interactive theory; Problems in language acquisition; Chapter 3. From Sensations to Concepts - Via Different Routes Stages of perceptionUsing a 'short-cut'; Literal perception; Qualitative differences in experiencing sensations/receiving information; Gestalt perception; Fragmented perception; Do we live in the same time zone?; Intensity with which the senses work; Inconsistency of perception; Vulnerability to sensory overload; Perceptual styles; Compensating for

an unreliable sense with other senses; Chapter 4. Cognitive Styles and Functions in Autism; Attention; Conceptual vs perceptual memory; Gestalt memory; Literalness; Memories according to preferred modalities; Perceptual thinking

Sequential and spatial thinking; Imagination; IQ and autism - 'autistic intelligence'; Chapter 5. Autistic Culture?; Chapter 6. What Language Are They Speaking?; PART 2: Language Characteristics, Learning Styles and Development in Autism; Chapter 7. Language Learning Styles; Gestalt vs analytic style; Cerebral hemispheric organization; Timing of acquiring language; Timing of the onset of sensory processing problems; Learning environment; Chapter 8. Speech and Language Development in Non-autistic and Autistic Children; Pre-verbal/pre-linguistic development; Phonological development

Grammatical development; Semantic development; Chapter 9. Impairments of Social Communication in Autism and Language Peculiarities Specific to Autism; The pre-verbal communication of children with autism; The verbal communication of children with autism; Lack of expressive verbal language - 'autistic muteness'; Echolalia; Pronoun reversal; Extreme literalness; Metaphorical language; Neologisms; Affirmation by repetition; Repetitive questioning; Demanding the same verbal scenario; Autistic discourse style; Poor control of prosody; Chapter 10. Fluent Speakers - So What's the Problem?

Receptive language; Expressive language; Literalness; Language as 'stress reliever'; Sophisticated echolalia; Guidance for communicating and interacting with autistic people (Modified from Blackburn 1999 and Dekker undated); PART 3: Key Strategies to Enhance Communication in Autism; Chapter 11. Communication/Language Assessment Strategies - Communication Profile; Sensory components; Atypical communication behaviours; Muteness; Ability to use non-verbal communication strategies; Atypical use of verbal language; Functional use of verbal language; Communicative functions expressed

Ability to understand verbal and non-verbal communication/ language

Sommario/riassunto

Providing a theoretical foundation for understanding communication and language impairments specific to autism, Bogdashina explores the effects of different perceptual and cognitive styles on the communication and language development of autistic children.

2. Record Nr.	UNINA9910162793603321
Autore	Taylor Derek
Titolo	Defenders of the faith : the history of Jews' college and the London school of jewish rtudies / / Derek Taylor ; foreword by Rabbi Dr. Raymond Apple
Pubbl/distr/stampa	London, England ; ; Portland, Oregon : , : Vallentine Mitchell, , 2016 ©2016
ISBN	1-910383-14-7
Descrizione fisica	1 online resource (337 pages)
Disciplina	234.23
Soggetti	Faith - Social aspects Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	The story so far -- Setting down roots -- The Michael Friedlander years -- The Adolph Buchler years -- The great war -- Defending the fort -- Woburn House and the Second World War -- The golden age of Kopul Kahana -- The Isidore Epstein and Hirsch Zimmels years -- The Nahum Rabinovitch years -- Jonathan Sacks, Irving Jacobs and Daniel Sinclair - LSJS -- And then there's the library.
Sommario/riassunto	"Although Jews were readmitted to England in 1661, nearly 200 years later there was an election for Chief Rabbi where the short list of candidates was all German. Today the community takes its British spiritual leadership for granted, but the whole structure had to be created from scratch, and Jews' College has played a major part in this for over 150 years. This is the story of those who did the work and fought against the general indifference of a community that so often only paid lip service to the concept. There was also the struggle between lay leaders wanting ministers to be synagogue bureaucrats, and College Principals who wanted Talmudic scholars. The Principals prevailed, educating the bedrock of ministers who grew and nurtured congregations all over Britain and abroad. The achievements of men like Louis Loewe, Michael Friedlander, Adolph Buchler, Isidore Epstein, Kopul Kahana, Hirsch Zimmels, Nahum Rabinovitch, Irving Jacobs, Jonathan Sacks and Rafi Zarum deserve recognition. Their material

sacrifice and intellectual rigour demanded total commitment from their students. This is their story, and the healthy state of the Jewish community in Britain today owes a great deal to their selfless efforts."

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