

1. Record Nr.	UNINA9910818861603321
Titolo	Peptide transport and hydrolysis // editors, Katherine Elliott, Maeve O'Connor
Pubbl/distr/stampa	Amsterdam ; ; New York : , : Elsevier/Excerpta Medica/North Holland, , 1977
ISBN	9786613694058 9780444152725 0444152725 9781280783661 1280783664 9780470718001 0470718005
Edizione	[1st ed.]
Descrizione fisica	1 online resource (ix, 385 pages) : illustrations
Collana	Ciba Foundation symposium ; ; 50 (new ser.)
Disciplina	574.1/9256
Soggetti	Peptides Peptidase Biological transport Intestinal absorption
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 indexes.
Nota di contenuto	Peptide Transport and Hydrolysis; Contents; Chairman's opening remarks; Introduction; Amino acid and peptide absorption in man; Discussion of the two preceding papers; Intestinal dipeptidases and dipeptide transport in the monkey and in man; Discussion; Dipeptide transport in the intestinal mucosa of developing rabbits; Discussion; Mechanisms of peptide transport; Discussion; A brush-border-bound peptidase and amino acid transport; Discussion; The function of the - glutamyl cycle in the transport of amino acids and peptides; Discussion; General Discussion I Intestinal mucosal hydrolysis of proteins and peptides; Discussion; Intestinal brush border peptidases; Discussion; Intracellular hydrolysis of peptides; Endopeptidases in the brush border of the kidney proximal tubule; Discussion of the two preceding papers; Membrane and

intracellular hydrolysis of peptides : differentiation, role and interrelations with transport; Discussion; Intestinal hydrolysis of disaccharides and peptides : comparison of hydrolases and perfusion studies; Discussion; Clearance of dipeptides from plasma: role of kidney and intestine; Discussion
Peptiduria in the Fanconi syndrome; Discussion; General Discussion II; Coeliac disease; Transport and hydrolysis of peptides by microorganisms; Discussion; Peptidases in germinating barley grain: properties, localization and possible functions; Discussion; Final Discussion; Site of peptide hydrolysis; Peptide transport through membranes; Membrane digestion of peptides; Epithelial transport of peptides; Rate-limiting steps : hydrolysis or transport?; Closing remarks; Index of contributors; Subject index

Sommario/riassunto

The Novartis Foundation Series is a popular collection of the proceedings from Novartis Foundation Symposia, in which groups of leading scientists from a range of topics across biology, chemistry and medicine assembled to present papers and discuss results. The Novartis Foundation, originally known as the Ciba Foundation, is well known to scientists and clinicians around the world.

2. Record Nr.	UNINA9910254671903321
Titolo	Handbook of Early Childhood Special Education // edited by Brian Reichow, Brian A. Boyd, Erin E. Barton, Samuel L. Odom
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2016
ISBN	9783319284927 3319284924
Edizione	[1st ed. 2016.]
Descrizione fisica	1 online resource (XVI, 594 p. 35 illus., 15 illus. in color.)
Disciplina	155.424
Soggetti	School Psychology Early childhood education Social service Speech therapy Developmental psychology Therapeutics Early Childhood Education Social Work Speech and Language Therapy Developmental Psychology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	PART 1: Historical Context and Foundations -- Chapter 1. A History of Early Childhood Education -- Chapter 2. The Role of Theory in Early Childhood Special Education -- Chapter 3. Family-Centered Practices in Early Childhood Special Education -- Chapter 4. Taking Stock and Moving Forward: Implementing Quality Early Childhood Inclusive Practices -- Chapter 5. Birth to Three: Early Intervention -- Chapter 6. Assessment in Early Childhood Special Education -- Chapter 7. Evidence-Based Practice in the Context of Early Childhood Special Education -- PART 2: Evidence-Based Practices in ECSE -- Chapter 8. Developing Literacy and Language Competence: Preschool Children Who are At-Risk or Have Disabilities -- Chapter 9. Understanding Science Technology Engineering Arts and Mathematics (STEAM) --

Chapter 10. The Application of Response to Intervention to Young Children with Identified Disabilities -- Chapter 11. A "Consumer Reports" Like Review of the Empirical Literature Specific to Preschool Children's Peer Related Social Skills -- Chapter 12. Promoting Communication Development in Young Children With or At-Risk for Disabilities -- Chapter 13. Motor Skills Acquisition for Young Children with Disabilities -- Chapter 14. Supporting the Implementation of Tiered Models of Behavior Support in Early Childhood Settings -- Chapter 15. Critical Issues and Promising Practices for Teaching Play to Young Children with Disabilities -- PART 3: Maximizing Current and Future Child Outcomes with EBP.- Chapter 16. Personnel Preparation in EC Intervention -- Chapter 17. Implementing Evidence-based Practices in ECSE Classroom Settings -- Chapter 18. Using Modifications and Accommodations to Enhance Learning of Young Children with Disabilities -- Chapter 19. The Role of Speech-Language Pathologists in Providing Early Childhood Special Education -- Chapter 20. Occupational Therapy in Early Intervention and Early Childhood Special Education -- Chapter 21. Role of Physical Therapy Within the Context of Early Childhood Special Education -- Chapter 22. Early Childhood Special Education in Context of Pediatrics and Medical Home -- Chapter 23. Early Childhood Special Education in the Context of School Psychology -- Chapter 24. Culture, Ethnicity, and Linguistic Diversity: Implications for ECSE -- Chapter 25. Inclusive Education and Autism Spectrum Disorders: The Working Practice of Supporting Teachers in Argentina -- Chapter 26. Physical Activity and Preschool Children with and without Developmental Delays -- Chapter 27. Expanding Frontiers in Research Designs, Methods, and Measurement in Support of Evidence-Based Practice in Early Childhood Special Education -- Chapter 28. Role of Research Syntheses for Identifying Evidence-Based Childhood Intervention Practices -- Chapter 29. Accounting for the Developing Brain. .

Sommario/riassunto

This handbook discusses early childhood special education (ECSE), with particular focus on evidence-based practices. Coverage spans core intervention areas in ECSE, such as literacy, motor skills, and social development as well as diverse contexts for services, including speech-language pathology, physical therapy, and pediatrics. Contributors offer strategies for planning, implementing, modifying, and adapting interventions to help young learners extend their benefits into the higher grades. Concluding chapters emphasize the importance of research in driving evidence-based practices (EBP). Topics featured in the Handbook include: Family-centered practices in early childhood intervention. The application of Response to Intervention (RtI) in young children with identified disabilities. Motor skills acquisition for young children with disabilities. Implementing evidence-based practice s in ECSE classrooms. Cultural, ethnic, and linguistic implications for ECSE. The Handbook of Early Childhood Special Education is a must-have resource for researchers, professors, upper-level undergraduate and graduate students, clinicians, and practitioners across such disciplines as child and school psychology, early childhood education, clinical social work, speech and physical therapy, developmental psychology, behavior therapy, and public health.