

1. Record Nr.	UNINA9910462296303321
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Titolo	Overcoming Learning Disabilities // Tatiana V. Akhutina, Natalia M. Pylaeva [[electronic resource]]
Pubbl/distr/stampa	Cambridge : , : Cambridge University Press, , 2012
ISBN	1-107-22970-7 1-139-41149-7 1-280-68301-5 9786613659958 1-139-42285-5 1-139-41983-8 1-139-01279-7 1-139-42188-3 1-139-41778-9 1-139-42392-4
Edizione	[First English edition.]
Descrizione fisica	1 online resource (318 pages) : digital, PDF file(s)
Disciplina	616.85889
Soggetti	Child
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Title from publisher's bibliographic system (viewed on 25 Nov 2021).
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; OVERCOMING LEARNING DISABILITIES; Title; Copyright; CONTENTS; PREFACE; Introduction to the Russian-Language Edition: Contemporary Research in Child Psychological Development and Remediation: An Overview; Introduction to the English-Language Edition: Vygotskian-Lurian Approach to Neuropsychology; SOCIAL GENESIS OF HIGHER MENTAL FUNCTIONS; SYSTEMIC STRUCTURE OF HIGHER MENTAL FUNCTIONS; DYNAMIC ORGANIZATION AND LOCALIZATION OF HIGHER MENTAL FUNCTIONS; CONCLUSION; PART I GENERAL ISSUES IN DEVELOPMENT AND REMEDIATION OF HIGHER MENTAL FUNCTIONS 1 Neuropsychology of Individual Differences in Children as the Foundation for the Application of Neuropsychological Methods in School ANALYSIS OF NEUROPSYCHOLOGICAL ASSESSMENT DATA; USE OF COMPUTERIZED METHODS; REMEDIAL-DEVELOPMENTAL EDUCATION; 2

Methodology of Neuropsychological Intervention in Children with Uneven Development of Mental Functions; 3 What Psychologists, Teachers, and Parents Need to Know About Children with Learning Disabilities; WHO ARE THESE CHILDREN?; DELAYS IN THE DEVELOPMENT OF PROGRAMMING AND CONTROL FUNCTIONS; What Kind of Help Can We Offer These Children? DELAYS IN THE DEVELOPMENT OF INFORMATION-PROCESSING FUNCTIONS What Kind of Help Can We Offer These Children?; How We Can Help These Children?; CONCLUSION; 4 Neuropsychological Support of Remedial-Developmental Education; HOW DOES THIS PROCESS WORK?; DIAGNOSTICS; TYPES OF REMEDIAL-DEVELOPMENTAL WORK; 5 Neuropsychological Approach to the Development of Health-Preserving Educational Techniques; CAN PSYCHOLOGY AND, IN PARTICULAR, NEUROPSYCHOLOGY, HELP RESOLVE THIS CRITICAL PROBLEM?; SYSTEMIC ORGANIZATION OF HMFS AND POTENTIAL APPLICATIONS FOR THE DEVELOPMENT OF LEARNING TECHNIQUES WHAT ARE THE PROBLEMS SEEN MOST FREQUENTLY IN CHILDREN? Providing Motivation; Supporting Appropriate Energy Restoration; WHAT ARE THE STAGES OF THIS APPROACH?; HOW SUCCESSFUL IS DEVELOPMENTAL WORK? HOW MANY TIMES DOES A PARTICULAR STUDENT NEED TO REPEAT TASKS OF THE SAME TYPE?; PART II METHODS OF DEVELOPMENT AND REMEDIATION OF EXECUTIVE FUNCTIONS; 6 Organization of Joint Activity; 7 The School of Attention and a Pilot Study of Its Effectiveness; SUBJECTS; CONTROL TASKS; INITIAL PERFORMANCE OF CONTROL TASKS; SCHOOL OF ATTENTION METHOD; FINAL PERFORMANCE OF CONTROL TASKS 8 Modified Psychological Methods to Facilitate Development of the Executive Functions "SORTING OF THE COLORED FIGURES" METHOD; "LINK'S CUBE"; "GRAPHICAL DICTATION" METHOD; SCHULTE TABLES; 9 Numerical Rows in Remedial Work with Fourth Graders; FIRST TYPE OF EXERCISES; SECOND TYPE OF EXERCISES; THIRD TYPE OF EXERCISES; FOURTH TYPE OF EXERCISES; FIFTH TYPE OF EXERCISES; SIXTH TYPE OF EXERCISES; SEVENTH TYPE OF EXERCISES: WORKING WITH WORDS; EIGHTH TYPE OF EXERCISES: DRAMATIZATION OF VERSES; WHAT KIND OF IMPROVEMENTS DID THE STUDENTS SHOW? 10 The Role of the Analysis of the Zone of Proximal Development in the Course of Remediation of Executive Functions: An Example

Sommario/riassunto

Based on the ideas of Russian psychologists Lev Vygotsky and Alexander Luria, this book explores methods of preventing or overcoming learning disabilities. Tatiana V. Akhutina and Natalia M. Pylaeva build on Vygotsky and Luria's sociocultural theory and their principle of a systemic structure and dynamic organization of higher mental functions. They focus on the interactive scaffolding of the weak components of the child's functional systems, the transition from joint child-adult co-actions, and the emotional involvement of the child. The authors discuss effective ways to remediate issues with attention, executive functions (working memory and cognitive control) and spatial and visual-verbal functions. Overcoming Learning Disabilities translates complex problems into easily understandable concepts useful to school psychologists, special and general education teachers, and parents of children with learning disabilities.
