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| 1. | Record Nr.              | UNISALENTO991000863019707536  |
|    | Autore                  | Ortese, Anna Maria  |
|    | Titolo                  | Il cardillo addolorato / Anna Maria Ortese  |
|    | Pubbl/distr/stampa      | Milano : Adelphi, 1993  |
|    | ISBN                    | 8845909859  |
|    | Descrizione fisica      | 415 p. ; 22 cm  |
|    | Collana                 | Fabula ; 69   |
|    | Disciplina              | 853.914   |
|    | Lingua di pubblicazione | Italiano  |
|    | Formato                 | Materiale a stampa  |
|    | Livello bibliografico   | Monografia  |
| 2. | Record Nr.              | UNINA9910751384003321   |
|    | Autore                  | Albuquerque Alessandra Rocha de   |
|    | Titolo                  | Contributions of Behavior Analysis to Reading and Writing Comprehension / / edited by Alessandra Rocha de Albuquerque, Raquel Maria de Melo   |
|    | Pubbl/distr/stampa      | Cham : , : Springer International Publishing : , : Imprint : Springer, , 2023   |
|    | ISBN                    | 9783031408687<br>3031408683   |
|    | Edizione                | [1st ed. 2023.]   |
|    | Descrizione fisica      | 1 online resource (357 pages)   |
|    | Collana                 | Behavioral Science and Psychology Series  |
|    | Altri autori (Persone)  | MeloRaquel Maria de   |
|    | Disciplina              | 372.60981   |
|    | Soggetti                | Educational psychology<br>Behaviorism (Psychology)<br>Literacy<br>Penmanship<br>Education<br>Children<br>People with disabilities - Education<br>Educational Psychology<br>Behaviorism<br>Writing Skills<br>Childhood Education<br>Education and Disability |

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|-------------------------|---|
| Lingua di pubblicazione | Inglese   |
| Formato                 | Materiale a stampa  |
| Livello bibliografico   | Monografia  |
| Nota di contenuto       | <p>Part 1. Conceptual and Historical Aspects -- Behavioral Analysis of Learning to Read and Write -- Mapping of Brazilian Studies on Reading and Writing Based on the Equivalence Paradigm -- The Stimulus Equivalence Paradigm and the Notion of Relational Networks in Teaching Reading and Writing: Contributions from Laboratories at UEL -- Part 2. Modules of the Teaching Programme Learning to Read and Write in Small Steps -- Teaching Irregular Words through the Teaching Program Learning to Read and Write in Small Steps -- Teaching to Read Storybooks -- Resources Needed to Expand the Program for Teaching Verbal Repertoires Toward Sentences -- Teaching Relevant Pre-requisites for Learning to Read and Write and Expanding the ALEPP Teaching Program -- Part 3. Surveys of Different Populations -- Teaching Reading and Writing to People with ID and the ALEPP Teaching Program -- People with Hearing Loss: Effects of Reading Instruction on Vocal Verbal Repertoires -- Effect of Teaching Phonemes from Pseudo-Alphabetson the Emergence of Recombinative Reading in Adults -- Learning Reading and Writing in Adults: Contributions from Behavior Analysis -- Teaching Reading Comprehension to Public School Students with Low Scores on Prova Brasil -- Part 4. Possible Dialogues with other Areas of Knowledge -- Differential Diagnosis of Specific Disorders of Reading and Writing: Contributions from Speech Therapy -- A Dialogue on Reading: The Perspectives of Blomfield's Linguistics and Behavior Analysis -- The Paulo Freire "Method" in a Behavioral Reading of the Alphabetization.</p>   |
| Sommario/riassunto      | <p>This book shows how behavior analysis can be applied to teaching reading and writing to primary school students and to special populations, such as children with intellectual and hearing disabilities and illiterate adults. Originally published in Portuguese, this contributed volume is now translated into English and presents for the first time to international researchers and students a comprehensive overview of a research program developed for more than three decades in Brazil which gave birth to a unique teaching program based on the concept of stimulus equivalence: the Learning to Read and Write in Small Steps. The book is divided into four parts. The first part presents the theoretical framework and the historical context in which the teaching program was developed by the group led by Drs. Julio Cesar de Rose and Deisy das Graças de Souza, currently organized in the National Institute of Science and Technology on Behavior, Cognition, and Learning (INCT/ECCE). The secondpart describes the modules that make up the Learning to Read and Write in Small Steps teaching program. The third part presents results of empirical research conducted with children with intellectual and hearing disabilities and illiterate adults. Finally, the fourth part presents contributions from other areas of knowledge – such as speech therapy, linguistics, and education – to the understanding of reading and writing and possible dialogues between them and behavior analysis. Contributions of Behavior Analysis to Reading and Writing Comprehension will be of interest to researchers and students in the fields of psychology and education interested in the application of behavior analysis to teaching and learning processes. It will also be a valuable resource for professionals directly working in educational institutions, such as</p> |

elementary school teachers and psycho-pedagogues. The translation of the original manuscript in Portuguese was done with the help of artificial intelligence. The present version has been revised technically and linguistically by the authors in collaboration with a professional translator.

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