

1. Record Nr.	UNINA9910778136503321
Autore	Gordin Michael D
Titolo	Five days in August [[electronic resource]] : how World War II became a nuclear war // Michael D. Gordin
Pubbl/distr/stampa	Princeton, N.J., : Princeton University Press, c2007
ISBN	1-4008-7443-2 1-282-15759-0 9786612157592 1-4008-2410-9
Edizione	[1st ed.]
Descrizione fisica	1 online resource (225 p.)
Classificazione	15.59
Altri autori (Persone)	Gordin Michael D
Disciplina	940.54/2521954
Soggetti	Atomic bomb - United States - History World War, 1939-1945 - Japan Capitulations, Military - Japan - History - 20th century Hiroshima-shi (Japan) History Bombardment, 1945 Nagasaki-shi (Japan) History Bombardment, 1945
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 (p. 147-193) and index.
Nota di contenuto	Front matter -- Contents -- Illustrations -- Preface to the Paperback Edition -- Acknowledgments -- Chronology -- Chapter 1. Endings -- Chapter 2. Shock -- Chapter 3. Special -- Chapter 4. Miracle -- Chapter 5. Papacy -- Chapter 6. Revolution -- Chapter 7. Beginnings -- Coda: On the Scholarly Literature -- Abbreviations Used in Notes -- Notes -- Index
Sommario/riassunto	Most Americans believe that the Second World War ended because the two atomic bombs dropped on Japan forced it to surrender. <i>Five Days in August</i> boldly presents a different interpretation: that the military did not clearly understand the atomic bomb's revolutionary strategic potential, that the Allies were almost as stunned by the surrender as the Japanese were by the attack, and that not only had experts planned and fully anticipated the need for a third bomb, they were skeptical about whether the atomic bomb would work at all. With these ideas, Michael Gordin reorients the historical and contemporary conversation about the A-bomb and World War II. <i>Five Days in August</i> explores these

and countless other legacies of the atomic bomb in a glaring new light. Daring and iconoclastic, it will result in far-reaching discussions about the significance of the A-bomb, about World War II, and about the moral issues they have spawned.

2. Record Nr.	UNINA9910148792503321
Autore	Webster Amanda
Titolo	Empowering Parents of Children with Autism Spectrum Disorder : Critical Decision-making for Quality Outcomes / / by Amanda Webster, Joy Cumming, Susannah Rowland
Pubbl/distr/stampa	Singapore : , : Springer Nature Singapore : , : Imprint : Springer, , 2017
Edizione	[1st ed. 2017.]
Descrizione fisica	1 online resource (XII, 254 p. 33 illus., 19 illus. in color.)
Disciplina	372.21
Soggetti	Early childhood education Sociology Social groups School Psychology Early Childhood Education Sociology of Family, Youth and Aging
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Part 1 Effective practice and decision-making for parents of children with autism spectrum disorder -- 1 Defining the problem -- 2 Evidence-based practice and autism spectrum disorder -- 3 The Cycle of Learning: A framework for decision-making -- Part 2 Empowering parents to create education plans for their children with autism spectrum disorder -- 4 Empowering parents to create a vision for their children with autism spectrum disorder -- 5 Developing education plans within curriculum frameworks: Creating profiles and goals -- 6 Facilitating self-determination through education planning -- 7 Developing effective transition plans -- Part 3 Systems advocacy: Facilitating change at the systems level -- 8 Parent advocacy with

schools: A success story -- 9 Creating a community of practice -- 10 Empowering parents to become informed advocates and decision-makers -- 11 Understanding law and policy to gain the best educational opportunities for children with autism spectrum disorder -- 12 Finding the commonthread: Bringing it all together.

Sommario/riassunto

This book presents an international research-based framework that has empowered parents of children with autism spectrum disorder (ASD) to become critical decision makers to actively guide their child's learning and self-advocacy. Parents can use this framework to identify their child's vision and dreams, and to work with educators and service providers to establish specific learning goals and to implement effective interventions and programs that enable their child to achieve those goals and realise their vision for the future. The book begins by reviewing available research on evidence-based practice for children with ASD and outlining the Cycle of Learning decision-making framework for parents and professionals. Throughout the remainder of the book, case studies are presented to illustrate the ways in which different parents have successfully utilised this framework to develop effective plans for their child and to advocate for learning and education programs for both their child and other children with ASD in school and community settings. In addition, it highlights concrete examples of how parents have used the framework to empower their children with ASD to develop their self-awareness and self-determination, and to be able to self-advocate as they move through adolescence and into adult life.
