

1. Record Nr.	UNISA990000726260203316
Autore	ZICCARDI, Giovanni
Titolo	La tutela giuridica del nome di dominio : il nome di dominio nell'ordinamento giuridico italiano, in unione europea e nella normativa internazionale : la procedura per la risoluzione alternativa delle dispute afferenti i nomi di dominio prevista da Icann / Giovanni Ziccardi, Paolo Vitiello ; contributi di Nicolò Bellotto, Claudia Cevenini, Luca Pusateri
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Altri autori (Persone)	VITIELLO, Paolo
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Autore	Wehmeyer Michael L.
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Nota di contenuto	""Cover""; ""Contents""; ""Preface""; ""Acknowledgments""; ""About the Authors""; ""Chapter 1 - Self-Determination: What is it and why is it Important to Students with Disabilities?""; "" Self-Determination: What is it?""; ""A Functional Model of Self-Determination""; ""A Five-Step Model of Self-Determination""; ""Self-Determination: Why is it Important to Students with Disabilities? ""; ""Impact of Promoting Component Elements of Self-Determined Behavior""; ""Impact of Promoting Self-Determination""; ""Chapter 2 - Self-Determination in the Era of Standards-Based Reform"" ""Promoting Self-Determination in the General Education Curriculum"""" Self-Determination Content in General Education Standards""; ""Self-Determination and Curriculum Modifications""; ""Infusing Instruction into the General Education Curriculum ""; ""Planning""; ""Curriculum Content""; ""Chapter 3 - Educational Planning and Student Involvement""; ""IEP Planning, Access to the General Education Curriculum, and Self-Determination""; ""Supplementary Aids and Services""; ""Specially Designed Instruction""; ""Other Educational Needs""

""Self-Advocacy and Student Involvement in Educational Planning""";
Promoting Self-Advocacy"; ""Student Involvement in Educational Planning""; ""Chapter 4 - Schoolwide and Classroom Ecological Interventions""; ""Quality Indicators of Programmatic Efforts""; ""Quality Indicator #1: Knowledge, Skills, and Attitudes for Self-Determination are Addressed in the Curriculum, in Family Support Programs, and in Staff Development""; ""Quality Indicator #2: Students, Parents, and Staff are Involved Participants in Individualized Educational Decision Making and Planning""

""Quality Indicator #3: Students, Families, Faculty, and Staff are Provided with Opportunities for Choice""";
""Quality Indicator #4: Students, Families, Faculty, and Staff are Encouraged to Take Appropriate Risks""; ""Quality Indicator #5: Supportive Relationships are Encouraged""; ""Quality Indicator #6: Accommodations and Supports for Individual Needs are Provided""; ""Quality Indicator #7: Students, Families, and Staff have the Opportunity to Express Themselves and be Understood""; ""Quality Indicator #8: Consequences for Actions are Predictable""

""Quality Indicator #9: Self-Determination is Modeled Throughout the School Environment""";
""Chapter 5 - Teacher-Directed Instructional Strategies""; ""Learning Process Strategies""; ""Modeling and Mentors"";
""Cooperative Learning Groups""; ""Coaching""; ""Behavioral Strategies"";
""Teaching Component Elements of Self-Determined Behavior"";
""Teaching Goal Setting and Attainment""; ""Teaching Problem Solving"";
""Teaching Decision Making""; ""Fostering Self-Awareness and Self-Knowledge""; ""Promoting Choice Making""; ""Attribution Retraining"";
""Curricular Materials""

""Chapter 6 - Student-Directed Learning and Peer-Mediated Instructional Strategies""

Sommario/riassunto

This teacher-friendly guide presents research-proven instructional techniques that empower students with disabilities to become their own advocates and use effective choice-making, problem-solving, and goal-setting skills.
