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Autore	Geva Esther
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Nota di contenuto	Cover; Title; Copyright; Contents; Foreword; References; Preface; Acknowledgments; Share Psychological Assessment of Culturally and Linguistically Diverse Children and Adolescents: A Practitioner's Guide; Chapter 1: Introduction; Chapter 2: Demographic, Policy, and Socioeconomic Contexts of Cultural and Linguistic Diversity; Demographic Trends and Academic Achievement; Policies and Practices That Enhance Academic Achievement and Psychological Well-Being of CLD Children and Adolescents; Nonimmigrant Vulnerable Minority Groups; Aboriginal Peoples: A Snapshot; The Roma: A Snapshot; Implications Special Needs Education for CLD Children and Adolescents Equity and Due Process; Inclusion; Conclusion; Chapter 3: Research on the Development of Language and Literacy Skills of L2 Learners: Implications for Assessment; A Model for Understanding Language and Literacy in L2 Learners; Simple View of Reading; Specific Issues in L2 Language Development; Contextual, Sociocultural, Home, and Family Factors; Typical and Atypical Language and Literacy Development in L2 Learners: Implications for Assessment; Development of OLP in L2; L2

Word-Level Reading Skills; L2 Text-Reading Fluency
L2 Reading ComprehensionL2 Spelling Skills; L2 Written Expression;
Conclusion; Notes; Chapter 4: Gaining an Understanding of the
Individual and Family Context; Influence of Cultural Differences;
Individualism/Collectivism; Mind-Body Dualism; High/Low Context;
Short-/Long-Term Orientation; Values for Academic Achievement;
Tolerance for Ambiguity and Diversity; Family Structure and Gender
Roles; Acculturation; Developing Trust; Acquiring an Understanding
About the Family's Perspective on the Child's Development; Social
Supports; Language and Immigration History
Caregiver and Child Cultural Norms and Values, and
AcculturationAttributions; Parenting Stress; Working with Linguistic and
Cultural Interpreters; Conclusion; To Do or Not to Do: Understanding
the Family Context; Chapter 5: Assessment of Oral Language
Proficiency; Issues to Consider; Factors to Consider in Interpreting L2
Assessment Data; Advantages of Assessing Children in the L1;
Challenges of Assessing Children in Their L1; Methods for Assessing
Olp in L2 Students; Standardized Tests and Research-Based Tasks;
Language Samples; Response to Intervention/Dynamic Assessment
Specific Methods for Assessing L1 Language and Literacy SkillsPutting
the Pieces Together; Conclusion; To Do or Not to Do: Assessing OLP;
Chapter 6: Assessment of Intelligence; Defining and Conceptualizing
Intelligence in a Multicultural Context; Validity of Measures of Cognitive
Ability for CLD Children and Adolescents?; Issues to Consider When
Evaluating Intelligence; Developing Rapport; Crystallized Versus Fluid
Intelligence; Discrepancy Definitions of LD; Adaptive Behavior and
Intelligence; When to Assess Intellectual Ability Using Standardized IQ
Tests
Strategies for Assessment of Intelligence in CLD Children

Sommario/riassunto

This is the only text for school and clinical psychologists and other mental health professionals to provide a systematic developmental framework for assessment, diagnosis, and consultation of children and adolescents from diverse linguistic and cultural backgrounds. Reflecting the most current research, it provides much-needed, practical strategies for helping students who require adaptations beyond traditional psychological assessment methods. The authors describe the linguistic and cultural issues to consider when assessing students from diverse backgrounds, with a particular focus on child

2. Record Nr.	UNINA9910876096703321
Autore	Sbailò, Ciro
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Pubbl/distr/stampa	Torino, : Sintagma, 2000
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