

1. Record Nr.	UNINA9910953171203321
Autore	Venkatasawmy Rama <1972->
Titolo	The digitization of cinematic visual effects : Hollywood's coming of age // Rama Venkatasawmy
Pubbl/distr/stampa	Lanham, : Lexington Books, ©2013 New York : , : Bloomsbury Publishing (US), , 2013
ISBN	1-9787-4304-1 1-299-14901-4 0-7391-7622-6
Edizione	[1st ed.]
Descrizione fisica	1 online resource (345 p.)
Disciplina	791.430973
Soggetti	Cinematography - Special effects Digital cinematography Motion pictures - United States - History - 20th century ART - Film & Video Motion pictures PERFORMING ARTS - Film & Video - Reference History United States
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 (pages 261-326) and index.
Nota di contenuto	An overview of VFX-intensive filmmaking in 20th century Hollywood cinema -- Defining the object of enquiry -- "Effects" in Hollywood cinema -- Science, technology and Hollywood cinema -- The Hollywood cinema industry's coming of digital age -- Afterword -- Appendices: (A) A time-line of landmark (VFX-intensive) films, techno-scientific innovations, financial and industrial events that have contributed to the evolution of digital VFX in the Hollywood cinema industry up to the 1990s -- (B) Top 100 all-time domestic grosses (2012) -- (C) A basic glossary of analog and digital terminologies and key professions in the Hollywood cinema VFX industry.
Sommario/riassunto	While many books have addressed visual effects in Hollywood cinema, The Digitization of Cinematic Visual Effects: Hollywood's Coming of

Age, by Rama Venkatasawmy, fills an important gap in cinematic analysis and film history by providing a periodization and techno-historical account of visual effects in Hollywood cinema.

2. Record Nr.	UNINA9910863170803321
Autore	Broitman Jessica
Titolo	NVLD and Developmental Visual-Spatial Disorder in Children : Clinical Guide to Assessment and Treatment // by Jessica Broitman, Miranda Melcher, Amy Margolis, John M. Davis
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2020
ISBN	9783030561086 3030561089
Edizione	[1st ed. 2020.]
Descrizione fisica	1 online resource (XVII, 206 p. 12 illus., 11 illus. in color.)
Disciplina	618.9285889
Soggetti	School psychology Developmental psychology Speech therapy Social psychiatry Pediatrics School Psychology Child and Adolescence Psychology Speech and Language Therapy Clinical Social Work Developmental Psychology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Chapter 1 . Introduction -- Chapter 2. Markers of NVLD Within a Developmental Framework -- Chapter 3. What is a Nonverbal Learning Disability (NVLD) -- Chapter 4. The Etiology and Pathophysiology of NVLD -- Chapter 5. The Initial Contact and the Intake Process -- Chapter 6. Screening and Diagnostic Assessments for NVLD -- Chapter 7. Reading and Interpreting the Neuropsychological Assessment Report

-- Chapter 8. The Need for Early Assessment and Accurate Treatment
-- Chapter 9. Working with a consistent psychological theory --
Chapter 10. Creating a treatment plan and team -- Chapter 11.
Working with your patient's family -- Chapter 12. Learning from our
patients -- Chapter 13. Choosing what to work on first in
therapy/tutoring -- Chapter 14. The Brooklyn Learning Center Model
-- Chapter 15. Specific Interventions -- Chapter 16. Conclusions.

Sommario/riassunto

This unique volume explores issues related to working with children who have nonverbal learning disability (NVLD). It examines how a child's psychology – thoughts, feelings, beliefs – affects his or her functioning and learning. In addition, the book addresses how a child's experiences are processed through individual personality, psychology, culture, environment and economic circumstances, and family dynamics. Using these psychological organizing principles, the book describes how to work most effectively with young patients with NVLD. It offers a new model and definition for understanding NVLD, emphasizing its core deficit of visual-spatial processing. In addition, this book addresses efforts to rename NVLD to developmental visual-spatial disorder (DVSD). It describes the 11 possible subtypes as including a primary deficit in visual-spatial processes and impairment in several additional functional domains, including executive functioning, social/emotional deficits, academic achievement, and motor coordination. The book highlights the need for psychologically minded treatment and provides specific intervention guidelines. It details how to conduct the intake process and create a treatment plan and team and offers practical suggestions for working with a patient's family members. In addition, the book addresses the importance of working with a consistent psychological theory, such as control mastery theory (CMT). It describes the Brooklyn Learning Center Model for treating NVLD and offers guidelines for interventions to support patients academically. The book provides a comprehensive approach to the neuropsychological assessment of NVLD as well as examples of visual-spatial, sensory perception, executive functioning, academics, social/emotional deficits and motor coordination interventions, and all forms used to gather information from patients. Key areas of coverage include: Definition of nonverbal learning disability (NVLD). Efforts toward inclusion in the Diagnostic and Statistical Manual (DSM) and for renaming it to a developmental visual-spatial disorder (DVSD) Guide to general diagnostic testing and assessment. Developing a treatment plan and team for NVLD patients. NVLD therapy and tutoring priorities. NVLD and Developmental Visual-Spatial Disorder in Children is an essential reference for clinicians, therapists, and other professionals as well as researchers, professors, and graduate students in school and clinical child psychology, special education, speech-language therapy, developmental psychology, pediatrics, social work as well as all interrelated disciplines.
