

1. Record Nr.	UNINA9910967488603321
Titolo	Forging people : race, ethnicity, and nationality in Hispanic American and Latino/a thought / / edited by Jorge J.E. Gracia
Pubbl/distr/stampa	Notre Dame, Ind., : University of Notre Dame Press, 2011
ISBN	9780268080662 0268080666
Descrizione fisica	xix, 349 p
Collana	Latino perspectives
Classificazione	SOC008000HIS024000PHI005000
Altri autori (Persone)	GraciaJorge J. E
Disciplina	305.80098
Soggetti	Ethnicity - Latin America - Philosophy - History Nationalism - Latin America - Philosophy - History Citizenship - Latin America - Philosophy - History Latin America Race relations Philosophy History
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Race, ethnicity, and nationality in Hispanic American and Latino/a thought / Jorge J.E. Gracia -- The new black legend of Bartolome de Las Casas : race and personhood / Janet Burke and Ted Humphrey -- Men or citizens? : the making of Bolivar's patria / Jose Antonio Aguilar Rivera -- Andres Bello : race and national political culture / Ivan Jaksic -- Undoing race : Marti's historical predicament / Ofelia Schutte -- Sarmiento on barbarism, race, and nation building / Janet Burke and Ted Humphrey -- Justo Sierra and the forging of a Mexican nation / Oscar R. Marti -- Rodo, race, and morality / Arleen Salles -- Zarathustra criollo : Vasconcelos on race / Diego von Vacano -- The Amauta's ambivalence : Mariategui on race / Renzo Llorente -- Mestizaje, mexicanidad, and assimilation : Zea on race, ethnicity, and nationality / Amy A. Oliver -- Latino/a identity and the search for unity : Alcoff, Corlett, and Gracia / Elizabeth Millan-Zaibert and Ernesto Rosen Velasquez.
Sommario/riassunto	"Forging People explores the way in which Hispanic American thinkers in Latin America and Latino/a philosophers in the United States have posed and thought about questions of race, ethnicity, and nationality, and how they have interpreted the most significant racial and ethnic

labels used in Hispanic America in connection with issues of rights, nationalism, power, and identity. Following the first introductory chapter, each of the essays addresses one or more influential thinkers, ranging from Bartolome de Las Casas on race and the rights of Amerindians; to Simon Bolivar's struggle with questions of how to forge a nation from disparate populations; to modern and contemporary thinkers on issues of race, unity, assimilation, and diversity. Each essay carefully and clearly presents the views of key authors in their historical and philosophical context and provides brief biographical sketches and reading lists, as aids to students and other readers."Latin American philosophy has a long history of engagement with issues of race, ethnicity, and nationality. To date, however, there has been no volume that focused on the contributions of the major figures in the Latin American tradition, to illustrate their connections, and to illuminate the context in which much of their work occurred. This volume fills that gap and takes an important step in remedying this shortcoming in the existing philosophical literature, and also in the literature of related fields such as Latin American studies, ethnic studies, and the cross-disciplinary work of race, ethnicity, and nationality." --Manuel Vargas, University of San Francisco "--

2. Record Nr.	UNINA9911031638403321
Autore	Vega Desiree
Titolo	Culturally and Linguistically Responsive Intervention and Assessment Practices with Emergent Bilingual Students // edited by Desiree Vega, Jaclyn N. Wolf
Pubbl/distr/stampa	Cham : , : Springer Nature Switzerland : , : Imprint : Springer, , 2025
ISBN	3-032-02084-0
Edizione	[1st ed. 2025.]
Descrizione fisica	1 online resource (436 pages)
Collana	Behavioral Science and Psychology Series
Altri autori (Persone)	WolfJaclyn N
Disciplina	370.15
Soggetti	School psychology Teachers - Training of Speech therapy Developmental psychology Social psychiatry Public health School Psychology Teaching and Teacher Education Speech and Language Therapy Developmental Psychology Clinical Social Work Public Health
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Section I. The Educational Experiences and Needs of Emergent Bilingual Students -- Chapter 1. Who Are Emergent Bilingual Students? -- Chapter 2. Instructional Programming for Emergent Bilingual Students -- Chapter 3. Acculturation Considerations in the Prereferral and Assessment Processes -- Section II. Implementing Multitiered Systems of Support with Culturally Adapted Interventions -- Chapter 4. Culturally and Linguistically Responsive Multitiered Systems of Support -- Chapter 5. Engaging in Family-School Partnerships Through Multitiered Systems of Support -- Chapter 6. Culturally Adapted Interventions to Support the Social-Emotional and Behavioral Needs of

Emergent Bilingual Students -- Chapter 7. Culturally Adapted Interventions to Support the Literacy Needs of Emergent Bilingual Students -- Chapter 8. Culturally Adapted Interventions to Support the Math Needs of Emergent Bilingual Students -- Section III. Utilizing Culturally Responsive Assessment Practices -- Chapter 9. Assessment of Emergent Bilingual Students for a Specific Learning Disability -- Chapter 10. Assessing Social-Emotional and Behavioral Functioning of Emergent Bilingual Students -- Chapter 11. Assessment of Emergent Bilingual Students for an Intellectual Disability -- Chapter 12. Assessment of Emergent Bilingual Students for Speech-Language Impairments and Collaboration with Speech-Language Pathologists -- Chapter 13. Assessment of Emergent Bilingual Students for Autism -- Chapter 14. Assessment of Emergent Bilingual Students for Dyslexia -- Chapter 15. Best Practices for Working with Interpreters in the Intervention and Assessment Process.

Sommario/riassunto

This book addresses the general and special education needs of emergent bilingual students from intervention that supports their academic and social-emotional needs to assessment for special education services. It provides contextual information about emergent bilingual students' opportunities for academic success and language development. The book describes the application of a culturally and linguistically responsive multitiered system of supports (MTSS), including specialized considerations related to their literacy /language and math needs and the importance of culturally adapted behavioral, social-emotional, and academic interventions. In addition, the book offers guidance on the evaluation process for special education and related services, including considerations for differentiating language, culture, and disability across various eligibility categories, such as speech and language impairment, specific learning disability, intellectual disability, and autism. It also discusses opportunities for collaboration with families, speech-language pathologists, and interpreters during the assessment and intervention processes. Key areas of coverage include:

- The educational experiences and needs of emergent bilingual students.
- Implementing a multitiered system of supports (MTSS) with culturally adapted interventions.
- Using culturally responsive assessment practices to differentiate between language differences and disability.

Culturally and Linguistically Responsive Intervention and Assessment Practices with Emergent Bilingual Students is a must-have resource for professionals, clinicians, and educational and behavioral health therapists as well as graduate students, researchers, and professors in school psychology, teacher and teaching education, speech-language pathology, bilingual education, clinical child psychology, developmental psychology, clinical social work, public health, school counseling, and all interrelated disciplines.
