

1. Record Nr.	UNIORUON00422499
Autore	BROWN, Dennis
Titolo	Intertextual dynamics within the literary group : Joyce, Lewis, Pound and Eliot ; the men of 1914 / Dennis Brown
Pubbl/distr/stampa	London, : Macmillan, 1990
Descrizione fisica	x, 227 p. ; 22 cm.
Disciplina	820.09
Soggetti	LEWIS OSCAR ELIOT GEORGE JOYCE JAMES POUND EZRA
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia

2. Record Nr.	UNINA9910254974003321
Autore	Bøttcher Louise
Titolo	Development and Learning of Young Children with Disabilities : A Vygotskian Perspective / / by Louise Bøttcher, Jesper Dammeyer
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2016
ISBN	9783319391144 3319391143
Edizione	[1st ed. 2016.]
Descrizione fisica	1 online resource (215 p.)
Collana	International Perspectives on Early Childhood Education and Development, , 2468-8754 ; ; 13
Disciplina	370
Soggetti	Early childhood education School psychology Developmental psychology Sociology Social groups Early Childhood Education School Psychology Developmental Psychology Sociology of Family, Youth and Aging
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 and index.
Nota di contenuto	Part 1: Development With a Disability -- 1. Beyond a bio-medical and social model of disability: A cultural-historical approach -- 2. Early development (infant) -- 3. Toddler – preschool -- 4. School-age -- Part 2: Developmental and Educational Themes during Early Childhood -- 5. Impairments in sensation and perception -- 6. Emotional development and mental and behavioural difficulties -- 7. Development and Learning with specific learning impairments or intellectual disability -- 8. The centrality of communication and language development -- 9. The use of aid's -- Part 3: Creating a Future Together -- 10. Family life -- 11. Assessment of children with disabilities -- 12. Conclusion. Parents and professionals working together to support the development of the child.

This book introduces current theories and research on disability, and builds on the premise that disability has to be understood from the dialectical dynamics of biology, psychology, and culture over time. Based on the newest empirical research on children with disabilities, the book overcomes the limitations of the medical and social models of disability by arguing for a dialectical biopsychosocial model. The proposed model builds on Vygotsky's cultural-historical ideas of developmental incongruence, implying that the disability emerges from the misfit between individual abilities and the cultural-historical activity settings in which the child with impairments participates. The book is a theoretical contribution to an updated understanding of disability from a psychological and educational perspective. It focuses on the first years of the life of the child with impairment, and travels through infancy, toddler, preschool and early school age, to track the developmental trajectories of disability through the dialectical processes of cultural, social, individual, and biological processes. It discusses a number of themes that are relevant for the early development and support for children with various types and degrees of disability through the lens of Vygotsky's cultural-historical developmental theories. Some of the themes discussed are inclusion, mental health, communication, aids and family life.
