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Cover; Book Title; Contents; About the Forms; About the Authors; Foreword; Preface; Acknowledgments; Chapter 1: The Speech-Language Pathologist; Chapter 2: Special Education; Chapter 3: Inclusive Education; Chapter 4: Collaborating with Others; Chapter 5: Rethinking Students: Presuming Competence; Chapter 6: Providing Social Supports: Standing Back; Chapter 7: Providing Academic Supports; Chapter 7: Appendix; Chapter 8: Providing Behavioral Supports; Chapter 9: Supporting You, Supporting Them: Self Care; Chapter 9: Appendix; References; Index

Sommario/riassunto

Every inclusive school team needs a great SLP who supports communication skills where they're needed most in the classroom, as students with disabilities learn and participate alongside their peers. This is the practical, friendly guide SLPs need to go beyond pull-out services and deliver successful communication and language supports as part of an inclusive school team. Packed with immediately useful strategies, relatable examples, and invaluable insights from experienced SLPs, this guidebook is key to helping students with disabilities improve their communicative functioning so they can

Record Nr. UNINA9910887910903321 Autore Gerlini Edoardo Titolo The Heian Court Poetry As World Literature: From the Point of View of Early Italian Poetry Pubbl/distr/stampa Florence:,: Firenze University Press,, 2014 ©2014 Edizione [1st ed.] Descrizione fisica 1 online resource (xxvii, 260 p.) Collana Strumenti per la Didattica e la Ricerca Series ; ; v.159 Soggetti Italian poetry - To 1400 - History and criticism Italian poetry - Italy - Sicily - History and criticism Japanese poetry - Heian period, 794-1185 - History and criticism Waka - History and criticism Politics and literature - Italy - History - To 1500 Politics and literature - Japan - History - To 1500 Comparative literature - Italian and Japanese Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Sommario/riassunto What could be the common points between the Literature produced at the imperial court of 9th-10th century in Japan with the one composed in Italy under the rule of Frederick II of Hohenstaufen? Why the Kokinwakash in Japan and the Sicilian School of Poetry in Italy have been acknowledged as canons for later literary traditions? How did the political power influence the production of court poetry and the role of poets in the court environment? Why two particular poetic forms like the sonnet in Europe and the waka in Japan succeeded to survive until modern times?.