

1. Record Nr.	UNISA996429052403316
Autore	JOHARI, Harish
Titolo	Numerologia : tantra, ayurveda e astrologia / Harish Johari ; illustrazioni di Pieter Weltevrede
Pubbl/distr/stampa	Vicenza, : Il punto d'incontro, 1996
Titolo uniforme	Numerology with tantra, ayurveda and astrology
ISBN	88-8093-026-5
Descrizione fisica	236 p. : ill. ; 22 cm
Disciplina	133.335
Soggetti	Numeri - Simbolismo
Collocazione	VI.7.B. 2429
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Traduzione di Cinzia Defendenti.

2. Record Nr.	UNINA9910457370803321
Titolo	Derived relational responding [[electronic resource]] : applications for learners with autism and other developmental disabilities : a progressive guide to change / / edited by Ruth Anne Rehfeldt & Yvonne Barnes-Holmes ; [foreword by Steven C. Hayes]
Pubbl/distr/stampa	[Reno, Nev.], : Context Press Oakland, Calif., : New Harbinger Publications, c2009
ISBN	1-60882-639-2 1-57224-874-2
Descrizione fisica	1 online resource (402 p.)
Altri autori (Persone)	RehfeldtRuth Anne Barnes-HolmesYvonne
Disciplina	362.198/9285882
Soggetti	Autistic children - Rehabilitation Developmentally disabled children - Rehabilitation Electronic books.
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	Reinforcer identification strategies and teaching learner readiness skills / Tomas S. Higbee -- The assessment of basic learning abilities (ABLA) and its relation to the development of stimulus relations in persons with autism and other intellectual disabilities / W. Larry Williams and Marianne L. Jackson -- Observing responses : foundations of higher order verbal operants / Dolleen-Day Keohane and Jo Ann Pereira Delgado and R. Douglas Greer -- Joint attention and social referencing in infancy as precursors of derived relational responding / Martha Pelaez -- Establishing mand and tact repertoires / Linda A. LeBlanc and Courtney M. Dillon and Rachael A. Sautter -- Nonrelational and relational instructional control / Jonathan Tarbox, Rachel S.F. Tarbox and Denis O'Hora -- Naming and frames of coordination / Caio F. Miguel and Anna I. Petursdottir -- Acquiring the earliest relational operants : coordination, difference, opposition, comparison, and hierarchy / Carmen Luciano ... [et al.] -- Applying relational operants to reading and spelling / Deisy G. de Souza, Julio C. de Rose and Camila

Domeniconi -- Syntax, grammatical transformation, and productivity : a synthesis of stimulus sequences, equivalence classes, and contextual control / Harry A. Mackay and Lanny Fields -- Extending functional communication through relational framing / Rocio Rosales and Ruth Anne Rehfeldt -- Training analogical reasoning as relational responding / Ian Stewart, Dermot Barnes-Holmes and Tim Weil -- Understanding and training perspective-taking as relational responding / Louise McHugh and Yvonne Barnes-Holmes and Dermot Barnes-Holmes -- Establishing empathy / Sonsoles Valdivia-Salas ... [et al.] -- Mathematical reasoning / Chris Ninness ... [et al.] -- Developing self-directed rules / Carmen Luciano ... [et al.] -- Teaching flexible, intelligent, and creative behavior / Catriona O'Toole ... [et al.].

Sommario/riassunto

By implementing the techniques described in Derived Relational Responding, techniques based on a breakthrough new understanding of how humans acquire and use language, clinicians can make significant progress with their clients with autism and other developmental disabilities, limiting the loss of cognitive and social functioning that typically results from these conditions.
