

Neuropsicologia Dell'età Evolutiva

by A. Berthoz The publication of this volume, edited by Adriano Ferrari and Giovanni Cioni, is a major event for several reasons. Most importantly, it concerns an area of child pathology that has yet to be fully explored. In this context, the authors' efforts to compile their observations as well as those of other clinicians and to elaborate their theories have resulted

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in an essential step in the field of cerebral palsy (CP). The originality of the book is its very clear focus, while at the same time the authors have encouraged the book's contributors to express their ideas and personal opinions. This leads sometimes to redundancy, but this is precisely one of the benefits of the book - cause the same problems are then exposed from different points of views. The reader is thus spared the normative attempts

of many other pathology books, in which the complexity of a given disease is hidden by the authors' or editors' desire to impose a rigid taxonomy or epidemiology.

In psichiatria dell'infanzia e dell'adolescenza il primo contatto con il paziente riveste una grande importanza clinica e può far risparmiare tempo e risorse. Una consultazione ambulatoriale ben condotta permette di giungere a

un'ipotesi diagnostica rigorosa, orientando invii per approfondimenti e presa in carico; in alcuni casi, può acquisire carattere terapeutico. Questo volume guida il clinico, anche quando lavora da solo, verso una formulazione diagnostica il più possibile precisa ed esauriente. Il libro illustra uno schema di procedura clinica che integra le diverse prospettive proprie del campo in un'ottica evolutiva, esaminando la metodologia del

colloquio, le tecniche per la valutazione cognitiva, neuropsicologica e psicopatologica, i contatti con genitori e scuola. Questo testo è rivolto a neuropsichiatri infantili, pediatri, psichiatri e agli specializzandi in tali discipline; più in generale, può essere di interesse per chiunque abbia contatti con pazienti in età evolutiva.

This comprehensive monograph updates progress in understanding children's

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language learning and its pathologies. It stresses the neurologic basis of normal language acquisition and the consequences of a variety of disorders using such tools as detailed analysis of language comprehension, production and use, as well as functional brain imaging and electrophysiology. It also underlines the importance of subcortical circuitry and inner speech and reviews the unfolding or regression of language of language in focal brain

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lesions, autism, Williams syndrome and developmental disorders of oral and written language.

Language

Neuropsychological Trends 19 - April 2016

Neuropsicologia e funzioni mentali

dell'epilessia in età evolutiva

processi cognitivi e disturbi

dell'apprendimento

A Connectionist Perspective on

Development

Selected Papers

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Il libro è un saggio derivante dalla mia tesi di laurea. La prima parte è un excursus sulle nozioni scientifiche dei dsa mentre la seconda parte si focalizza sull'aiuto che i nuovi media possano dare a ragazzi con dsa.

This volume offers recent developments in pragmatics and adjacent territories of investigation, including important new concepts such as the pragmatic act and the pragmeme, and combines developments in neighboring disciplines in an integrative holistic pragmatic approach. The young science of pragmatics has, from its inception, differentiated itself from neighboring fields in the humanities, especially the disciplines dealing with language and those focusing on the social and anthropological aspects of human behavior, by focusing on the

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language user in his or her societal environment. This collection of papers continues that emphasis on language use, and pragmatic acts in their context. The editors and contributors share a perspective that essentially considers language as a system for communication and wants to look at language from a societal perspective, and accept the view that acts of interpretation are essentially embedded in culture. In an interdisciplinary approach, some authors explore connections with social theory, in particular sociology or socio-linguistics, some offer a political stance (critical discourse analysis), others explore connections with philosophy and philosophy of language, and several papers address problems in theoretical pragmatics.

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For nearly four centuries, our understanding of human development has been controlled by the debate between nativism and empiricism. Nowhere has the contrast between these apparent alternatives been sharper than in the study of language acquisition. However, as more is learned about the details of language learning, it is found that neither nativism nor empiricism provides guidance about the ways in which complexity arises from the interaction of simpler developmental forces. For example, the child's first guesses about word meanings arise from the interplay between parental guidance, the child's perceptual preferences, and neuronal support for information storage and retrieval. As soon as the shape of the child's lexicon emerges from these more basic

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forces, an exploration of "emergentism" as a new alternative to nativism and empiricism is ready to begin. This book presents a series of emergentist accounts of language acquisition. Each case shows how a few simple, basic processes give rise to new levels of language complexity. The aspects of language examined here include auditory representations, phonological and articulatory processes, lexical semantics, ambiguity processing, grammaticality judgment, and sentence comprehension. The approaches that are invoked to account formally for emergent patterns include neural network theory, dynamic systems, linguistic functionalism, construction grammar, optimality theory, and statistically-driven learning. The excitement of this work lies both in the discovery of new

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emergent patterns and in the integration of theoretical frameworks that can formalize the theory of emergentism.

Guida all'esplorazione delle funzioni adattive

BHK. Scala sintetica per la valutazione della scrittura in età evolutiva

Diagnosi, trattamento clinico e intervento educativo

I disturbi di apprendimento della lettura e della scrittura

Indici di rischio nel primo sviluppo del linguaggio

L'ambulatorio in psichiatria dell'età evolutiva

Lo sviluppo cognitivo, linguistico e motorio sono stati a lungo considerati e studiati come entità separate. Dagli anni Ottanta in poi diversi studi e ricerche in ambito neuropsicologico hanno invece cominciato a evidenziare

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e confermare una stretta correlazione tra aspetti linguistici, motorio-prassici e competenze relative alla sfera delle funzioni esecutive. Secondo le più recenti teorie le capacità linguistiche e cognitive emergono parallelamente allo sviluppo psicomotorio, e in particolare in rapporto alle abilità gestuali e alle capacità di produrre azioni intenzionali. Questo volume, frutto di molti anni di esperienza nell'ambito della clinica e soprattutto della terapia dei disturbi specifici del linguaggio (DSL) e dell'apprendimento, propone un approfondimento delle tipologie di DSL in cui sono presenti deficit motori e prassici e prende in considerazione il concetto di disprassia. Vengono inoltre

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analizzati alcuni aspetti dello sviluppo motorio tipico e l'importanza della prensione e della deambulazione, quali momenti fondamentali dello sviluppo, oltre allo sviluppo dell'ocumolazione e a quello delle funzioni esecutive.

Beyond Nature-Nurture: Essays in Honor of Elizabeth Bates is a very special tribute to the University of California at San Diego psycholinguist, developmental psychologist, and cognitive scientist Elizabeth Ann Bates, who died on December 14, 2003 from pancreatic cancer. Liz was a force of nature; she was also a nurturing force, as is evidenced by this collaborative collection of chapters written by many of her closest

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colleagues and former students. The book covers a brilliant career of wide-ranging interdisciplinary interests, such as the brain bases of language in children and adults; language and cognitive development in normal and neurologically impaired populations of children; real-time language processing in monolinguals and bilinguals; and crosslinguistic comparisons of language development, language use, and language loss. In this volume the contributors provide up-to-date reviews of these and other areas of research in an attempt to continue in the directions in which she has pointed us. The genius of Bates is founded on a deep dedication to science, supported by an enduring sense of humor. The

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volume is introduced by the editors' collection of "Bates's aphorisms," the wisdom of which guide much of the field today: "[T]he human capacity for language could be both innate and species-specific, and yet involve no mechanisms that evolved specifically and uniquely for language itself. Language could be viewed as a new machine constructed entirely out of old parts." (Bates & MacWhinney, 1989) The volume also contains a list of her many important publications, as well as some personal reflections of some of the contributors, noting ways in which she made a difference in their lives. Beyond Nature-Nurture: Essays in Honor of Elizabeth Bates appeals to international scholars in the fields of

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developmental psycholinguistics, cognitive science, crosslinguistic research, and both child and adult language disorders. It is a state-of-the-art overview of many areas of cognitive science, and can be used in a graduate-level classroom in courses designed as seminars in any of these topics.

This project was born as a metodological proposal on which to build or create other educational content.

Through ten exercices of increasing difficulty designed for preschool and school-age children, to stimulate conscious visual attention, in continuous interaction with the parents or therapist, you want to accompany the child from pre-attentive state to a threshold of activation

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of the attention, that allows him to acquire new skills and improve the speed of response.

Fondamenti Di Psicologia Dello Sviluppo

Visual Impairments and Developmental Disorders

Le forme spastiche della paralisi cerebrale infantile
ricerca, clinica, educazione

From diagnosis to rehabilitation

Critical Concepts in Psychology

Il libro, frutto delle riflessioni sulla paralisi cerebrale infantile (PCI) che gli autori ed i loro collaboratori, medici e terapeuti, hanno condotto negli ultimi anni, affronta i principali temi connessi alla valutazione delle

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funzioni adattive nelle forme spastiche della PCI (la definizione e le sue modifiche negli ultimi decenni, i nuovi orientamenti classificativi, l'eziopatogenesi, le correlazioni anatomo-funzionali, la semeiotica, i cosiddetti "disturbi associati": visivi, cognitivi, del comportamento). Lo scopo principale del volume non è quello di riportare lo "stato dell'arte" su questi argomenti, ma di offrire "appunti di viaggio" sui temi trattati, per suscitare riflessioni e confronti con l'esperienza dei lettori. Gli argomenti vengono trattati dagli autori secondoun'ottica fisiopatologica che guida la loro interpretazione della natura del difetto (diagnosi

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funzionale), dei problemi legati alla prognosi (come ipotesi di storia naturale) e alla riabilitazione (come modifica dell'architettura della funzione in senso adattivo). Il testo è corredato di un ampio glossario sui termini utilizzati e di un DVD con casi clinici, suddivisi in base alla classificazione proposta degli autori. Anche questo materiale sottolinea la grande utilità didattica del volume, sia per chi già lavora in questo campo (medici, neuropsichiatri infantili e fisiatristi, terapisti della riabilitazione), sia per gli allievi delle lauree di I e II livello dell'area della riabilitazione e delle Scuole di Specializzazione.

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Neuropsicologia dell'età evolutiva
Manuale di neuropsicologia dell'età evolutiva
Collana di neuropsicologia dell'età evolutiva
Neuropsicologia in età evolutiva
Neuropsychology in childhood
Appunti di neurologia dell'età evolutiva
Vita e Pensiero
La riabilitazione neuropsicologica in età evolutiva
Franco Angeli
Psicologo. Casi di neuropsicologia e psicologia dell'età evolutiva. Per la Professione e l'Esame di Stato
L'ambulatorio in psichiatria dell'età evolutiva
Screening, orientamento diagnostico, consultazione breve
Springer Science & Business Media

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Education in general, and education for deaf learners in particular, has gone through significant changes over the past three decades. And change certainly will be the buzzword in the foreseeable future. The rapid growth of information and communication technology as well as progress in educational, psychological, and allied research fields have many scholars questioning aspects of traditional school concepts. For example, should the classroom be "flipped" so that students receive instruction online at home and do "homework" in school? At the same time, inclusive education has changed the traditional landscape of special

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education and thus of deaf education in many if not all countries, and yet deaf children continued to lag significantly behind hearing peers in academic achievement. As a consequence of technological innovations (e.g., digital hearing aids and early bilateral cochlear implants), the needs of many deaf learners have changed considerably. Parents and professionals, however, are just now coming to recognize that there are cognitive, experiential, and social-emotional differences between deaf and hearing students likely to affect academic outcomes. Understanding such differences and determining

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ways in which to accommodate them through global cooperation must become a top priority in educating deaf learners. Through the participation of an international, interdisciplinary set of scholars, *Educating Deaf Learners* takes a broader view of learning and academic achievement than any previous work, considering the whole child. In adopting this broad perspective, the authors capture the complexities and commonalities in the social, emotional, cognitive, and linguistic mosaic of which the deaf child is a part. It is only through such a holistic consideration that we can understand their academic

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potential.

Do You See? We play to get out of visual inattention

Neuropsicologia dell'età evolutiva

Il disordine fonologico nel bambino con disturbi del linguaggio

Disturbi specifici del linguaggio, disprassie e funzioni esecutive

Normal and Pathological Development

Lettura, scrittura, calcolo

Questo volume rappresenta una traduzione nella pratica terapeutica quotidiana degli assunti teorici espressi nel primo volume della collana. I giochi, gli

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esercizi, le filastrocche qui raccolte nascono dalla creatività e dalla fantasia di un gruppo di logopediste da anni impegnate nel difficile compito di guidare il bambino con grave Disturbo Fonologico attraverso il complesso universo linguistico. Il materiale è stato ripetutamente riadattato sulla base degli spunti offerti dai piccoli pazienti durante la terapia individuale e di gruppo. Si tratta quindi di materiale pratico che viene messo a disposizione di tutte le figure professionali componenti l'equipe riabilitativa.

CONTENTS: Marco Moniz - Saul Neves de Jesus - Eduardo Gonçalves - Andreia Pacheco - João Viseu,

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Decision-making in adult unipolar depressed patients and healthy subjects: significant differences in Net Score and in non-traditional alternative measures (doi: 10.7358/neur-2016-019-moni) Emma Brambilla, Tourette Syndrome and Learning Disabilities: a focus on correlations in a neurodevelopmental perspective (doi: 10.7358/neur-2016-019-bram) Rachel K. Peterson - Chad A. Noggle - Lokesh Shahani - Raymond S. Dean, Residuals in post-chemotherapy, non-depressed patients with leukemia that is in remission (doi: 10.7358/neur-2016-019-pete) Davide Crivelli,

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Electrophysiological correlates of social information processing for detecting agents in social interaction scenes: P200 and N250 components (doi: 10.7358/neur-2016-019-criv) Michela Balconi, Brain plasticity and rehabilitation by using Near-Infrared Spectroscopy (doi: 10.7358/neur-2016-019-balc) Maria Elide Vanutelli - Jean-Louis Nandrino - Michela Balconi, The boundaries of cooperation: sharing and coupling from ethology to neuroscience (doi: 10.7358/neur-2016-019-vanu) Inclusion in the classroom is a growing phenomenon that covers a range of areas and subjects; with

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prominent discussions about race, gender, sexual orientation, and age, today ' s world is increasingly focused on making sure education is designed so everyone can succeed. Inclusivity in special education is particularly important as special education covers a wide range of students, including those with physical, intellectual, and behavioral disabilities. As more research and information surrounding best practices, new technologies, and teacher education for special education is considered, it is imperative that teachers and administrators remain up to date on these innovative

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techniques. The Research Anthology on Inclusive Practices for Educators and Administrators in Special Education is a critical reference source that includes abundant research on all aspects of inclusion in special education as well as the latest trends, research, and studies to provide a comprehensive look at the current state of special education. Covering topics such as accessibility, educational models, teacher training, and assistive technologies, it is ideal for special education teachers, academicians, in-service teachers, pre-service teachers, professors, students, researchers,

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professionals, administrators, curriculum developers, instructional designers, and policymakers.

Appunti di neurologia dell'età evolutiva

Collana di neuropsicologia dell'età evolutiva

Mental retardation

Manuale di neuropsicologia dell'età evolutiva

Screening, orientamento diagnostico, consultazione breve

Neuropsicologia in età evolutiva

This collection of papers and abstracts stems from the third meeting in the series of Sperlonga workshops on Cognitive Models of Speech

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Processing. It presents current research on the structure and organization of the mental lexicon, and on the processes that access that lexicon. The volume starts with discussion of issues in acquisition and consideration of questions such as, 'What is the relationship between vocabulary growth and the acquisition of syntax?', and, 'How does prosodic information, concerning the melodies and rhythms of the language, influence the processes of lexical and syntactic acquisition?'. From acquisition, the papers move on to consider the manner in which contemporary models of spoken word recognition and production can map onto neural

models of the recognition and production processes. The issue of exactly what is recognised, and when, is dealt with next - the empirical findings suggest that the function of something to which a word refers is accessed with a different time-course to the form of that something. This has considerable implications for the nature, and content, of lexical representations. Equally important are the findings from the studies of disordered lexical processing, and two papers in this volume address the implications of these disorders for models of lexical representation and process (borrowing from both empirical data and computational modelling). The

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final paper explores whether neural networks can successfully model certain lexical phenomena that have elsewhere been assumed to require rule-based processes.

Arthur Benton has long been recognized as a distinguished researcher, an influential educator, and a gifted writer. Early in his career, he was struck by the extreme divergence in the acceptance and usage of concepts and terms such as "agnosia," "amnesic aphasia," and "apraxia" by leading figures in the then young field of neuropsychology/behavioral neurology. This prompted him to explore the literature of 19th

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century neurology and led to an abiding interest in the historical background of current developments, which often proved to be the outgrowth of earlier formulations. In this collection of his historical papers, he traces the evolution of thought and practice in diverse areas of neuropsychology and behavioral neurology. He captures the setting in which observations and discoveries were made and shows how the limited knowledge of basic neuroscience that prevailed at the time influenced their interpretation. He emphasizes the interplay of clinical and experimental approaches in advancing understanding of brain-behavior relationships and

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clarifies the connections between past and present knowledge. Some of the essays are systematic accounts of developments in the broad discipline of neuropsychology while others deal with individual clinicians and scientists whose contributions are now components of current knowledge. Among the topics covered are the frontal lobes, developmental dyslexia, disorders of spatial thought in patients with brain disease and the role of cerebrovascular disease in the history of aphasiology.

Among the disabilities covered at the state and federal levels, autism and related conditions are a sharply growing diagnostic category among

children and young adults. In education, administrators and practitioners working with affected learners are continually faced with confronting difficult problems such as getting adequate personnel training and choosing appropriate tools and techniques that best fit the specific needs of their students while at the same time satisfying their budget, technical resources, curriculum, and profile of the ASD population they serve. The choice of appropriate tools is especially complex due to the intrinsic connection between technical specifications, educational/therapeutic methods, and the wide variety of ASDs and related

conditions. In this respect, tools chosen to support children may need to target those diagnosed not only with ASD but also with such co-morbidity conditions as attention deficit disorder. The instructional strategies and use of technology currently have room for improvement for online, hybrid, and face-to-face counseling settings. Also, an effective evaluation of educational technologies and tools would be fundamentally incomplete without a thorough understanding and assessment of the related special education practices as well as psychological and neurological issues specific for ASD and learning disabilities. Education and

Technology Support for Children and Young Adults With ASD and Learning Disabilities provides an in-depth analysis on the use of available technology solutions, instructional design methods, and assessment techniques in the context of standards and regulations in classroom or counseling settings. The chapters contain theoretical analyses, vital practical information, and case studies that can function as guidelines for those involved in helping children and young adults with ASD or learning disabilities in online, hybrid, or face-to-face environments. While highlighting topics such as inclusive education, online gaming environments,

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assistive technologies, and cognitive development, this book is ideally intended for administrators, instructional technology specialists, special education faculty, counselors, instructional designers, course developers, social workers, and psychologists along with practitioners, stakeholders, researchers, and academicians interested in education and technology support for children and young adults with ASD and learning disabilities.

La dislessia a scuola: strumenti per l'autonomia di studio

The Notion of Syllable Across History, Theories and

Analysis

Educating Deaf Learners

Research Anthology on Inclusive Practices for Educators and Administrators in Special Education

Maschera e psicoterapia

Rethinking Innateness

Come risulta evidente dalla pratica clinica e riabilitativa, il bambino disprattico non sa prevedere ed organizzare un progetto d'azione; non sa controllare ciò che sta facendo nel corso dell'azione; quindi non sa fare, ma potremmo anche ammettere che non sa ancora fare, non ha cioè ancora imparato a

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realizzare funzioni. Funzioni e azioni possono però essere rispettivamente apprese e svolte con l'aiuto di esercizi mirati e svolti in modo continuativo. È comunque indispensabile ricordare le difficoltà del bambino disprattico, se sottoposto a compiti nuovi, inusuali. L'Autrice propone un modello di valutazione e di intervento che tenga conto di ipotesi eziologiche e neuropsicologiche, sottolineando la necessità di procedere con un'analisi su diversi livelli: percettivo, motorio e rappresentativo. Particolare importanza viene data alla diagnosi e all'intervento precoce

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per poter provvedere alla definizione e messa in atto di adeguati progetti terapeutici.

L'opera si conclude con l'analisi e la descrizione di casi clinici riferiti ad alcune peculiari forme di disprassia: la disprassia verbale e la disgrafia. Infine, vengono illustrati esercizi mirati rispetto ai vari ambiti dello sviluppo, ideati e sperimentati dai logopedisti che hanno contribuito, insieme all'Autrice, alla stesura del presente volume.

Content Description # "A Bradford Book." # Includes bibliographical references and index.

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Lo scopo della psicologia dello sviluppo è descrivere e spiegare i cambiamenti nel comportamento e nelle attività psicologiche dal periodo prenatale fino alla vecchiaia. Il volume affronta in modo approfondito i principali temi della psicologia dello sviluppo dal periodo prenatale fino alla vecchiaia, esaminandone sia gli aspetti biologici che quelli culturali. Nel testo sono presentate le più importanti teorie dello sviluppo in una prospettiva storica e, in particolare, quelle di Piaget, Vygotskij e Bowlby, che permettono di comprendere gli orientamenti della ricerca contemporanea e

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forniscono una sintesi moderna rispetto alle radicali posizioni innatiste e ambientaliste. Il testo presenta inoltre recenti ipotesi, sostenute da evidenze sperimentali, che hanno portato a parziali revisioni di queste teorie. Il volume fornisce in tal modo una visione complessiva e aggiornata delle questioni teoriche e metodologiche più rilevanti della psicologia dello sviluppo ed è consigliato per studenti universitari, insegnanti, operatori del settore, genitori e per tutti coloro che sono interessati a questa disciplina. Il curatore di questa edizione ha inoltre apportato integrazioni e

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adattamenti specifici per il pubblico italiano. A tal fine, sono state anche illustrate recenti ricerche italiane rilevanti per i temi trattati nel testo. Funzioni esecutive e disturbi dello sviluppo

ESERCIZIARIO

Psycholinguistics

Neurodevelopmental Disorders

The Emergence of Language

- È possibile riconoscere già a due anni un bambino con ritardo di linguaggio? - Quali sono gli indicatori più sensibili per la prognosi? - Cosa possono fare la famiglia e le strutture educative - in particolare i Nidi - per promuovere lo sviluppo

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del linguaggio nel bambino? - Come si possono modificare i servizi materno-infantili delle Asl nell'accoglienza e nella presa in carico di bambini così piccoli? A tali domande cerca di offrire una risposta questo volume, che raccoglie i contributi di ricercatori e di clinici italiani impegnati negli ultimi anni nella definizione di fattori predittivi e di indicatori precoci di rischio dei disturbi della comunicazione e del linguaggio. Alcuni capitoli presentano inoltre strumenti di osservazione e valutazione per la prima infanzia, facilmente utilizzabili in programmi di screening. Un'attenzione particolare è dedicata alla ricerca di nuovi modelli di prevenzione, da attuare nelle strutture educative, e di intervento, che vedono impegnati i Servizi di prevenzione e riabilitazione dell'età evolutiva di diverse

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parti del territorio nazionale. Modelli che vedono coinvolti i genitori e gli educatori, nel massimo rispetto dei ruoli e delle competenze di ciascuno.

A comprehensive review of visual impairment in children and possible solutions The rising number of cases in visual disorders during development, over the last decade, has strongly influenced approaches to diagnosis and rehabilitation. Moreover, the study of visual function has evolved not only within an ophthalmological, but also a neurodevelopmental framework: advances in our understanding of the maturation and plasticity of visual system functioning have further guided the progress of such approaches. As a result, the key importance of the developmental age is now widely acknowledged, from as

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early as the first months of life. This book provides an overview of the diagnosis and treatment of visual disorders in relation to advances in neurodevelopmental studies. The concept of early and multimodal management is discussed, with a focus on neuro-psycho-ophthalmological issues. The need for training courses aimed at updating semiological aspects and methodological and rehabilitative strategies is established, as being of significant value to clinical practice.

4 parts: General overview
Cerebral visual impairments: from diagnosis to rehabilitation
Rehabilitation of visual impairments
Visual disorders and neurological diseases

Scritto dai maggiori esperti italiani di Neuropsicologia dell'età evolutiva, il volume ripercorre le più recenti linee di ricerca nell'ambito delle funzioni esecutive — ovvero

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quell ' insieme di abilità preposte a controllare e regolare le altre funzioni cognitive e a monitorare il comportamento —, indagando nello specifico il ruolo che esse rivestono in relazione ai principali disturbi dello sviluppo. Rivolto a ricercatori, clinici, riabilitatori e educatori, Funzioni esecutive e disturbi dello sviluppo offre un aggiornamento puntuale e rigoroso sull ' evoluzione delle conoscenze teoriche e sulle loro possibili applicazioni in specifici percorsi diagnostici e riabilitativi. Gli autori dei contributi sono Beatrice Bartoli, Barbara Carretti, Francesca Guaran, Silvia Lanfranchi, Deny Menghini, Cristiano Termine, Giovanni Valeri e Claudio Vio.

Psicologo. Casi di neuropsicologia e psicologia dell'età evolutiva. Per la Professione e l'Esame di Stato

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Creating a Global Evidence Base

Essays in Honor of Elizabeth Bates

Neuropsychology in childhood

Exploring the History of Neuropsychology

Cognitive Models of Speech Processing

Any notion linguistically expressed, even one such as the syllable, is always the result of several different viewpoints. In order to take this into account, this book draws inspiration from the scheme of quaternion, as conceived by Sir William Rowan Hamilton

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and later introduced in theoretical linguistics by Ferdinand de Saussure. The first term of the quaternion (The Dawn of the Syllable) is provided by historical observations. The second term (Beyond the Sound of Syllables) is composed of different descriptive analyses of the syllable carried out in some particular languages and dialects. The third term (The Body of Syllables) presents the analytical-instrumental analysis of the syllable, while the

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fourth (De Syllaba Ventura) proposes some theoretical considerations.

Rethinking Innateness asks the question, "What does it really mean to say that a behavior is innate?" The authors describe a new framework in which interactions, occurring at all levels, give rise to emergent forms and behaviors. These outcomes often may be highly constrained and universal, yet are not themselves directly contained in the genes in any domain-specific

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way. One of the key contributions of Rethinking Innateness is a taxonomy of ways in which a behavior can be innate. These include constraints at the level of representation, architecture, and timing; typically, behaviors arise through the interaction of constraints at several of these levels. The ideas are explored through dynamic models inspired by a new kind of "developmental connectionism," a marriage of connectionist models and

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developmental neurobiology, forming a new theoretical framework for the study of behavioral development. While relying heavily on the conceptual and computational tools provided by connectionism, Rethinking Innateness also identifies ways in which these tools need to be enriched by closer attention to biology.

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