

Malka Margalit

**Effective Technology
Integration for
Disabled Children**
The Family Perspective



Springer-Verlag

Effective Technology Integration For Disabled Children The Family Perspective

Malka Margalit



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Effective Technology Integration for Disabled Children Malka Margalit, 2012-12-06 *Effective Technology Integration for Disabled Children The Family Perspective* explores microcomputer based special education intervention programs aimed at advancing mildly handicapped children and empowering their parents The book applies the stress resources and coping model to families with disabled children examining specific components of the proposed model through family surveys and studies and presenting future directions for research and experimentation The book also offers an overview of the research related to effective integration of computers into the special education system with particular attention to a cognitive approach to skill development through various software programs *Effective Technology Integration For Disabled Children* is intended for researchers and practitioners in a wide range of fields interested in family research and parent empowering interventions as well as for those involved in technology integration within special education contexts *Effective*

Technology Integration for Disabled Children Malka Margalit, 1990-06-01 **Children and Computer Technology**, 2000

Loneliness Among Children With Special Needs Malka Margalit, 2012-12-06 *Loneliness Among Children With Special Needs* is a groundbreaking volume that examines this vitally important but heretofore neglected topic Based on the shared view from both clinical experience and research that children with disabilities experience more loneliness than nondisabled children This book integrates the existing knowledge research and applications in order to provide a model for the examination and understanding of the loneliness experiences of children with learning disabilities behavior disorders mild mental retardation and emotional difficulties Divided into five sections the first attempts to clarify the characteristics of the lonely child followed by a section with chapters devoted to environments and interpersonal relations The third section is concerned with the subtyping of loneliness and adjustment and the fourth section discusses the outcomes comes of loneliness through coping and interventions The final section provides a summary of the research using the proposed loneliness model for children with disabilities This volume is essential reading for all researchers clinicians educators and students who work with children with special needs and who as stated in the Preface see the importance of companionship for promoting growth of children with special needs and the costs of loneliness for current life and future adjustment **The Social Dimensions**

of Learning Disabilities Bernice Y.L. Wong, Mavis L. Donahue, 2002-07-11 Bringing together over 25 years of research into the social aspects of learning disabilities LD this book presents a range of topics that reflect on the richness of research interests in the discipline In honor of Tanis Bryan the pioneer in research on social competence of children with LD the researchers that follow her lead systematically examine critical issues in the social relationships of these children The book begins by placing the work of Bryan and her research associates in context in terms of the prevailing theoretical frameworks and social political influences that led to the enormous impact of the work The chapters that follow discuss social cognition in children and adolescents with LD self understanding and self esteem in children and adults with LD the lonely plight peer

influence and friendship patterns of children with LD parental understanding and how this understanding shapes their scaffolding of learning in their children with language disabilities a new intervention approach toward enhancing self concept and reading comprehension in LD students through bibliotherapy important and timely information on interventions for enhancing peer relations and preventing drop out in adolescents models in longitudinal research with implications for research on social dimensions of LD and the important role of teachers in enhancing classroom social experiences for students with LD Summarizing research findings and their implications in the various areas in the field this book will be an excellent text for a special topics course in graduate programs in learning disabilities special education psychology and social work In addition it will be a highly important resource for university college teachers researchers graduate and honors students and professionals in learning disabilities social psychology and social work

Cognitive Technology J.L. Mey, B. Gorayska, 1995-12-01 In this book the editors have gathered a number of contributions by persons who have been working on problems of Cognitive Technology CT The present collection initiates explorations of the human mind via the technologies the mind produces These explorations take as their point of departure the question What happens when humans produce new technologies Two interdependent perspectives from which such a production can be approached are adopted How and why constructs that have their origins in human mental life are embodied in physical environments when people fabricate their habitat even to the point of those constructs becoming that very habitat How and why these fabricated habitats affect and feed back into human mental life The aim of the CT research programme is to determine in general which technologies and in particular which interactive computer based technologies are humane with respect to the cognitive development and evolutionary adaptation of their end users But what does it really mean to be humane in a technological world To shed light on this central issue other pertinent questions are raised e g Why are human minds externalised i e what purpose does the process of externalisation serve What can we learn about the human mind by studying how it externalises itself How does the use of externalised mental constructs the objects we call tools change people fundamentally To what extent does human interaction with technology serve as an amplification of human cognition and to what extent does it lead to a atrophy of the human mind The book calls for a reflection on what a tool is Strong parallels between CT and environmentalism are drawn both are seen as trends having originated in our need to understand how we manipulate by means of the tools we have created our natural habitat consisting of on the one hand the cognitive environment which generates thought and determines action and on the other hand the physical environment in which thought and action are realised Both trends endeavour to protect the human habitat from the unwanted or uncontrolled impact of technology and are ultimately concerned with the ethics and aesthetics of tool design and tool use Among the topics selected by the contributors to the book the following themes emerge the list is not exhaustive using technology to empower the cognitively impaired the ethics versus aesthetics of technology the externalisation of emotive and affective life and its special dialectic mirror effects creativity enhancement

cognitive space problem tractability externalisation of sensory life and mental imagery the engineering and modelling aspects of externalised life externalised communication channels and inner dialogue externalised learning protocols relevance analysis as a theoretical framework for cognitive technology Beyond Technology's Promise Joseph B. Giacquinta, Jo Anne Bauer, Jane E. Levin, 1993 This book first published in 1994 examines how children use home computers and proposes steps to facilitate a better educational use of available technology *Educating Exceptional Children, 2000-2001* Karen L. Freiberg, 1999-12 This reader of public press articles discusses inclusive education children with learning disabilities mental retardation behavioural disorders and autism communication disorders hearing impairments visual impairments physical and health impairments special gifts and talents Handbook of Dual Diagnosis Johnny L. Matson, 2020-07-24 This handbook addresses behavior problems and mental health disorders in persons with intellectual disabilities It provides an overview of the history of dual diagnosis and related theories ethics diagnostic systems mental health disorders and challenging behaviors The handbook examines general clinical issues such as the effects of cognitive performance on the choice of assessment and treatment methods service delivery systems education models risk factors functional assessment and structured interviews Chapters provide a much needed reference for practitioners and practitioners in training The applied focus of the book continues with assessment diagnosis sections of mental health disorders and challenging behaviors In addition chapters describe treatments for discrete mental health and behavior problems such as intellectual disabilities severe psychopathology autism ADHD substance abuse and aggression Topics featured in this handbook include Genetic disorders and dual diagnosis Assessment of anxiety in persons with dual diagnosis Aging with intellectual disabilities Feeding problems and assessment in individuals with dual diagnosis Pica in individuals with intellectual disability Treatment of social skills in dual diagnosis The Handbook of Dual Diagnosis is an essential reference for researchers graduate students clinicians and related therapists and professionals in clinical child and school psychology child and adolescent psychiatry social work developmental psychology behavioral therapy rehabilitation pediatrics and special education **The Special Education Sourcebook** Michael S. Rosenberg, Irene Edmond-Rosenberg, 1994 This resource guide will help special education and general education teachers working with children with developmental emotional physical and learning disabilities The sources described within can help them to understand and assess their students special learning needs and to learn about the most appropriate teaching approaches and strategies **Children's Perspectives on Integrated Services** Mary Kellett, 2011-09-06 Launching Palgrave's new Interagency Working in Health and Social Care series this book provides one of the first reflective assessments of the Every Child Matters legacy of New Labour Woven through with the voice of the child it examines the new landscape of children's services in both principle and practice **Assistive Technology**, 1992 *Bibliographic Index*, 1997 **Learning Disabilities**, 1998 **Whitaker's Book List**, 1991 *A Systems Perspective of Parenting* Thomas W. Roberts, 1994 Let's

face it the Leave It to Beaver family is close to extinction and American parents today must struggle with situations and challenges never encountered before Tom Roberts s comprehensive overview takes into account the changing roles of modern day parents The book and its systems perspective utilizes reframing or changing one s perspective to help end the cycle of ineffective parenting and establish new and more effective patterns of raising children Timely topics you ll read about include both parents functioning as a unit single parents blended families the influences of culture on parenting and current models of parent education including critiques of each model *Client Education* Dorothy E. Babcock, Mary Alice Miller, 1994 CLIENT EDUCATION THEORY AND PRACTICE provides comprehensive information on educating clients based upon their individual learning needs Focusing on the unique needs of clients this text helps nurses meet the various learning needs of children adults and older adults as well as ethnically diverse clients Strategies for analyzing planning implementing and evaluating client learning appear throughout the text **Publishers Weekly** ,1990 **Resources in Education** ,2001-10 **Education Manitoba** ,1992

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