

Torre Di Londra Test

James Howell

Executive Function(s): Conductor, Orchestra or Symphony? Towards a Trans-Disciplinary Unification of Theory and Practice Across Development, in Normal and Atypical Groups Lynne A. Barker, Nicholas Morton, 2018-08-30

There are several theories of executive function(s) that tend to share some theoretical overlap yet are also conceptually distinct, each bolstered by empirical data (Norman and Shallice, 1986; Shallice & Burgess, 1991; Stuss and Alexander, 2007; Burgess, Gilbert, & Dumentheil, 2007; Burgess & Shallice, 1996; Miyake et al., 2000). The notion that executive processes are supervisory, and most in demand in novel situations was an early conceptualization of executive function that has been adapted and refined over time (Norman & Shallice, 1986; Shallice, 2001; Burgess, Gilbert & Dumentheil, 2007). Presently there is general consensus that executive functions are multi-componential (Shallice, 2001), and are supervisory only in the sense that attention in one form or another is key to the co-ordination of other hierarchically organized 'lower' cognitive processes. Attention in this sense is defined as (i) independent but interrelated attentional control processes (Stuss & Alexander, 2007); (ii) automatic orientation towards stimuli in the environment or internally-driven thought (Burgess, Gilbert & Dumentheil, 2007); (iii) the automatically generated interface between tacit processes and strategic conscious thought (Barker, Andrade, Romanowski, Morton and Wasti, 2006; Morton and Barker, 2010); and (iv) distinct but interrelated executive processes that maintain, update and switch across different sources of information (Miyake et al., 2000). One problem is that executive dysfunction or dysexecutive syndrome (Baddeley & Wilson, 1988) after brain injury typically produces a constellation of deficits across social, cognate, emotional and motivational domains that rarely map neatly onto theoretical frameworks (Barker, Andrade & Romanowski, 2004). As a consequence there is debate that conceptual theories of executive function do not always correspond well to the clinical picture (Manchester, Priestley & Jackson, 2004). Several studies have reported cases of individuals with frontal lobe pathology and impaired daily functioning despite having little detectable impairment on traditional tests of executive function (Shallice & Burgess, 1991; Eslinger & Damasio, 1985; Barker, Andrade & Romanowski, 2004; Andrés & Van der Linden, 2002; Chevignard et al., 2000; Cripe, 1998; Fortin, Godbout & Braun, 2003). There is also some suggestion that weak ecological validity limits predictive and clinical utility of many traditional measures of executive function (Burgess et al, 2006; Lamberts, Evans & Spikman, 2010; Barker, Morton, Morrison, McGuire, 2011). Complete elimination of environmental confounds runs the risk of generating results that

cannot be generalized beyond constrained circumstances of the test environment (Barker, Andrade & Romanowski, 2004). Several researchers have concluded that a new approach is needed that is mindful of the needs of the clinician yet also informed by the academic debate and progress within the discipline (McFarquhar & Barker, 2012; Burgess et al., 2006). Finally, translational issues also confound executive function research across different disciplines (psychiatry, cognitive science, and developmental psychology) and across typically developing and clinical populations (including Autism Spectrum Disorders, Head Injury and Schizophrenia – Blakemore & Choudhury, 2006; Taylor, Barker, Heavey & McHale, 2013). Consequently, there is a need for unification of executive function approaches across disciplines and populations and narrowing of the conceptual gap between theoretical positions, clinical symptoms and measurement.

Stem, steam, computational thinking and coding: Evidence-based research and practice in children's development Stamatios Papadakis, Michail Kalogiannakis, Ali Ibrahim Can Gözü, 2023-03-13

BVN 12-18 Maria Gugliotta, 2009 La BVN 12-18 è una batteria di test per la valutazione neuropsicologica delle principali funzioni cognitive (linguaggio, memoria, percezione, attenzione, ecc.) in ragazzi dai 12 ai 18 anni, che completa la BVN 5-11 per l'età evolutiva. Essa consente a psicologi clinici e neuropsicologi di individuare singoli disturbi in ambiti specifici e di definire un profilo generale delle competenze mnemoniche, prassiche, visuospatiali, ecc. Il volume presenta una sintesi dei dati teorici ed empirici a disposizione rispetto allo sviluppo cerebrale e neurofunzionale in adolescenza, i dati normativi e psicometrici e alcuni esempi di applicazioni in ambito clinico. Contiene inoltre il Manuale per l'esaminatore, che fornisce le informazioni per una corretta somministrazione delle prove, il Protocollo di registrazione per l'assegnazione e il riepilogo dei punteggi e il Fascicolo test, con il materiale cartaceo da sottoporre al ragazzo. I dati normativi sono stati ottenuti su un campione rappresentativo di adolescenti italiani dai 12 ai 18 anni.

BIA. Batteria italiana per l'ADHD per la valutazione dei bambini con deficit di attenzione-iperattività. Con DVD e CD-ROM Gian Marco Marzocchi, Anna Maria Re, Cesare Cornoldi, 2010

Nuovo dizionario delle disabilità, dell'handicap e della riabilitazione Renato Pigliacampo, 2009

Naturalmente Diversi Nancy Fazzini, Ramona Sorricchio, 2025-04-28 T00:00:00+02:00 1240.459

Training and Enhancing Executive Function Gian Marco Marzocchi, Maria Carmen Usai, Steven J. Howard, 2020-10-27
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Trattato italiano di psichiatria Alessandro Rossi,2006

Lexicon Tetraglotton, an English-French-Italian-Spanish Dictionary: Whereunto is Adjoined a Large Nomenclature of the Proper Terms (in All the Four) Belonging to Several Arts and Sciences ... Divided Into Fiftie Two Sections; with Another Volume of the Choicest Proverbs in All the Said Tounes, (consisting of Divers Compleat Tomes) and the English Translated Into the Other Three ... Moroeover, There are Sundry Familiar Letters and Verses Running All in Proverbs ... By the Labours, and Lucubrations of James Hovvell James Howell,1660

Catalogue of the London Library London Library,1913

TOL. Torre di Londra. Test di valutazione delle funzioni esecutive (pianificazione e problem solving). Con CD-ROM Giuseppina Sannio Fancello,Claudio Vio,Carlo Cianchetti,2006 Il test Torre di Londra (TOL) valuta le abilità di decisione strategica e di problem solving in bambini dai 4 ai 13 anni. Si basa sull'utilizzo di uno strumento (contenuto nella scatola) costituito da tre pioli di diversa lunghezza, nei quali sono infilate tre biglie (una rossa, una verde e una blu): il soggetto deve spostare queste biglie in un certo numero di mosse in modo da ottenere la configurazione indicata dall'esaminatore. Il test, di cui in questo volume si propone la standardizzazione italiana, effettuata su un totale di 1.772 soggetti, è utile nei casi in cui si voglia valutare se il bambino possiede alcune funzioni esecutive, fondamentali tanto nella vita quotidiana, quanto in una serie di apprendimenti complessi (per esempio nella stesura del piano di esecuzione di un compito, nella soluzione di problemi matematici, ecc.). Grazie alla sua semplicità di applicazione e all'attendibilità della valutazione, il TOL è uno degli strumenti maggiormente utilizzati attualmente in vari contesti clinici e sperimentali. Al volume è allegato un CD-ROM che contiene copia degli allegati, dei protocolli stampabili e dei dati normativi, e due strumenti per la somministrazione del test. Patrocini istituzionali Università di Padova - Fac. Psicologia

Giornale Italiano di Psicologia ,2008

Alliance News ,1891

TOL. Torre di Londra. Test di valutazione delle funzioni esecutive (pianificazione e problem solving)

Giuseppina Sannio Fancello,Claudio Vio,Carlo Cianchetti,2021

Robert Southwell, the Writer Pierre Janelle,1971

L'amministrazione e il diritto amministrativo inglese von Gneist (Rudolf),Maurice Vauthier,1896

Forme di governo delle democrazie nascenti Ettore Rotelli,2005

Trivium ,1966

Le cose che non sappiamo William Hartston,WILLIAM HARTSON,2012-04-12T00:00:00+02:00 Da «Acqua» a «Yeti», questa carrellata di 501 cose ignote ha il pregio di dare risalto - una volta tanto -- a ciò che non sappiamo. E scorrendo i capitoli di questo libro è sorprendente vedere quante siano le cose che effettivamente restano fuori dalla nostra portata. In

molti casi si tratta di cose che crediamo di sapere, salvo che a un esame più ravvicinato queste presunte conoscenze finiscono per mostrare tutta la loro enigmaticità. La nostra ignoranza è grande ed è una fortuna che sia così: questo libro vuole tesserne l'elogio perché, come diceva Confucio, «La vera conoscenza è sapere i limiti della nostra ignoranza». Come si formano i cristalli di ghiaccio? In che modo Socrate si guadagnava da vivere? Perché l'armadillo si ammala di lebbra? Perché la caffeina distrugge la regolarità delle tele dei ragni? Per quanto tempo resta cosciente una testa recisa dal corpo? Il lievito può pensare? Fino a quanto può contare un topo? La prossima settimana piovgerà?... Sono alcuni dei 501 deliziosi casi di ignoranza umana. A quanto pare, più cose capiamo e più siamo consapevoli di quelle che non conosciamo, e più ci sentiamo motivati a scoprire e conoscere. Come disse Benjamin Franklin: «La soglia del tempio della sapienza è la consapevolezza della nostra ignoranza».

Enciclopedia filosofica ,2006

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