

Communication and Learning difficulties



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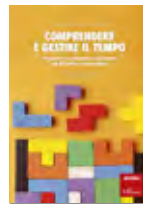
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I. Cacopardo and P. Macarone Palmieri

SPEECH THERAPY WORKSHOPS FOR EXECUTIVE FUNCTIONS

Activities for intervention with children aged 4 to 6

This book proposes workshops aimed at developing domain-specific complex cognitive functions, such as **language, self regulation and reasoning**, through the strengthening of **nuclear executive functions**. The book is addressed to all professionals dealing with childhood and the **enhancement of cross-cognitive functions**, especially speech therapists, psychologists and neuro and psychomotor therapists.



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- **The first part** with simple and fun activities for understanding and managing time;
- **The second part** with exercises to facilitate the acquisition of time-related skills.

The Appendix provides three questionnaires to be used by children, parents and teachers for the assessment of skills before and after the programme, and **additional online learning materials**.



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The book *Integrated Training for SLD* is a training programme which invites teachers, parents and students to collaborate **to help students with SLD aged between 9 and 14 years gain skills and confidence in their abilities**. It presents **activities** to strengthen the skills that present greater difficulties (dyslexia, dysorthography, dysgraphia, dyscalculia) and **can be used in school and/or outpatient contexts**.



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The guide offers suggestions and useful indications to successfully manage typical problem behaviors associated with dyslexia, suggesting which attitudes to adopt and which ones to avoid. The reason for each behavior is explained in a few brief phrases, followed by indications and an in-depth analysis on the topic.

The author, Filippo Barbera, reports his own experience as a primary school teacher and person with SLD.

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This series was conceived by Itala Riccardi Ripamonti, a speech therapist and university lecturer and the founder of «Centro Ripamonti Onlus» in Cusano Milanino, which is one of the most qualified Italian centres for diagnosing and treating hearing, language, behavioural and learning problems.

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A practical and direct volume that **illustrates what assistive technologies are**, and how these can become a **collective, useful, and inclusive tool to support teaching and learning**. Through a series of contributions that offer different perspectives on the topic, this book offers **theoretical, technical, and operational considerations and indications on the relationship between assistive technology and the construction of accessible environments at school**.



Marino Bottà

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Methods and tools for accompaniment, inclusion, and evaluation

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This book is a complete and innovative manual on the inclusion of people with disabilities in the world of work, which combines scientific rigour with adaptable and flexible tools. This volume, in fact, offers a series of **evaluation and verification forms** to help those who work in the field of inclusion **create a targeted and effective work accompaniment path**. It introduces a brief historical and legislative overview, reviewing the role and functions of associations, of services, and of the figure of the *disability manager*.



Maria Turati

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A new volume of the Step by Step series, edited by experts in the Relational Social Work Method. This volume is a **practical and simple guide that helps social workers in planning and organizing a life project with people with disabilities**. The four proposed steps:

- The evaluation;
- Participatory planning;
- Writing the project;
- The implementation (or redesign).

The author explains the four steps proposed through a series of compilation examples, methodological boxes, operational tools and interesting food for thought.



Sira Miola, Caterina Daniela Lago, Daniele Bordignon, Lorella Meggiolaro and Maria Rodighiero

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Programmes and didactic strategies for inclusive physical education

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I'm playing too, proposes **10 learning units, inspired by the baskin principles, to transform sports and movement games into inclusive games**. It explains the motivation, objectives, ways to propose the activities, the structuring, and the timing in detail, along with offering practical suggestions.

Through the subdivision into roles and the adaptation of the rules, each pupil, with or without disabilities, more or less "good", fast or strong, will be able to express the maximum of his/her potential and contribute equally to the result of the team, in a climate of healthy competition.

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Antonella Ruggieri, Luigi Russo

I'LL DO IT!

Stories and activities for developing personal autonomy

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The book considers its main objective to be the **acquisition and enhancement of domestic and primary care skills** through individualized educational programmes. Illustrated stories and visual aids are therefore the suggested educational strategies. Three short stories, accompanied by images illustrating specific social situations, introduce the themes developed in the book: personal autonomy in general, dental hygiene and domestic autonomy skills are the main focuses. Each story is followed by some **activity proposals to reinforce and expand the contents** treated and to **consolidate the learning of the skills**.



Flavio Fogarolo and Claudia Munaro

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Self-built didactic tools for educational and support activities

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This book offers suggestions and ideas for **improving the quality and the use of personalized tools** to meet the individual needs of each pupil, reducing building costs, both in terms of time necessary to create them and of economic expense. Various easy-to-make or easy-to-source tools are presented, all illustrated with colour photos and **practical instructions** on their use in teaching. The tools and activities refer mostly (but not exclusively) to educational projects centred on the development of autonomy and basic relational competences, for improving school inclusion.



Heidrun Demo

Open Teaching and Inclusion

Principles, methodologies and tools for primary and secondary school teachers

Open teaching — meaning the one that is open to the initiatives and choices of pupils, which entrusts the teacher with the role of observer and guide — represents an important alternative and innovation.

The book introduces the **theoretical references** and **methodological principles** of open teaching and sets out activities and practical strategies for applying it from an inclusive perspective in primary and secondary schools.

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Daniela Bulgarelli

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A text that responds to the need for focus and concentration on a theme that is often described by nursery school educators and coordinators as critical, due to a lack of didactic material upon which to base **professional reflection and good practices**.

The volume examines the observation of the child with signs of difficulty, and the possible measures and strategies that can be implemented to facilitate the child's development. Interviews with experts and parents as well as specific examples complete this book.



Luigi D'Alonzo

DIFFERENTIATED TEACHING FOR INCLUSION

Methods, strategies and activities

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This book questions a crucial issue for schools of all levels: **how to offer educational teaching programmes which are effective for all students**, despite the increased heterogeneity of each school stage. The complexity of students' personal needs is exploding and often only marginally concerns pupils with deficits. By illustrating the theoretical foundations and taking cues from the most recent outcomes of scientific research, the author describes the methodology of differentiated teaching and provides ideas for example activities, **adaptable to different settings**.



Chiara Leoni, Loretta Pavan

Early Cognitive Enhancement in Intellectual Disability: the Pre-Instrumental Learning Programme- PILP Volume 3

A practical guide that contains a series of **proposals for early cognitive enhancement**, designed to be applicable to all children, but in particular to those who have an intellectual disability. Each activity is described in detail with timely operational indications and explanatory photographs and is designed **to develop the concept of Number and Higher Order Cognitive Processes**. The PILP, **Pre-Instrumental Learning Path**, is an **early cognitive enhancement path** built with the aim of helping children develop the **cognitive strategies and thought processes underlying any learning**, necessary for future autonomy.

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Autonomy Cards

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Taking care of the house

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Illustration of the action



Icon showing the action deck



Description of the action



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Name of the action deck and progressive number of the sequence action



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The Checklist for Autonomy

Materials for evaluating and teaching autonomy skills in cases of complex disabilities

A book that contains **46 practical checklists for the acquisition, observation and evaluation of many autonomy skills** at home, at school, at work and in leisure time. Thanks to the breakdown of each task into a (modifiable) sequence of detailed actions, the checklists **facilitate learning by the person with disabilities and allow for verification by the care-worker**, who can document the type of help provided and the progress achieved on the summary sheets.

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Created by Carlo Scataglini to address the main topics of history, geography and science for the lower secondary school

Each volume of *The Essentials* is composed of a ring-binder and 120 worksheets on the main topics from the **history, geography and science programmes in years one and two**.



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The series proposes **material, activities and exercises for teaching the basics of autonomy to children and adolescents with intellectual disabilities.**



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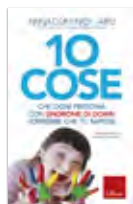


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Anna Contardi

10 THINGS THAT EVERY PERSON WITH DOWN'S SYNDROME WANTS YOU TO KNOW

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On the occasion of the 40th anniversary of the Italian Association of Down's People, Anna Contardi, the national coordinator, illustrates the **10 key points that everyone needs to know in order to relate to a person with Down's Syndrome.** The author puts herself in the shoes and heads of people with Down's Syndrome, imagining that they themselves are communicating with the reader.



Iacopo Melio

IT'S EASY TO TALK ABOUT DISABILITY (IF YOU REALLY KNOW HOW TO DO IT)

The right communication for an inclusive world

136 PAGES
ISBN 978-88-590-3033-1 | € 16,00

The volume illustrates **how to describe disability in a fair and neutral way.** It draws an effective guideline towards truly universal inclusion, easily eradicating certain bad habits through new, more empathic perspectives. **Disability does not exist. It is society that creates it, whenever it does not provide a person with the right tools to express his/her skills.**



Paola Venuti, Giovanna Gison,
Ersilia Vallefuoco

SUPER. UNITARY SYSTEM IN EDUCATIONAL AND REHABILITATIVE PLANNING

Sheet for the observation and design
of educational interventions

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The SUPER observation form is designed to **document, customise and generalise intervention** with children with autism spectrum disorder, responding to the main recommendations from several lines of evidence-based research and protocols identified for clinical and educational practice in autism spectrum disorder.



Maria Cristina Caselli, Daria Riva

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Between nature and culture

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This volume offers a review of the most **recent studies on sex and gender differences in cognitive and behavioural profiles during developmental age in some clinical populations.**



Stefania Molteni and Eleonora Farina

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in children

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This book, **targeting psychologists, educators, teachers and parents of children with high cognitive functioning autism spectrum disorders**, offers activities based on experimentation and small group work, with the aim of **increasing children's creative potential** and their **social-relational and emotional competences**, in particular fluidity, flexibility, originality and elaboration; sharing, communication and collaboration in group work; ability to exchange ideas with others and reflect on experiences had and emotions felt.



Irene Cristina Mammarella,
Andrea Canevaro, Chiara Salvato

INTERVENTION FOR SOCIAL AND RELATIONAL DIFFICULTIES

Cognitive-behavioural programme
on social skills for children and young
people with autism, ADHD and other
NDDs

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A complete and well structured programme to **help children and young people with socio-relational difficulties to interact and to communicate better.**



Maria Cristina Caselli, Virginia Volterra

FROM ACTION TO LANGUAGE IN CHILDREN WITH TYPICAL AND ATYPICAL DEVELOPMENT

A cognitive and socio-semiotic
perspective

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The volume offers a review of studies conducted on the **continuity between actions, gestures, and language** in children with typical and atypical development. The five chapters of the book offer **insights for new research and clinical practice** with the aim of rethinking communication and language in relation to motor and cognitive development, and the surrounding environment.



Rossella Fracchiolla

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Methodology and tools for an
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The volume aims to raise awareness on the subject of **sensoriality in Autism Spectrum Disorders**, with the aim of promoting the understanding and reading of behaviors that are considered apparently bizarre by the "normal typical" world. It shows how **the sensory deficit can represent a resource** and a strength for **developing, enhancing and valuing specific skills** through a **validated intervention model.**



Sara Rosati and Norma Urbinati

TRAINING SOCIO-PRAGMATIC SKILLS

Illustrated stories for children with
autism spectrum disorder and other
communication deficits

120 PAGES

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For those working in the field of child and adolescent language disorders, and more generally developmental disorders, the difficulty some children and adolescents have with «non-literal» linguistic expressions is well-known and easily found in both spoken and written language.



Stefano Cainelli

MUSIC THERAPY AND AUTISM

An intervention method for children
and adolescents for the development
of social skills

160 PAGES

ISBN 978-88-590-2604-4

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This volume proposes an innovative method of **habilitation/rehabilitation** intervention based on a **specialized use of music** for the **development of social skills in children and adolescents with autism spectrum disorders.**

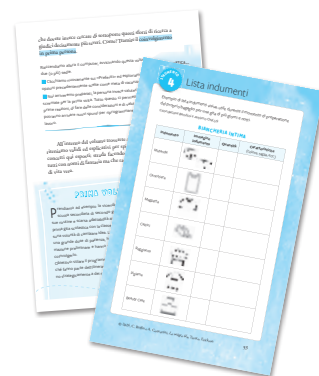


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Cinzia Raffin, Alessandra Convertini The Blue Suitcase

Organize holidays and trips with children with autism

A useful volume that **helps parents or caregivers in difficulty to organize trips — long holidays or short outings — together with children with autism.** In addition to practical indications, short explanations and case examples, this volume provides **a series of tools to be reused to operationally organize the trip**, such as checklists, organizers, etc. Advice and indications are not just theoretical, but are always placed in working situations. The boxes and graphic elements contained in the volume make reading pleasant and light.



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Elisa Cancellieri, Agnese Raspa SOCIAL STORIES WITH AAC 1

Personal care and hygiene, emotions and behaviour

The book collects 40 short social stories written with the **symbols of Augmentative Alternative Communication (AAC)** which clearly and simply describe **situations, routines, behaviours, skills and emotions** identified as among **the most frequent in children aged 3-4 years and up** (the age at which you begin to develop autonomy and the ability to choose and manage emotions).



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Biagio Bagini and Chiara Mangione BARE FEET AND DINOSAURS

Asperger stories for all children

A series of **short and long stories** in which the voices and thoughts of **boys and girls with Asperger's syndrome** intertwine. Tales are based on **real and fictional events** and written in the third person. Each story is accompanied by Massimo Alfaioli's color illustrations, and it is one of the very few examples of **"fiction" aimed directly at children and adolescents with Asperger's syndrome.** This book also allows classmates and friends to learn more about children with Asperger's syndrome.

SOCIAL STORIES

Three new illustrated books with ACC!

A new series of illustrated books written in ACC (Augmentative Alternative Communication) symbols which is aimed at those with complex communication needs, but also at those taking their first steps in reading. In fact, AAC **supports the linguistic and communicative** understanding of children through the use of graphic symbols. Colourful, educational and fun, these illustrated books simply describe everyday adventures, both big and small, through a social story dedicated to a particular autonomy:

- the first volume tells the story of Giulia's **ability to brush her teeth**;
- the second volume tells the story of Luca and **saying goodbye to his parents**;
- the third volume helps little ones **embark on a journey** through Youssef's story.

Social stories can be read in different contexts: at home, at school, with relatives or brothers/sisters, and in rehabilitation centers.

LET'S LEARN HOW TO BRUSH YOUR TEETH WITH GIULIA 44 PAGES ISBN 978-88-590-3652-4 | € 13,50

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Maria Antonella Costantino

Making up Stories and Books With AAC

IN-books for inclusion and early intervention

This book has grown out of experience with children, families, schools and social workers in the field of Augmentative and Alternative Communication (AAC); it **introduces IN-books—illustrated books drawn from children’s literature**, printed with symbols that are personalized for each child.

260 PAGES | ISBN 978-88-6137-776-9 | € 21,50



Maria Antonella Costantino

Childhood and Adolescence
Neuropsychiatrist



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CLASSIC TALES WITH AAC

These books present the most famous tales as IN-books, books which are **richly illustrated** and based on the texts of the *Easy Classics* series, written entirely with Augmentative and Alternative Communication (AAC) symbols.

Literary classics for young people, which thus become an **important resource for all children**, to be shared and also listened to as audiobook using the mp3 file that can be downloaded for free.



Carlo Scataglini

A specialised teacher and trainer in remediation and support. He has published a number of books and CD-ROMs for remediation and support.



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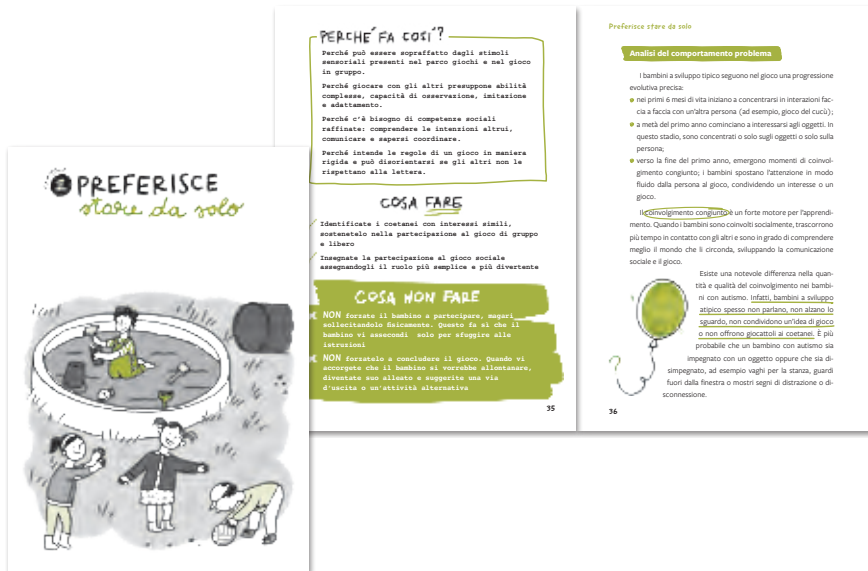
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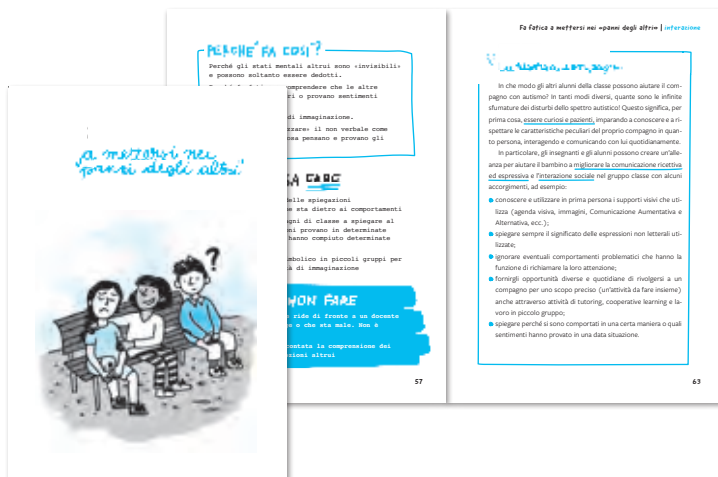
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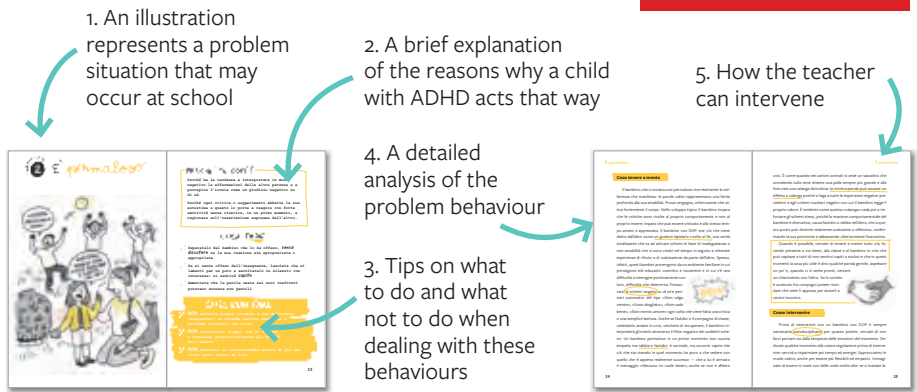
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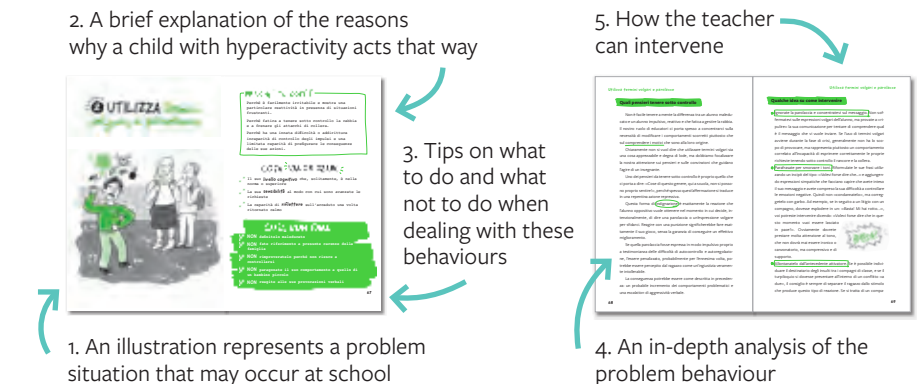
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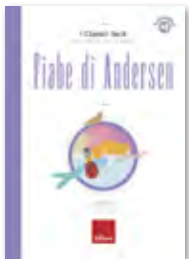
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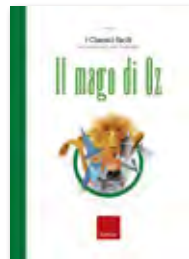


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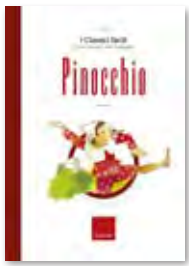
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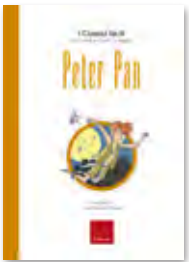
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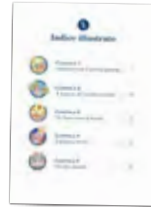
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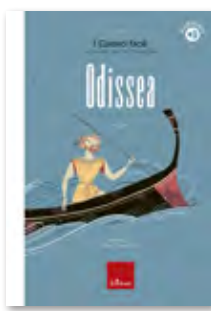
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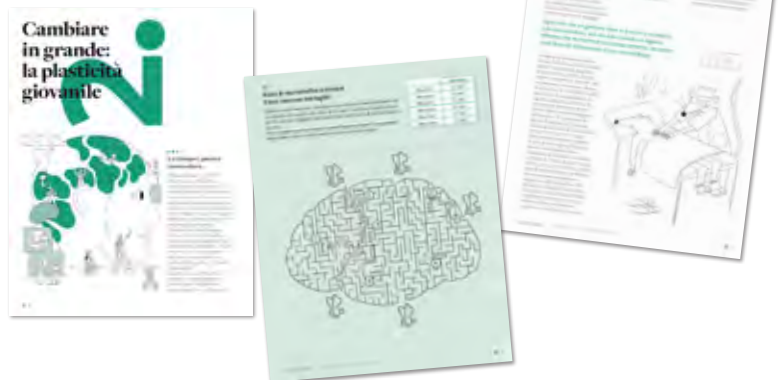


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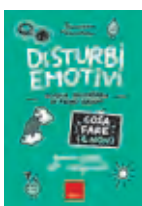
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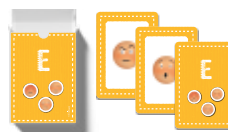


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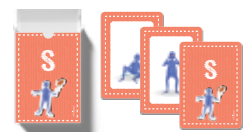
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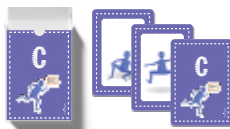
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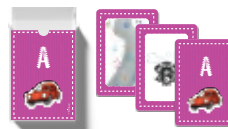
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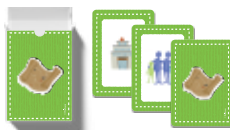
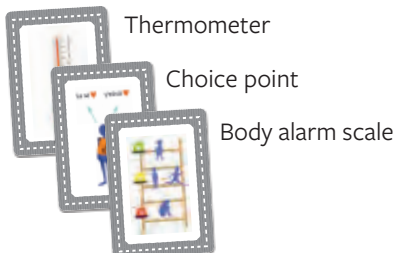


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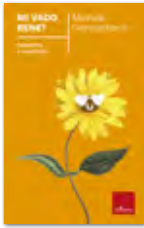
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INDEX

#

IT'S UP TO ME	106
10 IN SCIENCE	76
10 THINGS THAT EVERY PERSON WITH DOWN'S SYNDROME WANTS YOU TO KNOW	89
100 PAGES ON.....	59
101 IDEAS FOR USING ARTIFICIAL INTELLIGENCE IN THE CLASSROOM	80
150 GAMES IN MOVEMENT	22
150 GAMES IN MOVEMENT 2	22
150 LOGIC-PERCEPTION GAMES	22

A

A COUNTRY CALLED LISTEN-LAND	26
A DOUBLE-SIDED BOARD	18
A GYM FOR THE MIND	116
A GYM FOR THE MIND AT THE MUSEUM	116
A MANIFESTO OF THE RELATIONAL SOCIAL WORK METHOD	119
A SHIP FULL OF... DOODLES, SHAPES AND MAZES	28
A SPACESHIP FULL OF... DRAWINGS, GAMES AND PRE-WRITING ACTIVITIES	28
A SPOOKY CHRISTMAS	42
A THOUSAND AND ONE STORIES	53
A THOUSAND THEATERS	53
A WORKBOOK FRIEND	71
ACT&KIDS	111
ACTIVE BREAKS AT SCHOOL	46
ACTIVE GEOGRAPHY FOR PRIMARY SCHOOL	56
ACTIVE STORIES	15, 100
ADDITION AND SUBTRACTION TABLES	32
ADHD AND HOMEWORK	96
ADHD IN ADULTS	96
ADHD: WHAT TO DO AND WHAT TO AVOID	95
AGEING ACTIVELY	117
AKHENATEN'S TOMB	73
ALGEBRA IN YOUR POCKET	73
ALL EARS	118
AM I OK?	113
AN ACTIVE MIND	116
ANALOGICAL MAXITABLET	13, 33
ANALOGICAL STRIPS	33
ARITHMETIC IN YOUR POCKET	73
ATLAS OF RELIGIONS	103
AUTISM: WHAT TO DO AND WHAT TO AVOID	93
AUTISM: WHAT TO DO AND WHAT TO AVOID - KINDERGARTEN	27
AUTOBIOGRAPHICAL STORYTELLING WITH THE WRW METHOD	78
AUTONOMY CARDS	88

B

BABACADABRA	54
BARE FEET AND DINOSAURS	91
BEAT AND REPEAT	30
BEAT MATHEMATICS ANXIETY	38
BEAT YOUR OBSESSIONS	112
BEING INCLUSIVE	86
BODY, GAME AND PSYCHOMOTRICITY	118
BRAIN TEASER GAMES	65
BREAKING DOWN PROBLEMS	35

BUILDING A LIFE PLAN WITH PEOPLE WITH DISABILITY - STEP BY STEP SERIES	86
BUILDING INCLUSIVE ENVIRONMENTS WITH TECHNOLOGY	86
BUILDING THE NEW IEP	70
BULLYING: WHAT TO DO AND WHAT TO AVOID	110

C

CAPRICIOUS CURLY AND PERFECT BETTY	98
CARDS TO ENRICH THE LEXICON	55
CHILD REMOVAL STEP BY STEP	118
CHILDREN OF THE INTERNET	106
CLASSIC TALES WITH AAC	92
COGNITIVE CIRCUIT TRAINING	116
COGNITIVE-BEHAVIOURAL THERAPY FOR OBSESSIVE-COMPULSIVE DISORDER	108
COMMUNITY SOCIAL WORK STEP BY STEP	120
CONCENTRATION AND CALM WITH PATTERNS AND MANDALAS	36
CONQUERING THE MULTIPLICATION TABLES	49
COOPERATIVE LEARNING IN PRACTICE	66
COPING POWER AT NURSERY SCHOOL	12
COPING POWER IN PRE-SCHOOL	26
COPING POWER IN PRIMARY SCHOOL	67
COPING POWER IN SECONDARY SCHOOL	80
COPING WITH SOCIAL ANXIETY	112
COUNSELLING TECHNIQUES IN SOCIO-HEALTHCARE CONTEXTS	119
CREATIVITY WORKSHOPS FOR AUTISM	90
CYBERBULLYING AT SCHOOL	80

D

DEBATE WORKSHOP AT PRIMARY SCHOOL	66
DESTINATION BELLATRIX	73
DEVELOPING CREATIVITY WITH THE SQUARE CODE	38
DIAGNOSING SPECIFIC LEARNING DISORDERS	83
DIFFERENTIATED TEACHING FOR INCLUSION	87
DISCOVERING CHESS LAND	46
DISCOVERING TRIANGLES WITH GEOMETRIKO	75
DIVISION TABLE	32
DO I LOVE YOU OR DON'T I?	113
DO YOU AGREE?	79
DOCUMENTATION AT NURSERY SCHOOL STEP BY STEP	12
DOMINOPLAY	49
DOODLING WITH COLOURS	16
DYSLEXIA: WHAT TO DO AND WHAT TO AVOID	83

E

EARLY COGNITIVE ENHANCEMENT IN INTELLECTUAL DISABILITY: THE PRE-INSTRUMENTAL LEARNING PROGRAMME - PILP - VOLUME 3	87
EARLY IDENTIFICATION OF LEARNING DIFFICULTIES/CIFRA CHECKLIST	83
EASY CLASSICS	51, 102
EASY ENGLISH: GRAMMAR	77
EASY SCIENCE	60
EASY SCIENCE FOR LOWER SECONDARY SCHOOL YEAR THREE	76
ECOANXIETY	110
EDUCATE ACCORDING TO NATURE IN AND OUTDOORS	60

EDUCATE FOR READING WITH THE WRW	78	I DISCOVER ENGLISH: MY FIRST WORDS ABOUT... NATURE.....	24
EDUCATIONAL DAY IN PRACTICE AT PRE-SCHOOL.....	21	I EXPLORE NATURE.....	20
ELDERLY EMOTIONAL WELL BEING PROGRAMME.....	117	I GROW, I LEARN	29
ELDERLY PEOPLE IN ACTION.....	117	I WANT TO BE NUMBER 2	98
EMDR THERAPY.....	108	I'LL DO IT!.....	86
EMOTION HUNT.....	99	I'M DONE, NOW WHAT? MATHEMATICS 1	37
EMOTIONAL DISORDERS: WHAT TO DO AND WHAT TO AVOID.....	110	I'M PLAYING TOO.....	86
EMOTIONS IN RELATIONSHIPS.....	67	IDDPE- DIAGNOSTIC INTERVIEW FOR PSYCHOPATHOLOGICAL.....	110
ENGLISH IN YOUR POCKET	63	DISORDERS IN CHILDREN AND ADOLESCENTS	70
ENGLISH IS SERVED.....	64	IEP IN PRACTICE.....	55
ENGLISH WORKSHOP FROM A TO ZEBRA.....	62	ILLUSTRATED DICTIONARY	61
ENHANCING SELF-ESTEEM IN PRE-SCHOOL.....	26	ILLUSTRATED ENGLISH DICTIONARY	58
AND PRIMARY SCHOOL.....	71	IMPERIAL ROME MISSION	16
ENIGMATIC-MIND 1	71	IMPROVING FINE MOTOR SKILLS - VOL. 1	16
ENIGMATIC-MIND 2	58	IMPROVING FINE MOTOR SKILLS - VOL.2.....	70
ESCAPE FROM PREHISTORY.....	82	INCLUSIVE IEP.....	46
EVALUATION AND CARE OF CHILDREN OF MIGRANTS.....	96	INDIANA FOX AND THE SECRET OF THE HIPPOPIANS	40
EVALUATION AND INTERVENTION FOR EXECUTIVE.....	12	INSPECTOR NUMBERS' BRIEFCASE	83
FUNCTIONS IN THE DEVELOPMENTAL AGE.....	23, 100	INTEGRATED TRAINING FOR SLD.....	90
EXPLORING AND DISCOVERING THE WORLD.....	67	INTERVENTION FOR SOCIAL AND RELATIONAL DIFFICULTIES	89
		IT'S EASY TO TALK ABOUT DISABILITY (IF YOU REALLY.....	25
		KNOW HOW TO DO IT).....	
		IT'S LOGICAL, MRS TIGER!.....	
F		J	
FACED WITH THE UNEXPECTED	98	JOURNEY TO THE CENTER OF THE EARTH.....	103
FAMILY PARTY	34	JOURNEYS INTO THE PAST WITH JEANNE.....	58, 104
FIFTH CLASS MATHS.....	16	THE ARCHAEOLOGIST.....	
FINE MOTOR SKILLS WORKSHOP.....	13		
FIRST LEAPS.....	23, 100	K	
FIRST LEAPS IN READING.....	67	KINDERGARTEN IS AN ORCHESTRA.....	22
FIRST MAPS.....	66		
FIRST STEPS IN READING AND WRITING AT PRIMARY SCHOOL.....	75	L	
WITH THE WRW - WRITING AND READING WORKSHOP.....	119	LAPBOOKS IN KINDERGARTEN.....	17
FORMULAND.....	34	LAYLA IN THE LAND OF THE SNOW KING	104
FOUNDATIONS OF RELATIONAL SOCIAL WORK METHOD.....	90	LEARNING MATHEMATICS WITH PEER TUTORING	21
FOURTH CLASS MATHS.....	82	LET'S CHANGE PERSPECTIVE.....	67
FROM ACTION TO LANGUAGE IN CHILDREN WITH.....	12	LET'S DO SCHOOL OUTSIDE.....	38
TYPICAL AND ATYPICAL DEVELOPMENT.....	12	LET'S LEARN ARITHMETIC WITH THE EQUALS GAME.....	56
FROM EVALUATION TO INTERVENTION.....	119	LET'S SAVE THE EARTH!	105
FROM ME TO US.....	36	LIFE OF A BEE TOLD BY HERSELF.....	105
FROM ME TO US - 2-3 YEARS.....	95	LIFE OF A TREE TOLD BY ITSELF.....	105
FUTURE DIALOGUES.....	98	LIFE OF AN ATOM TOLD BY ITSELF.....	24
	43	LITTLE ENGLISH EXPLORERS	113
G		LIVING WITH MULTIPLE SCLEROSIS.....	45
GAIA'S JOURNEY INTO EMOTIONS.....	36	LOGIC MYSTERIES.....	32
GEOMETRY ON THE FLY	95	LOGICAL ANALYSIS TABLES.....	84
GIFTEDNESS AND TALENT: WHAT TO DO AND WHAT.....	98	LOGOLAB	84
TO AVOID.....	43	LOGOLAB SPEECH THERAPY BOOK.....	84
GOOD NIGHT CHILDREN.....	110	LOGOLAB STARTER KIT SPEECH THERAPY	108
GULLIVER'S MATHS.....	105	LOVE ADDICTION.....	
	57		
H		M	
HANDBOOK OF DEVELOPMENTAL PSYCHOPATHOLOGY.....	65	MAKING UP STORIES AND BOOKS WITH AAC	92
HE STARTED IT!.....	118	MANAGE RELATIONAL DIFFICULTIES AND PROMOTE.....	80
HISTORY MYSTERIES.....	27	PRO-SOCIAL BEHAVIOUR IN CLASS.....	106
HOLIDAY HOMEWORK.....	27, 95	MANY ACTIVITIES TO DO TOGETHER IN THE FIRST 3 YEARS.....	67
HOME INTERVENTION WITH VULNERABLE FAMILIES.....		MAPS WORKSHOP.....	44
"HYPERACTIVITY, IMPULSIVITY AND INATTENTION:.....		MATEMAGICS 1-2-3.....	74
WHAT TO DO AND WHAT TO AVOID QUICK GUIDE.....		MATH, WHAT A CHALLENGE!.....	37
FOR TEACHERS - KINDERGARTEN".....		MATHEMATICAL ADVENTURES WITH THE POP-IT.....	38
HYPERACTIVITY, IMPULSIVITY AND INATTENTION:.....		MATHEMATICS WITH 90 MINI-BOOKS - 1ST GRADE.....	37
WHAT TO DO AND WHAT TO AVOID.....		MATHEMATICS WITH THE POP-IT.....	14
		MATHEMATICS WITH YOUR FINGERS.....	41
I		MATHS IN YOUR POCKET.....	98
I AM A SUPER(HERO) SOCIAL WORKER.....	120	ME AFTER YOU	
I BREATHE I LEARN	29		
I DISCOVER ENGLISH: MY FIRST WORDS ABOUT... ..	24		
I DISCOVER ENGLISH: MY FIRST WORDS ABOUT... MY DAY.....	24		

MERITRE AND THE SPECTER OF THE VALLEY OF THE KINGS	104	PSYCHOMOTRICITY AND LEARNING	22
MINDFULNESS AND WELL-BEING AT SCHOOL	67	PSYCHOSOCIAL CARE FOR PEOPLE WITH DEMENTIA	117
MINDFULNESS FOR ADHD AND NEURO-DEVELOPMENT DISORDERS	96	PSYCHOTHERAPY MANUAL FOR THE LGBTQIA+ POPULATION	108
MINDFULNESS FOR BEHAVIORAL DISORDERS	110	Q	
MINI MYSTERIES OF TEXT COMPREHENSION THE CASES OF LUCY AND HENRY	52	QUICK FINGERS	49
MONSTER ENGLISH	62	QUICK GESTURES	30
MONSTER WHO?	64	R	
MONSTROUS PROBLEMS AT HOTEL DE TENEBRIS	43	READING A LEAF	20
MONTESORI METHOD	31	READING BETWEEN THE LINES	114
MONTESORI STORIES FOR FRAIL ELDERLY PEOPLE	117	RELATIONAL SOCIAL WORK METHOD	119
MONTESORI TEACHING TOOLS	32	RESPECTFUL AND RESPECTED PARENTS	106
MONTESORI'S EDUCATIONAL ALBUM FOR TEACHERS	31	S	
MOVE THE SCHOOL	67	SAVING MY PLANET	106
MULTIPLICATION TABLE	32	SCHOOL TIME	98
MUMMY'S MAGNET	98	SCIENCE ON THE FLY	59
MUSIC THERAPY AND AUTISM	90	SEEING GEOGRAPHY	56
MY ENGLISH EXERCISES	77	SENSORY WORKSHOPS FOR THE TREATMENT OF AUTISM SPECTRUM DISORDERS	90
MY HEART IS A STRAWBERRY SLUSH	98	SEQUENCES AND RELATIONSHIPS	84
MY MATHEMATICAL EXERCISES	72	SEX AND GENDER DIFFERENCES IN TYPICAL AND ATYPICAL DEVELOPMENT	90
MY RUCKSUCK P.E.S.C.A.	111	SEX EDUCATION AND AFFECTIVE EDUCATION AT PRIMARY LEVEL	67
MYSTERY IN ENGLISH	63	SING AND MOVE	62
MYSTERY IN MESOPOTAMIA	58	SIX LITTLE PIXIES IN MY HEART	99
N		SIX LITTLE PIXIES IN THE WORLD OF EMOTIONS	14, 99
NARRATING SCIENCE	60	SIX LITTLE PIXIES IN THE WORLD OF NUMBERS	14
NEURO-PSYCHOMOTOR ACTIVITIES FOR CHILDREN WITH SELF-REGULATORY DEFICITS AND ADHD	96	SIX LITTLE PIXIES PLAYING WITH EMOTIONS	99
NUMBERS AND QUANTITIES WORKSHOP	14	SKETCHNOTES IN THE CLASSROOM	80
NUMBERS ON THE ROAD	30	SOCIAL (PRAGMATIC) COMMUNICATION DISORDER	82
NUMERARY	33	SOCIAL STORIES	91
NUMERIC INTELLIGENCE MINI MYSTERIES	40	SOCIAL STORIES WITH AAC 1	91
O		SOLIDS ON THE FLY WITH STRAWS	36
ODD - OPPOSITIONAL DEFIANT DISORDER: WHAT TO DO AND WHAT TO AVOID - LOWER AND UPPER SECONDARY SCHOOL	94	SOLVING PROBLEMS IN PRIMARY SCHOOL	43
ODD - OPPOSITIONAL DEFIANT DISORDER: WHAT TO DO AND WHAT TO AVOID - PRIMARY SCHOOL	94	SPATIALITY AND PREGRAPHICS WORKSHOP	16
ON THE TRACKS OF HISTORY	57	SPEECH THERAPY WORKSHOPS FOR EXECUTIVE FUNCTIONS	82
OPEN TEACHING AND INCLUSION	87	SR 4-5 SCHOOL READINESS MATERIALS	29
ORIGAMI IN YOUR HANDS	17	SROTOLAB	19
OUTDOOR DIDACTICS	67	SROTOLAB - COLLECTIVE WORKSHOPS WITH HERVÉ TULLET AND ALESSANDRA FALCONI	19
OUTDOOR EDUCATION WITH PHILOSOPHY	25	SROTOLAB - OUTSIDE AND INSIDE NATURE	19
OVERCOMING ANXIETY CRISES AND AGORAPHOBIA WITH COGNITIVE-BEHAVIOURAL THERAPY	113	STEP-BY-STEP TEAM MANAGEMENT	120
OVERCOMING DEPRESSION	112	STIMULATING ACTIVITIES WITH THE ELDERLY	116
P		STOP PANIC ATTACKS	113
PATTERNS ON THE LINES	36	STORIES FROM THE EMOTIONS FAMILY	98
PHILOSOPHICAL CHALLENGES	80	STORIES IN MOTION	23
PHILOSOPHICAL RIDDLES	66	STORK? WHAT STORK?!	98
PHILOSOPHICAL WONDERS	25	STRONGER IN MENTAL CALCULATION - LEVEL 1	35
PLAY IN THE FIRST YEAR OF LIFE	12	STRONGER IN SOLVING PROBLEMS	35
PLAY TOGETHER	84	SUPER. INTEGRATED AUTISM OBSERVATION SHEET	90
PLAY WITH YOUR BRAIN!	109	T	
PLAYSCAPE	58, 73	TABLET OF ENGLISH RULES	77
POINTS OF VIEW CHATS AND THE NET	79	TABLET OF MATHS RULES	72
PRACTICAL GUIDE TO PHOTOVOICE	120	TABLOTTO	48
PRACTICE ATTENTION AND CONCENTRATION	27	TABLOTTO 4-6	48
PRAGMATICS IN CONVERSATION	82	TABLOTTO ENGLISH 8+	48
PROBLEM SOLVING	82	TAKING CARE OF A FRAGILE ELDERLY PERSON	117
PSYCHOLOGY OF PSYCHO-AFFECTIVE AND SEXUAL DEVELOPMENT	110	TEACHER LARISSA'S ENGLISH BRIEFCASE	64
		TEACHERS' GUIDE - PRIMARY SCHOOL	83
		TEACHING COMPETENCES IN KINDERGARTEN	21
		TEACHING HISTORY WITH COMICS, MANGA AND ANIME	57

TEACHING STATIONS: NUMBERS 0-99	44	TINKERING CODING MAKING	66
TEXT OBJECTIVES	88	TINKERING CODING MAKING 11-13 YEARS	80
THAT'S LOGICAL, MR OCTOPUS!	25	TINKERING CODING MAKING 4-6 YEARS	17
THE ABC'S OF MY EMOTIONS 4-7 YEARS	22	TRAINERS GREEN WITH ENVY	98
THE ADVENTURES OF SHERLOCK HOLMES	103	TRAINING ATTENTION IN PRE-SCHOOL AGE	26
THE ANALOGICAL METHOD	8	TRAINING EXECUTIVE FUNCTIONS IN KINDERGARTEN	15
THE ARGUMENTATIVE TEXT WITH THE WRW METHOD	78	TRAINING FOR THE DEVELOPMENT	
THE ART OF MENDING YOUR HEART	113	OF CONSTRUCTIVE PRAXIS	17
THE ARTIST'S BRIEFCASE	18	TRAINING SOCIO-PRAGMATIC SKILLS	90
THE BETROTHED	103	TRAUMA AND PSYCHOPATHOLOGY	110
THE BLUE SUITCASE	91		
THE BORTOLATO ANALOGICAL METHOD	8	U	
THE BRIEFCASE FOR STARTING OFF... FIRST GRADE	47	UNDERSTANDING AND OVERCOMING TRAUMA	113
THE CASE OF ENGLISH RULES	61	UNIVERSAL MATHEMATICS EDUCATION FOR CLASSES 4-5	44
THE CASE OF MATHS RULES	41	UNIVERSAL TEACHING: MATHEMATICS FOR GRADES 1-2-3	44
THE CHECKLIST FOR AUTONOMY	88	UNUSUAL ADVENTURES	53
THE CLASS IS AN ORCHESTRA	67		
THE COGNITIVE ORGANISERS AND FACILITATORS	51, 102	W	
THE COLOR RACE	30	WATCH OUT FOR THE LETTERS	54
THE DIARY OF ANNE FRANK	103	WATCH OUT FOR THE RHOMBUS	47
THE EFFECTIVE MANAGEMENT OF THE CLASSROOM	80	WATCH OUT SERIES	27
THE ESSENTIALS	88	WE ARE MEMORY	80
THE EXPOSITORY TEXT WITH THE WRW METHOD	78	WHAT IS THE COLOUR OF HAPPINESS?	105
THE FEREA PROGRAMME (3-18 YEARS)	96	WHAT'S IT ABOUT?	98
THE FOX TELLS HER STORY	50, 101	WHO DO YOU TELL?	106
THE GREAT FIRE	50, 101	WHO IS AFRAID OF MATHEMATICS?	39
THE HISTORY CASE	57	WITNESSED VIOLENCE AND HELP PROGRAMMES	
THE ICP STEP BY STEP	117	FOR CHILDREN	118
THE ILIAD	103	WORKBOOK FOR MANAGING ADHD IN ADULTHOOD	96
THE INCLUSIVE NURSERY SCHOOL AND CHILDREN		WORKBOOK FOR OVERCOMING DEPRESSION	112
WITH DISABILITIES	87	WORKBOOK FOR OVERCOMING OBSESSIONS	112
THE KAMISHIBAI OF MARILÚ AND THE FIVE SENSES	23	WORKBOOK FOR OVERCOMING SOCIAL ANXIETY	112
THE LAND OF ORIGAMI	17	WORKING PROGRAMMES FOR THE TRANSITION	
THE LAND OF ORIGAMI 2	17	TO PRIMARY SCHOOL	29
THE LEARNING STATIONS	44	WORKSHOP FOR DEVELOPING ATTENTION	
THE LINE OF 100	34	AND COGNITIVE ABILITIES	26
THE LINE OF 1000 AND OTHER CALCULATION TOOLS	34	WORKSHOPS ABOUT THE COLOURS OF	
THE LINE OF 20	33	THE FOUR SEASONS	20
THE LITTLE PIRATES	28	WORKSHOPS FOR AUTONOMY	89
THE MATHEMATICAL MYSTERIES OF VILLA TENEBRA	42	WORKSHOPS FOR THE DEVELOPMENT OF LINGUISTIC AND	
THE MINI BLOCK PADS	25	COMMUNICATION SKILLS	24
THE MONELLI FAMILY GOES ON VACATION	65	WORKSHOPS IN NATURE: THE 4 SEASONS	20
THE MONTESSORI METHOD AND FRAIL ELDERLY	117	WORKSHOPS WITH NATURAL MATERIALS	20
THE OCCUPATIONAL INCLUSION OF PEOPLE		WRITERS ON THEIR WAY TO PRIMARY SCHOOL	
WITH DISABILITIES	86	WITH THE WRW - WRITING AND READING WORKSHOP	66
THE ODYSSEY	103	WRITING AND READING WORKSHOP SERIES	78
THE PROFESSOR'S LABORATORY	73	WRITING IN SOCIAL WORK STEP BY STEP	120
THE REALISTIC STORY WITH THE WRW METHOD	78		
THE SCHEMA THERAPY FOR PATHOLOGICAL NARCISSISM	108	X	
THE SECRETS OF ATHENS	58	X GAME	47
THE TEACHER'S GUIDE	18		
THERE WAS A PIRATE	30	Y	
THREE KITTENS, THREE STORIES	50, 101	YOU ARE MEMORY	66
THROW THE BAIT AND FISH!	30	YOU BECOME A WRITER	78
TIMES TABLES ON THE FLY	36	YOU COUNT	48



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