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This text provides discussion on the abstract topic of the psychology of language. Using an information-processing approach, it brings the current developments and controversies in psycholinguistics to students in a comprehensive style.

This thorough revision and update of the popular second edition contains everything the student needs to know about the psychology of language: how we understand, produce, and store language.

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Parents of children with disabilities confront a number of challenges and may be at risk for depressive or trauma-related symptoms. Changes in family roles and routines can cause stress for parents, siblings, and extended family alike as they confront multiple issues, including behavioural problems and frequent healthcare needs. Despite such challenges, many families derive a sense of meaning from facing their difficulties in a positive way. This book surveys the most recent empirical research on families of children with disabilities and provides guidelines and strategies for the developmental and family psychologists who support these clients. The book follows a

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developmental progression, first examining the immediate effects that a child's disability can have on his or her family and looking at the changes that occur as the child grows and faces new challenges. In doing so, the author examines studies employing a variety of methodologies, including quantitative research, meta-analyses, and qualitative methods such as narrative analysis. The book also describes cognitive behavioural interventions and programs that train parents to more effectively manage child behavioural problems and thereby improve family well-being.

How do we manage to speak and

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Understand language? How do children acquire these skills and how does the brain support them? This book provides a fascinating personal history of the men and women whose intelligence, brilliant insights, fads, fallacies, cooperations, and rivalries created the discipline we call psycholinguistics.

This volume is derived from presentations given at a conference hosted in Boulder, Colorado in honor of the 60th birthday of Walter Kintsch. Though the contents of the talks, and thus the chapters, varied widely, all had one thing in common -- they were inspired to some degree by the work of Walter Kintsch. When making

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plans for an edited book centered around this conference, the editors had a primary goal: to acknowledge the wide variety of researchers and research areas Kintsch had influenced. As a consequence, one of the more unusual elements of this volume is the diversity of the contributors. Researchers from six different countries contributed chapters to this book which is loosely organized around three main thrusts of Kintsch's work: * text-based representations that explain how meaning in a text is constructed, * situation models which represent what the text is about rather than what a text literally says, and * the construction-integration model, Kintsch's most recent work in

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The book describes how Edward Tolman developed a theory of purposive behaviour within the behaviourist era of American psychology.

What happens when objects behave unexpectedly or fail to do what they 'should'? Who defines failure? Is failure always bad? Rather than viewing concepts such as failure, incoherence or incompetence as antithetical to social life, this innovative new book examines the unexpected and surprising ways in which failure can lead to positive and creative results. Combining both theoretical and ethnographic approaches to failure, The

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Material Culture of Failure explores how failure manifests itself and operates in a variety of contexts. The editors present ten ethnographic encounters of failure – from areas as diverse as design, textiles, religion, beauty, and physical failure – covering Europe, North America, Asia, Africa, and the Arabian Gulf. Identifying common themes such as interpersonal, national and religious articulations of power and identity, the book shows some of the underlying assumptions that are revealed when materials fail, designs crumble, or things develop unexpectedly. The first anthropological study dedicated to theorizing failure, this innovative collection offers fresh

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Insights based on the latest scholarship. Destined to stimulate a new area of research, the book makes a vital contribution to material culture studies and related social science theory.

Leadership studies today resembles a bewildering diversity of theories, concepts, constructs and approaches, struggling in huge part for meaning, relevance and impact. As Dennis Tourish so eloquently puts it, much of the literature suffers from 'unrelenting triviality' and 'sterile preoccupations'. Seeking to create a clean break from this current state of leadership studies, *After Leadership* begins with the premise of a post-apocalyptic world where only

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fragments of 'leadership science' now remain, echoing Alisdair McIntyre's imagining of such a scene as the basis for re-establishing the foundations and focus of moral theory. From these fragments, the authors seek to construct a new leadership studies that challenges much of the established thinking on leadership, exposes its limitations and biases, and, most importantly, seeks to construct the foundations of a more inclusive, participatory, bold, relational and social platform for leadership in the future. After Leadership thus imagines a brave new world where what leadership is and what we seek from it can be developed anew, rather than remaining bound up in the

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problematic traditions and preoccupations that characterise leadership studies today. Offering both full length chapter explorations that explore new ways of understanding and practicing leadership, as well as shorter essays that aim to provoke further reflection on leadership and what we seek of it, *After Leadership* offers a uniquely critical and creative collection that will inspire students, scholars and leadership educators to reconsider their understanding and practice of leadership.

Developing Language and Literacy: Effective Intervention in the Early Years describes successful intervention programmes to improve the

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phonological skills, vocabulary, and grammar of young children at risk of reading difficulties.

Presents two structured intervention programmes to provide support for young children with language and literacy difficulties Describes clearly how to improve the language and foundation literacy skills of young children in the classroom Includes information about how to assess research, and how to monitor and design intervention strategies for use with individual children Helps teachers to develop an understanding of the intervention and research process as a whole Additional journal content to support this title is available [click here](#)

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