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additional needs; Inclusion; Terminology; Assessing additional needs; Autism Spectrum Conditions and Asperger's syndrome; Dyslexia; Dyspraxia; Down's syndrome; ADHD; Speech, language and communication difficulties; Sensory impairment; Physical impairment Bilingual and multilingual pupils Looked after children; Gifted and talented pupils; Pupils with poor working memory; Putting it all together; 5. Managing behaviour for learning; Introduction; Aspects of culture, upbringing, home circumstances and physical and emotional health that could influence the pupil's interactions with others; Intervention strategies; Developing thinking skills: giving choices and stating consequences; Being proactive: monitoring the group to spot signs of conflict at an early stage; 6. Establishing effective working relationships with pupils and colleagues
Basic principles of effective communication with pupils Techniques of active listening; Four levels of listening; Interpreting non-verbal communication; Basic principles of working with groups; Basic principles of effective working relationships with colleagues; 7. Self-esteem, motivation and independent learners; Definitions of self-esteem and self-concept; Factors that affect the development of self-esteem and self-concept; Strategies that will enhance self-esteem; The relationship between self-esteem and achievement; Motivation; Factors that promote independence
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Sommario/riassunto

How can you help students most effectively in the classroom? As a Teaching Assistant, you play a vital role in today's schools. This fully updated new edition will help you get to grips with the main issues to do with psychology and its role in the processes of teaching and learning. This accessible text, building on the success of a best-selling previous edition, provides informative, yet down-to-earth commentary with clear examples of how you can apply this knowledge in everyday practice. The book addresses issues including: how to support I
