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Autore	Hozmi Benjamin
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Nota di contenuto	Part 1: The Emotional World of Adults with Complex Learning Disabilities -- Chapter 1: Complex Learning Disabilities: A Systematic Perspective -- Chapter 2: The Emotional World of Adults with Complex Learning Disabilities -- Part 2: Identity of Capability -- Chapter 3: Identity and Complex Learning Disabilities -- Chapter 4: Identity of Capability -- Chapter 5: Paradigms that Promote and Detain Building an Identity of Capability -- Part 3: "The Three – Step Approach to Building an Identity of Capability" -- Chapter 6: Increasing Self – Love -- Chapter 7: The Second Step – Increasing Love for Others -- Chapter 8: The Third Step - Vision, Happiness, and Fulfillment -- Part 4: The Working Model for Groups in "Identity of Capability – Introduction to Practical Psychology" -- Chapter 9: Integration and Striving for Equality

in Academic Studies -- Chapter 10: What is Cognitive Accessibility in the Academia? -- Chapter 11: The Power of the Group in Building an Identity of Capability -- Chapter 12: The Introductory Discussion with Candidates for the Program -- Part 5: Empowering Teaching – Meaningful Learning in an Inclusive Climate -- Chapter 13: What is Empowering Teaching?.

Sommario/riassunto

This textbook focuses upon understanding the importance of building an identity of capability as a means of growth, giving, and living a rich and satisfying personal and interpersonal life for people with complex learning disorders. Through this book, teachers will gain a greater understanding of the emotional world of these students and will be able to ‘tune in’ and build trust. The volume presents tools for facilitating ‘empowered teaching’ which supports teachers to create a learning climate that will enable students with complex learning disorders to build trust, gain understanding, and promote development. Establishing an identity of capability will enable students in general, and adults with complex learning disabilities in particular, to identify their true strongpoints, to conceptualize them, and to place them at the forefront of their self-image. The text provides many lively examples for empowering teaching and for implementing the principles of intervention and teaching to students with complex learning disorders as presented in the book. It offers a revision of the teacher’s role and tools for creating an accepting climate within the class that will enhance learning processes.
