

| | |
|-------------------------|--|
| 1. Record Nr. | UNINA9910818852303321 |
| Autore | Bentham Susan <1958-> |
| Titolo | A Teaching Assistant's Guide to Child Development and Psychology in the Classroom [[electronic resource]] : Second edition |
| Pubbl/distr/stampa | Hoboken, : Taylor and Francis, 2012 |
| ISBN | 0-203-82948-4 |
| Edizione | [2nd ed.] |
| Descrizione fisica | 1 online resource (227 p.) |
| Disciplina | 305.231 |
| Soggetti | Child development Child development --Handbooks, manuals, etc Child psychology Child psychology --Handbooks, manuals, etc Teachers' assistants Teachers' assistants --Handbooks, manuals, etc Education Social Sciences Theory & Practice of Education |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Description based upon print version of record. |
| Nota di contenuto | Front Cover; A Teaching Assistant's Guide to Child Development and Psychology in the Classroom; Copyright Page; Contents; List of illustrations; Acknowledgements; Introduction; Definitions of reflection and the reflective practitioner; Ways to reflect: the reflective account; Ways to reflect: the professional dialogue; Final comments; 1. Basic principles underlying pupil development and learning; Intellectual and cognitive skills; Language and communication skills; Social and emotional skills; Specific skills and abilities; Summary; 2.Learning support strategies Learning strategies as a way to promote effective learningSpecific skills; Emotional responses; Reflection; 3.Learning styles; Barriers to effective learning; Learning styles; Adapting learning support strategies to accommodate different types of learning style; Learning styles, personalized learning and assessment for learning; 4.Pupils with 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
Strategies designed to encourage independence
Glossary; Bibliography; Index

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 l
