

# Contents

<i>List of figures</i>	ix	
<i>About the author</i>	xi	
<i>Acknowledgements</i>	xiii	
<b>1</b>	<b>Introducing psychology in the classroom</b>	<b>1</b>
	• What is psychology?	1
	• A very brief history of psychology	7
	• The psychology of education and about this book	11
<b>2</b>	<b>An overview of child and adolescent psychological development</b>	<b>14</b>
	• Theories of cognitive development	14
	• Issues in socioemotional development	20
	• Systemic and contextual models of development	26
	• Implications for educators	28
<b>3</b>	<b>The self, self-esteem, and self-esteem enhancement through educational practice</b>	<b>31</b>
	• The self and society	31
	• Psychological models of selfhood	32
	• Defining and towards a working model of self-esteem	33
	• An existential-analytic model of selfhood and self-esteem	34
	• Developmental aspects of selfhood and self-esteem	37
	• Family and peer influences on the development of self-esteem	39
	• Self-esteem and educational attainment	41
	• Self-esteem enhancement through teaching and educational practice	42
	• Implications for educators	44

4	<b>Intelligence, learning styles and educational attainment</b>	47
	• Traditional views of intelligence	47
	• Intelligence testing	48
	• Is intelligence 'in the genes'? The 'nature versus nurture' debate	49
	• Multiple intelligences	52
	• Intelligence and educational attainment	54
	• Emotional intelligence	56
	• A model of learning styles	57
	• Implications for educators	60
5	<b>Positive discipline, conflict resolution and co-operative learning in schools</b>	64
	• What is meant by positive discipline?	64
	• Conflict resolution and conflict management	66
	• Understanding social groups	69
	• Co-operative learning	75
	• Implications for educators	79
6	<b>Thinking about special educational needs</b>	81
	• General and specific learning difficulties	82
	• Autistic spectrum disorders	87
	• Attention deficit hyperactivity disorder	91
	• Implications for educators	95
7	<b>Preventing and countering bullying behaviour and cyber-bullying in schools</b>	98
	• What is school bullying?	98
	• Types of bullying behaviour	100
	• Bullying behaviour and cyber-bullying in schools: the evidence	102
	• Key issues for schools and school staff	104
	• Practical ideas for anti-bullying work in schools	106
	• Implications for educators	113
8	<b>Dealing with prejudice – racism, homophobia and alterophobia in schools</b>	116
	• Racism, ethnic bias and schools	117
	• The psychology of prejudice and attitude formation	122
	• Homophobia and schools	124
	• Alterophobia and schools	128
	• Implications for educators	130

9	Stress and stress management for teachers and educators	132
	• The physiology of stress	132
	• Understanding the psychology of stress	133
	• Psychological and physical ways of coping with stress	139
	• Stress and the teaching profession: avoiding burnout	142
	• Implications for educators	146
10	Conclusions	148
	<i>References</i>	151
	<i>Index</i>	167