EDUC4173: Relationships and Behavior



1

de Souza Vasconcelos, E.F.: 'I Can See You': An Autoethnography of My Teacher-Student Self. 16, 415-440 (2011).

2.

Gelter, H.: Why is reflective thinking uncommon. Reflective Practice. 4, 337–344 (2003). https://doi.org/10.1080/1462394032000112237.

3.

Mason, J.: Researching your own practice: the discipline of noticing. Routledge, Abingdon, Oxfordshire (2002).

4.

Moon, J.A.: A handbook of reflective and experiential learning: theory and practice. Routledge, Abingdon, Oxon (2004).

5.

Moon, J.A.: Learning journals: a handbook for reflective practice and professional development. Routledge, Abingdon, Oxon (2006).

6.

Freiberg, H.J., Brophy, J.E.: Beyond behaviorism: changing the classroom management

paradigm. Allyn and Bacon, Needham Heights, Massachusetts (1999).

7.

Ayers, H., Clarke, D., Murray, A.: Perspectives on behaviour: a practical guide to interventions for teachers. David Fulton, London (2000).

8.

Maslow, A.H.: Motivation and personality. Harper & Row, New York (1987).

9.

Porter, L.: Behaviour in schools: [theory and practice for teachers]. Open University Press, Berkshire (2014).

10.

Newell, S., Jeffery, D.: Behaviour management in the classroom: a transactional analysis approach. David Fulton, London (2002).

11.

Stoiber, K.C., Gettinger, M.: Functional assessment and positive support strategies for promoting resilience: Effects on teachers and high-risk children. Psychology in the Schools. 48, 686–706 (2011). https://doi.org/10.1002/pits.20587.

12.

Banda, D.R., Hart, S.L., Kercood, S.: Decreasing Disruptive Vocalizations of a Student With High-Functioning Autism Across Three General Education Classrooms. Preventing School Failure: Alternative Education for Children and Youth. 56, 104–109 (2012). https://doi.org/10.1080/1045988X.2011.592167.

13.

McIntosh, K., Brown, J.A., Borgmeier, C.J.: Validity of Functional Behavior Assessment

Within a Response to Intervention Framework: Evidence, Recommended Practice, and Future Directions. Assessment for Effective Intervention. 34, 6–14 (2008). https://doi.org/10.1177/1534508408314096.

14.

Nordness, P.D., Swain, K.D., Haverkost, A.: A Screening Matrix for an Initial Line of Inquiry. Intervention in School and Clinic. 47, 245–251 (2012). https://doi.org/10.1177/1053451211424597.

15.

Cipani, E.: Functional behavioral assessment, diagnosis, and treatment: a complete system for education and mental health settings. Springer, New York (2018).

16.

Dunlap, G., Fox, L.: Function-Based Interventions for Children With Challenging Behavior. Journal of Early Intervention. 33, 333–343 (2011). https://doi.org/10.1177/1053815111429971.

17.

Martella, R.C.: Comprehensive behavior management: individualized, classroom, and schoolwide approaches. SAGE, Thousand Oaks, California (2012).

18.

Morningstar, M.E., Frey, B.B., Noonan, P.M., Ng, J., Clavenna-Deane, B., Graves, P., Kellems, R., McCall, Z., Pearson, M., Bjorkman Wade, D., Williams-Diehm, K.: A Preliminary Investigation of the Relationship of Transition Preparation and Self-Determination for Students With Disabilities in Postsecondary Educational Settings. Career Development and Transition for Exceptional Individuals. 33, 80–94 (2010). https://doi.org/10.1177/0885728809356568.

19.

Leung, A.S.M.: Learning through Personal Development at the Hong Kong Institute for Vocational Education. International Journal of Learning and Development. 3, (2013).

https://doi.org/10.5296/ijld.v3i1.3126.

20.

Taplin, M.: Silent sitting: a cross-curricular tool to promote resilience. International Journal of Children's Spirituality. 16, 75–96 (2011). https://doi.org/10.1080/1364436X.2011.580730.

21.

Leung, A.S.M.: Learning through Personal Development at the Hong Kong Institute for Vocational Education. International Journal of Learning and Development. 3, (2013). https://doi.org/10.5296/ijld.v3i1.3126.

22.

Weinstein, N., Ryan, R.M.: A self-determination theory approach to understanding stress incursion and responses. Stress and Health. 27, 4–17 (2011). https://doi.org/10.1002/smi.1368.

23.

Wehmeyer, M.L., Palmer, S.B., Shogren, K., Williams-Diehm, K., Soukup, J.H.: Establishing a Causal Relationship Between Intervention to Promote Self-Determination and Enhanced Student Self-Determination. The Journal of Special Education. 46, 195–210 (2013). https://doi.org/10.1177/0022466910392377.

24.

Firth, N., Frydenberg, E., Steeg, C., Bond, L.: Coping Successfully with Dyslexia: An Initial Study of an Inclusive School-Based Resilience Programme. Dyslexia. 19, 113–130 (2013). https://doi.org/10.1002/dys.1453.

25.

Shea, T.M., Bauer, A.M., Walker, J.E.: Behavior management: a practical approach for educators. Pearson Education, Boston, Massachusetts (2012).

Kamps, D., Wills, H.P., Heitzman-Powell, L., Laylin, J., Szoke, C., Petrillo, T., Culey, A.: Class-Wide Function-Related Intervention Teams: Effects of Group Contingency Programs in Urban Classrooms. Journal of Positive Behavior Interventions. 13, 154–167 (2011). https://doi.org/10.1177/1098300711398935.

27.

Rogers, B.: Classroom behaviour: a practical guide to effective teaching, behaviour management and colleague support. Sage, London (2015).

28.

Jennifer H. Coffey, Robert H. Horner: The Sustainability of Schoolwide Positive Behavior Interventions and Supports. Exceptional Children. 78, (2012).

29.

Blair, K.-S.C., Fox, L., Lentini, R.: Use of Positive Behavior Support to Address the Challenging Behavior of Young Children Within a Community Early Childhood Program. Topics in Early Childhood Special Education. 30, 68–79 (2010). https://doi.org/10.1177/0271121410372676.

30.

Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., Schellinger, K.B.: The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. Child Development. 82, 405–432 (2011). https://doi.org/10.1111/j.1467-8624.2010.01564.x.

31.

Roffey, S.: Changing behaviour in schools: promoting positive relationships and wellbeing. SAGE, London (2011).

32.

Kamps, D., Wills, H.P., Heitzman-Powell, L., Laylin, J., Szoke, C., Petrillo, T., Culey, A.:

Class-Wide Function-Related Intervention Teams: Effects of Group Contingency Programs in Urban Classrooms. Journal of Positive Behavior Interventions. 13, 154–167 (2011). https://doi.org/10.1177/1098300711398935.

33.

Chitiyo, M., Wheeler, J.J.: Challenges Faced by School Teachers in Implementing Positive Behavior Support in Their School Systems. Remedial and Special Education. 30, 58–63 (2008). https://doi.org/10.1177/0741932508315049.

34.

Scott, T.M., Anderson, C.M., Alter, P.: Managing classroom behavior using positive behavior supports. Pearson Education, Upper Saddle River, New Jersey (2012).

35.

Clough, P.: Handbook of emotional & behavioural difficulties. SAGE, London (2005).

36.

Sharabi, A., Margalit, M.: The Mediating Role of Internet Connection, Virtual Friends, and Mood in Predicting Loneliness Among Students With and Without Learning Disabilities in Different Educational Environments. Journal of Learning Disabilities. 44, 215–227 (2011). https://doi.org/10.1177/0022219409357080.

37.

Canney, C., Byrne, A.: Evaluating Circle Time as a support to social skills development - reflections on a journey in school-based research. British Journal of Special Education. 33, 19–24 (2006).

38.

Cook, C.R., Gresham, F.M., Kern, L., Barreras, R.B., Thornton, S., Crews, S.D.: Social Skills Training for Secondary Students With Emotional and/or Behavioral Disorders: A Review and Analysis of the Meta-Analytic Literature. Journal of Emotional and Behavioral Disorders. 16, 131–144 (2008). https://doi.org/10.1177/1063426608314541.

Humphrey, N., Curran, A., Morris, E., Farrell, P., Woods, K.: Emotional Intelligence and Education: A critical review. Educational Psychology. 27, 235–254 (2007). https://doi.org/10.1080/01443410601066735.

40.

Humphrey, N., Kalambouka, A., Wigelsworth, M., Lendrum, A., Deighton, J., Wolpert, M.: Measures of Social and Emotional Skills for Children and Young People: A Systematic Review. Educational and Psychological Measurement. 71, 617–637 (2011). https://doi.org/10.1177/0013164410382896.

41.

Koster, M., Minnaert, A.E.M.G., Nakken, H., Jan Pijl, S., van Houten, E.J.: Assessing Social Participation of Students With Special Needs in Inclusive Education: Validation of the Social Participation Questionnaire. Journal of Psychoeducational Assessment. 29, 199–213 (2011). https://doi.org/10.1177/0734282910384065.

42.

Sellman, E.: Mediation matters: creating a peaceful school through peer mediation. LDA, Cambridge (2008).

43.

Lo, Y., Mustian, A.L., Brophy, A., White, R.B.: Peer-Mediated Social Skill Instruction for African American Males with or at Risk for Mild Disabilities. Exceptionality. 19, 191–209 (2011). https://doi.org/10.1080/09362835.2011.579851.

44.

Sellman, E.: Peer mediation services for conflict resolution in schools: what transformations in activity characterise successful implementation? British Educational Research Journal. 37, 45–60 (2011). https://doi.org/10.1080/01411920903419992.

Turnuklu, A., Kacmaz, T., Gurler, S., Sevkin, B., Turk, F., Kalender, A., Zengin, F.: The effects of conflict resolution and peer mediation training on primary school students' level of aggression. Education 3-13. 38, 13–22 (2010). https://doi.org/10.1080/03004270902760668.

46.

Cowie, H.: Peer Support as an Intervention to Counteract School Bullying: Listen to the Children. Children & Society. 25, 287–292 (2011). https://doi.org/10.1111/j.1099-0860.2011.00375.x.

47.

Cremin, H., ebrary, Inc: Peer mediation. Open University Press, Maidenhead, England (2007).

48.

Standing, V., Fearon, C., Dee, T.: Investigating the value of restorative practice: An action research study of one boy in a mixed secondary school. International Journal of Educational Management. 26, 354–369 (2012). https://doi.org/10.1108/09513541211227764.

49.

Sellman, E., Cremin, H., McCluskey, G.: Restorative approaches to conflict in schools: interdisciplinary perspectives on whole school approaches to managing relationships. Routledge, Abingdon, Oxon (2014).

50.

McCluskey, G., Kane, J., Lloyd, G., Stead, J., Riddell, S., Weedon, E.: 'Teachers are Afraid we are Stealing their Strength': A Risk Society and Restorative Approaches in School. British Journal of Educational Studies. 59, 105–119 (2011). https://doi.org/10.1080/00071005.2011.565741.

51.

Choi, J.J., Bazemore, G., Gilbert, M.J.: Review of research on victims' experiences in restorative justice: Implications for youth justice. Children and Youth Services Review. 34, 35–42 (2012). https://doi.org/10.1016/j.childyouth.2011.08.011.

52.

Chan, W.-C.: Family Conferencing for Juvenile Offenders: A Singaporean Case Study in Restorative Justice. Asian Journal of Criminology. 8, 1–23 (2013). https://doi.org/10.1007/s11417-011-9122-y.

53.

Morrison, B.E., Vaandering, D.: Restorative Justice: Pedagogy, Praxis, and Discipline. Journal of School Violence. 11, 138–155 (2012). https://doi.org/10.1080/15388220.2011.653322.

54.

Snow, P.C., Sanger, D.D.: Restorative Justice conferencing and the youth offender: exploring the role of oral language competence. International Journal of Language & Communication Disorders. 46, (2010). https://doi.org/10.3109/13682822.2010.496763.

55.

Cremin, H., Sellman, E., McCluskey, G.: Interdisciplinary Perspectives on Restorative Justice: Developing Insights for Education. British Journal of Educational Studies. 60, 421–437 (2012). https://doi.org/10.1080/00071005.2012.738290.

56.

Harris, N.S., Eden, K., Blair, A., ebrary, Inc: Challenges to school exclusion: exclusion, appeals, and the law. RoutledgeFalmer, London (2000).

57.

Gazeley, L.: The Role of School Exclusion Processes in the Re-Production of Social and Educational Disadvantage. British Journal of Educational Studies. 58, 293–309 (2010). https://doi.org/10.1080/00071000903520843.

Hendry, R.: Building and restoring respectful relationships in schools: a guide to using restorative practice. Routledge, Abingdon, Oxfordshire (2009).

59.

Ladd, G.W., Herald-Brown, S.L., Reiser, M.: Does Chronic Classroom Peer Rejection Predict the Development of Childrens Classroom Participation During the Grade School Years? Child Development. 79, 1001–1015 (2008). https://doi.org/10.1111/j.1467-8624.2008.01172.x.

60.

Rigby, K.: What can schools do about cases of bullying? Pastoral Care in Education. 29, 273–285 (2011). https://doi.org/10.1080/02643944.2011.626068.

61.

Rodkin, P.: Bullying and Children's Peer Relationships. 8, (2012).

62.

Faupel, A., Herrick, E., Sharp, P.: Anger management: a practical guide. Routledge, London (2011).

63.

Griffiths, E.: 'They're gonna think we're the dumb lot because we go to the special school': A teacher research study of how mainstream and special school pupils view each other. Research in Education. 78, 78–87 (2007). https://doi.org/10.7227/RIE.78.7.

64.

Miller, D., Moran, T.: Theory and practice in self-esteem enhancement: Circle-Time and efficacy-based approaches - a controlled evaluation. Teachers and Teaching. 13, 601–615 (2007). https://doi.org/10.1080/13540600701683549.

Burden, R.: Is dyslexia necessarily associated with negative feelings of self-worth? A review and implications for future research. Dyslexia. n/a-n/a (2008). https://doi.org/10.1002/dys.371.

66.

McLaughlin, C.: Emotional well-being and its relationship to schools and classrooms: a critical reflection. British Journal of Guidance & Counselling. 36, 353–366 (2008). https://doi.org/10.1080/03069880802364486.

67.

Ecclestone, K., Hayes, D.: The dangerous rise of therapeutic education. Routledge, Abingdon, Oxon (2009).

68.

Rogers, C.R., Freiberg, H.J.: Freedom to learn. Merrill, Upper Saddle River, New Jersey (1994).

69.

Schaafsma, D., Kok, G., Stoffelen, J.M.T., Curfs, L.M.G.: Identifying Effective Methods for Teaching Sex Education to Individuals With Intellectual Disabilities: A Systematic Review. The Journal of Sex Research. 52, 412–432 (2015). https://doi.org/10.1080/00224499.2014.919373.

70

Fitzgerald, C., Withers, P.: 'I don't know what a proper woman means': what women with intellectual disabilities think about sex, sexuality and themselves. British Journal of Learning Disabilities. 41, 5–12 (2013). https://doi.org/10.1111/j.1468-3156.2011.00715.x.

71.

Rahman, P.A., Farrah, S.B.B., Yau, M.K., Kamaralzaman, S.: Challenges in exploring

sexuality issues among women with physical disabilities in Malaysia. Vol 4, (2014).

72.

Rushbrooke, E., Murray, C.D., Townsend, S.: What difficulties are experienced by caregivers in relation to the sexuality of people with intellectual disabilities? A qualitative meta-synthesis. Research in Developmental Disabilities. 35, 871–886 (2014). https://doi.org/10.1016/j.ridd.2014.01.012.

73.

East, L.J., Orchard, T.R.: Somebody Else's Job: Experiences of Sex Education among Health Professionals, Parents and Adolescents with Physical Disabilities in Southwestern Ontario. Sexuality and Disability. 32, 335–350 (2014). https://doi.org/10.1007/s11195-013-9289-5.

74.

Klassen, R.M.: Teacher Stress: The Mediating Role of Collective Efficacy Beliefs. The Journal of Educational Research. 103, 342–350 (2010). https://doi.org/10.1080/00220670903383069.

75.

Howard, S., Johnson, B.: Resilient teachers: resisting stress and burnout. Social Psychology of Education. 7, 399–420 (2004). https://doi.org/10.1007/s11218-004-0975-0.

76.

Hartney, E., ebrary, Inc: Stress management for teachers. Continuum International Pub. Group, London (2008).

77.

Burton, D., Goodman, R.: Perspectives of SENCos and support staff in England on their roles, relationships and capacity to support inclusive practice for students with behavioural emotional and social difficulties. Pastoral Care in Education. 29, 133–149 (2011). https://doi.org/10.1080/02643944.2011.573492.

Breeman, L.D., Wubbels, T., van Lier, P.A.C., Verhulst, F.C., van der Ende, J., Maras, A., Hopman, J.A.B., Tick, N.T.: Teacher characteristics, social classroom relationships, and children's social, emotional, and behavioral classroom adjustment in special education. Journal of School Psychology. 53, 87–103 (2015). https://doi.org/10.1016/j.jsp.2014.11.005.

79.

Rogers, B.: The essential guide to managing teacher stress: practical skills for teachers. Pearson Education, Harlow, Essex (2012).

80.

Lloyd, G., Stead, J., Cohen, D.: Critical new perspectives on ADHD. Routledge, London (2006).

81.

DEBOO, G., PRINS, P.: Social incompetence in children with ADHD: Possible moderators and mediators in social-skills training. Clinical Psychology Review. 27, 78–97 (2007). https://doi.org/10.1016/j.cpr.2006.03.006.

82.

Glass, K., Flory, K., Martin, A., Hankin, B.L.: ADHD and comorbid conduct problems among adolescents: associations with self-esteem and substance use. ADHD Attention Deficit and Hyperactivity Disorders. 3, 29–39 (2011). https://doi.org/10.1007/s12402-010-0042-y.

83.

Shea, B., Wiener, J.: Social Exile: The Cycle of Peer Victmization for Boys with ADHD. Canadian Journal of School Psychology. 18, 55–90 (2003). https://doi.org/10.1177/082957350301800104.

84.

Wehmeier, P.M., Schacht, A., Barkley, R.A.: Social and Emotional Impairment in Children and Adolescents with ADHD and the Impact on Quality of Life. Journal of Adolescent Health. 46, 209–217 (2010). https://doi.org/10.1016/j.jadohealth.2009.09.009.

85.

Clough, P.: Handbook of emotional & behavioural difficulties. SAGE, London (2005).