Europa-Universität Flensburg
Abteilung Pädagogik und Didaktik zur Förderung
der emotionalen und sozialen Entwicklung

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Vorbemerkung:
Die im folgenden aufgelisteten Jahrgänge von Fachzeitschriften stammen aus zeitlich begrenzten
Abonnements oder Mitgliedschaften in internationalen Fachgesellschaften, und sind insofern natürlich
unvollständig. Sie können sich die einzelnen Hefte ausleihen und so unmittelbar Einblick in die ver-
schiedenen Theoriewelten erlangen. Die im zweiten Teil gelisteten und in Ordnern gehefteten Artikel
gehen auf Recherchen in Zusammenhang mit der Studiengangsentwicklung oder mit wissenschaftli-
chen Publikationen zurück. Es befinde sich noch mehr Artikel in der Abteilung, die jedoch noch nicht in
dieser Datei erfasst sind. Das Ganze dient dem Ziel, dass Sie leichter Zugang zur internationalen, eng-
lischsprachigen Literatur finden. Im nächsten Schritt können Sie dann selbstständig in die Internetda-
tenbanken der internationalen Journalen gehen und dort weiterrecherchieren. Folgen Sie Ihrer wissen-
schaftlichen Neugier! Viel Spaß beim Stöbern!

Teil I
Internationale Fachzeitschriften in der
Mediothek/Testothek des Instituts für Sonderpädagogik

• Behavioral Disorders: Journal of the Council for Children with Behavioral
  Disorders: Vol. 37 (2012), Hefte 3-4; Vol. 38 (2013), Hefte 1-4; Vol. 39 (2013), Heft 1;

• Beyond Behavior: A magazine exploring behaviors of children and youth: Vol.
  21 (2012), Heft 3; Vol. 22 (2012), Heft 1; Volume 22 (2013), Hefte 2-3; Vol. 23
  (2013), Heft 1; Vol. 23 (2014), Hefte 2-3; Vol. 24 (2015), Heft 1

• Childhood Education: Infancy through Early Adolescence: Vol. 85 (2008-09),
  Heft 2; Vol. 85 (2009), Hefte 3-6; Vol. 86 (2009), Heft 1; Vol. 86 (2009-10), Heft 2;
  Vol. 86 (2010), Hefte 3-6; Vol. 87 (2010), Heft 1; Vol. 87 (2011), Hefte 3-6

• Emotional & Behavioural Difficulties: Vol. 16 (2011), Hefte 3, 4; Vol. 17 (2012),
  Hefte 1-4; Vol. 18 (2013), Hefte 1-4; Vol. 19 (2014), Hefte 1-4; Vol. 20 (2015), Hefte
  1-4; Vol. 21 (2016), Hefte 1-4; Volume 22 (2017), Hefte 1-3

• European Journal of Teacher Education: Vol. 37 (2014), Hefte 1-4
• Exceptional Children: Vol. 79 (2012), Heft 1; Vol. 79 (2013), Hefte 2-4; Vol. 80 (2014), Hefte 2-4
• Gifted Education International: Vol. 29 (2013), Heft 3; Vol. 30 (2014), Hefte 1-2
• Improving Schools: Vol. 16 (2013), Hefte 1-2
• Journal of Emotional and Behavioral Disorders: Vol. 21 (2013), Hefte 1-4
• Teaching Exceptional Children: Vol. 45 (2012), Heft 2; Vol. 45 (2013), Hefte 3-6; Vol. 46 (2013), Hefte 1-2; Vol. 46 (2014), Hefte 3-6

Teil II

Sammlung von Artikeln aus internationalen Fachzeitschriften in nach Themen beschrifteten Ordnern

Aggressive Behavior, Media and Bullying

Attachment, The Nurturing School, and Emotional/Social Development


Bullock, K. and Wikeley, F. (2008). Every child should have one: What it means to be a learning guide. *Improving Schools, 11*(1), 49-60


ity, and academic performance in young urban learners. Behavioral Disorders, 33(3), 167-183

**Autobiographical Reflection in Pre-Service Teacher Education**


**Community Involvement, Community Outreach**

Klein, R. (2000). West Walker Primary School, Newcastle: And finds a school bringing new hope to a demoralized community. Improving Schools, 3(2), 18-21
Creative Arts, Play, and Emotional/Social Development


Heiland, D., Huber, M.T., and Kanter, M.J. (2014). Calls to action for the Arts and Humanities in the US. *Arts and Humanities in Higher Education, 13*(1-2), 9-16


Mui, M.S. (2013). Dialogic pedagogy in Hong Kong: Introducing art and culture. Arts and Humanities in Higher Education, 12(4), 408-423


McKinney, S., Hall, S., Lowden, K., McClung, M., and Cameron, L. (2013). Supporting school leavers in areas of deprivation into initial positive leaver destinations. *Improving Schools*, 16(1), 67-83


Empowering/Enabling Pedagogies and Social Skills Training


**Experiential Education and Emotional/Social Development**


Johnson, S. (2012). Reconceptualising gardening to promote inclusive education for sustainable development. *International Journal of Inclusive Education*, 16(5-6), 581-596


**Functional Behavior Assessment (FBA) and Response to Intervention (RTI)**


Landrum, T.J. (2000). Assessment for eligibility: issues in identifying students with emotional or behavioral disorders. *Assessment for Effective Intervention, 26*(1), 41-49


**Gender Issues and Emotional/Social Development**


**Gifted Education, Underachievement, Summer Camps**


McIntosh, S. (1997). In the good old summertime. *Gifted Child Today, 20*(1), 12-14


Summer opportunities for gifted boys and girls of various ages (1965). *Gifted Child Quarterly, 9*(1), 48


Inclusion, Co-Teaching and Emotional/Social Development

Abawi, L. and Oliver, M. (2013). Shared pedagogical understandings: Schoolwide inclusion practices supporting learner needs. *Improving Schools*, 16(2), 159-174


Sproson, B. (1997). What role can be fulfilled by an external support teacher to maintain students who present mainstream schools with behavior management difficulties. *Emotional and Behavioural Difficulties, 2*(2), 4-13.


**International Education, Higher Education, and Emotional/Social Development**


Leadership and Organizational Culture


Lifeworld, Social Habitat, and Emotional/Social Development


Parental Involvement


**Peer Attitudes & Peer Support**

Cooper, P. and Jacobs, B. (2011). Pupils make a difference: Enhancing the power of the student peer group to promote positive social, emotional and behavioural outcomes. *Emotional and Behavioural Difficulties, 16*(1), 5-13


**Reading Instruction and Emotional/Social Development**


**Reflective Teaching and Teacher Journals**


**Resilience and Emotional/Social Development**


Hue, M-T. (2011). Developing resiliency in students with behavioural problems in Hong Kong secondary schools: teachers’ narratives from a school guidance perspective. *Pas-

Research Issues in the Field of Emotional/Social Development

Sasso, G.M. (2004). Measurement issues in EBD research: what we know and how we know it. Behavioral Disorders, 30(1), 60-71
School Shootings and Weapons at School


**School-wide Positive Behavior Support (PBIS)**


Student Voice, Student Participation, and Emotional/Social Development


Hartas, D., and Lindsay, G. (2011). Young people’s involvement in service evaluation and decision making. Emotional and Behavioural Difficulties, 16(2), 129-143


Scanlon, S. (2012). 'Why didn't they ask me?': Student perspectives on a school improvement initiative. *Improving Schools, 15*(3), 185-197


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**Teacher Stress, Teacher Burnout and Teacher Support in the Field of Emotional/Social Development**


Steel, L. (2001). Staff support through supervision. *Emotional and Behavioural Difficulties, 6*(2), 91-101

Teaching for Social Justice, Social Cohesion & Citizenship Education in the Field of Emotional/Social Development


Armstrong, F. (2012). Landscapes, spatial justice and learning communities. *International Journal of Inclusive Education*, 16(5-6), 609-626


Macartney, B.C. (2012). Teaching through an ethics of belonging, care and obligation as a critical approach to transforming education. *International Journal of Inclusive Education*, 16(2), 171-183


**Transformative Education and Emotional/Social Development**


### Trauma


### Travel Schooling and Learning in Museums


Urban Education


Workplace Aggression, Emotional Abuse in Schools, and Emotional/Social Development


