

# 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 verschiedenen Theoriewelten erlangen. Die im zweiten Teil gelisteten und in Ordnern gehefteten Artikel gehen auf Recherchen in Zusammenhang mit der Studiengangsentwicklung oder mit wissenschaftlichen Publikationen zurück. Es befinden 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, englischsprachigen Literatur finden. Im nächsten Schritt können Sie dann selbstständig in die Internetdatenbanken der internationalen Journale gehen und dort weiterrecherchieren. Folgen Sie Ihrer wissenschaftlichen 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; Vol. 39 (2014), Hefte 2-4; Vol. 40 (2014), Heft 1; Vol. 40 (2015), Hefte 2-4
- **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
- **Journal of Experiential Education:** Vol. 38 (2015), Hefte 2-4; Vol. 39 (2016), Hefte 1-4; Vol. 40 (2017), Heft 1
- **Journal of Positive Behavior Interventions:** Vol. 15 (2013), Hefte 1-4; Vol. 16 (2014), Hefte 1-4, Vol. 17 (2015), Hefte 1-4; Vol. 18 (2016), Hefte 1-4; Vol. 19 (2017), 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

- Charlton, T. and Gunter, B. (1999). TV-violence effects: exceptionally vulnerable viewers? *Emotional and Behavioural Difficulties*, 4(1), 36-45
- Christakis, D.A. and Zimmerman, F.J. (2009). Young children and media: Limitations of current knowledge and future directions for research. *American Behavioral Scientist*, 52(8), 1177-1185
- De Souza, M. and McLean, K. (2012). Bullying and violence: changing an act of disconnectedness into an act of kindness. *Pastoral Care in Education: An International Journal of Personal, Social and Emotional Development*, 30(2), 165-180
- Fyson, R. (2008). Sexually inappropriate or abusive behavior among pupils in special schools. *British Journal of Special Education*, 36(2), 85-94
- Gabbiadini, A., Andrighetto, L., and Volpato, C. (2012). Brief report: does exposure to violent video games increase moral disengagement among adolescents? *Journal of Adolescence*, 35, 1403-1406

- Good, C.P., McIntosh, K., and Gietz, C. (2011). Integrating bullying prevention into Schoolwide Positive Behavior Support. *Teaching Exceptional Children*, 44(1), 48-56
- Hemphill, S.A., Tollit, M. and Kotevski, A. (2012). Rates of bullying perpetration and victimization: a longitudinal study of secondary school students in Victoria, Australia. *Pastoral Care in Education: An International Journal of Personal, Social and Emotional Development*, 30(2), 99-112
- Henry, D.B., Farrell, A.D., Schoeny, M.E., Tolan, P.H., and Dymnicki, A.B. (2011). Influence of school-level variables on aggression and associated attitudes of middle school students. *Journal of School Psychology*, 49, 481-503
- Jordan, K. and Austin, J. (2012). A review of the literature on bullying in U.S. schools and how a parent-educator partnership can be an effective way to handle bullying. *Journal of Aggression, Maltreatment & Trauma*, 21(4), 440-458
- Kepekci, Y.K. and Çinkir, Ş. (2006). Bullying among Turkish high school students. *Child Abuse & Neglect*, 30, 193-204
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- Murray, J.P. (2008). Media violence. The effects are both real and strong. *American Behavioral Scientist*, 51(8), 1212-1230
- Oakes, J.M. (2009). The effect of media on children: a methodological assessment from a social epidemiologist. *American Behavioral Scientist*, 52(8), 1136-1151
- O'Moore, M. (2012). Cyber-bullying: the situation in Ireland. *Pastoral Care in education: An International Journal of Personal, Social and Emotional Development*, 30(3), 209-223
- Orpinas, P., Horne, A.M., and the Multisite Violence Prevention Project (2004). A teacher-focused approach to prevent and reduce students' aggressive behavior. The GREAT Teacher Program. *American Journal of Preventive Medicine*, 26(1), 29-38
- Paul, S., Smith, P.K., and Blumberg, H.H. (2012). Comparing students perceptions of coping strategies and school interventions in managing bullying and cyberbullying incidents. *Pastoral Care in Education: An International Journal of Personal, Social and Emotional Development*, 30(2), 127-146
- Perkins, J. and Leadbetter, D. (2002). An evaluation of aggression management training in a special educational setting. *Emotional and Behavioural Difficulties*, 7(1), 19-34
- Rigby, K. (2011). What can schools do about cases of bullying? *Pastoral Care in Education: An International Journal of Personal, Social and Emotional Development*, 29(4), 273-285
- Van Acker, R. (1993). Dealing with conflict and aggression in the classroom: what skills do teachers need? *Teacher Education and Special Education*, 16(1), 23-33
- Vandewater, E.A. and Lee, S. (2009). Measuring children's media use in the digital age. Issues and challenges. *American Behavioral Scientist*, 52(8), 1152-1176

## **Attachment, The Nurturing School, and Emotional/Social Development**

- Abrams, B.J. (2005). Becoming a therapeutic teacher for students with emotional and behavioral disorders. *Teaching Exceptional Children*, 38(2), 40-45
- Agirdag, O., van Houtte, M. and van Avermaet, P. (2012). Ethnic school segregation and self-esteem: The role of teacher-pupil relationships. *Urban Education*, 47(6), 1135-1159
- Bani, M. (2011). The use and frequency of verbal and non-verbal praise in nurture groups. *Emotional and Behavioural Difficulties*, 16(1), 47-67
- Bartick-Ericson, C. (2006). Attachment security and the school experience for emotionally disturbed adolescents in special education. *Emotional and Behavioural Difficulties*, 11(1), 49-60
- Boorn, C., Hopkins Dunn, P., and Page, C. (2010). Growing a nurturing classroom. *Emotional and Behavioural Difficulties*, 15(4), 311-321
- 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
- Cheung, C., and Yue, X.D. (2012). Idol worship as compensation for parental absence. *International Journal of Adolescence and Youth*, 17(1), 35-46
- Colley, D. (2009). Nurture groups in secondary schools. *Emotional and Behavioural Difficulties*, 14(4), 291-300
- Cranton, P. and Wright, B. (2008). The transformative educator as learning companion. *Journal of Transformative Education*, 6(1), 33-47
- Doyle, R. (2003). Developing the nurturing school. Spreading nurture group principles and practices into mainstreaming classrooms. *Emotional and Behavioural Difficulties*, 8(4), 252-266
- Garner, J. and Thomas, M. (2011). The role and contribution of Nurture Groups in secondary schools: Perceptions of children, parents and staff. *Emotional and Behavioural Difficulties*, 16(2), 207-224
- Garza, R. (2009). Latino and white high school students' perceptions of caring behaviors: Are we culturally responsive to our students? *Urban Education*, 44(3), 297-321
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- Kniveton, B.H. (2004). Adolescent perceptions of the importance of teachers as therapeutic support in coping with their problems. *Emotional and Behavioural Difficulties*, 9(4), 239-248
- McHugh, R.M., Horner, C.G., Colditz, J.B. and LeBaron Wallace, T. (2013). Bridges and barriers: Adolescent perceptions of student-teacher relationships. *Urban Education*, 48(1), 9-43
- McLaughlin, D.M. and Carr, E.G. (2005). Quality of rapport as a setting event for problem behavior: Assessment and intervention. *Journal of Positive Behavior Interventions*, 7(2), 68-91
- Mihalas, S., Morse, W.C., Allsopp, D.H. and McHatton, P.A. (2009). Cultivating caring relationships between teachers and secondary students with emotional and behavioral disorders. *Remedial and Special Education*, 30(2), 108-125
- Peguero, A.A. and Bondy, J.M. (2011). Immigration and student's relationship with teachers. *Education and Urban Society*, 43(2), 165-183
- Sanchez Fouler, L.T., Banks, T.I., Anhalt, K., Hinrichs Der, H. and Kalis, T. (2008). The association between externalizing behavior problems, teacher-student relationship qual-

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

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### **Community Involvement, Community Outreach Community-School Relationship**

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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

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Soresi, S., Nota, L., Wehmeyer, M.L. (2011). Community involvement in promoting inclusion, participation and self-determination. *International Journal of Inclusive Education*, 15(1), 15-28

## **Creative Arts, Play, and Emotional/Social Development**

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- Angelides, P., and Michaelidou, A. (2009). The deafening silence: discussing children's drawings for understanding and addressing marginalization. *Journal of Early Childhood Research*, 7(1), 27-45
- Barrett, D.G. (2012). In and out of the displacement: The roles of interpretation and play in work with children. *Psychoanalytic Social Work*, 19(1-2), 6-21
- Bastos, F.M.C. (2009). Disruptive pedagogies in art education - Editorial. *The Journal of the National Art Education Association*, 62(3), 3-5
- Broecher, J. (2012). Children coping with surgery through drawings: A case study from a parenting class. *Art Therapy: Journal of the American Art Therapy Association*, 29(1), 38-43
- Casey, S.A., Stagnitti, K., Taket, A., and Nolan, A. (2012). Early peer play interactions of resilient children living in disadvantaged communities. *International Journal of Play*, 1(3), 311-323
- Chang, E. (2012). Art Trek: Looking at art with young children. *International Journal of Education through Art*, 8(2), 151-167
- Farrell-Kirk, R. (2001). Secrets, symbols, synthesis, and safety: The role of boxes in art therapy. *American Journal of Art Therapy*, 39, 88-92
- Fliegel, L.S. (2000). An unfound door: Reconceptualizing art therapy as a community-linked treatment. *American Journal of Art Therapy*, 38, 81-89
- Furniss, G.J. (2009). Art lessons for a young artist with Asperger syndrome. *Art Education*, 62(3), 18-23
- Garland, R. (2012). The humanities: plain and simple. *Arts and Humanities in Higher Education*, 11(3), 300-312
- Hanes, M.J. (2000). Catharsis in art therapy: A case study of a sexually abused adolescent. *American Journal of Art Therapy*, 38, 70-74
- Hanes, M.J. (2001). Retrospective review in art therapy: Creating a visual record of the therapeutic process. *American Journal of Art Therapy*, 40, 149-160
- 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
- Holliday, E.L., Harrison, L.J., and McLeod, S. (2009). Listening to children with communication impairment talking through their drawings. *Journal of Early Childhood Research*, 7(3), 244-263
- Holloway, D.L., and Krensky, B. (2001). Introduction: The arts, urban education, and social change. *Education and Urban Society*, 33, 354-365
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- Hughes, C. (1996). The role of play in helping children with emotional and behavioural difficulties access the curriculum in a mainstreaming secondary school. *Emotional and Behavioural Difficulties*, 1(2), 15-21
- Kramer, E. (2001). Art and emptiness: New problems in art education and art therapy. *American Journal of Art Therapy*, 40, 6-15
- Kramer, E. (2002). On quality in art and art therapy. *American Journal of Art Therapy*, 40, 218-222
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- Landgarten, H.B. (2001). Feature: art therapists who are artists. *American Journal of Art Therapy*, 39, 81-83
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- Nissimov-Nahum, E. (2008). A model for art therapy in educational settings with children who behave aggressively. *The Arts in Psychotherapy*, 35 (2008), 341-348
- Proulx, L. (2002). Strengthening ties, parent-child dyad: Group art therapy with toddlers and their parents. *American Journal of Art Therapy*, 40, 238-258
- Rhodes, A.M. and Schechter, R. (2012). Fostering resilience among youth in inner city community arts centers: The case of the Artists Collective. *Education and Urban Society*, 46(7), 826-848
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- Wilson, K. and Ryan, V. (2002). Play therapy with emotionally damaged adolescents. *Emotional and Behavioural Difficulties*, 7(3), 178-192

## **Deviant Behavior, Dropout, Delinquency, Truancy and At-Risk Students**

- Flores, J. (2012). Jail pedagogy: liberatory education inside a California juvenile detention facility. *Journal of Education for Students Placed at Risk (JESPAR)*, 17(4), 286-300
- Foley, R.M. (2001). Academic characteristics of incarcerated youth and correctional educational programs: a literature review. *Journal of Emotional and Behavioral Disorders*, 9(4), 248-259
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- Gardner, J. (2010). Beyond "making it" or not: future talk by incarcerated young men. *Urban Education*, 45(1), 75-102
- Iver, M.A.M. (2011). The challenge of improving urban high school graduation outcomes: findings from a randomized study of dropout prevention efforts. *Journal of Education for Students Placed at Risk (JESPAR)*, 16(3), 167-184
- Liu, L.L. and Cheung, C.K. (2012). 'Muddling through': a cultural perspective on life in schools for China's deviant students. *International Journal of Adolescence and Youth*, 17(4), 243-246
- Marsh, S.C. and Evans, W.P. (2009). Youth perspectives on their relationships with staff in juvenile correction settings and perceived likelihood of success on release. *Youth Violence and Juvenile Justice*, 7(1), 46-67
- McCann, K. and Lussier, P. (2008). Antisociality, sexual deviance, and sexual reoffending in juvenile sex offenders. A meta-analytical investigation. *Youth Violence and Juvenile Justice*, 6(4), 363-385
- 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
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- Pollard-Durodola, S. (2003). Wesley Elementary. A beacon of hope for at-risk students. *Education and Urban Society*, 36(1), 94-117
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- Thrane, L., Chen, X., Johnson, K., and Whitbeck, L.B. (2008). Predictors of police contact among Midwestern homeless and runaway youth. *Youth Violence and Juvenile Justice*, 6(3), 227-239
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## Empowering/Enabling Pedagogies and Social Skills Training

- Bayer, J.K., Sanson, A.V., and Hemphill, S.A. (2006). Children's moods, fears, and worries: development of an early childhood parent questionnaire. *Journal of Emotional and Behavioral Disorders*, 14(1), 41-49
- Burnard, S. (1996). Promoting useful language in children with emotional and behavioural difficulties. *Emotional and Behavioural Difficulties*, 1(3), 17-23
- Camilleri, S., Caruana, A., Falzon, R., and Muscat, M. (2012). The promotion of emotional literacy through personal and social development: The Maltese experience. *Pastoral Care in Education: An International Journal of Personal, Social and Emotional Development*, 30(1), 19-37
- Cartledge, G. and Kiarie, M.W. (2001). Learning social skills through literature for children and adolescents. *Teaching Exceptional Children*, 34(2), 40-47
- Gresham, F.M., Sugai, G., and Horner, R.H. (2001). Interpreting outcomes of social skills training for students with high-incidence disabilities. *Exceptional Children*, 67(3), 331-344
- Gueldner, B. and Merrell, K. (2011). Evaluation of a social-emotional learning program in conjunction with the exploratory application of performance feedback incorporating motivational interviewing techniques. *Journal of Educational and Psychological Consultation*, 21(1), 1-27
- Harjusola-Webb, S., Hubbell, S.P., and Bedesem, P. (2012). Increasing prosocial behaviors of young children with disabilities in inclusive classrooms using a combination of peer-mediated intervention and social narratives. *Beyond Behavior*, 21(2), 29-36
- Kilian, J.M. and Kilian, D.W. (2011). A school intervention to increase prosocial behavior and improve academic performance of at-risk students. *Improving Schools*, 14(1), 65-83
- Lee, F. and Wright J. (2001). Developing an emotional awareness programme for pupils with moderate learning difficulties at Durants School. *Emotional and Behavioural Difficulties*, 6(3), 186-199
- Macdonald, E., Chowdhury, U., Dabney, J., Wolpert, M., and Stein, S.M. (2003). A social skills group for children. *Emotional and Behavioural Difficulties*, 8(1), 43-52
- Moreno, J.M. and Torrego, J.C. (1999). Fostering pro social behavior in the Spanish school system: a whole approach. *Emotional and Behavioural Difficulties*, 4(2), 23-31
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- Sprinkle, J.E. (2008). Animals, empathy, and violence. Can animals be used to convey principles of prosocial behavior to children? *Youth Violence and Juvenile Justice*, 6(1), 47-58
- Stoiber, K.C. (2011). Translating knowledge of social-emotional learning and evidence-based practice into responsive school innovations. *Journal of Educational and Psychological Consultation*, 21(1), 46-55

Webster-Stratton, C. and Reid, M.J. (2003). Treating conduct problems and strengthening social and emotional competence in young children: The Dina Dinosaur treatment program. *Journal of Emotional and Behavioral Disorders*, 11(3), 130-143

### **Experiential Education and Emotional/Social Development**

- Arai, S.M., Mock, S.E. and Gallant, K.A. (2011). Childhood traumas, mental health and physical health in adulthood: Testing physically active leisure as a buffer. *Leisure/Loisir*, 35(4), 407-422
- Attarian, A. (2001). Trends in outdoor adventure education. *Journal of Experiential Education*, 24(3), 141-149
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- Beightol, J., Jeverson, J., Carter, S., Gray, S. and Gass, M. (2012). Adventure education and resilience enhancement. *Journal of Experiential Education*, 35(2), 307-325
- Berger, R. (2006). Using contact with nature, creativity and rituals as a therapeutic medium with children with learning difficulties: A case study. *Emotional and Behavioural Difficulties*, 11(2), 135-146
- Bisson, C. and Luckner, J. (1996). Fun in learning: The pedagogical role of fun in adventure education. *Journal of Experiential Education*, 19(2), 108-113
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