EDHD 600, Section IHI2
Introduction to Human Development and Child Study
Fall 2016
Thursday, 4:30-7:15
USG, Building II, Room 2052

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Description

Overview of multidisciplinary perspectives and grand theories of human development. In Section IH12, students will translate developmental theory and contemporary educational research findings related to child and adolescent achievement and school adjustment into principles of developmentally appropriate practice for teachers.

Objectives

Students will demonstrate:
- Understanding of theories of human development as they specifically relate to child and adolescent cognitive, social, emotional, and physical growth and development;
- Ability to translate human development theory and educational research into guiding principles of pedagogical practice in education settings;
- Understanding of the nature of graduate course work and the academic skills required to meet standard course requirements at the graduate level.

Readings

1. Textbook: Green, M. & Piel, J.A. (2010). *Theories of Human Development (2nd Edition)*. Boston, MA: Pearson Education, Inc.
2. Research articles can be accessed by
   a. Downloading the article full-text from the McKeldin Library Research Port. Go to http://www.lib.umd.edu and select "Databases" on the main menu. Type in "psycinfo" in the "Find Databases" textbox. Hit Enter, and click on PsycINFO (EBSCO). At the top of the next screen, click on "Choose Databases." Check the boxes next to "ERIC," "Education Source," "Social Sciences Full Text," "Medline," and "Teacher Reference Center." Then click on "OK." **Prior to beginning your search, please see complete article information in the reference list at the end of the syllabus.**
   b. Checking on the Canvas course site for readings marked with an asterisk.

3. Recommended: *Publication Manual of the American Psychological Association* (Sixth Edition)

POLICIES

Attendance

With respect for teachers' demanding schedules, I understand that on occasion job obligations conflict with class time. However, for the benefit of the group's experience and to support your preparedness to take future courses in the program, *my expectation is that you will come to each class on time, fully prepared to participate by having read and reflected upon the assigned readings*. Class notes or other materials distributed during a missed class must be obtained from a classmate. Students who in the instructor's opinion are missing excessive amounts of content because of missed classes will need to schedule an advising appointment to discuss a plan for make-up work.

Academic dishonesty

It is assumed that a graduate student at the University of Maryland understands the consequences of academic dishonesty at this institution. If you do not, please consult the University website to become familiar with how plagiarism, cheating, fabrication, and facilitation of academic dishonesty are defined. It is the student's responsibility to make sure his/her work is free from violations of the University's policy on academic dishonesty. Evidence of academic dishonesty will be reported to the Office of Student Conduct. Please visit the University of Maryland Office of Student Conduct website at http://osc.umd.edu/OSC/StudentsInfo.aspx for full explanation of your responsibilities.

Religious observance

It is the policy of the University that students not be penalized for religious observances. Students will be allowed whenever possible to make up academic assignments that are missed due to such absences. It is the student's responsibility to contact the instructor at least one week before the absence, at which time arrangements will be made for make-up work or examinations.

Paper submissions

Hard copies of papers and assignments will be accepted in class on the day the assignment is due. If extenuating circumstances require special arrangements, email submissions can be discussed at that time; such arrangements must be made prior to the assignment due date. Late papers will be downgraded one letter per weekday unless prior arrangements have been made with the instructor for a due date extension.

Course evaluations

As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term though CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

COURSE SCHEDULE

Each student will serve as discussant at least once during the semester. There is no "grade" associated with this requirement, but failing to meet it will result in a deduction of points from the participation grade in the course.

UNIT 1: Self and Social Development

September 1
Course overview
Theory: Psychoanalytic (Freud)

Readings: (1) Green & Piel, Ch. 3
                    (2) Tieman (2013): *Miss Freud returns to the classroom*

Thought questions: Tieman believes in the value of psychoanalytic training for teachers and provides evidence of its positive influence on his work with his own students. Do you agree or disagree with Tieman's basic position on teaching and mentoring children and adolescents? Why or why not? Use evidence from the readings and your own practice to support your answer.

September 8
Theory: Attachment (Bowlby & Ainsworth)

Readings: (1) Green & Piel, Ch. 6
                    (2) Ubha & Cahill (2014): *Building secure attachments for primary school children: a mixed methods study*
                    (3) Duchesne, Ratelle, & Poitras (2009): *Early adolescent attachment to parents, emotional problems, and teacher-academic worries about the middle school transition*

                    Discussant(s): _____

September 15
Theory: Psychosocial (Erikson)
Readings: (1) Green & Piel, Ch. 4**
                    (2) Peterson, Alley, Gunn, & Brice (2015): *Exploring names and identity through multicultural literature in K-8 classrooms*
                    (3) Way, Hernandez, Rogers, & Hughes (2013): *"I'm not going to be no rapper": Stereotypes as a context of ethnic and racial identity development.*
                    (4) Jones & Deutsch (2013): *Social identity development in an after-school program: Changing experiences and shifting adolescent needs*

                    Discussant(s): _____

September 22
Intro to synthesis paper due

Theory: Interpersonal (Sullivan)
Readings: (1) *Muuss (1996): *Harry Stack Sullivan's interpersonal theory
                 of adolescent development (see Canvas course site under "Files")*
                 (2) Kingery, Erdley, & Marshall (2011): *Peer acceptance and friendship as
                 predictors of early adolescents' adjustment across the middle school transition.*
                 (3) Webster & Carter (2013): *A descriptive examination of the types
                 of relationships formed between children with developmental disability and
                 their closest peers in inclusive school settings*

                 Discussant(s): _____

UNIT 2: Cognitive Development

September 29
Participation check-in
Theory: Social Cognitive (Bandura)
Readings: (1) Green & Piel, Ch. 8
                 (2) Butz & Usher (2015): *Salient sources of early adolescents' self-efficacy in two
                 domains*
                 (3) Zychinski & Polo (2012): *Academic achievement and depressive symptoms in
                 low-income Latino youth*

                 Discussant(s): _____

October 6
Theory: Cognitive Developmental (Piaget)
Readings: (1) Green & Piel, Ch. 10
                 (2) Kamii (2014): *The importance of thinking*
                 (3) Lew (2010): *The use of constructivist teaching practices by four new
                 secondary school science teachers: A comparison of new teachers and experienced
                 constructivist teachers*
                 (4)Larkin (2012): *Misconceptions about "misconceptions": Preservice secondary
                 science teachers' views on the value and role of student ideas*

                 Discussants: _____

October 13

Theory:	Cognitive Developmental Perspective (Vygotsky)
Readings:	(1) Green & Piel, Ch. 9

(2) Sullivan & Wilson (2015): *Playful talk: Negotiating opportunities to learn in collaborative groups*

(3) Schmitz, M. & Winskel, H. (2008): *Towards effective partnerships in a collaborative problem-solving task.*

Discussant(s): _____

October 20

Theory:	Information Processing
Readings:	(1) Kuperersmidt, Stelter, & Dodge (2011): *Development and validation of the social information processing application: A web-based measure of social information processing patterns in elementary school-age boys*

(2) Lenzi, Vieno, Gini, Pozzoli, Pastore, Santinello & Elgar (2014): *Perceived teacher unfairness, instrumental goals, and bullying behavior in early adolescence*

(3) Dodge, Godwin, Conduct Problems Prevention Research Group (2013): *Social-information processing patterns mediate the impact of preventive intervention on adolescent antisocial behavior*

Discussant(s): _____

October 27

Theory:	Moral Reasoning (Kohlberg)
Readings:	(1) Green & Piel, Ch. 11

(2) Nucci & Turiel (2009): *Capturing the complexity of moral development and education*

(3) Thornberg, Thornberg, Alamaa & Daud (2016): *Children's conceptions of bullying and repeated conventional transgressions: moral, conventional, structuring and personal-choice reasoning*

Discussant(s): _____

November 3
Reaction paper due
Term paper topic approval by today

Class will be held in a computer lab at USG: Building III, Room 2219.

We will be using class time to research the literature in preparation for your term papers. Please go on-line prior to this class and practice navigating the McKeldin Library Research Port site at http://www.lib.umd.edu/. You should be able to log on with your user ID and password.

November 10
  (1) Skill building: Understanding Correlations
  (2) Focus on physical growth and development

  Individually or in pairs, students will read one of the articles listed below, or another article of their choice* related to the nature of certain aspects of physical growth and development and/or health-related issues and children's and adolescents' school adjustment. Each student or pair will give a 10-minute PowerPoint presentation (3 slides maximum) that briefly explains:

    (1) **The problem** being examined in the study;
    (2) The **major findings;**
    (3) The **teaching implications** of the findings.

Bradley & Green (2013): Do health and education agencies in the United States share responsibility for academic achievement and health? A review of 25 years of evidence about the relationship of adolescents' academic achievement and health behaviors

Houston, Abraham, Huang, & D'Angelo (2006): Knowledge, attitudes, and consequences of menstrual health in urban adolescent females

Kacynski, Claar, & LeBel (2013): Relations between pain characteristics, child and parent variables, and school functioning in adolescents with chronic headache: A comparison of tension –type headache and migraine

Krenitsky-Korn (2011): High school students with asthma: Attitudes about school health, absenteeism, and its impact on academic achievement

Kodjebacheva, Maliski, & Coleman (2015): Use of eyeglasses among children in elementary school: Perceptions, behaviors, and interventions discussed by parents, school nurses, and teachers during focus groups

Perfect & Jaramillo (2012): Relations between resiliency, diabetes-related quality of life, and disease markers to school-related outcomes in adolescents with diabetes

Perkinson-Gloor, Lemola, and Grob (2013): Sleep duration, positive attitude toward life, and academic achievement: The role of daytime tiredness, behavioral persistence, and school start times

Pinquart & Teubert (2012): Academic, physical, and social functioning of children and adolescents with chronic physical illness: A meta-analysis

*The listed articles are examples from which you may choose. If you teach or work with children or adolescents who have particular physical growth or health-related challenges, feel free to research that topic for this presentation. Please have your final choice of study approved by the instructor prior to presenting on it.

November 17
Participation check-in
Guidelines for December 1st will be distributed in class.

Theory: Ecological (Bronfenbrenner)
Readings: (1) Johnson (2008): *Ecological systems and complexity theory: Toward an alternative model of accountability in education*
(2) Chun & Dickson (2011): *A psychoecological model of academic performance among Hispanic adolescents*
(3) Leonard (2011): *Using Bronfenbrenner's ecological theory to understand community partnerships: A historical case study of one urban high school*

Discussant(s): _____

November 24 – NO CLASS

December 1
Activity: Student Directed Discussion
Reading: Nieto, S. (2013): *Language, literacy, and culture: Aha! moments in personal and sociopolitical understanding*

Guidelines for class activity will be distributed on November 17th.

December 8
Term paper sharing

December 13
Term papers due in hard copy: Dr. Ann Battle, Benjamin Building,
3942 Campus Drive, Suite #3304U, Department of Human Development & Quantitative Methodology, College Park, MD 20742

Please supply a self-addressed stamped envelope with sufficient postage if you would like your paper and feedback returned to you.

Course Requirements

Participation (50 points)
See grading rubric at end of syllabus. Students are expected to
- attend class weekly;
- participate by asking critically reflective questions;
- link comments to related contextual issues in secondary education;
- build on others teachers' ideas;
- synthesize across theory, research findings and peers' contributions in their comments;
- thoughtfully challenge assumptions embedded in theory and research; and
- serve as discussant by leading the last 30 minutes of class discussion.

Twice during the semester (September 29 & November 17) students should submit a half-page written summary of perceptions of their participation thus far in the course, along with a recommended grade (see rubric at end of syllabus). Although the student will not "assign" the participation grade, his/her perceptions will be taken into account when the grade is determined.

Translation of Theory and Research Assignments (3 Assignments: 175 points total)
See grading rubrics for each assignment at end of syllabus.

(1) Intro to Synthesis Paper (50 points – Due 9/22)
For the first of three papers in this series of assignments:
- Write a 2-3 page, double spaced paper in which the principle tenets of a theory we have studied are synthesized with the findings of the research article assigned for the same week. The objective is for the student to demonstrate understanding of how the research study is related to the "parent" theory.
  - Start by writing an accurate and concise summary of the major tenets of the theory (one page);
  - Next, write a concise and accurate summary of the research questions and findings associated with the research study (1/2 to 1 page);
  - Finally, show how the two sources of information are conceptually and thematically related (1 page).

(2) Reaction Paper (75 points – Due 11/3)
For the second paper in the series:
- Choose a theory and research study and replicate the steps in the Intro to Synthesis Paper assignment (2-3 pages).
- Describe an actual classroom scenario that clearly illustrates the research findings and theoretical concepts discussed in the first section (2 pages);
- Apply principles from the reading into your thinking about directions for future practice (2 pages).

I will read drafts of reaction papers, but only with the student in attendance.

(3) Term paper (125 points – Due 12/13)
The third assignment is a 12-15 page paper that includes the following components:
1) *Introduction.* What is the topic of your paper? Why did you choose the topic, and how would understanding it positively influence your practice? (1 page)
2) *Review of the Literature.* A literature review summarizing how the research findings from at least ten empirical articles go together to form a cohesive perspective on the topic. (3 pages)
3) *Synthesis.* Combine the results of the literature review with experience from your classroom and <u>at least one major theory</u> we have studied this

semester. How does the theory support the investigation of this topic? How is the research supported/challenged by your experience with adolescent students? What is the nature of the relationship between the theory, your experience in the classroom and the results that are being reported in the research on your topic? (4 pages)

4) *Directions for Future Practice*. Based on your synthesis section, what are the theoretical and practical implications for your daily practice? How would you plan modifications based on what you have learned? (2 pages)

5) *Directions for Future Research*. How would you advise a team of researchers who wanted to pursue this area further? What is either missing from the literature (or perhaps obvious from your practice) that needs to be investigated in order to understand this topic better? (2 pages)

6) *Conclusion*: Provide closing remarks. (1 page)

November 10th presentation (25 points)

Individually, or in pairs, students will choose one of the articles listed for November 10th or an article of their choice related to physical growth and development or health-related issues in childhood and adolescence, and make a presentation that addresses the three questions listed in the assignment. Grading will be focused on the extent to which students have thoughtfully prepared and *attempted* to address the items. You will not be penalized for incorrect interpretations of data analyses or quantitative findings, as long as evidence suggests that a good attempt was made to understand and explain the article. Paired students will be assigned the same grade for the presentation.

GRADING

There are a total of 325 points available in this course.

>98%	A+	78%-79.99%	C+
92%-97.99%	A	72%-77.99%	C
90%-91.99%	A-	70%-71.99%	C-
88%-889.99%	B+	68%-69.99%	D+
82%-87.99%	B	62%-67.99%	D
80%-81.99%	B-	60%-61.99%	D-
		<60%	F

Grading Rubrics

Participation

	45-50 points	40-44 points	35-39 points	< 35 points
	Attends class weekly and consistently participates in the discussion by asking critically reflective questions, referring to important related issues in secondary education, building on others students' ideas, and synthesizing across theory, research findings and peers' contributions. Thoughtfully challenges assumptions and ideas embedded in theory and research. Helps develop the class's outlook on the topic. His/her participation is memorable and makes a mark.	Attends class regularly and *sometimes participates in* the discussion as described.	Attends class regularly but *rarely participates* in the discussion as described.	Attends class regularly but *never participates in* the discussion as described.

Acknowledgement: Ambrose, S. (2012). Rubric for class participation, History, Susan Ambrose. Grading for class participation, *Eberly Center for Teaching Excellence*, Carnegie Mellon University. Retrieved 8/6/12 from: http://web-search.andrew.cmu.edu/search?q=class+participation+grading+rubrics&spell=1&output=xml_no_dtd&client=default_frontend&ie=UTF-8&proxystylesheet=default_frontend&access=p

_____

Intro to Synthesis Paper

Is the summary of the theory's principle tenets accurate and concise? _____/10

Is the summary of the research study accurate and concise? _____/10
Does the student synthesize the theory with the research findings such that the nature
of the relationship between the two perspectives on development is clearly established?

_____/30

_____

Reaction Paper

Content: 65 points

Is the summary of the reading accurate and thorough? ____/15 points

Does the student demonstrate an understanding of how the
article relates to the parent theory for the week? ____/20 points

Does the student describe and discuss a classroom
scenario that illustrates a principle finding or concept
in the reading? ____/15 points

Does the paper demonstrate the student's ability to apply
principles from the reading into his/her thinking about
future practice? ____/15 points

Writing style & APA Formatting: 10 points
- Does the student use correct grammar, syntax, punctuation?
- Does the paper transition smoothly and logically from one idea or concept to the next?
- Are words and names spelled correctly?
- Are all ideas in paragraphs linked to the topic sentence?
- Has APA style been applied both in-text and in the reference page?

____/10 points

_____

Term paper

Introduction

    The topic of the paper is clearly articulated. The reasons for the student's interest in the topic are evidence-based. The need to understand the topic better is explained in terms of its potential to positively influence teacher practice.

14-15 points	Excellent
12-13 points	Above average
10-11 points	Average
8-9 points	Below average
< 8 points	Unacceptable/failing

Review of the literature

    A thorough analysis of the findings from at least ten empirical articles are synthesized into a coherent literature review that communicates the major research findings relative to the topic.

27-30 points	Excellent
24-26 points	Above average
21-23 points	Average
18-20 points	Below average
<18 points	Unacceptable/failing

Synthesis

    The student has combined the results of the literature review with at least one major theoretical framework and actual experience from his/her own classroom to provide a synthesized perspective on the topic. This section creates a logical argument for the nature of the proposed Directions of Future Practice section to follow.

27-30 points	Excellent
24-26 points	Above average
21-23 points	Average
18-20 points	Below average
<18 points	Unacceptable/failing

Directions for Future Practice

    The student has thoroughly and thoughtfully explored modifications to his/her current teaching practice that are aligned with theory, the results of the literature review and his/her experience in the specific classroom context in which he/she teaches.

18-20 points	Excellent
16-17 points	Above average
14-15 points	Average
12-13 points	Below average
<12 points	Unacceptable/failing

Directions for Future Research

    The student has made clear and reasonable recommendations for researchers to consider, based on synthesis of the theory, limitations in the current research findings and classroom experience.

18-20 points	Excellent
16-17 points	Above average
14-15 points	Average
12-13 points	Below average
<12 points	Unacceptable/failing

Writing style & APA Formatting: 10 points

    The student uses correct grammar, syntax, punctuation. The paper transitions smoothly and logically from one idea or concept to the next. Spelling is correct. All ideas in paragraphs are linked to the topic sentence? APA style has been applied..

9-10 points	Excellent
8 points	Above average
7 points	Average
6 points	Below average
< 6 points	Unacceptable/failing

November 10th Presentation
1. Did the students attempt to thoughtfully address all 3 questions?
                                     ____/15 points

2. Did the PowerPoint facilitate the listener's understanding of an article he/she had not read?
                                     _____/10points

Reading List

Bradley, B. & Greene, A. (2013). Do health and education agencies in the United States share responsibility for academic achievement and health? A review of 25 years of evidence about the relationship of adolescents' academic achievement and health behaviors. *Journal of Adolescent Health, 52,* 523-532. DOI: 10.1016/j.jadohealth.2013.01.008

Butz, A. & Usher, E. (2015). Salient sources of adolescents' self-efficacy in two domains. *Contemporary Educational Psychology, 42,* 49-61. doi:10.1016/j.cedpsych.2015.04.001

Chun, H. & Dickson, G. (2011). A psychoecological model of academic performance among Hispanic adolescents. *Journal of Youth and Adolescence, 40,* 1581-1594. DOI: 10.1007/s10964-011-9640-z

Dodge, K., Godwin, The Conduct Problems Prevention Research Group. (2013). Social-information processing patterns mediate the impact of preventive intervention on adolescent antisocial behavior. *Psychological Science, 24,* 456-465. http://dx.doi.org/10.1177/0956797612457394

Duchesne, S., Ratelle, C., & Poitras, S. (2009). Early adolescent attachment to parents, emotional problems, and teacher-academic worries about the middle school transition. *Journal of Early Adolescence, 29,* 743-766. http://dx.doi.org/10.1177/0272431608325502

Houston, A. Abraham, A., Huang, Z., & D'Angelo, L. (2006). Knowledge, attitudes, and consequences of menstrual health in urban adolescent females. *Journal of Pediatric and Adolescent Gynecology, 19,* 271-275.

Johnson, E. (2008). Ecological systems and complexity theory: Toward an alternative model of accountability in education. *Complicity: An International Journal of Complexity and Education, 5,* 1-10. Accession number: 34240877

Jones, J. & Deutsch, N. (2013). Social and identity development in an after-school program: Changing experiences and shifting adolescent needs. *Journal of Early Adolescence, 33,* 17-43. doi.org/10.1177/0272431612462628

Kacynski, K., Claar, R., & LeBel, A. (2013). Relations between pain characteristics, child and parent variables, and school functioning in adolescents with chronic headache: A comparison of tension-type headache and migraine. *Journal of Pediatric Psychology, 38,* 351-364. DOI: 10.1093/jpepsy/jss120

Kamii, C. (2014). The importance of thinking. *Young Children, 69,* 72-77. Accession Number: 99682730

Kingery, J., Erdley, C., & Marshall, K. (2011). Peer acceptance and friendship as predictors of early adolescents' adjustment across the middle school transition. *Merrill-Palmer Quarterly, 57,* 215-243. EJ963724

Kodjebacheva, G., Maliski, S., & Coleman, A. (2015). Use of eyeglasses among children in elementary school: Perceptions, behaviors, and interventions discussed by parents, school nurses, and teachers during focus groups. *American Journal of Health Promotion, 29,* 324-331. http://dx.doi.org/10.4278/ajhp.120315-QUAL-140

Krenitsky-Korn, S. (2011). High school students with asthma: Attitudes about school health, absenteeism, and its impact on academic achievement. *Pediatric Nursing, 37,* 61-68. Accession Number: 63168929

Kupersmidt, J., Stelter, R., & Dodge, K. (2011). Development and validation of the social information processing application: A web-based measure of social information processing pattern in elementary school-age boys. *Psychological Assessment, 23,* 834-847. DOI:10.1037/a0023621

Larkin, F. (2012). Misconceptions about "misconceptions": Preservice secondary science teachers' views on the value and role of student ideas. *Science Education, 96,* 927 – 959. DOI 10.1002/sce.21022

Lenzi, M., Vieno, A., Gini, G., Pozzoli, T., Pastore, M., Santinello, M. & Elgar, F. (2014). Perceived teacher unfairness, instrumental goals, and bullying behavior in early adolescence. *Journal of Interpersonal Violence, 29,* 1834 – 1849. DOI: 10.1177/0886260513511694

Leonard, J. (2011). Using Bronfenbrenner's ecological theory to understand community partnerships: A historical case study of one urban high school. *Urban Education, 46,* 987-1010. http://dx.doi.org/10.1177/0042085911400337

Lew, L. (2010). The use of constructivist teaching practices by four new secondary school science teachers: A comparison of new teachers and experienced constructivist teachers. *Science Educator, 19,* 10-21. EJ906186

Muuss, R. (1996). Harry Stack Sullivan's interpersonal theory of adolescent development. In *Theories of Adolescence (6th ed.)*. New York: McGraw-Hill, 84-104.

Nieto, S. (2013). Language, literacy, and culture: Aha! moments in personal and sociopolitical understanding. *Journal of Language & Literacy Education, 9,* 8-20. EJ1008170

Nucci, L. & Turiel, E. (2009). Capturing the complexity of moral development and education. *Mind, Brain, and Education, 3,* 151-159. DOI: 10.1111/j.1751-228X.2009.01065.x

Perfect, M. & Jaramillo, E. (2012). Relations between resiliency, diabetes-related quality of life, and disease markers to school-related outcomes in adolescents with diabetes. *School Psychology Quarterly, 27,* 29-40. http://dx.doi.org/10.1037/a0027984

Perkinson-Gloor, N., Lemola, S., & Grob, A. (2013). Sleep duration, positive attitude, and academic achievement: The role of daytime tiredness, behavioral persistence, and school start times. *Journal of Adolescence, 36,* 311-318. doi:10.1016/j.adolescence.2012.11.008

Peterson, B., Alley, K., Gunn, A., & Brice, A. (2015). Exploring names and identity through multicultural literature in K-8 classrooms. *Multicultural Perspectives, 17,* 39-45. EJ1053470

Pinquart, M. & Teubert, D. (2012). Academic, physical, and social functioning of children and adolescents with chronic physical illness: A meta-analysis. *Journal of Pediatric Psychology, 37,* 376-389. DOI: http://dx.doi.org/10.1093/jpepsy/jsr106

Schmitz, M. & Winskel, H. (2008).Towards effective partnerships in a collaborative problem-solving task. *British Journal of Educational Psychology, 78,* 581-596. DOI: 10.1348/000709908X281619

Sullivan, F. & Wilson, N. (2015). Playful talk: Negotiating opportunities to learn in collaborative groups. *Journal of the Learning Sciences, 24*, 5-52, DOI: 10.1080/10508406.2013.839945

Thornberg, R., Thornberg, U., Alamaa, R., & Daud, N. (2016). Children's conceptions of bullying and repeated conventional transgressions: moral, conventional, structuring and personal-choice reasoning. *Educational Psychology, 36,* 95-111. DOI: 10.1080/01443410.2014.915929

Tieman, J. (2013). Miss Freud returns to the classroom. *Schools: Studies in Education, 10,* 91 – 110. EJ1004219

Ubha, N. & Cahill, S. (2014). Building secure attachments for primary school children: a mixed methods study. *Educational Psychology in Practice, 30,* 272-292. DOI: 10.1080/02667363.2014.920304

Way, N., Hernandez, M., Rogers, L., & Hughes, D. (2013). "I'm not going to become no rapper": Stereotypes as a context of ethnic and racial identity development. *Journal of Adolescent Research, 28,* 407-430. DOI: 10.1177/0743558413480836

Webster, A. & Carter, M. (2013). A descriptive examination of the types of relationships between children with developmental disability and their closest peers in inclusive school settings. *Journal of Intellectual & Developmental Disability, 38,* 1-11. DOI: 10.3109/13668250.2012.743650

Zychinski, K. & Polo, A. (2012). Academic achievement and depressive symptoms in low-income Latino youth. *Journal of Family Studies, 21,* 565-577. DOI: 10.1007/s10826-011-9509-5