

PSYC3104: Psychology and Education

[View Online](#)

'ACE Education Advice CIC & ACE Education Training LLP | Search Results'
<<http://www.ace-ed.org.uk/publications/download-advice-booklets/fixed-period-exclusion>>

Adey, Philip, Anne Robertson, and Grady Venville, 'Effects of a Cognitive Acceleration Programme on Year I Pupils', *British Journal of Educational Psychology*, 72.1 (2002), 1-25
<<https://doi.org/10.1348/000709902158748>>

Adey, Philip, and Michael Shayer, 'An Exploration of Long-Term Far-Transfer Effects Following an Extended Intervention Program in the High School Science Curriculum', *Cognition and Instruction*, 11.1 (1993), 1-29 <<https://www.jstor.org/stable/3233671>>

Albanesi, Cinzia, Elvira Cicognani, and Bruna Zani, 'Sense of Community, Civic Engagement and Social Well-Being in Italian Adolescents', *Journal of Community & Applied Social Psychology*, 17.5 (2007), 387-406 <<https://doi.org/10.1002/casp.903>>

Aleven, Vincent A.W.M.M., and Kenneth R. Koedinger, 'An Effective Metacognitive Strategy: Learning by Doing and Explaining with a Computer-Based Cognitive Tutor', *Cognitive Science*, 26.2 (2002), 147-79 <https://doi.org/10.1207/s15516709cog2602_1>

Alloway, Tracy Packiam, and Ross G. Alloway, 'Investigating the Predictive Roles of Working Memory and IQ in Academic Attainment', *Journal of Experimental Child Psychology*, 106.1 (2010), 20-29 <<https://doi.org/10.1016/j.jecp.2009.11.003>>

Ames, Carole, 'Classrooms: Goals, Structures, and Student Motivation', *Journal of Educational Psychology*, 84.3, 261-71
<<http://ovidsp.ovid.com/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00004760-199209000-00002&LSLINK=80&D=ovft>>

Ashcraft, Mark H., 'Math Anxiety: Personal, Educational, and Cognitive Consequences', *Current Directions in Psychological Science*, 11.5 (2002), 181-85
<<https://doi.org/10.1111/1467-8721.00196>>

Ashman, A. F., and Robert N. F. Conway, *Using Cognitive Methods in the Classroom* (London: Routledge, 1993)

Aylward, E.H., 'Instructional Treatment Associated with Changes in Brain Activation in Children with Dyslexia', *Neurology*, 61.2 (22AD), 212-19
<<http://ovidsp.ovid.com/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00006114-200307220-00014&LSLINK=80&D=ovft>>

Baird, J. R., 'Improving Learning through Enhanced Metacognition: A Classroom Study', *European Journal of Science Education*, 8.3 (1986), 263–82
 <<https://doi.org/10.1080/0140528860080303>>

Bastian, Brock, and Nick Haslam, 'Excluded from Humanity: The Dehumanizing Effects of Social Ostracism', *Journal of Experimental Social Psychology*, 46.1 (2010), 107–13
 <<https://doi.org/10.1016/j.jesp.2009.06.022>>

Battistich, V, and A Hom, 'The Relationship between Students' Sense of Their School as a Community and Their Involvement in Problem Behaviors.', *American Journal of Public Health*, 87.12 (1997), 1997–2001 <<https://doi.org/10.2105/AJPH.87.12.1997>>

Baumeister, Roy F., and Mark R. Leary, 'The Need to Belong: Desire for Interpersonal Attachments as a Fundamental Human Motivation.', *Psychological Bulletin*, 117.3 (1995), 497–529
 <<http://ovidsp.tx.ovid.com/sp-3.33.0b/ovidweb.cgi?QS2=434f4e1a73d37e8c8b3eab7e2fc8fd7cdf614a880b31a0384c75f8d6df22999c887a2d42d2b959560d97885d9175759e11008ff0374a9246f988ed265f9f983f4636e95f08057f4164b3fc38e875d80d6cda0b64a1e77a67849ec32553dd809d768c2df75e1f5c16620f55079ea30b651152da223e7e157bf7a7131a21c47e9ffd2e0f84810ba498c64afd7cf1494d57f1f6b00013ed3e1617704f8eb01e6dd20a51f16019f3461169f03a716dc3179fa11e35dd1b32f22e9c3fdf74a3adb2d79f12cea3a4cad9605fd0c8525c68b9a878ab675c21f68615b978a21d37f1bdbcf842694d68cf10ab7dd2e28b01ebdb52ea7111845633e8141c67db574685af0dda82b7eb0139b4e2d34c7ae3dbc115c>>

Birch, Susan, Tony Cline, and Anthea Gulliford, *Educational Psychology: Topics in Applied Psychology*, Second edition (London: Routledge, 2015)
 <<https://doi.org/10.4324/9781315719962>>

———, *Educational Psychology: Topics in Applied Psychology*, Second edition (London: Routledge, 2015) <<https://doi.org/10.4324/9781315719962>>

Bond, Lyndal, Helen Butler, Lyndal Thomas, John Carlin, Sara Glover, Glenn Bowes, and others, 'Social and School Connectedness in Early Secondary School as Predictors of Late Teenage Substance Use, Mental Health, and Academic Outcomes', *Journal of Adolescent Health*, 40.4 (2007), 357.e9–357.e18 <<https://doi.org/10.1016/j.jadohealth.2006.10.013>>
 Boulware-Gooden, Regina, Suzanne Carreker, Ann Thornhill, and R. Malatesha Joshi, 'Instruction of Metacognitive Strategies Enhances Reading Comprehension and Vocabulary Achievement of Third-Grade Students', *The Reading Teacher*, 61.1 (2007), 70–77
 <<https://doi.org/10.1598/RT.61.1.7>>

Breznitz, Zvia, *Reading, Writing, Mathematics and the Developing Brain: Listening to Many Voices* (Dordrecht: Springer, 2012), *Literacy studies*
 <<https://doi.org/http://dx.doi.org/10.1007/978-94-007-4086-0>>

Brown, Geoffrey, 'Metacognition: New Insights into Old Problems?', *British Journal of Educational Studies*, 32.3 (1984), 213–19
 <<https://doi.org/10.1080/00071005.1984.9973688>>

'Building Community in School | Developmental Studies Center'
 <<http://www.devstu.org/research-articles-and-papers-building-community-in-school-the-child-development-project>>

Burke, Lynsey A., and Joanne M. Williams, 'The Impact of a Thinking Skills Intervention on Children's Concepts of Intelligence', *Thinking Skills and Creativity*, 7.3 (2012), 145-52
<<https://doi.org/10.1016/j.tsc.2012.01.001>>

Burton, Sheila, '"Over To You": Group Work to Help Pupils Avoid School Exclusion', *Educational Psychology in Practice*, 22.3 (2006), 215-36
<<https://doi.org/10.1080/02667360600845778>>

Cain, Kate, *Reading Development and Difficulties: An Introduction* (Oxford: Wiley-Blackwell, 2010), BPS textbooks in psychology

Cairns, Robert B. and Cairns, Beverley D., *Lifelines and Risks: Pathways of Youth in Our Time* (New York: Harvester Wheatsheaf, 1994)

Cardelle-Elawar, Maria, 'Effects of Metacognitive Instruction on Low Achievers in Mathematics Problems', *Teaching and Teacher Education*, 11.1 (1995), 81-95
<[https://doi.org/10.1016/0742-051X\(94\)00019-3](https://doi.org/10.1016/0742-051X(94)00019-3)>

Carr, Martha, Joyce Alexander, and Trisha Folds-Bennett, 'Metacognition and Mathematics Strategy Use', *Applied Cognitive Psychology*, 8.6 (1994), 583-95
<<https://doi.org/10.1002/acp.2350080605>>

Castles, Anne, and Max Coltheart, 'Is There a Causal Link from Phonological Awareness to Success in Learning to Read?', *Cognition*, 91.1 (2004), 77-111
<[https://doi.org/10.1016/S0010-0277\(03\)00164-1](https://doi.org/10.1016/S0010-0277(03)00164-1)>

Catalano, Richard F., Sabrina Oesterle, Charles B. Fleming, and J. David Hawkins, 'The Importance of Bonding to School for Healthy Development: Findings from the Social Development Research Group', *Journal of School Health*, 74.7 (2004), 252-61
<<https://doi.org/10.1111/j.1746-1561.2004.tb08281.x>>

'Catalogue - Senate House Libraries -- Educational and Child Psychology.'
<http://encore.ulrls.lon.ac.uk/iii/encore/record/C__Rb1735175__Seducational%2520and%2520child%2520psychology__Orightresult__X5?lang=eng&suite=cobalt>

'Challenge and Motivation'
<http://education.purduecal.edu/vockell/edpsybook/edpsy5/edpsy5_challenge.htm>

Charlton, Tony, Charlie Panting, and Hazel Willis, 'Targeting Exclusion, Disaffection and Truancy in Secondary Schools', *Emotional and Behavioural Difficulties*, 9.4 (2004), 261-75
<<https://doi.org/10.1177/1363275204050372>>

Chavis, David M., James H. Hogge, David W. McMillan, and Abraham Wandersman, 'Sense of Community through Brunswik's Lens: A First Look', *Journal of Community Psychology*, 14.1 (1986), 24-40
<<https://onlinelibrary.wiley.com/doi/abs/10.1002/1520-6629%28198601%2914%3A1%3C24%3A%3AAID-JCOP2290140104%3E3.0.CO%3B2-P>>

Chavis, David M., and Grace M.H. Pretty, 'Sense of Community: Advances in Measurement and Application', *Journal of Community Psychology*, 27.6 (1999), 635-42
<<https://onlinelibrary.wiley.com/doi/abs/10.1002/%28SICI%291520-6629%28199911%2927%3A6%3C635%3A%3AAID-JCOP1%3E3.0.CO%3B2-F>>

Chi, M. T. H., 'Constructing Self-Explanations and Scaffolded Explanations in Tutoring', *Applied Cognitive Psychology*, 10.7 (1996), 33-49
<<https://doi.org/https://doi.org/10.1002/ACP436>>

Chiessi, Monica, Elvira Cicognani, and Christopher Sonn, 'Assessing Sense of Community on Adolescents: Validating the Brief Scale of Sense of Community in Adolescents (SOC-A)', *Journal of Community Psychology*, 38.3 (2010), 276-92
<<https://doi.org/10.1002/jcop.20364>>

Chipuer, Heather M., and Grace M.H. Pretty, 'A Review of the Sense of Community Index: Current Uses, Factor Structure, Reliability, and Further Development', *Journal of Community Psychology*, 27.6 (1999), 643-58
<<https://onlinelibrary.wiley.com/doi/abs/10.1002/%28SICI%291520-6629%28199911%2927%3A6%3C643%3A%3AAID-JCOP2%3E3.0.CO%3B2-B>>

Colley, David, 'Nurture Groups in Secondary Schools', *Emotional and Behavioural Difficulties*, 14.4 (2009), 291-300 <<https://doi.org/10.1080/13632750903303120>>

Danoff, Barbara, Karen Harris, and Steve Graham, 'Incorporating Strategy Instruction within the Writing Process in the Regular Classroom: Effects on the Writing of Students with and without Learning Disabilities', *Journal of Literacy Research*, 25.3 (1990), 295-322
<<https://doi.org/10.1080/10862969009547819>>

Deci, Edward L., and Richard M. Ryan, *Intrinsic Motivation and Self-Determination in Human Behavior* (Boston, MA: Springer US, 1985)
<<https://doi.org/10.1007/978-1-4899-2271-7>>

'Developing Conceptual Understanding and Procedural Skill in Mathematics: An Iterative Process', *Journal of Educational Psychology*, 93.2 (2001), 346-62
<<http://ovidsp.ovid.com/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00004760-200106000-00010&LSLINK=80&D=ovft>>

Dewey, Jessica, and Janet Bento, 'Activating Children's Thinking Skills (ACTS): The Effects of an Infusion Approach to Teaching Thinking in Primary Schools', *British Journal of Educational Psychology*, 79.2 (2009), 329-51
<<https://doi.org/10.1348/000709908X344754>>

Doran, C., and R.J. Cameron, 'Learning About Learning: Metacognitive Approaches in the Classroom', *Educational Psychology in Practice*, 11.2 (1995), 15-23
<<https://doi.org/10.1080/0266736950110203>>

Duckworth, A. L., and M. E.P. Seligman, 'Self-Discipline Outdoes IQ in Predicting Academic Performance of Adolescents', *Psychological Science*, 16.12 (2005), 939-44
<<https://doi.org/10.1111/j.1467-9280.2005.01641.x>>

Duff, Fiona J., and Paula J. Clarke, 'Practitioner Review: Reading Disorders: What Are the Effective Interventions and How Should They Be Implemented and Evaluated?', *Journal of Child Psychology and Psychiatry*, 52.1 (2011), 3-12
<<https://doi.org/10.1111/j.1469-7610.2010.02310.x>>

'Dynamic Assessment and Response to Intervention: Two Sides of One Coin - ProQuest'
<<http://search.proquest.com/docview/194230253/1424695E3562E843782/2?accountid=1>>

4511>

'Effects of Cognitive Strategy Instruction on Math Problem Solving of Middle School Students With Learning Disabilities', *Learning Disability Quarterly*, 34.4 (2011), 262–72 <<https://doi.org/10.1177/0731948711421762>>

Elliott, J., 'Dynamic Assessment in Educational Settings: Realising Potential', *Educational Review*, 55.1 (2003), 15–32 <<https://doi.org/10.1080/00131910303253>>

Fenning, P., and J. Rose, 'Overrepresentation of African American Students in Exclusionary Discipline The Role of School Policy', *Urban Education*, 42.6 (2007), 536–59 <<https://doi.org/10.1177/0042085907305039>>

Ferguson, Nancy, Laura-Ann Currie, Marianne Paul, and Keith Topping, 'The Longitudinal Impact of a Comprehensive Literacy Intervention', *Educational Research*, 53.3 (2011), 237–56 <<https://doi.org/10.1080/00131881.2011.598657>>

Frank M. Gresham, 'Social Competence and Affective Characteristics of Students with Mild Disabilities', *Review of Educational Research*, 67.4 (1997), 377–415 <<http://www.jstor.org/stable/info/1170514>>

Frederickson, Norah, 'Do Modern Methods of Teaching Reading Cause Dyslexia?', in *Educational Psychology: Topics in Applied Psychology* (London: Hodder Education, 2008), pp. 103–20 <<http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9781444116861>>

Frederickson, Norah, and Tony Cline, *Special Educational Needs, Inclusion and Diversity*, Third edition (Maidenhead, Berkshire, England: McGraw Hill/Open University Press, 2015) <<http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=nlbk&AN=1172057&site=ehost-live&scope=site>>

Frederickson, Norah, and Uta Frith, 'Identifying Dyslexia in Bilingual Children: A Phonological Approach with Inner London Sylheti Speakers', *Dyslexia*, 4.3 (1998), 119–31 <<https://onlinelibrary.wiley.com/doi/abs/10.1002/%28SICI%291099-0909%28199809%294%3A3%3C119%3A%3AID-DYS112%3E3.0.CO%3B2-8>>

Frederickson, Norah L., and Adrian F. Furnham, 'Peer-Assessed Behavioural Characteristics and Sociometric Rejection: Differences between Pupils Who Have Moderate Learning Difficulties and Their Mainstream Peers', *British Journal of Educational Psychology*, 74.3 (2004), 391–410 <<https://doi.org/10.1348/0007099041552305>>

Frederickson, Norah, Miller, Andy, and Cline, Tony, *Educational Psychology: Topics in Applied Psychology* (London: Hodder Education, 2008) <<https://www.dawsonera.com/guard/protected/dawson.jsp?name=https://shib-idp.ucl.ac.uk/shibboleth&dest=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9781444116861>>

Frederickson, Norah, Elizabeth Simmonds, Lynda Evans, and Chris Soulsby, 'Assessing the Social and Affective Outcomes of Inclusion', *British Journal of Special Education*, 34.2 (2007), 105–15 <<https://doi.org/10.1111/j.1467-8578.2007.00463.x>>

———, 'Assessing the Social and Affective Outcomes of Inclusion', *British Journal of Special Education*, 34.2 (2007), 105–15 <<https://doi.org/10.1111/j.1467-8578.2007.00463.x>>

———, 'Assessing the Social and Affective Outcomes of Inclusion', *British Journal of Special Education*, 34.2 (2007), 105–15 <<https://doi.org/10.1111/j.1467-8578.2007.00463.x>>

Frith, Uta, 'Paradoxes in the Definition of Dyslexia', *Dyslexia*, 5.4 (1999), 192–214 <<https://onlinelibrary.wiley.com/doi/10.1002/%28SICI%291099-0909%28199912%295%3A4%3C192%3A%3AAID-DYS144%3E3.0.CO%3B2-N>>

Garner, Jennifer, and Miles Thomas, 'The Role and Contribution of Nurture Groups in Secondary Schools: Perceptions of Children, Parents and Staff', *Emotional and Behavioural Difficulties*, 16.2 (2011), 207–24 <<https://doi.org/10.1080/13632752.2011.569410>>

Geary, David C., 'International Differences in Mathematical Achievement: Their Nature, Causes, and Consequences.', *Current Directions in Psychological Science*, 5.5 (1996), 133–37 <<https://doi.org/10.1111/1467-8721.ep11512344>>

Geary, David C., 'Reflections of Evolution and Culture in Children's Cognition: Implications for Mathematical Development and Instruction', *American Psychologist*, 50.1, 24–37 <<http://ovidsp.ovid.com/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00000487-199501000-00003&LSLINK=80&D=ovft>>

Gillborn, David, 'Ethnicity and Educational Performance in the United Kingdom: Racism, Ethnicity, and Variability in Achievement', *Anthropology Education Quarterly*, 28.3 (1997), 375–93 <<https://doi.org/10.1525/aeq.1997.28.3.375>>

Gipps, C. V., *Beyond Testing: Towards a Theory of Educational Assessment* (London: RoutledgeFalmer, 1994) <<https://www.taylorfrancis.com/books/9780203486009>>

Gipps, C. V., *Beyond Testing: Towards a Theory of Educational Assessment* (London: RoutledgeFalmer, 1994) <<https://www.taylorfrancis.com/books/9780203486009>>

Goswami, Usha, 'Neuroscience and Education: From Research to Practice?', *Nature Reviews Neuroscience*, 7.5 (2006), 406–13 <<https://doi.org/10.1038/nrn1907>>

Goswami, Usha C., *Blackwell Handbook of Childhood Cognitive Development* (Hoboken, NJ: Wiley InterScience, 2007) <<http://dx.doi.org/10.1002/9780470996652>>

———, *Blackwell Handbook of Childhood Cognitive Development* (Hoboken, NJ: Wiley InterScience, 2007) <<http://dx.doi.org/10.1002/9780470996652>>

———, 'Reading and Mathematical Development', in *Cognitive Development: The Learning Brain* (Hove: Psychology Press, 2008), pp. 334–71 <https://bibliu.com/app/?bibliuMagicToken=tx4Gi2NSISpgBA6cu45ZMSBIVV2g0esk#/view/books/9781317410041/epub/OEBPS/html/ch18.html#page_458>

———, 'Reading and Mathematical Development', in *Cognitive Development: The Learning Brain* (Hove: Psychology Press, 2008), pp. 334–71 <https://bibliu.com/app/?bibliuMagicToken=tx4Gi2NSISpgBA6cu45ZMSBIVV2g0esk#/view/books/9781317410041/epub/OEBPS/html/ch18.html#page_458>

Greenway, Carol, 'The Process, Pitfalls and Benefits of Implementing a Reciprocal Teaching Intervention to Improve the Reading Comprehension of a Group of Year 6 Pupils', *Educational Psychology in Practice*, 18.2 (2002), 113-37
<<https://doi.org/10.1080/02667360220144557>>

Hallam, Susan, 'Evaluation of Behavioural Management in Schools: A Review of the Behaviour Improvement Programme and the Role of Behaviour and Education Support Teams', *Child and Adolescent Mental Health*, 12.3 (2007), 106-12
<<https://doi.org/10.1111/j.1475-3588.2007.00442.x>>

Hallam, Susan, and Frances Castle, 'Exclusion from School: What Can Help Prevent It?', *Educational Review*, 53.2 (2001), 169-79 <<https://doi.org/10.1080/00131910120055598>>

Harris, Karen RPressley, Michael, 'The Nature of Cognitive Strategy Instruction: Interactive Strategy Construction', *Exceptional Children*, 57.5 (1991)
<<http://search.proquest.com/docview/201085755/fulltextPDF?accountid=14511>>

Hartas, Dimitra, 'Families' Social Backgrounds Matter: Socio-Economic Factors, Home Learning and Young Children's Language, Literacy and Social Outcomes', *British Educational Research Journal*, 37.6 (2011), 893-914
<<https://doi.org/10.1080/01411926.2010.506945>>

Harvey Goldstein and Geoffrey Woodhouse, 'School Effectiveness Research and Educational Policy', *Oxford Review of Education*, 26.3/4 (2000), 353-63
<<http://www.jstor.org/stable/1050763>>

Hatano, Giyoo, 'Social and Motivational Bases for Mathematical Understanding', *New Directions for Child and Adolescent Development*, 1988.41 (1988), 55-70
<<https://doi.org/10.1002/cd.23219884105>>

Hatcher, Peter J., Charles Hulme, and Margaret J. Snowling, 'Explicit Phoneme Training Combined with Phonic Reading Instruction Helps Young Children at Risk of Reading Failure', *Journal of Child Psychology and Psychiatry*, 45.2 (2004), 338-58
<<https://doi.org/10.1111/j.1469-7610.2004.00225.x>>

Heider, Fritz, *The Psychology of Interpersonal Relations* (New York: Wiley, 1958)
<<http://ovidsp.ovid.com/ovidweb.cgi?T=JS&NEWS=N&PAGE=toc&SEARCH=2004-21806.dd&LINKTYPE=asBody&D=psbk>>

'HeinOnline Printing'
<http://www.heinonline.org/HOL/Print?handle=hein.journals/crim41&div=35&collection=journals&set_as_cursor=1&men_tab=srchresults>

Hembree, Ray, 'The Nature, Effects, and Relief of Mathematics Anxiety', *Journal for Research in Mathematics Education*, 21.1 (1990), 33-46 <<https://doi.org/10.2307/749455>>

Herrero, Juan, and Enrique Gracia, 'Measuring Perceived Community Support: Factorial Structure, Longitudinal Invariance, and Predictive Validity of the PCSQ (Perceived Community Support Questionnaire)', *Journal of Community Psychology*, 35.2 (2007), 197-217 <<https://doi.org/10.1002/jcop.20143>>

Hirschman, Albert O., *The Rhetoric of Reaction: Perversity, Futility, Jeopardy* (Cambridge, Mass: Belknap Press, 1991)

Hope J. Hartman, 'From Reciprocal Teaching to Reciprocal Education', *Journal of Developmental Education*, 18.1 (1994), 2-32
<http://www.jstor.org/stable/42775535?seq=1#page_scan_tab_contents>

Houtveen, A. A. M., and W. J. C. M. van de Grift, 'Effects of Metacognitive Strategy Instruction and Instruction Time on Reading Comprehension', *School Effectiveness and School Improvement*, 18.2 (2007), 173-90
<<https://doi.org/10.1080/09243450601058717>>

Hu, Weiping, Philip Adey, Xiaojuan Jia, Jia Liu, Lei Zhang, Jing Li, and others, 'Effects of a "Learn to Think" Intervention Programme on Primary School Students', *British Journal of Educational Psychology*, 81.4 (2011), 531-57
<<https://doi.org/10.1348/2044-8279.002007>>

'Inclusive Education Research & Practice - Bui et al. Article, Topic 2 on Moodle'
<<https://moodle.ucl.ac.uk/course/view.php?id=22103>>

'Intensive Remedial Instruction for Children with Severe Reading Disabilities: Immediate and Long-Term Outcomes from Two Instructional Approaches - ProQuest'
<<http://search.proquest.com/docview/194218914/1422D56DFEE61646701/6?accountid=14511>>

'Item Display - Educational and Child Psychology'
<http://ioe.sirsidynix.net.uk/uhtbin/cgisirsi/Mon+Feb++2+12:57:29+2015/0/0/5?user_id=WEBSERVER&search_type=KEYWORD&srchfield1=GENERAL%5ESUBJECT%5EGENERAL%5E%5Ewords+or+phrase&library=ALL&language=ANY&format=ANY&item_type=ANY&location=ANY&match_on=KEYWORD&sort_by=ANY&searchdata1=0267-1611%7B022%7D>

'_____'<http://ioe.sirsidynix.net.uk/uhtbin/cgisirsi/Mon+Feb++2+13:00:59+2015/0/0/5?user_id=WEBSERVER&search_type=KEYWORD&srchfield1=GENERAL%5ESUBJECT%5EGENERAL%5E%5Ewords+or+phrase&library=ALL&language=ANY&format=ANY&item_type=ANY&location=ANY&match_on=KEYWORD&sort_by=ANY&searchdata1=0267-1611%7B022%7D>

'IZA - Institute for the Study of Labor'
<http://www.iza.org/en/webcontent/publications/papers/viewAbstract?dp_id=6149>

Jaana Juvonen, & Bernard Weiner, 'An Attributional Analysis of Students' Interactions: The Social Consequences of Perceived Responsibility', *Educational Psychology Review*, 5.4 (1993), 325-45 <<http://www.jstor.org/stable/info/23359296>>

Jensen, M., 'Mediating Knowledge Construction.', *Educational and Child Psychology.*, 20.2 (2001)
<http://encore.ulrls.lon.ac.uk/iii/encore/record/C__Rb1735175__Seducational%2520and%2520child%2520psychology__Orightresult__X5;jsessionid=6D1228ACE65A355678CC763A8501C872?lang=eng&suite=cobalt>

Jones, Daniel, Jeremy Monsen, and John Franey, 'Using the Staff Sharing Scheme to Support School Staff in Managing Challenging Behaviour More Effectively', *Educational Psychology in Practice*, 29.3 (2013), 258-77
<<https://doi.org/10.1080/02667363.2013.820173>>

'Journal of Child Psychology and Psychiatry, and Allied Disciplines', 53.5
<<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3492851/>>

Karla K. Stuebing, 'Validity of IQ-Discrepancy Classifications of Reading Disabilities: A Meta-Analysis', *American Educational Research Journal*, 39.2 (2002), 469-518
<<http://www.jstor.org/stable/info/3202529>>

Keith E. Stanovich, 'Matthew Effects in Reading: Some Consequences of Individual Differences in the Acquisition of Literacy', *Reading Research Quarterly*, 21.4, 360-407
<<http://www.jstor.org/stable/747612>>

Kelly, Marie, Dennis W. Moore, and Bryan F. Tuck, 'Reciprocal Teaching in a Regular Primary School Classroom', *The Journal of Educational Research*, 88.1 (1994), 53-61
<<https://doi.org/10.1080/00220671.1994.9944834>>

Kinder, Kay, Wilkin, Anne, Wakefield, Alison, and National Foundation for Educational Research in England and Wales, *Exclusion: Who Needs It?* (Slough, Berkshire: National Foundation for Educational Research, 1997)

Kolić-Vehovec, Svjetlana, and Igor Bajšanski, 'Comprehension Monitoring and Reading Comprehension in Bilingual Students', *Journal of Research in Reading*, 30.2 (2007), 198-211 <<https://doi.org/10.1111/j.1467-9817.2006.00319.x>>

Kuhn, Deanna, and David Dean, Jr., 'Metacognition: A Bridge Between Cognitive Psychology and Educational Practice', *Theory Into Practice*, 43.4 (2004), 268-73
<https://doi.org/10.1207/s15430421tip4304_4>

Leonard Springer, Mary Elizabeth Stanne and Samuel S. Donovan, 'Effects of Small-Group Learning on Undergraduates in Science, Mathematics, Engineering, and Technology: A Meta-Analysis', *Review of Educational Research*, 69.1, 21-51
<<http://www.jstor.org/stable/1170643>>

Lindsay, Geoff, 'Educational Psychology and the Effectiveness of Inclusive Education/Mainstreaming', *British Journal of Educational Psychology*, 77.1 (2007), 1-24
<<https://doi.org/10.1348/000709906X156881>>

Lloyd, Gwynedd, Joan Stead, and Andrew Kendrick, 'Joined-up Approaches to Prevent School Exclusion', *Emotional and Behavioural Difficulties*, 8.1 (2003), 77-91
<<https://doi.org/10.1080/13632750300507007>>

Lubliner, Shira, and Linda Smetana, 'The Effects of Comprehensive Vocabulary Instruction on Title I Students' Metacognitive Word-Learning Skills and Reading Comprehension', *Journal of Literacy Research*, 37.2 (2005), 163-200
<https://doi.org/10.1207/s15548430jlr3702_3>

MacFarlane, Kate, and Lisa Marks Woolfson, 'Teacher Attitudes and Behavior toward the Inclusion of Children with Social, Emotional and Behavioral Difficulties in Mainstream

Schools: An Application of the Theory of Planned Behavior', *Teaching and Teacher Education*, 29.January (2013), 46–52 <<https://doi.org/10.1016/j.tate.2012.08.006>>

Maddox, Samuel J., and Ronald J. Prinz, 'School Bonding in Children and Adolescents: Conceptualisation, Assessment and Associated Variables.', *Clinical Child and Family Psychology Review*, 6.1 (2003), 31–49 <<https://doi.org/10.1023/A:1022214022478>>

Male, D.B., 'Helping Children with Learning Difficulties to Employ Mnemonic Strategies: A Role for Educational Psychologists', *Educational Psychology in Practice*, 11.1 (1995), 10–17 <<https://doi.org/10.1080/0266736950110102>>

Maqsd, Muhammad, 'Effects of Metacognitive Instruction on Mathematics Achievement and Attitude towards Mathematics of Low Mathematics Achievers', *Educational Research*, 40.2 (1998), 237–43 <<https://doi.org/10.1080/0013188980400210>>

Maras, Pam, and Rupert Brown, 'Effects of Contact on Children's Attitudes Toward Disability: A Longitudinal Study¹', *Journal of Applied Social Psychology*, 26.23 (1996), 2113–34 <<https://doi.org/10.1111/j.1559-1816.1996.tb01790.x>>

———, 'Effects of Different Forms of School Contact on Children's Attitudes toward Disabled and Non-Disabled Peers', *British Journal of Educational Psychology*, 70.3 (2000), 337–51 <<https://doi.org/10.1348/000709900158164>>

McMillan, David W., and David M. Chavis, 'Sense of Community: A Definition and Theory', *Journal of Community Psychology*, 14.1 (1986), 6–23 <<https://onlinelibrary.wiley.com/doi/abs/10.1002/1520-6629%28198601%2914%3A1%3C6%3A%3AAID-JCOP2290140103%3E3.0.CO%3B2-I>>

Mevarech, Zemira R., and Bracha Kramarski, 'The Effects of Metacognitive Training versus Worked-out Examples on Students' Mathematical Reasoning', *British Journal of Educational Psychology*, 73.4 (2003), 449–71 <<https://doi.org/10.1348/000709903322591181>>

Missiuna, Cheryl, and Marilyn Samuels, 'Dynamic Assessment', *Special Services in the Schools*, 5.1–2 (1989), 1–22 <https://doi.org/10.1300/J008v05n01_01>

Moeller, Korbinian, Laura Martignon, Silvia Wessolowski, Joachim Engel, and Hans-Christoph Nuerk, 'Effects of Finger Counting on Numerical Development – the Opposing Views of Neurocognition and Mathematics Education', *Frontiers in Psychology*, 2 (2011), 1–5 <<https://doi.org/10.3389/fpsyg.2011.00328>>

Muter, Valerie, 'Phonemes, Rimes, Vocabulary, and Grammatical Skills as Foundations of Early Reading Development: Evidence From a Longitudinal Study', *Developmental Psychology*, 40.5 (2004), 665–81 <<http://ovidsp.ovid.com/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00063061-200409000-00002&LSLINK=80&D=ovft>>

National Foundation for Educational Research in England and Wales., 'Educational Research. Educational Research' <<http://catalogue.urls.lon.ac.uk/search~S/i?00131881>>

Nowicki, Elizabeth A., and Robert Sandieson, 'A Meta-Analysis of School-Age Children's Attitudes Towards Persons with Physical or Intellectual Disabilities', *International Journal of*

Disability, Development and Education, 49.3 (2002), 243–65
<<https://doi.org/10.1080/1034912022000007270>>

Nunes, Terezinha and Bryant, Peter, *Children Doing Mathematics* (Oxford: Blackwell, 1996), Understanding children's worlds

Nunes, Terezinha, David William Carraher, and Analucia Dias Schliemann, *Street Mathematics and School Mathematics* (Cambridge: Cambridge University Press, 1993), Learning in doing :social, cognitive&computational perspectives

Oakhill, J.V., K. Cain, and P.E. Bryant, 'The Dissociation of Word Reading and Text Comprehension: Evidence from Component Skills', *Language and Cognitive Processes*, 18.4 (2003), 443–68 <<https://doi.org/10.1080/01690960344000008>>

Obst, Patricia L., and Katherine M. White, 'Revisiting the Sense of Community Index: A Confirmatory Factor Analysis', *Journal of Community Psychology*, 32.6 (2004), 691–705
<<https://doi.org/10.1002/jcop.20027>>

Obst, Patricia, Sandy G. Smith, and Lucy Zinkiewicz, 'An Exploration of Sense of Community, Part 3: Dimensions and Predictors of Psychological Sense of Community in Geographical Communities', *Journal of Community Psychology*, 30.1 (2002), 119–33
<<https://doi.org/10.1002/jcop.1054>>

'Ofsted Managing Challenging Behaviour'
<<https://www.excellencegateway.org.uk/content/eg1242>>

'Ofsted SEN Review', 14AD
<<https://www.gov.uk/government/publications/special-educational-needs-and-disability-review>>

Opfer, J, and R Siegler, 'Representational Change and Children's Numerical Estimation', *Cognitive Psychology*, 55.3 (2007), 169–95
<<https://doi.org/10.1016/j.cogpsych.2006.09.002>>

Osborne, C., J. Alfano, and T. Winn, 'Paired Reading as a Literacy Intervention for Foster Children', *Adoption & Fostering*, 34.4 (2010), 17–26
<<https://doi.org/10.1177/030857591003400403>>

Osterman, K. F., 'Students' Need for Belonging in the School Community', *Review of Educational Research*, 70.3 (2000), 323–67
<<https://doi.org/10.3102/00346543070003323>>

Palincsar, A. S., and L. Klenk, 'Fostering Literacy Learning in Supportive Contexts', *Journal of Learning Disabilities*, 25.4 (1992), 211–25
<<https://doi.org/10.1177/002221949202500402>>

Palincsar, Annemarie Sullivan, Ann L. Brown, and Suzanne M. Martin, 'Peer Interaction in Reading Comprehension Instruction', *Educational Psychologist*, 22.3–4 (1987), 231–53
<<https://doi.org/10.1080/00461520.1987.9653051>>

Palinscar, Aannemarie Sullivan, and Ann L. Brown, 'Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities', *Cognition and*

Instruction, 1.2 (1984), 117–75 <https://doi.org/10.1207/s1532690xci0102_1>

Panayiotopoulos, Christos, and Michael Kerfoot, 'A Home and School Support Project for Children Excluded from Primary and First Year Secondary School', *Child and Adolescent Mental Health*, 9.3 (2004), 109–14 <<https://doi.org/10.1111/j.1475-3588.2004.00091.x>>

Parsons, Carl, 'Achieving Zero Permanent Exclusions from School, Social Justice and Economy', *FORUM*, 52.3 (2010), 395–404 <<https://doi.org/10.2304/forum.2010.52.3.395>>

Payne, A. A., D. C. Gottfredson, and G. D. Gottfredson, 'Schools as Communities: The Relationships among Communal School Organization, Student Bonding, and School Disorder', *Criminology*, 41.3 (2003), 749–78
<<https://doi.org/10.1111/j.1745-9125.2003.tb01003.x>>

Phelps, Erin and Damon, William, 'Problem Solving With Equals: Peer Collaboration as a Context for Learning Mathematics and Spatial Concepts', *Journal of Educational Psychology*, 81.4, 639–46
<<http://ovidsp.ovid.com/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00004760-198912000-00023&LSLINK=80&D=ovft>>

Pooley, Julie Ann, Lauren Breen, Lisbeth T. Pike, Lynne Cohen, and Neil M. Drew, 'Critiquing the School Community: A Qualitative Study of Children's Conceptualizations of Their School', *International Journal of Qualitative Studies in Education*, 21.2 (2008), 87–98
<<https://doi.org/10.1080/09518390701207517>>

'Poorer Children's Educational Attainment: How Important Are Attitudes and Behaviour?' (Joseph Rowntree Foundation)
<<http://www.jrf.org.uk/publications/educational-attainment-poor-children>>

Pramling, I., 'Developing Children's Thinking about Their Own Learning', *British Journal of Educational Psychology*, 58.3 (1988), 266–78
<<https://doi.org/10.1111/j.2044-8279.1988.tb00902.x>>

R, Baillargeon, 'The Acquisition of Physical Knowledge in Infancy: A Summary in Eight Lessons', in *The Wiley-Blackwell Handbook of Childhood Cognitive Development*, 2nd ed (Oxford: Wiley-Blackwell, 2011), Wiley-Blackwell handbooks of developmental psychology, 47–83
<https://ucl.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=14387402700004761&institutionId=4761&customerId=4760&VE=true>

———, 'The Acquisition of Physical Knowledge in Infancy: A Summary in Eight Lessons', in *The Wiley-Blackwell Handbook of Childhood Cognitive Development*, 2nd ed (Oxford: Wiley-Blackwell, 2011), Wiley-Blackwell handbooks of developmental psychology, 47–83
<https://ucl.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=14387402700004761&institutionId=4761&customerId=4760&VE=true>

Rattan, Aneeta, Catherine Good, and Carol S. Dweck, '"It's Ok — Not Everyone Can Be Good at Math": Instructors with an Entity Theory Comfort (and Demotivate) Students', *Journal of Experimental Social Psychology*, 48.3 (2012), 731–37

<<https://doi.org/10.1016/j.jesp.2011.12.012>>

Reid, Gavin, Iva Strnadová, and Therese Cumming, 'Expanding Horizons for Students with Dyslexia in the 21st Century: Universal Design and Mobile Technology', *Journal of Research in Special Educational Needs*, 13.3 (2013), 175–81
<<https://doi.org/10.1111/1471-3802.12013>>

Resnick, Lauren B., *The Nature of Intelligence* (Hillsdale, N.J.: Erlbaum, 1976)

Rips, Lance J., Amber Bloomfield, and Jennifer Asmuth, 'From Numerical Concepts to Concepts of Number', *Behavioral and Brain Sciences*, 31.06 (2008), 623–87
<<https://doi.org/10.1017/S0140525X08005566>>

Roberts, Clare M., and Janina S. Lindsell, 'Children's Attitudes and Behavioural Intentions Towards Peers with Disabilities', *International Journal of Disability, Development and Education*, 44.2 (1997), 133–45 <<https://doi.org/10.1080/0156655970440205>>

Roberts, Clare M., and Peta R. Smith, 'Attitudes and Behaviour of Children Toward Peers with Disabilities', *International Journal of Disability, Development and Education*, 46.1 (1999), 35–50 <<https://doi.org/10.1080/103491299100713>>

Royal, Mark A., and Robert J. Rossi, 'Individual-Level Correlates of Sense of Community: Findings from Workplace and School', *Journal of Community Psychology*, 24.4 (1996), 395–416
<<https://onlinelibrary.wiley.com/doi/abs/10.1002/%28SICI%291520-6629%28199610%2924%3A4%3C395%3A%3AAID-JCOP8%3E3.0.CO%3B2-T>>

Salmon, Angela K., 'Promoting a Culture of Thinking in the Young Child', *Early Childhood Education Journal*, 35.5 (2008), 457–61 <<https://doi.org/10.1007/s10643-007-0227-y>>

Salovey, Peter and Sluyter, David J., *Emotional Development and Emotional Intelligence: Educational Implications*, 1st ed (New York: Basic Books, 1997)

Schneider, Michael¹, 'The Developmental Relations Between Conceptual and Procedural Knowledge: A Multimethod Approach', *Developmental Psychology*, 46.1, 178–92
<<http://ovidsp.ovid.com/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00063061-201001000-00016&LSLINK=80&D=ovft>>

Schneider, Wolfgang, and Cordula Artelt, 'Metacognition and Mathematics Education', *ZDM*, 42.2 (2010), 149–61 <<https://doi.org/10.1007/s11858-010-0240-2>>

Shayer, Michael., and Mundher. Adhami, 'Realizing the Cognitive Potential of Children 5-7 with a Mathematics Focus: Post-Test and Long-Term Effects of a 2-Year Intervention', *British Journal of Educational Psychology*, 80.3 (2010), 363–79
<<https://doi.org/10.1348/000709909X482363>>

Short, Elizabeth J.^{1,2}, 'Relationship Between Memory and Metamemory Performance: A Comparison of Specific and General Strategy Knowledge', *Journal of Educational Psychology*, 85.3, 412–23
<<http://ovidsp.ovid.com/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00004760-199309000-00003&LSLINK=80&D=ovft>>

Siegler, Robert S., 'Conscious and Unconscious Strategy Discoveries: A Microgenetic Analysis', *Journal of Experimental Psychology: General*, 127.4, 377-97
 <<http://ovidsp.ovid.com/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00004785-199812000-00003&LSLINK=80&D=ovft>>

———, 'Development of Academic Skills', in *Children's Thinking*, 4th ed., Intl. ed (Upper Saddle River, N.J.: Pearson/Prentice Hall, 2005), pp. 381-421
 <<https://contentstore.cla.co.uk/secure/link?id=80d60cb4-3420-f011-81a2-de36721ebb7e>>

———, 'Development of Academic Skills', in *Children's Thinking*, 4th ed., Intl. ed (Upper Saddle River, N.J.: Pearson/Prentice Hall, 2005), pp. 381-421
 <<https://contentstore.cla.co.uk/secure/link?id=80d60cb4-3420-f011-81a2-de36721ebb7e>>

Siegler, Robert S., 'Implications of Cognitive Science Research for Mathematics Education', in *A Research Companion to Principles and Standards for School Mathematics*, ed. by Jeremy Kilpatrick, W. Gary Martin, and Deborah Schifter (Reston, VA: National Council of Teachers of Mathematics, 2003), pp. 289-303
 <<https://contentstore.cla.co.uk/secure/link?id=66cd12f5-1619-f011-81a2-842121568115>>

Small, M. L., D. J. Harding, and M. Lamont, 'Reconsidering Culture and Poverty', *The ANNALS of the American Academy of Political and Social Science*, 629.1 (2010), 6-27
 <<https://doi.org/10.1177/0002716210362077>>

Snowling, Margaret J., *Dyslexia*, 2nd ed (Malden, MA: Blackwell Publishers, 2000)

Snowling, Margaret J., and Charles Hulme, 'Annual Research Review: The Nature and Classification of Reading Disorders - a Commentary on Proposals for DSM-5', *Journal of Child Psychology and Psychiatry*, 53.5 (2012), 593-607
 <<https://doi.org/10.1111/j.1469-7610.2011.02495.x>>

Snowling, Margaret J. and Hulme, Charles, *The Science of Reading: A Handbook* (Malden: Blackwell, 2005), Blackwell handbooks of developmental psychology

———, *The Science of Reading: A Handbook* (Malden: Blackwell, 2005), Blackwell handbooks of developmental psychology

Snowling, Margaret J., and Charles Hulme, *The Science of Reading: A Handbook* (Malden: Blackwell, 2005), Blackwell handbooks of developmental psychology

Snyder, C. R., 'TARGET ARTICLE: Hope Theory: Rainbows in the Mind', *Psychological Inquiry*, 13.4 (2002), 249-75 <https://doi.org/10.1207/S15327965PLI1304_01>

'Social Inequality: Can Schools Narrow the Gap?' (British Educational Research Association, 15AD)
 <<https://www.bera.ac.uk/researchers-resources/publications/social-inequality-can-schools-narrow-the-gap>>

Sperling, Rayne A., Aaron S. Richmond, Crystal M. Ramsay, and Michael Klapp, 'The Measurement and Predictive Ability of Metacognition in Middle School Learners', *The*

Journal of Educational Research, 105.1 (2012), 1–7
<<https://doi.org/10.1080/00220671.2010.514690>>

Sternberg, Robert J. and Grigorenko, Elena, Dynamic Testing: The Nature and Measurement of Learning Potential (Cambridge, UK: Cambridge University Press, 2002)

Sturgess, Judy Dunn, Lisa Davies, Wendy, 'Young Children's Perceptions of Their Relationships with Family Members: Links with Family Setting, Friendships, and Adjustment', International Journal of Behavioral Development, 25.6 (2001), 521–29
<<https://doi.org/10.1080/01650250042000500>>

'Sutton Trust - Social Mobility and Education'
<<http://www.suttontrust.com/researcharchive/social-mobility-education/>>

'The Achievement Gap' (British Educational Research Association, 15AD)
<<https://www.bera.ac.uk/researchers-resources/publications/the-achievement-gap>>

'The Theory of Planned Behavior', Organizational Behavior and Human Decision Processes
<[https://doi.org/0749-5978\(91\)90020-T](https://doi.org/0749-5978(91)90020-T)>

'The Treatment Effect of School Exclusion on Unemployment by Alex Sutherland, Manuel Eisner :: SSRN' <http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2380956>

Uchino, Bert N., 'Social Support and Health: A Review of Physiological Processes Potentially Underlying Links to Disease Outcomes', Journal of Behavioral Medicine, 29.4 (2006), 377–87 <<https://doi.org/10.1007/s10865-006-9056-5>>

'Using Appreciative Inquiry in Educational Research: Possibilities and Limitations'
<http://www.nfer.ac.uk/publications/aen01/aen01_home.cfm>

Uttal, David H., Kathryn V. Scudder, and Judy S. DeLoache, 'Manipulatives as Symbols: A New Perspective on the Use of Concrete Objects to Teach Mathematics', Journal of Applied Developmental Psychology, 18.1 (1997), 37–54
<[https://doi.org/10.1016/S0193-3973\(97\)90013-7](https://doi.org/10.1016/S0193-3973(97)90013-7)>

Vellutino, Frank R., Jack M. Fletcher, Margaret J. Snowling, and Donna M. Scanlon, 'Specific Reading Disability (Dyslexia): What Have We Learned in the Past Four Decades?', Journal of Child Psychology and Psychiatry, 45.1 (2004), 2–40
<<https://doi.org/10.1046/j.0021-9630.2003.00305.x>>

Vellutino, Frank R., Donna M. Scanlon, Edward R. Sipay, Sheila G. Small, Alice Pratt, RuSan Chen, and others, 'Cognitive Profiles of Difficult-to-Remediate and Readily Remediated Poor Readers: Early Intervention as a Vehicle for Distinguishing between Cognitive and Experiential Deficits as Basic Causes of Specific Reading Disability.', Journal of Educational Psychology, 88.4 (1996), 601–38
<<http://ovidsp.ovid.com/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00004760-199612000-00002&LSLINK=80&D=ovft>>

Victor Battistich, Daniel Solomon, Dong-il Kim, Marilyn Watson and Eric Schaps, 'Schools as Communities, Poverty Levels of Student Populations, and Students' Attitudes, Motives, and Performance: A Multilevel Analysis', American Educational Research Journal, 32.3 (1995), 627–58 <<http://www.jstor.org/stable/1163326>>

Vygotskiĭ, L. S., and Michael Cole, *Mind in Society: The Development of Higher Psychological Processes* (Cambridge, Mass: Harvard University Press, 1978)

Wastell, David, and Sue White, 'Blinded by Neuroscience: Social Policy, the Family and the Infant Brain', *Families, Relationships and Societies*, 1.3 (2012), 397-414
<<https://doi.org/10.1332/204674312X656301>>

Weil, Leonora G., Stephen M. Fleming, Iroise Dumontheil, Emma J. Kilford, Rimona S. Weil, Geraint Rees, and others, 'The Development of Metacognitive Ability in Adolescence', *Consciousness and Cognition*, 22.1 (2013), 264-71
<<https://doi.org/10.1016/j.concog.2013.01.004>>

Wentzel, K. R., and A. Wigfield, 'Motivational Interventions That Work: Themes and Remaining Issues', *Educational Psychologist*, 42.4 (2007), 261-71
<<https://doi.org/10.1080/00461520701621103>>

White, Sarah, Elizabeth Milne, Stuart Rosen, Peter Hansen, John Swettenham, Uta Frith, and others, 'The Role of Sensorimotor Impairments in Dyslexia: A Multiple Case Study of Dyslexic Children', *Developmental Science*, 9.3 (2006), 237-55
<<https://doi.org/10.1111/j.1467-7687.2006.00483.x>>

Williams, W, 'Practical Intelligence for School: Developing Metacognitive Sources of Achievement in Adolescence', *Developmental Review*, 22.2 (2002), 162-210
<<https://doi.org/10.1006/drev.2002.0544>>

Witten, Karen, Tim McCreanor, and Robin Kearns, 'The Place of Schools in Parents' Community Belonging', *New Zealand Geographer*, 63.2 (2007), 141-48
<<https://doi.org/10.1111/j.1745-7939.2007.00097.x>>

Yarrow, Fiona, and Keith J. Topping, 'Collaborative Writing: The Effects of Metacognitive Prompting and Structured Peer Interaction', *British Journal of Educational Psychology*, 71.2 (2001), 261-82 <<https://doi.org/10.1348/000709901158514>>

Ziegler, Johannes C., 'Reading Acquisition, Developmental Dyslexia, and Skilled Reading Across Languages: A Psycholinguistic Grain Size Theory', *Psychological Bulletin*, 131.1, 3-29
<<http://ovidsp.ovid.com/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00006823-200501000-00001&LSLINK=80&D=ovft>>

Ziegler, Johannes C., and Usha Goswami, 'Becoming Literate in Different Languages: Similar Problems, Different Solutions', *Developmental Science*, 9.5 (2006), 429-36
<<https://doi.org/10.1111/j.1467-7687.2006.00509.x>>