

REFERENCES

Module 1: Exploring Children's Learning

- Alexander, A. and Morrison, M. A. (1995) 'Electric toyland and the structures of power: an analysis of critical studies on children as consumers', *Critical Studies in Mass Communications*, vol. 12, pp. 344–53.
- Bandura, A. (1965) 'Influence of models' reinforcement contingencies on the acquisition of imitative responses', *Journal of Personality and Social Psychology*, vol. 1, pp. 589–95.
- Bandura, A. (1973) *Aggression: a social learning analysis*, Upper Saddle Place, NJ, Prentice Hall.
- Bandura, A. (1977) *Social Learning Theory*, New York, General Learning Press.
- Bandura, A. and Jeffery, R. W. (1972) 'Role of symbolic coding and rehearsal processes in observational learning', *Journal of Personality and Social Psychology*, vol. 26, pp. 122–30.
- Beckman, J. (1997) *Television and Violence: what the research says about its effects on young children*, Winnetka, IL, Winnetka Alliance for Early Childhood.
- Crain, W. C. (2000) *Theories of Development: concepts and applications*, Upper Saddle Place, NJ, Prentice Hall.
- Davidson, J. (1996) 'Menace to society', *Rolling Stone*, 728, pp. 38–9. Donaldson, M. (1978) *Children's Minds*, London, Fontana.
- Gershoff, E. T. (2002) 'Parental corporal punishment and associated child behaviors and experiences: a meta-analytic and theoretical review', *Psychological Bulletin*, vol. 128, pp. 539–79.
- Huesmann, L. R., Moise, J., Podolski, C. P. and Eron, L. D. (2003) 'Longitudinal relations between childhood exposure to media violence and adult aggression and violence: 1977–1992', *Developmental Psychology*, vol. 39, pp. 201–21.
- Hughes, M. and Grieve, R. (1980) 'On asking children bizarre questions', *First Language*, vol. 1, pp. 149–60.
- Huston, A. C., Wright, J. C. and Wartella, E. (1981) 'Communicating more than content: formal features of children's television programs', *Journal of Communication*, vol. 31, pp. 32–48.
- Keenan, M. (2004) 'Autism in Northern Ireland: the tragedy and the shame', *The Psychologist*, vol. 17, pp. 72–5.
- Keenan, M., Kerr, K. P. and Dillenberger, K. (eds) (2000) *Parents' Education as Autism Therapists*, London, Jessica Kingsley.

- Klein, S. B. (1996, 3rd edn) *Learning: principles and applications*, New York, McGraw Hill.
- Kytomaki, J. (1998) Parental control and regulation of schoolchildren's television viewing
- Larson, M. S. (2003) 'Gender, race, and aggression in television commercials that feature children', *Sex Roles: A Journal of Research*, vol. 48, pp. 67–75.
- Liebert, R. M., Poulos, R. W. and Marmor, G. S. (1977, 2nd edn) *Developmental Psychology*, Upper Saddle Place, NJ, Prentice Hall.
- Light, P. H., Buckingham, N. and Robbins, H. (1979) 'The conservation task as an interactional setting', *British Journal of Educational Psychology*, vol. 49, pp. 304–10.
- Moll, L. C. (1990) 'Introduction', in Moll, L. C. (ed.) *Vygotsky and Education*, pp. 1–27, Cambridge, Cambridge University Press.
- Piaget, J. (1923/1926) *The Language and Thought of the Child*, London, Kegan Paul.
- Piaget, J. (1936/1955) *The Child's Construction of Reality*, London, Routledge and Kegan Paul.
- Roberts, D. F., Foehr, U. G., Rideout, V. J. and Brodie, M. (1999) 'Kids and media at the new millennium: a comprehensive national analysis of children's media use', Menlo Park, CA, The Henry J. Kaiser Family Foundation Report.
- Skinner, B. F. (1938) *The Behavior of Organisms*, Upper Saddle Place, NJ, Prentice Hall.
- Thomas, G. and Glenny, G. (2004) 'Thinking about inclusion: whose reason?', in Sheehy, K., Nind, M., Rix, J. and Simmons, K. (eds) *Ethics and Research in Inclusive Education: values into practice*, London, RoutledgeFalmer.
- Vygotsky, L. S. (1934/1986) *Thought and Language*, Cambridge, MA, MIT Press.
- Vygotsky, L. (1978) *Mind in Society: the development of higher psychological processes*, Cambridge, MA, Harvard University Press.
- Vygotsky, L. S. (1981) 'The development of higher forms of attention in childhood', in Wertsch, J. V. (ed.), *The Concept of Activity in Soviet Psychology*, Armonk, NY, Sharpe.
- Watson, J. B. (1913) 'Psychology as the behaviorist views it', *Psychological Review*, vol. 20, pp. 158–77.
- Watson, J. B. (1924) *Behaviorism*, New York, Norton.
- Wood, D. J., Bruner, J. S. and Ross, G. (1976) 'The role of tutoring in problem-solving', *Journal of Clinical Psychology and Psychiatry*, vol. 17, pp. 85–100.

Module 3: The Role of Play in Children's Learning

Bruer, J. T. (1999) 'In search of ... brain-based education', Kappa Professional Journal, Phi Delta Kappa International: <http://www.pdkintl.org/kappan/kbru9905.htm>

Catherwood, D. (2000) 'New views on the young brain: offerings from developmental psychology to early childhood education', Contemporary Issues in Early Childhood, vol. 1, no. 1.

Perry, B D., and Pollard, R. (1997) Altered Brain Development Following Global Neglect in Early Childhood, New Orleans, The Childhood Trauma Academy.

Vygotsky, L. (1978) Mind in Society, Cambridge, MA, Harvard University Press.

Wilson, L. and Spears, A., 'Overview of brain-based learning':
<http://www.uwsp.edu/education/lwilson/learning/overview%20%20on%20brain.htm>

'A position statement on young children and recess', National Association of Early Childhood Specialists in State Departments of Education, USA.

Module 6: Children's Rights and Participation

Badham, B. and Wade, H. (revised edition 2005) Hear By Right Standards for the Active Involvement of Children and Young People, Leicester and London: National Youth Agency and Local Government Association.

Leverett, S. (2008) 'Children's participation' in Foley, P. and Leverett, S. (eds) Connecting with Children: Developing Working Relationships, Bristol: Policy Press.

O'Kane, C. (2000) 'Development of participatory techniques, facilitating children's views about decisions which affect them', in Christensen, P. and James, A. (eds) Research with Children Perspectives and Practice, London: Falmer Press.

Module 8: What Do We Mean By Family?

Bernardes, J. (1987) "'Doing things with words": Sociology and "Family Policy" debates', Sociological Review, vol. 35, no. 4, pp. 679–702.

Bernardes, J. (1993) 'Responsibilities in studying postmodern families', Journal of Family Therapy, vol. 14, no. 1, pp. 35–49.

Bernardes, J. (2003[1985]) 'Do we really know what "the family" is?' in Cheal, D. (ed.) *Family: Critical Concepts in Sociology*, London, Routledge, vol. I, pp. 83–102.

Calhoun, C. (ed.) (2002) *Dictionary of the Social Sciences*, Oxford University Press, (Accessed 1st September 2009).

Gillis, J. (1997) *A World of Their Own Making: the History of Myth and Ritual in Family Life*, Oxford, Oxford Paperbacks.

Gubrium, J. and Holstein, J. (1990) *What is Family?*, London, Mayfield.

Jary, D., and Jary, J. (1995) *Collins Dictionary of Sociology* (2nd edn), Glasgow, Harper Collins.

Langford, W., Lewis, C., Solomon, Y. and Warin, J. (2001) *Family Understandings: Closeness, Authority and Independence in Families with Teenagers*, London, Family Policy Studies Centre/Joseph Rowntree Foundation.

Lindley, B. (2007) Family Rights Group handout.

Morgan, D.H.J. (2003) 'Introduction' in Cheal, D. (ed.) *Family: Critical Concepts in Sociology*, London, Routledge.

Ribbens, J. (1994) *Mothers and Their Children: A Sociology of Childrearing*, London, Sage.

Schutz, A. (1954) 'Concept and theory formation in the social sciences', *Journal of Philosophy*, vol. 51, pp. 257–73.

Scott, J. (1997) 'Changing households in Britain: do families still matter?', *Sociological Review*, vol. 45, no. 4, pp. 590–620.

Walkover, B.C. (1992) 'The family as an overwrought object of desire' in Rosenwald, G.C. and Ochberg, R. (eds.) *Storied Lives: The Cultural Politics of Self-Understanding*, New Haven, CT, Yale University Press.

Module 10: Parenting and Toddlers - Teaching and Learning at Home

Booth, T. and Booth, W. (1994) *Parenting under Pressure: Mothers and fathers with learning difficulties*, Buckingham, Open University Press.

Dallos, R. (1991) *Family Belief Systems, Therapy and Change*, Milton Keynes, Open University Press.

Department of Health (1997) *People Like Us: The report of the review of the safeguards for children living away from home (The Utting Report)*, London, The Stationery Office.

Department of Health and Welsh Office (2000) *Lost in Care: Report of the tribunal of inquiry into the abuse of children in care in the former county council areas of Gwynedd and Clwyd since 1974 (The Waterhouse Report)*, London, The Stationery Office.

Donaldson, M. (1978) *Children's Minds*, London, Fontana.

Hardyment, C. (1995) *Perfect Parents: Baby-care advice past and present*, Oxford, Oxford University Press.

Holman, B. (1996a) 'Fifty years ago: the Curtis and Clyde reports', *Children and Society*, Vol. 10, No. 3, pp. 197–209.

Holman, B. (1996b) *The Corporate Parent: Manchester Children's Department 1948–71*, London, National Institute for Social Work.

Home Office (1998) *Supporting Families: A consultation document*, London, HMSO.

Lupton, D. and Barclay, L. (1997) *Constructing Fatherhood*, London, Sage.

Muncie, J., Wetherell, M., Dallos, R. and Cochrane, A. (1995) *Understanding the Family*, London, Sage.

O'Connell, B. and Bretherton, I. (1984) 'Toddlers' play alone and with mother: the role of maternal guidance', in Bretherton, I. (ed.) *Symbolic Play: the development of social understanding*, London, Academic Press.

Pugh, G., De'Ath, E. and Smith, C. (1994) *Confident Parents, Confident Children: Policy and practice in parent education and support*, London, National Children's Bureau.

Rogoff, B. (1990) *Apprenticeship in Thinking: cognitive development in social context*, New York, Oxford University Press.

Rogoff, B., Mistry, J., Göncü, A. and Mosier, C. (1993) 'Guided participation in cultural activity by toddlers and caregivers', *Monograph of the Society for Research in Child Development*, 58 (8), no. 236.

Sanderson, I. (1996) 'Needs and public services', in Percy-Smith, J. (ed.) *Needs Assessment in Public Policy*, Buckingham, Open University Press.

Schaffer, H.R. (1996) *Social Development*, Oxford, Blackwell (set book).

Tizard, B. and Hughes, M. (1984) *Young Children learning*, London, Fontana.

Wetherell, M. (1995) 'Social structure, ideology and family dynamics: the case of parenting', in

Muncie et al., *Understanding the Family*, London, Sage.

White, D. and Woollett, A. (1992) *Families: A context for development*, London, Falmer Press.

Wood, D. and Middleton, D. (1975) 'A study of assisted problem solving', *British Journal of Psychology*, 66, pp. 181–91

Module 12: Involving the Family in Supporting Pupil's Literacy Learning

Adams, M. J. (1994) *Beginning to Read: thinking and learning about print*, Cambridge, MA, MIT Press.

Ada, F. (1988) 'The Pajaro Valley experience: working with Spanish-speaking parents to develop children's reading and writing skills in the home through the use of children's literature', in Skutnabb-Kangas, T. and Cummins, J. (eds) *Minority Education: from shame to struggle*, Clevedon, Multilingual Matters.

Anderson, A. B. and Stokes, S. J. (1984) 'Social and institutional influences on the development and practice of literacy', in Gelman, H., Oberg, A. and Smith, F. (eds) *Awakening to Literacy*, London, Heinemann.

Auerbach, E. R. (1989) 'Towards a socio-cultural approach to family literacy', *Harvard Educational Review*, 59, pp. 165–81.

Blackledge, A. (2000) *Literacy, Power and Social Justice*, Stoke on Trent, Trentham.

Dale, N. (1996) *Working with Families of Children with Special Needs: partnership and practice*, London, Routledge.

Davie, C. E., Butler, N. and Goldstein, H. (1972) *From Birth to Seven: a report of the National Child Development Study*, London, Longman/National Children's Bureau.

Delgado-Gaitan, C. (1990) *Literacy for Empowerment*, London, Falmer.

Hannon, P. (1987) 'A study of the effects of parental involvement in the teaching of reading on children's reading test performance', *Cambridge Journal of Education*, 16, pp. 28–37.

Hewison, J. (1988) 'The long-term effectiveness of parental involvement in reading. A follow-up to the Haringey Reading Project', *British Journal of Educational Psychology*, 58, pp. 184–90.

Hewison, J. and Tizard, J. (1980) 'Parental involvement and reading attainment', *British Journal of Educational Psychology*, 50, pp. 209–15.

Mccormick, C. E. and Mason, J. M. (1986) 'Intervention procedures for increasing preschool

children's interest in and knowledge about reading', in Teale, W. and Sulzby, E. (eds) *Emergent Literacy: writing and reading*, Norwood, NJ, Ablex.

Wells, G. (1985) *Language Development in the Pre-School Years*, Cambridge, Cambridge University Press.

Wragg, E. C., Wragg, C. M., Haynes, G. S. and Chamberlain, R. P. (1998) *Improving Literacy in the Primary School*, London, Routledge.

Module 18: Young People's Well-being - Working with Young People

Antidote (2005) www.antidote.org.uk [accessed 14 February 2008].

Bradford, S. and Urquhart, C. (1998) 'The making and breaking of young men: suicide and the adolescent male', *Youth and Policy*, 61. Cited in Health Development Agency (2001).

Christensen, P. and O'Brien, M. (2003) *Children in the City*, London, RoutledgeFalmer.

Clarke, J. (1976) 'The skinheads and the magical recovery of community' in Hall, S. and Jefferson, T. (eds) *Resistance through Rituals: Youth Subcultures in Postwar Britain*, London, Hutchinson.

DfES (Department for Education and Skills) (2003) *Every Child Matters: Change for Children. Summary*, London, HMSO, www.everychildmatters.gov.uk/aims [accessed 14 February 2008].

DfES (Department for Education and Skills) (2005) *Youth Matters*, London, HMSO.

Evans, J., Rich, E. and Holroyd, R. (2004) 'Disordered eating and disordered schooling: what schools do to middle class girls', *British Journal of Sociology of Education*, vol. 25, no. 2, pp. 123–42.

Fineman, S. (2000) *Emotions in Organisations*, London, Sage.

Foucault, M. (1967) *Madness and Civilisation: A History of Insanity in the Age of Reason*, London, Tavistock/Routledge.

Foucault, M. (1973) *The Birth of the Clinic: An Archaeology of Medical Perception*, London, Tavistock.

Frankel, S. (1986) *The Huli Response to Illness*, Cambridge, Cambridge University Press.

Frosh, S., Phoenix, A. and Pattman, R. (2002) *Young Masculinities*, Cambridge, Polity Press.

Fullagar, S. (2005) 'The paradox of promoting help-seeking: a critical analysis of risk, rurality and youth suicide', *International Journal of Critical Psychology*, vol. 14, pp. 31–51.

Giddens, A. (1991) *Modernity and Self Identity: Self and Society in the Late Modern Age*, Cambridge, Polity Press.

Goleman, D. (1995) *Emotional Intelligence*, New York, Bantam.

Health Development Agency (HDA) (2001) *Boys' and Young Men's Health: Literature and Practice Review: An Interim Report*, London, HDA.

James, A. and Prout, A. (1997) *Constructing and Reconstructing Childhood: Contemporary Issues in the Sociological Study of Childhood*, London, Falmer Press.

Leigh, M. and Smart, A. (1985) *Interpretation and Change: The Emerging Crisis of Purpose in Social Education*, Leicester, National Youth Bureau.

Lewis, G. (2001) 'Health: an elusive concept' in Macbeth, H. and Shetty, P. (eds) *Health and Ethnicity*, London, Taylor and Francis.

Mac an Ghail, M. (1994) *The Making of Men: Masculinities, Sexualities and Schooling*, Buckingham, Open University Press.

MacDonald, R. and Marsh, J. (2005) *Disconnected Youth? Growing Up in Britain's Poor Neighbourhoods*, Basingstoke, Palgrave Macmillan.

Meier, R. (2005) 'Help when it's needed', *YoungMinds Magazine*, 78, Sept/Oct.

Men's Health Forum (2002) *Soldier It! Young Men and Suicide*, London, Men's Health Forum.

Mental Health Foundation (1999) *Bright Futures: Promoting Children and Young People's Mental Health*. Updates, vol. 1, no. 7, September, www.mentalhealth.org.uk/page.cfm?pagecode=PBUP0107 [accessed 14 February 2008].

National Youth Agency (2003) "'Every Child Matters" – and every young person: the NYA's initial response to the green paper', *Spotlight*, Issue 16, September, Leicester, NYA.

NIMHE (National Institute for Mental Health in England) (2003) *Inspiring Hope: Recognising the Importance of Spirituality in a Whole Person Approach to Mental Health*, Leeds, NIMHE.

Ofsted (2004) 'Local authority youth services; a framework for inspection' HMI 2307. www.ofsted.gov.uk/publications

Orbach, S. (1999) *Towards Emotional Literacy*, London, Virago.

O'Malley, P. (1996) 'Risk and responsibility' in Osborne, A., Barry, T. and Rose, N. (eds) *Foucault and Political Reason: Liberalism, Neoliberalism and Rationalities of Government*, London, UCL Press.

Rose, N. (1999) *Governing the Soul: The Shaping of the Private Self* (2nd edn), London, Free Association Books.

Shah, H. (2005), 'The politics of wellbeing', *Soundings*, Issue 30, Summer.

Shildrick, S., MacDonald, R. and Simpson, D. (2005) *Critical Moments, Poverty and Health: Biographical Experiences of Mortality and Morbidity in Marginalised Youth Transitions*, paper presented to British Sociological Association annual conference, April, University of York.

Stanistreet, D. (1996) 'Injury and poisoning mortality among young men – looking behind the statistics', *Working with Men*, (3), pp. 16–19.

Street, C., Stapelkamp, C., Taylor, E., Malek, M. and Kurtz, Z. (2005) *Minority Voices: Research into the Access and Acceptability of Services for the Mental Health of Young People from Black and Minority Ethnic Groups*, London, YoungMinds.

Timimi, S. (2005) 'The new practitioner: the emergence of the post-modern clinician' in Malone, C., Forbat, L., Robb, M. and Seden, J. (eds) *Relating Experience: Stories from Health and Social Care*, Abingdon, Routledge/The Open University.

World Health Organization (1948) *Constitution of the World Health Organization*, www.searo.who.int/LinkFiles/About_SEARO_const.pdf [accessed 14 February 2008].

YoungMinds (2006) 'Young people's mental health', www.youngminds.org.uk/index.php [accessed 14 February 2008].