## References

- Abedi, J. (2011). Language issues in the design of accessible items. In S. N. Elliott, R. J. Kettler, P. A. Beddow, & A. Kurz, *Handbook of accessible achievement tests for all students: bridging the gaps between research, practices, and policy.* New York: Springer Publisher.
- Abedi, J. (2012). Validity issues in designing accommodations. In G. Fulcher & F. Davidson, *The Routledge handbook of language testing in a nutshell*. Florence, KY: Routledge, Taylor & Francis Group.
- Abedi, J. & Gándara, P. (2006). Performance of English language learners as a subgroup in large-scale assessment: Interaction of research and policy. In *Educational Measurement: Issues and Practices,* 36, 4. <<u>http://m.freedomfromtorture.org/sites/default/files/documents/</u>summerfield-childhood%202000.pdf>.
- Achren, L. (1991). Do we assume too much? Measuring the cross-cultural appropriacy of our teaching aids. *Prospect*, *6*(2), 25–38.
- Adams, S. A., & Riggs, S. A. (2008). An exploratory study of vicarious trauma among therapist trainees. *Training and Education*, 2(1), 26–34. Retrieved from <<u>http://doi.apa.org/getdoi.cfm?doi=10.1037/1931-3918.2.1.26</u>>.
- Aguilar, P. & Retamal, G. (1998). Rapid educational response in complex emergencies: A discussion document. Geneva, Switzerland: International Bureau of Education. Retrieved from <<u>http://eric.ed.gov/PDFS/ED431675.pdf</u>>.
- Ahearn, F. L., & Atley, J.L. (Eds.). (1991). *Refugee children: Theory, research, and services*. Baltimore, MD: The John Hopkins University Press.
- Ali, A. H. (2010). *Nomad: From Islam to America*. New York, NY: Free Press: a division of Simon and Schuster, Inc.
- Allender, S.C. (June 1998). Adult ESL learners with special needs: Learning from the Australian perspective. *ERIC Digest*.
- American Psychological Association. (2010). *Resilience and recovery after war: Refugee children and families in the United States.* Washington, DC: American Psychological Association.
- Anderson, A., Hamilton, R., Moore, D., Loewen, S., & Frater-Mathieson, K. (2004). Education of refugee children: Theoretical perspectives and best practice. In R. Hamilton & D. Moore (Eds.), *Educational interventions for refugee children* (pp. 1–12). New York: Routledge.
- August, D., Beck, I. L., Calderón, M., Francis, D.J., Lesaux, N.K., & Shanahan, T. (2008). Instruction and professional development. In D. August & T. Shanahan (Eds.), *Developing reading and writing in second-language learners. Lessons from the report of the National Literacy Panel on Language-Minority Children and Youth.* New York, NY: Routledge.
- Barbanel, K.W. Saakvitine, & B.H. Stamm. (2003). *Fostering mental health workers' resilience in response to terrorism*. Washington, DC: American Psychological Association. <a href="https://www.georgiadisaster.info/MentalHealth/MH16%20SecondaryStress/Fostering%20Resilience%20Mental%20Health%20Workers.pdf">www.georgiadisaster.info/MentalHealth/MH16%20SecondaryStress/Fostering%20Resilience%20Mental%20Health%20Workers.pdf</a>>.
- Beah, I. (2007). A long way gone. Vancouver, British Columbia: Douglas and McIntyre Ltd.
- Bell, H., Kulkarni, S., & Dalton, L. (2003). Organizational prevention of vicarious trauma. *Families in Society*, 84(4), 463–481.

- Betancourt, T.S. (2011). Sierra Leone's war-affected youth: A longitudinal study of risk and resilience. Harvard School of Public Health. Retrieved from <<u>www.iom.edu/~media/Files/Activity%20Files/Global/ViolenceForum/</u> 2011-APR-28/Betancourt-War-affectedyouthinSierraLeone.pdf>.
- Betancourt, T. S., Borisova, I. I., Williams, T. P., Brennan, R. T., Withfield, T. H., de la Soudiere, M., Williamson, J., & Gilman, S. E. (2010). Sierra Leone's former child soldiers: A follow-up study of psychological adjustment and community reintegration. *Child Development*, 81(4), 1077–1095.
- Betancourt, T.S., & Khan, K.T. (2008). The mental health of children affected by armed conflict: Protective processes and pathways to resilience. *International Review of Psychiatry*, 20(3), 317–328.
- Birman, D. (2005). *Refugee children with low literacy skills or interrupted education: Identifying challenges and strategies*, 24. Denver, CO: Spring Institute for Intercultural Learning. Retrieved from <<u>www.springinstitute.org/Files/refugeechildrenbehavior3.pdf</u>>.
- Birman, D., & Chan, W. Y. (2008). Screening and assessing immigrant and refugee youth in schoolbased mental health programs. *Issue Brief 1*, Center on Health and Health Care in Schools, George Washington University.
- Birman, D., Weinstein, T., Chan, W. Y., & Beehler, S. (2007). Immigrant youth in U.S. schools: Opportunities for prevention. *The Prevention Researcher*, *14*, 14–17.
- Bloom, S. L. (2003). Caring for the caregiver: Avoiding and treating vicarious trauma, in sexual assault, victimization across the lifespan. A. Giardino, et al. (Eds.). (pp. 459–470). Maryland Heights, MO: GW Medical Publishing.
- Bonanno, G., & Mancini, A. (2008). The human capacity to thrive in the face of potential trauma. *Pediatrics*, *121*, 369–375.
- Boyden J., & de Berry, J. (2004). *Children and youth on the front line: Ethnography, armed conflict and displacement*. Berghahn Books.
- Bremner, J. D. (1999). Does stress damage the brain? *Biological Psychiatry*; 45(7): 797–805. Retrieved from <<u>http://homepage.psy.utexas.edu/homepage/faculty/Salinas/PTSD.BioPsychia/</u>26BrnDmge%3F.pdf>.
- Bride, B. E. (2004). The impact of providing psychosocial services to traumatized populations. *Stress, Trauma and Crisis*, 7(1), 29–46.
- Bride, B. E. (2007). Prevalence of secondary traumatic stress among social workers. *Social Work*, 52(1), 63–70.
- Bride, B. E., Robinson, M. M., Yegidis, B. L., & Figley, C. R. (2004). Development and validation of the secondary traumatic stress scale. *Research on Social Work Practice*, *14*(1), 27–35.
- Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In R. M. Lerner & W. Damon (Eds.), *Handbook of child psychology, Volume 1: Theoretical models of human development* (6th ed.) (pp. 793–828). Hoboken, NJ: John Wiley & Sons Inc., xx, 1063 pp. Retrieved from <<u>www.columbia.edu/cu/psychology/courses/3615/Readings/Bronfenbrenner ModelofDevelopment.pdf</u>>.
- Brooks, R. B. (1994). Children at risk: Fostering resilience and hope. *American Journal of Orthopsychiatry*, 64, 545–553.

- Calderón, M. E (2007). *Teaching reading to English language learners, Grades 6-12: A framework for improving achievement in the content areas.* Thousand Oaks, CA: Corwin Press.
- Canadian Council for Refugees. *Talking about refugees and immigrants: A glossary of terms*. Montréal, QC. Retrieved from <<u>http://ccrweb.ca/glossary.PDF</u>>.
- Cassity, E., & Gow, G. (2006). *Making up for lost time: Young African refugees in Western Sydney high schools*, Centre for Cultural Research, University of Western Sydney, Sydney. Retrieved from <<u>www.uws.edu.au/\_data/assets/pdf\_file/0016/46321/MakingUpForLostTime\_complete.pdf</u>>.
- Christiansen, J., Christiansen, J. L., & Howard, M. (1997). Using protective factors to enhance resilience and school success for at-risk students. *Intervention in School and Clinic*, 33(2).
- Citizenship and Immigration Canada. (2011). *Canada: Facts and figures: Immigration overview: Permanent and temporary residents: 2010.* Ottawa, ON: Citizenship and Immigration Canada.
- Cleave, C. (2009). Little Bee. Canada: Anchor Canada a division of Random House of Canada Limited.
- Cloninger, C. R. (2004). Feeling good: The science of well-being. New York: Oxford University Press.
- Coetzee, S. K. & Klopper, H. C. (2010). Compassion fatigue within nursing practice: A concept analysis. *Nursing & Health Sciences*, *12*, 235–243.
- Craig, S. (2008). *Reaching and teaching children who hurt: Strategies for your classroom*. Baltimore, MD: Paul Brookes Publishing.
- Crawford, E., Wright, M. O., & Masten, A. (2005). Resilience and spirituality in youth. *Roehlkepartain*. In P. E. King, L. Wagener, & P. L. Benson (Eds.), *The resource of spiritual development in childhood and adolescence* (pp. 355–370). Thousand Oaks, CA: Sage.
- Cunningham, M. (2003). Impact of trauma work on social work clinicians: Empirical findings. *Social Work*, *48*(4), 451–459.
- DeCapua, A., & Marshall, H. W. (2010a). Limited formally schooled English language learners in U.S. classrooms. *Urban Review*, 42, 159–173.
- DeCapua, A., & Marshall, H.W. (2010b). Serving ELLs with limited or interrupted education: Intervention that works. *TESOL Journal*, *1*, 49–70.
- DeCapua, A., & Marshall., H. W. (2011a). *Breaking new ground: Teaching English learners with limited or interrupted formal education in U. S. secondary schools.* Ann Arbor, MI: University of Michigan Press.
- DeCapua, A., & Marshall, H.W. (2011b). Reaching ELLs at risk: Instruction for students with limited/interrupted formal education. *Preventing School Failure*, 55, 35–41.
- DeCapua, A., Smathers, W., & Tang, F. (2007). Addressing the challenges and needs of students with interrupted formal education (SIFE). *Educational Policy and Leadership*, 65, 40–46.
- DeCapua, A., Smathers, W., & Tang, F. (2009). *Students with limited or interrupted schooling: A guide for educators*. Ann Arbor, MI: University of Michigan Press.
- Department for Victorian Communities. (2005). *Good practice principles: A guide for working with refugee young people*. Victoria, Australia: Department for Victorian Communities. Retrieved from <<u>www.education.vic.gov.au/studentlearning/programs/esl/refugees/safewsupp.htm</u>>.
- Edmonds, R. (October 1979). Effective schools for the urban poor. The Association for supervision and curriculum development. *Educational Leadership Archives*, 15–24.

- Eggerman, M., & Panter-Brick. C. (July 2010). Suffering, hope, and entrapment: Resilience and cultural values in Afghanistan, *Social Science and Medicine*, *71*(1–2), 71–83.
- Figley, C. (1982, February). *Traumatization and comfort: Close relationships may be hazardous to your health*. Keynote presentation at the conference, Families and close relationships: Individuals in social interaction, Texas Tech University, Lubbock, Texas.
- Figley, C. (Ed.). (1985). Trauma and its wake: The study and treatment of post-traumatic stress. In the *Psychosocial Stress Book Series*. New York: Brunner/Mazel.
- Figley, C. (1992). Secondary traumatic stress and disorder: Theory, research, and treatment. Paper presented at the First World Meeting of the International Society for Traumatic Stress Studies, Amsterdam, June 1992.
- Figley, C. (Ed.). (1995). Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized. London: Brunner-Routledge.
- Figley, C. (2002). Compassion fatigue: psychotherapists' chronic lack of self care. *Journal of Clinical Psychology*, 58(11), 1433–1441. Retrieved from <www.impact.arg.org/doc/kennisbank/1000011070-1.pdf>.
- Figley, C. (2012). *Compassion fatigue: An introduction*. Retrieved from <<u>www.giftfromwithin.org/html/What-is-Compassion-Fatigue-Dr-Charles-Figley.html</u>>.
- Flynn R. J., Dudding P. M., & Barber J. G. (Eds.). (2006). *Promoting resilience in child welfare*. Ottawa, ON: University of Ottawa Press.
- Fraser, Mark (Ed.). (2004). The ecology of childhood: A multisystems perspective *Risk and resilience in childhood. An ecological perspective*. Washington, DC: National Association of Social Workers.
- Freeman, Y. & Freeman, D. (2002). Closing the achievement gap: How to reach limited-formalschooling and long-term English learners. Portsmouth, N.H.: Heinemann.
- Freeman, Y., & Freeman, D. (2003). Struggling English language learners: Keys for academic success. *TESOL Journal*, *12*(3), 18–23.
- Freudenberger, H. J. (1980), Burn-out: The high cost of high achievement. London, UK: Anchor Press.
- Freudenberger H. J. (1984). Impaired clinicians: Coping with burnout. In P. A. Keller & L. Ritt (Eds.), *Innovations in clinical practice: A source book* (Vol. 3) (pp. 223–227). Sarasota, FL: Professional Resource Exchange.
- Garmezy, N. (1988). Stressors of childhood. *Stress, coping, and development in children* (pp. 43–84). N. Garmezy & M. Rutter (Eds.). Baltimore, MD: Johns Hopkins University Press.
- Garmezy, N., Masten, A. S., & Tellegen, A. (1984). The study of stress and competence in children: A building block for developmental psychopathology. *Child Development*, 55, 97–111.
- Geltman, P. L., Augustyn, M., Barnett, E. D., Klass, P. E., & Groves, B. M. (2000). War trauma experience and behavioral screening of Bosnian refugee children resettled in Massachusetts. *Journal of Developmental and Behavioral Pediatrics*, 21(4), 255–261.
- Geres, K. (2010). Using digital narratives with refugee and immigrant youth to promote literacy, *healing, and hope.* Saskatoon, SK: Stirling McDowell Foundation.
- Gerhardt, S. (2004). Why love matters. New York, NY: Brunner-Routledge.

- German, M. (2008). Educational psychologists promoting the emotional well-being and resilience of refugee parents. *Educational and Child Psychology*, 25(2), 91. © The British Psychological Society.
- Gibbons, P. (2009). *English learners academic literacy and thinking: Learning in the challenge zone*. Portsmouth, NH: Heinemann.
- Gladstone, M.J., Lancaster, G.A., Jones, A.P., Maleta, K., Mtitimila, E., Ashorn, P., & Smyth, R.L. (2008). Can Western developmental screening tools be modified for use in a rural Malawian setting? *Archives of Disease in Childhood*, *93*, 23–29.
- Gokiert, R. J., Chow, W., Parsa, B., Rajani, N., Bisanz, J., & Vandenberghe, C. (2010). Early childhood screening in immigrant and refugee populations. In *Community-University Partnership for the Study of Children, Youth, Families (CUP)*. Edmonton, AB: Faculty of Extension, University of Alberta, Yvonne Chui Multicultural Health Brokers Co-Operative.
- Gordon K.A. (1995). The self-concept and motivational patterns of resilient African American high school students. *Journal of Black Psychology*, 21, 239–255.
- Greenwald, R. (2009). *Treating problem behaviors: A trauma-informed approach*. New York, NY: Routledge.
- Gunderson, Lee. (2009). *ESL (ELL) Literacy instruction: A guidebook to theory and practice*. (2nd ed.). New York: Routledge.
- Hamilton, M. 2007. *What school leaders need to know about secondary traumatic stress*. Retrieved from <<u>http://beyond-balance.com/documents/leaders\_article.pdf</u>>.
- Hek, R. (2005). *The experiences and needs of refugee and asylum seeking children in the UK: A literature review*. Birmingham, UK: National Education Children's Fund, University of Birmingham.
- Herbert, P., & McFeeter, J. (Eds.). (1994). Classroom considerations: A practical guide to teaching beginning language and literacy. Melbourne, Australia: AMES Victoria. ERIC No. ED 394 360
- Hiffeldt, C. (1985). Picture perception and interpretation among pre-literate adults. *Passage: A Journal of Refugee Education*, 1(1), 27–30. ERIC No. ED 254 099
- Hood, S., & Kightley. (1991). *Literacy development: A longitudinal study*. Sydney, Australia: NSW Adult Multicultural Education Services (AMES).
- Horsman, J. (2000). Too scared to learn. New York, NY: Routledge.
- Hudek, C. (2007). Dealing with vicarious traumatization in the context of global fear. *The Folio*, 20(1). Retrieved from <<u>www.focusing.org/folio/Vol20No12007/12\_DealingWith\_R.pdf</u>>.
- Huntington, M. (1992). A late start: A literacy program for non-literate adult migrants. Melbourne, Australia: AMES Victoria.
- International Committee of the Red Cross. (2009). *Children in war*. Retrieved from <www.icrc.org/eng/resources/documents/publication/p1015.htm>.
- Jackson, E. (1994). *Non-language outcomes in the adult migrant English program*. Sydney, Australia: National Centre for English Language Teaching and Research (NCELTR).
- Kanu, Y. (2008). Educational needs and barriers for African refugee students in Manitoba. *Canadian Journal of Education*, 31(4), 915–940.

- Kenardy, De Young, Le Brocque, and March. (2011). Teacher self-care: Teacher-childhood trauma. *Reactions: Tip Sheet Series*, CONROD, University of Queensland. Retrieved from <<u>www.uq.edu.au/conrod/docs/TipSheet\_teacherselfcare\_CONROD.pdf</u>>.
- Killian, K. D. (2008). Helping till it hurts? A multimethod study of compassion fatigue, burnout, and self-care in clinicians working with trauma survivors. *Traumatology*, *14*(2), 32–44.
- Klingman, A. (2002). Children under stress of war. In A. La Greca, W. K. Silverman, E. Vernberg, & M. C. Roberts (Eds.), *Helping children cope with disasters and terrorism* (pp. 359–380). Washington, DC: American Psychological Association.
- Koplow, L. (2002). *Creating schools that heal: Real-life solutions*. New York, NY: Teacher's College, Columbia University Press.
- Koplow, L. (Ed.). (2007). *Unsmiling faces: How preschools can heal* (2nd edition). New York, NY: Teachers College Press.
- Koplow, L. (Ed.). (2008). Bears, bears everywhere: Supporting children's emotional health in the classroom. New York, NY: Teachers College Press.
- Kugler, E. (2009). Partnering with parents and families to support immigrant and refugee children at school. *Issue Brief 2*. Center for Health and Health Care in Schools. Retrieved from <<u>http://v5.healthinschools.org/Immigrant-and-Refugee-Children/~/media/</u> <u>48FDB9013C3C454AB6EC9E491D752AA0.ashx</u>>.
- Kugler, E. G., and Price, A. O. (2009). *Helping immigrant and refugee students succeed: It's not just, what happens in the classroom.* Center for Health and Health Care in Schools. Retrieved from <<u>www.embracediverseschools.com/images/Helping-immigrant-students-succeed-article.pdf</u>>.
- Langlois J. A., Rutland-Brown W, & Wald M. M. (2006). The epidemiology and impact of traumatic brain injury: A brief overview. *The Journal of Head Trauma Rehabilitation*, *21*, 375–378.
- Lau, W., & Thomas, T. (2008). Research into the psychological well-being of young refugees. *International Journal of Psychiatry*, 5(3), 60–62.
- Leiter, M. P., & Maslach, C. (2005). *Banishing burnout: Six strategies for improving your relationship with work*. San Francisco, CA: Jossey-Bass.
- Lewis, T., Amini, F., & Lannon, R. (2001). A general theory of love. New York: Vintage Books.
- Lewthwaite, B. E. (Ed.). (2011). University of Manitoba Centre for Research in Youth, Science Teaching and Learning: Applications and utility of Urie Bronfenbrenner's bio-ecological theory (pp. 18–23). Winnipeg, MB: MERN.
- Lucey, M., Chaffee, M., Terry, D., Le Marbre, J., Stone, B., & Wiencek, D. (2000). *Mental health and the ESL classroom: A guide for teachers working with refugees*. Boston, MA: International Institute of Boston.
- Luthar, S.S., Cicchetti, D., & Becker, B. (2000). The construct of resilience: A critical evaluation and guidelines for future work. *Child Development*, 71(3), 543–562.
- Lyman, D.R., Njoroge, W.F.M., & Willis, D.W. (2007). Early childhood psychosocial screening in culturally diverse populations: A survey of clinical experience with the ages and stages questionnaires: social-emotional (ASQ: SE). *Zero to Three*, *27*(5), 46–54.
- Mace-Matluck, B., Alexander-Kasparik, R., & Queen, R.M. (1998). *Through the golden door: Educational approaches for immigrant adolescents with limited schooling.* McHenry, IL: Center for Applied Linguistics and Delta Systems Co., Inc.

- Manitoba Immigration and Multiculturalism. *Welcoming communities Manitoba*. Retrieved from <<u>www.gov.mb.ca/immigration/programs/communities.html</u>>.
- Manitoba Immigration and Multiculturalism, Immigration Division. (2011). *Manitoba immigration facts: 2011 statistical report*. Winnipeg, MB: Manitoba Immigration and Multiculturalism. Retrieved from <<u>www.gov.mb.ca/immigration/pdf/mpnp-manitoba-immigration-statistics-facts-2011.pdf</u>>.
- Manyak, P. C. (2004a). Literacy instruction, disciplinary practice, and diverse learners: A case study. *Journal of Early Childhood Literacy*, *4*, 129–149.
- Manyak, P.C. (2004b). What did she say? Translation in a primary-grade English immersion class. *Multicultural Perspectives*, *6*, 12–18.
- Maslach, C. (2005). Burnout—The cost of caring, Cambridge, MA: ISHK.
- Masten, A. S. (2001). Ordinary magic. Resilience process in development. *American Psychologist*, 56(3), 227–238.
- Mathieu, F. (2007a). Running on empty: Compassion fatigue in health care professionals. *Rehabilitation and Community Care Medicine*, 8–10.
- Mathieu, F. (2007b). Transforming compassion fatigue into compassion satisfaction: Top 12 self-care tips for helpers. *Rehabilitation and Community Care Medicine*. Retrieved from <<u>www.compassionfatigue.org/pages/Top12SelfCareTips.pdf</u>>.
- McCann, I. L., & Pearlman, L. A. (1990). Vicarious traumatization: A framework for understanding the psychological effects of working with victims. *Journal of Traumatic Stress*, *3*, 131–149.
- McEwen, E.P. (2007). *Risk and resilience in refugee children*. (Unpublished master's thesis.) Saskatoon, SK: University of Saskatchewan.
- Meichenbaum, D. (2007). Understanding resilience in children and adults: Implications for prevention and interventions. Retrieved from <<u>www.melissainstitute.org</u>>.
- Meichenbaum, D. (2012). Self-care for trauma psychotherapists and caregivers: Individual, social and organizational interventions. Retrieved from <<u>www.melissainstitute.org</u>>.
- Middlebrooks, J. S., & Audage, N. C. (2008). *The effects of childhood stress on health across the lifespan*. Atlanta (GA): Centers for Disease Control and Prevention, National Center for Injury Prevention and Control. Retrieved from <<u>www.cdc.gov/ncipc/pub-res/pdf/childhood\_stress.pdf</u>>.
- Miller, K. E., & Rasco, L. M. (Eds.). (2004). *The mental health of refugees; Ecological approaches to healing and adaptation*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Mollica R.F. (2006). *Healing invisible wounds: Paths to hope and recovery in a violent world*. NY: Harcourt, Inc.
- Montgomery E. (2005). Traumatised refugee families—The child's perspective. In P. Perliner, J. G. Arrenas, & J. O. Haagensen (Eds.), *Torture and organised violence*. Dansk Psykologis Forlag, København.
- Montgomery E. (2010). Trauma and Resilience in young refugees: A 9 year follow-up study. *Development and Psychopathology*, 22, 477–489.
- Montgomery E., & Foldspang A. (2008). Discrimination, mental problems and social adaptation in young refugees. *European Journal of Public Health*, 18(2), 156–61. (electronic prepublication, 2007).

- Moore, H., Nicholas, H., & Deblaquiere, J. (2008). Opening the door: Provision for refugee youth with minimal/no schooling in the adult migrant English program. *Project 2.1: Modes of Delivery for SPP Youth*. Commonwealth of Australia: AMEP Research Centre.
  <www.ameprc.mq.edu.au/docs/research reports/research report series/Opening the door.pdf>.
- Morgan, J., & Behrendt, A. (2009). *Silent suffering: The psychosocial impact of war, HIV and other high-risk situations on girls and boys in West and Central Africa*. Plan International. Retrieved from <www.ohchr.org/Documents/Issues/ViolenceAgstChildren/Silent\_Suffering\_200409.pdf>.
- Motta, R.W., Kefer, J.M., Hertz. M.D, & Hafeez, S. (1999). Initial evaluation of the secondary trauma questionnaire. *Psychological Reports*. 85, 997–1002.
- Nambaje, Dr. A. (1994). *The trauma of war* (adapted from UNICEF's Children in war). Retrieved from <<u>www.unicef.org/sowc96/7trauma.htm</u>>.
- National Child Traumatic Stress Network. (n.d.). *Defining trauma and child traumatic stress*. USA: National Child Traumatic Stress Network. Retrieved from <<u>www.nctsnet.org/content/defining-trauma-and-child-traumatic-stress</u>>,
- National Child Traumatic Stress Network, Refugee Trauma Task Force. (2003). *Review of child and adolescent refugee mental health*. USA: National Child Traumatic Stress Network. Retrieved from <<u>www.nctsnet.org</u>>.
- National Child Traumatic Stress Network. (2008). *Child welfare trauma training toolkit*. USA: National Child Traumatic Stress Network. Retrieved from <www.nctsnet.org/products/child-welfare-trauma-training-toolkit-2008>.
- National Clearinghouse on Family Violence. (2001). Guidebook on vicarious trauma: Recommended solutions for anti-violence workers. Retrieved from <<u>http://publications.gc.ca/collections/collection\_2008/phac-aspc/ H72-21-178-2000E.pdf</u>>.
- National Institute of Mental Health (NIMH). (Revised 2006) *Helping children and adolescents cope with violence and disasters: What parents can do* (p. 3). Retrieved from <<u>www.nimh.nih.gov/health/publications/helping-children-and-adolescents-cope-</u> <u>with-violence-and-disasters-parents/index.shtml</u>
- Nelson, T.S. *Vicarious trauma: Bearing witness to another's trauma*. Retrieved from <<u>www.uic/edu/orgs/convening/vicariou.htm</u>>.
- Newman, T., & Blackburn, S. (2002). *Transitions in the lives of children and young people: Resilience factors*. Retrieved from <<u>www.scotland.gov.uk/topics/research</u>>.
- New Zealand Immigration Service. (2004). *Refugee voices: A journey towards resettlement*. New Zealand Department of Labour. Retrieved from <<u>www.immigration.govt.nz/NR/rdonlyres/18C717C0-0720-4CFA-A81D-672BBDE406CF/0/RefugeeVoicesExecutiveSummary.pdf</u>>.
- Northwood, A. Secondary Traumatization and Stress Management. *Report from the Center for Victims of Torture*.

Retrieved from <<u>http://cvt.hutman.net/files/pg114/Secondary%20Traumatization%20and%20</u> <u>Stress%20Management-upd</u>>.

Oehlberg, B. (2006). *Reaching and teaching stressed and anxious learners in Grades 4–8: Strategies for relieving distress and trauma in schools and classrooms.* Thousand Oaks, CA: Corwin Press.

- Padilla, A.M. (2001). Issues in culturally appropriate assessment. In L.A. Suzuki, J.G. Ponterotto, &
  P.J. Meller (Eds.), *Handbook of multicultural assessment: Clinical, psychological and educational implications* (2nd ed.). San Francisco: Jossey-Bass.
- Panos, A. (2007). Understanding and preventing compassion fatigue—A handout for professionals. Retrieved from <<u>www.giftfromwithin.org/html/prvntcf.html</u>>.
- Pearlman, L. A., & MacIan, P. S. (1995). Vicarious traumatization: An empirical study of the effects of trauma work on trauma therapists. *Professional Psychology: Research and Practice*, 23, 353–361.
- Pearlman L. A., & Saakvitne K. W. (1995). *Trauma and the therapist: Counter transference and vicarious traumatization in psychotherapy with incest survivors*. New York: W.W. Norton and Company.
- Perry, B. D. (1995) The child's loss: Death, grief & mourning: General guidelines for caretakers of children experiencing death. <<u>www.trauma-pages.com/s/perrylos.php</u>>.
- Persson, T. J., & Rousseau, C. (2009). School-based intervention programs for refugee children in war-exposed countries: A review of the evidence. *Torture*, *19*(2), 88–101.
- Potocky-Tripodi, M. (2002). *Best practices for social work with refugees and immigrants*. New York, New York: Columbia University Press.
- Pross, C. (2006). Burnout, vicarious traumatization and its prevention. *Torture*, *16*, 1–9. Retrieved from <<u>www.irct.org/Files/Filer/TortureJournal/16\_1\_2006/page\_1-9.pdf</u>>.
- Queensland Program of Assistance to Survivors of Torture and Trauma (QPASTT). (2007). A school counselling guide to working with students from refugee and displaced backgrounds. Fairfield, Queensland: Queensland Program of Assistance to Survivors of Torture and Trauma (QPASTT). Retrieved from <<u>www.qpastt.org.au/documents/Schoolcounselling2007.pdf</u>>.
- Ramm, J. (1994). Designing materials. In P. Herbert and J. McFeeter (Eds.), *Classroom considerations: A practical guide to teaching beginning language and literacy* (pp. 1–12). Melbourne, Australia: AMES Victoria. 1–12 (ERIC No. ED 319 929).
- Refugee Health Reserach Centre. (August 2007). *Good starts for refugee youth: Broadsheet #1*. Melbourne, AU: La Trobe Refugee Research Centre. Retrieved from <<u>www.latrobe.edu.au/larrc/research/completed/good-starts-study</u>>.
- Refugee Health Research Centre. (October 2007). *Good starts for refugee youth: Broadsheet #3*. Melbourne, AU: La Trobe Refugee Research Centre. Retrieved from <www.latrobe.edu.au/larrc/research/completed/good-starts-study>.
- Remer, R., & Elliot, J. (1988). Characteristics of secondary victims of sexual assault. *International Journal of Family Psychiatry*, 9(4), 373–387.
- Rhodes, R., Ochoa, S., & Ortiz, S. (2005). *Assessing culturally and linguistically diverse students: A practical guide*. New York, NY: Guildford Press.
- Richman, N. (1993). *Communicating with children; Helping children in distress*. London, UK: Save the Children.
- Richman, N. (1998). *In the midst of the whirlwind: A manual for helping refugee children*. Staffordshire, England: Trentham Books Limited.
- Rousseau, C., Benoit, M., Gauthier, M.-F., Lacroix, L., Alain, N., Viger Rojas, M., *et al.* (2007). Classroom drama therapy program for immigrant and refugee adolescents: A pilot study. *Clinical Child Psychology and Psychiatry*, 12(3), 451–465.

- Rousseau, C., & Drapeau, A. (1998). The impact of culture on the transmission of trauma: Refugees' stories embodied in their children's lives. In Y. Danieli (Ed.), International handbook of *multigenerational legacies of trauma* (pp. 465–486). New York: Plenum Press.
- Rousseau, C., & Guzder, J. (2008). School-based prevention programs for refugee children. Child and Adolescent Psychiatric Clinics of North America, 17, 533–549 Retrieved from <www.nps.ugam.ca/prevention/rousseau.pdf>.
- Rousseau C, Lacroix L, Bagilishya D, et al. (2003). Working with myths: Creative expression workshops for immigrant and refugee children in a school setting. Journal of the American Art *Therapy Association*, 20(1), 3–10.
- Rousseau, C., Lacroix, L. Singh, A., Gauthier, M. F., & Benoit, M. (2005). Creative expression workshops in school: Prevention programs for immigrant and refugee children. Journal of the Canadian Academy of Child and Adolescent Psychiatry, 14(3). Retrieved from <www.ncbi.nlm.nih.gov/pmc/articles/PMC2542909/>.
- Rousseau, C., Said, T. M., Gagné, M., & Bibeau, G. (1998). Resilience in unaccompanied Minors from the North of Somali. Psychoanalytic Review, 85, 615-637.
- Rutter, Michael. (2000). Resilience reconsidered: Conceptual considerations, empirical findings, and policy implications. In J. P. Shonkoff & S. J. Meisels (Eds.), Resource of early childhood intervention. Cambridge University Press.
- Rutter, M., Giller, H., & Hagell, A. (1998). Antisocial behavior by young people. New York and London: Cambridge University Press.
- Saakvitne, K.W., Pearlman, L.A., & Staff of TSI/CAAP (1996). Transforming the pain: A workbook on vicarious traumatization. New York: W.W. Norton.
- Schargel, F. P., & Smink, J. (2001). Strategies to help solve our school dropout problem. Larchmont, NY: Eye on Education.
- Schmidt, S., Morland, L., & Rose, J. (2006). Growing up in a new country: A positive youth development toolkit for working with refugees and immigrants. Retrieved from <www.brycs.org>.
- Scott, S. H. (2009). Executive summary—Resilience in undocumented, unaccompanied children: Perceptions of the past and future outlook. Washington, DC: The National Catholic School of Social Service, Catholic University of America.
- Seginer R. (2008). Future orientation in times of threat and challenge: How resilient adolescents construct their future. International Journal of Behavioral Development, 32(4), 272-282.
- Shields, M. K., & Behrman, R. E. (2004). Children of immigrant families: Analysis and recommendations. The Future of Children, 14(2), 4–15.
- Simpson, L. R., & Starkey, D. S. (2006). Secondary traumatic stress, compassion fatigue, and counselor spirituality: Implications for counselors working with trauma. Retrieved from <www.counseling.org/resources/library/Selected Topics/Crisis/Simpson.htm>.
- Sloane, A. (2010). Building a peaceful village: Enlarging the commons in Winnipeg's inner city. *M.A.S.S. Journal*, 11(1), 24.

Retrieved from <www.mass.mb.ca/documents/mass journal spring2010.pdf>.

- Slotin, I., & MacPherson, S. (2006). Teaching values in action: A content-based, activity-based human rights unit for adolescent ESL students. Planning and teaching creatively within a required curriculum for school-age learners. In P. McKay (Ed.), *TESOL Language Curriculum Development Series*. Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc.
- Sommer, C. A. (2008). Vicarious traumatization, trauma-sensitive supervision, and counselor preparation. *Counselor Education and Supervision*, 48, 61–71.
- Springer, J. F., & Phillips, J. L. (1997). *Individual protective factors index: A measure of adolescent resiliency*. Retrieved from <<u>www.emt.org/userfiles/ipfi.pdf</u>>.
- Stamm, B.H. (Ed.) (1996). *Measurement of trauma, stress and adaptation*. Lutherville, MD: Sidran Press.
- Stamm, B. H. (Ed.). (1999). Secondary traumatic stress: Self-care issues for clinicians, researchers, and educators (2nd ed.). Lutherville, MD: Sidran Press.
- Stamm B. H. (2010). The concise ProQOL manual. 2nd ed. Pocatello, ID: ProQOL.org.
- Stamm B. H., & Figley, C. R. (2009). Advances in the theory of compassion satisfaction and fatigue and its measurement with the ProQOL 5. Presented at the International Society for Traumatic Stress Studies Annual Conference. Atlanta, GA.
- Stewart, J. (2008). *Children affected by war: A bioecological investigation into their psychosocial and educational needs*. CCA, CASEA. Retrieved from <<u>www.uwinnipeg.ca/children-affected...war</u>>.
- Stewart, J. (2011). Supporting refugee children: Strategies for educators. Toronto, ON: University of Toronto Press.
- Stien, P., et al. (2003). Psychological trauma and the developing brain: Neurologically based interventions for troubled children. New York, NY: Routledge.
- Suárez-Orozco, C, Pimentel, A., & Martin, M. (2009). The significance of relationships: Academic engagement and achievement among newcomer immigrant youth. *Teachers College Record*, *111*(3), 712–749.
- Trang, T., & Lau, W. (2002). *Psychological well being of child and adolescent refugee and asylum seekers: Overview of major research findings in the past ten years*. Melbourne, Australia: Human Rights and Equal Opportunity Commission.
- Trippany, R. L., Kress, V. E. W., & Wilcoxon, S. A. (2004). Preventing vicarious trauma: What counselors should know when working with trauma survivors. *Journal of Counseling and Development*, 82, 31–37.
- Tuchman, O. (2010). *Effective programs for English language learners (ELL) with interrupted formal education.* Office of English Language Learning and Migrant Education at the Indiana Department of Education.

Retrieved from <<u>www.brycs.org/documents/upload/ELLswithInterruptedFormalEducation.pdf</u>>.

- Ungar, M. (2004). *Nurturing hidden resilience in troubled youth*. Toronto, ON: University of Toronto Press.
- Ungar, M. (Ed.) (2005). *Resource for working with children and youth: Pathways to resilience across cultures and contexts*. Thousand Oaks, CA: Sage Publications.
- Ungar, M. (2006). Strengths-based counselling for at-risk youth. Thousand Oaks, CA: Corwin Press.
- Ungar, M. (2008). Resilience across cultures. British Journal of Social Work, 38 (2), 218-235.

- Ungar, M., Clark, S., Kwong, W., Makhnach, A., & Cameron, C. (2005). Studying resilience across cultures. *Journal of Ethnic and Cultural Diversity in Social Work*, *14* (3/4), 1–19.
- UNICEF. (April 1997). Cape Town principles and practices on the recruitment of children into the armed forces and on demobilization and social reintegration of child soldiers in Africa. Cape Town, South Africa: UNICEF.

Retrieved from <<u>www.unicef.org/emerg/files/Cape\_Town\_Principles(1).pdf</u>>.

- UNICEF. (2009). The state of the world's children: Special edition: Celebrating 20 years of the convention on the rights of the child: Executive summary. New York, NY: United Nations Children's Fund (UNICEF). Retrieved from <<u>www.unicef.org/rightsite/sowc/></u>.
- United Nations High Commissioner for Refugees. (1951). *Convention relating to the status of refugees*. Geneva, Switzerland: United Nations High Commissioner for Refugees. Retrieved from <<u>www.unhcr.org/pages/49daOe466.html</u>>.
- United Nations High Commissioner for Refugees. (2012a). UNHCE global trends 2011. Geneva, Switzerland: United Nations High Commissioner for Refugees. Retrieved from <<u>www.unhcr.org/4dfa11499.html</u>>.
- United Nations High Commissioner for Refugees. (2011b). 2010 United Nations High Commissioner for Refugees statistical yearbook data. Geneva, Switzerland: United Nations High Commissioner for Refugees. Retrieved from <<u>www.unhcr.org/statistics</u>>.
- Vasquez, M., Han, A., & De Las Fuentes, C. (2006). Adaptation of immigrant girls and women. In J. Worell & C. D. Goodheart (Eds.), *Resource of girls' and women's psychological health: Gender* and well-being across the lifespan (pp. 439–446). New York, NY: Oxford University Press.
- Victoria Department of Education and Early Childhood Development. (2008). *Strengthening outcomes: Refugee students in government schools*. Victoria, Australia: Department of Education and Early Childhood Development.
- Victorian Foundation for Survivors of Torture. (1996). A guide to working with young people who are *refugees*.

Retrieved from <<u>www.foundationhouse.org.au/resources/publications\_and\_resources.htm</u>>.

Victorian Foundation for Survivors of Torture. (2002). *The Rainbow Program for children in refugee families*.

Retrieved from <<u>www.foundationhouse.org.au/resources/publications\_and\_resources.htm</u>>.

Victorian Foundation for Survivors of Torture. (2004). *Healthwize health literacy teaching resource for refugee and other ESL students*.

Retrieved from <<u>www.foundationhouse.org.au/resources/publications\_and\_resources.htm</u>>.

- Victorian Foundation for Survivors of Torture. (2005). *Sexual violence and refugee women from West and Central Africa*. Retrieved from <www.foundationhouse.org.au/resources/publications\_and\_resources.htm>.
- Victorian Foundation for Survivors of Torture Inc. (2005). *Taking action—Human rights and refugee issues teaching resource*.

Retrieved from <<u>www.foundationhouse.org.au/resources/publications\_and\_resources.htm</u>>.

Victorian Foundation for Survivors of Torture Inc. (2007). School's in for refugees: Whole-school guide to refugee readiness.

Retrieved from <<u>www.foundationhouse.org.au/resources/publications\_and\_resources.htm</u>>.

- Victorian Foundation for Survivors of Torture Inc. (2007). *The education needs of young refugees in Victoria*. VFST, Melbourne. Retrieved from <www.foundationhouse.org.au/resources/publications and resources.htm>.
- Vinogradov, P. (2009). *Principled preparation for teachers of adult low-literate learners*. Paper presented at the Sixth International Language Teacher Education Conference. Washington, DC, May 2009.
- Waaktaar, T, & Christie, H. J. (2000). Styrk sterke sider. Håndbok i resiliencegrupper for barn med psykososiale belastninger. Kommuneforlaget, Oslo.
- Waaktaar, T., Christie, H.J., Borge, A.I.H., & Torgersen, S. (2004). How can young people's resilience be enhanced? Experiences from a clinical intervention project. *Clinical Child Psychology and Psychiatry*, 9(2), 167–183.
- Walker, M. (2009). *Skipping this Winnipeg class a mistake*. Winnipeg, Manitoba: Winnipeg Free Press. Retrieved from <<u>www.winnipegfreepress.com/arts-and-life/entertainment/movies/</u> <u>skipping-this-winnipeg-class-a-mistake-75721842.html</u>>.
- Werner, E. E., & Smith, R. S. (1992). *Overcoming the odds: High risk children from birth to adulthood*. New York: Cornell University Press.
- Wessells M., & Strang A. (2006). Religion as resource and risk: The double-edged sword for children in situation of armed conflict. In N. Boothby, A. Strang, & M. Wessells (Eds.), A world turned upside down: Social ecological approaches to children in war zones (pp. 199–222). Bloomfield, CT: Kumarian Press.
- Williams, N. (2010). Literature review ecological theory implications for research into the refugee parenting experience. *Journal of Child Health Care*, *14*(1), 1–17.
- Wisconsin Department of Public Instruction. *Resources for schools to help students affected by trauma learn.* <<u>http://dpi.wi.gov/sspw/pdf/mhtraumarsrcs.pdf</u>>.
- Yates, T. M., Egeland, B., & Sroufe, L. A. (2003). Rethinking resilience: A developmental process perspective. In. S. S. Luthar (Ed.), *Resilience and vulnerability: Adaptation in the context of childhood adversities*. Cambridge University Press.