

REFERENCES

- Bandura, A. (1979). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.
- Barker, R. G. (1968). *Ecological psychology: Concepts and methods for studying the environment of human behavior*. Stanford, CA: Stanford University Press.
- Barkley, R. A., Guevremont, D. G., Anastopoulos, A. D., & Fletcher, K. F. (1992). A comparison of three family therapy programs for treating family conflicts in adolescents with attention deficit hyperactivity disorder. *Journal of Consulting and Clinical Psychology, 60*, 450-462.
- Blackorby, J., & Wagner, M. (1996). Longitudinal postschool outcomes of youth with disabilities: Findings from the National Longitudinal Transition Study. *Exceptional Children, 62*, 399-413.
- Bodtker, A. (2001). Conflict education and special-needs students, part two: Improving conflict competence and emotional competence. *Mediation Quarterly*.
- Cairns, R., Cairns, B. D., & Neckerman, H. J. (1989). Early school dropout: Configurations and determinants. *Child Development, 62*, 1437-1452.
- Clarke, G. N., Lewinsohn, P. M., & Hops, H. (1990). *Instructor's Manual for the Adolescent Coping with Depression Course*. Eugene, OR: Castalia Press.
- Cohen, J. (1988). *Statistical power and analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates
- Coleman, M. & . (1992). Aggression replacement training with behaviorally disordered adolescents. *Behavioral Disorders, 18*, 54-66.
- Dangel, R. F., Deschner, J. P., & Rasp, R. R. (1989). Anger control training for adolescents in residential treatment. *Behavior Modification, 13*, 447-458.

- Etscheidt, S. (1991). Reducing aggressive behavior and improving self-control: A cognitive-behavioral training program for behaviorally disordered adolescents. *Behavioral Disorders, 16*. 107-115.
- Forness, S. R., Kavale, K. A., Blum, I. M., & Lloyd, J. W. (1997). Mega-analysis of analyses: What works in special education and related services. *Teaching Exceptional Children, 29*. 4-9.
- Freeman, J. G. (1994). An adolescent with learning disabilities, Eric: The perspective of a potential dropout. *Canadian Journal of Special Education, 9*. 131-147.
- French, D. C., & Conrad, J. (2001). School dropout as predicted by peer rejection and antisocial behavior. *Journal of Research on Adolescence, 11*. 225-244.
- Goldstein, A. P., & Glick, B. (1987). *Aggression replacement training: A comprehensive intervention for aggressive youth*. Champaign, IL: Research Press.
- Gruenhagen, K. A. (1993). Appalachian special education students dropping out of school: Looking at the whos and whys. *Rural Special Education Quarterly, 12*. 14-20.
- Harchik, A. E., Sherman, J. A., & Sheldon, J. B. (1992). The use of self-management procedures by people with developmental disabilities: A brief review. *Research in Developmental Disabilities, 13*. 211-227.
- Hughes, C., & Agran, M. (1993). Teaching persons with severe disabilities to use self-instruction in community settings: An analysis of applications. *JASH, 18*. 261-274.
- Janosz, M., Le Blanc, M., Boulerice, B., & Tremblay, R. E. (2000). Predicting different types of school dropouts: A typological approach with two longitudinal samples. *Journal of Educational Psychology, 92*. 171-190.

- Johnson, D. R., & Thurlow, M. L. (2004). *Topical Report: A National Study on Graduation Requirements and Diploma Options for Youth with Disabilities*. Minneapolis: National Center on Secondary Education and Transition, Institute on Community Integration, University of Minnesota.
- Kashani, J. H., Jones, M. R., Bumby, K. M., & Thomas, L. A. (1999). Youth violence: Psychosocial, risk factors, treatment, prevention, and recommendations. *Journal of Emotional and Behavioral Disorders*, 7, 200-210.
- Kaufman, P., Alt, M. N., & Chapman, C. (2004). *Dropout rates in the United States: 2001* (NCES 2005-046). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- Kendall, P. C. (1993). Cognitive-behavioral therapies with youth: Guiding theory, current status, and emerging developments. *Journal of Consulting and Clinical Psychology*, 61, 235-247.
- Kendall, P. C., & Panichelli-Mindel, S. M., (1995). Cognitive-behavioral treatments. *Journal of Abnormal Psychology*, 23, 107-124.
- Knapczyk, D. R. (1988). Reducing aggressive behaviors in special and regular class settings by training alternative social responses. *Behavioral Disorders*, 14, 27-39.
- Knapczyk, D. R. (1992). Effects of developing alternative responses on the aggressive behavior of adolescents. *Behavioral Disorders*, 17, 247-263.
- Kortering, L. J., Braziel, P. M., & Tompkins, J. R. (2002). The challenge of school completion among youths with behavioral disorders: Another side of the story. *Behavioral Disorders*, 27, 142-154.

- Lancioni, G. E., & O'Reilly, M. F. (2001). Self-management of instruction cues for occupation: Review of studies with people with severe and profound developmental disabilities. *Research in Developmental Disabilities, 22*. 41-65.
- Larson, K. A., & Gerber, M. M. (1987). Effects of social metacognitive training for enhancing overt behavior in learning disabled and low achieving delinquents. *Exceptional Children, 54*. 201-211.
- LeCroy, C. W. (1988). Anger management or anger expression: Which is most effective? *Residential Treatment for Children & Youth, 5*. 29-39.
- Lewin, K. (1936). *Principles of topological psychology*. New York: McGraw-Hill.
- Lochman, J. E., Nelson, W. M., & Sims, J. (1981). A cognitive-behavioral program for use with aggressive children. *Journal of Clinical Child Psychology, 10*. 146-148.
- Martin, E. J., Tobin, T. J., & Sugai, G. M. (2002). Current information on dropout prevention: Ideas from practitioners and the literature. *Preventing School Failure, 47*(1).
- Martin, G. L., & Hrydowy, E. R. (1989). Self-monitoring and self-managed reinforcement procedures for improving work productivity of developmentally disabled workers. *Behavior Modification, 13*. 322-329.
- McPartland, J., & Jordan, W. (2002). *Essential Components of High School Dropout Prevention Reforms*. Baltimore, MD: Johns Hopkins University
- Meichenbaum, D. (1977). *Cognitive behavior modification: An integrative approach*. New York: Plenum Press.
- Moos, R. H. (1976). *The human context: Environmental determinants of behavior*. New York: Wiley.

- Nettles, S. M., Mucherah, W., & Jones, D. S. (2000). Understanding resilience: The role of social resources. *Journal of Education for Students Placed at Risk*, 5. 47-60.
- Ninness, H. A. C., Fuerst, J., & Rutherford, R. (1995). A descriptive analysis of disruptive behavior during pre- and post-unsupervised self-management by students with serious emotional disturbance: A within-study replication. *Journal of Emotional & Behavioral Disorders*, 3. 230-240.
- Novaco, R. W. (1978). Anger and coping with stress. In J. Forety & D. Rathjen (Eds.). *Cognitive behavior therapy: Therapy, research, and practice*. New York: Plenum Press.
- Presley, J. & Hughes, C. (2000). Peers as teachers of anger management to high school students with behavioral disorders. *Behavioral Disorders*, 25. 114-130.
- Robin, A. L., & Foster, S. (1989). *Negotiating parent-adolescent conflict*. New York: Guilford Press.
- Robinson, T. R., Smith, S. W., & Miller, M. D. (2002). Effect of a cognitive-behavioral intervention on responses to anger by middle school students with chronic behavior problems. *Behavioral Disorders*, 27, 256-271.
- Robinson, T. R., Smith, S. W., Miller, M. D., & Brownell, M. T. (1999). Cognitive behavior modification of hyperactivity – impulsivity and aggression: A meta-analysis of school-based studies. *Journal of Educational Psychology*, 91. 195-203.
- Seidel, J. F., & Vaughn, S. (1991). Social alienation and the learning disabled school dropout. *Learning Disabilities Research & Practice*, 6. 152-157.
- Sinclair, M. F., Christensen, S. L., Evelo, D. L., & Hurley, C. M. (1998). Dropout prevention for youth with disabilities: Efficacy of sustained school engagement procedure. *Exceptional Children*, 65. 7-20.

- Smith, S. W. (1992). Effects of a Metacognitive Strategy on Aggressive Acts and Anger Behavior of Elementary and Secondary-Aged Students. *Florida Educational Research & Development Council Bulletin*, 24, 2-56.
- Spekman, N. J., Herman, K. L., & Vogel, S. A. (1993). Risk and resilience in individuals with learning disabilities: A challenge to the field. *Learning Disabilities Research & Practice*, 8, 59-65.
- Wachs, T. (1987). Developmental perspective on designing for development. In C. Weinstein & T. David (Eds.). *Spaces for Children*, (pp. 291-307). New York: Plenum Press.
- Walker, H. M., Todis, B., Holmes, D., & Horton, G. (1988). *The Walker social skills curriculum*. Austin, TX: Pro-Ed.
- Whitaker, S. (1993). The reduction of aggression in people with learning difficulties: A review of psychological methods. *British Journal of Clinical Psychology*, 32, 1-37.
- Wicker, A. (1979). *Introduction to ecological psychology*. Pacific Grove, CA: Brooks/Cole.