

# Research Reference List

*The following reference list includes research articles on character education sustainability.*

- Adelman, H., & Taylor, L. (1997). Addressing barriers to learning: Beyond school-linked services and full service schools. *American Journal of Orthopsychiatry*, 67, 408-421.
- Adelman, H., & Taylor, L. (2000). Moving prevention from the fringes into the fabric of school improvement. *Journal of Educational and Psychological Consultation*, 11, 7-36.
- Annie E. Casey Foundation. (1995). *The path of most resistance: Reflections on lessons learned from New Futures*. Baltimore, MD: Annie E. Casey Foundation.
- Apacki, C. (2003). Implementing a social-emotional learning program: Stories from schools. In M. J. Elias, H. Arnold, & C. S. Hussey (Eds.), *EQ + IQ = Best leadership practices for caring and successful schools* (pp. 57-70). Thousand Oaks, CA: Corwin Press.
- Bacchetti, R. P. (1999). Staying power: The most important reform objective. *Education Week*, Nov. 10, p. 41.
- Bauman, L., Stein, R., & Ireys, H. (1991). Reinventing fidelity: The transfer of social technology among settings. *American Journal of Community Psychology*, 19, 619-639.
- Brandt, R. (2003). How new knowledge about the brain applies to social and emotional learning. In M. J. Elias, H. Arnold, & C. S. Hussey (Eds.), *EQ + IQ = Best leadership practices for caring and successful schools* (pp. 57-70). Thousand Oaks, CA: Corwin Press.
- Brendtro, L., Brokenleg, M., & Van Bockern, S. (1990). *Reclaiming youth at risk: Our hope for the future*. Bloomington, IN: National Educational Service.
- Caprara, G. V., Barbanelli, C., Pastorelli, C., Bandura, A., & Zimbardo, P. G. (2000). Prosocial foundations of children's academic achievement. *Psychological Science*, 11, 302-306.
- CASEL. (2003). *Safe and sound: An educational leader's guide to evidence-based social and emotional learning programs*. Chicago: Collaborative for Academic, Social, and Emotional Learning.
- Center for Mental Health Services, Substance Abuse, and Mental Health Services Administration. (2005). *The study of implementation in school-based preventive interventions: Theory, research, and practice* (Volume 3) (DHHS Publication No. SMA). Washington, D.C.: Government Printing Office.
- Chen, H. (1998). Theory-driven evaluations. *Advances in Educational Productivity*, 7, 15-34.
- Cherniss, C., & Adler, M. (2000). *Promoting emotional intelligence in organizations*. Washington, DC: American Society for Training and Development.
- Cohen, J. (Ed.). (1999). *Educating minds and hearts: Social and emotional learning and the passage into adolescence*. New York: Teachers College Press.
- Comer, J. P., Ben-Avie, M., Haynes, N. M., & Joyner, E. T. (Eds.). (1999). *Child by child: The Comer process for change in education*. New York: Teachers College Press.
- Comer, J. P., Haynes, N. M., Joyner, E. T., & Ben-Avie, M. (1996). *Rallying the whole village: The Comer process for reforming education*. New York: Teachers College Press.

- Cowen, E. L. (1980). The wooing of primary prevention. *American Journal of Community Psychology, 8*, 258-284.
- Cowen, E. L. (1997). Schools and the enhancement of children's wellness: Some opportunities and some limiting factors. In R. P. Weissberg & T. P. Gullotta (Eds.), *Healthy children 2010: Establishing preventive services. Issues in children's and families' lives, Vol. 9* (pp. 97-123). Thousand Oaks, CA: Sage.
- Cuban, L. (1998). How schools change reforms: redefining reform success and failure teachers. *Teachers College Record, 99*, 453-477.
- Dane, A. V., & Schneider, B. H. (1998). Program integrity in primary and early secondary prevention: Are implementation effects out of control. *Clinical Psychology Review, 18*, 23-45.
- Diebold, C., Miller, G., Gensheimer, L., Mondschein, E., & Ohmart, H. (2000). Building an intervention: A theoretical and practical infrastructure for planning, implementing, and evaluating a metropolitan-wide school-to-career initiative. *Journal of Educational and Psychological Consultation, 11*, 147-172.
- Donahoe, T. (1993). Finding the way: Structure, time, and culture in school improvement. *Phi Delta Kappan, 75*, 298-305.
- Durlak, J. A. (1997). *Successful prevention programs for children and adolescents*. New York: Plenum Press.
- Durlak, J. A. (1998). Why program implementation is important. *Journal of Prevention and Intervention in the Community, 17*, 5-18.
- Elias, M. J. (1994). Capturing excellence in applied settings: A participant conceptualizer and praxis explicator role for community psychologists. *American Journal of Community Psychology, 22*, 293-318.
- Elias, M. J. (1997). Reinterpreting dissemination of prevention programs as widespread implementation with effectiveness and fidelity. In R. P. Weissberg & T. P. Gullotta (Eds.), *Healthy children 2010: Establishing preventive services. Issues in children's and families' lives, Vol. 9* (pp. 253-289). Thousand Oaks, CA: Sage.
- Elias, M. J. (2003). *Academic and social-emotional learning: Educational Practices Series, Booklet #11*. Geneva, Switzerland: International Academy of Education (IAE) and the International Bureau of Education (IBE), UNESCO. Retrieved on September 15, 2003, from <http://www.ibe.unesco.org>
- Elias, M. J., Arnold, H. A., & Hussey, C. S. (Eds.). (2003). *EQ + IQ = Best leadership practices for caring and successful schools*. Thousand Oaks, CA: Corwin Press.
- Elias, M. J., Bruene-Butler, L., Blum, L., & Schuyler, T. (2000). Voices from the field: Identifying and overcoming roadblocks to carrying out programs in social and emotional learning/emotional intelligence. *Journal of Educational and Psychological Consultation, 11*, 253-272.
- Elias, M. J., & Clabby, J. (1992). *Building social problem solving skills: Guidelines from a school based program*. San Francisco: Jossey-Bass.

- Elias, M. J., Zins, J., Graczyk, P.A., & Weissberg, R. (2003). Implementation, sustainability, and scaling up of social-emotional and academic innovations in public schools. *School Psychology Review*, 32(3), 303-319.
- Elias, M. J., Zins, J., Weissberg, R., Frey, K. S., Greenberg, M. T., Haynes, N. M. et al. (1997). *Promoting social and emotional learning: Guidelines for educators*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Elmore, R. (1996). Getting to scale with good educational practice. *Harvard Educational Review*, 66(1), 1-26.
- Fishman, D. (2001). *Pragmatic psychology*. New York: Pergamon.
- Fullan, M. (undated). Overcoming barriers to educational change. In *Office of Policy and Planning, U.S. Dept. of Education, Changing Schools: Insights*. Washington, DC: author.
- Gager, P. J., & Elias, M. J. (1997). Implementing prevention programs in high-risk environments: Application of the resiliency paradigm. *American Journal of Orthopsychiatry*, 67, 363-373.
- Greenberg, M. T., Domitrovich, C., Graczyk, P. A., & Zins, J. E. (in press). *The study of implementation in school-based prevention research: Implications for theory, research, and practice*. Report submitted to The Center for Mental Health Services. Rockville, MD: Substance Abuse and Mental Health Services Administration.
- Hall, G.E. & Hord, S.M. (2005). *Implementing change: Patterns, principles, and potholes*. San Francisco, CA: Addison-Wesley.
- Hall, G. E., & Loucks, S. F. (1978, March). *Innovation configurations: Analyzing the adaptation of innovations*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Ontario, Canada.
- Halpern, R. (1990). Poverty and early childhood parenting; Toward a framework for intervention. *American Journal of Orthopsychiatry*, 60, 6-18.
- Hatch, T. (2000). What does it take to break the mold? Rhetoric and reality in new American schools. *Teachers College Record*, 102, 561-589.
- Hosp, J., & Reschly, D. (2002). Regional differences in school psychology practice. *School Psychology Review*, 31, 11-29.
- Illback, R. J., & Zins, J. E. (1995). Organizational interventions in educational settings. *Journal of Educational and Psychological Consultation*, 6, 217-236.
- Kelly, J. G. (1979). 'Tain't what you do, it's the way that you do it. *American Journal of Community Psychology*, 7, 244-261.
- Knapp, M., Shields, P., & Turnbull, B. (1992). *Academic challenge for the children of poverty: Summary report*. Menlo Park, CA: SRI International.
- Kramer, L., Laumann, G., & Brunson, L. (2000). Implementation and diffusion of the Rainbows Program in rural communities: Implications for school-based prevention programming. *Journal of Educational and Psychological Consultation*, 11, 37-64.
- Lantieri, L. (2003). A vision of schools with heart and spirit: How to get there. In M. J. Elias, H. Arnold, & C. S. Hussey (Eds.), *EQ + IQ = Best leadership practices for caring and successful schools* (pp. 184-198). Thousand Oaks, CA: Corwin Press.

- Levi, J. (1999). *Binat Halev: Emotional intelligence as an educational lifestyle*. Tel Aviv: Israeli Ministry of Education, Tel Aviv Region.
- McLaughlin, M. W. (1990). The Rand change agent study revisited: Macro perspectives and micro realities. *Educational Researcher*, 19(9), 11-16.
- McLaughlin, M. W., & Leone, P. E. (1997). Strengthening school and community capacity. *Journal of Emotional & Behavioral Disorders*, 5, 15-24.
- McMahon, T., Ward, N., Kline-Pruett, M., Davidson, L., & Griffith, E. (2000). Building full service schools: Lessons learned in the development of interagency collaboratives. *Journal of Educational and Psychological Consultation*, 11, 65-92.
- Mitchell, K. A., & Elias, M. J. (2003, March). *Before the crisis starts: Social competence and social support in third grade, minority, low-income, urban school children*. Presentation at the annual meeting of the Eastern Psychological Association, Baltimore, MD.
- Miron, L. F., St. John, E. P., & Davidson, B. (1998). Implementing school restructuring in the inner city. *The Urban Review*, 30, 137-166.
- The National Advisory Mental Health Council Workgroup on Child and Adolescent Mental Health Intervention Development and Deployment.(2001). *Blueprint for change: Research on child and adolescent mental health*. Washington, DC: National Institute of Mental Health.
- Nelson, G., Amio, J., Prilleltensky, I., & Nickels, P. (2000). Partnerships for implementing school and community prevention programs. *Journal of Educational and Psychological Consultation*, 11, 121-145.
- Odden, A. (2000). The costs of sustaining educational change through comprehensive school reform. *Phi Delta Kappan*, 81, 433-438.
- Payton, J. W., Wardlaw, D. M., Graczyk, P. A., Bloodworth, M. A., Tompsett, C. J., & Weissberg, R. P. (2000). Social and emotional learning: A framework for promoting mental health and reducing risk behaviors in children and youth. *Journal of School Health*, 70, 179-185.
- Rosenfield, S., & Keita, G. P. (1997). *Bringing to scale educational innovations and school reform*. Washington, DC: American Psychological Association.
- Sarason, S. B. (1982). *The culture of the school and the problem of change* (2nd ed.). Boston: Allyn & Bacon.
- Small, M. L., & Bumbarger, B. (2003). *Sustaining prevention and social emotional learning programs: A literature review*. Report submitted to the Collaborative for Academic, Social, and Emotional Learning, University of Illinois-Chicago. University Park, PA: Penn State University Prevention Research Center.
- Starkman, N., Scales, P., & Roberts, C. (1999). *Great places to learn: How asset-building schools help students succeed*. Minneapolis: Search Institute.
- U. S. Department of Health and Human Services. (1999). *Mental health: A report of the Surgeon General*. Rockville, MD: U. S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services, National Institutes of Health, National Institute of Mental Health.

- Wandersman, A., Imm, P., Chinman, M., & Kaftarian, S. (2000). Getting to outcomes: A results-based approach to accountability. *Evaluation and Program Planning, 23*, 389-395.
- Weick, K. (1984). Small wins: Redefining the scale of social problems. *American Psychologist, 39*, 40-49.
- Weissberg, R. P., & Greenberg, M. T. (1998). Community and school prevention. In I. Sigel & A. Renninger (Eds.), *Handbook of child psychology (5th ed.)*, Vol. 4: *Child psychology in practice* (pp. 877-954). New York: John Wiley.
- Wilson, D. B., Gottfredson, D. C., & Najaka, S. S. (2001). School-based prevention of problem behaviors: A meta-analysis. *Journal of Quantitative Criminology, 17*, 247-272.
- Ysseldyke, J., Reschly, D., Dawson, P., Reynolds, M., Lehr, C., & Telzrow, T. (1997). *School psychology: A blueprint for training and practice II*. Bethesda, MD: National Association of School Psychologists.
- Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (Eds.). (2004). *Building academic success on social and emotional learning: What does the research say?* New York: Teachers College Press.