

## Complex SEMH Difficulties SEBD7004 (SEBDA course) (Semester 1)

View Online



Ainsworth, M. (2009). The Strange Situation.  
<https://www.youtube.com/watch?v=QTsewNrHUHU>

Allan, Charlotte LBehrman, SophieEbmeier, Klaus PSaul, Peter. (n.d.). Primary care management of patients who self-harm. Practitioner, 256(6), 19–22.  
<https://www.proquest.com/docview/1020696928?accountid=13041>

American Occupational Therapy Association. (2018). Autism across the lifespan: a comprehensive occupational therapy approach (R. Watling & S. L. Spitzer, Eds.; 4th edition). AOTA Press, The American Occupational Therapy Association, Inc.

American Psychiatric Association Publishing. (2020). The American Psychiatric Association Publishing textbook of anxiety, trauma, and OCD-related disorders (N. M. Simon, E. Hollander, B. O. Rothbaum, & D. J. Stein, Eds.; Third edition). American Psychiatric Association Publishing.

ARC: the attachment research community. (2019). <https://the-arc.org.uk/>

Attachment & Human Development. (n.d.).  
<https://www-tandfonline-com.oxfordbrookes.idm.oclc.org/loi/rahd20>

Attwood, T. & Autism Care UK. (2012). Prof. Tony Attwood in conversation with Autism Care UK. Autism Care UK. <https://www.youtube.com/watch?v=nJTl1dyL1zs>

Autism Education Trust. (2022). <https://www.autismeducationtrust.org.uk/>

Autism Research. (n.d.).  
<https://onlinelibrary-wiley-com.oxfordbrookes.idm.oclc.org/loi/19393806>

Autism Society. (2022). Education. <https://autismsociety.org/resources/education/>

Autism Speaks. (2022). Education and Autism.  
<https://www.autismspeaks.org/education-and-autism>

Autism Spectrum Disorder - Profile, Heterogeneity, Neurobiology and Intervention. (2021). InTech.

Autism Spectrum Disorder: New Insights into Molecular Pathophysiology and Therapeutic Development. (2020). Frontiers Media S.A.

Autism Spectrum Disorders - Advances at the End of the Second Decade of the 21st Century. (2019). InTech.

Beidel, D. C., Alfano, C. A., & Beidel, D. C. (n.d.). Child anxiety disorders: a guide to research and treatment (2nd ed). Routledge.  
<https://ebookcentral-proquest-com.oxfordbrookes.idm.oclc.org/lib/brookes/detail.action?docID=668762>

Bender, P.K., Reinholdt-Dunne, M.L., Esbjørn, B.H., & Pons, F. (2012). Emotion dysregulation and anxiety in children and adolescents: Gender differences. *Personality and Individual Differences*, 53(3), 284–288. <https://doi.org/10.1016/j.paid.2012.03.027>

Berk, M. (Ed.). (2019). Evidence-based treatment approaches for suicidal adolescents: translating science into practice (First edition). American Psychiatric Association Publishing.

Bernstein, J. (2020). The Anxiety, Depression and Anger Toolbox for Teens: 150 powerful mindfulness, CBT and positive psychology activities to manage emotions. PESI.

Bialer, P. A., & McIntosh, C. A. (2017). Discrimination and LGBT mental health. *Journal of Gay & Lesbian Mental Health*, 21(4), 275–276.  
<https://doi.org/10.1080/19359705.2017.1356138>

Bignall, T., Jeraj, S., Helsby, E., & Butt, J. (2019). Racial disparities in mental health: literature and evidence review. Race Equality Foundation.  
<https://raceequalityfoundation.org.uk/wp-content/uploads/2022/10/mental-health-report-v5-2-2.pdf>

Bowlby, J. (2005). A secure base: clinical applications of attachment theory. Routledge.  
<https://ebookcentral-proquest-com.oxfordbrookes.idm.oclc.org/lib/brookes/reader.action?docID=1075270>

Bowlby, J. & Research and Psychotherapy (Seminar). (2013). The Milan seminar: clinical applications of attachment theory (M. Bacciagaluppi, Ed.). Karnac Books.

Bowlby, R., & King, P. (2004). Fifty Years of Attachment Theory: the Donald Winnicott Memorial Lecture. Karnac Books.

Bradshaw, J. (Ed.). (2016). The Well-Being of Children in the UK (Fourth edition). Policy Press.

Brandell, J. R., & Ringel, S. (n.d.). Attachment and dynamic practice: an integrative guide for social workers and other clinicians. Columbia University Press.

Butler, J.A. (2016). Self-harm. *Medicine*, 44(12), 715–719.  
<https://doi.org/10.1016/j.mpmed.2016.09.003>

Byrne, B., Alexander, C., Khan, O., Nazro, J., & Shankley, W. (2020). Ethnicity and Race in the UK: State of the Nation. Bristol University Press.  
<https://www.jstor.org/stable/j.ctv14t47tm>

Carpenter, B.,  
Happe

, F., & Egerton, J. (Eds.). (2019). *Girls and autism: educational, family and personal perspectives*. Routledge.

Carr, M. J., Steeg, S., Mok, P. L. H., Pedersen, C. B., & Antonsen, S. (2020). Adverse Childhood Experiences and Risk of Subsequently Engaging in Self-Harm and Violence towards Other People-"Dual Harm". *International Journal of Environmental Research and Public Health*, 17(24), 9409–9422.

Castagno, A. E. (2014). *Educated in whiteness: good intentions and diversity in schools*. University of Minnesota Press.

Centre for Mental Health. (2021). *Children and Young People's Mental Health: The Facts*. <https://www.centreformentalhealth.org.uk/sites/default/files/2021-02/CYP%20mental%20health%20fact%20sheet%202021.pdf>

Charlie Waller Trust. (2022). <https://charliewaller.org/>

Child mental health services in England: a continuing crisis. (2020). *The Lancet*, 395 (10222). [https://doi.org/10.1016/S0140-6736\(20\)30289-0](https://doi.org/10.1016/S0140-6736(20)30289-0)

Choate, L. H. (2014). *Adolescent Girls in Distress: a Guide for Mental Health Treatment and Prevention*. Springer Publishing Company.  
<https://ebookcentral-proquest-com.oxfordbrookes.idm.oclc.org/lib/brookes/detail.action?docID=1275576>

Colley, D. (2022). Module 4 Reading List introduction.  
<https://brookes.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=b97ea7d0-213d-48ff-ae8f-aed700c67cfe>

Colley, D., & Cooper, P. (Eds.). (2017). *Attachment and emotional development in the classroom: theory and practice*. Jessica Kingsley Publishers.  
<https://oxfordbrookes.idm.oclc.org/login?url=http://www.vlebooks.com/vleweb/product/openreader?id=OxfBrookes&isbn=9781784503994&uid=^u>

Collins-Donnelly, K. (2013). *Starving the Anxiety Gremlin: a Cognitive Behavioural Therapy Workbook on Anxiety Management for Young People*. Jessica Kingsley Publishers.

Columbia Embury, D. (20200504). Reactive attachment disorder in the classroom. *Preventing School Failure: Alternative Education for Children and Youth*, 64(3), 240–248.  
<https://doi.org/10.1080/1045988X.2020.1732281>

Compton, S. N., Villabo, M. A., & Kristensen, H. (Eds.). (2019). *Pediatric Anxiety Disorders*. Academic Press. <https://doi.org/10.1016/C2016-0-04425-X>

Cummings, C. M., Caporino, N. E., & Kendall, P.C. (2014). Comorbidity of anxiety and depression in children and adolescents: 20 years after. *Psychological Bulletin*, 140(3), 816–845.  
<http://oxfordbrookes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct>

=true&db=pdh&AN=2013-39424-001&site=ehost-live

Dacey, J. S., Mack, M. D., & Fiore, L. B. (2016). *Your anxious child: how parents and teachers can relieve anxiety in children* (Second edition). John Wiley & Sons.  
<https://ebookcentral-proquest-com.oxfordbrookes.idm.oclc.org/lib/brookes/detail.action?docID=4457837>

David Pratt. (2019). *CBT Toolbox for Depressed, Anxious and Suicidal Children and Adolescents : Over 220 Worksheets and Therapist Tips to Manage Moods, Build Positive Coping Skills and Develop Resiliency*. PESI.  
<https://ebookcentral-proquest-com.oxfordbrookes.idm.oclc.org/lib/brookes/reader.action?docID=6260891>

Davies, B. (2009). *How can teaching staff effectively support a child on the autistic spectrum, within mainstream education? A case study within a suburban primary school*. Oxford Brookes University.

D'Hooghe, D. (2016). Early attachment trauma and the impact on child's development. *European Psychiatry*, 33. <https://doi.org/10.1016/j.eurpsy.2016.01.1237>

Dunn, Y. (2020). *Social work with autistic people: essential knowledge, skills and the law for working with children and adults*. Jessica Kingsley Publishers.

Eaton, J. (2017). *A Guide to Mental Health Issues in Girls and Young Women on the Autism Spectrum: Diagnosis, Intervention and Family Support*. Jessica Kingsley Publishers.  
<https://oxfordbrookes.on.worldcat.org/oclc/1004562744>

*Emotional and Behavioural Difficulties*. (n.d.).  
<https://www-tandfonline-com.oxfordbrookes.idm.oclc.org/loi/rebd20>

Endo, K., Ando, S., Shimodera, S., Yamasaki, S., Usami, S., Okazaki, Y., Sasaki, T., Richards, M., Hatch, S., & Nishida, A. (2017). Preference for Solitude, Social Isolation, Suicidal Ideation, and Self-Harm in Adolescents. *Journal of Adolescent Health*, 61(2), 187–191.  
<https://doi.org/10.1016/j.jadohealth.2017.02.018>

Evans, B. (2017). *The metamorphosis of autism: a history of child development in Britain* (K. Waddington, Ed.). Manchester University Press.  
<https://www.manchesteropenhive.com/view/9781526110015/9781526110015.xml>

Fenesy, M. C., & Lee, S. S. (2019). Association of ADHD and Executive Functioning With Childhood Depression. *Journal of Attention Disorders*, 23(11), 1368–1378.  
<https://doi.org/10.1177/1087054717723983>

Ferfolja, T., & Ullman, J. (2020). *Gender and sexuality diversity in a culture of limitation: student and teacher experiences in schools*. Routledge.

Fletcher-Watson, S., &  
 Happe

, F. (2019). *Autism: a new introduction to psychological theory and current debate*. Routledge.

Follan, M., Anderson, S., Huline-Dickens, S., Lidstone, E., Young, D., Brown, G., & Minnis, H. (2011). Discrimination between attention deficit hyperactivity disorder and reactive attachment disorder in school aged children. *Research in Developmental Disabilities*, 32 (2), 520–526. <https://doi.org/10.1016/j.ridd.2010.12.031>

Follan, M. & Minnis, H. (2010). Forty-four juvenile thieves revisited: from bowlby to reactive attachment disorder. *Child: Care, Health and Development*, 36(5), 639–645. <https://doi.org/10.1111/j.1365-2214.2009.01048.x>

Fonagy, P. (2018). *Attachment theory and psychoanalysis*. Taylor and Francis.

Fry, S. (2011). Stephen Fry talks about his depression. The House Partnership. <https://www.youtube.com/watch?v=TcPRF9sIENI>

Galkiene

, A., &  
Monkevicius

iene

, O. (Eds.). (2021). *Improving inclusive education through universal design for learning: Vol. volume 5*. Springer.

Garratt, K., & Laing, J. (n.d.). *Mental health policy in England: research briefing*. House of Commons Library. <https://researchbriefings.files.parliament.uk/documents/CBP-7547/CBP-7547.pdf>

Garside, M., Wright, B., Nekooi, R., & Allgar, V. (n.d.). *Mental Health Provision in UK Secondary Schools*. *International Journal of Environmental Research and Public Health*, 18 (22).

Goodman, R., Scott, S., & Goodman, R. (2012a). *Child and adolescent psychiatry* (3rd edition). Wiley-Blackwell.

Goodman, R., Scott, S., & Goodman, R. (2012b). *Child and adolescent psychiatry* (3rd edition). Wiley-Blackwell.

Goodyear-Smith, F. (20171013). Screening for risky behaviour and mental health in young people: the YouthCHAT programme. *Public Health Reviews*, 38(1).

Grabrucker, A. M. (Ed.). (2021). *Autism Spectrum Disorders*. Exon Publications. <https://doi.org/10.36255/exonpublications.autismspectrumdisorders.2021>

Grandin, T. (n.d.). Temple Grandin, PhD. <https://www.templegrandin.com/>

Guyon-Harris, K. L., Humphreys, K. L., Miron, D., Gleason, M. M., Nelson, C. A., Fox, N. A., & Zeanah, C. H. (2019). Disinhibited Social Engagement Disorder in Early Childhood Predicts Reduced Competence in Early Adolescence. *Journal of Abnormal Child Psychology*, 47(10), 1735–1745. <https://doi.org/10.1007/s10802-019-00547-0>

Haroon, M. (2019). ABC of Autism. John Wiley & Sons, Incorporated.  
<https://ebookcentral-proquest-com.oxfordbrookes.idm.oclc.org/lib/brookes/detail.action?docID=5649681>

Harris, R., Rendall, S., & Nashat, S. (2011). *Engaging with complexity: child & adolescent mental health and education*. Karnac Books.

Health and Social Care Information Centre. (2020). Mental health of children.  
<https://app.powerbi.com/view?r=eyJrljoiY2NkYTg5MTgtN2ZINi00MGRiLWlwNWmtYjhmNjAzYWE4MmM1liwidCI6IjUwZjYwNzFmLWJiZmUtNDAxYS04ODAzLTk3Mzc0OGU2MjllMjlmMmMiOj>  
 9

Heard, D., Lake, B., & McCluskey, U. (2012). Attachment Therapy with Adolescents and Adults: Theory and Practice post Bowlby (Rev. ed). Karnac Books.

Hebron, J. & Humphrey, N. (2014). Mental Health Difficulties among Young People on the Autistic Spectrum in Mainstream Secondary Schools: A Comparative Study. *Journal of Research in Special Educational Needs*, 14(1), 22-32.  
<https://doi.org/10.1111/j.1471-3802.2012.01246.x>

Hendrickx, S. (2014). Autism: how anxiety affects everything. National Autistic Society.  
[https://www.youtube.com/watch?v=rPD\\_yzMHJls](https://www.youtube.com/watch?v=rPD_yzMHJls)

Himelein-Wachowiak, M., Giorgi, S., Kwarteng, A., Schriefer, D., Smitterberg, C., Yadeta, K., Bragard, E., Devoto, A., Ungar, L., & Curtis, B. (2022). Getting 'clean' from nonsuicidal self-injury: Experiences of addiction on the subreddit r/selfharm. *Journal of Behavioral Addictions*, 11(1), 128–139. <https://doi.org/10.1556/2006.2022.00005>

Hollander, E., Hagerman, R. J., & Fein, D. (Eds.). (2018). Autism spectrum disorders (First edition). American Psychiatric Association Publishing.

Hoopmann, K., & Houkamau, R. (2015). *The Essential Manual for Asperger Syndrome (ASD) in the Classroom: What Every Teacher Needs to Know*. Jessica Kingsley Publishers.

Hurley, E. A., Dalglish, S. L., & Sacks, E. (2022). Supporting young people with climate anxiety: mitigation, adaptation, and resilience. *The Lancet Planetary Health*, 6(3). [https://doi.org/10.1016/S2542-5196\(22\)00015-8](https://doi.org/10.1016/S2542-5196(22)00015-8)

International Journal of Emotional Education. (n.d.).  
<https://www.proquest.com/publication/2031381?parentSessionId=5LmdskMFmSZiAk2DzMlIdjDaO9eUXger9JFkgcKtEqs%3D&accountid=13041&decadeSelected=2020%20-%202029&yearSelected=2022&monthSelected=11&issueNameSelected=02022Y11Y01%2423Nov%2B2022%243b%2B%2BVol.%2B14%2B%24282%2429>

Iowa PBS. (2020). Temple Grandin: The Life Autistic. Iowa PBS.  
<https://www.youtube.com/watch?v=C8xaW84b7U8>

Isaacs, D. (2018). Self-harm in adolescence. *Journal of Paediatrics and Child Health*, 54(6), 703-703. <https://doi.org/10.1111/jpc.14050>

Jackson, L. (2003). *Freaks, geeks and Asperger syndrome: a user guide to adolescence*.

Jessica Kingsley Publishers. <https://oxfordbrookes.on.worldcat.org/oclc/52965383>

Jacob, N., Evans, R., & Scourfield, J. (2017). The influence of online images on self-harm: A qualitative study of young people aged 16–24. *Journal of Adolescence*, 60, 140–147. <https://doi.org/10.1016/j.adolescence.2017.08.001>

Janet A Butler. (n.d.). Self-harm is rising. *New Scientist*, 236. <https://oxfordbrookes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=126895953&site=ehost-live>

Jason, L. (Ed.). (2013). *Prevention: toward a multidisciplinary approach*. Routledge. <https://ebookcentral-proquest-com.oxfordbrookes.idm.oclc.org/lib/brookes/detail.action?docID=1702360>

Jeffreys, B. (2022, February 4). Children's mental health: Huge rise in severe cases, BBC analysis reveals. *BBC News: Family & Education*. <https://www.bbc.com/news/education-60197150>

Johnson, R. J., Turner, R. J., & Link, B. G. (Eds.). (2014). *Sociology of mental health: selected topics from forty years 1970s-2010s*. Springer.

Jordan, R., Roberts, J., & Hume, K. A. (Eds.). (2019). *The SAGE Handbook of autism and education*. SAGE Publications Ltd.

Kay, C. & Green, J. (2013). Reactive Attachment Disorder following Early Maltreatment: Systematic Evidence beyond the Institution. *Journal of Abnormal Child Psychology*, 41(4), 571–581. <https://search-proquest-com.oxfordbrookes.idm.oclc.org/docview/1347364242?accountid=13041>

Kay, C., Green, J., & Sharma, K. (2016). Disinhibited Attachment Disorder in UK Adopted Children During Middle Childhood: Prevalence, Validity and Possible Developmental Origin. *Journal of Abnormal Child Psychology*, 44(7), 1375–1386. <https://doi.org/10.1007/s10802-016-0131-2>

Kemph, John PVoeller, Kytja K S. (2008). Reactive attachment disorder in adolescence. *Adolescent Psychiatry*, 30, 145–162. <https://www.proquest.com/docview/206091704?accountid=13041>

Knifton, L., & Inglis, G. (2020). Poverty and mental health: policy, practice and research implications. *BJPsych Bulletin*, 44(5), 193–196. <https://doi.org/10.1192/bjb.2020.78>

Knightsmith, P. (2017). Understanding and breaking the self-harm cycle. Pooky Knightsmith Mental Health. [https://www.youtube.com/watch?v=xKWah\\_tzng4](https://www.youtube.com/watch?v=xKWah_tzng4)

Kristen L. Eckstrand & Jennifer Potter. (n.d.). *Trauma, Resilience, and Health Promotion in LGBT Patients*. Springer.

Kunreuther, E., Palmer, A., & Attwood, T. (2018). *Drinking, drug use and addiction in the autism community*. Jessica Kingsley Publishers. <https://oxfordbrookes.on.worldcat.org/oclc/1005004961>

Lebbakhar, A., Hoskins, K., & Chappell, A. (2022). Equality and diversity in secondary schools: teachers' agentic and constrained enactments of the curriculum. *London Review of Education*, 20(1).

Limpsfield Grange School – Together we make a difference. (n.d.).  
<https://limpsfieldgrange.co.uk/>

Lintala, J., & Murphy, M. W. (2016). The un-prescription for Autism: a natural approach for a calmer, happier, and more focused child. AMACOM, American Management Association.  
<https://www.oreilly.com/library/view/the-un-prescription-for/9780814436646/?ar>

Magiati, I., Ong, C., Lim, X.Y., Tan, J.W.L., Ong, A.Y.L., Patrycia, F., Fung, D.S.S., Sung, M., Poon, K.K., & Howlin, P. (2016). Anxiety symptoms in young people with autism spectrum disorder attending special schools: Associations with gender, adaptive functioning and autism symptomatology. *Autism*, 20(3), 306–320.  
<https://doi.org/10.1177/1362361315577519>

Maharaja, S. G. (2017). *Anxiety Disorders Sourcebook*. Omnigraphics, Incorporated.  
<https://ebookcentral-proquest-com.oxfordbrookes.idm.oclc.org/lib/brookes/reader.action?dclid=5123290&query=>

Maharaja, S. G. (2018). *Anxiety disorders sourcebook (First edition)*. Omnigraphics.

Maria Capaldo. (2018). Child maltreatment: an attachment theory perspective. *Mediterranean Journal of Clinical Psychology*, 6(1).  
<https://doaj.org/article/776b97a81905421d9c4f0372d1da3294>

Marmara, J., Zarate, D., Vassallo, J., Patten, R., & Stavropoulos, V. (2022). Warwick Edinburgh Mental Well-Being Scale (WEMWBS): measurement invariance across genders and item response theory examination. *BMC Psychology*, 10(1).  
<https://doi.org/10.1186/s40359-022-00720-z>

Maykel, C., & Bray, M. A. (Eds.). (2020). *Promoting Mind–Body Health in Schools: Interventions for Mental Health Professionals*. American Psychological Association.  
<https://www-jstor-org.oxfordbrookes.idm.oclc.org/stable/j.ctv1chs867>

McDougall, T., Armstrong, M., & Trainor, G. (2010). *Helping children and young people who self harm: an introduction to self-harming and suicidal behaviours for health professionals*. Routledge.

McLafferty, M. (2019). Coping, stress, and negative childhood experiences: The link to psychopathology, self-harm, and suicidal behavior. *PsyCh Journal*, 8(3), 293–306.  
<https://doi.org/10.1002/pchj.301>

McMorran-Young, G., Moran, K., Young, D., Batchelor, G., & Minnis, H. (2021). A quick and reliable waiting room checklist for symptoms of disinhibited social engagement disorder. *Developmental Child Welfare*, 3(4), 313–327. <https://doi.org/10.1177/25161032211050734>

Meek, L., Philips, J., & Jordan, S. (2020). *Mental health and wellbeing in primary education: a practical guide and resource*. Pavilion Publishing & Media Ltd.



Mental Health Foundation. (2022). Children and young people: statistics.  
<https://www.mentalhealth.org.uk/explore-mental-health/statistics/children-young-people-statistics>

Messiou, K. (2020). Student diversity and student voice conceptualisations in five European countries: Implications for including all students in schools. *European Educational Research Journal*, 21(2). <https://doi.org/10.1177/1474904120953241>

Morgan, F., & Costello, E. (2023). *Square pegs: inclusivity, compassion and fitting in: a guide for schools* (I. Gilbert, Ed.). Independent Thinking Press.

Mu

Ullrich, M., & Volken, S. (2018). Normed Children: Effects of Gender and Sex Related Normativity on Childhood and Adolescence (C. Baltes-Lo

hr & E. Schneider, Eds.; 1. Aufl). transcript-Verlag.

Narzisi, A. (Ed.). (2021). *Advances in Autism Research*. MDPI AG.  
<https://directory.doabooks.org/handle/20.500.12854/76388>

National Autistic Society. (n.d.-a). Autistic women and girls.  
<https://autism.org.uk/advice-and-guidance/what-is-autism/autistic-women-and-girls>

National Autistic Society. (n.d.-b). <https://www.autism.org.uk/>

National Centre for Social Research, Office for National Statistics, & YouthInMind. (2017). *Mental Health of Children and Young People in England Survey*. NHS Digital.  
<https://digital.nhs.uk/data-and-information/data-tools-and-services/data-services/mental-health-data-hub/mental-health-prevalence-surveys#mental-health-of-children-and-young-people-in-england-survey>

National Institute for Health and Care Excellence. (2013). *NICE - Self-harm: quality standard QS34*. NICE.  
<https://www.nice.org.uk/guidance/qs34/chapter/Introduction-and-overview>

National Statistics. (2023). *Special educational needs in England: Academic year 2022/23*.  
<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

NHS. (2019). *Overview: Bipolar disorder*.  
<https://www.nhs.uk/mental-health/conditions/bipolar-disorder/overview/>

NHS Digital. (n.d.). *Mental Health Services Monthly Statistics*.  
<https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-services-monthly-statistics#summary>

NHS Digital. (2020). *Mental Health of Children and Young People in England, 2020: Wave 1 follow up to the 2017 survey*.  
<https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children>

## n-and-young-people-in-england/2020-wave-1-follow-up

NHS England. (2022). Mental Health of Children and Young People in England 2022 - wave 3 follow up to the 2017 survey - NDRS. NHS Digital.  
<https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2022-follow-up-to-the-2017-survey#>

Office for National Statistics. (2018). Children's and young people's experiences of loneliness.  
<https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/articles/childrensandyoungpeoplesexperiencesofloneliness/2018>

O'Hare, K. (2022). Parental and community risk factors for childhood self-harm thoughts and behaviours. *Journal of Affective Disorders*, 310, 279–283.  
<https://doi.org/10.1016/j.jad.2022.05.050>

Olety, S. (2016). Mental health transition plans for older adolescents with autistic spectrum disorders – clinical profile of patients from a metropolitan Borough, North West of England. *European Psychiatry*, 33, Supplement. <https://doi.org/10.1016/j.eurpsy.2016.01.203>

Oppenheim, D., & Goldsmith, D. F. (n.d.). Attachment theory in clinical work with children: bridging the gap between research and practice. Guilford Press.

O'Reilly, Michelle. (2018). Review of mental health promotion interventions in schools. *Social Psychiatry and Psychiatric Epidemiology*, 53(7), 647–662.  
<https://link-springer-com.oxfordbrookes.idm.oclc.org/article/10.1007/s00127-018-1530-1>

Pang, B., & Rossi, T. (2022). Diversity, difference and social justice in physical education: challenges and strategies in a translocated world. Routledge.

Perepa, P. (2013). Understanding autism in the early years. Open University Press.  
<https://oxfordbrookes.idm.oclc.org/login?url=http://brookes.ebilib.com/patron/FullRecord.aspx?p=1220263>

Perepa, P. (2019). Autism, ethnicity and culture: working with children and families from minority communities. Jessica Kingsley Publishers.

Persson, T. J., & Pfaus, J. G. (2015). Bisexuality and Mental Health: Future Research Directions. *Journal of Bisexuality*, 15(1), 82–98.  
<https://doi.org/10.1080/15299716.2014.994694>

Prever, M. & British Association for Counselling and Psychotherapy. (2006). Mental health in schools: a guide to pastoral and curriculum provision. Paul Chapman.

Prior, V., Glaser, D., & FOCUS (Project). (2006). Understanding attachment and attachment disorders: theory, evidence and practice. Jessica Kingsley Publishers.  
<https://ebookcentral-proquest-com.oxfordbrookes.idm.oclc.org/lib/brookes/detail.action?docID=290959>

Public Health England. (2019). Universal approaches to improving children and young people's mental health and wellbeing: Short descriptions of interventions identified from

the synthesis of systematic reviews. Public Health England.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/842167/Descriptions\\_of\\_interventions.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/842167/Descriptions_of_interventions.pdf)

Raymond J Waller. (2012). *Mental Health Promotion in Schools : Foundations*. Bentham Science Publishers.

<https://ebookcentral-proquest-com.oxfordbrookes.idm.oclc.org/lib/brookes/reader.action?dclid=1108005>

Regina Miranda & Elizabeth L. Jeglic. (2021). *Handbook of Youth Suicide Prevention*. Springer International Publishing AG.

Research on Child and Adolescent Psychopathology (formerly Journal of Abnormal Child Psychology). (n.d.). <https://www-springer-com.oxfordbrookes.idm.oclc.org/journal/10802>

Reynolds, S., Wilson, C., Austin, J., & Hooper, L. (2012). Effects of psychotherapy for anxiety in children and adolescents: A meta-analytic review. *Clinical Psychology Review*, 32(4), 251–262. <https://doi.org/10.1016/j.cpr.2012.01.005>

Riley, P. (n.d.). *Attachment theory and the teacher-student relationship: a practical guide for teachers, teacher educators and school leaders*. Routledge.

Rogers, A., & Pilgrim, D. (2021). *Sociology of mental health and illness (Sixth edition)*. Open University Press/McGraw Hill.

Russell, G. (2021). *The rise of autism: risk and resistance in the age of diagnosis*. Routledge.

School Mental Health. (n.d.).

<https://www-springer-com.oxfordbrookes.idm.oclc.org/journal/12310>

Scorgie, K., & Forlin, C. (Eds.). (2019). *Promoting social inclusion: co-creating environments that foster equity and belonging (First edition)*. Emerald Publishing Limited.

Seim, A. R. (2020). Validity of reactive attachment disorder and disinhibited social engagement disorder in adolescence. *European Child & Adolescent Psychiatry*, 29(10), 1465–1476. <https://doi.org/10.1007/s00787-019-01456-9>

Seim, A. R., Jozefiak, T., Wichstrøm, L., Lydersen, S., & Kaye, N. S. (2021). Self-esteem in adolescents with reactive attachment disorder or disinhibited social engagement disorder. *Child Abuse & Neglect*, 118. <https://doi.org/10.1016/j.chiabu.2021.105141>

Semlyen, Joanna. (2016). Sexual orientation and symptoms of common mental disorder or low wellbeing: combined meta-analysis of 12 UK population health surveys. *BMC Psychiatry*, 16(1).

<https://bmcpsy psychiatry.biomedcentral.com/articles/10.1186/s12888-016-0767-z>

Solomon, J., & George, C. (n.d.). *Disorganized attachment and caregiving*. Guilford Press.

Sprouts. (2018). *The Attachment Theory: How Childhood Affects Life*.

<https://www.youtube.com/watch?v=WjOowWxOXCg>

Steward, R. (2012). Understanding and Supporting Pupils with ASD: keynote presentation. National Autistic Society. <https://www.youtube.com/watch?v=FhEdUd5PLgA>

Steward, R. (2020). Learn about Autism from a person, not just a textbook. <https://www.robysteward.com/>

Stewart, J. N. (2018). Attachment-based milieus for healing child and adolescent developmental trauma: a relational approach for use in settings from inpatient psychiatry to special education classrooms. Jessica Kingsley Publishers. <https://oxfordbrookes.on.worldcat.org/oclc/1010991510>

Synapse. (2008). Autism, PDD-NOS & Asperger's fact sheets: Effects of Autism on education and school. <http://www.autism-help.org/autism-education-school-effects.htm>

The Children's Society. (2022). Children's Mental Health Statistics. <https://www.childrenssociety.org.uk/what-we-do/our-work/well-being/mental-health-statistics>

Tomsett, J. (2016). This much I know about mind over matter: improving mental health in our schools. Crown House Publishing.

Trowell, J., Miles, G., & Rustin, M. (2011). Childhood Depression: a Place for Psychotherapy. Karnac Books.

Ugbede, O. T., & Abimbola, O. O. (2018). Gender differences in risky behaviour, learned helplessness and school connectedness among undergraduates in Osun State. *Gender and Behaviour*, 16(1), 11073–11084.

Van Cleave, J., Green, C. M., Blaschke, G. S., & American Academy of Pediatrics. (2019). Depression and suicide prevention. American Academy of Pediatrics.

Walker, S. (2019). Why are diversity, cultural awareness and social inclusion important? In *Supporting troubled young people: a practical guide to helping with mental health problems* (pp. 49–72). Critical Publishing. <https://ebookcentral.proquest.com/lib/brookes/reader.action?docID=5771429&ppg=67>

Waller, R. J. (2016). Mental health promotion in schools: Volume 2: Vol. v. 2. Bentham Science Publishers.

Webb, A., Heyne, G., Holmes, J. E., & Peta, J. L. (2016). Which box to check: Assessment norms for gender and the implications for transgender and nonbinary populations. *Society for the Psychology of Sexual Orientation and Gender Diversity Newsletter*, April 2016. <https://www.apadivisions.org/division-44/publications/newsletters/division/2016/04/nonbinary-populations>

White, K. & Centre for Attachment-based Psychoanalytic Psychotherapy. (2006). Unmasking race, culture, and attachment in the psychoanalytic space: what do we see? what do we think? what do we feel?: the John Bowlby Memorial Conference monograph 2005. Karnac. <https://ebookcentral-proquest-com.oxfordbrookes.idm.oclc.org/lib/brookes/detail.action?do>

cID=690244

Witte, R. H., & Mosley-Howard, G. S. (Eds.). (2015). Mental health practice in today's schools: issues and interventions. Springer Publishing Company.

YoungMinds. (2021). Mental Health Statistics.

<https://www.youngminds.org.uk/about-us/media-centre/mental-health-statistics/>

YoungMinds. (2022). Self-harm: a guide for young people.

<https://www.youngminds.org.uk/young-person/my-feelings/self-harm/>