

**Literatuurlijst bij 'Serie: Preventie van probleemgedrag bij jonge kinderen.
Hoe kun je probleemgedrag voorkomen?'**

(Margreet van Oudheusden, Aleid Beets Kessens en Kobi Wanningen,
HJK (39) 3, pp. 16-19)

Broadhead, P. (2006). Developing an understanding of young children's learning through play: the place of observation, interaction and reflection. *British Educational Research Journal* , 191–207.

Crone, D., Hawken, L. & Horner, R. (2010). *Responding to Problem Behavior in Schools: The Behavior Education Program* . New York: The Guildford Press.

Furman, B. (2009). *De methode Kids` Skills*. Amsterdam: Boom/Nelissen.

Gray, C. (2003). *Social Stories 10.0*. Arlington: TX: Future Horizons.

Hamre, B. K. & Pianta, R. C. (2005). Can Instructional and Emotional Support in the First-Grade Classroom Make a Difference for Children at Risk of School Failure? *Child development*, 949 - 967.

Hieneman, M., Dunlap, G. & Kincaid, D. (2005). Positive Support Strategies For Students With Behavioral Disorders in General Education Settings. *Psychology in the Schools* , 779 - 6794.

Marzano, R. (2003). *What Works in schools, translating research into action*. Alexandria (USA): Association for supervision and curriculum development.

Webster- Stratton, E., Reid, J. A., & Hammond, M. (2004). Treating Children With Early-Onset Conduct Problems: Intervention Outcomes for Parent, Child, and Teacher Training. *Journal of Clinical Child and Adolescent Psychology*, 105-124.

Webster-Stratton, E., & Woolley Lindsay, D. (1999). Social Competence and Conduct Problems in Young Children. *Journal of Clinical Child Psychology*, 35-43.