



Group Concept Mapping

Topic Bibliography – K-12 Education

United States

- Allen, M.L., Schaleben-Boateng, D., Davey, C.S., Hang, M., & Pergament, S. (2015). Concept mapping as an approach to facilitate participatory intervention building. *Progress in Community Health Partnerships: Research, Education and Action*, 9(4), 599-608. doi: 10.1353/cpr.2015.0076.
- Davidson, M. L. (2000). Concept mapping and character education: New directions in character education planning and evaluation. *Journal of Research in Education*, 10(1), 34-42.
- Haymovitz, E., Houseal-Allport, P., Lee, R. S., & Svistova, J. (2017). Exploring the perceived benefits and limitations of a school-based social-emotional learning program: A concept map evaluation. *Children & Schools*, 40(1), 45-54. doi: 10.1093/cs/cdx029.
- Johnson, S. L., Burke, J. G., & Gielen, A. C. (2011). Prioritizing the school environment in school violence prevention efforts. *Journal of School Health*, 81(6), 331-340. doi: 10.1111/j.1746-1561.2011.00598.x.
- Johnson, S. L., Burke, J. G., & Gielen, A. C. (2012). Urban students' perceptions of the school environment's influence on school violence. *Children & Schools*, 34(2), 92-102. doi: 10.1093/cs/cds016.
- Johnson, T., Adam, D., & Kim, J. S. (2010). Mapping the perspectives of low-income parents in a children's college savings account program. *Children And Youth Services Review*, 32(1), 129-136. doi: 10.1016/j.childyouth.2009.08.008.
- Johnson, T. (2011). Socioeconomic and institutional factors that facilitate and prevent low-income African American parents' involvement in a children's savings program. *Journal of Ethnic and Cultural Diversity in Social Work*, 20(3), 167-184. doi: 10.1080/15313204.2011.594991.
- Kaplan, D. M., deBlois, M., Dominguez, V., & Walsh, M. E. (2016). Studying the teaching of kindness: A conceptual model for evaluating kindness education programs in schools. *Evaluation and Program Planning*, 58, 160-179. doi: 10.1016/j.evalprogplan.2016.06.001.
- Miller, L. C., Rosas, S. R., & Hall, K. (2011). Using concept mapping to describe sources of information for public health and school nursing practice. *Journal of Research in Nursing*, 17(5), 466-481. doi: 10.1177/1744987111403883.
- Rush, S. C. & Wheeler, J. (2011). Ascertainning disabling perceptions using perceptual mapping: Applications to teachers' perceptions of adolescents with attention-deficit/hyperactivity disorder. *Disability & Society*, 26(6), 743-756. doi: 10.1080/09687599.2011.602866.
- Streeter, C. L., Franklin, C., Kim, J. S., & Tripodi, S. J. (2011). Concept mapping: An approach for evaluating a public alternative school program. *Children & Schools*, 33(4), 197-214. doi: 10.1093/cs/33.4.197.
- Wisner, B. L. (2013). An exploratory study of mindfulness meditation for alternative school students: Perceived benefits for improving school climate and student functioning. *Mindfulness*, May 2013. doi: 10.1007/s12671-013-0215-9.



International

- Cleversey, K., Brown, J., & Kapasi, A. (2017). Educating adolescents with Fetal Alcohol Spectrum Disorder: Caregiver support needs. *Journal of Child & Family Studies*, 26(10), 2843-2851. doi: 10.1007/s10826-017-0776-7.
- Cleversey, K., Brown, J., & Kapasi, A. (2018). Educational services for youth with fetal alcohol spectrum disorder: Caregivers' perspectives. *International Journal of Mental Health and Addiction*, Advanced Online Publication. doi: 10.1007/s11469-017-9838-8.
- Dare, L. & Nowicki, E. (2015). Conceptualizing concurrent enrollment: Why high achieving students go for it. *Gifted Child Quarterly*, 59(4), 249-264. doi: 10.1177/0016986215597749.
- Dare, A., Dare, L., & Nowicki, E. (2017). Concurrent enrollment: Comparing how educators and students categorize students' motivations. *Social Psychology of Education*, 20(1), 195-213. doi: 10.1007/s11218-016-9364-8.
- Dare, L. & Nowicki, E. (2018). Beliefs about educational acceleration: Students in inclusive classes conceptualize benefits, feelings, and barriers. *The Journal of Educational Research*. Advanced Online Publication. doi: 10.1080/00220671.2018.1440368.
- Jeong, S., Kweon, H. S., & Jung, C. S. (2007). Comparative study on life experiences of young vocational school youths and street youths: Focusing on the difficulties the youths experience post dropout. *Korea Youth Research*, 18(1), 213-245.
- Mpofu, E., Lawrence, F., Ngoma, M. S., Siziya, S., & Malungo, J. R. S. (2008). Mapping an HIV/STD prevention curriculum for Zambian in-school settings. *International Journal of Psychology*, 43(2), 97-106. doi: 10.1080/00207590701859267.

