

## Publications for David Evans

### 2017

Andriana, E., Evans, D. (2017). "Why I am chosen as inclusion child?": Listening to students' voice on school experiences of inclusion in Indonesia. In Vicky Plows, Ben Whitburn (Eds.), *Inclusive education: Making sense of everyday practice*, (pp. 175-193). Rotterdam: Sense Publishers. <a href="http://dx.doi.org/10.1007/978-94-6300-866-2\_12">[More Information]</a>

Evans, D. (2017). Examining the literacy within numeracy to provide access to the curriculum for all. In Marion Milton (Eds.), *Inclusive principles and practices in literacy education (International perspectives on inclusive education, Volume 11)*, (pp. 35-51). Bingley, UK: Emerald Publishing Limited.

Alharthi, N., Evans, D. (2017). Special education teachers' attitudes towards teaching students with learning disabilities in middle schools in Saudi Arabia. *International Journal of Modern Education Studies*, 1(1), 1-15. <a href="http://www.ijonmes.net/index.php/ijonmes/article/view/13">[More Information]</a>

### 2016

Villeneuve, M., Evans, D., Sadirin, S., Andriana, E., Bonati, M., Little, C., Millington, M. (2016). *Collaborative action across health and education sectors for inclusion of children with disabilities in education: Establishing a policy vision and research agenda in Yogyakarta, Indonesia*, Sydney, Australia: Centre for Disability Research and Policy, University of Sydney. <a href="http://apo.org.au/node/64406">[More Information]</a>

Strnadova, I., Evans, D. (2016). Students with Down Syndrome in Inclusive Classrooms: Using Evidence-Based Practices. In Lindsay Peer, Gavin Reid (Eds.), *Special Educational Needs: A Guide for Inclusive Practice*, (pp. 201-212). London: Sage Publications.

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Vibulpatanavong, K., Evans, D. (2015). Off to a good start: Enhancing reading skills in Thai children. *1st International Conference on Special Education (ICSE)*, Bangkok, Thailand: SEAMEO SEN.

Strnadova, I., Evans, D. (2015). Older women with intellectual disabilities: Overcoming barriers to autonomy. *Journal of Policy and Practice in Intellectual Disabilities*, 12(1), 12-19. <a href="http://dx.doi.org/10.1111/jppi.12097">[More Information]</a>

### 2014

Wood, P., Evans, D., Spandagou, I. (2014). Attitudes of principals towards students with disruptive behaviour: An Australian perspective. *Australasian Journal of Special Education*, 38(1), 14-33. <a href="http://dx.doi.org/10.1017/jse.2014.5">[More Information]</a>

Little, C., Vibulpatanavong, K., Evans, D. (2014). Investigating Thai teachers attitudes toward students with Autism. *Journal of Education Research*, 9(1), 207-215. <a href="http://ejournals.swu.ac.th/index.php/jre/article/view/6586">[More Information]</a>

### 2013

Arciuli, J., Villar, G., Colmar, S., Evans, D., Einfeld, S., Parmenter, T. (2013). Home-based reading between mothers and their children with autism spectrum disorders. *Australian Journal of Learning Difficulties*, 18(1), 17-33. <a href="http://dx.doi.org/10.1080/19404158.2012.747186">[More Information]</a>

Strnadova, I., Evans, D. (2013). Schooling transitions within the lifespan of people with an intellectual disability: Perceptions and recommendations of ageing mothers. *Australasian Journal of Special Education*, 37(1), 64-78. <a href="http://dx.doi.org/10.1017/jse.2013.7">[More Information]</a>

### 2012

Little, C., Evans, D. (2012). Conceptualizing social inclusion within teacher education. In Chris Forlin (Eds.), *Future Directions for Inclusive Teacher Education: An International Perspective*, (pp. 141-150). Oxon, UK: Routledge. <a href="http://dx.doi.org/10.4324/9780203113585">[More Information]</a>

Evans, D. (2012). Curriculum adaptations. In Ashman A, Elkins, J. (Eds.), *Education for inclusion and diversity*, (pp. 193-222). Sydney: Pearson Australia.

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Wood, P., Spandagou, I., Evans, D. (2012). Principals' confidence in managing disruptive student behaviour. Exploring geographical context in NSW primary schools. *School Leadership & Management*, 32(4), 375-395. <a href="http://dx.doi.org/10.1080/13632434.2012.708329">[More Information]</a>

Strnadova, I., Evans, D. (2012). Subjective quality of life of women with intellectual disabilities: The role of perceived control over own life in self-determined behaviour. *Journal of Applied Research in Intellectual Disabilities*, 25(1), 71-79. <a href="http://dx.doi.org/10.1111/j.1468-3148.2011.00646.x">[More Information]</a>

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Evans, D., Little, C., Spandagou, I., Wood, P. (2012). What do we know about how early career teachers experience inclusive education? *2012 Joint International Conference of the Australian Association for Research in Education (AARE) and the Asia Pacific Educational Research Association (APERA)*, Sydney: Australian Association for Research in Education (AARE).

## 2011

Roberts, J., Williams, K., Carter, M., Evans, D., Parmenter, T., Silove, N., Clark, T., Warren, A. (2011). A randomised controlled trial of two early intervention programs for young children with autism: Centre-based with parent program and home-based. *Research in Autism Spectrum Disorders*, 5(4), 1553-1566. <a href="http://dx.doi.org/10.1016/j.rasd.2011.03.001">[More Information]</a>

Wong, M., Evans, D. (2011). Assessing students' understanding of fraction equivalence. In Jenni Way & Janette Bobis (Eds.), *Fractions: teaching for understanding*, (pp. 81-90). Adelaide, SA: Australian Association of Mathematics Teachers.

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Spandagou, I., Evans, D., Little, C. (2009). Primary education preservice teachers' attitudes on inclusion and perceptions on preparedness to respond to classroom diversity. *AARE 2008 International Education Research Conference*, Australia: Australian Association for Research in Education (AARE).

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## 2008

Evans, D., Strnadova, I. (2008). Examining the range of strategies mothers use to cope when caring for a child with an intellectual disability. In Bottrell, Dorothy and Meagher, Gabrielle (Eds.), *Communities and change: selected papers*, (pp. 141-164). Sydney: Sydney University Press.

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