

## 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*, (pp. 35-51). Bingley: Emerald Group Publishing Ltd. <a href="http://dx.doi.org/10.1108/S1479-363620170000011003">[More Information]</a>

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.

### 2015

Evans, D. (2015). Curriculum adaptations. In Adrian Ashman (Eds.), *Education for Inclusion and Diversity*, (pp. 102-128). Melbourne: Pearson Australia.

Andriana, E., Evans, D. (2015). Hearing voices: An art-based participatory study on children's experiences of inclusion at a primary school in Indonesia. *1st International Conference on Special Education (ICSE)*, Bangkok, Thailand: SEAMEO SEN.

Rawsthorne, M., Evans, D., Young, A., Andriana, E. (2015). *Learning support in NSW public schools*, June 2015, (pp. 5 - 132). Sydney, Australia: Faculty of Education and Social Work, The University of Sydney.

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. 139-148). 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.

Evans, D., Little, C., Spandagou, I., Atkinson, S., Boon, R., McInnes, L. (2012). Developing a Framework for Including all Teachers: The Implications for Design and Delivering a Comprehension In-Service Teacher Education Program. *7th International Conference on e-Learning (ICEL 2012)*, Reading, UK: Academic Publishing International Limited.

Wood, P., Spandagou, I., Evans, D. (2012). Enlisting Bourdieu in an exploration of how primary school principals' construct knowledge in support of students with disruptive behaviour. *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).

Vibulpatanavong, K., Evans, D. (2012). Investigating phonological awareness in Thai children. *Journal of Research and Development in Special Education*, , 77-97.

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>

Information]

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]

Newman, H., Wong, M., Evans, D. (2012). Teacher Subject Matter Knowledge of Number Sense. *35th Annual Mathematics Education Research Group of Australasia (MERGA) Conference 2012*, Adelaide: MERGA.

Wood, P., Spandagou, I., Evans, D. (2012). The Principal's Role in supporting the inclusion of students with disruptive behaviour in mainstream schools: A NSW perspective. *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).

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]

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.

Hwang, Y., Evans, D. (2011). Attitudes Towards Inclusion: Gaps Between Belief and Practice. *International Journal of Special Education*, 26(1), 136-146.

Hoskin, C., Evans, D., Little, C., Spandagou, I. (2011). Examining the tensions of professional practice: Preparing quality special educators. *Australian Association of Special Education National Conference: Tensions in Competing Agendas (AASE 2011)*, Gold Coast, Australia: AASE.

Mark, C., Roberts, J., Williams, K., Evans, D., Parmenter, T., Silove, N., Clark, T., Warren, A. (2011). Interventions used with an Australian sample of preschool children with autism spectrum disorders. *Research in Autism Spectrum Disorders*, 5(3), 1033-1041. <a href="http://dx.doi.org/10.1016/j.rasd.2010.11.009">[More Information]

Moore, C., Evans, D. (2011). University-School Partnerships: Literacy and Students with Additional Learning Needs: Following Up. *Future Directions in Literacy Conference 2010*, Sydney, Australia: Faculty of Education and Social Work, University of Sydney.

## 2010

Ishimine, K., Wilson, R., Evans, D. (2010). Quality of Australian childcare and children's social skills. *International Journal of Early Years Education*, 18(2), 159-175. <a href="http://dx.doi.org/10.1080/09669760.2010.494430">[More

Information]

## 2009

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).

McDougall, M., Evans, D., Spandagou, I. (2009). Teaching phonics and sight words to Year One through the medium of "working with words" and "games". *Special Education Perspectives*, 18(1), 35-46.

## 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.

Wong, M., Evans, D. (2008). Fractions as a measure. *31st Annual Conference of the Mathematics Education Research Group of Australasia (MERGA31)*, Brisbane: MERGA.

## 2007

Wong, M., Evans, D. (2007). Assessing Students' Understanding of Fraction Equivalence. *EARCOME 4 2007, 4th East Asia Regional Conference on Mathematics Education*, Malaysia: Asian Academy of Management.

Strnadova, I., Evans, D. (2007). Coping Strategies in Mothers of School-Aged Children with Intellectual Disabilities. *Australasian Journal of Special Education*, 31(2), 159-170. <a href="http://dx.doi.org/10.1080/10300110701716196">[More Information]

Evans, D. (2007). Developing mathematical proficiency in the Australian context: Implications for students with learning difficulties. *Journal of Learning Disabilities*, 40(5), 420-426. <a href="http://dx.doi.org/10.1177/00222194070400050501">[More Information]

Evans, D., Strnadová, I., Wong, M. (2007). Examining Number Sense: An Exploratory Study Of Students With Additional Learning Needs. *International Symposium Elementary Mathematics Teaching (2007)*, Prague, Czech Republic: Charles University.

Wong, M., Evans, D. (2007). Improving basic multiplication fact recall for primary school students. *Mathematics Education Research Journal*, 19(1), 89-106.

Ishimine, K., Evans, D. (2007). Quality of childcare and its impact on children's social skills in disadvantaged areas in Sydney, Australia. In Alan France, Ross Homel (Eds.), *Pathways and Crime Prevention: Theory, Policy and Practice*, (pp. 319-336). Cullompton, UK & Oregon, USA: Willan Publishing.

Wong, M., Evans, D. (2007). Students' Conceptual Understanding of Equivalent Fractions. *30th Annual Conference of the Mathematics Education Research Group of Australasia (2007)*, Adelaide, SA, Australia: MERGA.

Strnadová, I., Evans, D. (2007). The quality of life of ageing people with intellectual disability as viewed by their parents. *Festival of International Conferences on Caregiving, Disability, Aging and Technology (FICCDAT)*, www.ficcdat.ca: FICCDAT.

Hwang, Y., Evans, D., Mackenzie, J. (2007). Theory-of-Mind Continuum Model: Why Mind Matters in Philosophy, Psychology and Education. *International Journal of Interdisciplinary Social Sciences*, 2(3), 249-258.

Evans, D., Moore, C., Strnadova, I. (2007). University-school partnerships: Literacy and students with additional learning needs. In Alyson Simpson (Eds.), *Future directions in literacy: International conversations conference 2007*, (pp. 57-71). Sydney: Sydney University Press.

## 2005

Moore, C., Evans, D., Dowson, M. (2005). The intricate nature of phonological awareness instruction. *Special Education Perspectives*, 14(1), 37-54.

Evans, D. (2005). The Place of Contemporary Special Education: Voices and Experiences from the Field. *30th National Conference of the Australian Association of Special Education - AASE 2005*, Brisbane, Queensland, Australia: AASE. <a href="http://dx.doi.org/10.1109/CEC.2011.5949643">[More Information]</a>