

Selected Publications by Faculty and Staff 2005

Book Chapters

- Barbarin, O.**, McCandies, T., Coleman, C. & Hill, N. (2005). Family practices and school performance of African American children. In K. Dodge, V. McLoyd & N. Hill (Eds.), *African American family life: Ecological and cultural diversity*. (pp. 227–239). New York: The Guildford Press.
- Barth, R. P.** (2005). Models of disproportionality. In D.M. Derezotes, J. Poertner, & M. Testa (Eds.), *Race matters: Examining the overrepresentation of African American children in the child welfare system*. (pp. 25–46). Washington, DC: Child Welfare League of America.
- Brooks, D., Simmel, C., Wind, L., & **Barth, R. P.** (2005). Contemporary adoption in the United States: Implications for the next wave of adoption theory, research, and practice. In D. Brodzinsky & J. Palacios (Eds.), *Psychological issues in adoption: Theory, research, and application*. (pp 1–26). Westport, CT: Greenwood Publishing Group.
- Carlton-LaNey, I.** (2005). African Americans in social welfare (United States). In J.Herrick & P. Stuart (Eds.), *Encyclopedia of social welfare history in North America* (pp. 15–19). Thousand Oaks: Sage Publications.
- Carlton-LaNey, I.**, Murty, S., & Morris, L. (2005). Rural community practice: Organizing, planning and developing. In M. Weil (Ed.), *Community Practice Handbook*. Thousand Oaks, CA: Sage Publications.
- Gibbons, C. B., **Chapman, M.V.**, **Barth, R. P.**, Kohl, P. L., Green, R. L., & Craig, C. (2005). Safety of children involved in the child welfare system. In K. Kendall-Tackett (Ed.), *Victimization of children and youth: Patterns of abuse, response strategies*. Trenton, NJ: JAL.
- Mancini, J. A., **Bowen, G. L.**, & Martin, J. A. (2005). Families in community contexts. In V. Bengtson, A. Acok, K. Allen, & P. Dilworth-Anderson (Eds.), *Sourcebook of family theory and research* (pp. 293–294). Thousand Oaks, CA: Sage.
- Parish, S.L.** & Whisnant, A.I. (2005). Policies and programs for children and youth with disabilities. In J.M. Jenson, & M.W. Fraser (Eds.), *Social policy for children and families: A risk and resilience perspective* (pp. 167–194). Thousand Oaks, CA: Sage.
- Strom-Gottfried, K.J.** (2005). Ethical practice in rural environments. In L. Ginsberg (Ed.), *Social work in rural communities, 4th ed.* Alexandria, VA.: Council on Social Work Education.
- Woolley, M. E., **Bowen, N. K.**, **Bowen, G. L.** (2005). Mixed methods: Meaning and validity in the development of self-report items for children. In A. Acok, M. van Dulmen, K. Allen, & F. Piercy, (Eds.), *Sourcebook of family theories and methods: An interactive approach* (pp. 77–80). Thousand Oaks, CA: Sage.

Journal Articles

- Barth, R. P.** (2005). Residential care: From here to eternity. *International Journal of Social Welfare*, 14, 158–162.
- Barth, R.P.**, Crea, T.M., John, K., Thoburn, J. and Quinton, D. (2005). Beyond attachment theory and therapy: Towards sensitive and evidence-based practice principles and practices for services to foster and adoptive families. *Child and Family Social Work*, 10(4), 257–268.
- Barth, R.P.**, Wulczyn, F., and Crea, T.M. (2005). From anticipation to evidence: Research on the Adoption and Safe Families Act. *Virginia Journal of Social Policy and the Law*, 12, 371–399.

Bowen, N. K. (2005). Histories of developmental task attainment in aggressive children and their relationship to behavior in middle childhood. *Journal of Emotional and Behavioral Disorders*, 13, 113–125.

Bowen, N. K. and J. D. Powers (2005). Knowledge gaps among school staff and the role of high quality ecological assessments in schools. *Research on Social Work Practice*, 15, 491–500.

Chapman, M.V. (2005). Neighborhood quality and somatic complaints among American youth. *The Journal of Adolescent Health*, 36, 244–252.

Chapman, M.V. & Perriera, K. (2005). The well-being of immigrant Latino youth: A framework to inform practice. *Families in Society*, 86 (1) 104–111.

Clifford, R. M., **Barbarin, O.**, Chang, F., Early, D. M., Bryant, D., Howes, et al., (2005). What is pre-kinder garten? Characteristics of public pre-kindergarten programs. *Applied Developmental Science*, 9, 126–143.

Grady, M.D. (2005). [Review of the book Invisible heroes: Survivors of trauma and how they heal]. *Clinical Social Work Journal*, 33, (3), 369–371.

Macy, R. J., Nurius, P. S., Kernic, M. A., & Holt, V.L. (2005). Battered women's profiles associated with service help-seeking efforts: Illuminating opportunities for intervention. *Social Work Research*, 29 (3), 137–150.

Mitchell, L. B., **Barth, R. P.**, Green, R., Wall, A., Biemer, P., Berrick, J. D., Webb, M. B., & the NSCAW Research Group. (2005). Child welfare reform in the United States: Findings from the local agency survey. *Child Welfare*. 84, 5–14.

Parish, S.L., Cloud, J.M., Huh, J., & Henning, A.N. (2005). Child care, disability and family structure: Use and quality in a population-based sample of low-income preschool children. *Children & Youth Services Review*, 27, 905–918.

Pianta, R., Howes, C., Burchinal, M., Bryant, D., Clifford, R. M., Early, D. M., & **Barbarin, O.** (2005). Features of pre-kindergarten programs, classrooms, and teachers: Prediction of observed classroom quality and teacher-child interactions. *Applied Developmental Science*, 9, 144–159

Powers, J. D., **Bowen, G. L.**, & **Rose, R.** (2005). Using social environment assets to identify intervention strategies for promoting school success. *Children & Schools*, 27, 177–187.

Scheyett, A. (2005). The mark of madness: Stigma, serious mental illnesses, and social work. *Social Work in Mental Health*, 3 (4), 79–97.