**References**

ACT Department of Education and Training. (2008). *Students with a disability: Meeting their educational needs*. Retrieved from ACT Department of Education and Training: http://www.det.act.gov.au

Advocacy for Inclusion. (2007). *Position paper – Education*. Retrieved from Advocacy for Inclusion: http://www.advocacyforinclusion.org

Alberta Education (2010). *Making a difference : meeting diverse learning needs with differentiated instruction*. Edmonton, AB: Alberta Education.

Artiles, A. J., Kozleski, E. B, Dorn S., & Christensen, C. (2006). Learning in inclusive education research: Re-mediating theory and methods with a transformative agenda. *Review of Research in Education, 30*, 65-108. Retrieved from http://www.jstor.org/stable/4129770

Ashman, A. F. & Elkins, J. (2012). *Education for inclusion and diversity* (4th ed.). Frenchs Forest, NSW: Pearson Australia.

Australian Curriculum, Assessment and Reporting Authority. (2013). *English as an additional language or dialect: Teacher resource (EAL/D).* Retrieved from Australian Curriculum, Assessment and Reporting Authority: http://www.acara.edu.au

Australian Curriculum, Assessment and Reporting Authority. (2015a*)* ***ACSSU003:*** *Objects are made of materials that have observable properties.* Retrieved from Australian Curriculum, Assessment and Reporting Authority: http://www.australiancurriculum.edu.au

Australian Curriculum, Assessment and Reporting Authority. (2015c*)* **ACMMG006*:*** *Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language.* Retrieved from Australian Curriculum, Assessment and Reporting Authority: http://www.australiancurriculum.edu.au

Australian Curriculum, Assessment and Reporting Authority. (2015d*)* **ACELA1786*:*** *Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language.* Retrieved from Australian Curriculum, Assessment and Reporting Authority: http://www.australiancurriculum.edu.au

Australian Curriculum, Assessment and Reporting Authority. (2015e*)* **ACELT1580*:*** Retell familiar literary texts through performance, use of illustrations and images. Retrieved from Australian Curriculum, Assessment and Reporting Authority: http://www.australiancurriculum.edu.au

Australian Curriculum, Assessment and Reporting Authority. (2015f*)* **ACMMG009*:*** Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment*.* Retrieved from Australian Curriculum, Assessment and Reporting Authority: http://www.australiancurriculum.edu.au

Bergin, C. & Bergin, D. (2009). Attachment in the classroom. Educational Psychology Review, 21(2), 141-170. doi: 10.1007/s10648-009-9104-0

Bigstock. (n.d.a ). C*ute pupils and teacher having small group; Image ID: 6989817* [Photo]. Retrieved from www.bigstockphoto.com/

Bigstock. (n.d.b) *Chalkboard with exclusion and separation; Image ID: 47498251* [Image]. Retrieved from www.bigstockphoto.com/

Bigstock. (n.d.c). *Cute happy young children in classroom; Image ID: 70203208* [Photo]. Retrieved from www.bigstockphoto.com/

Bigstock. (n.d.d). *Sweet little girl holding help sign; Image ID: 72533245* [Photo]. Retrieved from www.bigstockphoto.com/

Bigstock. (n.d.e). *Many people hands holding red letters; Image ID: 83892854* [Image]. Retrieved from www.bigstockphoto.com/

Bigstock. (n.d.f). *Cute pupil getting help from teacher; Image ID: 82997993* [Photo]. Retrieved from www.bigstockphoto.com/

Bigstock. (n.d.g). *Sad lonely child; Image ID: 248148* [Photo]. Retrieved from www.bigstockphoto.com/

Bigstock. (n.d.h). *Education elementary school; Image ID: 80855390* [Photo]. Retrieved from www.bigstockphoto.com/

Bombèr, L. M. (2011). *What about me? : inclusive strategies to support pupils with attachment difficulties make it through the school day*. London: Worth Publishing.

Chapman, S. (2002), Focus on practice: Reactive attachment disorder. *British Journal of Special Education, 29*(2), 91–95. doi: 10.1111/1467-8527.00246

Cook, Ruth E & Klein, M. Diane, (author.) & Chen, Deborah, (author.) (2014). *Adapting early childhood curricula for children with special needs* (8th ed.). Harlow, England: Pearson Education.

Cukierkorn, J. R., Karnes, F. A., Manning, S. J., Houston, H., & Besnoy, K. (2008). Recognizing Giftedness: Defining High Ability in Young Children. *Dimensions Of Early Childhood*, *36*(2), 3-12. Retrieved from http://search.serialssolutions.com/

Disability ACT. (2009a). *Future directions: Towards challenge 2014*. Retrieved from ACT community services: http://www.communityservices.act.gov.au/

Disability ACT. (2009b). The ACT government policy framework for children and young people with a disability and their families. Retrieved from ACT community services: http://www.communityservices.act.gov.au/

*Disability Standards 2005* (Cwlth), viewed 10 May 2015, http://www.comlaw.gov.au

*Disability Discrimination Act 1992* (Cwlth), viewed 10 May 2015, http://www.comlaw.gov.au

Florian, L. (2012). Preparing teachers to work in inclusive classrooms: Key lessons for the professional development of teacher educators from Scotland's inclusive practice project. *Journal of Teacher Education, 63*, 275-285. http://dx.doi.org/10.1177/0022487112447112

Field, S. L., & Hoffman, A. S. (2012). Fostering self-determination through building productive relationships in the classroom. *Intervention in School and Clinic, 48*(1), 6-14. doi: 10.1177/1053451212443150

Foreman, P. (2008). Setting the scene: Teachers and inclusion. In. P. Foreman (Ed.), *Inclusion in action* (2nd ed., pp. 2-36). South Melbourne, Vic: Cengage Learning Australia.

Gargiulo, R. M. & Metcalf, D. J. (2010). *Teaching in today's inclusive classrooms : a universal design for learning approach* (International ed.). Belmont, Calif. ; United Kingdom: Wadsworth Cengage Learning.

Geddes, H. (2006a). Attachment and learning: Part II: The learning profile of the avoidant and disorganized attachment patterns. *Emotional and Behavioural Difficulties, 10*(2), 79-93. doi:10.1177/1363275205054161

Geddes, H. (2006). *Attachment in the classroom : the links between children's early experience, emotional well-being and performance in school*. London: Worth Publishing.

Gross, M. U. M. (2000) Exceptionally and profoundly gifted students: An underserved population. Understanding Our Gifted. Retrieved from http://www.hoagiesgifted.org/underserved.htm

Horsley, J. (2012). Teacher catalysts : characteristics of teachers who facilitate high academic success. *Australasian Journal of Gifted Education, 21*(1), 23-31. Retrieved from: http://search.informit.com.au/

King, M. G. & Newham, K. (2008). Attachment disorder, basic trust and educational psychology. Australian Journal of Educational & Developmental Psychology, *8,* 27-35. Retrieved from http://eric.ed.gov

Kohn, A. (1993). Choices for children: why and how to let students decide. *Phi Delta Kappan*, viewed 10 May 2015, http://www.alfiekohn.org/article/choices-children/

Manning, S. & Besnoy, K. (2009). Special populations. In S. O’Hare (Comp.). *Students with diverse abilities* (pp. 116-241). Sydney: Pearson Australia.

McDevitt, T. M., & Ormrod, J. E. (2010). Child development and education. (4th ed.). Upper Saddle River, NJ: Pearson Education

McGinn, C. 2012. *An open letter to educators who work with students who have been diagnosed with reactive attachment disorder or have suffered early trauma.* Retrieved from The Attachment Institute of New England: http://www.attachmentnewengland.com/documents/educators.pdf

QLD Department of Communities, Child Safety and Disability Services & QLD Department of Education, Training and Employment. (n.d.). Calmer classrooms: a guide to working with traumatised children. Retrieved from Queensland Department of Education and Training, http://education.qld.gov.au/

Queen's Printer and Controller of Her Majesty's Stationary Office. (2014). *An introduction to attachment and the implication for learning and behaviour*. Retrieved from Bath Spa University: http://www.bathspa.ac.uk/

Shaddock, A., MacDonald, N., Hook, J., Giorcelli, L., & Arthur-Kelly, M. (2009). *Disability, diversity and tides that lift all boats: Review of special education in the ACT.* Retrieved from Autism Asperger ACT: http://www.autismaspergeract.com.au

United Nations. (1989). *United Nations convention on the rights of the child.* Retrieved from United Nations Children's Fund: http://www.unicef.org/magic/media/crc\_word\_format\_english.doc

United Nations. (2006). *United Nations convention on the rights of persons with disabilities.* Retrieved from United Nations: http://www.un.org/disabilities/documents/convention/convention\_accessible\_pdf.pdf

University of Maine. (n.d.). *Attachment & reactive attachment disorder: Classroom intervention for children with special needs.* Retrieved from University of Maine: http://umaine.edu/