

Références

- Abraham-Cook, S.** (2012). *The prevalence and correlates of compassion fatigue, compassion satisfaction, and burnout among teachers working in high-poverty urban public schools* (Doctoral dissertation, Seton Hall University).
- Akthar, Z., & Lovell, A.** (2019). Art therapy with refugee children: A qualitative study explored through the lens of art therapists and their experiences. *International Journal of Art Therapy, 24* (3), 139-148.
- Alisic, E., Bus, M., Dulack, W., Pennings, L., & Splinter, J.** (2012). Teachers' experiences supporting children after traumatic exposure. *Journal of Traumatic Stress, 25* (1), 98-101.
- Alisic, E.** (2012). Teachers' perspectives on providing support to children after trauma: a qualitative study. *School psychology quarterly, 27* (1), 51.
- Annous, N., Al-Hroub, A., & El Zein, F.** (2022). A Systematic Review of Empirical Evidence on Art Therapy With Traumatized Refugee Children and Youth. *Frontiers in Psychology, 13*, 2311.
- Arthur, E. et al.** (2013). *Trauma-Informed Practice Guide*. British Columbia Centre of Excellence for Women's Health, BC Ministry of Health.
- Bangura, Y.** (2018). *Multicultural Education: The relationship between preservice teachers' multicultural self-efficacy and cultural awareness when teaching in multicultural classrooms* (Doctoral dissertation, Bowling Green State University).
- Beauregard 2, C.** (2019). Créer son identité à l'école : promouvoir le bien-être des enfants immigrants par l'art. *Revue québécoise de psychologie, 40* (3), 63-86.
- Beiser, M., & Hou, F.** (2016). Mental health effects of premigration trauma and postmigration discrimination on refugee youth in Canada. *The Journal of nervous and mental disease, 204* (6), 464-470.
- Birman, D., & Tran, N.** (2015). The academic engagement of newly arriving Somali Bantu students in a US elementary school. *Washington, DC: Migration Policy Institute*.
- Blackmore, R., Boyle, J. A., Fazel, M., Ranasinha, S., Gray, K. M., Fitzgerald, G., ... & Gibson-Helm, M.** (2020). The prevalence of mental illness in refugees and asylum seekers: A systematic review and meta-analysis. *PLoS medicine, 17* (9), e1003337.
- Blaustein, M. E., & Kinniburgh, K. M.** (2018). *Treating traumatic stress in children and adolescents: How to foster resilience through attachment, self-regulation, and competency*. Guilford Publications.
- Borntrager, C., Caringi, J. C., van den Pol, R., Crosby, L., O'Connell, K., Trautman, A., & McDonald, M.** (2012). Secondary traumatic stress in school personnel. *Advances in School Mental Health Promotion, 5* (1), 38-50.
- Caringi, J. C., Stanick, C., Trautman, A., Crosby, L., Devlin, M., & Adams, S.** (2015). Secondary traumatic stress in public school teachers: Contributing and mitigating factors. *Advances in School Mental Health Promotion, 8* (4), 244-256.
- Castellanos, F.** (2018). *Teaching refugee children: Increasing teacher self-efficacy through trauma-informed trainings* (Doctoral dissertation).
- Chen, S., & Schweitzer, R. D.** (2019). The experience of belonging in youth from refugee backgrounds: A narrative perspective. *Journal of Child and Family Studies, 28*, 1977-1990.
- Christian-Brandt, A. S., Santacrose, D. E., & Barnett, M. L.** (2020). In the trauma-informed care trenches: Teacher compassion satisfaction, secondary traumatic stress, burnout, and intent to leave education within underserved elementary schools. *Child abuse & neglect, 110*, 104437.
- Chwastek, S., Leyendecker, B., Heithausen, A., Ballero Reque, C., & Busch, J.** (2021). Pre-school teachers' stereotypes and self-efficacy are linked to perceptions of behavior problems in newly arrived refugee children. *Frontiers in psychiatry, 11*, 574412.
- d'Abreu, A., Castro-Olivo, S., & Ura, S. K.** (2019). Understanding the role of acculturative stress on refugee youth mental health: A systematic review and ecological approach to assessment and intervention. *School psychology international, 40* (2), 107-127.
- Del-Zio, D.** (2022). *Teacher Compassion Fatigue in Predominantly BIPOC Classrooms—a Qualitative Study* (Doctoral dissertation, University of Southern California).
- Dods, J.** (2015). Bringing trauma to school: Sharing the educational experience of three youths. *Exceptionality Education International, 25*, 112-135. Retrieved from <http://ir.lib.uwo.ca/eei/vol25/iss1/6>.
- Dryden-Peterson, S.** (2015). *The educational experiences of refugee children in countries of first asylum*. British Columbia Teachers' Federation.
- Emerson, S. D., Gagné Petteni, M., Guhn, M., Oberle, E., Georgiades, K., Milbrath, C., ... & Gadermann, A. M.** (2022). Social context factors and refugee children's emotional health. *Social Psychiatry and Psychiatric Epidemiology, 1-13*.
- Ford, J. D.** (2009). Neurobiological and developmental research. Treating complex traumatic stress disorders: *An evidence-based guide*, 31-58.
- Gagnon, MM., Wolofsky, T., Azri, M., Mc Sween-Cadieux, E. et Jaimes, A.** (2022). Intervenir auprès des personnes réfugiées : une pratique sensible aux traumatismes. Guide de sensibilisation. Centre d'expertise sur le bien-être et l'état de santé physique des réfugiés et des demandeurs d'asile (CERDA), CIUSSS du Centre-Ouest-de-l'Île-de-Montréal. Québec, 80p.
- Guo, Y., Maitra, S., & Guo, S.** (2019). "I belong to nowhere": Syrian refugee children's perspectives on school integration. *Journal of Contemporary Issues in Education, 14* (1), 89-105.
- Gutentag, T., Horenczyk, G., & Tatar, M.** (2018). Teachers' approaches toward cultural diversity predict diversity-related burnout and self-efficacy. *Journal of Teacher Education, 69* (4), 408-419.
- Gay, G.** (2013). Teaching to and through cultural diversity. *Curriculum Inquiry, 43* (1), 48-70.
- Halliday, S., Gregory, T., Taylor, A., Digenis, C., & Turnbull, D.** (2021). The impact of bullying victimization in early adolescence on subsequent psychosocial and academic outcomes across the adolescent period: A systematic review. *Journal of school violence, 20* (3), 351-373.
- Haapala, E. A., Eloranta, A. M., Venäläinen, T., Schwab, U., Lindi, V., & Lakka, T. A.** (2015). Associations of diet quality with cognition in children—the Physical Activity and Nutrition in Children Study. *British journal of nutrition, 114* (7), 1080-1087.
- Herman, K. C., Hickmon-Rosa, J. E., & Reinke, W. M.** (2018). Empirically derived profiles of teacher stress, burnout, self-efficacy, and coping and associated student outcomes. *Journal of Positive Behavior Interventions, 20* (2), 90-100.
- Hydon, S., Wong, M., Langley, A. K., Stein, B. D., & Kataoka, S. H.** (2015). Preventing secondary traumatic stress in educators. *Child and Adolescent Psychiatric Clinics, 24* (2), 319-333.
- Kaplan, I., Stolk, Y., Valibhoy, M., Tucker, A., & Baker, J.** (2016). Cognitive assessment of refugee children: Effects of trauma and new language acquisition. *Transcultural psychiatry, 53* (1), 81-109.
- Kimberg, L., & Wheeler, M.** (2019). Trauma and trauma-informed care. *Trauma-informed healthcare approaches: A guide for primary care*, 25-56.
- Kim, H. Y., Brown, L., Dolan, C. T., Sheridan, M., & Aber, J. L.** (2020). Post-migration risks, developmental processes, and learning among Syrian refugee children in Lebanon. *Journal of Applied Developmental Psychology, 69*, 101142.
- Kim, S. Y., Chen, Q., Wang, Y., Shen, Y., & Orozco-Lapray, D.** (2013). Longitudinal linkages among parent-child acculturation discrepancy, parenting, parent-child sense of alienation, and adolescent adjustment in Chinese immigrant families. *Developmental psychology, 49* (5), 900.
- Kirmayer, L. J., Narasiah, L., Munoz, Y., Rashid, M., Ryder, A. G., Guzder, J., ... & Pottie, K.** (2011). Common mental health problems in immigrants and refugees: general approach in primary care. *Canadian Medical Association Journal, 183* (12), E959-E967.
- Koenig, A., Rodger, S., & Specht, J.** (2018). Educator burnout and compassion fatigue: A pilot study. *Canadian Journal of School Psychology, 33* (4), 259-278.
- Krafft, C., Sieverding, M., Berri, N., Keo, C., & Sharpless, M.** (2022). Education Interrupted: Enrollment, Attainment, and Dropout of Syrian Refugees in Jordan. *The Journal of Development Studies, 58* (9), 1874-1892.
- Kumar, M. M.** (2019). The Search for Identity in Refugee Children Faced with Discriminatory Bullying (Doctoral dissertation, Spalding University).
- Liamputtong, P., & Kurban, H.** (2018). Health, social integration and social support: The lived experiences of young Middle-Eastern refugees living in Melbourne, Australia. *Children and Youth Services Review, 85*, 99-106.
- Maadad, N., Darmawan, I. G. N., & Kutieleh, S.** (2023). Contributing Factors to Refugee Children's Education and Academic Performance. In *Discourses of Globalisation, Multiculturalism and Cultural Identity* (pp. 141-162). Cham: Springer International Publishing.
- Malarbi, S., Abu-Rayya, H. M., Muscara, F., & Stargatt, R.** (2017). Neuropsychological functioning of childhood trauma and post-traumatic stress disorder: A meta-analysis. *Neuroscience & Biobehavioral Reviews, 72*, 68-86.
- McGregor, L. S., Melvin, G. A., & Newman, L. K.** (2015). Differential accounts of refugee and resettlement experiences in youth with high and low levels of posttraumatic stress disorder (PTSD) symptomatology: A mixed-methods investigation. *American Journal of Orthopsychiatry, 85* (4), 371.



Références

- Morgan, A., Pendergast, D., Brown, R., & Heck, D.** (2015). Relational ways of being an educator: Trauma-informed practice supporting disenfranchised young people. *International Journal of Inclusive Education*, 19 (10), 1037-1051.
- Papazian-Zohrabian, G., Mamprin, C., Lemire, V., & Turpin-Samson, A.** (2018). Prendre en compte l'expérience pré-, péri-et post-migratoire des élèves réfugiés afin de favoriser leur accueil et leur expérience socioscolaire. *Alterstice*, 8 (2), 101-116.
- Papazian-Zohrabian, G., Lemire, V., Mamprin, C., Turpin-Samson, A., & Aoun, R.** (2017). Mener des groupes de parole en contexte scolaire. *Guide pour les enseignants et les professionnels*. Montréal, Québec: Centre d'intervention pédagogique en contexte de diversité de la Commission scolaire Marguerite-Bourgeoys et Université de Montréal.
- Papazian-Zohrabian 1, G., Mamprin, C., & Lemire, V.** (2019). Les groupes de parole en milieu scolaire: Un espace de développement du bien-être psychologique des jeunes réfugiés. *Revue québécoise de psychologie*, 40 (3), 87-102.
- Papazian-Zohrabian, G., Mamprin, C., Lemire, V., & Turpin-Samson, A.** (2018). Prendre en compte l'expérience pré-, péri-et post-migratoire des élèves réfugiés afin de favoriser leur accueil et leur expérience socioscolaire. *Alterstice*, 8 (2), 101-116.
- Perry, D. L., & Daniels, M. L.** (2016). Implementing trauma-informed practices in the school setting: A pilot study. *School Mental Health*, 8, 177-188.
- Poole, N., & Greaves, L. (Eds.)**. (2012). *Becoming trauma informed*. Toronto, ON: Centre for Addiction and Mental Health.
- Popernack, M. L., Gray, N., & Reuter-Rice, K.** (2015). Moderate-to-severe traumatic brain injury in children: complications and rehabilitation strategies. *Journal of Pediatric Health Care*, 29 (3), e1-e7.
- Priebe, S., Giacco, D., & El-Nagib, R.** (2016). *Public health aspects of mental health among migrants and refugees: a review of the evidence on mental health care for refugees, asylum seekers and irregular migrants in the WHO European Region*. World Health Organization, Regional Office for Europe.
- Quinlan, R., Schweitzer, R. D., Khawaja, N., & Griffin, J.** (2016). Evaluation of a school-based creative arts therapy program for adolescents from refugee backgrounds. *The Arts in Psychotherapy*, 47, 72-78.
- Rasmi, S., Daly, T. M., & Chuang, S. S.** (2014). Intergenerational conflict management in immigrant Arab Canadian families. *Journal of Cross-Cultural Psychology*, 45 (7), 1124-1144.
- Rasmi, S., Chuang, S. S., & Hennig, K.** (2015). The acculturation gap-distress model: Extensions and application to Arab Canadian families. *Cultural Diversity and Ethnic Minority Psychology*, 21 (4), 630.
- Ray, S. L., Wong, C., White, D., & Heaslip, K.** (2013). Compassion satisfaction, compassion fatigue, work life conditions, and burnout among frontline mental health care professionals. *Traumatology*, 19 (4), 255-267.
- Record-Lemon, R. M., & Buchanan, M. J.** (2017). Trauma-informed practices in schools: A narrative literature review. *Canadian Journal of Counselling and Psychotherapy*, 51 (4).
- Rodríguez-Izquierdo, R. M., Falcón, I. G., & Permisán, C. G.** (2020). Teacher beliefs and approaches to linguistic diversity. Spanish as a second language in the inclusion of immigrant students. *Teaching and Teacher Education*, 90, 103035.
- Samara, M., El Asam, A., Khadaroo, A., & Hammuda, S.** (2020). Examining the psychological wellbeing of refugee children and the role of friendship and bullying. *British journal of educational psychology*, 90 (2), 301-329.
- Sirin, S. R., & Rogers-Sirin, L.** (2015). *The educational and mental health needs of Syrian refugee children* (p. 13). Washington, DC: Migration Policy Institute.
- Smith, T. D.** (2021). Teaching through trauma: Compassion fatigue, burnout, or secondary traumatic stress?. In *Trauma and Resilience in Music Education* (pp. 49-63). Routledge.
- Tuncer, N.** (2021). Comparing the Executive Function Skills of Turkish and Refugee Preschool Children: Flexible Item Selection Task (FIST). *Online Submission*, 8 (1), 235-265.
- Tumen, S., Vlassopoulos, M., & Wahba, J.** (2022). Training Teachers for Diversity Awareness: Impact on School Outcomes of Refugee Children.
- Tweedie, M. G., Belanger, C., Rezazadeh, K., & Vogel, K.** (2017). Trauma-informed Teaching Practice and Refugee Children: A Hopeful Reflection on Welcoming Our New Neighbours to Canadian Schools. *BC TEAL Journal*, 2 (1), 36-45. <https://doi.org/10.14288/bctj.v2i1.268>
- Tyrer, R. A., & Fazel, M.** (2014). School and community-based interventions for refugee and asylum seeking children: a systematic review. *PLoS one*, 9 (2), e89359.
- Ugurlu, N., Akca, L., & Acarturk, C.** (2016). An art therapy intervention for symptoms of post-traumatic stress, depression and anxiety among Syrian refugee children. *Vulnerable children and youth studies*, 11 (2), 89-102.
- Vigren, H., Alisaari, J., Heikkola, L. M., Acquah, E. O., & Commins, N. L.** (2022). Teaching immigrant students: Finnish teachers' understandings and attitudes. *Teaching and Teacher Education*, 114, 103689.
- Wood, S., Ford, K., Hardcastle, K., Hopkins, J., Hughes, K., & Bellis, M.** (2020). Adverse Childhood Experiences in child refugee and asylum-seeking populations.
- World Health Organization.** (2019). Burn-out an "occupational phenomenon": International Classification of Diseases.
- Yu, X., Sun, C., Sun, B., Yuan, X., Ding, F., & Zhang, M.** (2022). The cost of caring: compassion fatigue is a special form of teacher burnout. *Sustainability*, 14 (10), 6071.

