

Toward reduced bias and increased utility in the assessment of school refusal behavior: The case for diverse samples and evaluations of context

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Psychology in the schools

2007; 44(6):551-565

ARTICLE IDENTIFIERS

DOI: 10.1002/pits.20247

PMID: unavailable

PMCID: not available

JOURNAL IDENTIFIERS

LCCN: not available

pISSN: 0033-3085

eISSN: 1520-6807

OCLC ID: not available

CONS ID: not available

US National Library of Medicine ID: not available

This article was identified from a query of the SafetyLit database.