











[5] N. S. Nasir, A. Jones, and M. McLaughlin, "School Connectedness for Students in Low-Income Urban High Schools", *Teachers College Record* 113(8), 2011, pp. 1755-1793.

[6] K. Reimer, K. (2014). *Potential solutions to Manitoba's high school dropout crisis: Insights of a high school classroom teacher think tank* (Doctoral dissertation). University of Manitoba: MSPACE Thesis., 2014.

[7] K. Reimer. "The balanced school day and teacher-student connections: Canadian classroom teachers' perspectives". *International Journal of Learning and Teaching (IJLT)*. 8(4), 2022, pp. 271-277.

[8] M. Carlisle. "Healthy relationships and building developmental assets in middle school students". *Canadian Journal of Education*, 34(3), 2011, pp. 18-32.

[9] P.B. Faust, L.S. Ennis, and W.M Hodge. "The relationship between middle grade student belonging and middle grade student performance". *Alabama Journal of Educational Leadership*, 1. 2014, pp. 43-54.

[10] L.M. Raphael, L. M., & Burke, M. "Academic, Social, and Emotional Needs in a Middle Grades Reform Initiative," *RMLE Online*, 35(6), 2012, 1-13.

[11] Braun, R.W. Roeser, A.J. Mashburn, and E. Skinner. "Middle school teachers' mindfulness, occupational health and well-being, and the quality of teacher-student interactions". *Mindfulness*, 10, 2019, pp. 245-255.

[12] M.T. Duong, M.D. Pullmann, J. Buntain-Ricklefs, K. Lee, K.S. Benjamin, L. Nguyen, and C.R. Cook. "Brief teacher training improves student behavior and student-teacher relationships in middle school". *School Psychology*, 34(2), 2019, pp. 212-221.

[13] S.L. Prewett, D.A. Bergin, and F.L. Huang. "Student and teacher perceptions on student-teacher relationship quality: A middle school perspective." *School Psychology International*, 40(1), 2019, pp. 66-87.

[14] A.M. Kelly, S.M. Gningue, and G. Qian. "First-year urban mathematics and science middle school teachers: Classroom challenges and reflective solutions". *Education and Urban Society* 47(2), 2015, pp. 132-159.