

REFERENCE LIST

Strengths-Based Workshops by Kevin M. Powell, Ph.D.

Table of Contents (references organized by topics)

- 1) Strengths-Based Info
- 2) The Power of Relationships/ Social Connections
 - Therapeutic Relationships*
 - Social Connections*
 - Relationships with Parents*
 - Relationships with Teachers*
 - Relationships with Mentors*
 - Relationships with Police*
- 3) Adolescent Brain Development
- 4) Adolescent Development
- 5) Neuroplasticity (neural plasticity)
- 6) Sexual Offense Recidivism Rates & Desistance
 - Juvenile Research*
 - Adult Research*
- 7) Treatment Engagement- Collaboration & Rationale for Services
- 8) "Mimesis" (Mimicking/ Matching interpersonal style & affective range)
- 9) Meeting Basic Human Needs
- 10) Non-Verbal Behavior, Facial Feedback & Emotional Contagion
- 11) Resilience & Protective Factors
- 12) Parenting Styles (Authoritative /Democratic/ Balanced Parenting)
- 13) Physical Exercise & Movement
- 14) Self-Esteem
- 15) Emotional Intelligence
- 16) Deviancy Training
- 17) Prevalence Rate for Delinquent Behaviors/ Desistance
- 18) Evidenced-Based Practice Movement
- 19) Researcher Allegiance Effects
- 20) Solution-Focused Therapy
- 21) Healthy Relationships
- 22) Healthy Sexuality
- 23) Functional Behavior Assessment
- 24) RNR (Risk-Needs-Responsivity) Model
- 25) Good Lives Model
- 26) Positive Psychology
- 27) Developmental Assets
- 28) Basic Helping & Interviewing Skills
- 29) Multiple Intelligence
- 30) Holistic (Biopsychosocial & Ecological Model)
- 31) Respectful Language/ Being Sensitive to Labels
- 32) Adverse Childhood Experiences (ACEs: Adversity-Responsive) Info
- 33) Adversity & Positive Outcomes (Post Traumatic Growth; Positive Life Changes; Benefit-Finding; Benefit-Reminding; Resiliency)
- 34) Trauma/ Anxiety Self Help Websites
- 35) Attachment & Interventions
- 36) Prevention of Child Abuse, Cycle of Abuse, & Intimate Partner Violence
- 37) Safe, Stable, Nurturing Relationships (SSNR)
- 38) Enhancing Openness/ Reducing Defensiveness
- 39) Well-Being: Character Strengths/ Personality Qualities
- 40) Sociocultural Responsiveness
- 41) Empathy
- 42) Self-Care & Burnout Prevention
- 43) Hope & Self-Efficacy (Growth Mindset; Internal Locus of Control; Optimism)
- 44) Character Strengths

1) Strengths-Based Info- by Kevin M. Powell, Ph.D.

Books

Powell, K. M. (2015). *A Strengths-Based Approach for Intervention with At-Risk Youth*. Champaign, IL: Research Press.

Powell, K. M. (2014). *Our Very Special Bodies: A book to promote safety and prevent sexual abuse by increasing children's knowledge about their bodies and enhancing communication with their loving caregivers* (children's book). Fort Collins, CO: Author www.ourveryspecialbodies.com.

Book Chapters

- Powell, K. M.** (2018). The importance of a strengths-based approach in sex offense-specific services. *The Forum Newsletter-ATSA, Summer Vol. XXX, No. 3*
- Powell, K. M.** (2017). Engaging adolescents and families: In S. Righthand & W. Murphy (Eds.), *The safer society handbook of assessment and treatment of adolescents who have sexually offended* (pp. 215-250). Brandon, VT: Safer Society Press.
- Leversee, T. & **Powell, K. M.** (2017). Beyond risk management to a more holistic model for treating adolescents who have engaged in sexually abusive behavior. In B. Schwartz (Ed.), *Sexually Abusive Behavior in Youth: A Handbook of Theory, Assessment, and Treatment (20:1-37)*. Kingston, NJ: Civic Research Institute.
- Powell, K. M.** (2016). A strengths-based approach: A case study: In D.S. Prescott & R.J. Wilson (Eds.) *Very different voices: Perspectives and case studies in treating sexual aggression* (pp. 43-63). Holyoke, MA: NEARI Press.
- Leversee, T. & **Powell, K. M.** (2012). Beyond risk management to a more holistic model for treating sexually abusive youth. In B. Schwartz (Ed.), *The Sex Offender: Current trends in policy and treatment practice, Volume 7* (pp. 19 1-32). Kingston, NJ: Civic Research Institute.
- Powell, K. M.** (2011). Working effectively with at-risk youth: A strengths-based approach. In M. Calder (Ed.), *Contemporary Practice with Young People who Sexually Abuse: Evidence-Based Developments* (pp. 69-91). Holyoke, MA: NEARI Press (Published simultaneously in UK by Russell House Publishing Ltd.-www.russellhouseco.uk)
- Powell, K. M.** (2010a). Strengths-based approach. In D. S. Prescott & R. E. Longo (Eds.) *Current Applications: Strategies for Working with Sexually Aggressive Youth and Youth with Sexual Behavior Problems* (pp. 55-82). Holyoke, MA: NEARI Press.
- Powell, K. M.** (2010b). Therapeutic relationships and the process of change. In G. Ryan, T. Leversee, & S. Lane (Eds.) *Juvenile Sexual Offending: Causes, Consequences, and Correction, 3rd edition* (pp. 253-262). Hoboken, NJ: John Wiley & Sons.

Research

- Powell, K. M.**, Rahm-Knigge, R. L. & Conner, B. T. (2021). Resilience Protective Factors Checklist (RPF): Buffering Childhood Adversity and Promoting Positive Outcomes. *Psychological Reports, 124(4), 1437-1461*. DOI: 10.1177/0033294120950288
- Arkfeld, P., **Powell, K. M.**, & Conner, B. T. (2022). [Updated Confirmatory Factor Analysis on the RPF]. Unpublished raw data.

Additional Strengths-Based Info.

- Edwards, J. K., Young, A., & Nikels, H. J. (Eds.) (2017). *Handbook of strengths-based clinical practices: Finding common factors*. New York: Routledge.
- Moisan, C., Hébert, M., Fernet, M., Blais, M., & Melissande Amédée, L. (2019). Resilience portfolios and poly-strengths: Identifying strengths associated with wellbeing after adversity. *International Journal of Child and Adolescent Resilience, 6(1), 19-35*.
- Onyeka, O., Richards, M., Tyson McCrea, K., Miller, K., Matthews, C., Donnelly, W., Sarna, V, Kessler, J., & Swint, K. (2021). The role of positive youth development on mental health for youth of color living in high-stress communities: A strengths-based approach. *Psychological Services, 19(Suppl 1), 72-83*. <https://doi.org/10.1037/ser0000593>
- Toros, K. & Falch-Eriksen, A. (2021). Strengths-based practice in child welfare: A systematic literature review. *Journal of Child and Family Studies, 30, 1586-1598*.

2) The Power of Relationships/ Social ConnectionsTherapeutic Relationships

- Duncan, B. L., Miller, S. D., Wampold, B.E., & Hubble, M. A., (Eds.) (2010). *The heart & soul of change: Delivering what works in therapy (2nd Ed)*. Washington, DC: American Psychological Association.
- Karver, M. S., DeNadai, A. S., Monahan, M. & Shirk, S. R. (2018). Meta-analysis of the prospective relation between alliance and outcome in child and adolescent psychotherapy. *Psychotherapy, 55(4), 341-355*.
- Marshall, W.L. (2005). Therapist style in sex offender treatment: Influence on indices of change. *Sexual Abuse: A Journal of Research & Treatment, 17(2), 109-116*.
- Marshall, W.L., Serran, G., Moulden, H., Mulloy, R., Fernandez, Y. M., Mann, R., & Thornton, D. (2002). Therapist features in sexual offender treatment: Their reliable identification and influence on behavior change. *Clinical Psychology and Psychotherapy, 9, 395-405*.
- Moyer, T. B. & Miller, W. R. (2013). Is low therapist empathy toxic? *Psychology of Addictive Behaviors, 27(3), 878-884*.
- Norcross, J. C. (Ed.). (2011). *Psychotherapy relationships that work: Evidence-based responsiveness (2nd Ed.)*. New York: Oxford University Press
- Norcross, J. C. & Lambert, M. J. (Eds). (2018). Psychotherapy relationships that work III [Special Issue]. *Psychotherapy, 55(4), 303-538*.
- Wampold, B. E. & Imel, Z. E. (2015). *The great psychotherapy debate: The evidence for what makes psychotherapy work*. New York, NY: Routledge.

Social Connections

- Cui, R., Gujral, S., Galfalvy, H. & Szanto, K. (2021). The role of perceived and objective social connectedness on risk for suicidal thoughts and behavior in late-life and their moderating effect on cognitive deficits. *American Journal of Geriatric Psychiatry, doi.org/10.1016/j.jagp.2021.08.014*

- Gunn III, J. F., Goldstein, S. E., & Gager, C. T. (2018). A longitudinal examination of social connectedness and suicidal thoughts and behaviors among adolescents. *Child and Adolescent Mental Health, 23*(4), 341–350. doi:10.1111/camh.12281
- Holt-Lunstad, J., Robles, T. F., & Sbarra, D. A. (2017). Advancing social connection as a public health priority in the United States. *American Psychologist, 72*(6), 517-530.
- Näher, A-F, Rummel-Kluge, C. & Hegerl, U. (2020). Associations of suicide rates with socioeconomic status and social isolation: Findings from longitudinal register and census data. *Frontiers in Psychiatry, 10* (898), 1-9. doi: 10.3389/fpsy.2019.00898
- Novotney, A. (May 2019). Social isolation: It could kill you. *APA Monitor on Psychology, 33-37*.
- Pietromonaco, P.R. & Collins, N. L. (2017). Interpersonal mechanisms linking close relationships to health. *American Psychologist, 72*(6), 531-542.
- Stone, D. M., Luo, F, Lippy, C. & LiKamWa McIntosh, W. (2014). The role of social connectedness and sexual orientation in the prevention of youth suicide ideation and attempts among sexually active adolescents. *Suicide and Life-Threatening Behavior, 45*(4), 415-430. doi: 10.1111/sltb.12139
- Weir, K. (March 2018). Life-saving relationships. *APA Monitor on Psychology, 46-53*.

Relationships with Parents

- Hillaker, B. D., Brophy-Herb, H. E., Villarruel, F. A., Haas, B. E. (2008). The contributions of parenting to social competencies and positive values in middle school youth: Positive family communication, maintaining standards, and supportive family relationships. *Family Relations, 57*, 591-601.
- Laursen, E. K., & Birmingham, S. M. (2003). Caring relationships as a protective factor for at risk youth: An ethnographic study. *Families in Society, 84*(2), 240-246.
- Smith, T. W. & Kazak, A. E. (Eds.) (2017). Close Family Relationships and Health [Special Issue]. *American Psychologist, 72*(6), 511-612.

Relationships with Teachers

- Barile, J. P., Donohue, D. K., Anthony, E. R., Baker, A. M., Weaver, S. R. & Henrich, C. C. (2012). Teacher-student relationship climate and school outcomes: Implications for educational policy initiatives. *Journal of Youth Adolescence, 41*, 256-267.
- Lei, H., Cui, Y., & Chui, M. M. (2018). The relationship between teacher support and students' academic emotions: A meta-analysis. *Frontiers in Psychology, 8* (2288), 1-12. doi: 10.3389/fpsyg.2017.02288
- Reyes, M. R., Brackett, M.A., Rivers, S. E., White, M., & Peter Salovey (2012, March 5). Classroom emotional climate, student engagement, and academic achievement. *Journal of Educational Psychology*. Advance online publication. Doi:10.1037/a0027268.
- Sethi, J. & Scales P.C. (2020). Developmental relationships and school success: How teachers, parents, and friends affect educational outcomes and what actions students say matter most. *Contemporary Educational Psychology, 63*, 1-18. DOI: 10.1016/j.cedpsych.2020.101904

Relationships with Mentors

- DeWit, D. D., DuBois D., Erdem, G., Larose, S. & Lipman, E. L. (2016). The role of program-supported mentoring relationships in promoting youth mental health, behavioral, and developmental outcomes. *Prevention Science, 17*(5) 646-657.
- DuBois, D. L., Portillo, N., Rhodes, J. E., Silverthorn, N., & Valentine, J.C. (2011). How effective are mentoring programs for youth? A systematic assessment of the evidence. *Psychological Science in the Public Interest, 12*(2), 57-91.
- Keating, L. M., Tomishima, M. A., Foster, S., & Alessandri, M. (2002). The effects of a mentoring program on at risk youth. *Adolescence, 37* (148), 717-734.

Relationships with Probation & Parole Officers (supervising agents)

- Blasko, B. L. & Taxman, F. S. (2018). Are supervision practices procedurally fair? Development and predictive utility of a procedural justice measure for use in community corrections settings. *Criminal Justice and Behavior, 45*(3), 402-420.
- Epperson, M., Thompson, J. G., Lurigio, A. J., & Kim, S. (2017). Unpacking the relationship between probationers with serious mental illnesses and probation officers: A mixed-methods examination. *Journal of Offender Rehabilitation, 56*(3), 188-216. <https://doi.org/10.1080/10509674.2017.1290005>
- Kennealy, P. J., Skeem, J. L., Manchak, S. M., & Eno Loudon, J. (2012). Firm, fair, and caring officer-offender relationships protect against supervision failure. *Law and Human Behavior, 36*(6), 496–505. <https://doi.org/10.1037/h0093935>

Relationships with Police

- Brick, B. T., Taylor, T.J., Esbensen, F-A (2009). Juvenile attitudes towards the police: The importance of subcultural involvement and community ties. *Journal of Criminal Justice, 37*, 488-495.
- Flexon, J. L., Lurigio, A. J., & Greenleaf, R.G. (2009). Exploring the dimensions of trust in the police among Chicago Juveniles. *Journal of Criminal Justice, 37*, 180-189.
- McCluskey, J. (2003). *Police Requests for Compliance: Coercive and Procedurally Just Tactics*. New York: LFB.
- Stoutland, S. E. (2001). The multiple dimensions of trust in resident/police relations in Boston. *Journal of Research in Crime and Delinquency, 38* (3), 226-256.

Tyler, T. (2001). Trust and law-abiding behavior: Building better relationships between the police, the courts, and the minority community. *Boston University Law Review*, *81*, 361-406.

3) Adolescent Brain Development

Blakemore, S-J (2012). Imaging brain development: The adolescent brain. *NeuroImage*, *61*, 397-406.

Casey, B. J., Getz, S. & Galvan, A. (2008). The adolescent brain. *Developmental Review*, *28*, 62-77.

Casey, B. J., Jones, R., and Somerville, L. (2011). Braking and Accelerating of the Adolescent Brain. *Journal of Research on Adolescence*, *21*, 21–33.

Dreyfuss, M., Caudle, K., Drysdale, A. T., Johnston, N. E., Cohen, A. O., Somerville, L. H., Galvan, A., Tottenham, N., Hare, T. A., & Casey, B. J. (2014). Teens impulsivity react rather than retreat from threat. *Developmental Neuroscience*, *36*, 220-227.

Giedd, J. N. (2008). The teen brain: Insights from neuroimaging. *Journal of Adolescent Health*, *42*, 335-343.

Giedd, J. N. (2015). Adolescent neuroscience of addiction: A new era. *Developmental Cognitive Neuroscience*, *16*, 192-193.

Romer, D., Reyna, V. F., & Satterthwaite (2017). Beyond stereotypes of adolescent risk taking: Placing the adolescent brain in developmental context. *Developmental Cognitive Neuroscience*, *27*, 19-34.

Spear, L. P. & Silveri, M. M. (2016). Special Issue on the adolescent brain. *Neuroscience and Biobehavioral Reviews*, *70*, 1-3 (full Issue).

Steinberg, L. (2012). Should the science of adolescent brain development inform public policy? Issues in Science and Technology. <http://www.issues.org/28.3/steinberg.html>

Steinberg, L. (2008). A social neuroscience perspective on adolescent risk-taking. *Developmental Review*, *28*, 78-106.

Steinberg, L., Cauffman, E., Woolard, J., Graham, S., & Banich, M. (2009). Are Adolescents Less Mature Than Adults? Minors' Access to Abortion, the Juvenile Death Penalty, and the Alleged APA "Flip-Flop. *American Psychologist*, *64*, 583–594.

Stringer, H. (2017). Justice for teens: Psychological research on brain development and teen impulsivity is changing the way the justice system treats teens. *Monitor on Psychology*, Oct, 45-49.

Yurgelun-Todd, D. (2007). Emotional and cognitive changes during adolescence. *Current Opinion in Neurobiology*, *17*, 251-257.

<https://brainconnection.brainhq.com/>

4) Adolescent Development

Lerner, R. M. & Steinberg, L. (Eds.) (2009). *Handbook of Adolescent Psychology (3rd Edition): Volume 1: Individual bases of adolescent development*. Hoboken, NJ: John Wiley & Sons.

5) Neuroplasticity (neural plasticity)

Bryck, R.L. & Fisher, P. A. (2012). Training the brain: Practical applications of neural plasticity from the intersection of cognitive neuroscience, developmental psychology, and prevention science. *American Psychologist*, *67*(2), 87-100.

Davidson, R.J. & McEwen, B. S. (2012). Social influences on neuroplasticity: Stress and interventions to promote well-being. *Nature Neuroscience*, *15*(5), 689-695.

Holzel, B. K., Carmody, J., Vangel, M., Congleton, C., Yerramsetti, S. M., Gard, T., & Lazar, S. W. (2011). Mindfulness practice leads to increases in regional brain gray matter density. *Psychiatry Research: Neuroimaging*, *191*(1), 36-43.

Mackey, A. P., Whitaker, K. J., & Bunge, S. A. (2012). Experience-dependent plasticity in white matter microstructure: Reasoning training alters structural connectivity. *Frontiers in Neuroanatomy*, *6*(32), 1-9. doi: 10.3389/fnana.2012.00032

Rael Cahn, B., Goodman, M.S., Peterson, C.T., Maturi, R., & Mills, P.J. (2017). Yoga, meditation, and mind-body health: Increased BDNF, cortisol awakening response, and altered inflammatory marker expression after a 3-month yoga and meditation retreat. *Frontiers in Human Neuroscience*, *11* (article 315), 1-13.

Tabibnia, G. & Radecki, D. (2018). Resilience training that can change the brain. *Consulting Psychology Journal: Practice and Research*, *70*(1), 59-88

Winerman, L. (2012). Changing our brains, changing ourselves. *Monitor on Psychology*, *43*(8), 30-33.

Woollett, K. & Maguire, E. A. (2011). Acquiring "the knowledge" of London's layout drives structural brain changes. *Current Biology*, *21*(24), 2109-2114.

6) Sexual Offense Recidivism Rates & Desistance

Juvenile Research

Caldwell, M. F. (2016). Quantifying the decline in juvenile sexual recidivism rates. *Psychology, Public Policy, and Law*, <http://dx.doi.org/10.1037/law0000094>, 1-13.

Lussier, P., McCuish, E., Chouinard Thivierge, S. & Frechette, J. (2023). A meta-analysis of trends in general, sexual, and violent recidivism among youth with histories of sexual offending. *Trauma, Violence, & Abuse*, 1-19. Doi: 10.1177/15248380221137653

Worling, J. R., Litteljohn, A., & Bookalam, D. (2010). 20-year prospective follow-up study of specialized treatment for adolescents who offended sexually. *Behavioral Sciences and the Law*, 28, 46-57.

Adult Research

Hanson, R. K., Bourgon, G., Helmus, L., & Hodgson, S. (2009). The principles of effective correctional treatment also apply to sexual offenders: A meta-analysis. *Criminal Justice and Behavior*, 36(9), 865-891.

Hanson, R. K., Harris, A. J. R., Letourneau, E., Helmus, L. & Thornton, D. (2014). High-risk sex offenders may not be high risk forever. *Journal of Interpersonal Violence*, 29(15), 2792-2813.

Hanson, R. K., Harris, A. J. R., Helmus, L. M. & Thornton, D. (2018). Reductions in risk based on time offense-free in the community: Once a sexual offender, not always a sexual offender. *Psychology, Public Policy, and Law*, 24(1), 48-63.

Schmucker, M. & Lösel, F. (2015). The effects of sexual offender treatment on recidivism: An international meta-analysis of sound quality evaluations. *Journal of Experimental Criminology*, 11(4), 597-630.

7) Treatment Engagement- Collaboration & Rationale for Services

Ahmed, M. & Westra, H. A. (2009). Impact of a treatment rationale on expectancy and engagement in cognitive behavioral therapy for social anxiety. *Cognitive Therapy and Research*, 33, 314-322.

Becker, K. D., Lee, B. R., Daleiden, E. L., Lindsey, M., Brandt, N. E., & Chorpita, B. F. (2015). The common elements of engagement in children's mental health services: Which elements for which outcomes? *Journal of Clinical Child & Adolescent Psychology*, 44(1), 30-43.

Lindsey, M. A., Brandt, N. E., Becker, K. D., Lee, B. R., Barth, R. P., Daleiden, E. L., & Chorpita, B. F. (2014). Identifying the common elements of treatment engagement interventions in children's mental health services. *Clinical Child and Family Psychology Review*, 17, 283-298.

Powell, K. M. (2017). Engaging adolescents and families: In S. Righthand & W. Murphy (Eds.), *The safer society handbook of assessment and treatment of adolescents who have sexually offended* (pp. 215-250). Brandon, VT: Safer Society Press.

Shick Tryon, G., Birch, S. E., & Verkuilen, J. (2018). Meta-Analyses of the Relation of Goal Consensus and Collaboration to Psychotherapy Outcome. *Psychotherapy*, 55(4), 372-383.

8) "Mimesis" (Mimicking/ Matching interpersonal style & affective range)

Atril-Slonim, D., Bar-Kalifa, E., Fisher, H., Peri, T., Lutz, W., Rubel, J. & Rafaeli, E. (2018). Emotional congruence between clients and therapists and its effect on treatment outcome. *Journal of Counseling Psychology*, 65(1), 51-64. <http://dx.doi.org/10.1037/cou0000250>.

Minuchin, S. (1974). *Families & Family Therapy*. Cambridge, MA: Harvard University Press

9) Meeting Basic Human Needs

Biglan, A., Flay, B.R., Embry, D.D., & Sandler, I.N. (2012). The critical role of nurturing environments for promoting human well-being. *American Psychologist*, 67(4), 257-271.

Kaufman, S. B. (2018). Self actualized people in the 21st century: Integration with contemporary theory and research on personality and well-being. *Journal of Humanistic Psychology*, 1-33. doi: 10.1177/0022167818809187

Kenrick, D. T., Griskevicius, V., Neuberg, S. L., & Schaller, M. (2010). Renovating the pyramid of needs: Contemporary extensions built upon ancient foundations. *Perspectives on Psychological Science*, 5(3), 292-314.

Maslow, A. H. (1970). *Motivation and personality* (2nd ed.). New York: Harper & Row.

Shiraki, Y. & Igarashi, T. (2018). "Paying it forward" via satisfying a basic human need: The need for relatedness satisfaction mediates gratitude and prosocial behavior. *Asian Journal of Social Psychology*, 21, 107-113.

Walton, J. S. (2019). The evolutionary basis of belonging: Its relevance to denial of offending and labelling those who offend. *Journal of Forensic Practice*, 21(4), 202-211.

Wenzel, M., Woodyatt, L., & Mclean, B. (2020). The effects of moral/ social identity threats and affirmations on psychological defensiveness following wrongdoing. *British Journal of Social Psychology*, 59, 1062-1081.

10) Non-Verbal Behavior, Facial Feedback & Emotional Contagion

Bedi, R. P. (2006). Concept mapping the client's perspective on counseling alliance formation. *Journal of Counseling Psychology*, 53(1), 26-35.

da Silva Ferreira, G. C., Crippa, J. A. S., & de Lima Osório, F. (2014). Facial emotion processing and recognition among maltreated children: A systematic literature review. *Frontiers in Psychology*, 5(1460), 1-10. doi: 10.3389/fpsyg.2014.01460

Coles, N. A., Larsen, J. T., & Lench, H. C. (2019). A meta-analysis of the facial feedback literature: Effects of facial feedback on emotional experience are small and variable. *Psychological Bulletin*, 1-42. <http://dx.doi.org/10.1037/bul0000194>

- Fowler, J. H. & Christakis, N. A. (2008). Dynamic spread of happiness in a large social network: Longitudinal analysis over 20 years in the Framingham Heart Study. *BMJ*, *337*: a2338.
- Kramer, A. D. I., Guillory, J. E., & Hancock, J. T. (2014). Experimental evidence of massive-scale emotional contagion through social networks. *PNAS*, *111*(24), 8788-8790.
- Marsh, A. A., Rhoads, S. A., & Ryan, R. M. (2018). A multi-semester classroom demonstration yields evidence in support of the facial feedback effect. *Emotion*, *1*-6. <http://dx.doi.org/10.1037/emo0000532>
- Olszanowski, M., Wrobel, M., & Hess, U. (2019). Mimicking and sharing emotions: A Re-examination of the link between facial mimicry and emotional contagion. *Cognition and Emotion*, <https://doi.org/10.1080/02699931.2019.1611543>.
- Prochazkova, E. & Kret, M. E. (2017). Connecting minds and sharing emotions through mimicry: A neurocognitive model of emotional contagion. *Neuroscience and Biobehavioral Reviews*, *80*, 99-114.

11) Resilience & Protective Factors

- Afifi, T. O. & MacMillan, H. L. (2011). Resilience following child maltreatment: A review of protective factors. *Canadian Journal of Psychiatry*, *56*(5), 266-272.
- Cooper, N. S., Feder, A., Southwick, S. M. and Charney, D. S. (2007). Resilience and vulnerability to trauma psychobiological mechanisms. In Romer, D. and Walker, E. F. (Eds.) *Adolescent psychopathology and the developing brain: Integrating brain and prevention science* (pp. 347-372). New York: Oxford University Press.
- De Vries Robbe, M., Mann, R. E., Maruna, S., & Thornton, D. (2015). An exploration of protective factors supporting desistance from sexual offending. *Sexual Abuse: A Journal of Research and Treatment*, *27*(1), 16-33. DOI: 10.1177/1079063214547582
- Gloria, C. T. & Steinhardt, M. A. (2014). Relationships among positive emotions, coping, resilience, and mental health. *Stress and Health*, *32*, 145-156.
- Hamby, S., Grych, J., Banyard, V. (2017). Resilience portfolios and poly-strengths: Identifying protective factors associated with thriving after adversity. *Psychology of Violence*, <http://dx.doi.org/10.1037/vio0000135>, 1-12.
- Herman, H., Stewart, D. E., Diaz-Granados, N., Berger, E. L., Jackson, B., Yuen, T. (2011). What is resilience? *Canadian Journal of Psychiatry*, *56*(5), 258-265.
- Langton, C. M. & Worling, J. R. (Eds.). (2015). Protective factors [Special Issue]. *Sexual Abuse: A Journal of Research and Treatment*, *27*(1), 3-142.
- Luthar, S.S. & Eisenberg, N. (Eds.) (2017). Special Section- Developmental research and translational science: Evidence-based interventions for at-risk youth and families. *Child Development*, *88*(2), 333-677.
- Luthar, S.S. & Eisenberg, N. (2017). Resilient adaptation among at-risk children: Harnessing science toward maximizing salutary environments. *Child Development*, *88*(2), 337-349.
- Masten, A. S. (2014). *Ordinary magic: Resilience in development*. New York: Guilford Press.
- Masten, A.S., Cutuli, J. J., Herbers, J. E, & Reed, M.G. J. (2009). Resilience in Development. In C.R. Snyder & S.J. Lopez (Eds.), *Oxford handbook of positive psychology* (2nd ed.) (pp. 117-131). New York: Oxford University Press.
- Masten, A. S. & Reed, M.G. J. (2002). Resilience in development. In C.R. Snyder & S.J. Lopez (Eds.), *The handbook of positive psychology* (pp. 74-88). New York: Oxford University Press.
- Moore, M., Culpepper, S., Phan, K. L., Strauman, T. J., Dolcos, F., & Dolcos, S. (2018). Neurobehavioral mechanisms of resilience against emotional distress: An integrative brain-personality-symptom approach using structural equation modeling. *Personality Neuroscience*, *1*(e8), 1-10. doi: 10.1017/pen.2018.11.
- Nyklicek, I, Majoor, D., and Schalken, P. (2010). Psychological mindedness and symptom reduction after psychotherapy in heterogeneous psychiatric sample. *Comprehensive Psychiatry*, *51*, 492-496.
- Olver, M. E. & Riemer, E. K. (2021). High-psychopathy men with history of sexual offending have protective factors too: But are these risk relevant and can they change treatment? *Journal of Consulting and Clinical Psychology*, *89*(5), 406-420. DOI: 10.1037/ccp0000638
- Oshio, A., Taku, K., Hirano, M., & Saeed, G. (2018). Resilience and big five personality traits: A meta-analysis. *Personality and Individual Differences*, *127*, 54-60.
- Powell, K. M., Rahm-Knigge, R L. & Conner, B. T. (2021). Resilience Protective Factors Checklist (RPF): Buffering Childhood Adversity and Promoting Positive Outcomes. *Psychological Reports*, *124*(4), 1437-1461. DOI: 10.1177/0033294120950288
- Roxas, A. S. & Glenwick, D. S. (2014). The relationship of psychological mindedness and general coping to psychological adjustment and distress in high-school adolescents. *Individual Differences Research*, *12*(2), 38-49.
- Tedeschi, R. G. & Kilmer R. P. (2005). Assessing strengths, resilience, and growth to guide clinical interventions. *Professional Psychology: Research and Practice*, *36*(3), 230-237.
- Windle, G. (2011). What is resilience? A review and concept analysis. *Reviews in Clinical Gerontology*, *21*, 152-169.
- Weir, K. (2017). Maximizing children's resilience. *Monitor on Psychology*, *Sept*, 40-46.

Worling, J. R. (2017). Protective + Risk Observations for Eliminating Sexual Offense Recidivism (PROFESOR)
<http://www.drjamesworling.com/profesor.html>

Yule, K., Houston, J. & Grych, J. (2019). Resilience in children exposed to violence: A meta-analysis of protective factors across ecological contexts. *Clinical Child and Family Psychology Review*, 22, 406-431.

www.apa.org/topics/resilience

12) Parenting Styles- Authoritative (Democratic/ Balanced) Parenting

Baumrind, D. (1978). Parental disciplinary patterns and social competence in children. *Youth and Society*, 9, 239-276.

Knerr, W., Gardner, F., & Cluver, L. (2013). Improving positive parenting skills and reducing harsh and abusive parenting in low- and middle-income countries: A systematic review. *Prevention Science*, 14, 352-363.

Pinquart, M. & Kauser, R. (2018). Do the associations of parenting styles with behavior problems and academic achievement vary by culture? Results from a meta-analysis. *Cultural Diversity and Ethnic Minority Psychology*, 24(1), 75-100.

Rothrauff, T. C., Cooney, T.M., Shin An, J. (2009). Remembered parenting styles and adjustment in middle and late adulthood. *Journal of Gerontology: Social Sciences*, 64B(1), 137-146.

Sanders, M. R. (2019). Harnessing the power of positive parenting to promote wellbeing of children, parents, and communities over a lifetime. *Behaviour Change*, 36, 56-74.

Takeuchi, M. M. & Takeuchi, A. S. (2008). Authoritarian versus authoritative parenting styles: Application of the cost equalization principle. *Marriage and Family Review*, 44(4), 489-510.

Yeung, J. W. K., Cheung, C-K., Kwok, S. Y. C. L., & Leung, J. T. Y. (2016). Socialization effects of authoritative parenting and its discrepancy on children. *Journal of Child and Family Studies*, 25, 1980-1990.

13) Physical Exercise & Movement

Ahn, S. & Fedewa, A. L. (2011). A meta-analysis of the relationship between children's physical activity and mental health. *Journal of Pediatric Psychology*, 36(4), 385-397.

Emerson, D. Sharma, R., Chaudhry, S. & Turner, J. (2009). Trauma-sensitive yoga: Principles, practice, and research. *International Journal of Yoga Therapy*, 19, 123-128.

Otto, M. W. & Smits, J. A. J. (2011). *Exercise for mood and anxiety: Proven strategies for overcoming depression and enhancing well-being*. New York: Oxford University Press

Weir, K. (2011). The exercise effect. *APA Monitor on Psychology*, 42(11), 48-52.

14) Self-Esteem

Brummelman, E. (2022). Comment: How to raise children's self-esteem? Comment on Orth & Robins (2022). *American Psychologist*, 77(1): 20-22.

Brummelman, E. & Sedikides, C. (2020). Raising children with high self-esteem (but not narcissism). *Child Development Perspectives*, 14(2), 83-89.

Orth, U. & Robins, R. W. (2022). Is high self-esteem beneficial? Revisiting a classic question. *American Psychologist*, 77(1): 5-17.

Swann, W. B., Chang-Schneider, C. and McClarty, K. L. (2007). Do people's self-views matter? Self-concepts and self-esteem in everyday life. *American Psychologist*, 62(2), 84-94.

15) Emotional Intelligence

Armstrong, A. R., Galligan, R. F. & Critchley, C. R. (2011). Emotional intelligence and psychological resilience to negative life events. *Personality and Individual Differences*, 51, 331-336.

MacCann, C., Jiang, Y., Double, K. S., Bucich, M. & Minbashian, A. (2020). Emotional Intelligence predicts academic performance: A meta-analysis. *Psychological Bulletin*, 146(2), 150-186.

Malouff, J. M., Schutte, N. S. & Thorsteinsson, E. B. (2014). Trait emotional intelligence and romantic relationship satisfaction: A meta-analysis. *The American Journal of Family Therapy*, 42, 53-66.

Martins, A., Ramalho, N. & Morin, E. (2010). A comprehensive meta-analysis of the relationship between emotional intelligence and health. *Personality and Individual Differences*, 49, 554-564.

Mayer, J.D., Caruso, D.R., & Salovey, P. (2016). The ability model of emotional intelligence: Principles and updates. *Emotion Review*, 8(4), 290-300.

Schneider, T. R., Lyons, J. B. & Khazon, S. (2013). Emotional intelligence and resilience. *Personality and Individual Differences*, 55, 909-914.

Schutte, N. S. & Loi, N. M. (2014). Connections between emotional intelligence and workplace flourishing. *Personality and Individual Differences*, 66, 134-139.

16) Deviancy Training

- Dishion, T.J. & Dodge, K. A. (2005). Peer contagion in interventions for children and adolescents: Moving towards an understanding of the ecology and dynamics of change. *Journal of Abnormal Child Psychology*, 33(3), 395-400.
- Dodge, K. A., & Dishion, T. J., & Lansford, J. E. (2006). Deviant peer influences in intervention and public policy for youth. *Social Policy Report*, XX(1), 3-19.
- Gifford-Smith, M., Dodge, K. A., Dishion, T. J. & McCord, J. (2005). Peer influence in children and adolescents: Crossing the bridge from developmental to intervention science. *Journal of Abnormal Child Psychology*, 33(3), 255-265.
- Gottfredson, D. C. (2010). Deviancy training: Understanding how preventive interventions harm. *Journal of Experimental Criminology*, 6, 229-243.
- Leve, L. D. & Chamberlain, P. (2005). Association with delinquent peers: Intervention effects for youth in the juvenile justice system. *Journal of Abnormal Child Psychology*, 33(3), 339-347.
- McCord, J. (2003). Cures that harm: Unanticipated outcomes of crime prevention programs. *The Annals of the American Academy*, 587, 16-30.
- Rhule, D. M. (2005). Take care to do no harm: Harmful interventions for youth problem behavior. *Professional Psychology: Research and Practice*, 36, 618-625.

17) Prevalence Rate for Delinquent Behaviors/ Desistance

- Farrington, D. P. (2007). Origins of violent behavior over the life span. In D. J. Flannery, A. T. Vazsonyi, & I. D. Waldman (Eds.), *The Cambridge handbook of violent behavior and aggression* (pp. 19–48). New York: Cambridge University Press.
- Loeber, R., Menting, B., Lynam, D. R., Moffitt, T. E., Stouthamer-Loeber, M., Stallings, R., Farrington, D.P., & Pardini, D. (2012). Findings from the Pittsburgh youth study: Cognitive impulsivity and intelligence as predictors of the age-crime curve. *Journal of the American Academy of Child & Adolescent Psychiatry*, 51(11), 1136-1149
- Moffitt, T.E. (2007). A review of research on the taxonomy of life-course persistent versus adolescence-limited antisocial behavior: In D. J. Flannery, A. T. Vazdonyi, & I. D. Walman (Eds.), *The Cambridge handbook of violent behavior and aggression* (pp.49-74). New York, NY: Cambridge University Press.
- Steinberg, L., Cauffman, E. & Monahan, K. (March 2015). Psychosocial maturity and desistance from crime in a sample of serious juvenile offenders. *OJJDP Juvenile Justice Bulletin*, NCJ 248391
- Van Domburgh, L., Loeber, R., Bezemer, D., Stallings, R., Stouthamer-Loeber, M. (2009). Childhood predictors of desistance and level of persistence in offending in early onset offenders. *Journal of Abnormal Child Psychology*, 37, 967-980.
- Walters, G. D. (2011). The latent structure of life-course-persistent antisocial behavior: Is Moffitt's developmental taxonomy a true taxonomy? *Journal of Consulting and Clinical Psychology*, 79(1), 96-105.

18) Evidenced-Based Practice Movement

- Ackerman, S. J., Benjamin, L. S., Beutler, L. E., Gelso, C. J., Goldfried, M. R., Hill, C., Lambert, M. J., Norcross, J. C., Orlinsky, D. E., & Rainer, J. (2001). Empirically supported therapy relationships: Conclusions and recommendations of the Division 29 Task Force. *Psychotherapy: Theory, Research, Practice, Training*, 38(4), 495–497. <https://doi.org/10.1037/0033-3204.38.4.495>
- Bonta, J. & Andrews, D. A. (2017). *The psychology of criminal conduct* (6th ed.). New York: Routledge
- Clay, R. (2010). More than one way to measure: Randomized clinical trials have their place, but critics argue that researchers would get better results if they also embraced other methodologies. *Monitor on Psychology*, 41: 8, 52-55.
- Gannon, T.A., & Ward, T. (2014). Where has all the psychology gone? A critical review of evidence-based psychological practice in correctional settings. *Aggression and Violent Behavior*, 19, 435-446.
- Hall, J. C. (2008). A practitioner's application and deconstruction of evidence-based practice. *Family in Society: The Journal of Contemporary Social Services*, 89: 3, 385-393.
- Lilienfeld, S. O. (2007). Psychological treatments that cause harm. *Perspectives on Psychological Science*, 2 (1), 53-70.
- Norcross, J. C. & Lambert, M. J. (2011). Evidence-based therapy relationships. In J.C. Norcross (Ed.), *Psychotherapy relationships that work: Evidence-based responsiveness* (2nd Ed.) pp. 3-21. New York: Oxford University Press.
- Norcross, J. C. & Wampold, B. E. (2011). Evidence-based therapy relationships: Research conclusions and clinical practices. *Psychotherapy*, 48(1), 98-102.
- Owen, J. & Hilsenroth, M. J. (2014). Treatment adherence: The importance of therapist flexibility in relation to therapy outcomes. *Journal of Counseling Psychology*, 61(2), 280-288.
- Shedler, J. (2017). Blog- Selling bad therapy to trauma victims: Patients and therapists should ignore new guidelines for treating trauma. *Psychologically Minded*, blog posted Nov 19, <https://www.psychologytoday.com/blog/psychologically-minded/201711/selling-bad-therapy-trauma-victims>

Truijens, F., Zuhlke-van Hulzen, & Vanheule, S. (2018). To manualize, or not to manualize: Is that still the question? A systematic review of empirical evidence for manual superiority in psychological treatment. *Journal of Clinical Psychology*, 1-15. <https://doi.org/10.1002/jclp.22712>

Wampold, B. E. & Imel, Z. E. (2015). *The great psychotherapy debate: The evidence for what makes psychotherapy work*. New York, NY: Routledge.

Ward, T., Gannon, T. & Yates, P. (2008). The treatment of offenders: Current practice and new developments with an emphasis on sex offenders. *International Review of Victimology*, 15, 179-204.

Willis, G., Gannon, T., Yates, P., Collie, R., & Ward, T. (2011, Winter). In style or evolving through research? Misperceptions about the Good Lives Model. *Association for the Treatment of Sexual Abusers Forum, XXIII*, (1).

19) Researcher Allegiance Effects

Budge, S., Baardseth, T. P. Baardseth, Wampold, B. E., & Fluckiger, C. (2010). Researcher allegiance and supportive therapy: Pernicious affects on results of random clinical trials. *European Journal of Psychotherapy and Counselling*, 12(1), 23-39.

Leykin, Y. & DeRubeis, R. J. (2009). Allegiance in psychotherapy outcome research: Separating association from bias. *Clinical Psychology: Science and Practice*, 16(1), 54-65.

Munder, T., Brutsch, O. Leonhart, R., Gerger, H. & Barth, J. (2013). Researcher allegiance in psychotherapy outcome research: An overview of reviews. *Clinical Psychology Review*, 33, 501-511.

20) Solution-Focused Therapy

www.sfbta.org

<https://solutionfocused.net/>

De Shazer, S., Berg, I. K., Lipchik, E., Nunnally, E., Molnar, A., Gingerich, W., Weiner-Davis, M (1986). Brief therapy: Focused solution development. *Family Process*, 25, 207-222.

Franklin, C., Zhang, A., Froerer, A., & Johnson, S. (2016). Solution focused brief therapy: A systematic review and meta-summary of process research. *Journal of Marital and Family Therapy*, 43(1), 16-30.

Gingerich, W. J. & Peterson, L. T. (2012). Effectiveness of solution-focused brief therapy: A systematic qualitative review of controlled outcome studies. *Research on Social Work Practice*, 23(3), 266-283.

Kim, J., Smock Jordan, S., Franklin, C., & Froerer, A. (2019). Is solution-focused brief therapy evidence-based? An Update 10 years later. *Families in Society: The Journal of Contemporary Social Services*, 100(2), 127-138.

Neipp, M., Beyebach, M., Nunez, R. M., & Martinez-Gonzalez, M. (2015). The effect of solution-focused versus problem-focused questions: A replication. *Journal of Marital and Family Therapy*, 42(3), 525-535.

21) Healthy Relationships

Anderson, J. R. (2020). Inviting autonomy back to the table: The importance of autonomy for healthy relationship functioning. *Journal of Marital and Family Therapy*, 46(1), 3-14. doi:10.1111/jmft.12413

Davila, J., et al. (2017). Romantic competence, healthy relationship functioning, and well-being in emerging adults. *Personal Relationships*, 24, 162-184. doi: 10:1111/pere.12175

Kothari, B. H., Blakeslee, J., & Miller, R. (2020). Individual and interpersonal factors associated with psychosocial functioning among adolescents in foster care: A scoping review. *Children and Youth Services Review*, 118, 1-12. 105454

Kulkarni, S. J., Kohl, P. L., & Edmond, T. (2020). From “stop family violence” to “build healthy relationships to end violence”: The journey to reenvision a grand challenge (Commentary). *Social Work*, 65(4), 401-405. Doi:10.1093/sw/swaa038.

22) Healthy Sexuality

Herbenick, D., Bowling, J., Fu, T.-C. (Jane), Dodge, B., Guerra-Reyes, L., & Sanders, S. (2017). Sexual diversity in the United States: Results from a nationally representative probability sample of adult women and men. *PLoS ONE*, 12(7): e0181198. <https://doi.org/10.1371/journal.pone.0181198>

Rodrigues, A. (2021). Teenagers, Digital Sexual Behavior, and the TEAMS Approach. *The New Circle Magazine*. Safer Society Press.

Ryan, G. (2010). Sexually abusive youth: Defining the problem and the population. In G. Ryan, T. Laversee, & S. Lane (Eds.), *Juvenile Sexual Offending: Causes, Consequences, and Correction*, 3rd edition (pp. 3-8). Hoboken, NJ: John Wiley & Sons.

http://www.nsvrc.org/sites/default/files/saam_2015_what-is-healthy-sexuality-and-consent.pdf

Advocates for Youth- <https://advocatesforyouth.org/>

Answer- <https://answer.rutgers.edu/page/sexetc>

Our Whole Lives- <https://www.uua.org/re/owl>

Scarleteen- <https://www.scarleteen.com/>

Sex Ed Store- <https://www.sexedstore.com/>

23) Functional Behavior Assessment

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). Functional Behavior Assessment (pp.500-524). *Applied Behavior Analysis (2nd Ed.)*. Columbus, OH: Pearson Merrill Prentice Hall.

Iwata, B. A. & Worsdell, A. S. (2005). Implications of functional analysis methodology for the design of intervention programs. *Exceptionality, 13*(1), 25-34.

24) RNR (Risk-Needs-Responsivity) Model

Andrews, D. A., & Bonta, J. (2010). *The psychology of criminal conduct* (5th ed.). New Providence, NJ: Matthew Bender & Company, Inc.

Andrews, D. A., Bonta, J & Wormith J. S. (2011). The Risk-Need-Responsivity (RNR) Model: Does Adding the Good Lives Model Contribute to Effective Crime Prevention? *Criminal Justice and Behavior, 38*(7), 735-755.

Bonta, J. & Andrews, D. A. (2017). *The psychology of criminal conduct* (6th ed.). New York: Routledge.

25) Good Lives Model- Approach Goals

Collie, R., Ward, T., Ayland, L., & West, B. (2007). The Good Lives Model of Rehabilitation: Reducing Risks and Promoting Strengths with Adolescent Sexual Offenders. In Calder, M.C. (Ed.), *Working with children and young people who sexually abuse: Taking the field forward* (pp. 53-64). Dorset, UK: Russell House.

Malliona, J. S., Wood, J. L., & Mallion, A. (2020). Systematic review of 'Good Lives' assumptions and interventions. *Aggression and Violent Behavior, 55*, 1-17. Doi: 10.1016/j.avb.2020.101510.

Mann, R. E., Webster, S. D., Schofield, C., & Marshall, W. L. (2004). Approach versus avoidance goals in relapse prevention with sexual offenders. *Sexual Abuse: A Journal of Research and Treatment, 16*, 65-75.

Serie, C. M. B., Van Damme, L., Pleysier, S., De Ruiter, C. & Put, J. (2021). The relationship between primary human needs of the Good Lives Model (GLM) and subjective well-being in adolescents: A multi-level meta-analysis. *Aggression and Violent Behavior, 61*, 1-18. Doi: 10.1016/j.avb.2021.101651

Wilson, R. J. & Yates, P. M. (2009). Effective interventions and the Good Lives Model: Maximizing treatment gains for sexual offenders. *Aggression and Violent Behavior, 14*, 157-161.

26) Positive Psychology

Linley P. A. and Joseph, S. (Eds.). (2004). *Positive psychology in practice*. Hoboken, NJ: Wiley.

Seligman, M. E. P., Steen, T. A., Park, N. and Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. *American Psychologist, 60*(5), 410-421.

Snyder, C. R. & Lopez, S. J. (Eds.) (2009). *Oxford handbook of positive psychology*. Oxford: Oxford University Press.

27) Developmental Assets

Benson, P. L. (2006). *All kids are our kids: What communities must do to raise caring and responsible children and adolescents* (2nd Ed). San Francisco: Jossey-Bass.

Search Institute: www.search-institute.org 40 Developmental Assets

28) Basic Helping & Interviewing Skills

Egan, G. (2006). *Essentials of skilled helping: Managing problems, developing opportunities*. Belmont, CA: Thomson Wadsworth.

Cormier, S., Nurius, P.S., & Osborn, C.J. (2013). *Interviewing and change strategies for helpers* (7th ed.) Belmont, CA: Brooks/Cole.

Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3rd edition). Guilford Press.

29) Multiple Intelligence

Gardner, H. (1999). *Intelligence reframed: Multiple intelligence for the 21st century*. New York: BasicBooks.

Kornhaber, M., Fierros, E., & Veenema, S. (2004). *Multiple Intelligences: Best ideas from research and practice*. Boston: Pearson/ Allyn & Bacon.

Weber, E. (2005). *MI strategies in the classroom and beyond: Using roundtable learning*. Boston: Pearson/Allyn & Bacon.

30) Holistic (Biopsychosocial & Ecological Model)

Bronfenbrenner, U. (2001). The bioecological theory of human development. In N. J. Smelser & P.B. Baltes (Eds.), *International encyclopedia of the social and behavioral sciences* (Vol. 10, pp. 6963-6970). New York: Elsevier.

Dodge, K. A., & Pettit, G. S. (2003). A biopsychosocial model of the development of chronic conduct problems in adolescence. *Developmental Psychology, 39* (2),

Revised Sept 2023

349-371.

Leversee, T. & Powell, K. M. (2017). Beyond risk management to a more holistic model for treating adolescents who have engaged in sexually abusive behavior. In B. Schwartz (Ed.), *Sexually Abusive Behavior in Youth: A Handbook of Theory, Assessment, and Treatment (20:1-37)*. Kingston, NJ: Civic Research Institute.

31) Respectful Language/ Being Sensitive to Labels

American Psychological Association (2010). *Publication manual of the American Psychological Association (6th ed.)*, pp. 72. Washington, DC: APA.

Cuttler, C. & Ryckman, M. (2019). Don't call me delusional: Stigmatizing effects of noun labels on people with mental disorders. *Stigma & Health, 4*(2), 118-125 <https://doi.org/10.1037/sah0000132>

Harris, A. J. & Socia, K. M. (2016). What's in a name? Evaluating the effects of the "sex offender" label on public opinions and beliefs. *Sexual Abuse: A Journal of Research and Treatment, 28*(7), 660-678. DOI: 10.1177/1079063214564391

Jensen, M. E., Pease, E. A., Lanbert, K., Hickman, D. R., Robinson, O, McCoy, K. T., ...& Kenerson King, J. (2013). Championing person-first language: A call to psychiatric mental health nurses. *Journal of the American Psychiatric Nurses Association, 19*(3), 146-151.

Willis, G. M. (2018). Why call someone by what we don't want them to be? The ethics of labeling in forensic/correctional psychology. *Psychology, Crime, & Law, 1*-17.

Willis, G. M., Ackerman, A., & Prescott, D. (2018). Person-first language: Establishing a culture that transcends labels. *SAJRT Blog, May 2*.

Willis, G. M. & Letourneau, E. J. (2018). Promoting accurate and respectful language to describe individuals and groups. *Sexual Abuse, 30*(5), 480-483.

32) Adverse Childhood Experiences (ACE-Responsive) Info

Anda, R. F. & Felitti, V. J. (2003). Origins and essence of the study. *ACE Reporter, 1*(1), 1-4.

Arvidson, J., Kinniburgh, K., Howard, K., Spinazzola, J., Strothers, H. Evans, M. Andres, B. Cohen, C. & Blaustein, M. E. (2011). Treatment of complex trauma in young children: Developmental and cultural considerations in application of the ARC intervention model. *Journal of Child & Adolescent Trauma, 4*, 34-51.

Baglivio, M. T., Epps, N., Swartz, K., Sayedul Huq, M., Sheer, A., & Hardt, N. S. (2014). The prevalence of adverse childhood experiences (ACE) in the lives of juvenile offenders. *OJJDP Journal of Juvenile Justice, 3*(2), 1-18.

Carlson, J. S., Yohannan, J., Darr, C. L., Turley, M. R., Larez, N. A., & Perfect, M. M. (2018). Prevalence of adverse childhood experiences in school-aged youth: A systematic review (1990-2015). *International Journal of School & Educational Psychology, https://doi.org/10.1080/21683603.2018.1548397*.

Clancy, S. A. (2009). *The trauma myth: The truth about the sexual abuse of children- and its aftermath*. New York: Basic Books.

Craig, J. M., Piquero, A. R., Farrington, D. P., & Ttofi, M. M. (2017). A little early risk goes a long way: Adverse childhood experiences and life-course offending in the Cambridge study. *Journal of Criminal Justice, 53*, 34-45. Doi.org/10.1016/j.jcrimjus.2017.09.005

Fox, B. H., Perez, N., Cass, E., Baglivio, M. T., & Epps, N. (2015). Trauma changes everything: Examining the relationship between adverse childhood experiences and serious, violent, and chronic juvenile offenders. *Child Abuse & Neglect, 46*, 163-173.

Crouch, E., Probst, J. C., Radcliff, E., Bennett, K. J., & Hunt McKinney, S. (2019). Prevalence of adverse childhood experiences (ACEs) among US children. *Child Abuse & Neglect, 92*, 209-218.

Jespersen, A.F., Lalumiere, M. L., Seto, M. C. (2009). Sexual abuse history among adult sex offenders and non-sex offenders: A meta-analysis. *Child Abuse & Neglect, 33*, 179-192.

Levenson, J. S., Willis, G. M. & Prescott, D. S. (2015). Adverse childhood experiences in the lives of female sex offenders: *Sexual Abuse: A Journal of Research and Treatment, 27*(3), 258-283. doi:10.1177/1079063214544332.

Levenson, J. S., Willis, G. M. & Prescott, D. S. (2016). Adverse childhood experiences in the lives of male sex offenders: Implications for trauma-informed care. *Sexual Abuse: A Journal of Research and Treatment, 28*(4), 340-359. doi:10.1177/1079063214535819.

Reavis, J. Looman, J., Franco, K. & Rojas, B. (2013). Adverse childhood experiences and adult criminality: How long must we live before we possess our own lives? *The Permanente Journal, 17*, 44-48.

Turner, D., Wolf, A. J., Barra, S., Muler, M., Gregorio Hertz, P., Huss, M., Tuscher, O., & Retz, W. (2020). The association between adverse childhood experiences and mental health problems in young offenders. *European Child & Adolescent Psychiatry, https://doi.org/10.1007/s00787-020-01608-2*.

Walsh, K., Blaustein, M., Knight, W. G., Spinazzola, J., van der Kolk, B. A. (2007). Resiliency factors in the relation between childhood sexual abuse and adulthood sexual assault in college-age women. *Journal of Child Sexual Abuse, 16*(1), 1-17.

Wampold, B. E., Imel, Z. E., Laska, K. M., Benish, S., Miller, S. D., Fluckiger, C., Del Re, A. C., Beardseth, T. P., & Budge, S. (2010). Determining what works in the treatment of PTSD. *Clinical Psychology Review, 30*, 923-933.

Weir, K. (2011). The exercise effect. *APA Monitor on Psychology*, 42(11), 48-52.

33) Positive Outcomes linked to past adversity and/or trauma (e.g., Post Traumatic Growth, Steeling Effects)

Collier, L. (2016). Growth after Trauma. *Monitor on Psychology*, 47(10), 48-52.

Frazier, P.A. & Berman, M. I. (2008). Posttraumatic growth following sexual assault. In S. Joseph & P.A. Linley (Eds.), *Trauma, recovery, and growth: Positive psychological perspectives on posttraumatic stress* (pp. 161-181). Hoboken, NJ: John Wiley & Sons.

Holtge, J., McGee, S. L., Maercker, A., & Thoma, M. V. (2018). A salutogenic perspective on adverse experiences: The curvilinear relationship of adversity and well-being. *European Journal of Health Psychology*, 25(2), 53-69.

Joseph, S. & Butler, L. D. (2010). Positive changes following adversity. *PTSD Research Quarterly*, 21(3), 1-8.

Meyerson, D. A., Grant, K. E., Smith-Carter, J., & Kilmer, R. P. (2011). Posttraumatic growth among children and adolescents: A systematic review. *Clinical Psychology Review*, 31, 949-964.

Schaefer, L. M., Howell, K. H., Schwartz, L. E., Bottomley, J. S., & Crossnine, C. B. (2018). A concurrent examination of protective factors associated with resilience and posttraumatic growth following childhood victimization. *Child Abuse & Neglect*, 85, 17-27.

Seery, M. D. (2011). Resilience: A silver lining to experiencing adverse life events? *Current Directions in Psychological Science*, 20(6), 390-394.

Seery, M. D., Leo, R. J., Lupien, S. P., Kondrak, C. L., & Almonte, J. L. (2013). An upside to adversity? Moderate cumulative lifetime adversity is associated with resilient responses in the face of controlled stressors. *Psychological Science*, 24(7), 1181-1189.

Tedeschi, R. G. & Kilmer R. P. (2005). Assessing strengths, resilience, and growth to guide clinical interventions. *Professional Psychology: Research and Practice*, 36(3), 230-237.

34) Trauma/ Anxiety Self Help Websites

Child Trauma Academy (Bruce Perry's website): www.childtrauma.org

National Center for Children Exposed to Violence: <http://www.ncccev.org/>

National Center for Victims of Crime: <http://www.ncvc.org>

<http://www.apa.org/pi/families/resources/task-force/child-trauma.aspx>

35) Attachment & Interventions

Biglan, A., Flay, B.R., Embry, D.D., & Sandler, I.N. (2012). The critical role of nurturing environments for promoting human well-being. *American Psychologist*, 67(4), 257-271.

Bowlby, J. (1988). *A secure base: Parent-child attachment and healthy human development*. New York: Basic Books.

Creeden, K.J. (2009). How trauma and attachment can impact neurodevelopment: Informing our understanding and treatment of sexual behavior problems. *Journal of Sexual Aggression*, 15(3), 261-273.

Dozier, M., Lindhiem, O., Lewis, E., Bick, J., Bernard, K., & Peloso, E. (2009). Effects of a foster parent training program on young children's attachment behaviors: Preliminary evidence from a randomized clinical trial. *Child and Adolescent Social Work Journal*, 26, 321-332.

36) Prevention of Child Abuse, Cycle of Abuse, & Intimate Partner Violence

Assink, M., van der Put, C. E., Meeuwse, M. W. C. M., de Jong, N. M., Oort, F. J., Stams, G. J. J. M., & Hoeve, M. (2019). Risk factors for child sexual abuse victimization: A meta-analytic review. *Psychological Bulletin*, <http://dx.doi.org/10.1037/bu10000188>.

Craig, E. (2021). Teaching safeguarding through books: A content Analysis of child sexual abuse prevention books. *Journal of Child Sexual Abuse*, 1-19, <https://doi.org/10.1080/10538712.2021.1985672>

Kenny, M. C. & Wurtele, S. K. (2012). Preventing childhood sexual abuse: An ecological approach. *Journal of Child Sexual Abuse*, 21, 361-367. DOI: 10.1080/10538712.2012.675567

Mendelson, T. & Letourneau, E. J. (2015). Parent-focused prevention of child sexual abuse. *Prevention Science*, 16, 844-852.

Meng, X., Fleury, M-J., Xiang, Y-T, Li, M., & D'Arcy, C. (2018). Resilience and protective factors among people with a history of child maltreatment: A systematic review. *Social Psychiatry and Psychiatric Epidemiology*, 53, 453-475.

Ridings, L. E., Beasley, L. O., & Silovsky, J. F. (2017). Consideration of risk and protective factors for families at risk for child maltreatment: An intervention approach. *Journal of Family Violence*, 32, 179-188.

Rudolph, J., Zimmer-Gembeck, M. J., Shanley, D. C., & Hawkins, R. (2018). Child sexual abuse prevention opportunities: Parenting, programs, and the reduction of risk. *Child Maltreatment*, 23(1), 96-106.

- Tharp, A. T., DeGue, S., Valle, L. A., Brookmeyer, K. A., Massetti, G. M., & Matjasko, J. L. (2012). A systematic qualitative review of risk and protective factors for sexual violence perpetration. *Trauma, Violence, & Abuse*, 1-35.
- Whitaker, D. J., Murphy, C. M., Eckhardt, C. I., Hodges, A. E., & Cowart, M. (2013). Effectiveness of primary prevention efforts for intimate partner violence. *Partner Abuse*, 4(2), 175-195.
- Wright, K. A., Turanovic, J. J., O'Neal, E. N., Morse, S. J., & Booth, E. T. (2019). The cycle of violence revisited: Childhood victimization, resilience, and future violence. *Journal of Interpersonal Violence*, 34(6), 1261-1286.
- Wurtele, S. K. & Kenny, M. C. (2010). Partnering with parents to prevent childhood sexual abuse. *Child Abuse Review*, 19, 130-152. DOI: 10.1002/car.1112.
- Wurtele, S. K. & Kenny, M. C. (2011). Normative sexuality development in childhood: Implications for developmental guidance and prevention of childhood sexual abuse. *Counseling and Human Development*, 43(9), 1-24.
- Yoon, S. (2018). Fostering resilient development: Protective factors underlying externalizing trajectories of maltreated children. *Journal of Child and Family Studies*, 27, 443-452.

37) Safe, Stable, Nurturing Relationships (SSNR)

- Herrenkohl, T. I., Klika, J. B., Brown, E. C., Herrenkohl, R. C., & Leeb, R. T. (2013). Tests of the mitigating effects of caring and supportive relationships in the study of abusive disciplining over two generations. *Journal of Adolescent Health*, 53, S18-S24.
- Jaffee, S.R., Bowes, L., Ouellet-Morin, I., Fisher, H. L., Moffitt, T. E., Merrick, M.T., & Arseneault, L. (2013). Safe, stable, nurturing relationships break the intergenerational cycle of abuse: A prospective nationally representative cohort of children in the United Kingdom. *Journal of Adolescent Health*, 53, S4-S10.
- Jaffee, S.R., Takizawa, R., & Arseneault, L. (2017). Buffering effects of safe, supportive, and nurturing relationships among women with childhood histories of maltreatment. *Psychological Medicine*, 47, 2628-2639.
- Litrownik, A. J. (2013). Advances in understanding intergenerational transmission of parenting practices and the role of safe, stable, and nurturing relationships: Comments on a promising approach, practical application, and some cautions (Commentary). *Journal of Adolescent Health*, 53, S42-S43.
- Schofield, T.J., Lee, R.D., & Merrick, M.T. (2013). Safe, stable, nurturing relationships as a moderator of intergenerational continuity of child: A meta-analysis. *Journal of Adolescent Health*, 53, S32-S38.
- Thornberry, T. P., Henry, K. L., Smith, C. A., Ireland, T.O., Greenman, S. J., & Lee, R. D. (2013). Breaking the cycle of maltreatment: The role of safe, stable, nurturing relationships. *Journal of Adolescent Health*, 53, S25-S31.
- Turner, H. A., Merrick, M. T., Finkelhor, D., Hamby, S., Shattuck, A., & Henly, M. (Sept 2017). The prevalence of safe, stable, nurturing relationships among children and adolescents. *OJJDP Juvenile Justice Bulletin*.
- https://www.cdc.gov/violenceprevention/pdf/cm_strategic_direction--long-a.pdf
<https://www.cdc.gov/violenceprevention/pdf/ssnrs-for-parents.pdf>
<https://www.cdc.gov/violenceprevention/childabuseandneglect/essentials.html>

38) Enhancing Openness/ Reducing Defensiveness

- Walton, J. S. (2019). The evolutionary basis of belonging: Its relevance to denial of offending and labelling those who offend. *Journal of Forensic Practice*, 21(4), 202-211.
- Wenzel, M., Woodyatt, L., & Mclean, B. (2020). The effects of moral/social identity threats and affirmations on psychological defensiveness following wrongdoing. *British Journal of Social Psychology*, 59, 1062-1081.

39) Well-Being: Character Strengths/ Personality Qualities

- Anglim, J., Horwood, S., Smillie, L. D., Marrero, R. J., & Wood, J. K. (2020). Predicting psychological and subjective well-being from personality: A meta-analysis. *Psychological Bulletin*, 146(4), 279-323. <http://dx.doi.org/10.1037/bul0000226>
- Sun, J., Kaufman, S. B., & Smillie, L. D. (2018). Unique association between big five personality aspects and multiple dimensions of well-being. *Journal of Personality*, 86(2), 158-172.

40) Sociocultural Responsiveness

- Aguiar, L. N., Shearin, J., Wamnuga-Win (Kiva Sam), & Mojica, K. (2021). Indigenous youth in schools: Consequences of colonialism and advocating for a better future. *Communiqué*, 50(1), pp. 1, 26-28, 30.
- Andoh, E. (April/May 2021). Psychology's urgent need to dismantle racism. *APA Monitor on Psychology*, 38-45.
- Gone, J. P., Hartmann, W. E., Pomerville, A., Wendt, D. C., Klem, S. H., & Burrage, R. L. (2019). The impact of historical trauma on health outcomes for indigenous populations in the USA and Canada: A systematic review. *American Psychologist*, 74(1), 20-35.
- Skewes, M. C. & Blume, A. W. (2019). Understanding the link between racial trauma and substance abuse among American Indians. *American Psychologist*, 74(1), 88-100.

Thomas, D. Mitchell, T., & Arseneau, C. (2015). Re-evaluating resilience from individual vulnerabilities to strength of cultures and collectives among indigenous communities. *Resilience*, doi: 10.1080/21693293.2015.1094174

Umaña-Taylor, A. J., & Hill, N. E. (2020). Ethnic-racial socialization in the family: A decade's advance on precursors and outcomes. *Journal of Marriage and Family*, 82, 244-271. Doi: 10.1111/jomf.12622.

Umaña-Taylor, A. J., Kornienko, O., Douglass Bayless, S., & Updegraff, K. A. (2018). A universal intervention program increases ethnic-racial identity exploration and resolution to predict adolescent psychosocial functioning one year later. *Journal of Youth & Adolescence*, 47, 1-15. doi: 10.1007/s10964-017-0766-5

Weir, K. (June 2021). Raising anti-racists children. *APA Monitor on Psychology*, 53-61.

41) Empathy

Abramson, A. (2021). Cultivating empathy: Psychologists' research offers insight into why it's so important to practice the "right" kind of empathy, and how to grow these skills. *APA Monitor on Psychology* (Nov/Dec 2021), 44-52.

Aslan, D. & Koksal Akyol, A. (2020). Impact of an empathy training program on children's perspective-taking abilities. *Psychological Reports*, 123(6), 2394-2409.

Bensalah, L., Caillies, S., & Anduze, M. (2016). Links among cognitive empathy, theory of mind, and affective perspective taking by young children. *The Journal of Genetic Psychology*, 177(1), 17-31. <http://dx.doi.org/10.1080/00221325.2015.1106438>

Buffone, A. E. K., Poulin, M., Delury, S., Ministero, L., Morrison, C., & Scalco, M. (2017). Don't walk in her shoes! Different forms of perspective taking affect stress physiology. *Journal of Experimental Social Psychology*, 72, 161-168.

Cappadocia, M. C., Pepler, D., Cummings, J. G., & Graig, W. (2012). Individual motivations and characteristics associated with bystander intervention during bullying episodes among children and youth. *Canadian Journal of School Psychology*, 27(3), 201-216.

Daniel, E., Dys, S. P., Buchmann, M., & Malti, T. (2014). Developmental relations between sympathy, moral emotion attributions, moral reasoning, and social justice values from childhood to early adolescence. *Journal of Adolescence*, 37, 1201-1214.

Spinrad, T. L. & Gal, D. E. (2018). Fostering prosocial behavior and empathy in young children. *Current Opinion in Psychology*, 20, 40-44.

42) Self-Care & Burnout Prevention

Collins, M. H. & Cassill, C. K. (2021). Psychological wellness and self-care: An ethical and professional imperative. *Ethics & Behavior*, 1-13. <https://doi.org/10.1080/10508422.2021.1971526>

O'Connor, K., Muller Neff, D., & Pitman, S. (2018). Burnout in mental health professionals: A systematic review and meta-analysis of prevalence and determinants. *European Psychiatry*, 53, 74-99. doi:10.1016/j.eurpsy.2018.06.003

Rupert, P. A. & Dorociak, K. E. (2019). Self-care, stress, and well-being among practicing psychologists. *Professional Psychology: Research and Practice*, 50(5), 343-350. <http://dx.doi.org/10.1037/pro0000251>

43) Hope & Self-Efficacy (Growth Mindset; Internal Locus of Control; Optimism)

Burnette, J. L., Billingsley, J., Banks, G. C., Knouse, L. E., Hoyt, C. L., Pollack, J. M., & Simon, S. (2022). A systematic review and meta-analysis of growth mindset interventions: For whom, how, and why might such interventions work? *Psychological Bulletin*. Advance online publication. <https://doi.org/10.1037/bul0000368>

Burnette, J. L., Knouse, L. E., Vavra, D. T., O'Boyle, E., & Brooks, M. A. (2020). Growth mindsets and psychological distress: A meta-analysis. *Clinical Psychology Review*, 77, 1-13.

44) Character Strengths

Cipriano, C., Strambler, M. J., Naples, L. H., Ha, C., Kirk, M., Wood, M., Sehgal, K., Zieher, A. K., Eveleigh, A., McCarthy, M., Funaro, M., Ponnock, A., Chow, J. C., & Durlak, J. (2023). The state of evidence for social and emotional learning: A contemporary meta-analysis of universal school-based SEL interventions. *Child Development*, 1-24, DOI: 10.1111/cdev.13968

Littman-Ovadia, H. & Freidlin, P. (2020). Positive psychopathology and positive functioning: OCD, flourishing and satisfaction with life through the lens of character strength underuse, overuse, and optimal use. *Applied Research in Quality of Life*, 15(2), 529-549. DOI: 10.1007/s11482-018-9701-5.

Sun, J., Kaufman, S. B., & Smillie, L. D. (2018). Unique association between big five personality aspects and multiple dimensions of well-being. *Journal of Personality*, 86(2), 158-172.

Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects. *Child Development*, 88(4), 1156-1171. DOI: 10.1111/cdev.12864