

References

- Allgaier, K., Zettler, I., Wagner, W., Püttmann, S., & Trautwein, U. (2015). Honesty–humility in school: Exploring main and interaction effects on secondary school students' antisocial and prosocial behavior. *Learning and Individual Differences, 43*, 211 – 217.
<https://doi.org/10.1016/j.lindif.2015.08.005>
- 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>
- Austin, J. L., & Bevan, D. (2011). Using differential reinforcement of low rates to reduce children's requests for teacher attention. *Journal of applied behavior analysis, 44*(3), 451–461.
<https://doi.org/10.1901/jaba.2011.44-451>
- Bartley, C. E., & Roesch, S. C. (2011). Coping with Daily Stress: The Role of Conscientiousness. *Personality and individual differences, 50*(1), 79–83.
<https://doi.org/10.1016/j.paid.2010.08.027>
- Bokkel, I. M., Roorda, D. L., Maes, M., Verschueren, K., & Colpin, H. (2023). The role of affective teacher–student relationships in bullying and peer victimization: A multilevel meta-analysis. *School Psychology Review, 52*(2), 110-129.
<https://doi.org/10.1080/2372966X.2022.2029218>
- Boele, S., Van der Graaff, J., de Wied, M., Van der Valk, I. E., Crocetti, E., & Branje, S. (2019). Linking Parent-Child and Peer Relationship Quality to Empathy in Adolescence: A Multilevel Meta-Analysis. *Journal of youth and adolescence, 48*(6), 1033–1055.
<https://doi.org/10.1007/s10964-019-00993-5>
- Bowman-Perrott, L., Burke, M. D., Zaini, S., Zhang, N., & Vannest, K. (2016). Promoting positive behavior using the Good Behavior Game: A meta-analysis of single-case research. *Journal of Positive Behavior Interventions, 18*(3), 180–190.
<https://doi.org/10.1177/1098300715592355>
- 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.
- Briesch, A. M., Briesch, J. M., & Chafouleas, S. M. (2015). Investigating the usability of classroom management strategies among elementary schoolteachers. *Journal of Positive Behavior Interventions, 17*, 5–14. <https://doi.org/10.1177/1098300714531827>
- Burton, S., Raposa, E. B., Poon, C. Y. S., Stams, G. J. J. M., & Rhodes, J. (2022). Cross-age peer mentoring for youth: A meta-analysis. *American Journal of Community Psychology, 70*, 211–227. <https://doi.org/10.1002/ajcp.12579>

Byerly, H., Balmford, A., Ferraro, P. J., Wagner, C. H., Palchak, E., Polasky, S., Ricketts, T. H., Schwartz, A. J., & Fisher, B. (2018). Nudging pro-environmental behavior: evidence and opportunities. *Frontiers in Ecology and the Environment*, 16(3), 159-168. <https://doi.org/10.1002/fee.1777>

Carbonero, M. A., Martín-Antón, L. J., Otero, L., & Monsalvo, E. (2017). Program to Promote Personal and Social Responsibility in the Secondary Classroom. *Frontiers in psychology*, 8, 809. <https://doi.org/10.3389/fpsyg.2017.00809>

Casey, B., Jones, R. M., & Somerville, L. H. (2011). Braking and Accelerating of the Adolescent Brain. *Journal of research on adolescence : the official journal of the Society for Research on Adolescence*, 21(1), 21–33. <https://doi.org/10.1111/j.1532-7795.2010.00712.x>

Christensen, K. M., Hagler, M. A., Stams, G.-J., Raposa, E. B., Burton, S., & Rhodes, J. E. (2020). Non-specific versus targeted approaches to youth mentoring: A follow-up meta-analysis. *Journal of Youth and Adolescence*, 49, 959–972. <https://doi.org/10.1007/s10964-020-01233-x>

Cihak, D. F., Kirk, E. R., & Boon, R. T. (2009). Effects of class-wide positive peer “Tootling” to reduce the disruptive classroom behaviors of elementary students with and without disabilities. *Journal of Behavioral Education*, 18(4), 267–278. <https://doi.org/10.1007/s10864-009-9091-8>

Cui, R., Gujral, S., Galfalvy, H., & Szanto, K. (2022). 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. *The American Journal of Geriatric Psychiatry*, 30(4), 527–532. <https://doi.org/10.1016/j.jagp.2021.08.014>

Curry, O. S., Rowland, L. A., Van Lissa, C. J., Zlotowitz, S., McAlaney, J., & Whitehouse, H. (2018). Happy to help? A systematic review and meta-analysis of the effects of performing acts of kindness on the well-being of the actor. *Journal of Experimental Social Psychology*, 76, 320-329.

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.

Domhardt, M., Münzer, A., Fegert, J. M., & Goldbeck, L. (2015). Resilience in survivors of child sexual abuse: A systematic review of the literature. *Trauma, Violence, & Abuse*, 16(4), 476-493.

Dreyfuss, M., Caudle, K., Drysdale, A. T., Johnston, N. E., Cohen, A. O., Somerville, L. H., Galván, A., Tottenham, N., Hare, T. A., & Casey, B. J. (2014). Teens impulsively react rather than retreat from threat. *Developmental Neuroscience*, 36(3-4), 220 – 227. <https://doi.org/10.1159/000357755>

DuPaul, G. J., Evans, S. W., Mautone, J. A., Owens, J. S., & Power, T. J. (2020). Future

Directions for Psychosocial Interventions for Children and Adolescents with ADHD. *Journal of clinical child and adolescent psychology: the official journal for the Society of Clinical Child and Adolescent Psychology, American Psychological Association, Division 53*, 49(1), 134–145. <https://doi.org/10.1080/15374416.2019.1689825>

DuPaul, G. J., Weyandt, L. L., & Janusis, G. M. (2011). ADHD in the classroom: Effective intervention strategies. *Theory into practice*, 50(1), 35-42.

Edwards, J. K., Young, A., & Nikels, H. J. (Eds.). (2017). Handbook of strengths-based clinical practices: Finding common factors. New York, NY: Routledge.

Endedijk, H. M., Breeman, L. D., van Lissa, C. J., Hendrickx, M. M. H. G., den Boer, L., & Mainhard, T. (2022). The teacher's invisible hand: A meta-analysis of the relevance of teacher–student relationship quality for peer relationships and the contribution of student behavior. *Review of Educational Research*, 92(3), 370–412. <https://doi.org/10.3102/00346543211051428>

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>

Fang, Y., Dong, Y. & Fang, L. (2019). Honesty-humility and prosocial behavior: The mediating roles of perspective taking and guilt-proneness. *Scandinavian Journal of Psychology*, 60, 386-393.

Farrington, D. P., Ttofi, M. M., Piquero, A. R. (2016). Risk, promotive, and protective factors in youth offending: Results from the Cambridge study in delinquent development. *Journal of Criminal Justice*, 45, 63-70.

Flook, L., Goldberg, S. B., Pinger, L., & Davidson, R. J. (2015). Promoting prosocial behavior and self-regulatory skills in preschool children through mindfulness-based kindness curriculum. *Developmental Psychology*, 51(1), 44-51.

Fudge, D. L., Skinner, C. H., Williams, J. L., Cowden, D., Clark, J., & Bliss, S. L. (2008). Increasing on-task behavior in every student in a second-grade classroom during transitions: Validating the color wheel system. *Journal of School Psychology*, 46(5), 575–592. <https://doi.org/10.1016/j.jsp.2008.06.003>

Gloria, C. T., & Steinhardt, M. A. (2016). Relationships among positive emotions, coping, resilience and mental health. *Stress and health: Journal of the International Society for the Investigation of Stress*, 32(2), 145–156. <https://doi.org/10.1002/smi.2589>

Griese, E. R. & Buhs, E. S. (2014). Prosocial behavior as a protective factor for children's peer victimization. *Journal of Youth & Adolescence*, 43, 1052-1065.

Griffith, C. A., Hirsch, S. E., & Burns, T. (2022). Implementing functional assessment-based interventions in secondary settings: strategies for overcoming barriers. *Teaching Exceptional Children*, 55(1), 6-16. <https://doi.org/10.1177/00400599211029675>

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. <https://doi.org/10.1111/camh.12281>

Hamby, S., Grych, J., & Banyard, V. (2018). Resilience portfolios and poly-strengths: Identifying protective factors associated with thriving after adversity. *Psychology of Violence*, 8(2), 172–183. <https://doi.org/10.1037/vio0000135>

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.

Iznardo, M., Ryan, J., Rogers, M., McKibbin, S., Piers, L., & Hogan, T. (2023). Examining resiliency in children with learning disabilities and co-occurring ADHD symptoms: The protective role of a close teacher-student relationship. *Learning Disabilities: A Contemporary Journal*, 21(1), 1-16.

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.

Jacquett, C., Skinner, C. H., Moore, T., Ryan, K., McCurdy, M., & Cihak, D. (2020). Interdependent group rewards: Rewarding on-task behavior versus academic performance in an eighth-grade classroom serving students with emotional and behavioural disorders. *Behavior Disorders*, 46(4), 238–252. <https://doi.org/10.1177/0198742920934006>

Jeong, Y. & Copeland, S.R. (2020). Comparing functional behavior assessment-based interventions and non-functional behavior assessment-based interventions: A systematic review of outcomes and methodological quality of studies. *Journal of Behavioral Education*, 29, 1–41. <https://doi.org/10.1007/s10864-01909355-4>

Jolliffe, D., Farrington, D. P., Loeber, R., & Pardini, D. (2016). Protective factors for violence: Results from the Pittsburgh Youth Study. *Journal of Criminal Justice*, 45, 32-40.

Karver, M. S., De Nadai, A. S., Monahan, M., & Shirk, S. R. (2018). Meta-analysis of the prospective relation between alliance and outcome in child and adolescent psychotherapy. *Psychotherapy (Chicago, Ill.)*, 55(4), 341–355. <https://doi.org/10.1037/pst0000176>

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>

Kenrick, D. T., & Griskevicius, V. (2013). *The rational animal: How evolution made us smarter than we think*. Basic Books.

Kirkpatrick, B. A., Gibbons, S., Daniels, S., Taylor, K. L. H., McCurdy, M., & Skinner, C. H. (2019). Tootling in a third-grade after-school classroom: Decreasing antisocial interactions in at-risk students. *Journal of Positive Behavior Interventions*, 21, 228–239. <https://doi.org/10.1177/1098300719851226>

Kramer, A. D., Guillory, J. E., & Hancock, J. T. (2014). Experimental evidence of massive-scale emotional contagion through social networks. *Proceedings of the National Academy of Sciences of the United States of America*, 111(24), 8788–8790. <https://doi.org/10.1073/pnas.1320040111>

Lambert, A. M., Tingstrom, D. H., Sterling, H. E., Dufrene, B. A., & Lynne, S. (2015). Effects of Tootling on class-wide disruptive and appropriate behavior of upper-elementary students. *Behavior Modification*, 39(3), 413–430. <https://doi.org/10.1177/0145445514566506>

Langton, C. M., & Worling, J. R. (Eds.) (2015). Special issue: Protective factors. *Sexual Abuse: A Journal of Research and Treatment*, 27(1), 1–142.

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. <https://doi.org/10.3389/fpsyg.2017.02288>

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. 191-232). Kingston, NJ: Civic Research Institute.

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.

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(3), 283–298. <https://doi.org/10.1007/s10567-013-0163-x>

Littman-Ovadia, H. & Freidlin, P. (2019). 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*, <https://doi.org/10.1007/s11482-018-9701-5>.

Lum, J. D. K., Radley, K. C., Tingstrom, D. H., Dufrene, B. A., Olmi, S. J., & Wright, S. J. (2019). Tootling with a randomized independent group contingency to improve high school class-wide behavior. *Journal of Positive Behavior Interventions*, 21(2), 93–105. <https://doi.org/10.1177/1098300718792663>

- Lum, J. D. K., Tingstrom, D. H., Dufrene, B. A., Radley, K. C., & Lynne, S. (2017). Effects of Tootling on class-wide disruptive and academically engaged behavior of general education high school students. *Psychology in the Schools*, 54(4), 370–384. <https://doi.org/10.1002/pits.22002>
- Malliona, J. S., Wood, J. L., & Mallion, A. (2020). Systematic review of ‘Good Lives’ assumptions and interventions. *Aggression and Violent Behavior*, 55, 1-17. <https://doi.org/10.1016/j.avb.2020.101510>
- 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.
- Matthys, W., Vanderschuren, L. J., & Schutter, D. J. (2013). The neurobiology of oppositional defiant disorder and conduct disorder: altered functioning in three mental domains. *Development and psychopathology*, 25(1), 193–207. <https://doi.org/10.1017/S0954579412000272>
- Matthys, W., Vanderschuren, L. J., Schutter, D. J., & Lochman, J. E. (2012). Impaired neurocognitive functions affect social learning processes in oppositional defiant disorder and conduct disorder: implications for interventions. *Clinical child and family psychology review*, 15(3), 234–246. <https://doi.org/10.1007/s10567-012-0118-7>
- McHugh, M. B., Tingstrom, D. H., Radley, K. C., Barry, C. T., & Walker, K. M. (2016). Effects of Tootling on class-wide and individual disruptive and academically engaged behavior of lower-elementary students. *Behavioral Interventions*, 31(4), 332–354. <https://doi.org/10.1002/bin.1447>
- Moisan, C., Hébert, M., Fernet, M., Blais, M. & Amédée, L. (2019). Resilience Portfolios and Poly-Strengths: Identifying Strengths Associated with Wellbeing after Adversity. *International Journal of Child and Adolescent Resilience / Revue internationale de la résilience des enfants et des adolescents*, 6(1), 19–35. <https://doi.org/10.7202/1069073ar>
- Myers, D., Freeman, J., Simonsen, B., & Sugai, G. (2017). Classroom Management With Exceptional Learners. *TEACHING Exceptional Children*, 49(4), 223-230. <https://doi.org/10.1177/0040059916685064>
- Neeley, M. E., Schallert, D. L., Mohammed, S. S., Roberts, R. M., Chen, Y-J. (2009). Self-kindness when facing stress: The role of self-compassion, goal regulation, and support in college students’ well-being. *Motivation & Emotion*, 33, 88-97.
- Oakes, W., Lane, K. L., & Hirsch, S. E. (2018). Functional assessment-based interventions: Focusing on the environment and considering function. *Preventing School Failure*, 62(3), 25-36. <https://doi.org/10.1080/1045988X.2017.1326799>
- Ogelman, H. G. & Onder, A. (2019). Emotional regulation strategies for 5-6 year-old children and their levels of resiliency. *Early Child Development and Care*, 1-9. <https://doi.org/10.1080/03004430.2019.1613650>

Olszanowski, M., Wróbel, M., & Hess, U. (2020). Mimicking and sharing emotions: a re-examination of the link between facial mimicry and emotional contagion. *Cognition & emotion*, 34(2), 367–376. <https://doi.org/10.1080/02699931.2019.1611543>

Perez-Gonzalez, A., Guilera, G., Pereda, N., & Jarne, A. (2017). Protective factors promoting resilience in the relation between child sexual victimization and internalizing and externalizing symptoms. *Child Abuse & Neglect*, 72, 393–403

Poon, C. Y. S., Christensen, K. M., & Rhodes, J. E. (2021). A meta-analysis of the effects of mentoring on youth in foster care. *Journal of Youth and Adolescence*, 50, 1741–1756. <https://doi.org/10.1007/s10964-021-01472-6>

Powell, K. M., Rahm-Knigge, R. L., & Conner, B. T. (2020). Resilience Protective Factors Checklist (RPFC): Buffering Childhood Adversity and Promoting Positive Outcomes. *Psychological Reports*. doi.org/10.1177/0033294120950288

Puchalska-Wasyl M. M. (2015). Self-talk: conversation with oneself? On the types of internal interlocutors. *The Journal of psychology*, 149(5), 443–460. <https://doi.org/10.1080/00223980.2014.896772>

Raposa, E. B., Rhodes, J., Stams, G. J. J. M., et al. (2019). The effects of youth mentoring programs: A meta-analysis of outcome studies. *Journal of Youth and Adolescence*, 48, 423–443. <https://doi.org/10.1007/s10964-019-00982-8>

Richardson, R. D., Crewdson, M., Skinner, C. H., Wheat, L. S., & Martinez, J. (2021). Interdependent group-oriented contingencies: Randomly selected components to the rescue. *TEACHING Exceptional Children*. <https://doi.org/10.1177/00400599211006129>

Roberts, B. W., Luo, J., Briley, D. A., Chow, P. I., Su, R., & Hill, P. L. (2017). A systematic review of personality trait change through intervention. *Psychological bulletin*, 143(2), 117–141. <https://doi.org/10.1037/bul0000088>

Robson, D. A., Allen, M. S., & Howard, S. J. (2020). Self-regulation in childhood as a predictor of future outcomes: A meta-analytic review. *Psychological bulletin*, 146(4), 324–354. <https://doi.org/10.1037/bul0000227>

Romer, D., Reyna, V. F., & Satterthwaite, T. D. (2017). Beyond stereotypes of adolescent risk taking: Placing the adolescent brain in developmental context. *Developmental cognitive neuroscience*, 27, 19–34. <https://doi.org/10.1016/j.dcn.2017.07.007>

Rosenthal, R., & Jacobson, L. (1966). Teachers' expectancies: Determinants of pupils' IQ gains. *Psychological Reports*, 19(1), 115–118. <https://doi.org/10.2466/pr0.1966.19.1.115>

Sabina, C., & Banyard, V. (2015). Moving toward well-being: The role of protective factors in violence research. *Psychology of Violence*, 5(4), 337–342. <https://doi.org/10.1037/a0039686>

Sánchez-Alcaraz, B. J., Ocaña-Salas, B., Gómez-Mármol, A., & Valero-Valenzuela, A. (2020). Relationship between school violence, sportspersonship and personal and social responsibility in students. *Apunts Educacion Fisica y Deportes*, 139, 65-72.

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.

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.
<https://doi.org/10.1016/j.avb.2021.101651>

Shine, J. M., O'Callaghan, C., Walpola, I. C., Wainstein, G., Taylor, N., Aru, J., Huebner, B., & John, Y. J. (2022). Understanding the effects of serotonin in the brain through its role in the gastrointestinal tract. *Brain: A Journal of Neurology*, 145(9), 2967–2981.
<https://doi.org/10.1093/brain/awac256>

Skinner, C., Neddenriep, C., Robinson, S., Ervin, R., & Jones, K. (2002). Altering educational environments through positive peer reporting: Prevention and remediation of social problems associated with behavior disorders. *Psychology in the Schools*, 37(3), 191–202.
<https://doi.org/10.1002/pits.10030>

Sottolare, A. L., & Blair, K. C. (2023). Implementation of Check-In/Check-Out to Improve Classroom Behavior of At-Risk Elementary School Students. *Behavioral sciences (Basel, Switzerland)*, 13(3), 257. <https://doi.org/10.3390/bs13030257>

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

Valdebenito, S., Eisner, M., Farrington, D. P., Ttofi, M. M., & Sutherland, A. (2018). School-based interventions for reducing disciplinary school exclusion: a systematic review. *Campbell systematic reviews*, 14(1), i–216. <https://doi.org/10.4073/csr.2018.1>

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.

Werner, K. M., Milyavskaya, M., Klimo, R. & Levine, S. L. (2019). Examining the unique and combined effects of grit, trait self-control, and conscientiousness in predicting motivation for academic goals: A commonality analysis. *Journal of Research in Personality*, 81, 168-175.

Williamson, R. A., Rose Donohue, M., & Tully, E. C. (2013). Learning how to help others: Two-year-olds' social learning of a prosocial act. *Journal of Experimental Child Psychology*, 114, 543-550.

Wright, S., Skinner, C. H., Crewdson, M., Moore, T., McCurdy, M., Coleman, M. B., & Rocconi, L. M. (2022). Using a Tootling intervention to sequentially enhance and maintain at-risk elementary students' performance of multiple social skills. *School Psychology, 37*(3), 248–258. <https://doi.org/10.1037/spq0000499>

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.