# Bibliography

## Learning Resilience domain – Affirm

Albert, D., Chein, J., & Steinberg, L. (2013). The teenage brain: Peer influences on adolescent decision making. *Current Directions in Psychological Science, 22*(2), 114-120.

[https://doi.org/10.1177/0963721412471347](https://psycnet.apa.org/doi/10.1177/0963721412471347)

Australian Government Department of Health (DoH). (2013). A national framework for recovery-oriented mental health services: guide for practitioners and providers: Lesbian, gay, bisexual, transgender and intersex people. Canberra: DoH.

Bessant, J. (2008). Hard wired for risk: Neurological science, ‘the adolescent brain’ and developmental theory. *Journal of Youth Studies*, 11(3), 347-360. <https://doi.org/10.1080/13676260801948387>

Black, D. S., & Fernando, R. (2014). Mindfulness training and classroom behavior among lower-income and ethnic minority elementary school children. *Journal of Child and Family Studies*, 23(7), 1242-1246. <https://doi.org/10.1007/s10826-013-9784-4>

Casey, B.J., Jones, R.M., & Hare, T.A. (2008). The adolescent brain. *Annals of the New York Academy of Sciences*, 1124, 111-126. <https://doi.org/10.1196/annals.1440.010>

Circle of Security (2018). *An early intervention program for parents and children.* <https://www.circleofsecurityinternational.com>

Cherry, K. (2022). *What is self-concept?* Very Well Mind. <https://www.verywellmind.com/what-is-self-concept-2795865>

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2018). Core SEL competencies. Chicago: CASEL. <https://casel.org/core-competencies/>

Dockett, S. & Perry, B. (2014). *Continuity of Learning: A resource to support effective transition to school and school age care.* Canberra, ACT: Australian Government Department of Education. <https://www.education.gov.au/early-childhood/resources/continuity-learning-resource-support-effective-transition-school-and-school-age-care>

Dockett, S., Perry B., & Kearney, E. (2012). Family transitions as children start schools. *Family Matters*, 90, 57-67.

Durlak, J. A., Mahoney, J. L., & Boyle, A. E. (2022). What we know, and what we need to find out about universal, school-based social and emotional learning programs for children and adolescents: A review of meta-analyses and directions for future research. *Psychological Bulletin, 148*(11-12), 765–782. [https://doi.org/10.1037/bul0000383](https://psycnet.apa.org/doi/10.1037/bul0000383)

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: a meta-analysis of school-based universal interventions. *Child development*, *82*(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>

Fuhrmann, D., Knoll, L. J., & Blakemore, S. J. (2015). Adolescence as a Sensitive Period of Brain Development. *Trends in cognitive sciences*, *19*(10), 558–566. <https://doi.org/10.1016/j.tics.2015.07.008>

Gable, S. L., & Haidt, J. (2005). What (and why) is positive psychology? *Review of General Psychology, 9*(2), 103–110. [https://doi.org/10.1037/1089-2680.9.2.103](https://psycnet.apa.org/doi/10.1037/1089-2680.9.2.103)

Gibbons, S., & Telhaj, S. (2016). Peer effects: Evidence from secondary school transition in England. *Oxford Bulletin of Economics and Statistics*, 78(4), 548-575. <https://doi.org/10.1111/obes.12095>

Hirst, M., Jervis, N., Visagie, K., Sojo, V., & Cavanagh, S. (2011). *Transition to primary school: A review of the literature.* Canberra: Australian Government Department of Health and Ageing.

Johnson M. H. (2001). Functional brain development in humans. *Nature reviews. Neuroscience*, *2*(7), 475–483. <https://doi.org/10.1038/35081509>

Kuyken, W., Weare, K., Ukoumunne, O. C., Vicary, R., Motton, N., Burnett, R., Cullen, C., Hennelly, S., & Huppert, F. (2013). Effectiveness of the Mindfulness in Schools Programme: non-randomised controlled feasibility study. *The British journal of psychiatry: the journal of mental science*, *203*(2), 126–131. <https://doi.org/10.1192/bjp.bp.113.126649>

Lester, L., & Cross, D. (2015). The Relationship Between School Climate and Mental and Emotional Wellbeing Over the Transition from Primary to Secondary School. *Psychology of well-being*, *5*(1), 9. <https://doi.org/10.1186/s13612-015-0037-8>

Merry, S., McDowell, H., Hetrick, S., Bir, J., & Muller, N. (2004). Psychological and/or educational interventions for the prevention of depression in children and adolescents. *The Cochrane database of systematic reviews*, (1), CD003380. <https://doi.org/10.1002/14651858.CD003380.pub2>

Meyer I. H. (2003). Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: conceptual issues and research evidence. *Psychological bulletin*, *129*(5), 674–697. <https://doi.org/10.1037/0033-2909.129.5.674>

Morin, A. (2022). *What is growth mindset?* Understood. <https://www.understood.org/en/articles/growth-mindset>

New Zealand Government Education Review Office. (2012). Evaluation at a Glance: Transitions from Primary to Secondary School. Wellington: Education Review Office.

Payton, J. W., Wardlaw, D. M., Graczyk, P. A., Bloodworth, M. R., Tompsett, C. J., & Weissberg, R. P. (2000). Social and emotional learning: a framework for promoting mental health and reducing risk behavior in children and youth. *The Journal of school health*, *70*(5), 179–185. <https://doi.org/10.1111/j.1746-1561.2000.tb06468.x>

Perry, B., Dockett, S., & Petriwskyj, A. (Eds.). (2014). *Transitions to school: International research, policy and practice.* Dordrecht, The Netherlands: Springer.

Rosenstreich, G. (2013). *LGBTI people, mental health and suicide: Briefing paper.* Sydney: National LGBTI Health Alliance.

Sawyer, S. M., Afifi, R. A., Bearinger, L. H., Blakemore, S. J., Dick, B., Ezeh, A. C., & Patton, G. C. (2012). Adolescence: a foundation for future health. *Lancet (London, England)*, *379*(9826), 1630–1640. <https://doi.org/10.1016/S0140-6736(12)60072-5>

Sayers, M., West, S., Lorains, J., Laidlaw, B., Moore, T.G., & Robinson, R. (2012). Starting school: A pivotal life transition for children and their families. *Family Matters*, 90, 45-56.

Tyson, O., Roberts, C., & Kane, R. (2009). Can Implementation of a Resilience Program for Primary School Children Enhance the Mental Health of Teachers? *Journal of Psychologists and Counsellors in Schools,* *19*(2), 116-130. doi:10.1375/ajgc.19.2.116

Waters, L. (2011). A Review of School-Based Positive Psychology Interventions. *The Australian Educational and Developmental Psychologist*, 28, 75-90. <http://dx.doi.org/10.1375/aedp.28.2.75>

Waters, S., Lester, L., & Cross, D. (2014). How does support from peers compare with support from adults as students transition to secondary school?. *The Journal of adolescent health : official publication of the Society for Adolescent Medicine*, *54*(5), 543–549. <https://doi.org/10.1016/j.jadohealth.2013.10.012>

Weare, K. (2010). Mental health and social and emotional learning: Evidence, principles, tensions, balances. *Advances in School Mental Health Promotion*, 3(1), 5-17.

Weare, K., & Nind, M. (2011). Mental health promotion and problem prevention in schools: what does the evidence say?. *Health promotion international*, *26 Suppl 1*, i29–i69. <https://doi.org/10.1093/heapro/dar075>