# Bibliography

## Learning Resilience domain – Embed

#### Early Learning stream

Australian Government Department of Education [AGDE] (2022). Belonging, Being and Becoming: The Early Years Learning Framework for Australia (V2.0). Australian Government Department of Education for the Ministerial Council. <https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf>

Bavelier, D., Green, C. S., & Dye, M. W. G. (2010). Children, wired: For better and for worse. *Neuron*, 67(5), 692–701. <https://doi.org/10.1016/j.neuron.2010.08.035>

Bell, C. C., & McBride, D. F. (2010). Affect regulation and prevention of risky behaviors. *The Journal of the American Medical Association*, 304(5), 565–566. <https://doi.org/10.1001/jama.2010.1058>

Berking, M., & Wupperman, P. (2012). Emotion regulation and mental health: Recent findings, current challenges, and future directions. *Current Opinion in Psychiatry*, 25(2), 128–134. <https://doi.org/10.1097/YCO.0b013e3283503669>

Britto, P. R., Lye, S. J., Proulx, K., Yousafzai, A. K., Matthews, S. G., Vaivada, T., ... & MacMillan, H. (2017). Nurturing care: promoting early childhood development. *Lancet*, 389(10064), 91-102. [https://doi.org/10.1016/S0140-6736(16)31390-3](https://doi.org/10.1016/S0140-6736%2816%2931390-3)

Cahill, H., Beadle, S., Farrelly, A., Forster, R., & Smith, K. (2014). *Building resilience in children and young people.* Melbourne: Victorian State Government Department of Education and Training. <https://www.education.vic.gov.au/documents/about/department/resiliencelitreview.pdf>

Dray, J., Bowman, J., Campbell, E., Freund, M., Wolfenden, L., Hodder, R. K., McElwaine, K., Tremain, D., Bartlem, K., Bailey, J., Small, T., Palazzi, K., Oldmeadow, C., & Wiggers, J. (2017). Systematic Review of Universal Resilience-Focused Interventions Targeting Child and Adolescent Mental Health in the School Setting. *Journal of the American Academy of Child and Adolescent Psychiatry*, *56*(10), 813–824. <https://doi.org/10.1016/j.jaac.2017.07.780>

Garner, P. W. (2010). Emotional competence and its influences on teaching and learning. *Educational Psychology Review*, 22(3), 297–321. [https://doi.org/10.1007/s10648-010-9129-4](https://psycnet.apa.org/doi/10.1007/s10648-010-9129-4)

Goleman, D. (2015). The future of SEL. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning* (pp. 593–596). New York, NY: Guilford Press.

Humphrey, N. (2013). *Social and emotional learning: A critical appraisal.* London, UK: SAGE Publications Limited.

Jones, D. E., Greenberg, M., & Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health*, 105(11), 2283-2290. <https://doi.org/10.2105/AJPH.2015.302630>

Miljević-Riđički, R., Plantak, K., & Bouillet, D. (2017). Resilience in Preschool Children–The Perspectives of Teachers, Parents and Children. *International Journal of Emotional Education*, 9(2), 31-43.

Reavley, N., Bassilos, B., Ryan, S., Schlichthorst, M., & Nicholas, A. (2015). *Interventions to build resilience among young people.* Melbourne, Victoria: Victorian Health Promotion Foundation (VicHealth). <https://www.vichealth.vic.gov.au/sites/default/files/Interventions-to-build-resilience-among-young-people.pdf>

Tollit, M., McDonald, M., Borschmann, R., Bennett, K., von Sabler, M., & Patton. G. (2015). *Epidemiological evidence relating to resilience and young people: A literature review.* Melbourne, Victoria: Victorian Health Promotion Foundation (VicHealth). <https://www.vichealth.vic.gov.au/sites/default/files/Epidemiological-evidence-relating-to-resilience-and-young-people_web.pdf>

West Sussex County Council. (2014). *Children and young people’s emotional resilience evidence review.* West Sussex, UK: UK Government.

#### Primary stream

Bavelier, D., Green, C. S., & Dye, M. W. G. (2010). Children, wired: For better and for worse. *Neuron*, 67(5), 692–701. <https://doi.org/10.1016/j.neuron.2010.08.035>

Bell, C. C., & McBride, D. F. (2010). Affect regulation and prevention of risky behaviors. *The Journal of the American Medical Association*, 304(5), 565–566. <https://doi.org/10.1001/jama.2010.1058>

Berking, M., & Wupperman, P. (2012). Emotion regulation and mental health: Recent findings, current challenges, and future directions. *Current Opinion in Psychiatry*, 25(2), 128–134. <https://doi.org/10.1097/YCO.0b013e3283503669>

Boncu, A., Costea, I., Minulescu M. (2017). A meta-analytic study investigating the efficiency of socio-emotional learning programs on the development of children and adolescents. *Romanian Journal of Applied Psychology.* 2017 2017/12/31:35-41. <https://doi.org/10.24913/rjap.19.2.02>

Britto, P. R., Lye, S. J., Proulx, K., Yousafzai, A. K., Matthews, S. G., Vaivada, T., ... & MacMillan, H. (2017). Nurturing care: promoting early childhood development. *Lancet*, 389(10064), 91-102. [https://doi.org/10.1016/S0140-6736(16)31390-3](https://doi.org/10.1016/S0140-6736%2816%2931390-3)

Cahill, H., Beadle, S., Farrelly, A., Forster, R., & Smith, K. (2014). *Building resilience in children and young people.* Melbourne: Victorian State Government Department of Education and Training. <https://www.education.vic.gov.au/documents/about/department/resiliencelitreview.pdf>

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2024). What is the CASEL Framework? Chicago: CASEL. Retrieved from https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/

Dix, K. L., Slee, P. T., Lawson, M. J., & Keeves, J. P. (2012). Implementation quality of whole-school mental health promotion and students’ academic performance. *Child and Adolescent Mental Health*, 17(1), 45– 51. <https://doi.org/10.1111/j.1475-3588.2011.00608.x>

Dray, J., Bowman, J., Campbell, E., Freund, M., Wolfenden, L., Hodder, R. K., McElwaine, K., Tremain, D., Bartlem, K., Bailey, J., Small, T., Palazzi, K., Oldmeadow, C., & Wiggers, J. (2017). Systematic Review of Universal Resilience-Focused Interventions Targeting Child and Adolescent Mental Health in the School Setting. *Journal of the American Academy of Child and Adolescent Psychiatry*, *56*(10), 813–824. <https://doi.org/10.1016/j.jaac.2017.07.780>

Elbertson, N. A., Brackett, M. A., & Weissberg, R. P. (2010). School-based social and emotional learning (SEL) programming: Current perspectives. In A. Hargreaves, A. Lieberman, M. Fullan, & D. Hopkins (Eds.), Second international handbook of educational change (pp. 1017–1032). Dordrecht, Netherlands: Springer. <https://doi.org/10.1007/978-90-481-2660-6_57>

Garner, P. W. (2010). Emotional competence and its influences on teaching and learning. *Educational Psychology Review*, 22(3), 297–321. [https://doi.org/10.1007/s10648-010-9129-4](https://psycnet.apa.org/doi/10.1007/s10648-010-9129-4)

Goleman, D. (2015). The future of SEL. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning* (pp. 593–596). New York, NY: Guilford Press.

Humphrey, N. (2013). *Social and emotional learning: A critical appraisal.* London, UK: SAGE Publications Limited.

Khanlou, N., & Wray, R. (2014). A whole community approach towards child and young resilience promotion: A review of resilience literature. *International Journal of Mental Health and Addiction* 12, 64-79. <https://doi.org/10.1007/s11469-013-9470-1>

Miljević-Riđički, R., Plantak, K., & Bouillet, D. (2017). Resilience in Preschool Children–The Perspectives of Teachers, Parents and Children. *International Journal of Emotional Education*, 9(2), 31-43.

Oberle, E., Domitrovich, C. E., Meyers, D. C., & Weissberg, R. P. (2016). Establishing systemic social and emotional learning approaches in schools: A framework for schoolwide implementation. *Cambridge Journal of Education*, 1–21. [https://doi.org/10.1080/0305764X.2015.1125450](https://psycnet.apa.org/doi/10.1080/0305764X.2015.1125450)

Reavley, N., Bassilos, B., Ryan, S., Schlichthorst, M., & Nicholas, A. (2015). *Interventions to build resilience among young people.* Melbourne, Victoria: Victorian Health Promotion Foundation (VicHealth). <https://www.vichealth.vic.gov.au/sites/default/files/Interventions-to-build-resilience-among-young-people.pdf>

Stice, E., Shaw, H., Bohon, C., Marti, C. N., & Rohde, P. (2009). A meta-analytic review of depression prevention programs for children and adolescents: factors that predict magnitude of intervention effects. *Journal of consulting and clinical psychology*, *77*(3), 486–503. <https://doi.org/10.1037/a0015168>

Tollit, M., McDonald, M., Borschmann, R., Bennett, K., von Sabler, M., & Patton. G. (2015). *Epidemiological evidence relating to resilience and young people: A literature review.* Melbourne, Victoria: Victorian Health Promotion Foundation (VicHealth). <https://www.vichealth.vic.gov.au/sites/default/files/Epidemiological-evidence-relating-to-resilience-and-young-people_web.pdf>

West Sussex County Council. (2014). *Children and young people’s emotional resilience evidence review.* West Sussex, UK: UK Government.

Zins, J. E., Bloodworth, M. R., Weissberg, R. P., & Walberg, H. J. (2007). The scientific base linking social and emotional learning to school success. *Journal of Educational & Psychological Consultation*, 17(2/3), 191–210. [https://doi.org/10.1080/10474410701413145](https://psycnet.apa.org/doi/10.1080/10474410701413145)

#### Secondary stream

Boncu, A., Costea, I., Minulescu M. (2017). A meta-analytic study investigating the efficiency of socio-emotional learning programs on the development of children and adolescents. *Romanian Journal of Applied Psychology.* 2017 2017/12/31:35-41. <https://doi.org/10.24913/rjap.19.2.02>

Cahill, H., Beadle, S., Farrelly, A., Forster, R., & Smith, K. (2014). *Building resilience in children and young people.* Melbourne: Victorian State Government Department of Education and Training. <https://www.education.vic.gov.au/documents/about/department/resiliencelitreview.pdf>

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2015). *CASEL guide: Effective social and emotional learning programs— Middle and high school edition.* Chicago: Collaborative for Academic, Social, and Emotional Learning. <https://pg.casel.org/>

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2024). What is the CASEL Framework? Chicago: CASEL. Retrieved from https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/

CASEL. (2018). *Fundamentals of SEL: What does the research say?* Chicago: CASEL. Retrieved from <https://casel.org/fundamentals-of-sel/what-does-the-research-say/>

Curran, T., Wexler, L. (2017). School-Based Positive Youth Development: A Systematic Review of the Literature. *Journal of School Health*. 2017 2017/1;87(1):71-80. <https://doi.org/10.1111/josh.12467>

Dray, J., Bowman, J., Campbell, E., Freund, M., Wolfenden, L., Hodder, R. K., McElwaine, K., Tremain, D., Bartlem, K., Bailey, J., Small, T., Palazzi, K., Oldmeadow, C., & Wiggers, J. (2017). Systematic Review of Universal Resilience-Focused Interventions Targeting Child and Adolescent Mental Health in the School Setting. *Journal of the American Academy of Child and Adolescent Psychiatry*, *56*(10), 813–824. <https://doi.org/10.1016/j.jaac.2017.07.780>

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, 405-432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>

Khanlou, N., & Wray, R. (2014). A whole community approach towards child and young resilience promotion: A review of resilience literature. *International Journal of Mental Health and Addiction* 12, 64-79. <https://doi.org/10.1007/s11469-013-9470-1>

Miljević-Riđički, R., Plantak, K., & Bouillet, D. (2017). Resilience in Preschool Children–The Perspectives of Teachers, Parents and Children. *International Journal of Emotional Education*, 9(2), 31-43.

Nation, M., Crusto, C., Wandersman, A., Kumpfer, K.L., Seybolt, D., Morrisey-Kane, E., Davino, K. (2003). What works in prevention: Principles of effective prevention programs. *American Psychologis*t, 58, 449-56. <https://doi.org/10.1037/0003-066x.58.6-7.449>

National Institute of Mental Health (NIMH). (2011). *The teen brain: Still under construction.* London: NIMH.

Oberle, E., & Schonert-Reichl, K. A. (2017). Social and Emotional Learning: Recent Research and Practical Strategies for Promoting Children’s Social and Emotional Competence in Schools. In *Handbook of Social Behavior and Skills in Children* (pp. 175-197). New York: Springer.

Oberle, E., Domitrovich, C. E., Meyers, D. C., & Weissberg, R. P. (2016). Establishing systemic social and emotional learning approaches in schools: A framework for schoolwide implementation. *Cambridge Journal of Education*, 1–21. [https://doi.org/10.1080/0305764X.2015.1125450](https://psycnet.apa.org/doi/10.1080/0305764X.2015.1125450)

Reavley, N., Bassilos, B., Ryan, S., Schlichthorst, M., & Nicholas, A. (2015). *Interventions to build resilience among young people.* Melbourne, Victoria: Victorian Health Promotion Foundation (VicHealth). <https://www.vichealth.vic.gov.au/sites/default/files/Interventions-to-build-resilience-among-young-people.pdf>

Sawyer, S.M., Afifi, R.M., Bearinger, L.H., Blakemore, S.J., Dick, B., Ezeh, A.C., & Patton G.C. (2012). Adolescence: a foundation for future health. *Lancet*, 379, 1630–1640. [https://doi.org/10.1016/S0140-6736(12)60072-5](https://doi.org/10.1016/S0140-6736%2812%2960072-5)

Seligman, M. E., Ernst, R. M., Gillham, J., Reivich, K., & Linkins, M. (2009). Positive education: Positive psychology and classroom interventions. Oxford review of education, 35(3), 293-311. <https://doi.org/10.1080/03054980902934563>

Shean, M. (2015). Current theories relating to resilience and young people: A literature review. Melbourne, Victoria: Victorian Health Promotion Foundation (VicHealth). <https://www.vichealth.vic.gov.au/sites/default/files/Current-theories-relating-to-resilience-and-young-people.pdf>

Stice, E., Shaw, H., Bohon, C., Marti, C. N., & Rohde, P. (2009). A meta-analytic review of depression prevention programs for children and adolescents: factors that predict magnitude of intervention effects. *Journal of consulting and clinical psychology*, *77*(3), 486–503. <https://doi.org/10.1037/a0015168>

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. <https://doi.org/10.1111/cdev.12864>

Theron, L. C. (2016). The everyday ways that school ecologies facilitate resilience: Implications for school psychologists. *School Psychology International*, 37(2), 87-103. [https://doi.org/10.1177/0143034315615937](https://psycnet.apa.org/doi/10.1177/0143034315615937)

Tollit, M., McDonald, M., Borschmann, R., Bennett, K., von Sabler, M., & Patton. G. (2015). *Epidemiological evidence relating to resilience and young people: A literature review.* Melbourne, Victoria: Victorian Health Promotion Foundation (VicHealth). <https://www.vichealth.vic.gov.au/sites/default/files/Epidemiological-evidence-relating-to-resilience-and-young-people_web.pdf>

Ungar, M., Ghazinour, M., Jorg, R. (2013). Annual Research Review: What is resilience within the social ecology of human development? *Journal of Child Psychology and Psychiatry*, 54, 348-366. <https://doi.org/10.1111/jcpp.12025>

Waters, L. (2011). A review of school-based positive psychology interventions. *The Australian Educational and Developmental Psychologist*, 28, 75-90. [https://doi.org/10.1375/aedp.28.2.75](https://psycnet.apa.org/doi/10.1375/aedp.28.2.75)

Weissberg, R. P., Durlak, J. A., Domitrovich, C. E., & Gullotta, T. P. (Eds.). (2015). Social and emotional learning: Past, present, and future. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice* (pp. 3-19). New York: Guilford Press.

West Sussex County Council. (2014). Children and young people’s emotional resilience evidence review. West Sussex, UK: UK Government.

Zins, J. E., Bloodworth, M. R., Weissberg, R. P., & Walberg, H. J. (2007). The scientific base linking social and emotional learning to school success. *Journal of Educational & Psychological Consultation*, 17(2/3), 191–210. [https://doi.org/10.1080/10474410701413145](https://psycnet.apa.org/doi/10.1080/10474410701413145)