

# Affirm the importance of social and emotional learning and resilience

## Reference List

Albert, D., Chein, J., & Steinberg, L. (2013). The teenage brain. *Current Directions in Psychological Science*, 22(2), 114-120.

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. Retrieved from <http://www.health.gov.au/internet/publications/publishing.nsf/Content/mental-pubs-n-recovgde-toc~mental-pubs-n-recovgde-10~mental-pubs-n-recovgde-10-les>.

Bessant, J. (2008). Hard wired for risk: Neurological science, 'the adolescent brain' and developmental theory. *Journal of Youth Studies*, 11(3), 347-360.

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.

Casey, B.J., Jones, R.M., & Hare, T.A. (2008). The adolescent brain. *Annals of the New York Academy of Sciences*, 1124, 111-126.

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

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

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.

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.

Gable, S.L., Haidt, J. (2005). What (and Why) Is Positive Psychology? *Review of General Psychology*, 9(2), 103-110.

Johnson, M. H. (2001). Functional brain development in humans. *Nature Reviews Neuroscience*, 2(7), 475.

Kuyken, W., Weare, K., Ukoumunne, O.C., Vicary, R., Motton, N., Burnett, R., ... & Huppert Kuyken, F. (2013). Effectiveness of the Mindfulness in Schools Programme: non-randomised controlled feasibility study. *The British Journal of Psychiatry*, 203(2) 126-131.

With delivery partners

- 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. *Cochrane Database Systematic Review*, 1(1).
- 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.
- 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. *Journal of school health*, 70(5), 179-185.
- Rosenstreich, G. (2013). LGBTI people, mental health and suicide: Briefing paper. Sydney: National LGBTI Health Alliance. Retrieved from <https://www.beyondblue.org.au/docs/default-source/default-document-library/bw0258-lgbti-mental-health-and-suicide-2013-2nd-edition.pdf?sfvrsn=2>.
- Sawyer, S.M., Afifi, R.M., Bearinger, L.H., Blakemore, S.J., Dick, B., Ezech, A.C., & Patton G.C. (2012). Adolescence: a foundation for future health. *The Lancet*, 379(9826), 1630–1640.
- Tyson, O., Roberts, C.M., Kane, R. (2009). Can implementation of a resilience program for primary school children enhance the mental health of teachers?. *Journal of Guidance & Counselling*, 19(2), 116-130.
- Waters, L. (2011). A review of school-based positive psychology interventions. *The Australian Educational and Developmental Psychologist*, 28(2), 75-90.
- 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., & Hind, M. (2011). Mental health promotion and problem prevention in schools: what does the evidence say?. *Health Promotion International*, 26(suppl\_1), i29-i69.