#### **Growth Mindset**

- Dweck, C.S. (2006). Mindset. New York: Random House (published in 18 other languages)
- Dweck, C.S. (2007). Self theories: The mindset of a champion. In Morris, T., Terry, P, & Gordon, S. Eds.), Sport and exercise psychology: International perspectives. Morgantown, WV: Fitness Information Technology.
- Dweck, C.S. (2007). The secret to raising smart kids. Scientific American: Mind. December/ January, 36-43.
- Mangels, J. A., Butterfield, B., Lamb, J., Good, C.D., & Dweck, C.S. (2006). Why do beliefs about intelligence influence learning success? A social-cognitive-neuroscience model. Social, Cognitive, and Affective Neuroscience, 1, 75-86.
- Yeager, D.S., & Dweck, C.S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. Educational Psychologist, 47, 302-314.
- Benenson, J. & Dweck, C.S. (1986) The development of trait explanations and self evaluations in the academic and social domains. Child Development, 57, 1179-1189.
- Dweck, C.S., & Leggett, E.L. (1988). A social-cognitive approach to motivation and personality, Psychological Review,95, 256-273.
- Heyman, G.D., Dweck, C.S., & Cain, K. (1992) Young children's vulnerability to self-blame and helplessness. Child Development, 63, 401-415.
- Paunesku, D., Walton, G., Romero, R., Smith, E., Yeager, D., & Dweck, C.S. (in press). Mindset interventions are a scalable treatment for academic underachievement.
   Psychological Science.
- Dweck, C. S. (1996). Capturing the dynamic nature of personality. Journal of Research in Personality, Special Issue: The Future of Personality, 30, 348-362.
- Brain Points: A growth mindset incentive structure boosts persistence in an educational game.
   Proceedings of the SIGCHI Conference on Human Factors in Computing Systems (CHI 2014).
   ACM: New York, NY. (Acceptance rate: 22.8%)
- Dweck, C.S. (2006). Is math a gift? Beliefs that put females at risk. In S.J. Ceci and W.M.
   Williams (Eds.)
- Why aren't more women in science? Top researchers debate the evidence. Washington, DC: American Psychological Association. Dweck, C.S., & Ehrlinger, J. (2006).

- Self-theories and conflict resolution. In M. Deutsch & P. Coleman (Eds.), Handbook of conflict resolution: Theory and practice. San Francisco: Jossey Bass.
- Olson, K., Banaji, M., Dweck, C.S., & Spelke, E. (2006). Children's biased evaluations of lucky vs, unlucky people and their social groups. Psychological Science, 17, 845.
- Blackwell, L., Trzesniewski, K., & Dweck, C.S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. Child Development, 78.246-263.
- Cimpian, A., Arce, H., Markman, E.M., & Dweck, C.S. (2007). Subtle linguistic cues impact children's motivation. Psychological Science, 18, 314-316.
- Good, C., Dweck, C.S., & Aronson, J. (2007). Social identity, stereotype threat, and self-theories.
   In A. Fuligni (Ed.), Contesting stereotypes and constructing identities. New York: Russell Sage.
- Dweck, C.S., & Master, A. (2008). Self theories motivate self-regulated learning. In D. Schunk & B. Zimmerman (Eds). Motivation and self-regulated learning: Theory, Research, and Applications.
- Mahwah, NJ: Erlbaum.Dweck, C.S., & Grant, H. (2008). Self-theories, goals, and meaning. In J.
   Shah & W. Gardner (Eds.), The handbook of motivational science. New York: Guilford.
- Dweck, C.S. (2008). Can personality be changed? The role of beliefs in personality and change.
   Current Directions in Psychological Science, 17, 391-394.
- Dweck, C.S. (2009). Augmenting cognition: Psychological studies of children. Frontiers in Neuroscience.
- Dweck, C.S. (2009). Why we don't need built-in misbeliefs. Behavioral and Brain Sciences. (Commentary on R. McKay and D. Dennett, The evolution of misbelief.), 32, 518-519.
- Walton, G.M., Paunesku, D., & Dweck, C.S. (2012). Expandable selves. In M. Leary & J. Tangney (Eds.). Handbook of selfand identity. New York: Guilford.
- Rattan, A., Good, C., & Dweck, C.S. (2012). "It's ok not everyone can be good at math":
   Instructors with an entity theory comfort (and demotivate) students. Journal of Experimental Social Psychology, 48,731–737.
- Master, A., Markman, E.M., & Dweck, C.S. (2012) Thinking in categories or along a continuum: Consequences for children's social judgments. Child Development, 83, 1145-1163.
- Johnson, S.C., Dweck, C.S., & Dunfield, K. (2013). How universals and individual differences can inform each other: The case of social expectations in infancy. In M.R. Banaji & S. Gelman (Eds).

- Navigating the Social World: What infants, children, and other species can teach us. New York: Oxford.
- Rattan, A., Savani, K., Naidu, N., & Dweck, C.S. (2012). Can everyone become highly intelligent?
   Cultural differences in and societal consequences of beliefs about the universal potential for intelligence. Journal of Personality and Social Psychology, 103, 787--803.
- Schumann, K., Dweck, C.S., & Zaki, J. (2014). Addressing the empathy deficit: Beliefs about the malleability of empathy predict effortful responses when empathy is challenging. Journal of Personality and Social Psychology, 107, 475-493.

# **Child Temperament and Learning**

- Carin Neitzel Parenting behaviours during child problem solving: The roles of child temperament, mother education and personality, and the problem-solving context. International Journal of Behavioral Development Vol 28, Issue 2, 2004
- Costa, P.T., & McCrae, R.R. (1992). NEO Five-Factor Inventory. Odessa, FL: Psychological Assessment Resources
- Gauvain, M., & Fagot, B. (1995). Child temperament as a mediator of mother—toddler problemsolving. Social Development, 4, 257–276
- Green, R.J. (1995). High achievement, underachievement, and learning disabilities: A family systems model. In B.A. Ryan, G.R. Adams, T.P. Gullotta, R.P. Weissberg, & R.L. Hampton (Eds.), The family—school connection: Theory, research, and practice (pp. 207–249). Thousand Oaks, CA: Sage
- John, O.P. (1990). The "Big Five" factor taxonomy: Dimensions of personality in the natural language and in questionnaires. In L. Pervin (Eds.), Handbook of personality theory and research (pp. 66–100). New York: Guilford Press
- Lerner, J.V., & Lerner, R.M. (1983). Temperament and adaptation across life: Theoretical and empirical issues. In P.B. Baltes & J.O.G. Brim (Eds.), Lifespan development and behavior, Vol. 5 (pp. 197–231). New York: Academic Press
- Lloyd, P., & Fernyhough, C. (1999). Lev Vygotsky: Critical assessments: The zone of proximal development. New York: Routledge

- Rothbart, M.K. (1982). The concept of difficult temperament: A critical analysis of Thomas,
   Chess, and Korn. Merrill-Palmer Quarterly, 28, 35–40
- Sanson, A., & Rothbart, M.K. (1995). Child temperament and parenting. In W. Kessen (Eds.),
   Handbook of parenting: Vol. 4. Applied and practical parenting (pp. 299–321). Mahwah, NJ:
   Lawrence Erlbaum Associates Inc
- Thomas, A., & Chess, S. (1977). Temperament and development. New York: Brunner/Mazel
- Webster-Stratton, C., & Eyberg, S.M. (1982). Child temperament: Relationship with child behavior problems and parent—child interactions. Journal of Clinical Child Psychology, 11, 123— 129
- Wood, D. (1988). How children think and learn. Oxford: Basil Blackwell

### Mindfulness/Mindbody/Movement/Meditation

- Mind Body therapy in Children: PEDIATRICS Volume 138, number 3, September 2016
- Black LI, Clarke TC, Barnes PM, Stussman BJ, Nahin RL. Use of complementary health approaches among children aged 4-17 years in the United States: National Health Interview Survey, 2007-2012. Natl Health Stat Rep. 2015;(78):1–19
- Sussman D, Culbert T. Pediatric self-regulation. In: Levine MD, Carey WB, Crocker AC,
   eds. Developmental- Behavioral Pediatrics. 3rd ed. Philadelphia, PA: WB Saunders; 1999:911–922
- Kohen DP. A pediatric perspective on mind-body medicine. In: Culbert T, Olness K, eds. Integrative Pediatrics. New York, NY: Oxford University Press; 2009:267–301
- Knox M, Lentini J, Cummings T, McGrady A, Whearty K, Sancrant L. Game-based biofeedback for paediatric anxiety and depression. Ment Health Fam Med. 2011;8(3):195–203
- Sandra A. Sessa, Meditation, Breath Work, And Focus Training For Teachers And Students The Five Minutes A Day That Can Really Make A Difference Journal of College Teaching & Learning – October 2007 Volume 4, Number 10
- Vlieger AM, Menko-Frankenhuis C, Wolfkamp SC, Tromp E, Benninga MA. Hypnotherapy for children with functional abdominal pain or irritable bowel syndrome: a randomized controlled trial. Gastroenterology. 2007;133(5):1430–1436

- Weigensberg MJ, Lane CJ, Ávila Q, et al. Imagine HEALTH: results from a randomized pilot lifestyle intervention for obese Latino adolescents using Interactive Guided ImagerySM. BMC Complement Altern Med. 2014;14:1–13
- van Tilburg MA, Chitkara DK, Palsson OS, et al. Audio-recorded guided imagery treatment reduces functional abdominal pain in children: a pilot study. Pediatrics. 2009;124(5). Available at: www.pediatrics.org/cgi/ content/ full/ 124/ 5/ e890
- Weydert JA, Shapiro DE, Acra SA, Monheim CJ, Chambers AS, Ball TM. Evaluation of guided imagery as treatment for recurrent abdominal pain in children: a randomized controlled trial. BMC Pediatr. 2006;6:1–10
- Britton WB, Lepp NE, Niles HF, Rocha. T, Fisher NE, Gold JS. A randomized controlled pilot trial of classroom- based mindfulness meditation compared to an active control condition in sixthgrade children. J Sch Psychol. 2014;52(3):263–278
- Sibinga EM, Perry-Parrish C, Thorpe K, Mika M, Ellen JM. A small mixed- method RCT of mindfulness instruction for urban youth. Explore (NY). 2014;10(3):180–186
- Sibinga EM, Perry-Parrish C, Chung SE, Johnson SB, Smith M, Ellen JM. School-based mindfulness instruction for urban male youth: a small randomized controlled trial. Prev Med. 2013;57(6):799–801
- Sibinga EM, Webb L, Ghazarian SR, Ellen JM. School-based mindfulness instruction: an RCT. Pediatrics. 2016;137(1):e20152532
- BarnesVA, Kapuku GK, Treiber FA. Impact of transcendental meditation on left ventricular mass in African American adolescents. Evid Based Complement Alternat Med. 2012;2012:923153
- Sibinga EMS, Kemper KJ. Complementary, holistic, and integrative medicine: meditation practices for pediatric health. Pediatr Rev. 2010;31(12):e91–e103
- Flook L, Smalley SL, Kitil MJ, et al. Effects of mindful awareness practices on executive functions in elementary school children. J Appl Sch Psychol. 2010;26(1):70–95
- Barnes VA, Treiber FA, Johnson MH. Impact of transcendental meditation on ambulatory blood pressure in African-American adolescents. Am J Hypertens. 2004;17(4):366–369
- Barnes VA, Bauza LB, Treiber FA. Impact of stress reduction on negative school behavior in adolescents. Health Qual Life Outcomes. 2003;1(10):1–7
- Hagins M, Haden SC, Daly LA. A randomized controlled trial on the effects of yoga on stress reactivity in 6th grade students. Evid Based Complement Alternat Med. 2013;2013:607134

- Telles S, Singh N, Bhardwaj AK, Kumar A, Balkrishna A. Effect of yoga or physical exercise on physical, cognitive and emotional measures in children: a randomized controlled trial. Child Adolesc Psychiatry Ment Health. 2013;7(1):1–16
- Khalsa SB, Hickey-Schultz L, Cohen D, Steiner N, Cope S. Evaluation of the mental health benefits of yoga in a secondary school: a preliminary randomized controlled trial. J Behav Health Serv Res. 2012;39(1):80–90
- Nidhi R, Padmalatha V, Nagarathna R, Amritanshu R. Effect of holistic yoga program on anxiety symptoms in adolescent girls with polycystic ovarian syndrome: a randomized control trial. Int J Yoga. 2012;5(2):112–117
- White LS. Reducing stress in school- age girls through mindful yoga. J Pediatr Health Care.
   2012;26(1):45–56
- Mendelson T, Greenberg MT, Dariotis JK, Gould LF, Rhoades BL, Leaf PJ. Feasibility and preliminary outcomes of a school-based mindfulness intervention for urban youth. J Abnorm Child Psychol. 2010;38(7):985–994
- Green E, Green A, Walters ED. Voluntary control of internal states: psychological and physiological. J Transpers Psychol. 1970;2(1):1–26
- Culbert T. Biofeedback with children and adolescents. In: Schaefer C, ed. Innovative Psychotherapy in Child and Adolescent Therapy. 2nd ed. Hoboken, NJ: Wiley; 1999
- Astin JA, Shapiro SL, Eisenberg DM, Forys KL. Mind-body medicine: state of the science, implications for practice. J Am Board Fam Pract. 2003;16(2):131–147
- Kapoor VG, Bray MA, Kehle TJ. Asthma and anxiety disorders: relaxation and guided imagery as a school- based treatment. Can J Sch Psychol. 2007;25(4):311–327
- Dobson CE, Byrne MW. Original research: using guided imagery to manage pain in young children with sickle cell disease. Am J Nurs. 2014;114(4):26–36, 37, 47
- Forsner M, Norström F, Nordyke K, Ivarsson A, Lindh V. Relaxation and guided imagery used with 12-year-olds during venipuncture in a school-based screening study. J Child Health Care. 2014;18(3):241–252
- Staples JK, Abdel Atti JA, Gordon JS. Mind-body skills groups for posttraumatic stress disorder and depression symptoms in Palestinian children and adolescents in Gaza. Int J Stress Manag. 2011;18(3):246–262

- Shockey DP, Menzies V, Glick DF, Taylor AG, Boitnott A, Rovnyak V. Preprocedural distress in children with cancer: an intervention using biofeedback and relaxation. J Pediatr Oncol Nurs. 2013;30(3):129–138
- Goyal M, Singh S, Sibinga EM, et al. Meditation programs for psychological stress and wellbeing: a systematic review and meta-analysis. JAMA Intern Med. 2014;174(3):357–368
- Ager K, Albrecht NJ, Cohen M. Mindfulness in Schools Research Project: exploring students' perspectives of mindfulness. Psychology (Irvine). 2015;6(7):896–914
- Whitaker RC, Dearth-Wesley T, Gooze RA, Becker BD, Gallagher KC, McEwen BS. Adverse childhood experiences, dispositional mindfulness, and adult health. Prev Med. 2014;67:147–153
- Burke CA. Mindfulness-based approaches with children and adolescents: a preliminary review of current research in an emergent field. J Child Fam Stud. 2010;19(2):133–144
- Zenner C, Herrnleben-Kurz S, Walach H. Mindfulness-based interventions in schools-a systematic review and meta- analysis. Front Psychol. 2014;5:1–20
- Harnett PH, Dawe S. The contribution of mindfulness-based therapies for children and families and proposed conceptual integration. Child Adolesc Ment Health. 2012;17(4):195–208
- Weare K. Evidence for the impact of mindfulness on children and young people. The
  Mindfulness in Schools Project in association with Mood Disorders Centre. 2012. Available at:
  http://mindfulnessinschools.org/wp-content/uploads/2013/02/MiSP-Research-Summary2012.pdf. Accessed January 15, 2015
- Wright LB, Gregoski MJ, Tingen MS, Barnes VA, Treiber FA. Impact of stress reduction interventions on hostility and ambulatory systolic blood pressure in African American adolescents. J Black Psychol. 2011;37(2):210–233
- Kallapiran K, Koo S, Kirubakaran R, Hancock K. Effectiveness of mindfulness in improving mental health symptoms of children and adolescents: a meta-analysis. Child Adolesc Ment Health. 2015;20(4):182–194
- Biegel GM, Brown KW, Shapiro SL, Schubert CM. Mindfulness-based stress reduction for the treatment of adolescent psychiatric outpatients: a randomized clinical trial. J Consult Clin Psychol. 2009;77(5):855–866
- Krisanaprakornkit T, Ngamjarus C, Witoonchart C, Piyavhatkul N. Meditation therapies for attention- deficit/hyperactivity disorder (ADHD). Cochrane Database Syst Rev. 2010;6:CD006507

- Benson H, Kornhaber A, Kornhaber C, LeChanu MN. Increases in positive psychological characteristics with a new relaxation-response curriculum in high school students. J Res Dev Educ. 1994;27(4):226–231
- National Center for Complementary and Integrative Health. Yoga. Available at: https://nccih.nih.gov/health/yoga. Updated 2015. Accessed January 2015
- Data Resource Center for Child and Adolescent Health. National profile of complementary and alternative medicine (CAM) use for children with emotional, mental or behavioral conditions or problems (2-17 years). Available at: www.childhealthdata.org/docs/drc/embprofile\_9-27-12.pdf. Updated 2012. Accessed October 2014
- Khattab K, Khattab AA, Ortak J, Richardt G, Bonnemeier H. Iyengar yoga increases cardiac parasympathetic nervous modulation among healthy yoga practitioners. Evid Based Complement Alternat Med. 2007;4(4):511–517
- Berger DL, Silver EJ, Stein RE. Effects of yoga on inner-city children's well-being: a pilot study. Altern Ther Health Med. 2009;15(5):36–42
- Noggle JJ, Steiner NJ, Minami T, Khalsa SB. Benefits of yoga for psychosocial well-being in a US high school curriculum: a preliminary randomized controlled trial. J Dev Behav Pediatr. 2012;33(3):193–201
- Nidhi R, Padmalatha V, Nagarathna R, Amritanshu R. Effects of a holistic yoga program on endocrine parameters in adolescents with polycystic ovarian syndrome: a randomized controlled trial. J Altern Complement Med. 2013;19(2):153–160
- Khalsa SB, Butzer B, Shorter SM, Reinhardt KM, Cope S. Yoga reduces performance anxiety in adolescent musicians. Altern Ther Health Med. 2013;19(2):34–45
- Kuttner L, Chambers CT, Hardial J, Israel DM, Jacobson K, Evans K. A randomized trial of yoga for adolescents with irritable bowel syndrome. Pain Res Manag. 2006;11(4):217–224
- Carei TR, Fyfe-Johnson AL, Breuner CC, Brown MA. Randomized controlled clinical trial of yoga in the treatment of eating disorders. J Adolesc Health. 2010;46(4):346–351
- Seo DY, Lee S, Figueroa A, et al. Yoga training improves metabolic parameters in obese boys. Korean J Physiol Pharmacol. 2012;16(3):175–180
- Nidhi R, Padmalatha V, Nagarathna R, Ram A. Effect of a yoga program on glucose metabolism and blood lipid levels in adolescent girls with polycystic ovary syndrome. Int J Gynaecol Obstet. 2012;118(1):37–41

- Galantino ML, Galbavy R, Quinn L. Therapeutic effects of yoga for children: a systematic review of the literature. Pediatr Phys Ther. 2008;20(1):66–80
- Birdee GS, Yeh GY, Wayne PM, Phillips RS, Davis RB, Gardiner P. Clinical applications of yoga for the pediatric population: a systematic review. Acad Pediatr. 2009;9(4):212.—220
- Kaley-Isley LC, Peterson J, Fischer C, Peterson E. Yoga as a complementary therapy for children and adolescents: a guide for clinicians. Psychiatry (Edgmont). 2010;7(8):20–32
- Kraag G, Zeegers MP, Kok G, Hosman C, Abu-Saad HH. School programs targeting stress management in children and adolescents: a meta-analysis. J Sch Psychol. 2006;44(6):449–472
- Rosen L, French A, Sullivan G; RYT-200. Complementary, holistic, and integrative medicine: yoga. Pediatr Rev. 2015;36(10):468–474

# Executive Function Training, Compassion, Social-Emotional Learning, Emotional Intelligence

- Nathaniel R. Riggs Executive function and the promotion of social—emotional competence Pediatrics May 2009, VOLUME 123 / ISSUE 5
- An Education of Heart and Mind: Practical and Theoretical Issues in Teaching Cognitive-Based Compassion Training to Children Brendan Ozawa-de Silva and Brooke Dodson Lavelle Practical Matters, Spring 2011, Issue 4, pp. 1-28.
- Barkley R. Linkages between attention and executive functions. In: Lyon GR, Krasnegor NA, editors. Attention, memory, and executive function. Baltimore, MD: Brooks; 1996. pp. 307–325. St Clair-Thompson HL, Gathercole SE. Executive functions and achievements in school: Shifting, updating, inhibition, and working memory. Quarterly Journal of Experimental Psychology. 2006;59(4):745–759.
- Philippe Rochat, Others in Mind: Social Origins of Consciousness (Cambridge: Cambridge University Press, 2009)
- Susan Kaiser-Greenland, The Mindful Child: How to Help Your Kid Manage Stress and Become Happier, Kinder, and More Compassionate (New York: Free Press, 2010)
- Clark C. A., Pritchard V. E., Woodward L. J. (2010). Preschool executive functioning abilities predict early mathematics achievement. Dev. Psychol. 46, 1176–1191 10.1037/a0019672

- Linda Lantieri, Building Emotional Intelligence: Techniques to Cultivate Inner Strength in Children (Boulder, CO: Sounds True, 2008)
- J. Payton, R. P. Weissberg, J. A. Durlak, A. B. Dymnicki, R. D. Taylor, K. B. Schellinger, and M. Pachan, "The Positive Impact of Social and Emotional Learning for Kindergarten to Eighthgrade Students: Findings from Three Scientific Reviews," CASEL, 2008.
- Functional Neural Plasticity and Associated Changes in Positive Affect After Compassion Training Olga M. Klimecki Susanne Leiberg, Claus Lamm and Tania Singer cerebral Cortex 2012:10.1093
- Larsen JT, Hemenover SH, Norris CJ, Cacioppo JT. 2003. Turning adversity to advantage: on the virtues of the coactivation of positive and negative emotions. In: Aspinwall LG, Staudinger UM, editors. A psychology of human strengths: perspectives on an emerging field. Washington (DC): American Psychological Association. p. 211–226.
- Singer T, Lamm C. 2009. The social neuroscience of empathy. Ann N Y Acad Sci. 1156:81–96.
- Olesen PJ, Westerberg H, Klingberg T. 2004. Increased prefrontal and parietal activity after training of working memory. Nat Neurosci.7:75–79
- Lutz A, Brefczynski-Lewis J, Johnstone T, Davidson RJ. 2008. Regulation of the neural circuitry of emotion by compassion meditation: effects of meditative expertise. PLoS One. 3:e1897
- Fredrickson BL, Tugade MM, Waugh CE, Larkin GR. 2003. What good are positive emotions in crisis? A prospective study of resilience and emotions following the terrorist attacks on the United States on September 11th, 2001. J Pers Soc Psychol. 84:365–376.
- Fredrickson BL, Cohn MA, Coffey KA, Pek J, Finkel SM. 2008. Open hearts build lives: positive emotions, induced through loving-kindness meditation, build consequential personal resources. J Pers Soc Psychol. 95:1045–1062.
- Immordino-Yang MH, McColl A, Damasio H, Damasio A. 2009. Neural correlates of admiration and compassion. Proc Natl Acad Sci U S A. 106:8021–8026.
- Kim JW, Kim SE, Kim JJ, Jeong B, Park CH, Son AR, Song JE, Ki SW. 2009. Compassionate attitude towards others suffering activates the mesolimbic neural system. Neuropsychologia. 47:2073–2081.
- Larsen JT, McGraw AP, Cacioppo JT. 2001. Can people feel happy and sad at the same time? J Pers Soc Psychol. 81:684–696.
- Lisa B. Thorell Training and transfer effects of executive functions in preschool children.
   Developmental Science 12:1 (2009), pp 106 –113

- Kerns, K.A., Eso, K., & Thomson, J. (1999). Investigation of a direct intervention for improving attention in young children with ADHD. Developmental Neuropsychology, 16, 273 –295.
- Klingberg, T., Forssberg, H., & Westerberg, H. (2002). Training of working memory in children with ADHD. Journal of Clinical and Experimental Neuropsychology, 24, 781–791.
- Klingberg, T., Fernell, E., Olesen, P.J., Johnson, M., Gustafsson, P., Dahlström, K., Gillberg, C.G., Forssberg, H., & Westerberg, H. (2005). Computerized training of working memory in children with ADHD: a randomized, controlled trial. Journal of the American Academy of Child and Adolescent Psychiatry, 44, 177–186.
- Olesen, P.J., Westerberg, H., & Klingberg, T. (2004). Increased prefrontal and parietal activity after training of working memory. Nature Neuroscience, 7, 75 79.
- Frank C. Keil, Conceptual domains and the acquisition of metaphor Cognitive Development,
   Volume 1, Issue 1, January 1986, Pages 73–96
- Teaching Grit Cultivates Resilience and Perseverance (Research Made Relevant Series),
   Edutopia.com
- Froh, J. J., & Bono, G. (2014). Making grateful kids: The science of building character. West Conshohocken, PA: Templeton Press.
- Froh, J. J., & Parks, A. (Eds.). (2013). Activities for teaching positive psychology: A guide for instructors. Washington, DC: American Psychological Association.
- Froh, J. J., Disabato, D., Blalock, D., Bono, B., Quartuccio, J. McKnight, P., & \*Bausert, S. (under review). Gratitude's role in predicting antisocial and prosocial behavior in adolescence: A 4-year longitudinal investigation.
- Emmons, R. A., & McCullough, M. E. (Eds.). (2004). The psychologyof gratitude New York: Oxford University Press
- Chaplin, L., John, D. R., Rindfleisch, A., & Froh, J. J. (under review). Is gratitude an antidote for adolescent materialism?
- Fredrickson, B. L., & Branigan, C. (2005). Positive emotions broaden the scope of attention and thought-action repertoires. Cognition and Emotion, 19, 313–332. Damon, W., Menon, J., & Bronk, K. C. (2003). The development of purpose during adolescence. Applied Developmental Science, 7, 119–128.
- Froh, J. J., Yurkewicz, C., & Kashdan, T. B. (2009b). Gratitude and subjective well-being in early adolescence: Examining gender differences. Journal of Adolescence, 32, 633–650.

Bono, G., & Froh, J. J. (2009). Gratitude in school: Benefits to students and schools. In R.
 Gilman, E. S. Huebner, & M. Furlong (Eds.), Handbook of positive psychology in schools (pp. 77–88). New York: Routledge.

# Healthy Sleep, Movement, and Diet

- Short Sleep Duration and Behavioral Symptoms of Attention-Deficit/Hyperactivity Disorder in Healthy 7- to 8-Year-Old Children E. Juulia Paavonen, et al. Pediatrics, May 2009, Vol 123,/5
- Sleep and memory in healthy children and adolescents A critical review Marta Kopasz Sleep Medicine Reviews 14 (2010) 167–177 Stickgold R, Walker MP. Memory consolidation and reconsolidation: what is the role of sleep? Trends Neurosci2005;28(8):408–15.
- Brehmer Y, Li SC, Muller V, von Oertzen T, Lindenberger U. Memory plasticity across the life span: uncovering children's latent potential. Dev Psychol 2007;43 (2):465–78.
- Ashworth A<sup>1</sup>, Sleep enhances memory consolidation in children. J Sleep Res. 2014 Jun;23(3): 302-8. doi: 10.1111/jsr.12119. Epub 2013 Dec 16.
- Exercise and Children's Intelligence, Cognition, and Academic Achievement Phillip D.
   Tomporowski, Educ Psychol Rev. 2008 Jun 1; 20(2): 111–131.
- Brisswalter JB, Collardeau M, Arcelin R. Effects of acute physical exercise on cognitive performance. Sports Medicine. 2002;32:555–566.
- California Department of Education. A study of the relationship between physical fitness and academic achievement in California using 2004 test results. Sacramento, CA: California Department of Education; 2005.
- Castelli DM, Hillman CH, Buck SM, Erwin HE. Physical fitness and academic achievement in third- and fifth-grade students. Journal of Sport & Exercise Psychology. 2007;29(2):239–252.
- Datar A, Sturm R, Magnabosco JL. Childhood overweight and academic performance: national study of kindergartners and first-graders. Obesity Research. 2004;12:58–68.
- Dwyer T, Coonan WE, Leitch DR, Hetzel BS, Baghurst PA. An investigation of the effects of daily physical activity on the health of primary school students in South Australia. International Journal of Epidemiology. 1983;12:308–313.
- Gabler-Halle D, Halle JW, Chung YB. The effects of aerobic exercise on psychological and behavioral variables of individuals with developmental disabilities: A critical review. Research in Developmental Disabilities. 1993;14:359–386.

- Hinkle JS, Tuckman BW, Sampson JP. The psychology, physiology, and the creativity of middle school aerobic exercises. Elementary School Guidance & Counseling. 1993;28(2):133–145
- Kahneman D. Attention and effort. Englewood Cliffs, NJ: Prentice-Hall; 1973.
- Sibley BA, Etnier JL. The relationship between physical activity and cognition in children: A
  meta-analysis. Pediatric Exercise Science. 2003;15:243–256.
- Tremblay MS, Inman JW, Willms JD. The relationship between physical activity, self-esteem, and academic achievement. Pediatric Exercise Science. 2000;12:312–323
- Anett Nyaradi The role of nutrition in children's neurocognitive development, from pregnancy through childhood Front Hum Neurosci. 2013; 7: 97.
- Alamy M., Bengelloun W. A. (2012). Malnutrition and brain development: an analysis of the effects of inadequate diet during different stages of life in rat. Neurosci. Biobehav. Rev. 36, 1463–1480 10.1016/j.neubiorev.2012
- Anderson J. W., Johnstone B. M., Remley D. T. (1999). Breast-feeding and cognitive development: a meta-analysis. Am. J. Clin. Nutr. 70, 525–5
- Armstrong B. (2002). Review: iron treatment does not improve psychomotor development and cognitive function at 30 days in children with iron deficiency anaemia. Evid. Based. Ment. Health 5:17 10.1136/ebmh.5.1.17
- Asato M. R., Terwilliger R., Woo J., Luna B. (2010). White matter development in adolescence: a DTI study. Cereb. Cortex 20, 2122–2131 10.1093/cercor/bhp282
- Attig L., Gabory A., Junien C. (2010). Early nutrition and epigenetic programming: chasing shadows. Curr. Opin. Clin. Nutr. Metab. Care 13, 284–293 10.1097/MCO.0b013e328338aa61
- Bellisle F. (2004). Effects of diet on behaviour and cognition in children. Br. J. Nutr. 92, S227
   S232 10.1079/BJN20041171
- Benítez-Bribiesca L., De La Rosa-Alvarez I., Mansilla-Olivares A. (1999). Dendritic spine pathology in infants with severe protein-calorie malnutrition. Pediatrics 104, e21
- Benton D. (2001). Micro-nutrient supplementation and the intelligence of children. Neurosci. Biobehav. Rev. 25, 297–309 10.1016/S0149-7634(01)00015-X
- Benton D. (2010a). The influence of dietary status on the cognitive performance of children.
   Mol. Nutr. Food Res. 54, 457–470 10.1002/mnfr.200900158
- Benton D. (2010b). Neurodevelopment and neurodegeneration: are there critical stages for nutritional intervention? Nutr. Rev. 68, S6–S10 10.1111/j.1753-4887.2010.00324

- Benton D. (2012). Vitamins and neural and cognitive developmental outcomes in children. Proc. Nutr. Soc. 71, 14–26 10.1017/S0029665111003247
- Bhatnagar S., Taneja S. (2001). Zinc and cognitive development. Br. J. Nutr. 85, S139–S145
   10.1079/BJN2000306
- Bisset S., Fournier M., Janosz M., Pagani L. (2012). Predicting academic and cognitive outcomes from weight status trajectories during childhood. Int. J. Obes. (Lond.). 37, 154–159 10.1038/ijo.2012.106
- Black M. M. (2003a). The evidence linking zinc deficiency with children's cognitive and motor functioning. J. Nutr. 133, 1473S—1476S
- Black M. M. (2003b). Micronutrient deficiencies and cognitive functioning. J. Nutr. 133, 3927S— 3931S
- Black M. M., Baqui A. H., Zaman K., Ake Persson L., El Arifeen S., Le K., et al. (2004). Iron and zinc supplementation promote motor development and exploratory behavior among Bangladeshi infants. Am. J. Clin. Nutr. 80, 903–910
- Blakemore S.-J., Burnett S., Dahl R. E. (2010). The role of puberty in the developing adolescent brain. Hum. Brain Mapp. 31, 926–933 10.1002/hbm.21052
- Boucher O., Burden M. J., Muckle G., Saint-Amour D., Ayotte P., Dewailly E., et al. (2011).
   Neurophysiologic and neurobehavioral evidence of beneficial effects of prenatal omega-3 fatty acid intake on memory function at school age. Am. J. Clin. Nutr. 93, 1025–1037 10.3945/ajcn.
   110.000323
- Broadhurst C. L., Cunnane S. C., Crawford M. A. (1998). Rift Valley lake fish and shellfish provided brain-specific nutrition for early Homo. Br. J. Nutr. 79, 3–21 10.1079/BJN19980004
- Brown R. D., Langshaw M. R., Uhr E. J., Gibson J. N., Joshua D. E. (2011). The impact of mandatory fortification of flour with folic acid on the blood folate levels of an Australian population. Med. J. Aust. 194, 65–67
- Bryan J., Osendarp S., Hughes D., Calvaresi E., Baghurst K., Van Klinken J.-W. (2004). Nutrients for cognitive development in school-aged children. Nutr. Rev. 62, 295–306 10.1111/j. 1753-4887.2004.tb00055.x
- Burkhalter T. M., Hillman C. H. (2011). A narrative review of physical activity, nutrition, and obesity to cognition and scholastic performance across the human lifespan. Adv. Nutr. 2, 2015— 206S 10.3945/an.111.000331

- Campoy C., Escolano-Margarit M. V., Ramos R., Parrilla-Roure M., Csábi G., Beyer J., et al. (2011). Effects of prenatal fish-oil and 5-methyltetrahydrofolate supplementation on cognitive development of children at 6.5 y of age. Am. J. Clin. Nutr. 94, 1880S—1888S 10.3945/ajcn. 110.001107
- Cetina I. (2008). Long-chain omega-3 fatty acid supply in pregnancy and lactation. Curr. Opin. Clin. Nutr. Metab. Care 11, 297–302 10.1097/MCO.0b013e3282f795e6
- Colombo J., Kannass K. N., Jill Shaddy D., Kundurthi S., Maikranz J. M., Anderson C. J., et al. (2004). Maternal DHA and the development of attention in infancy and toddlerhood. Child Dev. 75, 1254–1267 10.1111/j.1467-8624.2004.00737.x
- De Rooij S. R., Wouters H., Yonker J. E., Painter R. C., Roseboom T. J. (2010). Prenatal undernutrition and cognitive function in late adulthood. Proc. Natl. Acad. Sci. U.S.A. 107, 16881– 16886 10.1073/pnas.1009459107
- Dunstan J. A., Simmer K., Dixon G., Prescott S. L. (2008). Cognitive assessment of children at age 2½ years after maternal fish oil supplementation in pregnancy: a randomised controlled trial. Arch. Dis. Child Fetal. Neonatal. Ed. 93, F45–F50 10.1136/adc.2006.099085
- Eilander A., Gera T., Sachdev H. S., Transler C., Knaap H. V. D., Kok F. J., et al. (2010). Multiple
  micronutrient supplementation for improving cognitive performance in children: systematic
  review of randomized controlled trials. Am. J. Clin. Nutr. 91, 115–130 10.3945/ajcn.2009.28376
- Eilander A., Hundscheid D. C., Osendarp S. J., Transler C., Zock P. L. (2007). Effects of n-3 long chain polyunsaturated fatty acid supplementation on visual and cognitive development throughout childhood: a review of human studies. Prostaglandins Leukot. Essent. Fatty Acids 76, 189–203 10.1016/
- Falkingham M., Abdelhamid A., Curtis P., Fairweather-Tait S., Dye L., Hooper L. (2010). The effects of oral iron supplementation on cognition in older children and adults: a systematic review and meta-analysis. Nutr. J. 9:4 10.1186/1475-2891-9-4
- Florence M. D., Asbridge M., Veugelers P. J. (2008). Diet quality and academic performance. J.
   Sch. Health 78, 209–215 10.1111/j.1746-1561.2008.00288.
- Georgieff M. K. (2007). Nutrition and the developing brain: nutrient priorities and measurement.
   Am. J. Clin. Nutr. 85, 614S–620S
- Grantham-McGregor S., Cheung Y. B., Cueto S., Glewwe P., Richter L., Strupp B. (2007).
   Developmental potential in the first 5 years for children in developing countries. Lancet 369, 60–70 10.1016/S0140-6736(07)60032-4

- Guesnet P., Alessandri J.-M. (2011). Docosahexaenoic acid (DHA) and the developing central nervous system (CNS) – Implications for dietary recommendations. Biochimie 93, 7–12 10.1016/ j.biochi.2010.05.005
- Hoyland A. (2009). A systematic review of the effect of breakfast on the cognitive performance of children and adolescents. Nut. Res. Rev. 22, 220–243 10.1017/S0954422409990175
- Ingwersen J., Defeyter M. A., Kennedy D. O., Wesnes K. A., Scholey A. B. (2007). A low glycaemic index breakfast cereal preferentially prevents children's cognitive performance from declining throughout the morning. Appetite 49, 240–244 10.1016/j.appet.2006.06.009
- Innis S. M. (2007). Dietary (n-3) fatty acids and brain development. J. Nutr. 137, 855–859
- Li Y., Dai Q., Jackson J. C., Zhang J. (2008). Overweight is associated with decreased cognitive functioning among school-age children and adolescents. Obesity 16, 1809–1815 10.1038/oby. 2008.296
- Luna B., Sweeney J. A. (2001). Studies of brain and cognitive maturation through childhood and adolescence: a strategy for testing neurodevelopmental hypotheses. Schizophr. Bull. 27, 443– 455
- McCann J. C., Hudes M., Ames B. N. (2006). An overview of evidence for a causal relationship between dietary availability of choline during development and cognitive function in offspring. Neurosci. Biobehav. Rev. 30, 696–712 10.1016/j.neubiorev.2005.12.003
- Meck W. H., Williams C. L. (2003). Metabolic imprinting of choline by its availability during gestation: implications for memory and attentional processing across the lifespan. Neurosci. Biobehav. Rev. 27, 385–399 10.1016/S0149-7634(03)00069-1
- Micha R., Rogers P. J., Nelson M. (2011). Glycaemic index and glycaemic load of breakfast predict cognitive function and mood in school children: a randomised controlled trial. Br. J. Nutr. 106, 1552–1561 10.1017/S0007114511002303
- Molteni R., Barnard R. J., Ying Z., Roberts C. K., Gómez-Pinilla F. (2002). A high-fat, refined sugar diet reduces hippocampal brain-derived neurotrophic factor, neuronal plasticity, and learning. Neuroscience 112, 803–814 10.1016/S0306-4522(02)00123-9
- Niculescu M. D., Lupu D. S. (2009). High fat diet-induced maternal obesity alters fetal hippocampal development. Int. J. Dev. Neurosci. 27, 627–633 10.1016/j.ijdevneu.2009.08.005
- Northstone K., Joinson C., Emmett P., Ness A., Paus T. (2011). Are dietary patterns in childhood associated with IQ at 8 years of age? A population-based cohort study. J. Epidemiol. Comm. Health. 66, 624–628 10.1136/jech.2010.111955

- Ramakrishnan U., Imhoff-Kunsch B., Digirolamo A. M. (2009). Role of docosahexaenoic acid in maternal and child mental health. Am. J. Clin. Nutr. 89, 958S—962S 10.3945/ajcn.2008.
- Rosales F., Reznick J. S., Zeisel S. (2009). Understanding the role of nutrition in the brain and behavioral development of toddlers and preschool children: identifying and addressing methodological barriers. Nutr. Neurosci. 12, 190–202 10.1179/147683009X423454
- Roseboom T., De Rooij S., Painter R. (2006). The Dutch famine and its long-term consequences for adult health. Early Hum. Dev. 82, 485–491 10.1016/j.earlhumdev.2006.07.001
- Ross C. E., Mirowsky J. (1999). Refining the association between education and health: the
  effects of quantity, credential, and selectivity. Demography 36, 445

  –460
- Ryan A. S., Astwood J. D., Gautier S., Kuratko C. N., Nelson E. B., Salem N., Jr. (2010). Effects of long-chain polyunsaturated fatty acid supplementation on neurodevelopment in childhood: a review of human studies. Prostaglandins Leukot. Essent. Fatty Acids 82, 305–314 10.1016/j.
- Schuchardt J., Huss M., Stauss-Grabo M., Hahn A. (2010). Significance of long-chain polyunsaturated fatty acids (PUFAs) for the development and behaviour of children. Eur. J. Pediatr. 169, 149–164 10.1007/s00431-009-1035-8
- Smithers L. G., Golley R. K., Mittinty M. N., Brazionis L., Northstone K., Emmett P., et al. (2012). Dietary patterns at 6, 15 and 24 months of age are associated with IQ at 8 years of age. Eur. J. Epidemiol. 27, 525–535 10.1007/s10654-012-9715-5
- Stevenson J. (2006). Dietary influences on cognitive development and behaviour in children.
   Proc. Nutr. Soc. 65, 361–365
- Taki Y., Hashizume H., Sassa Y., Takeuchi H., Asano M., Asano K., et al. (2010). Breakfast staple types affect brain gray matter volume and cognitive function in healthy children. PLoS ONE 5:e15213 10.1371/journal.pone.0015213