

## Annotated Bibliography and Reference Sources to Support the Empirical Evidence of the Character Champions® Code.

*(Important Disclaimer: The following resources are listed for educational information only. The authors cannot guarantee the effectiveness of the services described below. Please consult a licensed professional before following the recommendations provided by any of the following websites, books, and organizations to ensure safety and reliability).*

Benson, P.L., Galbraith, M.A. & Espeland, P. (1998) ***What Kids Need to Succeed***. Minneapolis, MN:

Free Spirit Publications. <http://www.freespirit.com>

Kids who succeed have specific developmental assets in their lives. The more assets young people have, the less likely they are to lose their way. Based on groundbreaking nationwide studies, this book identifies 40 key assets—good things every young person needs. More than 900 specific, concrete suggestions are presented in this book to help build these 40 assets at home, at school, and in the community. Included are checklists that help you identify the assets your kids already have so you can focus on the ones they need. For more information about the assets visit <http://www.search-institute.org/>. The Search Institute is an independent nonprofit organization whose mission is to provide leadership, knowledge, and resources to promote healthy children, youth, and communities. To accomplish this mission, the institute generates and communicates new knowledge and brings together community, state, and national leaders. □□ At the heart of the institute's work is the framework of 40 developmental assets, which are positive experiences and personal qualities that young people must acquire to grow up healthy, caring, and responsible.

Borba, M. (2001). ***BUILDING MORAL INTELLIGENCE: The Seven Essential Virtues that Teach Kids to Do the Right Thing***. San Francisco, CA: Jossey-Bass Publishers

<http://micheleborba.com/pages/ordering.htm>

This book summarizes the seven moral intelligence (MI) virtues that Dr. Borba has found provide a solid moral core crucial to developing children's moral intelligence. A solid moral core gives kids the power to counter outside and inside vices so they do what is right. Together the seven MI become a child's/student's mental compass, guiding him/her toward responsible living and ethical conduct. According to Dr. Borba, the seven moral traits are what your child/student needs most to do what is right and resist any pressure that may defy the habits of solid character and good ethical living. Color-coded these seven virtues are: *empathy and kindness (blue)*, *tolerance (orange)*, *fairness (green)*, *self-control (gold)*, and *conscience and respect (rainbow)*.

Burns, G.W. (2004). ***101 Healing Stories for Kids and Teens: Using Metaphors in Therapy***.

New York: John Wiley and Sons.

This book guides the reader through the effective therapeutic process of storytelling with children and teens. The author provides pragmatic advice and detailed guidelines to presenting oral, visual, and play-based metaphors in therapy and offers techniques for working with child-generated metaphors as well as demonstrating how to create your own healing stories for children and adolescents. This book introduces a powerful therapeutic tool that holds much promise for the future as both home and school collaborate on sharing similar stories with youth.

**Caring School Community (CSC) program, formerly the Child Development Project**, is a research based elementary school program that builds classroom and school community. It focuses on strengthening students' connectedness to school—a pivotal element for promoting academic motivation and achievement, for fostering character formation, and for reducing drug abuse, violence, and mental health problems. The program includes four complementary components: □□(1) Class meetings (2) Cross-age "buddies" activities (3) Home/School connection activities (4) School-wide community-building activities. CSC is designed to (1) create a caring, cooperative school environment, (2) build connections and foster trust and respect among students and teachers, (3) strengthen connections between school and home and promote parents' involvement in their children's learning, (4) build students' academic motivation and support their

academic learning, (5) foster students' empathy and understanding of others, and (6) promote students' commitment to being fair, helpful, respectful, and responsible. For more information visit: <http://guide.helpingamericasyouth.gov/programdetail.cfm?id=312>

**Community of Caring** is built around five core values that empower young people to be responsible and caring members of a community: caring, respect, responsibility, trust, and family. These five values serve as a foundation and umbrella for school activities and initiatives in Community of Caring schools. By developing schools as caring, respectful, responsible, trustworthy and family-oriented communities, we put children, teachers and school staff at the center of education as the values are woven into every aspect of school life and the existing curriculum. For more information about this great program visit:

<http://www.communityofcaring.org/AboutCofC/overview.html>

<http://www.communityofcaring.org/pdf%20files/UpdatedNov.2007CofCBrochure.pdf>

Covey, S. (1998). *The Seven Habits of Highly Effective Teens*, New York: Fireside Books

This book explains the seven habit or characteristics of happy and successful teens around the world. These seven habits are: 1) *Be proactive*. (Take responsibility for your life, color-coded "gold"); 2) *Begin with the end in mind*. (Define your mission and goals in life, color-coded "green"); 3) *Put first things first*. (Prioritize, and do the most important things first, color-coded "gold"); 4) *Think win-win*. (Have an everyone-can-win attitude, color-coded "blue"); 5) *Seek first to understand and then to be understood*. (Listen to people sincerely, color-coded "blue"); 6) *Synergize*. (Work together to achieve more, color-coded "rainbow"); 7) *Sharpen the saw*. (Renew yourself regularly, color coded "orange"). Pg. 5

Glenn, S. H. & Nelsen, J. (1988). *Raising Self-Reliant Children in a Self-Indulgent World:*

*Seven Building Blocks for Developing Capable Young People*, Rocklin, CA: Prima Publishing

This book emphasizes the importance that adults must be information seekers and must teach their children how to find knowledge themselves. By studying the characteristics of learners, the authors identified a number of critical concepts, capabilities, and beliefs they refer to as the significant seven. The significant seven comprise of three beliefs or perceptions about the world and four skills which are the essence of fully functioning human beings. Helping young people to develop these perceptions and skills adequately will necessitate specific changes in the practices of many parents and teachers. The first three perceptions are 1) *developing strong perceptions of personal capabilities*, 2) *fostering perceptions of personal significance*, and 3) *fostering perception of personal control over the environment*. The next four success skills are 4) *fostering strong intrapersonal skills*, 5) *fostering strong interpersonal skills*, 6) *fostering strong systemic skills*, and 7) *fostering strong judgmental skills*.

Goleman, D. (2006). *Social Intelligence*, New York: Bantam Books

This book presents the scientific findings that the social responsiveness of the brain demands that we be wise and realize that not only our moods but also our very biology are being driven and molded by the other people in our lives—and, in turn, demands that we take stock of how we affect other people's emotions and biology. This biological influence passing from person to person suggests a new dimension of a life well lived: conducting ourselves in ways that are biologically beneficial even at a subtle level for those with whom we connect. As relationships take on new meanings, then we need to think about them in a radically different way. Hopefully, we become compelled to reevaluate how we live our lives as we become more aware of the social responsiveness of our biological brains and what it means to "*act wisely in human relationships*".

Goleman, D. (1995). *Emotional Intelligence*, New York: Bantam Books

This book presents the scientific findings that our view of human intelligence is far too narrow, ignoring a crucial range of abilities that matter immensely in terms of how well we do in life. Drawing on groundbreaking brain and behavioral research, Goleman shows the factors at work when people of high IQ are limited in success, while those with average IQ experience high levels of success. This difference is explained as differences in emotional intelligence. Lack of emotional intelligence can hinder success and ruin relationships. Fortunately, emotional

intelligence can be nurtured and strengthened in all of us. The emotional lessons of a child actually sculpt the brain's circuitry, and parents and schools can best use this window of opportunity in childhood. Full of practical insights for parents and teachers, this book offers innovative strategies for raising emotional intelligence in people of any age.

Goldstein, A.P. (1988). *The Prepare Curriculum: Teaching Pro-social Competencies*. Champaign, IL: Research Press. <http://www.researchpress.com/>

One of the true pioneers in teaching students pro-social skills, Dr. Goldstein presents in this book the culmination of research on pro-social training. The Prepare Curriculum is a series of coordinated psycho-educational courses designed to teach a variety of pro-social, psychological competencies in adolescents and younger children who are demonstrably deficient in such competencies. This book is a strong resource for use with students who are deficient in pro-social competencies. Additional resources are available at the Research Press website. This book teaches skills in a step by step process that is easy for students to learn and then teach to others.

**Helping America's Youth** is a nationwide effort to raise awareness about the challenges facing our youth, particularly at-risk boys and to motivate caring adults to connect with youth in three key areas: family, school, and community. As the leader of the Helping America's Youth effort, Mrs. Laura Bush is highlighting programs which are effectively helping America's young people. For more information about how to help America's youth visit: <http://www.helpingamericasyouth.gov/>

Howard, P.J. & Howard, J.M. (2001). *The Owner's Manual for Personality at Work: How the Big Five Personality Traits Affect Performance, Communication, Teamwork, Leadership, and Sales*.

Marietta, GA: Bard Press. <http://www.bardpress.com> and <http://centacs.com/starting.htm>

By using factor analysis methods, researchers have identified recognizable, observable behavior descriptions on how people respond to stress, adjust to their environment, determine interests, work with others, and establish their roles and goals by describing broad categories (trait, dimension, continuum, super-trait, secondary trait, factor and domain) and subcategories (facet, sub-factor, primary trait, or sub-trait) of personality structure. Based on research begun in 1936, five synonym clusters appear to account for the majority of the differences between individual personalities. Today these five factors are typically referred to by the five letters, N, E, O, A, and C. N refers to the need for "Stability" (color-coded gold), E refers to "Extraversion" (color-coded orange), O refers to "Originality" or "Openness to experience and new ideas (color-coded green). A refers to one's "Accommodation" or "Agreeableness" (color-coded blue), and C refers to "Consolidation" or "Conscientiousness" (color-coded rainbow). pg. 21

Johnson, S. MD (1992). *"Yes or No": The Guide to Better Decision Making: A Story*.

New York: Harper Collins. <http://www.mindperk.com/JohnsonBio.htm>

This book presents a brilliant and practical system anyone can use to make better decisions. It is the story of a young man who journeys up a mountain discovers a map to better decisions by asking two most valuable questions. The first is to use his head by asking a practical question; the second is to consult his heart by asking a private question. Then, after listening to himself and others, he is able to make a better decision and act on it, pg.96. It is important to use the S.O.A.R. steps to make good decisions that allow one to see from multiple-perspectives rather than just through the dominant temperament preference.

Kalil, Carolyn, (1998) *Follow Your True Colors to the Work You Love*. Riverside, CA: True Colors Publishing <http://www.truecolorscareer.com/>

This textbook is at the heart of the *Follow Your True Colors to the Work You Love* series. Carolyn takes the mystery and misery out of your search for satisfying work, and helps you discover your natural strengths and talents with the help of the True Colors® Method. This book will help you create a more positive self-image, overcome fears that block success, maximize your unique strengths and more. Individuals will find this a helpful book when trying to decide on a career choice that is a good personality fit.

Keirsey, D. (1998). ***Please Understand Me II: Temperament, Character, Intelligence.*** Del Mar, CA: Prometheus Nemesis Book Company. <http://www.keirsey.com/>  
From 1977-1979, Dr. Ketterman had the opportunity to study under Dr. David Keirsey at Cal State Fullerton College when he was the president of the School of Counseling and School Psychology. It is on the basis of Dr. Keirsey's study on temperaments coupled with Don Lowry's colorization of the four temperament styles that gave birth to the Character Champions® Framework and code. This book is a fascinating read as you learn more about the four temperament styles: NT Rationalist (green), NF Idealist (blue), SP Artisan, (orange) and the SJ Guardian (gold). This book works in simplifying The Myers Briggs Type Indicators®, 16 types into four clusters, so that it is easier to understand and apply temperament knowledge in our daily lives. Dr. Keirsey's work is outstanding and a must read for all who want to understand the some of the theoretical background and research behind the Character Champions® system.

Lowry, Don (1979, 2001) ***Keys to Personal Success.*** Riverside, CA: True Colors Publishing  
[www.truecolors.org](http://www.truecolors.org)

This twenty-five page booklet introduces readers to Don Lowry's True Colors® vocabulary and communication system based on the colorization of Dr. David Keirsey's four temperament types described in his book *Please Understand Me*. By playing the True Colors® Card Sort Game, individuals can quickly discover their True Colors®, i.e. the colors that best describe and communicate the expression of their dominant temperament. Thanks to the support and encouragement of Don Lowry, we have incorporated the same color metaphors into the Character Champions® Classification System for enriching Character Development and Psychological Wealth. The authors strongly encourage readers to visit the True Colors® website to view the different books and materials that have been develop using the True Colors® communication system.

Luciani, J. (2007) ***Self-Coaching: The Powerful Program to Beat Anxiety & Depression.*** New Jersey: John Wiley & Sons. [www.self-coaching.net](http://www.self-coaching.net)

This book teaches the reader the basics for doing self-coaching to improve the quality of one's life. According to the author, the heart and soul of self-coaching is his technique of Self-Talk. Self-Talk is the how-to-method to liberate yourself from anxiety and depression. His self-talk method uses three key steps: 1) Separate fact from fiction—learn to listen. Cultivate a skill for listening to your inner dialogue. Start by asking a simple question: Are the thoughts I'm reacting to facts or fiction? 2) Stop reflexive thinking. When you realize that your Child-Reflex (attacks of the Extremes) is steering your thoughts, use the visual suggested in Chapter 9 of this book as an aid to stop listening. 3) Letting go. Do something by doing nothing. When it comes to Reflexive Thinking, turning away, distracting yourself or just plain ignoring thoughts of insecurity is the ultimate goal necessary for liberating yourself from anxiety and depression. (p.244).

Miscisin, M (2001) ***Showing Our True Colors.*** True Colors Publishing <http://www.truecolors.org>

For those who want to learn more about the True Colors Communication System, this book provides extensive information about each of the different color types. Whether you are someone just getting acquainted with True Colors® for the first time or have already experience the life-changing benefits and are looking for other ways it can be applied—this book is for you. An additional benefit of this book is that it has been translated in several different languages. For more details about the book and the author please visit <http://www.miscisin.net/>.

Popov, L.K. (1997). ***The Family Virtues Guide: Simple Ways to Bring Out the Best in Our Children and in Ourselves.*** New York: Penguin Books.

This book gives adults and children the tools for spiritual and moral growth. It presents 52 virtues drawn from the world's religions. This multi-faith, multicultural handbook presents simple strategies for explaining a virtue, for practicing it, and identifying signs of successful use of the virtue. This is a great book teaching virtues to youth so that they can make Character Champions® choices on a daily basis. For example, the following steps help to engage a child's conscience without shaming or rescuing him: 1) Stop the behavior; (take rock out of the hand of an angry child.) 2) Name a specific virtue (“*Stop! That is dangerous! You are not being kind.*”)

- 3) Explain briefly how this is wrong behavior. (“It is never okay to hurt someone when you are angry.”). 4) Immediately give a consequence. (“*Go into the house right now, and take a time-out to think about showing kindness.*”). 5) Encourage the child to make reparation or restitution. (Invite the child to talk about what happened. After listening and reviewing what happened, ask, “*How can you make up to your friend for forgetting to show kindness?*” pg. 17)
- Raskind, M.H, Goldberg, R. J., Higgins, E. L., & Herman, K. L. (2003). *Life Success for Children With Learning Disabilities: A Parent Guide*. Pasadena, CA: Frostig Center. This parent guide summarizes the results of a 20-year study that highlights the importance of six success attributes for individuals with learning disabilities. These success attributes are: *self-awareness, proactivity, perseverance, goal-setting, the presence and use of effective support systems, and emotional coping strategies*. Having these six attributes increases the chances of achieving a fulfilling and successful life. It is interesting to note that the Frostig Research indicates that the six success characteristics may have an even greater influence on success than such factors as academic achievement, gender, socio-economic status, ethnicity, or intelligence quotient (IQ). Available at [www.ldsucsess.org](http://www.ldsucsess.org).
- Rich, D. (1992) *Megaskills: In School and in Life—The Best Gift You Can Give Your Child*. Boston: Houghton Mifflin. This book teaches parents how to foster the development of 10 key mega-skills for their children: 1) confidence-feeling able to do it, 2) motivation- willing to do it, 3) effort-being willing to work hard, 4) responsibility- doing what’s right, 5) initiative- moving toward action, 6) perseverance-completing what you start, 7) caring- showing concern for others, 8) teamwork- working with others, 9) common sense- using good judgment, and 10) problem-solving- putting what you know and what you can do into action. These aren’t the only mega-skills, but these play a strong role in determining success in school and beyond. pg. 5
- Schmidt, F. & Friedman, A. (1985). *Creative Conflict Solving for Kids: Grades 4-9*. Miami Beach, FL: Grace Contrino Abrams Peace Education Foundation, Inc. Peaceworks Series. <http://www.peaceeducation.org/index.html> This is a great book for teachers who want to teach their students to deal creatively and constructively with conflict. This interdisciplinary resource book contains 40 reproducible student worksheets which can easily be incorporated into social studies, science, and language arts curriculum. Books for younger students on the same topic are available at the above website.
- Scott, V., Doub G., & Runnels, P. (1999) *Raising A Loving Family*. Adams Media Corporation. visit [www.familywellness.com](http://www.familywellness.com) for more information about family wellness programs and support. We have had the opportunity to work with George Doub and have benefited much from his classes and knowledge-base. This is a great program for professionals and parents.
- Skibbins, D. (2007). *Becoming a Life Coach*. Oakland, CA: New Harbinger Publications. This book offers everything you need to know to start and maintain a successful coaching practice. It includes information about necessary skills, tips of integrating coaching and therapy, business models, marketing advice and more.
- Snyder, C.R. and Lopez, S. J. (Eds.). (2005). *Handbook of Positive Psychology*. New York: Oxford. This handbook should be considered essential reading for all those interested in positive psychology. It introduces readers to the emergence of a new way of thinking about psychology, its goals, and its subject matter. This is the handbook for a new approach to psychology that focuses on the scientific study of the positive side of people. “The aim of positive psychology is to catalyze a change in psychology from a preoccupation only with repairing the worst things in life to also building the best qualities in life. To redress the previous imbalance, we must bring the building of strength to the forefront in the treatment and prevention of mental illness”. (p.3).

Stephens, L.S. (1995). *The Complete Guide to Learning Through Community Service: Grades K-9*. Needham Heights, MA: Longwood Division.  
This book is a hands-on-guide to every aspect of implementing service learning from organizing the first project to building school/community partnerships. In it are over 400 different service learning activities that help the young to think and act like Character Champions® at school and in their communities by making a positive difference. "Service learning involves students in meeting real human needs as part of the school curriculum, enabling them to learn by doing". p.10.  
For more information on service learning, visit: [www.servicelearning.org](http://www.servicelearning.org)  
<http://www.learningindeed.org/research/slresearch/slrsrchsy.html>  
[http://www.csuchico.edu/psed/servicelearning/images/subpages/Impact\\_Service-Learning.pdf](http://www.csuchico.edu/psed/servicelearning/images/subpages/Impact_Service-Learning.pdf)

Waldman, J. (2000). *Teens with the Courage to Give: Young People Who Triumphed Over Tragedy and Volunteered to Make a Difference*. Berkeley, CA: Conari Press. [www.conari.com](http://www.conari.com)  
An important book for encouraging young people to use the Character Champions® skills They develop in important ways to help others. After self-leadership, comes other-leadership. Service learning is at the heart of Character Champion Level three and above. This book will serve to motivate young people to find ways that they can help make their communities a better place. Visit <http://www.couragetogive.com> for more information about making a difference in spite of physical or emotional obstacles in your life.

### **Additional Reading List for Those Seeking Further Knowledge Related to Positive Psychology and Self and Other Leadership Development to Increase Character Champions® Strengths and Actions AT Home, School, Work, and Community**

#### **Brain Functioning, Brain-Based Learning and Building Intelligence**

Buzan, T. (1991). *Use Both Sides of Your Brain: New Mind-Mapping Techniques*. New York: Plume  
<http://www.buzanbooks.com/>

Buzan, T. & Buzan, B. (1996). *The Mind Map Book: How to Use Radiant Thinking to Maximize Your Brain's Untapped Potential*. New York: Plume Publishing  
<http://us.penguinroup.com/nf/Book/BookDisplay/0,,9780452273221,00.html>

GeniusIntelligence.com (2004). "The Anatomy of the Brain". Article available at:  
<http://www.geniusintelligence.com/brainanatomy.htm>

Harder, A.F. (2002) *The Developmental Stages of Erik Erikson*. LearningPlaceOnline.com  
<http://www.learningplaceonline.com/stages/organize/Erikson.htm>

Lawlis, F.R. (2006). *The IQ Answer: Maximizing Your Child's Potential- Family-Centered Action Plans To Help Children Struggling With ADD, Learning Disabilities, and Low Academic Performance*. New York: Viking, a member of the Penguin Group

Novitt-Moreno, A.D. MD (1995). *How Your Brain Works*. Emeryville, CA: Ziff-Davis Press.

Perfect, T.J. & Schwartz, B.L. (Eds) (2005). *Applied Metacognition*. New York: Cambridge University Press.  
[http://books.google.com/books?id=A4NYtQ3U4BcC&dq=metacognition&source=gbs\\_summary\\_s&cad=0](http://books.google.com/books?id=A4NYtQ3U4BcC&dq=metacognition&source=gbs_summary_s&cad=0)

Sternberg, R.J. (1997). *Successful Intelligence: How Practical and Creative Intelligence Determine Success in Life*. New York: Penguin Books.  
<http://www.indiana.edu/~intell/sternberg.shtml>

- Stevens, J. & Goldberg, D. (2001) *For the Learners' Sake: A Practical Guide to Transform Your Classroom and School (Brain-Compatible Teaching Ideas)* Chicago IL: Zephyr Press  
<http://www.zephyrpress.com/>
- Tate, M.L. (2007). *Shouting Won't Grow Dendrites: 20 Techniques for Managing a Brain-Compatible Classroom.* Thousand Oaks, CA: Corwin Press [www.corwinpress.com](http://www.corwinpress.com)  
<http://www.developingmindsinc.com/>
- Weiner, D.L. (2005). *Reality Check: What Your Mind Knows, But Isn't Telling You.* New York: Prometheus Books. [www.braintrick.com/RealityCheck/reviews.html](http://www.braintrick.com/RealityCheck/reviews.html)
- Wycoff, J. (1991). *Mindmapping: Your Personal Guide to Exploring Creativity and Problem-Solving.* Berkley, CA: Berkley Books. <http://www.weyrich.com/bookreviews/mindmapping.html>  
<http://www.foursightconsulting.com/ideas/>

### Enhancing Teaching Success

- Anderson, L.W. & Krathwohl, D. (2001) *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition.* New York: Longman.  
<http://projects.coe.uga.edu/epltt/index.php?title=Bloom%27sTaxonomy>
- Buzan, T, (2003). *Mind Maps for Kids: An Introduction-The Shortcut to Success in School.* New York: Harper Collins. <http://www.harpercollins.com> and <http://www.buzanbooks.com/>
- California Department of Education (1992) *It's Elementary: Elementary Grades Task Force Report*, Sacramento: California Department of Education
- Calvin, R. & Richert, C. (1997). *The Think Space: A Low Stress Management Technique Especially for Early Childhood.* Salt Lake City, UT: Origin Book Sales
- Chandler, S., Ketterman, D., & Aiken, L. (1997). "Creating the Ideal School. Leadership for Student Activities". September 1997. pp. 26-28. *National Assoc. of Secondary School Principals.*
- Cooley, M.L (2007) Teaching *Kids with Mental Health & Learning Disorders in the Regular Classroom: How to Recognize, Understand, and Help Challenged (and Challenging) Students Succeed.* Minneapolis, MN: Free Spirit Publishing. [www.freespirit.com](http://www.freespirit.com)  
<http://www.amazon.com/Teaching-Learning-Disorders-Regular-Classroom/dp/1575422425>
- Costa, A.L. (Ed) (2001) *Developing Minds: A Resource Book for Teaching Thinking, 3<sup>rd</sup> Edition* Alexandria, VA: Association for Supervision and Curriculum Development [www.ascd.org](http://www.ascd.org)  
<http://www.ascd.org/portal/site/ascd/template.book/menuitem.b71d101a2f7c208cdeb3ffdb62108a0c/?bookMgmtId=44bf64597dcaff00VgnVCM1000003d01a8c0RCRD>
- Covington, M.V. (1997). *The Will to Learn: A Guide for Motivating Young People.* MA: Cambridge University Press.
- Culham, R. (2004). *Using Picture Books to Teach Writing: An Annotated Bibliography of More Than 200 Titles With Teacher-Tested Lessons.* New York: Scholastic Teaching Resources.  
<http://www.culhamwriting.com/>
- Cunningham, P.M., Hall, D.P., & Cunningham, J.W. (2000). *Guiding Reading the Four-Block<sup>®</sup> Way.* Greensboro, NC: Carlson-Dellosa Publishing. <http://www.four-blocks.com/>

- Embry, D. (2003). *PAX Good Behavior: Teacher's Guide* Center City, MN: Hazelden  
<http://www.hazelden.org/itemquest/search.view?srch=Y&start=0&event=&kw=pax>
- Embry, Dennis D., Daniel J. Flannery, Alexander T. Vazsonyi, Kenneth E. Powell, and Henry Atha. (1996). "*PeaceBuilders: A Theoretically Driven, School-Based Model for Early Violence Prevention.*" *American Journal of Preventive Medicine* 12(5):91-100.
- Fairhurst, A.M. & Fairhurst, L.L. (1995) *Effective Teaching, Effective Learning: Making the Personality Connection in Your Classroom.* Mountain View, CA: Davies-Black Publishing  
<http://www.cpp.com/detail/detailitem.asp?ic=7116>
- Fletcher-Jazen, E. & De Pry, R.L. (2003). *Social Competence and Character: Developing IEP Goals, Objectives and Interventions.* Longmont, CO: Sopris West [www.sopriswest.com](http://www.sopriswest.com)
- Goldberb, M., Domitrovich, C. & Bumbarger, B. (2000). "Preventing Mental Disorders in School-Age Children: A Review of the Effectiveness of Prevention Programs". Pennsylvania, PA: College of Health and Human Development. Paper submitted to Center for Mental Health Services (CMHS)
- Hartman, H. (Ed). (2001). *Metacognition in Learning and Instruction, Theory, Research and Practice* New York: Springer Publications. <http://books.google.com/books?id=l7tWaKaIUcQC>
- Higgins, E.L.; Goldberg, R.J.; Raskind, M.H.; (2005). *Life success for students with learning disabilities: A teacher guide.* Pasadena, CA: Frostig Center [www.ldsucceess.org](http://www.ldsucceess.org)
- Hyerle, D. (1996). *Visual Tools for Constructing Knowledge.* Alexandria, VA: Association for Supervision and Curriculum Development. [www.ascd.org](http://www.ascd.org)
- Johnson, S. & Johnson, C. (1986). *The One Minute Teacher: How to Teach Others to Teach Themselves.* West Caldwell, NJ: William Morrow \* Co., Inc.  
<http://books.google.com/books?id=80BqteA21ysC>  
<http://www.ucimc.netouch.com/Others/MMC/Microskills.pdf>
- Kagan, S. & Kagan, M. (1998). *Multiple Intelligences: The Complete MI Book.* San Clemente, CA: Kagan Cooperative Learning. [www.KaganCoopLearn.com](http://www.KaganCoopLearn.com)
- Keogh, B.K. (2003). *Temperament in the Classroom: Understanding Individual Differences.* Baltimore, MD: P.H. Brookes <http://books.google.com/books?id=DTxNAAAACAAJ>  
<http://www.schwablearning.org/articles.aspx?r=1061>
- Ketterman-Brockett and the University of California, Riverside School of Education (1989). *The Classification of Students Experiencing School Difficulty and The Correlates of School Success,* Ann Arbor, MI: University Microfilms International.
- Ketterman, D., Shields, A. & Aiken, L. (1997). "What Color is Your Leadership Style? Leadership for Student Activities". February 1997. pp. 22-23. *National Assoc. of Secondary School Principals.*
- Kirby, M. (1997) *Thinking Aloud and Reading Comprehension.* New York: Center for Literacy and Reading Instruction. <http://www.readingcenter.buffalo.edu/center/research/think.html>
- Kottler, J.A. & Kottler, E. (2007). *Counseling Skills for Teachers: Second Edition.* Thousand Oaks, CA: Corwin Press. <http://www.corwinpress.com> and <http://www.jeffreykottler.com/>
- Lickoma, T. (1991), *Educating for Character: How our schools can teach respect and responsibility?* New York: Bantum Books Inc.

- McCombs, B.L. & Pope, J.E. (1994) *Motivating Hard to Reach Students*. Washington, D.C.: American Psychological Association. <http://books.apa.org/books.cfm?id=4316380>
- Misner, J. & Butler, S. (1998). *Exploring Your Horizons: Career and Personal Planning*. Toronto: McGraw-Hill Ryerson Limited.  
<http://www.curriculum.org/csc/library/profiles/10/html/GLC2OP.htm>
- Quarles, A. (1991) *Classroom Clout: Empowering the New and Veteran Teacher for Today*. Atlanta, Ga.: Linton Day Pub. <http://www.antiquemallbooks.com/cgi-bin/cdbooks/OZ11008.html>
- Raskind, M.H., Goldberg, R.J.; Higgins, E.L.; & Herman, K.L. (2003). *Life Success for Children with Learning Disabilities: A Parent Guide*. Pasadena, CA: Frostig Center  
[www.ldssuccess.org](http://www.ldssuccess.org)
- Rich, D. (1997). *Megaskills: Building Children's Achievement for the Information Age*. Boston: Houghton Mifflin Co.
- Rose, C. & Nicholl, M. (1997) *Accelerated Learning for the 21st Century*. New York: Dell Publishing.
- Ryan, C.D. (1998). **Quick Flip Activities for Multiple Intelligences: Improve Your Teaching With the Flip of a Page**. Dana Point, CA: Edupress [www.edupressinc.com](http://www.edupressinc.com)
- Silver, H.F., Strong, R.W., & Perini, M.J. (2000) *So Each May Learn: Integrating Learning Styles and Multiple Intelligences*. Alexandria, VA: Association for Supervision and Curriculum Development. <http://www.ascd.org> and  
<http://www.ascd.org/portal/site/ascd/menuitem.b71d101a2f7c208cdeb3ffdb62108a0c/template.bo ok?bookMgmtId=cb64b2cc2fcff00VgnVCM1000003d01a8c0RCRD>
- Stine, Jean Marie. (1997). *Writing Successful Self-Help & How-To Books: An Insider's Guide to Everything You Need to Know*. New York: John Wiley & Sons, Inc.
- Whitaker, J. & Sullivan, J.R. (1996) *Learning and Personality Styles: More than Chalk and Talk*. Richmand, Texas: RAI Communications <http://www.withstyle.com/>
- Wilhelm, J.D. (2001). *Improving Comprehension With Think-Aloud Strategies: Modeling What Good Readers Do*. New York: Scholastic
- Xiao, Yuehai (2001) *Applying Metacognition in EFL Writing Instruction in China* in H.J. Hartman. (Ed.), "Metacognition in learning and instruction: Theory, Research and Practice" (pp. 33-68) New York: Springer Publications. Macau University of Science and Technology  
<http://www.nus.edu.sg/celc/publications/RELT61/p19to34xiao.pdf>

### Job Success

- Alessandra, T. & O'Conner, M.J. (1996). *The Platinum Rule: Do Unto Others As They'd Like Done Unto Them (Discover the Four Basic Business Personalities—and How They Can Lead to You to Success)*. New York: Time Warner. <http://www.platinumrule.com/>
- Barr, L. & Barr, N. (1989). *The Leadership Equation: Leadership, Management, and the Myers-Briggs*. Austin, TX: Eakin Press.
- Belasco, J.A. & Stead, J. (1999). *Soaring With The Phoenix: Renewing the Vision, Reviving the Spirit, And Re-Creating The Success of Your Company*. New York: Time Warner.

- Berens, L.V., Cooper, S. Ernes, L.K., Martin, C.R., Myers, S., Nardi, D., Pearman, R.R., Segal, M., & Smith, M.A. (2002). *Quick Guide to the 16 Personality Types in Organizations: Understanding Personality Differences in the Workplace*. Huntington Beach, CA: Telos Publications.  
<http://www.interstrength.com/faculty/lindaberens.html>  
<http://www.interstrength.com/curriculum/temperament.html>
- Blancher, K. (2007). *Leading At A Higher Level: Blanchard on Leadership and Creating High Performing Organizations*. New Jersey: Pearson Prentice Hall.
- Blanchard, K.H. & Johnson, S. (1983). *The One Minute Manager*. New York: Harper Collins.  
<http://www.harpercollins.com> and <http://books.google.com/books?id=PKTqpbz4zZAC>
- Collins, J.C. & Porras. J.I. (1994). *Built to Last: Successful Habits of Visionary Companies*. New York: HarperCollins Business Publishing.
- Edvinsson, L. & Malone, M.S. (1997). *Intellectual Capital: Realizing Your Company's True Value By Finding Its Hidden Brainpower*. New York: Harper Collins.  
[http://www.valuebasedmanagement.net/methods\\_icrating.html](http://www.valuebasedmanagement.net/methods_icrating.html)
- Flach, F. (1988). *Resilience: Discovering a new strength at times of stress*. New York: Ballantine Books.
- Goldman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.
- Hersey, P. & Blanchard, K. (1982). *Management of Organizational Behavior: Utilizing Human Resources*. Englewood Cliffs, N.J: Prentice-Hall <http://www.prenticehall.com/> <http://www.kenblanchard.com/>
- Hill, N. (1987). *Think and Grow Rich*. New York: Random House Publishing.
- Isachsen, O. & Berens, L. (1988). *Working Together- A Personality Centered Approach to Management*. Coronado, CA: Newworld Management Press.
- Johnson, B. (1992). *Polarity Management: Identifying and Managing Unsolvable Problems-2<sup>nd</sup> Edition*. Amherst, MA: Human Resource Development Press. <http://www.polaritymanagement.com/>
- Kroeger, O. & Thuesen, J. (1992). *Type Talk at Work*. New York: Dell Publishing.
- Lickson, J.E. (1992). *The Continuously Improving Self*. Menlo Park, CA: Crisp Publications  
<http://www.CrispLearning.com>
- Littauer, F. & Littauer, M. (1992). *Personality Puzzle: Putting Together the Personalities in your Workplace*. Grand Rapids, MI: Fleming H. Revell.
- Lundin, W. & Lundin, K. (1993). *The Healing Manager: How to Build Quality Relationships and Productive Cultures at Work*. San Francisco: Berrett-Koehler
- McGee-Cooper, A. (1990). *You Don't Have to Come Home from Work Exhausted*. New York: Bantam Books.
- Minor, M. (1995). *Coaching for Development: Skills for Managers and Team Leaders*. Menlo Park, CA: Crisp Publications <http://www.CrispLearning.com>
- Ryan, R. (2005). *Soaring on Your Strengths: Discover, Use, and Brand Your Best Self for Career Success*. New York: Penguin Group (USA)  
<http://us.penguin.com/nf/Book/BookDisplay/0,,9780786568239,00.html>

- Scheele, A. (1979). *Skills for Success*. New York: Ballantine Books.
- Senge, P.M. (1990). *The Fifth Discipline: The Art & Practice of the Learning Organization*. New York: Doubleday Publishing. <http://www.infed.org/thinkers/senge.htm>
- Sinetar, M. (1987). *Do What You Love. The Money Will Follow: Discovering Your Right Livelihood*. New York: Paulist Press.
- Shea, G.F. (1997). *Mentoring: How to Develop Successful Mentor Behaviors*. Menlo Park, CA: Crisp Publications <http://www.CrispLearning.com>
- Tieger, P. & Barron-Tieger B. (1992). *Do What You Are: Discover the Perfect Career for You through the Secrets of Personality Type*. Boston: Little, Brown and Company.
- Walton, M. & Deming, W.E. (1988). *The Deming Management Method*. New York: Perigee-Penguin Group. <http://books.google.com/books?id=4tPlxq76ssYC>

### Parenting and Relationship Success

- Amen, D.G. (2002). *Mind Coach: How to Teach Kids and Teenagers to Think Positive and Feel Good*. Newport Beach, CA: Mindworks Publications  
[http://amenclinics.com/store/index.php?main\\_page=product\\_info&cPath=1&products\\_id=2](http://amenclinics.com/store/index.php?main_page=product_info&cPath=1&products_id=2)
- Benor, D J., MD, ABHM *Two Quick Ways to Sort Out Your Hassles: Transactional Analysis and WHEE*. <http://www.content4reprint.com/psychology/two-quick-ways-to-sort-out-your-hassles-transactional-analysis-and-whee.htm>
- Brett, D. (1988). *Annie Stories: A Special Kind of Storytelling*. New York: Workman Publishing
- Canfield, J., Hansen, M.V., Hansen, I. & Dunlap, I. (2007). *Chicken Soup for the Child's Soul: Character-Building Stories to Read with Kids Ages 5 through 8*. Deerfield Beach, FL: Health Communications Inc. <http://www.hci-online.com/p-3457-chicken-soup-for-the-childs-soul.aspx>
- Carry, W.B. & Jablow, M.M. (1999). *Understanding Your Child's Temperament: A Revolutionary Approach Based on Nine Temperament Traits Inborn in Every Child*. New York: MacMillan Publishing <http://www.temperament.com/orderuyct.html>
- Chess, S. & Thomas, Alexander (1987). *Know Your Child: An Authoritative Guide for Today's Parents*. New York: Basic Books. [http://www.perseusbooksgroup.com/basic/contact\\_us.jsp](http://www.perseusbooksgroup.com/basic/contact_us.jsp)
- Coloroso, B. (2002). *Kids Are Worth It- Giving Your Child the Gift of Inner Discipline*. New York: Harper Collins. <http://books.google.com/books?id=p-ln2rx0vrwC>
- Elmore, T. (2001). *Nurturing the Leader Within Your Child: What Every Parent Needs to Know*. Nashville, TN: Thomas Nelson Publishers [www.thomasonline.com](http://www.thomasonline.com)
- Freed, A.M. (1980). *T.A. for Teens and Other Important People*. Sacramento, CA: Jalmar Press  
<http://frogsandprinces.dawntreader.net/appendix.html>
- Firchow, N. (2007). *Tips for Handling Problematic Temperament Traits*. Great Schools: The Parent's Guide to K-12 Success. Schwab Learning.  
<http://www.schwablearning.org/articles.aspx?r=494&f=relatedlink>

- Gaber, D. (1989). *How to Talk to the People You Love*. New York: Simon and Shuster.  
<http://www.dongabor.com/>
- Gray, J. (1984). *What You Feel, You Can Heal: A Guide for Enriching Relations*. Mill Valley, CA: Heart Publications. <http://www.marsvenus.com/xcart/product.php?productid=65>
- Johnson, D., Johnson, C. & Vail, P.L. ((2002). *Homework Heroes: Grades 3-5*. New Jersey: Simon & Schuster. [www.kaplan.com/NR/rdonlyres/83ED88F4-AE24-4404-BB3E-854ED6EB1CE7/0/April01parents\\_choice\\_0402.pdf](http://www.kaplan.com/NR/rdonlyres/83ED88F4-AE24-4404-BB3E-854ED6EB1CE7/0/April01parents_choice_0402.pdf)
- Kellerman, J. (1999). *Savage Spawn: Reflection on Violent Children*. New York: Random House.
- Kurcinka, M.S., (2006). *Raising Your Spirited Child Rev Ed: A Guide for Parents Whose Child is More Intense, Sensitive, Perceptive, Persistent, and Energetic*. New York: Harper Paperbacks  
[http://www.harpercollins.com/books/9780060739669/Raising\\_Your\\_Spirited\\_Child\\_Rev\\_Ed/index.aspx](http://www.harpercollins.com/books/9780060739669/Raising_Your_Spirited_Child_Rev_Ed/index.aspx)  
<http://www.parentchildhelp.com/>
- McCann, E. (1985). *The Two-Step: The Dance Toward Intimacy*. New York: Grove Press.
- McClowry, S.G. (2003). *Your Child's Unique Temperament: Insights and Strategies for Responsive Parenting*. Champaign, IL: Research Press <http://www.researchpress.com/product/item/5225/>
- Neville, H. & Johnson, D.C. (1998). *Temperament Tools: Working with Your Child's Inborn Traits*. Seattle, WA: Parenting Press <http://www.parentingpress.com/>  
<http://books.google.com/books?id=QAQiHhpMuxYC&pgis=1>
- Paul, J. & Paul, M. (1989). *Do I Have To Give Up Me To Be Loved By You? The Workbook*. Minneapolis, MN: Compcare Publishers <http://www.drjordanpaul.com/workbook.html>  
<http://www.drjordanpaul.com/kids.html>
- Shapiro, L.E. (1995). *"How I Learned To Think Things Through"*. New York: Childsworld Childsplay.  
<http://www.childsworld.com/>
- Schmidt, F. & Friedman, A. (1989). *Fighting Fair for Families*. Miami Beach, FL: Grace Contrino Abrams Peace Education Foundation. <http://acrnet.org/acrlibrary/more.php?id> Association for Conflict Resolution
- Shure, M.B. & Digeronimo, T.F. (1995). *Raising a Thinking Child Workbook*. New York: Henry Holt.

### Positive Psychology

- Aspinwall, L.G. & Staudinger, U. (2004). *A Psychology of Human Strengths: Fundamental Questions and Future Directions for a Positive Psychology*. Washington, DC: American Psychological Association [www.apa.org](http://www.apa.org)
- Carr, A. (2004). *Positive Psychology: The Science of Happiness and Human Strengths. (A Basic Textbook and Introduction to the New Science of Positive Psychology)*. New York: Routledge Press.
- Clifton, D.O. & Anderson, and E.C. (2002) *StrengthQuest: Discover and Develop Your Strengths in Academics, Career. And Beyond*. New York: Gallup Press.  
<http://www.gallup.com/consulting/education/106759/Youth-Development.aspx>
- Clifton, D.O. & Buckingham, M. (2001). *Now, Discover Your Strengths*. New York: Simon & Schuster.  
<http://www.simonsays.com/content/book.cfm?tab=1&pid=412203&er=9780743201148>

- Linley P.A. & Joseph (Eds) (2004). *Positive Psychology in Practice*. New Jersey: John Wiley & Sons.  
<http://www.wiley.com/WileyCDA/WileyTitle/productCd-0471459062.html>  
<http://theanocoaching.wordpress.com/>
- Lopez, S.J. & Snyder, C.R. (Eds) (2003). *Positive Psychological Assessment: A Handbook of Methods and Measures*. Washington, DC: American Psychological Association [www.apa.org](http://www.apa.org)
- Penn University of Pennsylvania, Positive Psychology Center, *Readings and Videos on Positive Psychology*  
<http://www.ppc.sas.upenn.edu/publications.htm>
- Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University Press
- Peterson, C. & Seligman, M.E. (2004). *Character Strengths and Virtues: A Handbook and Classification*. New York: Oxford Press.  
<http://www.authentichappiness.sas.upenn.edu/seligman.aspx>  
<http://www.viastrengths.org> <http://www.div17pospsych.com/practice.htm> and  
<http://health.msn.com/health-topics/mental-health/articlepage.aspx?cp-documentid=100205258>

### **Temperament, Personality Differences and Character Development**

- Berens, L.V. (2006). *Understanding Yourself and Others: An Introduction to the 4 Temperaments-3.0*. Huntington Beach: Telos Publications. <http://www.telospublications.com/>  
<http://www.16types.com/Request.jsp?rView=ProductDetail&ProductCode=100-3>  
<http://www.16types.com/Request.jsp?rView=DynamicPage&Content=KeirseyanTemperament>  
<http://www.interstrength.com/articles/index.html>
- Birkman, R. (1995). *True Colors: Get to know yourself and others better with the highly acclaimed Birkman method*. Nashville, TN: Thomas Nelson.
- Boyle, P. (1994). *Screaming Hawk*. New York: Station Hill Press.
- Brownsword, A. (1988) *Psychological Type: An Introduction*. Available from Type & Temperament Box 200 Gladwyne, PA 19035
- Carrey, W.B. & McDevitt S.C. (1995). *Coping With Children's Temperament: A Guide for Professionals*. New York: Basic Books. <http://www.temperament.com/ordercoping.html>
- Chamorro, T. (2007). *Personality and Individual Differences*. Oxford, UK: Blackwell Publishing.  
[http://books.google.com/books?id=x4ft\\_IcuGhsC](http://books.google.com/books?id=x4ft_IcuGhsC)
- Chess, S. & Thomas, A. (1968). *Temperament and Behavior Disorders in Children*. New York: New York University Press.
- Chess, S. & Thomas, A. (1997). *Temperament Theory and Practice*. New York: Psy Press.  
<http://www.psyppress.com/> <http://books.google.com/books?id=sE9Bg-r4yUcC>  
and [http://www.acamedia.info/sciences/sciliterature/origin\\_of\\_personality.htm](http://www.acamedia.info/sciences/sciliterature/origin_of_personality.htm)
- Cole, J. (1993) *Another Tortoise and a Different Hare*. Tucson, AZ: Treasure Chest Publications
- Delunas, E. (1992). *Survival Games Personalities Play*. Carmel, CA: Sunflower Ink.  
[http://www.innervisionresources.com/meet\\_dr\\_delunas.html](http://www.innervisionresources.com/meet_dr_delunas.html)
- Evatt, C. & Feld, B. (1983) *The Givers and the Takers*. New York: Ballantine Books.

- Fragar, R. (1994). *Who am I? Personality Types for Self-Discovery*. New York: Putnam Book.
- Giovanoni, L., Berens, L. & Cooper, S. (1987). *Introduction to Temperament*. Huntington Beach, CA: Telos Publications.
- Guerin, D.W., Gottfried, A.W., Oliver, P.H., Thomas, C.W. (2007). *Temperament: Infancy Through Adolescence: the Fullerton Longitudinal Study*. New York: <http://www.springer.com> and <http://books.google.com/books?id=mDCicEavq1AC>
- Hirsh, S. & Kummerow, J. (1989). *Lifetypes*. New York: Warner Books.
- Isachsen, O. & Berens, L. (1988). *Working Together- A Personality Centered Approach to Management*. Coronado, CA: Newworld Management Press.
- Jaffe, A. (Ed) (1979). *C.G. Jung: Word and Image*. New Jersey: Princeton University Press. <http://press.princeton.edu/titles/1220.html>
- Jung, C.G. (1971). *Psychological types: The collected works of C.G. Jung, V. 6*. Princeton University Press.
- Kagan, J. (1997). *Galen's Prophecy: Temperament in Human Nature*. Boulder, CO: Westview Press. [http://www.perseusbooksgroup.com/westview/contact\\_us.jsp](http://www.perseusbooksgroup.com/westview/contact_us.jsp) and <http://books.google.com/books?id=JynhysOSKWYC>
- Kagan, J. & Snidman, N.C. (2004). *The Long Shadow of Temperament*. Cambridge, MA: Harvard University Press. <http://www.hup.harvard.edu/> and <http://books.google.com/books?id=Brq-4io1c6wC>
- Keirse, D. (1987). *Portraits of Temperament*. Del Mar, CA: Prometheus Books.
- Keirse, D. & Bates, M. (1978). *Please Understand Me*. Del Mar, CA; Prometheus.
- Ketterman, D., & Rousey, A.M (1997). *Factor Analysis of the Ketterman Temperament Preference Inventory: Empirical Validation of Clinical Judgment*. (unpublished manuscript). Available by request at [characterchampionsfoundation.com](http://characterchampionsfoundation.com)
- Kohnstamm, G.A., Bates, J.E., & Rothbart, M.K. (2002). *Temperament in Childhood*. New York: Wiley. <http://books.google.com/books?id=0n6ZIQAACAAJ>
- Kroeger, O. & Thuesen, J. (1988). *Typetalk or How to Determine your Personality Type and Change your Life*. New York: Delacorte Press.
- Kretschmer, E. (1925). *Physique and Character*. London: Harcourt Brace.
- Kroeger, O. & Thuesen, J. (1994). *16 Ways to Love your Lover: Understanding the 16 personality Types so You Can Create a Love that Lasts Forever*. New York: Delacorte Press.
- Kroeger, O. & Thuesen, J. (1992). *Type Talk at Work*. New York: Dell Publishing.
- Lahaye, T. (1971). *Transformed Temperaments*. Wheaton, IL: Tyndale House.
- Maddon, T. (1995, 2002) *Living Your Colors*. New York: AOL Time Warner. <http://www.enotalone.com/article/4968.html>
- Mamchur, C. (1984). *Insights: Understanding Yourself and Others*. Toronto, Ontario: The Ontario Institute for Studies in Education.

- Myers, I. (1980). *Gifts Differing*. Palo Alto, CA: Consulting Psy Press.  
<http://www.impactpublications.com/index.asp?PageAction=VIEWPROD&PRODID=4317>
- Plomin, R. & Dunn, J. (1986). *The Study of Temperament: Changes, Continuities and Challenges*. Mahwah, NJ: Lawrence Erlbaum Associates <http://books.google.com/books?id=IHX85v7Q0p4C>
- Seagal, S. & Horne, D. (1997). *Human Dynamics: A New Framework for Understanding People and Realizing the Potential in Our Organizations*. Waltham, MA: Pegasus Communications, Inc.  
<http://www.pegasuscom.com/> <http://www.humandynamics.com/>
- Smalley, G. & Trent, J. (1990). *The Two Sides of Love*. Pomona, CA: Focus on the Family.
- Spranger, E. (1966). *Types of Men*. New York: Johnson Reprint Company.
- Trent, J. & Smalley, G. ((1992). *The Treasure Tree: Helping kids Get Along and Enjoy Each Other*. Dallas: Word Publishing. [http://new.strongfamilies.com/kids\\_corner.asp](http://new.strongfamilies.com/kids_corner.asp)  
 (Lion= Green Beaver= Gold or Yellow Otter= Orange or Red Golden Retriever= Blue)
- Voges, K. & Braund, R. (1990). *Understanding How Others Misunderstand You: A Unique and Proven Plan for Strengthening Personal Relationships. (A Workbook Using the Carlson Learning Company's DISC System)*. Chicago, IL: Moody Press.  
[http://www.inhisgraceinc.com/html/disc\\_definitions.html](http://www.inhisgraceinc.com/html/disc_definitions.html)
- Wilmer, H. (1987). *Practical Jung: Nuts and bolts of Jungian Psychotherapy*. Wilmette, IL: Chiron Publications.
- Wirths, C. & Bowman-Kruhm (1992). *Are You my Type? Or Why Aren't You More Like Me?* Palo Alto, CA: Consulting Psychologists Press.

### **Working With Others and Personal Growth/Leadership Development**

- Bennis, W. & Goldsmith, J. (1997). *Learning to Lead: A Workbook on Becoming A Leader*. Reading, MS: Addison-Wesley [www.aw.com/gb/](http://www.aw.com/gb/)  
 and [http://www.brainyquote.com/quotes/authors/w/warren\\_g\\_bennis.html](http://www.brainyquote.com/quotes/authors/w/warren_g_bennis.html)
- Brown, M.Y. (1983). *The Unfolding Self: Psychosynthesis and Counseling*. Los Angeles, CA: Psychosynthesis Press. <http://www.mollyyoungbrown.com/books.htm>
- Bolton, R. (1979). *People Skills*. New York: Simon & Schuster.
- Bramson, R. (1981). *Coping with difficult people in business and in life*. New York; Ballantine Books.
- Broadie, R. (1993). *Getting Past OK: A Straightforward Guide to Having a Fantastic Life*. Carol Stream, IL: Integral Press. <http://books.google.com/books?id=VdQ4VxnJklYC>
- Butler, G. & Hope, T. (1995). *Managing Your Mind: The Mental Fitness Guide*. New York: Oxford University Press. <http://books.google.com/books?id=Q54wMrh7-hQC>
- Crowley, R.J. (1986). *Therapeutic Metaphors for Children and the Child Within*. Oxford, UK: Taylor & Francis. <http://www.taylorandfrancis.com/>
- Covey, S. (1989). *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. New York: Simon & Schuster. <http://www.stephencovey.com/>

- Covey, S. (1990). *Principle-Centered Leadership*. Provo, UT: Institute for Principle-Centered Leadership.  
[http://www.franklincovey.com/fc/library\\_and\\_resources/article\\_library](http://www.franklincovey.com/fc/library_and_resources/article_library)
- Elgin, S. (1990). Staying *Well with the Gentle Art of Verbal Self-Defense*. Englewood Cliffs, NJ: Prentice Hall.
- Fisher, R. & Brown, S. (1988). *Getting together: Building Relationships as We Negotiate*. New York: Penguin Book.
- Fisher, R. & Ury, W. (1981). *Getting to Yes: Negotiating Agreement without Giving in*. New York: Penguin Books. <http://us.penguin.com/>
- Friedman, H. (1991). *The Self-Healing Personality: Why Some People Achieve Health and Others Succumb to Illness*. New York: Henry Holt & Company  
[http://www.iuniverse.com/bookstore/book\\_detail.asp?isbn=0%2D595%2D00289%2D7](http://www.iuniverse.com/bookstore/book_detail.asp?isbn=0%2D595%2D00289%2D7)  
<http://wilderdom.com/psychology/resilience/PsychologicalResilience.html>  
<http://www.faculty.ucr.edu/~friedman/longabstract.html>
- Gabor D. (1983), *How to Start a Conversation and Make Friends*. New York: Simon & Schuster.  
<http://www.dongabor.com/>
- Glasser, W. MD (2003). *Warning: Psychiatry Can Be Hazardous To Your Mental Health*. New York: Harper Collins <http://www.wglasser.com/>  
[http://wglasser.com/images/articles/warning\\_psychiatry.pdf](http://wglasser.com/images/articles/warning_psychiatry.pdf)
- Harary, K. & Donahue, E. (1994). *Who Do You Think You Are?* San Francisco: HarperCollins
- Howard, V. (2001) *Psycho-Pictography: The New Way to Use the Miracle Power of Your Mind*. Pine AZ: New Life Foundation. <http://www.anewlife.org/>
- James, M. & Jongeward, D. (1971). *Born to win: Transactional Analysis with Gestalt Experiments*. Reading, MS: Addison-Wesley Publishing.
- Jaworski, J., Flowers, B.S, (Ed.), & Senge, P.M. (1996) *Synchronicity: The Inner Path of Leadership* San Francisco: Berrett-Koehler Publishers
- Komives, S.R., Lucas, N., & McMahon, T.R. (1998). *Exploring Leadership for College Students Who Want to Make A Difference*. San Francisco, CA: Jossey-Bass Inc. [www.josseybass.com](http://www.josseybass.com)
- May, R. (1991). *The Cry for Myth*. New York: Dell Publishing.  
[http://www.existential-therapy.com/Book\\_Reviews/The\\_Cry\\_for\\_Myth.htm](http://www.existential-therapy.com/Book_Reviews/The_Cry_for_Myth.htm)
- Miller, R.A. & Miller, I. (1994). *The Modern Alchemist: A Guide to Personal Transformation*. Grand Rapids, MI: Phanes Press. <http://www.levity.com/alchemy/phanes.html>
- Naber, J. (1999). *Awaken the Olympian Within: Stories from America's Greatest Olympic Motivators*. Torrance, CA: Griffin Publishing
- Paul, M. (2003). *It's Hard to Make a Difference When You Can't Find Your Keys: The Seven-Step Path to Becoming Truly Organized*. New York: Viking Press  
<http://us.penguin.com/nf/Book/BookDisplay/0,,9780142196175,00.html?sym=EXC>
- Peck, M. Scott (1978). *The Road Less Traveled*. New York: Simon and Schuster.  
<http://www.mscottpeck.com/>

- Satir, V. (1978) *Your Many Faces: The First Step to Being Loved*. Berkeley CA: Celestial Arts  
[http://thinkexist.com/quotes/virginia\\_satir/](http://thinkexist.com/quotes/virginia_satir/)  
[http://everything2.com/index.pl?node\\_id=1484243&displaytype=printable&lastnode\\_id=0](http://everything2.com/index.pl?node_id=1484243&displaytype=printable&lastnode_id=0)
- Seligman, M.E.P. (1993). *What You Can Change...And What You Can't-Learning to Accept Who You Are: The Complete Guide to Successful Self-Improvement*. New York: Random House.
- Scott, G. G. (1990). *Resolving conflict with others and within yourself*. Oakland: New Harbinger Publications.
- Stone, H. & Winkelman, S. (1989). *Embracing Each Other: Relationship as Teacher, Healer, and Guide*. Mill Valley, CA: Nataraj Publishing.
- Stone, H. & Winkelman, S. (1989). *Embracing ourselves: The voice dialogue manual*. San Rafael, CA: New World Library.
- Small, J. (1984). *Transformers: The Therapists of the Future*. Camarillo, CA: DeVorss & Co.
- Truman, K.K. (1991). *Feelings Buried Alive Never Die....* Las Vegas, NV: Olympus Distributing.
- Ury, W. (1991). *Getting Past No: Negotiating with Difficult People*. New York: Bantam Books.
- Vaillant, L.M. (1997). *Changing Character: Short-Term Anxiety-Regulating Psychotherapy for Restructuring Defenses, Affects, and Attachment*. New York: Harper Collins
- Von Oech, R. (1986). *A Kick in the Seat of the Pants*. New York: Harper & Row.
- Wolinsky, S. & Ryan, M. (2007). *Trances People Live: Healing Approaches in Quantum Psychology*. Putney, VT: Bramble Books <http://www.bramblebooks.com/>
- Wollis, R. & Hatfield, A. (2003). *When Someone You Love Has a Mental Illness: A Handbook for Family, Friends and Caregivers*. New York: Penguin Group (USA).
- Zey, M. (1990). *Winning with people: Building lifelong professional and personal success through the supporting cast principle*. Los Angeles: Jeremy P. Tarcher, Inc.

### **Useful Websites and Support Groups for Helping Families, Schools, and Communities Raise Character Champion® Youth and Foster Character Champion® Families**

[Characterchampions.org](http://Characterchampions.org)   [characterchampions.com](http://characterchampions.com)   [characterchampionsfoundation.com](http://characterchampionsfoundation.com)

[http://www.atozteacherstuff.com/Themes/Character\\_Education/](http://www.atozteacherstuff.com/Themes/Character_Education/) Updated every two weeks.

ASCD Provides The Definition of Character Education

<http://www.ascd.org/portal/site/ascd/menuitem.4d64d1d40a85dbbddeb3ffdb62108a0c/>

Bibliotherapy Introduction to Its Use With Children

[http://maxweber.hunter.cuny.edu/pub/eres/EDSPC715\\_MCINTYRE/Biblio.html](http://maxweber.hunter.cuny.edu/pub/eres/EDSPC715_MCINTYRE/Biblio.html)

<http://www.chadd.org> "CHADD improves the lives of people affected by AD/HD."

Character Education Informational Handbook and Guide (North Carolina Education Department)

<http://www.ncpublicschools.org/docs/charactereducation/handbook/content2.pdf>

<http://www.character.org/> Character Education Partnership (CEP) is one of the world's premier character education organizations. It is recognized as a leader in the field and a foremost advocate for developing young people of good character and civic virtue.

<http://www.CharacterCenter.com/Insights!!0907.pdf> Newsletter on Character Building Support.

<http://charactercounts.org/> Website Mission: To improve the ethical quality of society by changing personal and organizational decision making and behavior.

<http://www.charactered.org/> The purpose of this organization is to promote ethical integrity in young people and adults, for the betterment of individuals and community.

<http://www.charactered.net/> The Character Education Network is a place for students, teachers, schools and communities to facilitate character education.

<http://www.charactereducation.com/Default.aspx?tabid=154> A resource for books on Character Development.

<http://www.goodcharacter.com/> Good site for finding character building resources.

Great Schools: The Parents Guide to K-12 Success. <http://www.schwablearning.org/>

Kille, D.A. Ph.D. Bibliography: *Psychology and Spirituality*  
<http://home.att.net/~revdak/spir243/bibliography.htm>

<http://www.ldonline.org/> LD OnLine.org is the world's leading web site on learning disabilities and ADHD, serving more than 200,000 parents, teachers, and other professionals each month.

Legacy Project. Recommended books and resources for safe schools/conflict resolution  
<http://www.legacyproject.org/guides/resourcesss.html>

Life Skills, Utah State Office of Education [http://www.schools.utah.gov/curr/lifeskills/Char\\_Ed.htm](http://www.schools.utah.gov/curr/lifeskills/Char_Ed.htm)

<http://www.nclد.org/content/view/827/527/> National Center for Learning Disabilities: The Power to hope, to learn, and to succeed. Parent Resource Site for Support on School Success.

<http://www.peacebuilders.com/> Dedicated to reaching and teaching adults the art of creating safe, positive environments for all children

Parent Booklist for Building Character: <http://www.bu.edu/sed/caec/files/parentlist.htm>

Parents' Choice Foundation: Reviewing Children's Media. <http://www.parents-choice.org/>

Partnership for a Drug-Free America <http://www.drugfree.org/Parent/>

<http://www.search-institute.org/assets/assetlists.html>  
Search Institute site for downloading 40 developmental assets.

<http://www.servicelearning.org/> Website for Learn and Serve America resources

UCLA School Mental Health Project <http://smhp.psych.ucla.edu/>

United States Department of Health and Human Services- Substance Abuse and Mental Health Services Administration, **SAMHSA's National Mental Health Information Center and Center for Mental Health Services** <http://mentalhealth.samhsa.gov/>

U.S. Department of Education <http://www.ed.gov/admins/lead/character/brochure.html>

U.S. Department of Education's Parent Support Center <http://www.ed.gov/parents/landing.jhtml>

U.S. SAMHSA Model Programs on Effective Substance Abuse and Mental Health Programs for Every Community. <http://www.modelprograms.samhsa.gov/>

**For additional resources and updated information regarding the websites and books presented in this bibliography and reading list, please visit [characterchampionsfoundation.com](http://characterchampionsfoundation.com).**

### **Ten Key Points Behind the Writing of the story** ***Character Champions: Conquering the Extremes***

1. Most temperament and personality theories are not supported by evidence-based statistical analysis that supports the existence of the categories they use to identify temperament and personality styles. They are not derived from a statistical analysis to test the validity of the categories they propose to describe individual differences. Rather the categories are often based on clinical judgment with out the statistical evidence to support clinical theories about individual differences.
2. There is a strong need to take a research based scientific approach to the identification of individual differences rather than just relying on theoretical assumptions. Does the data support the theory?
3. There is an urgent need to separate mental illness stigmas in the general public when talking about mental health issues. Mental health needs to be promoted in the general public with the same urgency and importance as physical health.
4. The general public needs a categorical working definition of mental health fitness, i.e. mental health wealth in the same way physical and nutritional wellness is promoted to the general public. The general public is not sure what mental health wellness/fitness really is. The public needs standards just like in nutrition we teach about the basic five food groups and in fitness we talk about exercise, cholesterol, blood pressure levels, stress reduction, regular check ups, etc.
5. We have spent years in clinical experience working in schools to define mental health wellness/fitness based on identifying 4 natural temperament differences found in the normal general public in all cultures. We use these 4 natural preferences as a starting point for identifying natural mental health strengths and then use character development through the process of character champion coaching strategies and tools to increase the other 3 areas of mental health strengths.
6. We start from the premise that we are all Character Champions<sup>®</sup>, but our beliefs, attitudes, thoughts, feelings, and behaviors are not always in line with Character Champions<sup>®</sup>, mental health standards.

7. As we increase our Character Champions<sup>®</sup>, beliefs, attitudes, thoughts, feelings, and behaviors we grow stronger and healthier in mental health, thus we learn to invest in our own character development in order to increase our mental health development.
8. The research based development of the Ketterman Temperament Preference Survey provides a necessary jumping off point to identify natural strengths and weaknesses that can be used for creating a Character Coaching Mental Health-Wealth Plan so that we spend our energies investing our time and resources in productive ways that will increase our mental health fitness/wellness and grow our psychological wealth resources.
9. Models of mental health development must incorporate the latest findings on how the brain learns and develops so that learning is accelerated and maintained for life-span development that is continuous and is positively supported by the latest research on neurological and educational research.
10. Mental health development must be taught in a way that is developmental and where the major responsibility for its development lies within the family and the individual. Schools and community support would be made available through partnerships with the Character Champions Foundation Inc. The non profit Character Champions Foundation Inc is responsible for providing Character Champion Coaching resources that are scientifically tested and evidenced based in their effectiveness and usefulness for increasing and strengthening individual and family mental health-wealth assets. Critical to the development of mental health wealth is that the pertinent information and knowledge must be easy to understand and the strategies and tools for building a powerful family mental health- wealth portfolio must be practical and user-friendly. Schools, Community Health and Public Service Organizations, and Governments need to synergize their efforts so that the general public becomes convinced that investing in family mental health development is equal in importance to taking care of the family's physical, educational, and financial needs. A family rich in psychological wealth is a Character Champions<sup>®</sup> family that is equipped to deal with the psychological demands so that they can adapt successful to the challenges of living in a global 21<sup>st</sup> century society. It is through our synergistic efforts that we can take the best from the many effective research-based programs that have already been developed and weave them together in a way that is beneficial for all.