

**Appendix Five Continued  
from the Book-  
*Character Champions  
Conquering the Extremes:  
Coaching and Mentoring  
Tools for Developing and  
Increasing Psychological  
Wealth for Success***

**CC Annotated Bibliography,  
References and Reading List**

**Additional Website Resources  
and CC Reference Materials**

**Please visit:  
[characterchampions.org](http://characterchampions.org)**

## **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.; and Espeland, P. 1998. *What Kids Need to Succeed*. Minneapolis: 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 forty key assets—good things every young person needs. More than 900 specific, concrete suggestions are presented in this book to help build these forty 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 their forty 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: Jossey-Bass.  
<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 virtues 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 (both Blue)*, *tolerance (Orange)*, *fairness (Green)*, *self-control (Gold)*, and *conscience and respect (both 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 for 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 it encourages home and school to collaborate in 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; and 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 orientation. 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 habits 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"). (P. 5)

Glenn, S. H., and 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 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 comprises 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 three perceptual-related skills are 1) *developing strong perceptions of personal capabilities*, 2) *fostering perceptions of personal significance*, and 3) *fostering perceptions of personal control over the environment*. The next four success skill tasks 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.  
The author presents research to support his thesis 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, 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, we need to think about them in a radically different way. Ideally, 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 [ing] wisely in human relationships." p12

Goleman, D. 1995. *Emotional Intelligence*. New York: Bantam Books.  
The author presents scientific support 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 childhood 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 to 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, First Lady 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., and 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 of 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 a Rainbow). (P. 21)

Johnson, S., M.D. 1992. *"Yes or No": The Guide to Better Decision Making: A Story*. New York: HarperCollins. <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 and discovers a map which helps him to make better decisions by asking two most valuable questions. The first principle 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. (P. 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. Kalil takes the mystery and misery out of the reader's search for satisfying work and helps discover his/her natural strengths and talents with the help of the True Colors® Method. This book

will create a more positive self-image, overcome fears that block success, maximize 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 through 1979, Dr. Ketterman had the opportunity to study under Dr. David Keirsey at California State Fullerton College when he was the president of the School of Counseling and School Psychology. Dr. Keirsey's study on temperaments coupled with Don Lowry's colorization of the four temperament styles formed the basis of the Character Champions® Framework and code. This book is a fascinating read as the reader learns 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. 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 developed using the True Colors® communication system.
- Luciani, J. 2007. *Self-Coaching: The Powerful Program to Beat Anxiety and Depression*. New Jersey: John Wiley and 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 the reader 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) Let 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, Miscisin provides extensive information about each of the different color types. Whether the reader is just getting acquainted with True Colors™ for the first time or have already experienced 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 fifty-two virtues drawn from the world's religions. This multi-faith, multicultural handbook presents simple strategies for explaining a virtue, practicing it, and identifying signs of successful use of the

virtue. This is a great book for 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 her or 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?*”). (P. 17.)

Raskind, M.H.; Goldberg, R. J.; Higgins, E. L.; and Herman, K. L. 2003. *Life Success for Children with Learning Disabilities: A Parent Guide*. Pasadena: Frostig Center. This parent guide summarizes the results of a twenty-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, socioeconomic status, ethnicity, or intelligence quotient (IQ). Available at [www.ldssuccess.org](http://www.ldssuccess.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 ten key “megaskills” for their children:

1) confidence—feeling able to do it; 2) motivation—being 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 are not the only megaskills, but these play a strong role in determining success in school and beyond. (P. 5.)

Schmidt, F., and 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 forty reproducible student worksheets which can easily be incorporated into social studies, science, and language arts curricula. Books for younger students on the same topic are available at the above website.

Scott, V.; Doub, G.; and 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: New Harbinger Publications.

This book offers everything the reader needs 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: Conari Press. [www.conari.com](http://www.conari.com)

This is 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 Levels 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.

### **Additional Reading on Positive Psychology and Leadership Development**

#### **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., and Buzan, B. 1996. *The Mind Map Book: How to Use Radiant Thinking to Maximize Your Brain's Untapped Potential*. New York: Plume. <http://us.penguingroup.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.

Novitt-Moreno, A.D., M.D. 1995. *How Your Brain Works*. Emeryville, CA: Ziff-Davis.

Perfect, T.J., and 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. <http://www.indiana.edu/~intell/sternberg.shtml>

Stevens, J. , and Goldberg, D. 2001. *For the Learners' Sake: A Practical Guide to Transform Your Classroom*

- and School (Brain-Compatible Teaching Ideas)*. Chicago: Zephyr Press.  
<http://www.zephyrpress.com/>
- Tate, M.L. 2007. *Shouting Won't Grow Dendrites: Twenty 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*. Berkeley: Berkeley Books. <http://www.weyrich.com/bookreviews/mindmapping.html>  
<http://www.foursightconsulting.com/ideas/>

### **Enhancing Teaching Success**

- Anderson, L.W., and 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: HarperCollins. <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., and Richert, C. 1997. *The Think Space: A Low Stress Management Technique Especially for Early Childhood*. Salt Lake City: Origin Book Sales.
- Chandler, S., Ketterman, D.; and Aiken, L. 1997. "Creating the Ideal School: Leadership for Student Activities." *National Assoc. of Secondary School Principals*. September: 26-28.
- Cooley, M.L. 2007. *Teaching Kids with Mental Health and Learning Disorders in the Regular Classroom: How to Recognize, Understand, and Help Challenged (and Challenging) Students Succeed*. Minneapolis: 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*. 3d ed. 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*. New York City, NY: 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., and 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>
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<http://www.cpp.com/detail/detailitem.asp?ic=7116>
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<http://www.ucimc.netouch.com/Others/MMC/Microskills.pdf>
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- 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>
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### **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 (Children and Adults with Attention-Deficit/Hyperactivity Disorder) is the nation's leading non-profit organization serving individuals with AD/HD and their families. CHADD has over 16,000 members in 200 local chapters throughout the U.S. Chapters offer support for individuals, parents, teachers, professionals, and others.

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.o>

Keirsey.com “People are different from each other...no amount of getting after them is going to change them. Nor is there any reason to change them, because the differences are probably good.” David Keirsey Ph.D. author of *Please Understand Me*. This is the site where you can learn more about the Keirsey Temperament Theory and take the Keirsey Temperament Sorter (KTS II) at:  
<http://www.keirsey.com/sorter/register.aspx>

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

<http://www.ldonline.org/> LD OnLine.org is the world's leading website 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)

The Myers & Briggs Foundation. “Whatever the circumstances of your life, the understanding of type can Make your perceptions clearer, your judgments sounder, and your life closer to your heart’s desire.” Isabel Briggs Myers. [www.myersbriggs.org](http://www.myersbriggs.org)  
<http://www.myersbriggs.org/more%2Dabout%2Dpersonality%2Dtype/books%2Dand%2Darticles/>

<http://www.nclld.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) 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. 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 without 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 create a paradigm shift with 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 are promoted to the general public. The general public is not sure what mental health wellness/fitness really is. The public needs standards, just as 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 working clinically in schools to define mental health wellness/fitness based on identifying four natural temperament differences found in the normal general public in all cultures. We use these four natural preferences as a starting point for identifying natural mental health strengths and then use character development through the process of Character Champions® coaching strategies and tools to increase the other three areas of mental health strength.
6. We start from the premise that we are all Character Champions®, but our beliefs, attitudes, thoughts, feelings, and behaviors are not always in line with Character Champions® mental health standards.
7. As we increase our Character Champions® beliefs, attitudes, thoughts, feelings, and behaviors we grow stronger in mental health, thus we learn to invest in our own character development in order to enhance 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 invest our time and resources in productive ways that will increase our mental health fitness/wellness and 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 lifespan 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 truly developmental and in which 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 evidence-based in their effectiveness and usefulness for increasing and strengthening individual and family mental health-wealth assets. It is critical to the development of mental health wealth that the pertinent information and knowledge be easy to understand and the strategies and tools for building a powerful family mental health-wealth portfolio 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 psychological demands so that they can adapt successfully to the challenges of living in a global, twenty-first-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.

