

Literatuur

- Achenbach, T. M., & Rescorla, L. A. (2001). *Manual for ASEBA School-Age Forms and Profiles*. Burlington, VT: University of Vermont, Research Center for Children, Youth, and Families.
- Adler, A. (1964). *Social interest: A challenge to mankind*. New York: Capricorn.
- Alink, L. R. A., Mesman, J., van Zijl, J., Solk, M. N., Juffer, F., Koot, H. M., et al. (2006). The early childhood aggression curve: Development of physical aggression in 10- to 50-month-old children. *Child Development*, 77, 954–966.
- American Guidance Service (2001). *Developing understanding of self and others (DUSO)*. Circle Pines, MN: Author.
- American Psychiatric Association (1994). *Diagnostic and statistical manual of mental disorders* (4th ed.). Washington, DC: Author.
- American Psychological Association. (2002a). *Ethical principles of psychologists and code of conduct 2002*. Retrieved from www.apa.org/ethics/code2002.html.
- American Psychological Association. (2002b). *Guidelines for multicultural education, training, research, practice, and organizational change for psychologists*. Washington, DC: Author.
- Ang, R. P., & Hughes, J. N. (2002). Differential benefits of skills training with antisocial youth based on group composition: A meta-analytic investigation. *School Psychology Review*, 31, 164–185.
- Arnold, M. E., & Hughes, J. N. (1999). First do no harm: Adverse effects of grouping deviant youth for skills training. *Journal of School Psychology*, 37, 99–115.
- Asarnow, J. R., & Callan, J. W. (1985). Boys with peer adjustment problems: Social cognitive processes. *Journal of Consulting and Clinical Psychology*, 53, 80–87.
- Asher, S. R., & Renshaw, P. D. (1981). Children without friends: Social knowledge and social skills training. In S. R. Asher & J. M. Gottman (Eds.), *The development of children's friendships* (pp. 273–296). New York: Cambridge University Press.
- Attar, B., Guerra, N., & Tolan, P. (1994). Neighborhood disadvantage, stressful life events, and adjustment in urban elementary school children. *Journal of Clinical Child Psychology*, 23, 391–400.
- Augimeri, L. K. (2008, June). *SNAP girl connection: Basic program information*. Toronto: Centre for Children Committing Offences & Program Development, Child Development Institute.
- Bandura, A. (1971). *Social learning theory*. New York: General Learning Press.
- Bandura, A. (1973). *Aggression: A social learning analysis*. Englewood Cliffs, NJ: Prentice-Hall.
- Bandura, A. (1983). Psychological mechanisms of aggression. In R. G. Geen & E. I. Donnerstein (Eds.), *Aggression: Theoretical and empirical reviews* (Vol. 1, pp. 1–40). San Diego, CA: Academic Press.
- Bandura, A., & Barab, P. (1973). Processes governing disinhibitory effects through symbolic modeling. *Journal of Abnormal Psychology*, 82, 1–9.
- Bandura, A., & Walters, R. H. (1959). *Adolescent aggression*. New York: Ronald Press.
- Barkley, R. A. (1998). *Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment* (2nd ed.). New York: Guilford Press.

- Barry, T. D., Thompson, A., Barry, C. T., Lochman, E., Adler, K., & Hill, K. (2007). The importance of narcissism in predicting proactive and reactive aggression in moderately to highly aggressive children. *Aggressive Behavior, 33*, 185–197.
- Barth, J. M., Dunlap, S. T., Dane, H., Lochman, J. E., & Wells, K. C. (2004). Classroom environment influences on aggression, peer relations, and academic focus. *Journal of School Psychology, 42*, 115–133.
- Bierman, K. L. (1986). Process of change during social skills training with preadolescents and its relation to treatment outcome. *Child Development, 57*, 230–240.
- Bierman, K. L. (2007). Anger and aggression: A developmental perspective. In T. A. Cavell & K. T. Malcom (Eds.), *Anger, aggression, and interventions for interpersonal violence* (pp. 215–238). Mahwah, NJ: Erlbaum.
- Bloomquist, M. L., August, G. J., Cohen, C., Doyle, A., & Everhart, K. (1997). Social problem solving in hyperactive-aggressive children: How and what they think in conditions of automatic and controlled processing. *Journal of Clinical Psychology, 26*(2), 172–180.
- Boivin, M., Dodge, K. A., & Coie, J. D. (1995). Individual-group behavioral similarity and peer status in experimental play groups of boys: The social misfit revisited. *Journal of Personality and Social Psychology, 69*, 269–279.
- Boxmeyer, C. L., Lochman, J. E., Powell, N. R., Windle, M., & Wells, K. (2008). School counselors' implementation of Coping Power in a dissemination field trial: Delineating the range of flexibility within fidelity. *Report on Emotional and Behavioral Disorders in Youth, 8*, 79–95.
- Boxmeyer, C. L., Lochman, J. E., Powell, N., Yaros, A., & Wojnaroski, M. (2007). A case study of the Coping Power Program for angry and aggressive youth. *Journal of Contemporary Psychotherapy, 37*, 165–174.
- Brestan, E. V., & Eyberg, S. M. (1998). Effective psychosocial treatment of conduct-disordered children and adolescents: 29 years, 82 studies, and 5,272 kids. *Journal of Clinical Child Psychology, 27*, 180–189.
- Broidy, L. M., Nagin, D. S., Tremblay, R. E., Bates, J. E., Brame, B., Dodge, K. A., et al. (2003). Developmental trajectories of childhood disruptive behaviors and adolescent delinquency: A six-site, cross-national study. *Developmental Psychology, 2*, 222–245.
- Brown, D., Pryzwansky, W. B., & Schulte, A. C. (1995). *Psychological consultation: Introduction to theory and practice* (2nd ed.). New York: Allyn & Bacon.
- Busse, R. T., & Beaver, B. R. (2000). Informant report: Parent and teacher interviews. In E. S. Shapiro & T. R. Kratochwill (Eds.), *Conducting school-based assessments of child and adolescent behavior* (pp. 235–273). New York: Guilford Press.
- Charlebois, P., LeBlanc, M., Gagnon, C., & Larivee, S. (1994). Methodological issues in multiple-gating screening procedures for antisocial behaviors in elementary students. *Remedial and Special Education, 15*, 44–54.
- Chassin, L., Curran, P. J., Hussong, A. M., & Colder, C. R. (1996). The relation of parent alcoholism to adolescent substance use: A longitudinal follow-up study. *Journal of Abnormal Psychology, 105*, 70–80.
- Coie, J. D., Lochman, J. E., Terry, R., & Hyman, C. (1992). Predicting early adolescent disorder from childhood aggression and peer rejection. *Journal of Consulting and Clinical Psychology, 60*, 783–792.
- Coie, J. D., Terry, R., Zakriski, A., & Lochman, J. E. (1995). Early adolescent social influences on delinquent behavior. In J. McCord (Ed.), *Coercion and punishment in long-term perspectives* (pp. 229–244). Cambridge, UK: Cambridge University Press.
- Coie, J. D., Underwood, M., & Lochman, J. E. (1991). Programmatic intervention with aggressive children in the school setting. In D. J. Pepler & K. H. Rubin (Eds.), *Development and treatment of childhood aggression* (pp. 389–445). Hillsdale, NJ: Erlbaum.
- Committee for Children. (2001). *Second step violence prevention curriculum*. Seattle, WA: Author.
- Conduct Problems Prevention Research Group. (1992). A developmental and clinical model for the prevention of conduct disorder: The Fast Track Program. *Development and Psychopathology, 4*, 509–527.
- Conduct Problems Prevention Research Group. (1999a). Initial impact of the Fast Track prevention trial for conduct problems: I. The high-risk sample. *Journal of Consulting and Clinical Psychology, 67*, 631–647.
- Conduct Problems Prevention Research Group. (1999b). Initial impact of the Fast Track prevention trial for conduct problems: II. Classroom effects. *Journal of Consulting and Clinical Psychology, 67*, 648–657.

- Conduct Problems Prevention Research Group. (2004). The effects of the Fast Track program on serious problem outcomes at the end of elementary school. *Journal of Clinical Child and Adolescent Psychology*, 33, 650–661.
- Conoley, J. C., & Conoley, C. W. (1992). *School consultation: Practice and training* (2nd ed.). Boston: Allyn & Bacon.
- Council of National Psychological Associations for the Advancement of Ethnic Minority Interests. (2009). *Psychology education and training from culturespecific and multiracial perspectives: Critical issues and recommendations*. Washington, DC: American Psychological Association.
- Crick, N. R. (1997). Engagement in gender normative versus non-normative forms of aggression: Links to social-psychological adjustment. *Developmental Psychology*, 33, 610–617.
- Crick, N. R., & Bigbee, M. A. (1998). Relational and overt forms of peer victimization: A multi-informant approach. *Journal of Consulting and Clinical Psychology*, 66, 337–347.
- Crick, N. R., Casas, J. F., & Ku, H. (1999). Relational and physical forms of peer victimization in pre-school. *Developmental Psychology*, 35, 376–385.
- Crick, N. R., & Dodge, K. A. (1994). A review and reformulation of social information-processing mechanisms in children's social adjustment. *Psychological Bulletin*, 115, 74–101.
- Crick, N., & Grotpeter, J. (1995). Relational aggression, gender, and social-psychological adjustment. *Child Development*, 66, 710–722.
- Crick, N., & Grotpeter, J. (1996). Children's treatment by peers: Victims of relational and overt aggression. *Development and Psychopathology*, 8, 367–380.
- Crick, N. R., & Werner, N. E. (1998). Response decision processes in relational and overt aggression. *Child Development*, 69, 1630–1639.
- Cummings, E. M., Iannotti, R. V., & Zahn-Waxler, C. (1985). Influence of conflict between adults on the emotions and aggression of young children. *Developmental Psychology*, 21, 495–507.
- Curran, P. J., Stice, E., & Chassin, I. (1997). The relation between adolescent alcohol use and peer alcohol use: A longitudinal random coefficients model. *Journal of Consulting and Clinical Psychology*, 65, 130–140.
- Day, D. M., Golench, C. A., MacDougall, J., & Beals-Gonzalez, C. A. (1995). School-based violence prevention in Canada: Results of a national survey of policies. Retrieved from www.publicsafety.gc.ca/serv/srch/search-eng.aspx?q=school-based+violence+prevention.
- Deluty, R. H. (1983). Children's evaluation of aggressive, assertive, and submissive responses. *Journal of Consulting and Clinical Psychology*, 51, 124–129.
- DeRubeis, R. J., Tang, T. Z., & Beck, A. T. (2001). Cognitive therapy. In K. S. Dobson (Ed.), *Handbook of cognitive-behavioral therapies* (2nd ed., pp. 349–392). New York: Guilford Press.
- Dishion, T. J., & Andrews, D. W. (1995). Preventing escalation in problem behaviors with high-risk young adolescents: Immediate and 1-year outcomes. *Journal of Consulting and Clinical Psychology*, 63, 538–548.
- Dishion, T. J., & Dodge, K. A. (2006). Deviant peer contagion in interventions and programs: An ecological framework for understanding influence mechanisms. In K. A. Dodge, T. J. Dishion, & J. E. Lansford (Eds.), *Deviant peer influences in programs for youth* (pp. 14–43). New York: Guilford Press.
- Dishion, T. J., Dodge, K. A., & Lansford, J. E. (2006). Findings and recommendations: A blueprint to minimize deviant peer influence in youth interventions and programs. In K. A. Dodge, T. J. Dishion, & J. E. Lansford (Eds.), *Deviant peer influences in programs for youth: Problems and solutions* (pp. 366–394). New York: Guilford Press.
- Dishion, T. J., Eddy, J. M., Haas, E., Li, F., & Spracklen, K. (1997). Friendships and violent behavior during adolescence. *Social Development*, 6, 207–223.
- Dishion, T. J., McCord, J., & Poulin, F. (1999). When interventions harm: Peer groups and problem behavior. *American Psychologist*, 54, 755–764.
- Dishion, T. J., Poulin, F., & Burraston, B. (2001). Peer group dynamics associated with iatrogenic effects in group interventions with high-risk young adolescents. In D. W. Nangle, & C. A. Erdley (Eds.), *The role of friendship in psychological adjustment* (pp. 79–92). San Francisco: Jossey-Bass.
- Dishion, T. J., Reid, J. B., & Patterson, G. R. (1988). Empirical guidelines for a family intervention for adolescent drug use. *Journal of Chemical Dependency Treatment*, 1, 189–224.

- Dodge, K. A. (1980). Social cognition and children's aggressive behavior. *Child Development, 51*, 162–170.
- Dodge, K. A. (1986). A social information processing model of social competence in children. In M. Perlmutter (Ed.), *Cognitive perspectives on children's social and behavioral development: The Minnesota Symposium on Child Psychology* (Vol. 18, pp. 77–125). Hillsdale, NJ: Erlbaum.
- Dodge, K. A. (1991). The structure and function of reactive and proactive aggression. In D. J. Pepler & K. H. Rubin (Eds.), *Development and treatment of childhood aggression* (pp. 201–218). Hillsdale, NJ: Erlbaum.
- Dodge, K. A. (1993a). Social-cognitive mechanisms in the development of conduct disorder and aggression. *Annual Review of Psychology, 44*, 559–584.
- Dodge, K. A. (1993b). The future of research on the treatment of conduct disorder. *Development and Psychopathology, 5*, 311–319.
- Dodge, K. A. (1999). Cost-effectiveness of psycho-therapy for child aggression: First, is there effectiveness? Comment on Schectman and Ben-David. *Group Dynamics, 3*, 275–278.
- Dodge, K. A., Bates, J. E., & Pettit, G. S. (1990). Mechanisms in the cycle of violence. *Science, 250*, 1678–1683.
- Dodge, K. A., & Coie, J. D. (1987). Social information processing factors in reactive and proactive aggression in children's peer groups. *Journal of Personality and Social Psychology, 53*, 1146–1178.
- Dodge, K. A., Coie, J. D., & Lynam, D. (2006). Aggression and antisocial behavior in youth. In W. Damon & R. M. Lerner (Series Eds.) & N. Eisenberg (Vol. Ed.), *Handbook of child psychology: Vol. 3. Social, emotional, and personality development* (6th ed., pp. 719–788). New York: Wiley.
- Dodge, K. A., Dishion, T. J., & Lansford, J. E. (2006). *Deviant peer influences in programs for youth: Problems and solutions*. New York: Guilford Press.
- Dodge, K. A., & Frame, C. L. (1982). Social cognitive biases and deficits in aggressive boys. *Child Development, 53*, 620–635.
- Dodge, K. A., Laird, R., Lochman, J. E., Zelli, A., & Conduct Problems Prevention Research Group. (2002). Multi-dimensional latent construct analysis of children's social information processing patterns: Correlations with aggressive behavior problems. *Psychological Assessment, 14*, 60–73.
- Dodge, K. A., Lochman, J. E., Harnish, J. D., Bates, J. E., & Pettit, G. S. (1997). Reactive and proactive aggression in school children and psychiatrically impaired chronically assaultive youth. *Journal of Abnormal Psychology, 106*, 37–51.
- Dodge, K. A., Murphy, R. R., & Buchsbaum, K. (1984). The assessment of intention-cue detection skills in children: Implications for developmental psychopathology. *Child Development, 55*, 163–173.
- Dodge, K. A., & Newman, J. P. (1981). Biased decisionmaking processes in aggressive boys. *Journal of Abnormal Psychology, 90*, 375–379.
- Dodge, K. A., & Pettit, G. S. (2003). A biopsychosocial model of the development of chronic conduct problems in adolescence. *Developmental Psychology, 39*, 349–371.
- Dodge, K. A., Pettit, G. S., & Bates, J. E. (1997). How the experience of early physical abuse leads children to become chronically aggressive. In D. Cicchetti & S. L. Toth (Eds.), *Rochester Symposium on Developmental Psychopathology, Vol. 8. Developmental perspectives on trauma: Theory, research and intervention* (pp. 263–288). Rochester, NY: University of Rochester Press.
- Dodge, K. A., Pettit, G. S., McClaskey, C. L., & Brown, M. M. (1986). Social competence in children. *Monographs of the Society for Research in Child Development, 51*(2, Serial No. 213).
- Dollard, J., Doob, L. W., Miller, N. E., Mowrer, O. H., & Sears, R. R. (1939). *Frustration and aggression*. New Haven, CT: Yale University Press.
- Donnerstein, E. I., Slaby, R. G., & Eron, L. D. (1994). The mass media and youth aggression. In L. D. Eron, J. H. Gentry, & P. Schlegel (Eds.), *Reason to hope: A psychological perspective on violence and youth* (pp. 383–404). Washington, DC: American Psychological Association.
- Duncan, G. J., Brooks-Gunn, J., & Klebanov, P. K. (1994). Economic deprivation and early childhood development. *Child Development, 65*, 296–318.
- Dunn, S. E., Lochman, J. E., & Colder, C. R. (1997). Social problem-solving skills in boys with conduct and oppositional disorders. *Aggressive Behavior, 23*, 457–469.

- Eber, L., Sugai, G., Smith, C. & Scott, T. M. (2002). Wraparound and positive behavioral Interventions and supports in the schools. *Journal of Emotional and Behavioral Disorders*, 10, 136–173.
- Eisenberg, N., Fabes, R. A., Nyman, M., Bernzweig, J., & Pinuelas, A. (1994). The relations of emotionality and regulation to children's anger-related re- actions. *Child Development*, 65, 109–128.
- Elliott, S. N., & Gresham, F. M. (1991). *Social skills intervention guide: Practical strategies for social skills training*. Circle Pines, MN: American Guidance Service.
- Elliott, S. N., Witt, J. C., Galvin, G., & Peterson, R. (1984). Acceptability of behavior interventions: Factors that influence teachers' decisions. *Journal of School Psychology*, 22, 353–360.
- Erdley, C. A. (1990). *An analysis of children's attribu- tions and goals in social situations: Implications of children's friend- ship outcomes*. Unpublished manuscript, University of Illinois, Champaign.
- Eron, L. D., Huesmann, L. R., Dubow, E., Romanoff, R., & Yarmel, P. W. (1987). Aggression and its correlates over 22 years. In D. Crowell, E. Evans, & C. O'Donnell (Eds.), *Aggression and violence: Sources of influence, prevention, and control* (pp. 249–262). New York: Plenum Press.
- Eron, L. D., & Slaby, R. G. (1994). Introduction. In L. D. Eron, J. H. Gentry, & P. Schlegel (Eds.), *Reason to hope: A psychological perspective on violence and youth* (pp. 1–22). Washington, DC: American Psychological Association.
- Eyberg, S. M., Nelson, M. N., & Boggs, S. R. (2008). Evidence-based psychosocial treatments for children and adolescents with disruptive behavior. *Journal of Clinical Child and Adolescent Psychology*, 37, 215– 237.
- Falender, C. A., & Shafranske, E. P. (2004). *Clinical supervision: A competency-based approach*. Washington, DC: American Psychological Association.
- Federal Bureau of Investigation. (2006). *Crime in the United States, 2005: Uniform Crime Reports*. Washington, DC: U.S. Department of Justice, FBI.
- Feindler, E. L., Adler, N., Brooks, D., & Bhumitra, E. (1993). The development of the Children's Anger Response Checklist (CARC). In L. VanderCreek (Ed.), *Innovations in clinical practice* (Vol. 12, pp. 337–362). Sarasota, FL: Professional Resources Press.
- Feindler, E. L., & Ecton, R. B. (1986). *Adolescent anger control: Cognitive-behavioral techniques*. New York: Allyn & Bacon.
- Feldman, E., & Dodge, K. A. (1987). Social informa- tion processing and sociometric status: Sex, age, and situ- ational effects. *Journal of Abnormal Child Psychology*, 15, 211–227.
- Feldman, R. A., Caplinger, T. E., & Wodarski, J. S. (1983). *The St. Louis conundrum: The effective treatment of anti- social youths*. Englewood Cliffs, NJ: Prentice-Hall.
- Fenning, P., & Rose, J. (2007). Overrepresentation of African American students in exclusionary discipline: The role of school policy. *Urban Education*, 42, 536–559.
- Fergusson, D. M., & Horwood, L. J. (2002). Male and female offending trajectories. *Developmental and Psycho- pathology*, 14, 159–177.
- Fiske, S. T., & Taylor, S. E. (1984). *Social cognition*. Reading, MA: Addison-Wesley.
- Fite, P. J., Colder, C. R., Lochman, J. E., & Wells, K. C. (2007). Pathways from proactive and reactive aggression to substance use. *Psychology of Addictive Behaviors*, 21, 355–364.
- Fite, P. J., Colder, C. R., Lochman, J. E., & Wells, K. C. (2008a). Developmental trajectories of proac- tive and reac- tive aggression from 5th to 9th grade. *Journal of Clinical Child and Adolescent Psychology*, 37, 412–421.
- Fite, P. J., Colder, C. R., Lochman, J. E., & Wells, K. C. (2008b). The relation between childhood proactive and reac- tive aggression and substance use initiation. *Journal of Abnormal Child Psychology*, 36, 261–271.
- Flannery-Schroeder, E. C., & Kendall, P. C. (2000). Group and individual cognitive-behavioral treatments for youth with anxiety disorders: A randomized clinical trial. *Cognitive Therapy and Research*, 24, 251– 278.
- Forehand, R. L., & McMahon, R. J. (1981). *Helping the noncompliant child: A clinician's guide to parent training*. New York: Guilford Press.
- Forum on Child and Family Statistics (2009). *America's children: Key national indicators of well-being*. Retrieved from www.childstats.gov/.
- Freeman, A., & Leaf, R. C. (1989). Cognitive therapy applied to personality disorders. In A. Freeman, K. M. Simm, L. E. Beutler, & H. Arkowitz (Eds.), *Comprehensive handbook of cognitive therapy* (pp. 403–433). New York: Plenum Press.

- Fuchs, L. S. (1995). Defining student goals and out-comes. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology III* (pp. 539–546). Bethesda, MD: National Association of School Psychologists.
- Furlong, M. J., & Smith, D. C. (Eds.). (1994). *Anger, hostility, and aggression: Assessment, prevention, and intervention strategies for youth*. Brandon, VT: Clinical Psychology.
- Garbarino, J. (2006). *See Jane hit: Why girls are growing more violent and what we can do about it*. New York: Penguin Press.
- Goetz, E. T., Hall, R. J., & Fetsco, T. G. (1989). Information processing and cognitive assessment I: Background and overview. In J. N. Hughes & R. J. Hall (Eds.), *Cognitive-behavioral psychology in the schools: A comprehensive handbook* (pp. 87–115). New York: Guilford Press.
- Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.
- Gottfredson, D. C. (1997). School-based crime prevention. In L. Sherman, D. Gottfredson, D. Mackenzie, J. Eck, P. Reuter, & S. Bushway (Eds.), *Preventing crime: What works, what doesn't and what's promising*. College Park, MD: Department of Criminology and Criminal Justice.
- Gouze, K. R. (1987). Attention and social problem solving as correlates of aggression in preschool males. *Journal of Abnormal Child Psychology*, *15*, 181–197.
- Guerra, N. G., & Slaby, R. G. (1989). Evaluative factors in social problem solving by aggressive boys. *Journal of Abnormal Child Psychology* *17*, 277–289.
- Handwerk, M. L., Field, C. E., & Friman, P. C. (2000). The iatrogenic effects of group intervention for antisocial youth: Premature extrapolations? *Journal of Behavioral Education*, *10*, 223–238.
- Henggeler, S. W., Melton, G. B., & Smith, L. A. (1992). Family preservation using multisystemic therapy: An effective alternative to incarcerating serious juvenile offenders. *Journal of Consulting and Clinical Psychology*, *60*, 953–961.
- Henington, C., Hughes, J. N., Cavell, T. A., & Thompson, B. (1998). The role of relational aggression in identifying aggressive boys and girls. *Journal of School Psychology*, *36*, 457–477.
- Higgins, E. T., King, G. A., & Marvin, G. H. (1982). Individual construct accessibility and subjective impressions and recall. *Journal of Personality and Social Psychology*, *43*, 35–47.
- Hoagwood, K., & Johnson, J. (2003). School psychology: A public health framework: From evidence-based practices to evidence-based policies. *Journal of School Psychology*, *41*, 3–21.
- Holmes, K. J., & Lochman, J. E. (2009). Ethnic identity in African American and European American pre-adolescents: Relation to self-worth, social goals, and aggression. *Journal of Early Adolescence*, *29*, 476–496.
- Horton, C. B., & Cruise, T. K. (2001). *Child abuse and neglect: The school's response*. New York: Guilford Press.
- Hughes, J. N., & Clavell, T. A. (1995). Cognitive- affective approaches: Enhancing competence in aggressive children. In G. Cartledge & J. F. Mi- burn (Eds.), *Teaching social skills to children and youth: Innovative approaches* (3rd ed., pp. 199–236). Boston: Allyn & Bacon.
- Hughes, J. N., & Hall, R. J. (1987). A proposed model for the assessment of children's social competence. *Professional School Psychology*, *2*, 247–260.
- Hyman, I. A. (1997). *School discipline and school violence: The teacher variance approach*. Boston: Allyn & Bacon.
- Ikedo, M. J., Grimes, J., Till, W. D., III, Allison, R., Kurns, S., & Stumme, J. (2002). Implementing an intervention-based approach to service delivery: A case example. In M. R. Shinn, H. M. Walker, & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches*. Bethesda, MD: National Association of School Psychologists.
- Ingram, R. E., & Kendall, P. C. (1986). Cognitive clinical psychology: Implications of an informational processing perspective. In R. E. Ingram (Ed.), *Information processing approaches to clinical psychology* (pp. 3–21). New York: Academic Press.
- Jacob-Timm, S., & Hartshorne, T. (2007). *Ethics and law for school psychologists* (5th ed.). New York: Wiley.
- Jenson, W. R., Clark, E., Kircher, J. C., & Kristjansson, S. D. (2007). Statistical reform: Evidence-based practice, meta-analyses, and single subject designs. *Psychology in the Schools*, *44*, 483–493.
- Jimerson, S. R., Swearer, S. S., & Espelage, D. L. (Eds.). (2010). *Handbook of bullying in schools: An international perspective*. New York: Routledge.

- Joffe, R. D., Dobson, K. S., Fine, S., Marriage, K., & Haley, G. (1990). Social problem-solving in depressed, conduct-disordered, and normal adolescents. *Journal of Abnormal Child Psychology*, *18*, 565–575.
- Jones, R. T., Kephart, C., Langley, A. K., Parker, M. N., Shenoy, U., & Weeks, C. (2001). Cultural and ethnic diversity issues in clinical child psychology. In C. E. Walker & M. C. Roberts (Eds.), *Handbook of clinical child psychology* (3rd ed., pp. 955–973). New York: Wiley.
- Jones, R. N., Sheridan, S. M., & Binns, W. R. (1993). Schoolwide social skills training: Providing preventative services to students at risk. *School Psychology Quarterly*, *8*, 58–80.
- Katsurada, E., & Sugawara, A. I. (1998). The relationship between hostile attributional bias and aggressive behavior in preschoolers. *Early Childhood Research Quarterly*, *13*, 623–636.
- Kaufman, J. M. (2005). *Characteristics of emotional and behavioral disorders of children and youth* (8th ed.). Upper Saddle River, NJ: Pearson.
- Kazdin, A. E. (1982). Symptom substitution, generalization and response covariation: Implications for psychotherapy outcome. *Psychological Bulletin*, *91*, 349–365.
- Kazdin, A. E. (1987a). Treatment of antisocial behavior in children: Current status and future directions. *Psychological Bulletin*, *102*, 187–203.
- Kazdin, A. E. (1987b). *Conduct disorders in childhood and adolescence* (Vol. 9). Beverly Hills, CA: Sage.
- Kazdin, A. E. (1995). Interventions for aggressive and antisocial children. In L. D. Eron, J. H. Gentry, & P. Schlegel (Eds.), *A reason to hope: A psychosocial perspective on violence and youth* (pp. 341–382). Washington, DC: American Psychological Association.
- Kazdin, A. E. (1998). Conduct disorder. In R. J. Morris & T. R. Kratochwill (Eds.), *The practice of child therapy* (3rd ed., pp. 199–230). Boston: Allyn & Bacon.
- Kazdin, A. E. (2001). *Behavior modification in applied settings* (6th ed.). Belmont, CA: Wadsworth/ Thomson Learning.
- Kazdin, A. E., Siegel, T. C., & Bass, D. (1992). Cognitive problem-solving skills training and parent management training in the treatment of antisocial behavior in children. *Journal of Consulting and Clinical Psychology*, *60*, 733–747.
- Kazdin, A. E., & Weisz, J. R. (1998). Identifying and developing empirically supported child and adolescent treatments. *Journal of Consulting and Clinical Psychology*, *66*, 19–36.
- Keane, S. P., & Parrish, A. E. (1992). The role of affective information in the determination of intent. *Developmental Psychology*, *28*, 159–162.
- Kellam, S. G., Ling, X., Mersica, R., Brown, C. H., & Ialongo, N. (1998). The effect of the level of aggression in the first grade classroom on the course of malleability of aggressive behavior into middle school. *Development and Psychopathology*, *10*, 165–185.
- Kelly, G. A. (1955). *The psychology of personal constructs*. New York: Norton.
- Kendall, P. C. (1982). Individual versus group cognitive-behavioral self-control training: 1-year follow-up. *Behavior Therapy*, *13*, 241–247.
- Kendall, P. C. (2000). Guiding theory for therapy with children and adolescents. In P. C. Kendall (Ed.), *Child and adolescent therapy: Cognitive behavioral procedures* (2nd ed., pp. 3–27). New York: Guilford Press.
- Kendall, P. C., Ronan, K. R., & Epps, J. (1991). Aggression in children/adolescents: Cognitive behavioral treatment perspectives. In D. J. Pepler & K. H. Rubin (Eds.), *Development and treatment of childhood aggression* (pp. 341–360). Hillsdale, NJ: Erlbaum.
- Kendall, P. C., & Zupan, B. A. (1981). Individual versus group application of cognitive-behavioral self-control procedures with children. *Behavior Therapy*, *12*, 344–359.
- Kiresuk, T. J., Smith, A., & Cardillo, J. E. (Eds.). (1994). *Goal attainment scaling: Application, theory, and measurement*. Hillsdale, NJ: Erlbaum.
- Kratochwill, T. R., & Bergan, J. R. (1990). *Behavioral consultation in applied settings*. New York: Plenum Press.
- Landau, S., Milich, R., & Diener, M. B. (1998). Peer relations of children with attention-deficit hyperactivity disorder. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, *14*, 83–105.
- Larson, J. (1994). Violence prevention in the schools: A review of selected programs and procedures. *School Psychology Review*, *23*, 151–164.

- Larson, J. (2005). *Think first: Addressing aggressive behavior in secondary schools*. New York: Guilford Press.
- Larson, J., & Lochman, J. E. (2002). *Helping schoolchildren cope with anger: A cognitive-behavioral intervention*. New York: Guilford Press.
- Larson, J., Lochman, J. E., & McBride, J. A. (1996). *The Anger Coping Video*. Whitewater, WI: Author.
- Larson, J., Smith D. C., & Furlong, M. J. (2002). Best practices in school violence prevention. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology IV* (pp. 1081–1097). Bethesda, MD: National Association of School Psychologists.
- Lavallee, K. L., Bierman, K. L., Nix, R. L. & Conduct Problems Prevention Research Group. (2005). The impact of first-grade “Friendship Group” experiences on child social outcomes in the Fast Track Program. *Journal of Abnormal Child Psychology*, 33, 307–324.
- Leschied, A., Cummings, A., Van Brunshot, M., Cunningham, A., & Saunders, A. (2000). *Female adolescent aggression: A review of the literature and the correlates of aggression* (User Report No. 2000-04). Ottawa, CA: Solicitor General Canada.
- Letendre, J., & Davis, K. (2004). What really happens in violence prevention groups? A content analysis of leader behaviors and child responses in a school-based violence prevention project. *Small Group Research*, 35, 367–387.
- Levene, K. S., Walsh, M. M., Augimeri, L. K., & Pepler, D. J. (2004). Linking identification and treatment of early risk factors for female delinquency. In R. Roesch (Series Ed.), M. M. Moretti, C. L. Odgers, & M. A. Jackson (Vol. Eds.), *Perspectives in law and psychology: Vol. 19. Girls and aggression: Contributing factors and intervention principles* (pp. 147–163). New York: Kluwer Academic/Plenum.
- Lipsey, M. W. (2006). The effects of communitybased group treatment for delinquency: A metaanalytic search for cross-study generalizations. In K. A. Dodge, T. J. Dishion, & J. E. Lansford (Eds.), *Deviant peer influences in programs for youth: Problems and solutions* (pp. 162–184). New York: Guilford Press.
- Lo, Y., & Cartledge, G. (2007). Office disciplinary referrals in an urban setting. *Multicultural Learning and Teaching*, 2, 20–28.
- Lochman, J. E. (1984). Psychological characteristics and assessment of aggressive adolescents. In C. R. Keith (Ed.), *The aggressive adolescent: Clinical perspectives* (pp. 17–62). New York: Free Press.
- Lochman, J. E. (1985). Effects of different treatment lengths in cognitive-behavioral interventions with aggressive boys. *Child Psychiatry and Human Development*, 16, 45–56.
- Lochman, J. E. (1987). Self and peer perceptions and attributional biases of aggressive and non-aggressive boys in dyadic interactions. *Journal of Consulting and Clinical Psychology*, 55, 404–410.
- Lochman, J. E. (1990). Modification of childhood aggression. In M. Hersen, R. Eisler, & P. M. Miller (Eds.), *Progress in behavior modification* (Vol. 2., pp. 47–85). Newbury Park, CA: Sage.
- Lochman, J. E. (1992). Cognitive-behavioral interventions with aggressive boys: Three-year follow-up and preventive effects. *Journal of Consulting and Clinical Psychology*, 60, 426–432.
- Lochman, J. E. (2000a). Parent and family skills training in targeted prevention programs for at risk youth. *Journal of Primary Prevention*, 21, 253–265.
- Lochman, J. E. (2000b). Theory and empiricism in intervention research: A dialectic to be avoided. *Journal of School Psychology*, 38, 359–368.
- Lochman, J. E. (2000c). Conduct disorder. In W. E. Craighead & C. B. Nemeroff (Eds.), *The Corsini encyclopedia of psychology and neuroscience III*. New York: Wiley.
- Lochman, J. E. (2003). Preventive intervention with precursors to substance abuse. In W. J. Bukoski & Z. Sloboda (Eds.), *Handbook of drug abuse theory, science, and practice* (pp. 307–326). New York: Plenum Press.
- Lochman, J. E., Boxmeyer, C., Powell, N., Qu, L., Wells, K., & Windle, M. (2009). Dissemination of the Coping Power Program: Importance of intensity of counselor training. *Journal of Consulting and Clinical Psychology*, 77, 397–409.
- Lochman, J. E., Boxmeyer, C., Powell, N., Wojnarowski, M., & Yaros, A. (2007). The use of the Coping Power Program to treat a 10-year-old girl with disruptive behaviors. *Journal of Clinical Child and Adolescent Psychology*, 36, 677–687.

- Lochman, J. E., Burch, P. P., Curry, J. F., & Lampron, L. B. (1984). Treatment and generalization effects of cognitive-behavioral and goal setting interventions with aggressive boys. *Journal of Consulting and Clinical Psychology, 52*, 915–916.
- Lochman, J. E., Coie, J. D., Underwood, M., & Terry, R. (1993). Effectiveness of a social relations interventions program for aggressive and nonaggressive rejected children. *Journal of Consulting and Clinical Psychology, 61*, 1053–1058.
- Lochman, J. E., & Curry, J. F. (1986). Effects of social problem-solving training and self-instruction training with aggressive boys. *Journal of Consulting and Clinical Psychology, 63*, 549–559.
- Lochman, J. E., Dane, H. E., Magee, T. N., Ellis, M., Pardini, B. A., & Claton, N. R. (2001). Disruptive behavior disorders: Assessment and intervention. In B. Vance & A. Pumareigal (Eds.), *The clinical assessment of child and youth behavior: Interfacing intervention with assessment* (pp. 231–262). New York: Wiley.
- Lochman, J. E., & Dodge, K. A. (1994). Social cognitive processes of severely violent, moderately aggressive, and nonaggressive boys. *Journal of Consulting and Clinical Psychology, 62*, 366–374.
- Lochman, J. E., & Dodge, K. A. (1998). Distorted perceptions in dyadic interactions of aggressive and nonaggressive boys: Effects of prior expectations, context, and boys' age. *Development and Psychopathology, 10*, 495–512.
- Lochman, J. E., FitzGerald, D. P., Gage, S. M., Kannaly, M. K., Whidby, J. M., Barry, T. D., et al. (2001). Effects of social-cognitive intervention for aggressive deaf children: The Coping Power Program. *Journal of the American Deafness and Rehabilitation Association, 35*, 39–61.
- Lochman, J. E., FitzGerald, D. P., & Whidby, J. M. (1999). Anger management with aggressive children. In C. Schaefer (Ed.), *Short-term psychotherapy groups for children* (pp. 301–349). Northvale, NJ: Jason Aronson.
- Lochman, J. E., Holmes, K., & Wojnaroski, M. (2008). Children and cognition: Development of social schema. In J. K. Asamen, M. L. Ellis, & G. L. Berry (Eds.), *Handbook of child development, multiculturalism, and media* (pp. 33–46). Thousand Oaks, CA: Sage.
- Lochman, J. E., & Lampron, L. B. (1986). Situational social problem-solving skills and self-esteem of aggressive and nonaggressive boys. *Journal of Abnormal Child Psychology, 14*, 605–617.
- Lochman, J. E., & Lampron, L. B. (1988). Cognitive behavioral intervention for aggressive boys: Seven month follow-up effects. *Journal of Child and Adolescent Psychotherapy, 5*, 15–23.
- Lochman, J. E., Lampron, L. B., Burch, P. R., & Curry, J. E. (1985). Client characteristics associated with behavior change for treated and untreated boys. *Journal of Abnormal Child Psychology, 13*, 527–538.
- Lochman, J. E., Lampron, L. B., Gemmer, T. C., & Harris, S. R. (1987). Anger coping intervention with aggressive children: A guide to implementation in school settings. In P. A. Keller & S. R. Heyman (Eds.), *Innovations in clinical practice: A source book* (Vol. 6, pp. 339–356). Sarasota, FL: Professional Resources Exchange.
- Lochman, J. E., Lampron, L. B., Gemmer, T. C., Harris, S. R., & Wyckoff, G. M. (1989). Teacher consultation and cognitive-behavioral interventions with aggressive boys. *Psychology in the Schools, 26*, 179–188.
- Lochman, J. E., Lampron, L. B., & Rabiner, D. L. (1989). Format and salience effects in the social problem-solving of aggressive and nonaggressive boys. *Journal of Clinical Child Psychology, 18*, 230–236.
- Lochman, J. E., & Lenhart, L. (1995). Cognitive behavioral therapy of aggressive children: Effects of schemas. In H. P. G. van Bilsen, P. C. Kendall, & J. H. Slavenburg (Eds.), *Behavioral approaches for children and adolescents: Challenges for the next century* (pp. 145–166). New York: Plenum Press.
- Lochman, J. E., Magee, T. N., & Pardini, D. (2003). Cognitive behavioral interventions for aggressive children. In M. Reinecke & D. Clark (Eds.), *Cognitive therapy over the lifespan: Theory, research and practice*. Cambridge, UK: Cambridge University Press.
- Lochman, J. E., Meyer, B. L., Rabiner, D. L., & White, K. J. (1991). Parameters influencing social problem-solving of aggressive children. In R. Prinz (Ed.), *Advances in behavioral assessment of child and families* (Vol. 5, pp. 31–63). Greenwich, CT: JAI Press.
- Lochman, J. E., Nelson, W. M., & Sims, J. P. (1981). A cognitive behavioral program for use with aggressive children. *Journal of Clinical Child Psychology, 13*, 146–148.
- Lochman, J. E., Powell, N., Boxmeyer, C., Qu, L., Wells, K., & Windle, M. (2009). Implementation of a school-based prevention program: Effects of counselor and school characteristics. *Professional Psychology: Research and Practice, 40*, 476–497.

- Lochman, J. E., Powell, N., Clanton, N., & McElroy, H. (2006). Anger and aggression. In G. Bear & K. Minke (Eds.), *Children's Needs III: Development, prevention, and intervention* (pp. 115–133). Washington D. C.: National Association of School Psychologists.
- Lochman, J. E., Powell, N. R., Whidby, J. M., & FitzGerald, D. P. (2006). Cognitive-behavioral assessment and treatment with aggressive children. In P. C. Kendall (Ed.), *Child and Adolescent Therapy: Cognitive-Behavioral Procedures* (3rd ed., pp. 33–81). New York: Guilford Press.
- Lochman, J. E., Powell, N. R., Whidby, J. M., & FitzGerald, D. P. (in press). Aggressive children: Cognitive-behavioral assessment and treatment. In P. C. Kendall (Ed.), *Child and adolescent therapy: Cognitive-behavioral procedures* (4th ed.). New York: Guilford Press.
- Lochman, J. E., Rahmani, C. H., Flagler, S. L., Nyko-Silva, I., Ross, J. J., & Johnson, J. L. (1998). [Untitled]. Unpublished manuscript, University of Alabama, Tuscaloosa, AL.
- Lochman, J. E., & Szczepanski, R. G. (1999). Externalizing conditions. In V. L. Schwann & D. H. Saklofske (Eds.), *Psychosocial correlates of exceptionalism* (pp. 219–246). New York: Plenum Press.
- Lochman, J. E., & Wayland, K. K. (1994). Aggression, social acceptance, and race as predictors of negative adolescent outcomes. *Journal of the Academy of Child and Adolescent Psychiatry*, 33, 1026–1035.
- Lochman, J. E., Wayland, K. K., & White, K. K. (1993). Social goals: Relationship to adolescent adjustment and to social problem solving. *Journal of Abnormal Child Psychology*, 21, 135–151.
- Lochman, J. E., & Wells, K. C. (1996). A social-cognitive intervention with aggressive children: Prevention effects and contextual implementation issues. In R. D. Peters & R. J. McMahon (Eds.), *Prevention and early intervention: Childhood disorders, substance use and delinquency* (pp. 111–143). Thousand Oaks, CA: Sage.
- Lochman, J. E., & Wells, K. C. (1999c, April). *Reactive and proactive aggression in children: Associated child, peer, family and community characteristics*. Paper presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.
- Lochman, J. E., & Wells, K. C. (2002a). Contextual social-cognitive mediators and child outcome: A test of the theoretical model in the Coping Power Program. *Development and Psychopathology*, 14, 971–993.
- Lochman, J. E., & Wells, K. C. (2002b). The Coping Power Program at the middle school transition: Universal and indicated prevention effects. *Psychology of Addictive Behaviors*, 16, S40–S54.
- Lochman, J. E., & Wells, K. C. (2003). Effectiveness study of Coping Power and classroom intervention with aggressive children: Outcomes at a one-year follow-up. *Behavior Therapy*, 34, 493–515.
- Lochman, J. E., & Wells, K. C. (2004). The Coping Power program for preadolescent aggressive boys and their parents: Outcome effects at the one-year follow-up. *Journal of Consulting and Clinical Psychology*, 72, 571–578.
- Lochman, J. E., Wells, K. C., & Colder, C. (1999, September). *Influence of social competence, child, parent, and neighborhood variables on patterns of reactive and proactive aggression in children*. Paper presented at the Life History Research Society annual conference, Kauai, HI.
- Lochman, J. E., Wells, K. C., & Lenhart, L. A. (2008a). *Coping Power child group program: Facilitator guide*. New York, NY: Oxford University Press.
- Lochman, J. E., Wells, K. C., & Lenhart, L. A. (2008b). *Coping Power child group program: Workbook*. New York: Oxford University Press.
- Lochman, J. E., Whidby, J. M., & FitzGerald, D. P. (2000). Cognitive-behavioral assessment and treatment with aggressive children. In P. C. Kendall (Ed.), *Child and adolescent therapy: Cognitive behavioral procedures* (2nd ed., pp. 31–87). New York: Guilford Press.
- Lochman, J. E., White, K. J., Curry, J. F., & Rumer, R. (1992). Antisocial behavior. In V. B. Van Hasselt & D. J. Kolko (Eds.), *Inpatient behavior therapy for children and adolescents* (pp. 277–312). New York: Plenum Press.
- Lochman, J. E., White, K. J., & Wayland, K. K. (1991). Cognitive-behavioral assessment and treatment with aggressive children. In P. C. Kendall (Ed.), *Child and adolescent therapy: Cognitive-behavioral procedures* (pp. 25–65). New York: Guilford Press.
- Loeber, R. (1990). Development and risk factors of juvenile antisocial behavior and delinquency. *Clinical Psychology Review*, 10, 1–41.

- Loeber, R., & Dishion, T. J. (1983). Early predictors of male delinquency: A review. *Psychological Bulletin*, 94, 68–99.
- Loeber, R., Dishion, T. J., & Patterson, G. R. (1984). Multiple-gating: A multi-stage assessment procedure for identifying youth at risk for delinquency. *Journal of Research in Crime and Delinquency*, 21, 7–32.
- Loeber, R., & Schmallig, K. B. (1985). Empirical evidence for overt and covert patterns of antisocial conduct problems: A meta-analysis. *Journal of Abnormal Child Psychology*, 13, 337–352.
- Losen, D., & Orfield, G. (Eds.). (2002). *Racial inequality in special education*. Cambridge, MA: Harvard Educational Publishing Group.
- Mager, W., Milich, R., Harris, M. J., & Howard, A. (2005). Intervention groups for adolescents with conduct problems: Is aggregation harmful or helpful? *Journal of Abnormal Child Psychology*, 33, 349–362.
- Manassis, K., Mendlowitz, S. L., Scapillato, D., Avery, D., Fiksenbaum, L., Freire, M., et al. (2002). Group and individual cognitive-behavioral therapy for childhood anxiety disorders: A randomized trial. *Journal of the American Academy of Child and Adolescent Psychiatry*, 41, 1423–1431.
- Marks, E. S. (1995). *Entry strategies for school consultation*. New York: Guilford Press.
- Martens, B. K., & Meller, P. J. (1990). The application of behavioral principles to applied settings. In T. B. Gutkin & C. R. Reynolds (Eds.), *The handbook of school psychology* (2nd ed., pp. 612–634). New York: Wiley.
- Mayer, M. J., & Van Acker, R. (2009). Historical roots, theoretical and applied developments, and critical issues in cognitive-behavior modification. In M. J. Mayer, R. Van Acker, J. E. Lochman, & F. M. Gresham (Eds.), *Cognitive-behavioral interventions for emotional and behavioral disorders: School-based practice* (pp. 3–28). New York: Guilford Press.
- McConaughy, S. H., & Skiba, R. J. (1993). Comorbidity of externalizing and internalizing problems. *School Psychology Review*, 22, 421–436.
- McKinnon, C. E., Lamb, M. E., Belsky, J., and Baum, C. (1990). An affective-cognitive model of mother-child aggression. *Development and Psychopathology* 2, 1–13.
- McMahon, R. J., & Estes, A. M. (1997). Conduct problems. In E. J. Mash & L. G. Terdal (Eds.), *Behavioral assessment of childhood disorders* (3rd ed., pp. 130–193). New York: Guilford Press.
- McMahon, R. J., & Wells, K. C. (1998). Conduct problems. In E. J. Mash & R. A. Barkley (Eds.), *Treatment of childhood disorders* (2nd ed., pp. 111–207). New York: Guilford Press.
- Meichenbaum, D. H. (2006, May). Comparison of aggression in boys and girls: A case for gender-specific interventions. Paper presented at the 10th annual conference of the Melissa Institute for Violence Prevention and Treatment, Miami, FL. Retrieved from www.melissainstitute.org/documents/2006/Meich_06_genderdifferences.PDF.
- Meichenbaum, D. H., & Biemiller, A. (1998). *Nurturing independent learners: Helping students take charge of their learning*. Cambridge, MA: Brookline Books.
- Mendez, L. M., & Knoff, H. (2003). Who gets suspended from school and why: A demographic analysis of schools and disciplinary infractions in a large school district. *Education and Treatment of Children*, 26, 30–51.
- Milich, R., & Dodge, K. A. (1984). Social information processing in child psychiatric populations. *Journal of Abnormal Child Psychology* 12, 471–490.
- Miller-Johnson, S., Coie, J. D., Maumary-Gremaud, A., Lochman, J., & Terry, R. (1999). Relationship between childhood peer rejection and aggression and adolescent delinquency severity and type among African American youth. *Journal of Emotional and Behavioral Disorders*, 7, 137–146.
- Miltenberger, R. G. (1997). *Behavior modification: Principles and procedures*. Pacific Grove, CA: Brooks/Cole.
- Mischel, W. (1990). Personality disposition revisited and revised: A view after three decades. In L. Pervin (Ed.), *Handbook of personality: Theory and research* (pp. 111–134). New York: Guilford Press.
- Moffitt, T. E., Caspi, A., Rutter, M., & Silva, P. A. (2001). *Sex differences in antisocial behavior*. Cambridge, UK: Cambridge University Press.
- Moretti, E. (2007). Crimes and the cost of criminal justice. In C. Belfield & H. M. Levin (Eds.), *The price we pay: Economic and social consequences of inadequate education*. New York: Brookings Institution.
- National Association of School Psychologists. (1984). *Principles for professional ethics*. Bethesda, MD: Author.

- National Center for Education Statistics. (2009). *Indicators of school crime and safety: 2009*. Retrieved from nces.ed.gov/pubs2010/2010012.pdf.
- Nelson, W. M., III, & Finch, A. J. (2000). *Children's inventory of anger*. Los Angeles: Western Psychological Services.
- Nolan, M., Carr, A., Fitzpatrick, C., O'Flaherty, A., Keary, K., Turner, R., et al. (2002). A comparison of two programmes for victims of child sexual abuse: A treatment outcome study. *Child Abuse Review*, 11, 103–123.
- Novaco, R. W. (1978). Anger and coping with stress: Cognitive-behavioral intervention. In J. P. Foreyet & D. P. Rathjen (Eds.), *Cognitive behavioral therapy: Research and application* (pp. 135–173). New York: Plenum Press.
- O'Donnell, C. R. (2001). Trends, risk factors, prevention, and recommendations. *Law and Policy*, 23, 409–416.
- O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). *Functional assessment and program development for problem behavior: A practical handbook* (2nd ed.). Pacific Grove, CA: Brooks/Cole.
- Olweus, D. (1993). *Bullying at school: What we know and what we can do*. Cambridge, MA: Blackwell. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (2009). Retrieved from www.pbis.org/school/what_is_swpbs.aspx.
- Pardini, D. A., Lochman, J. E., & Frick, P. J. (2003). Callous/unemotional traits and social cognitive processes in adjudicated youth. *Journal of the American Academy of Child and Adolescent Psychiatry*, 42, 364–371.
- Park, R. D., & Slaby, R. G. (1983). The development of aggression. In E. M. Hetherington (Ed.), *Handbook of child psychology: Vol. 4. Socialization, personality, and social development* (pp. 547–641). New York: Wiley.
- Parron, D. L. (1994). DSM-IV: Making it culturally relevant. In S. Friedman (Ed.), *Anxiety disorders in African Americans* (pp. 149–165). New York: Springer.
- Patterson, G. R. (1982). *Coercive family process*. Eugene, OR: Castalia.
- Patterson, G. R. (1993). Orderly change in a stable world: The antisocial trait as a chimera. *Journal of Consulting and Clinical Psychology*, 61, 911–919.
- Patterson, G. R., DeBaryshe, B. D., & Ramsey, E. (1989). A developmental perspective on antisocial behavior. *American Psychologist*, 44, 329–335.
- Patterson, G. R., Dishion, T. J., & Yoerger, K. (2000). Adolescent growth in new forms of problem behavior: Macro- and micro-peer dynamics. *Prevention Science*, 1, 3–13.
- Patterson, G. R., Reid, J. B., & Dishion, T. J. (1992). *Antisocial boys*. Eugene, OR: Castalia.
- Patterson, G. R., Reid, J. B., Jones, R. R., & Conger, R. E. (1975). *A social learning approach to family intervention: Families with aggressive children* (Vol. 1). Eugene, OR: Castalia.
- Pepler, D. J., & Craig, W. M. (2005). Aggressive girls on troubled trajectories: A developmental perspective. In D. J. Pepler, K. C. Madsen, C. Webster, & K. S. Levine (Eds.), *The development and treatment of girlhood aggression* (pp. 3–27). Mahwah, NJ: Erlbaum.
- Pepler, D. J., Craig, W. M., & Roberts, W. I. (1998). Observations of aggressive and nonaggressive children on the school playground. *Merrill-Palmer Quarterly* 44(1), 55–76.
- Pepler, D. J., King, G., & Byrd, W. (1991). A social-cognitively based social skills training program for aggressive children. In D. J. Pepler & K. H. Rubin (Eds.), *Development and treatment of childhood aggression* (pp. 361–379). Hillsdale, NJ: Erlbaum.
- Pepler, D. J., Levene, K., & Walsh, M. (2004). Interventions for aggressive girls: Tailoring and measuring the fit. In R. Roesch (Series Ed.), & M. M. Moretti, C. L. Odgers, & M. A. Jackson (Vol. Eds.), *Perspectives in law and psychology: Vol. 19. Girls and aggression: Contributing factors and intervention principles* (pp. 41–56). New York: Kluwer Academic/Plenum.
- Pepler, D. J., & Sedighdeilami, F. (1998, October). *Aggressive girls in Canada* (Report No. W-98-30E). Applied Research Branch, Strategic Policy, Human Resources Development Canada, Hull, Quebec, Canada. [Online]. Available at www.hrdc-drhc.gc.ca/stratpol/arb/publications/research/abw-98-30e.shtml.

- Pepler, D. J., & Slaby, R. G. (1994). Theoretical and developmental perspectives on youth and violence. In L. D. Eron, J. H. Gentry, & P. Schlegel (Eds.), *Reason to hope: A psychological perspective on violence and youth* (pp. 27–58). Washington, DC: American Psychological Association.
- Pepler, D. J., Waddell, J., Jiang, D., Craig, W., Connolly, J., & Lamb, J. (2006). Aggressive girls' health & parent–daughter conflict. *Women's Health and Urban Life*, *5*, 25–41.
- Pepler, D. J., Walsh, M. M., & Levene, K. (2004). Interventions for aggressive girls: Tailoring and measuring the fit. In M. M. Moretti, M. Jackson, & C. Odgers (Eds.), *Girls and aggression: Contributing factors and intervention principles*. Norwell, MA: Kluwer Academic.
- Perry, D. G., Perry, L. C., & Rasmussen, P. (1986). Cognitive social learning mediators of aggression. *Child Development*, *57*, 700–711.
- Pettit, G. S. (1997). Aggressive behavior. In G. C. Bear, K. M. Minke, & A. Thomas (Eds.), *Children's needs II: Development, problems, and alternatives* (pp. 135–148). Bethesda, MD: National Association of School Psychologists.
- Poulin, F., Dishion, T. J., & Burraston, B. (2001). 3-year iatrogenic effects associated with aggregating high-risk adolescents in cognitive-behavioral interventions. *Applied Developmental Science*, *5*, 214–224.
- Powell, N. P., Lochman, J. E., Boxmeyer, C. L., Barry, T. D., & Young, L. (2010). Anger and aggression in children: The role of arousal and cognition. In W. Arsenio & E. Lemerise (Eds.), *Emotions, aggression, and moral development* (pp. 239–258). Washington, DC: American Psychological Association.
- Prinstein, M. J., & La Greca, A. M. (2004). Childhood peer rejection and aggression as predictors of adolescent girls' externalizing and health risk behaviors: A 6-year longitudinal study. *Journal of Consulting and Clinical Psychology*, *72*, 103–112.
- Putnam, R. F., Luiselli, J. K., Handler, M. W., & Jefferson, G. L. (2003). Evaluating student discipline practices in a public school through behavioral assessment of office referrals. *Behavior Modification*, *27*, 505–523.
- Rabiner, D. L., Lenhart, L., & Lochman, J. E. (1990). Automatic vs. reflective problem solving in relation to children's sociometric status. *Developmental Psychology*, *71*, 535–543.
- Rausch, M. K., & Skiba, R. (2004, July). *Disproportionality in school discipline among minority students in Indiana: Description and analysis* (Children Left Behind Policy Briefs, Supplementary Analysis 2-A). Bloomington, IN: Center for Evaluation and Policy.
- Redding, R. E., & Shalf, S. M. (2001). The legal context of school violence: The effectiveness of federal, state, and local law enforcement efforts to reduce gun violence. *Law and Policy*, *23*, 297–344.
- Reid, J. B., & Patterson, G. R. (1991). Early prevention and intervention with conduct problems: A social interactional model for the integration of research and practice. In G. Stoner, M. R. Shinn, & H. M. Walker (Eds.), *Interventions for achievement and behavior problems* (pp. 715–739). Bethesda, MD: National Association of School Psychologists.
- Reynolds, C., & Kamphaus, R. W. (2005). *Behavior assessment system for children* (2nd ed.) San Antonio, TX: Pearson.
- Roff, J. D. (1986). Identification of boys at high risk for delinquency. *Psychological Reports*, *58*, 615–618.
- Rones, M., & Hoagwood, K. (2000). School-based mental health services: A research review. *Clinical Child and Family Psychology Review*, *3*, 223–241.
- Rotter, J. B., Chance, J. E., & Phares, E. J. (1972). *Applications of a social learning theory of personality*. New York: Holt, Rinehart & Winston.
- Rubin, K. H., Bream, L. A., & Rose-Krasnor, L. (1991). Social problem solving and aggression in childhood. In D. J. Pepler & K. H. Rubin (Eds.), *The development and treatment of childhood aggression* (pp. 219–248). Hillsdale, NJ: Erlbaum.
- Sancilio, M., Plumert, J. M., & Hartup, W. W. (1989). Friendship and aggressiveness as determinants of conflict outcomes in middle childhood. *Developmental Psychology*, *25*, 812–819.
- Sandomierski, T., Kincaid, D., & Algozzine, B. (2007). Response to intervention and positive behavior support: Brothers from different mothers or sisters with different misters? *Positive Behavioral Interventions and Supports Newsletter*, *4*(2), 1–4.
- Scelfo, J. (2005, June 13). *Bad girls go wild: A rise in girl-on-girl violence is making headlines and prompting scientists to ask why*. Newsweek. Retrieved from www.newsweek.com/id/50082.

- Schaeffer, C. M., Petras, H., Ialongo, N., Masyn, K. E., Hubbard, S., Poduska, J., et al. (2006). A comparison of girls' and boys' aggressive-disruptive behavior trajectories across elementary school: Prediction to young adult antisocial outcomes. *Journal of Consulting and Clinical Psychology, 74*, 500–510.
- Schechtman, Z. (2003). Therapeutic factors and outcomes in group and individual therapy of aggressive boys. *Group Dynamics, 7*, 225–237.
- Schechtman, Z. (2004). Client behavior and therapist helping skills in individual and group treatment of aggressive boys. *Journal of Counseling Psychology, 51*, 463–472.
- Schechtman, Z., & Ben-David, M. (1999). Individual and group psychotherapy of childhood aggression: A comparison of outcomes and processes. *Group Dynamics, 3*, 263–274.
- Shannon, M. M., & McCall, D. S. (2003). Zero tolerance policies on context: A preliminary investigation to identify actions to improve school discipline and school safety. Retrieved from www.safehealthyschools.org/whatsnew/capzerotolerance.htm.
- Shure, M. (1996). *I can problem-solve: An interpersonal cognitive problem-solving program*. Champaign, IL: Research Press.
- Simmons, R. (2002). *Odd girl out: The hidden culture of aggression in girls*. San Diego: Harcourt.
- Sinclair, E., Del'Homme, M., & Gonzalez, G. (1993). Systematic screening for preschool behavioral disorders. *Behavioral Disorders, 18*, 177–188.
- Skiba, R., & Peterson, R. (2000). School discipline at a crossroads: From zero tolerance to early response. *Exceptional Children, 32*, 200–216.
- Slaby, R. G., & Guerra, N. G. (1988). Cognitive mediators of aggression in adolescent offenders: An assessment. *Developmental Psychology, 24*, 580–588.
- Sladeczek, I. E., Elliott, S. N., Kratochwill, T. R., Robertson-Majaanes, S., & Callan-Stoiber, K. (2001). Application of goal attainment scaling to a conjoint behavioral consultation. *Journal of Educational and Psychological Consultation, 12*, 45–48.
- Smith, C. A., & Lazarus, R. W. (1990). Emotion and adaptation. In L. Pervin (Ed.), *Handbook of personality: Theory and research* (pp. 609–637). New York: Guilford Press.
- Smith, D. C., Larson, J. D., DeBaryshe, B. D., & Salzman, M. (2000). Anger management for youth: What works and for whom? In D. S. Sandhu (Ed.), *Violence in American schools: A practical guide for counselors* (pp. 217–230). Reston, VA: American Counseling Association.
- Stein, R. P., Richin, R. A., Banyon, R., Banyon, F., & Stein, M. F. (2000). *Connecting content to character: Helping students do the right thing*. Alexandria, VA: Association for Curriculum Development.
- Steinberg, M. E., & Dodge, K. A. (1983). Attributional bias in aggressive adolescent boys and girls. *Journal of Social and Clinical Psychology, 1*, 312–321.
- Stormshak, E. A., Bierman, K. L., Bruschi, C., Dodge, K. A., Coie, J. D., & Conduct Problems Prevention Research Group (1999). The relation between behavior problems and peer preference in different classroom contexts. *Child Development, 70*, 169–182.
- Striepling, S. H. (1997). The low aggression classroom: A teacher's view. In A. P. Goldstein & J. C. Conoley (Eds.), *School violence intervention: A practical handbook* (pp. 23–45). New York: Guilford Press.
- Sutherland, E. (1939). *Principles of criminology*. Philadelphia: Lippincott.
- Tangney, J. P., Wagner, P. E., Hansbarger, A., & Gramzow, R. (1991). *The Anger Response Inventory for Children (ARI-C)*. Fairfax, VA: George Mason University Press.
- Tharinger, D., & Stafford, M. (1996). Best practices in individual counseling of elementary-age students. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology III* (pp. 893–907). Bethesda, MD: National Association of School Psychologists.
- Thelen, M. H., Fry, R. A., Feherenbach, P. A., & Frautschi, N. M. (1979). Therapeutic videotape and film modeling: A review. *Psychological Bulletin, 86*, 701–720.
- Thornberry, T. P., & Krohn, M. D. (1997). Peers, drug use, and delinquency. In D. M. Stoff, J. Breiling, & J. D. Maser (Eds.), *Handbook of antisocial behavior* (pp. 218–233). New York: Wiley.
- Thornberry, T. P., Krohn, M. D., Lizotte, A. J., Smith, C. A., & Tobin, K. (2003). *Gangs and delinquency in developmental perspective*. New York: Cambridge University Press.

- Tillitski, C. J. (1990). A meta-analysis of estimated effect sizes for group versus individual versus control treatments. *International Journal of Group Psychotherapy*, *40*, 215–224.
- Tremblay, R. E., Kurtz, L., Masse, L. C., Vitaro, F., & Pihl, R. O. (1995). A bimodal preventive intervention for disruptive kindergarten boys: Its impact through mid-adolescence. *Journal of Consulting and Clinical Psychology*, *63*, 560–568.
- U.S. Department of Education. (1998). *Early warning, timely response: A guide to safe schools*. Washington, DC: Author.
- U.S. Department of Health and Human Services. (1999). *Mental health: A report of the Surgeon General-Executive summary*. Retrieved from www.surgeongeneral.gov/library/mentalhealth/home.html.
- Van de Wiel, N. M. H., Matthys, W., Cohen-Kettenis, P. T., Maassen, G. H., Lochman, J. E., & van Engeland, H. (2007). The effectiveness of an experimental treatment when compared with care as usual depends on the type of care as usual. *Behavior Modification*, *31*, 298–312.
- Van de Wiel, N. M. H., Matthys, W., Cohen-Kettenis, P., & van Engeland, H. (2003). Application of the Utrecht Coping Power program and care as usual to children with disruptive behavior disorders in outpatient clinics: A comparative study of cost and course of treatment. *Behavior Therapy*, *34*, 421–436.
- Vitaro, F., Tremblay, R. E., Kerr, M., Pagani, L., & Bukowski, W. M. (1997). Disruptive friends' characteristics and delinquency in early adolescence: A test of two competing models of development. *Child Development*, *68*, 676–689.
- Waas, G. A. (1988). Social attributional biases of peer-rejected and aggressive children. *Child Development*, *59*, 969–975.
- Waas, G. A., & French, D. C. (1989). Children's social problem solving: Comparison of the open middle interview and children's assertive behavior scale. *Behavioral Assessment*, *11*, 219–230.
- Walker, H. M., Colvin, G., & Ramsey, E. (1995). *Antisocial behavior in schools: Strategies and best practices*. Pacific Grove, CA: Brooks-Cole.
- Walker, H. M., Homer, R. H., Sugai, G., Bullis, M., Sprague, J. R., Bricker, D., et al. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and youth. *Journal of Emotional and Behavioral Disorders*, *4*, 194–209.
- Walker, H. M., Ramsey, E., & Gresham, F. M. (2004). *Antisocial behavior in school* (2nd ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Walker, H. M., Severson, H. H., Stiller, B., Williams, G., Haring, N., Shinn, M., et al. (1988). Systematic screening of pupils in the elementary age range at risk for behavior disorders: Development and trial testing of a multiple gating model. *Remedial and Special Education*, *9*, 8–14.
- Walsh, M. M., Pepler, D. J., & Levene, K. S. (2002). A model intervention for girls with disruptive behaviour problems: The Earls Court Girls Connection. *Canadian Journal of Counselling*, *36*, 297–311.
- Watson, T. S., & Steege, M. W. (2009). *Conducting school-based functional behavioral assessments: A practitioner's guide* (2nd ed.). New York: Guilford Press.
- Weaver, B. (2000, July/August). *APS Observer*. (Available from the American Psychological Society, 1010 Vermont Avenue, NW, Suite 1100, Washington, DC 20005-4907.)
- Webster-Stratton, C., & Hammond, M. (1997). Treating children with early-onset conduct problems: A comparison of child and parent training interventions. *Journal of Consulting and Clinical Psychology*, *65*, 93–109.
- Weiner, B., & Graham, S. (1999). Attribution in personality psychology. In L. A. Pervin & O. P. John (Eds.), *Handbook of personality: Theory and research* (2nd ed., pp. 605–628). New York: Guilford Press.
- Weiss, B., Caron, A., Ball, S., Tapp, J., Johnson, M., & Weisz, J. R. (2005). Iatrogenic effects of group treatment for antisocial youths. *Journal of Consulting and Clinical Psychology*, *73*, 1036–1044.
- Weisz, J. R., Donenberg, G. R., Han, S. S., & Kauneckis, D. (1995). Child and adolescent psychotherapy outcomes in experiments versus clinics: Why the disparity? *Journal of Abnormal Child Psychology*, *23*, 83–106.
- Wells, K. C., Lochman, J. E., & Lenhart, L. A. (2008a). *Coping Power parent group program: Facilitator guide*. New York: Oxford University Press.

- Wells, K. C., Lochman, J. E., & Lenhart, L. A. (2008b). *Coping Power parent group program: Workbook*. New York: Oxford University Press.
- Whebbly, J. H., Dodge, K. A., Valente, E., Jr., Bierman, K., Coie, J. D., Greenburg, M., et al. (1993). School behavior of first grade children identified as at-risk for development of conduct problems. *Behavioral Disorders, 19*, 67–78.
- Williams, S. C., Lochman, J. E., Phillips, N. C., & Barry, T. D. (2003). Aggressive and nonaggressive boys' physiological and cognitive processes in response to peer provocations. *Journal of Clinical Child and Adolescent Psychology, 32*, 568–576.
- Wills, T. A., McNamara, G., Vaccaro, D., & Hirkey, A. E. (1996). Escalated substance use: A longitudinal grouping analysis from early to middle adolescence. *Journal of Abnormal Child Psychology, 105*, 166–180.
- Wiseman, R. (2003). *Queen bees and wannabes: Helping your daughter survive cliques, gossip, boyfriends, and other realities of adolescence*. New York: Three Rivers Press.
- Wright, J. C., Giammarino, M., & Parad, H. W. (1986). Social status in small groups: Individual-group similarity and the social "misfit." *Journal of Personality and Social Psychology, 50*, 523–536.
- Xie, H., Farmer, T. W., & Cairns, B. D. (2003). Different forms of aggression among inner-city African-American children: Gender configurations and school social networks. *Journal of School Psychology, 41*, 355–375.
- Young, E. L., Boye, A., & Nelson, D. (2006). Relational aggression: Understanding, identifying, and responding in the schools. *Psychology in the Schools, 43*, 297–312.
- Young, E. L., Nelson, D. A., Hottle, A. B., Warburton, B., & Young, B. K. (2009, December). Relational aggression in schools: Information for Educators. *Communiqué, 38*(4), 24.
- Yung, B. R., & Hammond, W. R. (1998). Breaking the cycle: A culturally sensitive violence prevention program for African-American children and adolescents. In A. Lutzker (Ed.), *Handbook of child abuse research and treatment* (pp. 319–340). New York: Plenum Press.
- Zahn, M. A., Brumbaugh, S., Steffensmeier, D., Feld, B. C., Morash, M., Chesney-Lind, M., et al. (2008). *Violence by teenage girls: Trends and context*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention. Retrieved December 15, 2009, from www.ncjrs.gov/pdffiles1/ojjdp/218905.pdf.
- Zelli, A., Dodge, K. A., Lochman, J. E., Laird, R. D., & the Conduct Problems Prevention Research Group. (1999). The distinction between beliefs legitimizing aggression and deviant processing of social cues: Testing measurement validity and the hypothesis that biased processing mediates the effects of beliefs on aggression. *Journal of Personality and Social Psychology, 77*, 150–166.
- Zins, J. E., & Elias, M. J. (2006). Social and emotional learning. In G. G. Bear & K. M. Minke (Eds.), *Children's needs III: Development, prevention, and intervention* (pp. 1–13). Bethesda, MD: National Association of School Psychologists.
- Zonneville-Bender, M. J. S., Matthys, W., van de Wiel, N. M. H., & Lochman, J. (2007). Preventive effects of treatment of DBD in middle childhood on substance use and delinquent behavior. *Journal of the American Academy of Child and Adolescent Psychiatry, 46*, 33–39.