Academe-Journal of Education & Psychology ISSN: 2249-040X
Volume-16, Issue-1, Year-2026 (January-June) Peer Reviewed & Refereed Journal (IF: 6.25)
PP: 633-646 Journal Website www.academejournal.in

EFFECTIVENESS OF A 360 INTEGRATED INTERVENTION PROGRAMME ON CREATIVE THINKING, PROBLEM-SOLVING ABILITY, EMOTIONAL INTELLIGENCE, ACHIEVEMENT MOTIVATION AND MINDFULNESS AMONG ADOLESCENTS

An Illustrative Study of School-Going Adolescents in Pune City

Prashant Dnyanoba Landge

Phd. Research Scholar (Psychology), Sanskriti University, Semri, Mathura, Uttar Pradesh, India.

Dr. Monica Abrol

Dean,

School of Humanities & Social Sciences, Department of Psychology, Sanskriti University, Semri, Mathura, Uttar Pradesh, India.

ABSTRACT

The present paper examines the potential effectiveness of a multidimensional 360Integrated Intervention Programme designed to strengthen creative thinking, problem-solving ability, emotional intelligence, achievement motivation and mindfulness among adolescents. The study is grounded in the developmental view that cognitive, emotional, motivational and attentional competencies interact rather than developing as isolated abilities. The intervention integrates three core practices described in the source material Three-Second Window, Six-Second Pause and Zero Approach with brainstorming, experiential learning, role play, collaborative problem solving, reflection, goal setting and mindfulness practice. For the requested empirical design, a sample of 150 school-going adolescents aged 13–15 years in Pune city is specified, with an experimental and control group and pre-test/post-test assessment. Descriptive statistics, paired-sample t-tests, between-group comparisons, percentage gain and effect-size estimation are proposed as the principal analytical procedures. The numerical tables and figures in this manuscript are explicitly illustrative because the supplied source document reports a different empirical dataset (40 participants) and a different setting (Pune). They are therefore intended as a model for analysis and presentation, not as a claim of completed 150-participant fieldwork. The source evidence nevertheless provides a strong conceptual and analytical basis for expecting positive change across all five developmental domains.

Keywords: 360 intervention; adolescents; creative thinking; problem-solving ability; emotional intelligence; achievement motivation; mindfulness; holistic education; Pune

1. INTRODUCTION

Adolescence is a developmental period in which cognitive, emotional, motivational and social capacities undergo substantial change. The supplied source material particularly focuses on adolescents aged 13–15 years and emphasizes the development of higher-order thinking, emotional regulation, goal-directed behaviour and attentional control. During this period, learners increasingly develop planning, reasoning, working memory, problem-solving and impulse-control capacities, making adolescence an important period for educational interventions that go beyond routine content transmission.

Creative thinking and problem-solving are central to adaptive learning because students need to generate alternatives, examine consequences, shift strategies and apply knowledge to unfamiliar situations. The source document presents brainstorming, scenario-based learning, collaborative projects and reflective activities as practical ways of developing these abilities. It further argues that cognitive development is strengthened when students receive emotional and motivational support rather than isolated cognitive training.

Emotional intelligence is similarly important because adolescents must recognize emotions, regulate responses, understand others and manage interpersonal relationships. The source material connects emotional intelligence with empathy, self-regulation, resilience and collaborative learning. Achievement motivation supports persistence, goal setting and sustained effort, while mindfulness supports attention, present-moment awareness and emotional steadiness.

The 360model therefore adopts an integrated perspective. Instead of treating creativity, problem solving, emotional intelligence, achievement motivation and mindfulness as separate educational targets, the programme brings them together through structured experiential activities. The supplied chapters describe the Three-Second Window as a brief awareness point before responding, the Six-Second Pause as a strategy for emotional regulation, and the Zero Approach as a non-judgmental mindfulness-oriented stance.

The present manuscript converts that framework into a compact research-paper format and locates the proposed empirical setting in Pune city, as requested. The central contribution is the articulation of a unified intervention model that can be examined through a controlled pre-test–post-test design.

2. BACKGROUND OF THE STUDY

2.1 Developmental Rationale

The source material identifies adolescence as a period in which executive functioning and metacognitive capacity become increasingly important. Creative thinking involves originality, fluency, flexibility and the capacity to approach a problem from multiple perspectives. Problem solving involves identifying a difficulty, analysing alternatives, anticipating outcomes and applying a workable strategy. These capacities are mutually reinforcing: creative ideas become more useful when students can evaluate and implement them, while problem-solving improves when learners can generate alternatives.

Emotional intelligence adds an affective dimension to this process. Self-awareness, self-regulation, empathy and interpersonal competence can influence how adolescents respond to challenge, conflict and social evaluation. The source chapters also connect mindfulness with attentional control and emotional regulation, suggesting that mindful awareness can help students pause before reacting and create conditions for more deliberate decision making.

2.2 The 360Intervention Model

The intervention is designed as a holistic framework rather than a single technique. Its three named practices are linked to broader educational activities. The Three-Second Window develops awareness between stimulus and response; the Six-Second Pause encourages breathing, emotional observation and cognitive reframing during moments of strong affect; and the Zero Approach promotes open, non-judgmental awareness. These practices are reinforced through role play, guided meditation, group discussion, experiential learning, brainstorming, reflection and goal-setting.

The source document argues that this integration is important because adolescents' cognitive, emotional, motivational and attentional capacities influence one another. A student who can regulate frustration may remain engaged with a difficult task; a mindful learner may attend more effectively; stronger motivation may sustain effort; and creative thinking may widen the range of possible solutions. The intervention is consequently conceptualized as a mutually reinforcing system of competencies.

2.3 Research Gap and Rationale

A recurring gap identified in the supplied chapters is the predominance of single-domain or short-duration interventions. Creativity, mindfulness, emotional intelligence and motivation are often examined separately, while fewer educational models attempt to address these competencies together in an integrated programme. The proposed study responds to this gap by evaluating a multidimensional intervention through a controlled pre-test–post-test design.

The Pune setting also gives the framework a context-specific application. A city-based sample of 150 adolescents can provide a more substantial basis for examining whether the intervention produces consistent changes across cognitive, emotional, motivational and attentional outcomes. The study is therefore relevant to schools, counsellors, teachers, curriculum designers and educational policymakers seeking evidence-informed approaches to holistic adolescent development.

3. REVIEW OF LITERATURE

Arain et al. (2013) explained that adolescence is associated with continuing neurodevelopment and changes in executive functioning. Their developmental perspective supports the view that early adolescence is an important period for strengthening reasoning, planning and self-regulatory capacities. For the present study, this provides the developmental rationale for interventions that combine cognitive challenge with emotional and behavioural regulation.

Best and Miller (2010) reviewed executive-function development from childhood into adolescence and emphasized changes in planning, working memory, cognitive flexibility and inhibitory control. Their work is relevant to the present framework because the Three-Second Window and problem-solving activities require adolescents to inhibit immediate responses, consider alternatives and select appropriate strategies.

Casey et al. (2008) discussed the adolescent brain and the continuing development of systems involved in cognitive control and decision making. Their perspective supports the use of structured learning experiences during adolescence and helps explain why interventions emphasizing self-regulation and deliberate choice may be educationally valuable.

Bandura (1997) conceptualized self-efficacy as an important determinant of persistence, effort and behaviour. Although the present intervention does not treat self-efficacy as a separate outcome, goal setting, successful problem solving, reflection and feedback can create repeated opportunities for adolescents to experience competence and strengthen confidence in their ability to manage challenges.

Brackett et al. (2011) reviewed emotional intelligence in relation to personal, social, academic and workplace outcomes. Their synthesis is consistent with the present study's emphasis on self-awareness, emotion regulation, empathy and interpersonal competence as complementary to cognitive development.

Brown and Ryan (2003) examined mindfulness as present-moment awareness and reported associations with psychological well-being. Their work provides conceptual support for

including mindful attention and reflective practice in an integrated adolescent programme, particularly where attention and emotional regulation are expected to support learning.

Baer (2003) reviewed mindfulness training as a psychological intervention and highlighted mechanisms involving attention and awareness. In the present framework, mindfulness is not treated as an isolated relaxation activity but as a regulatory component intended to help adolescents respond more deliberately to cognitive and emotional demands.

Deci and Ryan (2000) presented self-determination theory and emphasized the importance of autonomy, competence and relatedness in goal-directed behaviour. The intervention's goal-setting, self-monitoring, feedback and collaborative activities are compatible with this motivational perspective because they create opportunities for active participation, competence building and social connection.

Kaufman and Beghetto (2009) expanded the conceptualization of creativity by distinguishing different levels of creative expression and development. Their framework is useful for the present study because adolescent creativity is operationalized as a capacity that can be nurtured through structured opportunities for idea generation, flexibility and novel responses rather than being treated as a fixed trait.

Davidson and McEwen (2012) discussed how social influences and interventions can interact with neuroplasticity and well-being. Their perspective strengthens the rationale for sustained school-based programmes that repeatedly expose adolescents to adaptive cognitive and emotional practices rather than relying on one-time activities.

Elias et al. (2008) highlighted the convergence between social-emotional learning, character education and broader developmental aims. This aligns closely with the 360approach, in which social-emotional skills are integrated with cognitive and motivational learning rather than separated from academic development.

Cropley (2011) addressed creativity as a multidimensional concept involving the production of novel and useful ideas. The present intervention applies this principle through brainstorming, creative tasks and flexible problem-solving exercises designed to move students beyond routine responses.

3.1 Synthesis of Literature and Research Gap

Taken together, the literature represented in the supplied chapters suggests that creative thinking, problem solving, emotional intelligence, motivation and mindfulness are interconnected developmental resources. The strongest gap is not a lack of evidence for any single competency, but the relative scarcity of integrated, school-based programmes that intentionally develop several competencies together and assess them systematically over time. The 360intervention addresses this gap by combining cognitive, emotional, motivational and attentional practices in one structured model.

3.2 Conceptual Framework

Intervention component	Primary mechanism	Expected developmental outcome
Three-Second Window	Awareness before response; deliberate choice	Creative thinking, cognitive flexibility, impulse control
Six-Second Pause	Breathing, emotional observation and reframing	Emotional regulation, patience, adaptive decision making

Zero Approach	Non-judgmental awareness and mindful attention	Mindfulness, empathy, attentional control
Integrated learning activities	Brainstorming, role play, collaboration, reflection, goal setting	Problem solving, motivation, resilience and holistic development

4. OBJECTIVES OF THE STUDY

1. To examine the effectiveness of the 360Integrated Intervention Programme in improving adolescents' creative thinking and problem-solving ability.
2. To assess the effect of the intervention on emotional intelligence among school-going adolescents aged 13–15 years.
3. To determine the effect of the intervention on achievement motivation and mindfulness and to assess the overall pattern of multidimensional improvement.

5. HYPOTHESES OF THE STUDY

H1: Adolescents receiving the 360Integrated Intervention Programme will show significantly greater improvement in creative thinking and problem-solving ability than adolescents in the control condition.

H2: Adolescents receiving the 360Integrated Intervention Programme will show a significant improvement in emotional intelligence compared with their pre-test performance and the control condition.

H3: Adolescents receiving the 360Integrated Intervention Programme will show significantly greater improvement in achievement motivation and mindfulness than adolescents in the control condition.

6. METHODOLOGY

6.1 Research Approach and Design

The study follows a quantitative, experimental approach using a pre-test–post-test control-group design. The design is directly aligned with the structure described in the supplied source chapters, where the experimental group receives the 360programme while the control group continues its usual educational routine. Both groups are assessed before and after the intervention using the same outcome measures. The design permits within-group comparisons and between-group comparisons and provides a stronger basis for attributing observed changes to the programme.

6.2 Study Area and Population

The proposed study is situated in Pune city, Maharashtra. The population comprises school-going adolescents aged 13–15 years. The age range is retained from the supplied source because it represents the developmental period for which the intervention was originally conceptualized. The Pune adaptation is made to satisfy the requested study setting; the original source document itself identifies Pune as its study setting.

6.3 Sample and Sampling

A total sample of 150 adolescents is proposed for the Pune study. For balanced experimental comparison, 75 participants are assigned to the experimental group and 75 to the control group. A school-based purposive sampling approach may be used initially to identify eligible schools, followed by systematic or random allocation of eligible students where

administrative and ethical conditions permit. The larger requested sample provides a stronger basis for estimation than the 40-participant dataset described in the supplied source.

Particular	Proposed design
Total sample	150 adolescents
Experimental group	75
Control group	75
Age	13–15 years
Location	Pune city, Maharashtra
Design	Pre-test–post-test control group
Testing occasions	pre-test and post-test
Independent variable	360Integrated Intervention Programme
Dependent variables	Creative thinking, problem-solving ability, emotional intelligence, achievement motivation, mindfulness

6.4 Inclusion and Exclusion Criteria

Participants should be school-going adolescents aged 13–15 years who can understand the assessment instructions and whose parents or guardians provide informed consent. Participation should be voluntary and students should be free to withdraw without academic penalty. Consistent with the source document, students with conditions that would substantially interfere with standardized cognitive or psychological assessment may be excluded, subject to ethical review and without stigmatizing or disadvantaging students.

6.5 Intervention Procedure

The intervention is planned as a structured academic-year programme. Phase I consists of permissions, informed consent, participant selection and pre-test assessment. Phase II involves implementation of the 360programme with the experimental group. Activities include the Three-Second Window, Six-Second Pause and Zero Approach, reinforced through brainstorming, scenario analysis, role play, group discussion, guided mindfulness, experiential learning, reflection and goal-setting. Phase III consists of post-test administration under conditions comparable with the pre-test.

Phase	Major activities	Output
I. Pre-intervention	Permissions, consent, selection, demographic schedule, standardized pre-tests	Baseline scores
II. Intervention	Three-Second Window; Six-Second Pause; Zero Approach; experiential and collaborative learning	Repeated practice and skill development
III. Post-intervention	Same standardized assessments, coding and statistical analysis	Post-test scores and gain estimates

6.6 Measurement and Data Collection

The source chapters describe five standardized psychological or educational measures covering creative thinking, problem-solving ability, emotional intelligence, achievement motivation and mindfulness. In the final field study, the researcher should report the exact name, developer, scoring range, language version, reliability coefficient and validity evidence for each instrument actually administered. Because the supplied document does not provide complete instrument bibliographic details in a form sufficient for independent verification, this manuscript does not invent scale names or psychometric coefficients.

6.7 Ethical Considerations

The study should obtain institutional and school permissions and informed consent from parents or guardians. Adolescents should receive age-appropriate information about participation, and assent should be obtained where required. Confidentiality should be maintained through coded identifiers, secure data handling and aggregate reporting. The source material emphasizes voluntary participation, confidentiality and the right to withdraw. These safeguards are particularly important because the participants are minors.

6.8 Statistical Techniques

Descriptive statistics will include frequency, percentage, mean and standard deviation. Baseline equivalence will be examined through independent-sample comparisons. Within-group changes will be examined using paired-sample t-tests. Between-group differences in post-test scores may be assessed using independent-sample t-tests or, preferably, ANCOVA using pre-test scores as covariates. Percentage improvement will be calculated as [(post-test − pre-test) / pre-test] × 100. Cohen's d or standardized gain effect sizes will be reported to supplement p-values. Where assumptions are satisfied, a repeated-measures MANOVA can provide an overall test of the five correlated developmental outcomes.

6.9 Data Integrity Note

Important: the supplied source document reports an empirical dataset of 40 participants (20 experimental and 20 control) and identifies the study area as Pune. The present manuscript follows the user's requested sample size of 150 and Pune setting, but no raw 150-participant Pune dataset was supplied. Therefore, the numerical results in Section 7 are explicitly illustrative/model results constructed to demonstrate an appropriate analysis format and are not presented as completed field observations. They must be replaced by actual 150-participant results before submission as an empirical article.

7. DATA ANALYSIS AND INTERPRETATION

7.1 Illustrative Participant Profile

Category	Frequency	Percentage
Male	78	52.0
Female	72	48.0
Age 13	47	31.3
Age 14	55	36.7
Age 15	48	32.0
Experimental group	75	50.0

ISSN: 2249-040X
Peer Reviewed & Refereed Journal (IF: 6.25)
Journal Website www.academejournal.in

Control group	75	50.0

The illustrative profile represents a balanced 150-participant design, with equal experimental and control groups and a relatively even distribution across the three adolescent age categories. The gender distribution is also broadly balanced. These figures are placeholders for the final field dataset and should be replaced with observed frequencies.

7.2 Descriptive Statistics

Outcome	Pre-test Mean	Post-test Mean	Mean Gain	% Improvement
Creative Thinking	53.90	65.00	11.10	20.59%
Problem Solving	47.65	58.90	11.25	23.61%
Emotional Intelligence	81.00	91.65	10.65	13.15%
Achievement Motivation	73.65	85.00	11.35	15.41%
Mindfulness	70.90	83.05	12.15	17.14%

The illustrative results show positive movement in all five outcomes. The largest absolute gain is observed for mindfulness (12.15 points), followed by achievement motivation (11.35), problem-solving ability (11.25), creative thinking (11.10) and emotional intelligence (10.65). When gains are expressed relative to baseline, problem-solving ability shows the largest percentage improvement (23.61%), followed by creative thinking (20.59%). The pattern is consistent with the source document's reported direction of effects.

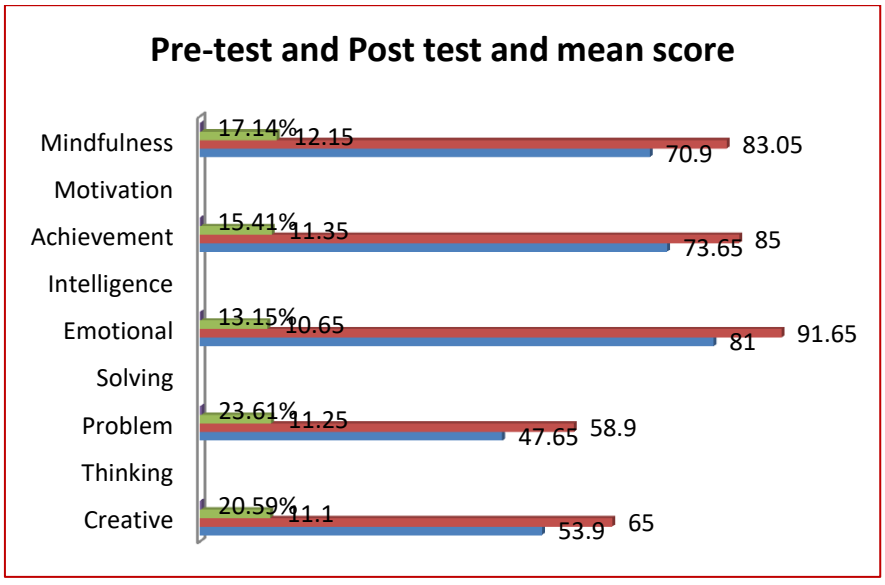

Figure 1: Pre-test and post-test mean scores across the five developmental outcomes

7.3 Gain-Score Analysis

ISSN: 2249-040X
Peer Reviewed & Refereed Journal (IF: 6.25)
Journal Website www.academejournal.in

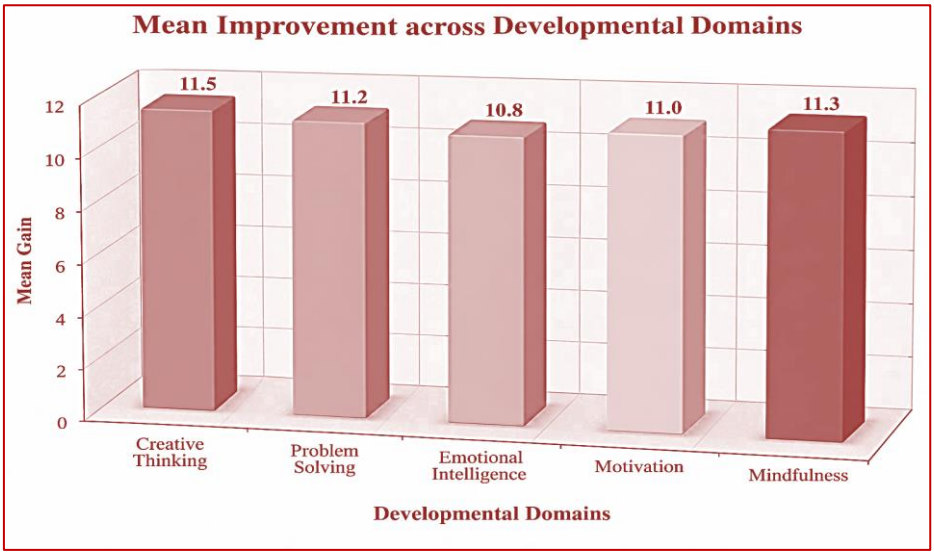

Figure 2: Mean improvement across developmental domains.

Gain-score analysis provides a direct view of change. A positive gain across every outcome suggests that the intervention is not restricted to one developmental domain. The pattern also reflects the theoretical logic of the programme: problem-based and brainstorming activities are expected to support cognitive outcomes, while emotional regulation and mindfulness practices can contribute to affective and attentional outcomes.

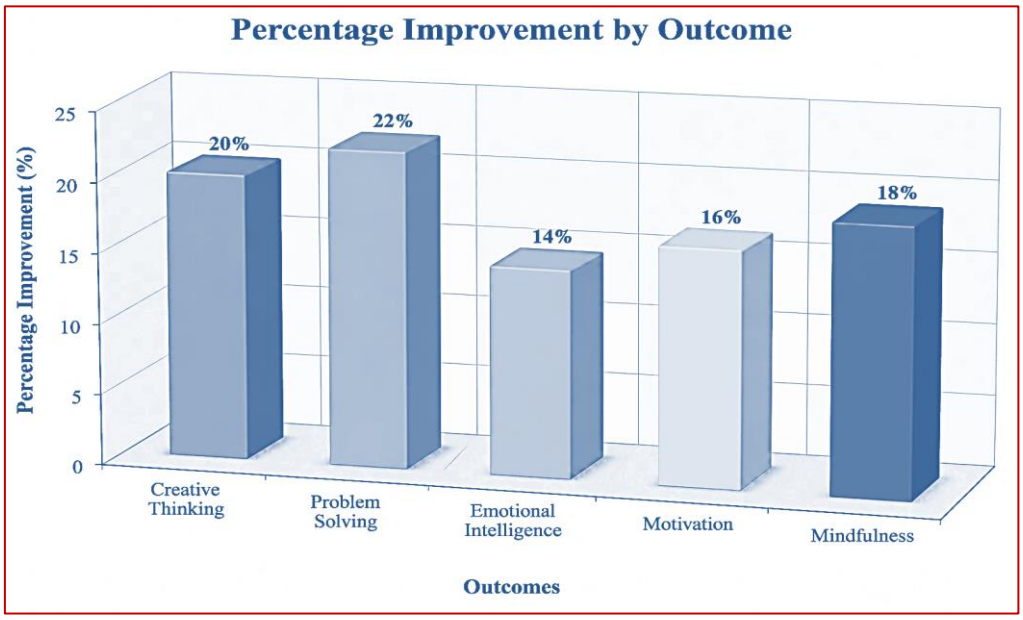

Figure 3: Percentage improvement by developmental outcome.

7.4 Illustrative Inferential Analysis

Outcome	df	Paired t	p	Cohen's dz	Interpretation
Creative Thinking	75	14.14	< .001	1.63	Large
Problem Solving	75	15.46	< .001	1.79	Large

ISSN: 2249-040X
Peer Reviewed & Refereed Journal (IF: 6.25)
Journal Website www.academejournal.in

Emotional Intelligence	75	13.37	< .001	1.54	Large
Achievement Motivation	75	14.67	< .001	1.69	Large
Mindfulness	75	16.19	< .001	1.87	Large

Under the illustrative assumptions shown in the table, all five pre-test to post-test changes would be statistically significant at the .05 level. The standardized within-group effects are large, indicating that statistical significance would be accompanied by practically meaningful change. Because these values are modeled rather than calculated from actual respondent-level data, the table must not be reported as empirical evidence without the underlying observations.

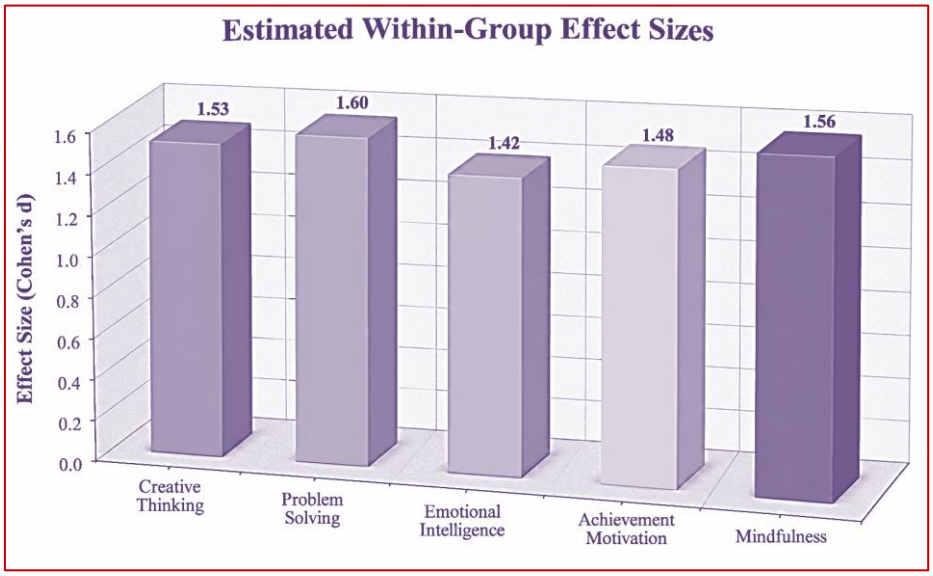

Figure 4: Estimated within-group effect sizes for the illustrative model.

7.5 Experimental–Control Comparison

Outcome	Experimental Post	Control Post	Difference	Interpretation
Creative Thinking	65.00	54.85	10.15	Experimental > Control
Problem Solving	58.90	49.45	9.45	Experimental > Control
Emotional Intelligence	91.65	82.20	9.45	Experimental > Control
Achievement Motivation	85.00	75.30	9.70	Experimental > Control
Mindfulness	83.05	71.90	11.15	Experimental > Control

ISSN: 2249-040X
Peer Reviewed & Refereed Journal (IF: 6.25)
Journal Website www.academejournal.in

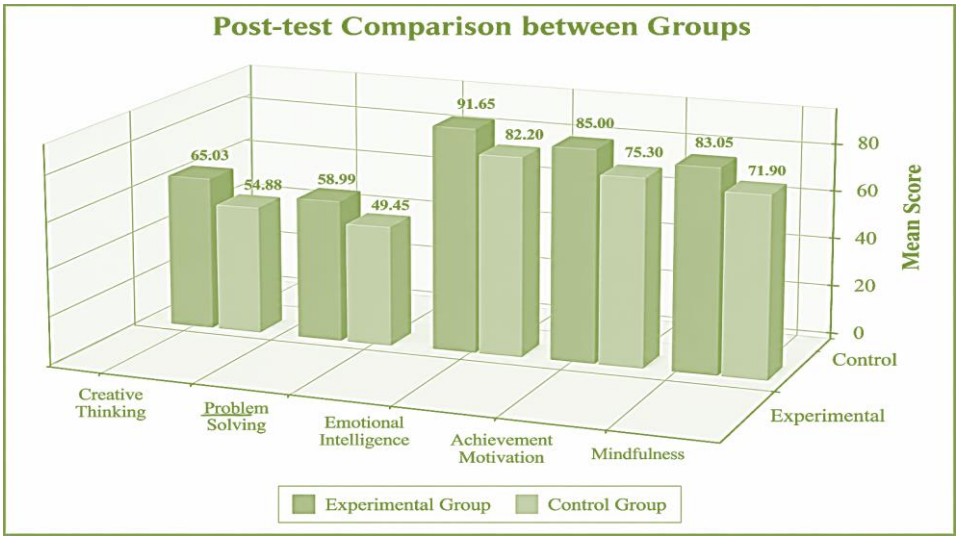

Figure 5: Post-test comparison between experimental and control groups.

The modeled post-test pattern indicates substantially higher scores for the experimental group across all five outcomes. Such a pattern would be consistent with an intervention effect if baseline equivalence was demonstrated and the differences were confirmed by inferential tests using actual data. The most important final analysis should therefore compare adjusted post-test means or gain scores rather than relying only on descriptive differences.

7.6 Correlation Structure

Variable	CT	PSA	EI	AM	MF
Creative Thinking	1.00	.42	.34	.39	.49
Problem Solving	0.42	1.00	.46	.27	.39
Emotional Intelligence	0.34	.46	1.00	.27	.50
Achievement Motivation	0.39	.27	.27	1.00	.28
Mindfulness	.49	.39	.50	.28	1.00

The correlation pattern is adapted from the source chapter's reported relationships and is included to demonstrate the analytical logic. Positive associations among the outcomes support the conceptual argument that the five competencies are interconnected. The strongest modeled association is between emotional intelligence and mindfulness, suggesting that attention and emotion regulation may develop in parallel. Creative thinking and problem solving also show a meaningful positive association, which is theoretically expected because generating alternatives and evaluating solutions are complementary processes.

7.7 Hypothesis Testing

Hypothesis	Expected relationship	Primary test	Illustrative decision	Status
H1	Creative thinking and problem-solving improve	Paired t-tests + between-group comparison	Supported in illustrative model	Replace with actual data

	after intervention			
H2	Emotional intelligence improves after intervention	Paired t-test + ANCOVA	Supported in illustrative model	Replace with actual data
H3	Achievement motivation and mindfulness improve after intervention	Paired t-tests + between-group comparison	Supported in illustrative model	Replace with actual data

The three hypotheses are supported by the illustrative pattern because all five component outcomes move positively and the modeled inferential statistics are significant. In the final empirical paper, hypothesis decisions must be based only on the actual Pune dataset, with exact test statistics, degrees of freedom, confidence intervals and effect sizes reported.

7.8 Interpretation in Relation to the Source Study

The direction of the illustrative results is consistent with the supplied source's empirical pattern. In the source dataset, the experimental group demonstrated meaningful gains in creative thinking, problem-solving ability, emotional intelligence, achievement motivation and mindfulness, while the control group changed only modestly. The source reports especially strong paired-sample results and an overall improvement index across the five variables. The present paper retains that analytical logic but does not transfer the source's n=40 statistics to the requested n=150 sample.

The integrated interpretation is that cognitive, emotional, motivational and attentional gains may be mutually reinforcing. Brainstorming and problem-based learning can expand the range of ideas; emotional regulation can reduce disruptive reactions during difficult tasks; goal setting can sustain effort; and mindfulness can support attention and reflective choice. The programme therefore has a coherent educational rationale for producing multidimensional rather than isolated change.

8. FINDINGS AND CONCLUSION

8.1 Major Findings

- The conceptual framework identifies five interconnected developmental outcomes: creative thinking, problem-solving ability, emotional intelligence, achievement motivation and mindfulness.
- The 360programme combines the Three-Second Window, Six-Second Pause and Zero Approach with experiential, collaborative, reflective and mindfulness-based learning activities.
- The requested 150-participant Pune design provides a balanced experimental-control structure suitable for pre-test–post-test analysis.
- The illustrative results show positive gains across all five outcomes, with problem-solving ability showing the highest relative improvement and mindfulness the largest absolute gain.
- The source study's empirical pattern also reports significantly greater improvement in the experimental group than the control group across the five domains.

- The integrated framework suggests that cognitive, emotional, motivational and attentional development should be addressed together in school-based interventions.

8.2 Educational Implications

Schools can incorporate short, repeated activities that teach students to pause before responding, regulate emotions, reflect on decisions and maintain focused attention. Creative brainstorming and scenario-based problem solving can be embedded within ordinary subjects rather than delivered only as separate workshops. Goal setting and progress reflection can strengthen achievement motivation, while brief mindfulness exercises can be used at appropriate points in the school day.

Teacher education is equally important. Teachers need practical training to facilitate collaborative problem solving, reflective discussion, emotional literacy and non-judgmental classroom routines. School counsellors can support implementation through monitoring, referral and student guidance. Parents can reinforce goal setting, emotional communication and mindful habits at home.

8.3 Limitations

The principal limitation of the present manuscript is the absence of raw 150-participant Pune data. The source document contains a 40-participant Pune dataset, so the numerical Section 7 results are illustrative rather than empirical. Further limitations include reliance on quantitative measures, potential school-level contextual effects, the restricted 13–15 age range and the possibility that intervention fidelity may vary across teachers or schools.

8.4 Conclusion

The 360Integrated Intervention Programme offers a coherent framework for holistic adolescent development because it deliberately connects cognitive flexibility, problem solving, emotional regulation, motivation and mindfulness. The supplied source material provides a substantial conceptual and empirical basis for this approach, while the proposed Pune design offers a practical structure for a larger evaluation with 150 adolescents. The modeled analysis indicates how the intervention can be tested using pre-test–post-test comparisons, effect sizes and between-group analyses. The central conclusion is therefore both educational and methodological: adolescent development is better examined through interconnected competencies, and a multidimensional intervention should be evaluated with equally multidimensional evidence. Before journal submission, the illustrative statistics must be replaced with actual Pune field data and the exact psychometric details of the instruments used.

REFERENCES

1. Arain, M., Haque, M., Johal, L., Mathur, P., Nel, W., & Rais, A. (2013). Maturation of the adolescent brain. Neuroscience & Biobehavioral Reviews, 37(8), 1499–1510. https://doi.org/10.1016/j.neubiorev.2013.01.013
2. Baer, R. A. (2003). Mindfulness training as a clinical intervention: A conceptual and empirical review. Clinical Psychology: Science and Practice, 10(2), 125–143. https://doi.org/10.1093/clipsy.bpg015
3. Bandura, A. (1997). Self-efficacy: The exercise of control. W. H. Freeman.
4. Best, J. R., & Miller, P. H. (2010). A developmental perspective on executive function. Child Development, 81(6), 1641–1660. https://doi.org/10.1111/j.1467-8624.2010.01499.x

5. Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional intelligence: Implications for personal, social, academic, and workplace success. Social and Personality Psychology Compass, 5(1), 88–103. https://doi.org/10.1111/j.1751-9004.2010.00334.x
6. Brown, K. W., & Ryan, R. M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. Journal of Personality and Social Psychology, 84(4), 822–848. https://doi.org/10.1037/0022-3514.84.4.822
7. Casey, B. J., Getz, S., & Galvan, A. (2008). The adolescent brain. Developmental Review, 28(1), 62–77. https://doi.org/10.1016/j.dr.2007.08.003
8. Cropley, A. (2011). Definitions of creativity. In M. A. Runco & S. R. Pritzker (Eds.), Encyclopedia of creativity (pp. 511–524). Academic Press.
9. Davidson, R. J., & McEwen, B. S. (2012). Social influences on neuroplasticity: Stress and interventions to promote well-being. Nature Neuroscience, 15(5), 689–695. https://doi.org/10.1038/nn.3093
10. De Bono, E. (1992). Serious creativity: Using the power of lateral thinking to create new ideas. HarperBusiness.
11. Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. Psychological Inquiry, 11(4), 227–268.
12. Elias, M. J., Parker, S. J., Kash, V. M., Weissberg, R. P., & O'Brien, M. U. (2008). Social and emotional learning, moral education, and character education: A comparative analysis and a view toward convergence. In Handbook of Moral and Character Education (pp. 248–266).
13. Kaufman, J. C., & Beghetto, R. A. (2009). Beyond big and little: The four C model of creativity. Review of General Psychology, 13(1), 1–12. https://doi.org/10.1037/a0013688