References

Abrams, D. & Hogg, M. A. (2004). Collective identity: Group membership and self-perception. In M. B. Brewer & M. Hewstone (Eds.), *Self and social identity* (pp. 147–181). Oxford: Blackwell.

Allport, G. W. (1937). *Personality: A psychological interpretation.* London: Constable & Company Ltd.

Anderson. R. (2002). Body piercing, tattooing, self-esteem, and body investment in adolescent girls. *Adolescence, 37*(147), 627–637.

Angus, L. E. & McLeod, J. (2004). Toward an integrative framework for understanding the role of narrative in the psychotherapy process. In L. E. Angus & J. McLeod (Eds.), *The handbook of narrative and psychotherapy. Practice, theory, and research* (pp. 367–374). Thousand Oaks, CA: Sage Publications.

Aron, A. (2003). Self and close relationships. In M. L. Leary & J. P. Tangney (Eds.), *Handbook of Self and Identity* (pp. 442–461). New York: Guilford Press.

Azmitia, M. (2002). Self, self-esteem, conflicts, and best friendships in early adolescence. In T. M. Brinthaupt & R. P. Lipka (Eds.), *Understanding early adolescent self and identity: Applications and interventions* (pp. 167–191). Albany, New York: State University of New York Press.

Ball, D., Piercy, F. & Bischof, G. (1993). Externalizing the problem through cartoons: A case example. *Journal of Systemic Therapies, 12(1),* 19–21.

Barglow, R. (1994). *The crisis of the self in the age of information.* New York: Routledge.

Barton, M. A. & R. J. Bischoff. (1998). Rocks and rituals in producing therapeutic change. *Journal of Family Psychotherapy, 9(3),* 31–41.

Baumeister, R. F. (1986). *Identity Cultural change and the struggle for self.* New York: Oxford University Press.

Baumeister, R. F. (1989). *Masochism and the self.* Hillsdale, New Jersey: Lawrence Erlbaum.

Baumeister, R. F. (1997a). Identity, self-concept, and self-esteem: the self lost and found. In R. Hogan, J. Johnson & S. Briggs (Eds.), *Handbook of personality psychology* (pp. 681–710). New York: Academic Press.

Baumeister, R. F. (1997b). The self and society: changes, problems and opportunities. In R. D. Ashmore & L. Jussim (Eds.), *Self and identity* (pp. 191–217). New York: Oxford University Press.

Baumeister, R. F. (2000). Ego depletion and the self's executive function. In A. Tesser, R. B. Felson & J. M. Suls (Eds.), *Psychological perspectives on self and identity* (pp. 9–33). Washington, DC: American Psychological Association.

Baumeister, R. F., Dale, K. L. & Muraven, M. (2000). Volition and belongingness: Social movements, volition, self-esteem, and the need to belong. In S. Stryker, T. J. Owens & W. White (Eds.), *Self, identity, and social movements [Social movements, protest, and contention, volume 13]* (pp. 239–251). Minneapolis: University of Minnesota Press.

Beane, J. A. & Lipka, R. P. (1984). *Self-concept, self-esteem, and the curriculum.* Boston: Allyn and Bacon.

Bee, H. & Boyd, D. (2002). *Lifespan development* (3rd ed.). Boston: Allyn and Bacon.

Biegeleisen, J. I. & Ubinas, D. (1996). *1001 Cartoon-style illustrations.* Dover Publications.

Bergner, R. M. & Holmes, J. R. (2007). Self-concepts and self-concept change: a status dynamic approach. [Scheduled for publication in Psychotherapy] http://www.sdp.org/sdp/papers/selfconcept.html <Accessed: 2007/02/07>

Berzonsky, M. D. (1989). Identity style: Conceptualization and measurement. *Journal of Adolescent Research, 4*, 268–282.

Berzonsky, M. D. (1990). Self-construction over the lifespan: A process perspective on identity formation. *Advances in Personal Construct Psychology, 1*, 155–186.

Biddulph, M. (2005). The monochrome frame Mural-making as a methodology for understanding 'self'. In C. Mitchell, S. Weber & K. O'Reilly-Scanlon, *Just who do we think we are? Methodologies for autobiography and self-study in teaching* (pp. 49–57). New York: RoutledgeFalmer.

Billow, R. M. (2003). *Relational group psychotherapy: From basic assumptions to passion.* London: Jessica Kingsley.

Bischof, L. J. (1970). *Interpreting personality theories* (2nd ed.). New York: Harper & Row.

Bracken, B. A. (1992). *MSCS – Multidimensional self concept scale: Examiner's manual.* Austin, Texas: PRO-ED.

Bradway, K. & McCoard, B. (1997). *Sandplay: silent workshop of the psyche.* London: Routledge.

Brewer, M. B. & Hewstone, M. (Eds.). (2004). *Self and social identity.* Oxford: Blackwell.

Brinthaupt, T. M. & Lipka, R. P. (2002). Understanding early adolescent self and identity: An introduction. In T. M. Brinthaupt & R. P. Lipka (Eds.), *Understanding early adolescent self and identity: Applications and interventions* (pp. 1–21). Albany, New York: State University of New York Press.

Bruner, J. (1997). A narrative model of self-construction. In J. G. Snodgrass & R. L. Thompson (Eds.), *The self across psychology: Self-recognition, self-awareness, and the self concept* (pp. 145–161). New York: New York Academy of Sciences.

Burger, J. M. (1993). *Personality* (3rd ed.). Pacific Grove, California: Brooks/Cole.

Burns, R. B. (1979). *The self concept in theory, measurement, development and behaviour.* New York: Longman.

Burns, R. B. (1982). *Self-concept development and education.* London: Holt, Rinehart and Winston.

Burwell, R. & Chen, C. P. (2006). Applying the principles and techniques of solution-focused therapy to career counselling. *Counselling Psychology Quarterly, 19(2),* 189–203.

Butler-Kisber, L. (2002). Artful portrayals in qualitative inquiry: the road to found poetry and beyond. *The Alberta Journal of Educational Research, XLVIII (3)*, 229–239.

Byrne, B. M. (1996). *Measuring self-concept across the life span. Issues and instrumentation.* Washington, DC: American Psychological Association.

Campbell, J. D., Assanand, S. & Di Paula, A. (2000). Structural features of the self-concept and adjustment. In A. Tesser, R. B. Felson & J. M. Suls (Eds.), *Psychological perspectives on self and identity* (pp. 67–87). Washington, DC: American Psychological Association.

Campbell, J. D., Assanand, S. & Di Paula, A. (2003). The structure of the self-concept and its relation to psychological adjustment. *Journal of Personality, 71*(1), 115–140.

Carlson, D. T. (1997). Using art in narrative therapy: enhancing therapeutic possibilities. *American Journal of Family Therapy, 25(3),* 271–283.

Carlson, R. (2001). Therapeutic use of story in therapy with children. *Guidance and Counselling, Spring 16(3),* 92–100.

Carver, C. S. (2003). Self-awareness. In M. R. Leary & J. P. Tangney (Eds.), *Handbook of self and identity* (pp. 179–196). New York: Guilford Press.

Chazan, R. (2001). *The group as therapist.* London: Jessica Kingsley.

Chen, M., Noosbond, J. P. & Bruce, M. A. (1998). Therapeutic document in group counselling: An active change agent. *Journal of Counseling and Development*, 76(4), 404–411.

Chesner, A. (2002). Playback theatre and group communication. In A. Chesner & H. Hahn, *Creative advances in groupwork,* (pp. 40–66). London: Jessica Kingsley.

Clark/Keefe, K. 2002. A fine line integrating art and fieldwork in the study of self-conceptualization and educational experiences. *Alberta Journal of Educational Research. Volume XLVIII, No. 3.* (CD-Rom article)

Cochran, L. (2007). The promise of narrative career counselling. In K. Maree (Ed.), *Shaping the story: A guide to facilitating narrative counselling* (pp. 7–19). Pretoria: Van Schaik.

Cohen, L., Manion, L. & Morrison, K. (2000). *Research methods on education* (5th ed.). London: RoutledgeFalmer.

Cole, M. & Cole, S. R. (2001). *The development of children* (4th ed.). New York: Worth Publishers.

Collie, K., Bottorff, J. L. & Long, B. C. (2006). A narrative view of art therapy and art making by women with breast cancer. *Journal of Health Psychology, 11(5),* 761–775.

Combs, G. & Freedman, J. (2004). A poststructuralist approach to narrative work. In L. E. Angus & J. McLeod (Eds.), *The handbook of narrative and psychotherapy: Practice, theory, and research* (pp. 137–155). Thousand Oaks, CA: Sage Publications.

Compton, W. C. (2005). *Introduction to positive psychology.* Belmont, CA: Thomas Wadsworth.

Connelly, F. M. & Clandinin, D. J. (1999). Narrative inquiry. In J. P. Keeves & G. Lakomski (Eds.), *Issues in educational research* (pp. 132–39). New York: Pergamon.

Conyne, R. K. & Bemak, F. (2004). Teaching group work from an ecological perspective. *Journal for Specialists in Group Work, 29*(1), 7–18.

Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among the five traditions.* London: Sage Publications.

Crocker, J., Lee, S. J. & Park, L. E. (2004). The pursuit of self-esteem: Implications for good and evil. In A. G. Miller (Ed.), *The social psychology of good and evil* (pp. 271–302). New York: The Guilford Press.

Czarniawska, B. (2004). Narratives in social science research. London: Sage Publications.

Damon, W. & Hart, D. (1988). *Self-understanding in childhood and adolescence.* Cambridge: Cambridge University Press.

Day, C., Elliot, J., Somekh, B. & Winter, R. (Eds.). (2002). *Theory and practice in action research.* Oxford: Symposium Books.

Deaux, K. & Perkins, T. S. (2001). The kaleidoscopic self. In C. Sedikides & M. B. Brewer (Eds.), *Individual self, relational self, collective self* (pp. 299–313). Philadelphia, PA: Psychology Press.

Denzin, N. K. & Lincoln, Y. S. (2000). *Handbook of qualitative research* (2nd ed.)*.* London: Sage Publications.

Diamond, J. (2000). *Narrative means to sober ends: Treating addiction and its aftermath.* New York: The Guilford Press.

Diamond, P. C. T. & van Halen-Faber, C. (2005). Apples of change: Arts-based methodology as a poetic and visual sixth sense. In C. Mitchell, S. Weber & K. O'Reilly-Scanlon (Eds.), *Just who do we think we are? Methodologies for autobiography and self-study in teaching* (pp. 81–94). New York: RoutledgeFalmer.

Digby, T. (2002). *Psychotherapy and counselling in practice: A narrative framework.* Cambridge: Cambridge University Press.

Dowrick, P. W. (1999). Video self modelling and related procedures in psychotherapy. In C. E. Schaefer (Ed.), *Innovative psychotherapy techniques in child and adolescent therapy*, (2nd ed., pp. 315–344). New York: Wiley & Sons.

Duggan, M. & Grainger, R. (1997). *Imagination, identification and catharsis in theatre and therapy.* London: Jessica Kingsley.

Dunning, D. (2003). The relation of self to social perception. In M. R. Leary & J. P. Tangney (Eds.), *Handbook of self and identity* (pp. 421–439). New York: The Guilford Press.

Dusek, J. B. & McIntyre, J. G. (2003). Self-concept and self-esteem development. In G. R. Adams & M. D. Berzonsky (Eds.), *Blackwell handbook of adolescence* (pp. 290–309). Oxford: Blackwell.

Elliot, J. (1991). *Action research for educational change.* Buckingham: Open University Press.

Farrell-Kirk, R. (2001). Secrets, symbols, synthesis, and safety: The role of boxes in art therapy. *American Journal of Art Therapy, 39(3),* 88–92.

Feder, E. (1981). *The expressive arts therapies.* New Jersey: Prentice-Hall.

Finkenauer, C., Rutger C. M. E. Engels, Meeus, W. & Oosterwegel, A. 2002. Self and identity in early adolescence. In T. M. Brinthaupt & R. P. Lipka (Eds.), *Understanding early adolescent self and identity* (pp.25-56). New York: State University of New York Press.

Fitzgerald, T. K. (1993). *Metaphors of identity: A culture-communication dialogue.* Albany, New York: State University of New York Press.

Franklin, M. (2000). Art practice/psychotherapy practice/contemplative practice: Sitting on the dove's tail. *Guidance & Counselling*, *15*(3), 18–24.

Fraser, E. M. 1989. Unpublished Dissertation. *Selfbeeldbou van die Primêre Skoolkind in 'n Kinderhuis met behulp van Spelterapeutiese Tegnieke.* Universiteit van Suid-Afrika.

Fryrear, J. L. (1983). Photographic self-confrontation as therapy. In D. A. Krauss & J. L. Fryrear (Eds.), *Phototherapy in mental health* (pp. 71–91). Springfield, Illinois: Charles C Thomas Publishers.

Galassi, J. P. & Akos, P. (2004). Developmental advocacy: Twenty-first century school counseling. *Journal of Counseling and Development, 82*(2), 146–158.

Gaskell, G. (2000). Individual and group interviewing. In M. W. Bauer & G. Gaskell. (Eds.). *Qualitative researching with text, image and sound: A practical handbook* (pp. 38–56). London: Sage Publications.

Gecas, V. (2001). The self as a social force. In T. J. Owens, S. Stryker & N. Goodman (Eds.), *Extending self-esteem theory and research* (pp. 85–100). Cambridge: Cambridge University Press.

Geldard, K. & Geldard, D. (2002). *Counselling children: A practical introduction* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Gergen, K. J. (1996). Technology and the self: From the essential to the sublime. In D. Grodin & T. R. Lindlof (Eds.), *Constructing the self in a mediated world* (pp. 127–140). Thousand Oaks, California: Sage Publications.

Goffman, E. (1969). *The presentation of self in everyday life.* London: Allen Lane Penguin Press.

Granick, S. (1995, September). The therapeutic value of laughter. *USA Today,* 124(2604), 72–75.

Guba, E. G. & Lincoln, Y. S. (1999). Naturalistic and rationalistic enquiry. In J. P. Keeves & G. Lakomski, (Eds.), *Issues in educational research* (pp. 141–149)*.* New York: Pergamon.

Hanney, L. & Kozlowska, K. (2002). Healing traumatised children: Creating illustrated storybooks in family therapy. *Family Process, 41(1),* 37–65.

Hannover, B., Birkner, N. & Pöhlmann, C. (2006). Ideal selves and self-esteem in people with independent self-construal. *European Journal of Social Psychology, 36,* 119-133.

Harter, S. (1997). The personal self in social context. In R. D. Ashmore & L. Jussim (Eds.), *Self and identity: Fundamental issues* (pp. 81–105). Oxford: Oxford University Press.

Harter, S. (1999). *The construction of the self: A developmental perspective.* New York: The Guilford Press.

Hattie, J. (1992). *Self-concept.* Hillsdale, New Jersey: Lawrence Erlbaum.

Hay, I. & Ashman, A. F. (2003). The development of adolescents' emotional stability and general self-concept: The interplay of parents, peers, and gender. *International Journal of Disability, Development and Education, 50*(1), 77-91.

Hay, I., Byrne, M. & Butler, C. (2000). Evaluation of a conflict-resolution and problem-solving programme to enhance adolescents' self-concept. *British Journal of Guidance and Counselling, 28*(1), 101–113.

Hefer, E. (2008). Oral communication regarding cartoon imagery.

Hocking, K. L. (2007). Artistic narratives of self-concept during pregnancy. *Arts in Psychotherapy, 34(2),* 163–178.

Hoelson, C. & Van Schalkwyk, G. (2001). Life-skills workshops. In E. van Niekerk & A. Prins (Eds.), *Counselling in Southern Africa: A youth perspective* (pp. 244–274). Cape Town: Heineman.

Hollinger, R. (1994). *Postmodernism and the social sciences. A thematic approach: Contemporary social theory. Volume 4.* London: Sage Publications.

Ihde, L. A. (1999). Discovering clay therapy. *Ceramics Monthly, 47*(1), 118–119.

Jersild, A. T. (1978). *The psychology of adolescence* (3rd ed.). New York: Macmillan.

Jones, L. (2002). Using videos to investigate speaking and listening. In O. Mcnamara (Ed.), *Becoming an evidence-based practitioner: A framework for teacher-researchers* (pp. 38–47). London: RoutledgeFalmer.

Jovchelovitch, S. & Bauer, M. W. (2000). Narrative interviewing. In M. W. Bauer & G. Gaskell. (Eds). 2000. *Qualitative researching with text, image and sound: A practical handbook* (pp. 57–74). London: Sage Publications.

Kahn, B. B. (1999). Art therapy with adolescents: Making it work for school counsellors. *Professional School Counselling, 2*(4), 291–299.

Keeling, M. L. & Bermudez, M. (2006). Externalizing problems through art and writing: experience of process and helpfulness. *Journal of Marital and Family Therapy, 32*(4), 405–419.

Keller, M., Fuxi, F. & Ge, F. (2004). Self in relationship. In D. K. Lapsley & D. Narvaez (Eds.), *Moral development, self, and identity* (pp. 267–298). Mahwah, New Jersey: Lawrence Erlbaum.

Kemmis, S. & McTaggart, R. (2000). Participatory action research. In N. K. Denzin & Y. S. Lincoln. *Handbook of qualitative research* (2nd ed.) (pp. 567–605). London: Sage Publications.

Kernis, M. H. & Goldman, B. M. (2003). Stability and variability in self-concept and self-esteem. In M. R. Leary & J. P. Tangney (Eds.), *Handbook of self and identity* (pp. 106–152). New York: The Guilford Press.

Kihlstrom, J. F. & Klein, S. B. (1997). Self-knowledge and self-awareness. In J. G. Snodgrass & R. L. Thompson (Eds.), *The self across psychology: Self-recognition, self-awareness, and the self concept* (pp. 5–17). New York: New York Academy of Sciences.

Klandermans, B. & De Weerd, M. (2000). Group identification and political protest. In S. Stryker, T. J. Owens & R. W. White (Eds.), *Self, identity, and social movements [Social movements, protest, and contention, volume 13]* (pp. 68–90). Minneapolis, MN: University of Minnesota Press*.*

Kramer, E. (2001). Art and emptiness: New problems in art education and art therapy. *American Journal of Art Therapy, 40*(1), 6–16.

Krauss, D. A. (1983). The visual metaphor: some underlying assumptions of phototherapy. In D. A. Krauss & J. L. Fryrear (Eds.). *Phototherapy in mental health*, (pp. 58–68). Springfield, Illinois: Charles C Thomas.

Kroger. J. (2000). *Identity development: Adolescence through adulthood.* Thousand Oaks, California: Sage Publications.

Kruger, N. (1999). *Facilitating life skills: Self-concept, module 2.* Pretoria: Amabhuku Publications 1998.

Laing, R. D. (1961). *Self and others.* England: Penguin Books.

Landgarten, H. B. (1993). *Magazine photo collage.* New York: Brunner/Mazel.

Langholtz, E. (1979). *Pick-up book of cartoon-style illustrations: Ready to use cartoon illustrations for every occasion.* New York: Arco Publishing.

Largie, S., Field, T., Hernandez-Reif, M., Sanders, C. E. & Diego, M. (2001). Employment during adolescence is associated with depression, inferior relationships, lower grades, and smoking. *Adolescence, 36*(142), 395–401.

Leary, M. R. (2002). When selves collide: The nature of the self and the dynamics of interpersonal relationships. In A. Tesser, D. A. Stapel & J. V. Wood (Eds.), *Self and motivation: Emerging psychological perspectives* (pp. 119–145). Washington, DC: American Psychological Association.

Leary, M. R. & Tangney, J. P. (2003). The self as an organizing construct in the behavioral and social sciences. M. R. Leary & J. P. Tangney (Eds.), *Handbook of self and identity* (pp. 3–14). New York: Guilford Press.

Levy, K. ST. C. (1997). Multifactorial self-concept and delinquency in Australian adolescents. *Journal of Social Psychology, 137*(3), 277–283.

Liebmann, M. (2004). *Art therapy for groups: A handbook of themes and exercises* (2nd ed.). Hove, East Essex: Brunner-Routledge.

Lines, D. (2002). *Brief counselling in schools: Working with young people from 11 to 18.* London: Sage Publications.

Locke, K. D. (2006). What predicts well-being: A consistent self-concept or a desirable self-concept? *Journal of Social and Clinical Psychology, 25*(2), 228–247.

Looman, W. S. (2006). A developmental approach to understanding drawings and narratives from children displaced by hurricane Katrina. *Journal of Pediatric Health Care, 20*(3), 158–166.

Luyckx, K., Soenens, B., Berzonsky, M. D., Smits, I., Goossens, L. & Vansteenkiste, M. (2007). Information-oriented identity processing, identity consolidation, and well-being: The moderating role of autonomy, self-reflection, and self-rumination. *Personality and individual differences*, 2007, doi: 1016/j.paid.2007.03.003.

MacIntosh, H. B. (2003). Sounds of healing: music in group work with survivors of sexual abuse. *Arts in Psychotherapy, 30,* 17–23.

Manning, M. A. (2007). Self-concept and self-esteem in adolescents. *Principal Leadership,* February 2007.
http://www.findarticles.com/p/articles/mi_qa4002/is_200702/ai_n1719746
Accessed 2007/03/12

Marcus, I. M. (1993). Costume play therapy. In C. E. Schaefer & D. M. Cangelosi. *Play therapy techniques* (pp. 91–100). London: Jason Aronson.

Markus, H. & Nurius, P. (1987). Possible selves: The interface between motivation and the self-concept. In K. Yardley & T. Honess, (Eds.), *Self and identity: Psychological perspectives* (pp. 157–172). Chichester: John Wiley & Sons.

Marsh, H. W., Craven, R. G. & McInerney, D. M. (Eds.). (2003). *International advances in self research.* Greenwich, Connecticut: Information Age Publishing.

Marshall, J. & Peters, M. (1999). Postmodernism. In J. P. Keeves & G. Lakomski, (Eds.), *Issues in educational research* (pp. 242–248). New York: Pergamon.

McAdams, D. P. (1997). The case for unity in the (post)modern self: A modest proposal. In R. D. Ashmore & L. Jussim, (Eds.), *Self and identity* (pp. 46–78). New York: Oxford University Press.

McAdams, D. P. & Janis, L. (2004). Narrative identity and narrative therapy. In L. E. Angus & J. McLeod (Eds.), *The handbook of narrative and psychotherapy: Practice, theory, and research* (pp. 159–173). Thousand Oaks, CA: Sage Publications.

McAlevey, M. E. 1997. Art therapy and the IV-Grant in New Jersey. *Journal of the American Art Therapy Association, 14*(1), 44–49

McLeod, J. (1997). *Narrative and psychotherapy.* London: Sage Publications.

McLeod, J. (2003). *Doing counselling research* (2nd ed.). London: Sage Publications.

McMillan, J. H. & Schumacher, S. (2001). *Research in education: A conceptual introduction* (5th ed.). New York: Addison Wesley Longman.

McNiff, J., Lomax, P. & Whitehead, J. (1996). *You and your action research project.* London: Hyde Publications.

McNiff, J. & Whitehead, J. (2000). *Action research in organisations.* London: Routledge.

McNiff, J. & Whitehead, J. (2002). *Action research: Principles and practice* (2nd ed*.).* London: RoutledgeFalmer.

McNiff, S. (2007). Empathy with the shadow: Engaging and transforming difficulties through art. *Journal of Humanistic Psychology, 47(3),* 392–399.

McMahon, M. (2007). Life story counselling: Producing new identities in career counselling. In K. Maree (Ed.), *Shaping the story: A guide to facilitating narrative counselling* (pp. 63–72). Pretoria: Van Schaik*.*

Mead, G. H. (1934). *Mind, self, and society.* Chicago: University of Chicago Press.

Meyer, W. F., Moore, C. & Viljoen, H. G. (1989). *Personality theories: From Freud to Frankl.* Cape Town: Lexicon Publishers.

Milne, H. J. & Reis, S. M. (2002). Using video therapy to address the social and emotional needs of gifted children. *Gifted Child Today Magazine, 23(1),* 24–30.

Mischel, W. & Morf, C. C. (2003). The self as a psycho-social dynamic processing system: A meta-perspective on a century of the self in psychology. In M. R. Leary & J. P. Tangney (Eds.), *Handbook of self and identity* (pp. 17–43). New York: Guilford Press.

Morgan, A. (2000). *What is narrative therapy? An easy-to-read introduction.* Adelaide, South Australia: Dulwich Centre Publications.

Nieuwenhuis, J. (2007). Introducing qualitative research. In K. Maree (Ed.), *First steps in research,* (pp. 46–68). Pretoria: Van Schaik.

Nordby, V. J. & Hall, C. S. (1974). *A guide to psychologists and their concepts.* San Francisco: W. H. Freeman.

Novy, C. (2003). Drama therapy with pre-adolescents: A narrative perspective. *Arts in Psychotherapy, 30,* 201–207.

Onorato, R. S. & Turner, J. C. (2001). The "i", the "me", and the "us": The psychological group and self-concept maintenance and change. In C. Sedikides & M. B. Brewer (Eds.), *Individual self, relational self, collective self* (pp. 147–170). Philadelphia, PA: Psychology Press.

Öster, I., Magnusson, E., Thyme, K. E., Lindh, J. & Åström, S. (2007). Art therapy for women with breast cancer: the therapeutic consequences of boundary strengthening. *Arts in Psychotherapy, 34,* 277–288.

Owens, T. J. & Aronson, P. J. (2000). Self-concept as a force in social movement involvement. In S. Stryker, T. J. Owens & R. W. White (Eds.), *Self, identity, and social movements [Social movements, protest, and contention, volume 13]* (pp. 191–214). Minneapolis, MN: University of Minnesota Press.

Oyserman, D. (2004). Self-concept and identity. In M. B. Brewer & M. Hewstone (Eds.), *Self and social identity* (pp. 5–23). Oxford: Blackwell.

Page, B., Jencius, J. M., Rehfuss, M. C., Foss, L. L., Dean, E. P., Petruzzi, et al. (2003). Paltalk online groups: process and reflections on students' experience. *Journal for Specialists in Group Work, 28* (1), 35–41.

Perkins, A. W. & Forehand, M. R. (2006). Decomposing the implicit self-concept: the relative influence of semantic meaning and valence on attribute self-association. *Social cognition, 24*(4), 387–408.

Pflieger, J. C. & Vazsonyi, A. T. (2006). Parenting processes and dating violence: The mediating role of self-esteem in low- and high-SES adolescents. *Journal of Adolescence, 29,* 495–512

Philips, T. M. & Pittman, J. F. (2007). Adolescent psychological well-being by identity style. *Journal of Adolescence (2007), doi: 10.1016/j.adolescence.2007.03.002.*

Pickett, C. L. & Brewer, M. B. (2005). The role of exclusion in maintaining ingroup inclusion. In D. Abrams, M. A. Hogg & J. M. Marques (Eds.), *The social psychology of inclusion and exclusion* (pp. 89-109). Hove, East Sussex: Psychology Press.

Pillay, J. & Wasielewski, T. (2007). The utilisation of psychological support services in primary schools in Gauteng. *Perspectives in Education, 25*(4), 63–75.

Plucker, J. A., Beghetto, R. A. & Dow, G. T. (2004). Why isn't creativity more important to educational psychologists? Potentials, pitfalls, and future directions in creativity research. *Educational Psychologist, 39*(2), 83-96.

Polkinghorne, D. E. (2004). Narrative therapy and postmodernism. In L. E. Angus & J. McLeod (Eds.), *The handbook of narrative and psychotherapy: Practice, theory, and research* (pp. 53–67). Thousand Oaks, CA: Sage Publications.

Pollner, M. & Stein, J. (2001). Doubled over in laughter: Humor and the construction of selves in alcoholics anonymous. In J. F. Gubrium & J. A. Holstein, *Institutional selves: Troubled identities in a postmodern world* (pp. 46-63). New York: Oxford University Press.

Posch, P. (2002). Changes in the culture of teaching and learning and implications for action research. In C. Day, J. Elliot, B. Somekh & R. Winter (Eds.), *Theory and practice in action research* (pp. 179–188). Oxford: Symposium Books.

Prosser, J. (1998). The status of image-based research. In J. Prosser (Ed.), *Image-based research: A sourcebook for qualitative researchers* (pp. 97–113). London: RoutledgeFalmer.

Purkey, W. W. & Novak, J. M. (1984). *Inviting school success. A self-concept approach to teaching and learning* (2nd ed.). Belmont, California: Wadsworth.

Raboteg-Šarić, Z., Rijavec, M. & Brajša-Žganec, A. (2001). The relations of parental practices and self-conceptions to young adolescent problem behaviors and substance use. *Nordic Journal of Psychiatry, 55*(3), *203–209.*

Ramos, F. (2006). Helping adult learners tell their stories using photo-literature: The fotodialogo method. *Electronic Magazine of Multicultural Education, 8*(1). Retrieved June 25, 2007, from http://www.eastern.edu/publications/emme/2006spring/ramos.pdf

Redfearn, J. W. T. (1985). My self, my many selves. In M. Fordham, R. Gordon, J. Hubback. & K. Lambert (Eds.), *The library of analytical psychology volume 6* (pp. xi–18). London: Academic Press.

Revised national curriculum statement Grades r–9 (schools) policy. 2002. *Life Orientation.* Department of Education, Pretoria.

Revised national curriculum statement Grades r–9 (schools). 2003. *Teacher's guide for the development of learning programmes. Life Orientation.* Department of Education, Pretoria.

Reynolds, F. (2000). Managing depression through needlecraft creative activities: A qualitative study. *Arts in Psychotherapy 27(2),* 107–114.

Reynolds, F. & Vivat, B. (2006). Narratives of art-making in chronic fatigue syndrome/myalgic encephalomyelitis: Three case studies. *Arts in Psychotherapy, 33(5),* 435–445.

Rice, F. P. (2005). The adolescent: development, relationships, and culture (11th ed.). Boston, MA: Allyn and Bacon.

Rogers, C. R. (1961). *On becoming a person.* London: Constable.

Rogers, C. R. (1980). *A way of being.* United States of America: Houghton Mifflin.

Rogers, N. (1993). *The creative connection: Expressive arts as healing.* Palo Alto, CA: Science & Behavior Books.

Rose, S. D. & LeCroy, C. W. (1991). Group methods. In F. H. Kanfer & A. P. Goldstein (Eds.), *Helping people change: A textbook of methods.* (4th ed., pp. 422–453). New York: Pergamon Press.

Rosenfield, M. (2002). Electronic technology for social work education and practice: The application of telephone technology to counseling. *Journal of Technology in Human Services, 20* (1–2), 173–181.

Rosenfield, S. (2000). Gender and dimensions of the self. In E. Frank (Ed.), *Gender and its effects on psychopathology* (pp. 23–36). Washington. DC: American Psychiatric Press.

Russell, S. & Carey, M. (2004). Externalising: Commonly asked questions. In S. Russell & M. Carey (Compilers), *Narrative therapy: Responding to your questions* (pp. 1–18). Adelaide, South Australia: Dulwich Centre Publications.

Salas, J. (2000). Playback theatre: A frame for healing. In P. Lewis & D. R. Johnson (Eds.), *Current approaches in drama therapy,* (pp. 288–302). Springfield, Ill: Charles C Thomas.

Sassen, G., Spencer, R. & Curtin, P. C. (2006). Art from the heart: A relational-cultural approach to using art therapy in a group for urban middle school girls. *Journal of Creativity in Mental Health, 1*(2), 67–79.

Savickas, M. L. (2006*). A vocational psychology for the global economy*. New Orleans, Lousiana. Paper read at the Conference of the American Psychology Association, 2006. 10–13 August 2006.

Schoeman, W. & Van der Walt, M. (2001). Types of counselling. In E. van Niekerk & A. Prins, (Eds.)*, Counselling in Southern Africa: A youth perspective* (pp. 157–197). Cape Town: Heineman.

Scott, D. 2000. *Realism and educational research: New perspectives and possibilities.* New York: RoutledgeFalmer.

Sedikides, C. & Gaertner, M. B. (2001). A homecoming to the individual self: Emotional and motivational primacy. In C. Sedikides & M. B. Brewer (Eds.), *Individual self, relational self, collective self* (pp. 7–23). Philadephia, PA: Psychology Press.

Sedikides, C. & Skowronski, J. J. (2000). On the evolutionary functions of the symbolic self: The emergence of self-evaluation motives. In A. Tesser, R. B. Felson & J. M. Suls (Eds.), *Psychological perspectives on self and identity* (pp. 91–115). Washington DC: American Psychological Association.

Seigel, J. (2005). *The idea of the self: Thought and experience in western Europe since the seventeenth century.* New York: Cambridge University Press.

Seligman, M. E. P. (2002). Positive psychology, positive prevention, and positive therapy. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology* (pp. 3–9)*.* Oxford: Oxford University Press.

Sharp, C., Smith, J. V. & Cole, A. (2002). Cinematherapy: Metaphorically promoting therapeutic change. *Counselling Psychology Quarterl, 15*(3), 269–277.

Sharp, E. H., Coatsworth, J. D., Darling, N., Cumsille, P. & Ranieri, S. (2007). Gender differences in the self-defining activities and identity experiences of adolescents and emerging adults. *Journal of Adolescence, 30,* 251–269.

Sharry, J. (2004). *Counselling children, adolescents and families: A strengths-based approach.* London: Sage Publications.

Sharry, J., Hampson, G. & Fanning, M. (2004). Pausing at solutions: Strengths-based video feedback. In J. Sharry, *Counselling children, adolescents and families: A strengths-based approach* (pp. 122–132). London: Sage Publications.

Shavelson, R. J., Hubner, J. J. & Stanton, G. C. (1976). Self-concept: Validation of construct interpretations. *Review of Educational Research, 46*(3), 407–441.

Sherif, M. &. Sherif, C. W. (1964). *Reference groups: Exploring into conformity and deviation of adolescents.* New York: Harper and Row.

Siegel, J. & Shaughnessy, M. F. (1995). There's a first time for everything: Understanding adolescence. *Adolescence, 30*(117), 217–221.

Sink, C. A. (2004). Spirituality and comprehensive school counseling programs. *Professional School Counseling, 7*(5), 309–316.

Simmons, R. G. (2001). Comfort with the self. In T. J. Owens, S. Stryker & N. Goodman (Eds.), *Extending self-esteem theory and research* (pp. 198–222). Cambridge: Cambridge University Press.

Skinner, B. F. (1974). *About behaviourism.* London: Jonathan Cape.

Skorikov, V. & Vondracek, F. W. (2007). Positive career orientation as an inhibitor of adolescent problem behaviour. *Journal of Adolescence, 30,* 131–146.

Smit, J. (1999). Kuns as terapeutiese hulpmiddel in die behandeling van die adolessent met anorexia nervosa. Unpublished dissertation, University of South Africa.

Smith, J-D. (1995). Group therapy. In D. G. Martin & A. D. Moore (Eds.). *First steps in the art of intervention: A guidebook for trainees in the helping professions* (pp. 327–346.). Pacific Grove: Brooks/Cole.

Smith, T. B., Richards, P. S., Mac Granley, H. & Obiakor, F. (2004). In T. B. Smith, (Ed.), *Practicing multiculturalism: Affirming diversity in counseling and psychology* (pp. 3–16). New York: Pearson.

Smokowski, P. R. (2003). Beyond role-playing: Using technology to enhance modeling and behavioral rehearsal in group work practice. *Journal for Specialists in Group Work, 28*(1), 9–22.

Snyder, B. A. (1997). Expressive art therapy techniques: Healing the soul through creativity. *Journal of Humanistic Education & Development*, 36(2), 74–83.

Snyder, B. A. (1999). Mandalas: Art as healer. *Guidance and Counseling 15*(1), 30–35.

Spalding, L. R. & Hardin, C. D. (1999). Unconscious unease and self-handicapping: Behavioural consequences of individual differences in implicit and explicit self-esteem. *Psychological Science, 10(6),* 535–539.

Spaniol, S. (2001). Art and mental illness: Where is the link? *Arts in Psychotherapy* 28, 221–231.

Speiser, V. W. & Speiser, P. (2007). An arts approach to working with conflict. *Journal of Humanistic Psychology, 47(3),* 361–366.

Spencer-Oatey, H. (2007). Theories of identity and the analysis of face. *Journal of Pragmatics, 39,* 639–656.

Springgay, S. (2002). Arts-based research as an uncertain text. *Alberta Journal of Educational Research, XLVIII*(3) (CD-Rom article).

Stake, R. E. (2000). Case studies. In Denzin, N. K. & Lincoln, Y. S. (2000). *Handbook of qualitative research* (2nd ed., pp. 435–453). London: Sage Publications.

Stanton-Jones, K. (1992). *An introduction to dance movement therapy in psychiatry.* London: Tavistock/Routledge.

Steenberg, E. (1995). *Die effek van 'n kreatiewe kunsterapeutiese program op die psigologiese funksionering van kinderhuiskinders.* Unpublished dissertation, Potchefstroomse Universiteit vir Christelike Hoër Onderwys.

Stephens, T., Braithwaite, R.L. & Taylor, S. E. (1998). Model for using hip-hop music for small groups HIV/AIDS prevention counselling with African American adolescents and young adults. *Patient Education and Counseling, 35,* 127-137.

Strauss, P. (2002). No easy answers: The dilemmas and challenges of teacher research. In C. Day, J. Elliot, B. Somekh & R. Winter (Eds.), *Theory and practice in action research* (pp. 221–232). Oxford: Symposium Books.

Strenger, C. (2005). *The designed self: Psychoanalysis and contemporary identities. (Relational perspective book series, volume 27).* Hillsdale, NJ: Analytic Press.

Stryker, S. (2000). Identity competition: Key to differential social movement participation? In S. Stryker, T. J. Owens & R. W. White (Eds.), *Self, identity, and social movements [Social movements, protest, and contention, volume 13]* (pp. 191–214). Minneapolis, MN: University of Minnesota Press*.*

Sturman, A. (1999). In J. P. Keeves & G. Lakomski (Eds.), *Issues in educational research (pp. 103–111).* New York: Pergamon.

Sussman, S., Pokhrel, P., Ashmore, R. D. & Brown, B. B. (2006). Adolescent peer group identification and characteristics: A review of the literature. *Addictive Behaviors (2006),* doi: 10.1016/j.addbeh.2006.11.018.

Swinton, J. (2001). *Spirituality and mental health care: Rediscovering a "forgotten" dimension.* London: Jessica Kingsley.

Tarrant, M., MacKenzie, L. & Hewitt, L. A. (2006). Friendship group identification, multidimensional self-concept, and experience of developmental tasks in adolescence. *Journal of Adolescence, 29,* 627–640.

Thorne, B. (1992). *Carl Rogers.* London: Sage Publications.

Tice, D. M. & Baumeister, R. F. (2001). The primacy of the interpersonal self. In C. Sedikides & M. B. Brewer (Eds.), *Individual self, relational self, collective self* (pp. 71–87). Philadelphia, PA: Psychology Press.

Tice, D. M. & Wallace, H. M. (2003). The reflected self: Creating yourself as (you think) others see you. In M. R. Leary & J. P. Tangney (Eds.), *Handbook of self and identity* (pp. 91–105). New York: Guilford Press.

Twenge, J. M. & Baumeister, R. F. (2005). Social exclusion increases aggression and self-defeating behavior while reducing intelligent thought and prosocial behavior. In D. Abrams, M. A. Hogg & J. M. Marques (Eds.), *The social psychology of inclusion and exclusion* (pp. 27-43). Hove, East Sussex: Psychology Press.

Ubinas, D. & Langholtz, E. (1983). *Clip-art book of cartoon illustrations.* Petersons.

Umaña-Taylor, A. J. (2004). Ethnic identity and self-esteem: examining the role of social context. *Journal of Adolescence, 27,* 139–146.

Van der Meulen, M. (2001). Developments in self-concept theory and research: affect, context, and variability. In H. A. Bosma & E. S. Kunnen (Eds.), *Identity and emotion: Development through self-organization* (pp. 10–32). New York: Cambridge University Press.

Van Manen, M. (1997). *Researching lived experience: Human science for action sensitive pedagogy* (2nd ed.). Toronto: Best Book Manufacturers.

Van Niekerk, E. & Prins, A. 2001. *Counselling in Southern Africa: A Youth Perspective.* Cape Town: Heineman Publishers (Pty) Ltd

Vaughn, B. E. (2004). Intercultural communication as contexts for mindful achievement. In T. B. Smith, (Ed.), *Practicing multiculturalism: Affirming diversity in counseling and psychology* (pp. 57–75). New York: Pearson.

Wadeson, H. (2000). *Art therapy practice: Innovative approaches with diverse populations.* New York: John Wiley & Sons.

Waterman, A. S. (2004). Finding someone to be: Studies on the role of intrinsic motivation in identity formation. *Identity: An International Journal of Theory and Research, 4*(3), 209–228.

Waters, T. (2004). *Therapeutic storywriting: A practical guide to developing emotional literacy in primary schools.* London: David Fulton Publishers.

Watson, R. I. (1971). *The great psychologists* (3rd ed.). New York: J. B. Lippincott.

Weiser, J. (1993). *Phototherapy techniques: Exploring the secrets of personal snapshots and family albums.* San Francisco: Jossey-Bass Publishers.

West, R. & Turner, L. H. (2006). *Understanding interpersonal communication: Making choices in changing times.* China: Thomson Wadsworth.

Wetz, J. 2004. Promoting inclusion in school through the arts: A case study. *Support for Learning, 19*(2), 66–70.

White, M. (2004). *Narrative practice and exotic lives: Resurrecting diversity in everyday life.* Adelaide, South Australia: Dulwich Centre Publications.

Wigfield, A., Battle, A., Keller, L. B. & Eccles, J. S. (2002). In A. McGillicuddy-De Lisi & R. De Lisi, (Eds.), *Biology, society, and behavior: The development of sex differences in cognition* (pp. 93–123). Westport, Conn: Ablex Publishing.

Wilburn, V. R. & Smith, D. E. (2005). Stress, self-esteem, and suicidal ideation in late adolescents. *Adolescence, 40*(157), 33–45.

Wilkins, P. (1999). *Psychodrama.* London: Sage Publications.

Winslade, J. & Monk, G. (1999). *Narrative counseling in schools: Powerful and brief.* California: Corwin Press.

Wiltshire, S., Amos, A., Haw, S. & McNeill, A. (2005). Image, context and transition: Smoking in mid-to-late adolescence. *Journal of Adolescence, 28,* 603–617.

Wolf, R. I. (2007). Advances in phototherapy training. *Arts in Psychotherapy, 34,* 124-133.

Yaretzky, A & Levinson, M. (1996). Clay as therapeutic tool in group processing with the elderly. *American Journal of Art Therapy 34(3*), 75–83.

Ybrandt, H. (2007). The relation between self-concept and social functioning in adolescence. *Journal of Adolescence (2007),* doi:10.1016/j.adolescence.2007.03.004

Yin, R. K. (1994). *Case study research: Design and methods. Applied social research methods series. Volume 5.* London: Sage Publications.

Young, J. F. & Mroczek, D. K. (2003). Predicting intraindividual self-concept trajectories during adolescence. *Journal of Adolescence 26,* 586-600.

Ziller, R.C., Rorer, B., Combs, J. & Lewis, D. (1983). The psychological niche: The auto-photographic study of self-environment interaction. In D. A. Krauss & J. L. Fryrear, (Eds.), *Phototherapy in mental health* (pp. 95–114). Springfield, Ill: Charles C Thomas.