



Valda publikationer (2019 – 2022)

Belyser utveckling hos unga och familjer – från olika delar av världen.

2022

Karlberg, M., Klang, N., Andersson, F., Hancock, K., Ferrer-Wreder, L., Kearney, C., & Galanti, M. R. (2022). The importance of school pedagogical and social climate to students' unauthorized absenteeism – a multilevel study of 101 Swedish schools. *Scandinavian Journal of Educational Research*, 66(1), 88-104. doi: <https://doi.org/10.1080/00313831.2020.1833244>

Wikman, C., Westling Allodi, M. & Ferrer-Wreder, L. (2022). Self-concept, prosocial school behaviors, well-being, and academic skills in elementary school students: A whole-child perspective. *Education Sciences*, 12(5), 298. doi: <https://doi.org/10.3390/educsci12050298>

2021

Dimitrova, R., Sam, D. L., & Ferrer-Wreder, L. (Eds.), *Roma minority in a global context: Resources for positive youth development*. New York, NY: Oxford University Press. (edited book)

Dimitrova, R., Sam, D. L. & Ferrer-Wreder, L. (2021). Roma minority youth across cultural contexts: Taking a positive approach to research, policy and practice. Introduction to the volume. In R. Dimitrova, D. Sam, & L. Ferrer-Wreder (Eds.), *Roma minority in a global context: Resources for positive youth development*. (pp. xv – xxiv). New York, NY: Oxford University Press. <https://doi.org/10.1093/oso/9780190654061.002.0009>

Eninger, L., Ferrer-Wreder, L., Eichas, K., Olsson, T. M., Ginner Hau, H., Westling Allodi, M., Smedler, A-C., Sedem, M., Clausen Gull, I., & Herkner, B. (2021). A cluster randomized trial of Promoting Alternative Thinking Strategies (PATHS[®]) with Swedish preschool children. *Frontiers in Psychology, Developmental Psychology*, 12, article: 695288. doi: 10.3389/fpsyg.2021.695288

Espinosa, A. d. C. D., Wiium, N., Jackman, D., & Ferrer-Wreder, L. (2021). Healthy lifestyle behaviors and the 5Cs of positive youth development in Mexico. In R. Dimitrova, & N. Wiium (Eds.), *Handbook of positive youth development: Advancing research, policy, and practice in global contexts* (pp. 109-121). Cham: Springer Nature Switzerland AG. doi: https://doi.org/10.1007/978-3-030-70262-5_8

Ferrer-Wreder, L., Bernhard-Oettel, C., Trost, K., Hau, S., & Lindfors, P. (2021). Exploring lived experiences of parents of youth and youth with a foreign background in Sweden. *Child & Youth Care Forum*, 50(3), 453-470. doi: <https://doi.org/10.1007/s10566-020-09583-0>

Ferrer-Wreder, L., Eichas, K., Stefenel, D., Buzea, C., & Wiium, N. (2021). The importance of positive psychological strengths in well-being and adjustment of Romanian emerging adults: A pattern and variable-oriented approach. *Frontiers in Psychology, Developmental Psychology*, 12, article: 659300. doi: 10.3389/fpsyg.2021.659300

Ferrer-Wreder, L., Eninger, L., Olsson, T. M., Sedem, M., Allodi, M. W., & Hau, H. G. (2021). The cultural adaptation of interventions to promote positive development: The preschool edition of PATHS® in Sweden. In R. Dimitrova & N. Wiium (Eds.), *Handbook of positive youth development: Advancing research, policy, and practice in global contexts* (pp. 399-413). Cham: Springer Nature Switzerland AG. doi: https://doi.org/10.1007/978-3-030-70262-5_27

Ferrer-Wreder, L., & Kapetanovic, S. (2021). Exploring the positive potentials of diverse European youth: What makes individual and contextual thriving possible? In A. Kozina & N. Wiium (Eds.), *Positive youth development in context*. Ljubljana, Slovenia: Educational Research Institute. Digital Library, Scientific Monographs, 42. <https://www.pei.si/ISBN/978-961-270-341-7.pdf>

Hau, H. G., Ferrer-Wreder, L., & Allodi, M. W. (2021). Capitalizing on classroom climate to promote positive development. In R. Dimitrova & N. Wiium (Eds.), *Handbook of positive youth development: Advancing research, policy, and practice in global contexts* (pp. 375-386). Cham: Springer Nature Switzerland AG. doi: https://doi.org/10.1007/978-3-030-70262-5_25

Herkner, B., Westling Allodi, M., Ferrer-Wreder, L., & Eninger, L., (2021). Reading development among Swedish children: The importance of contextual resources and language ability, *Cogent Education*, 8(1), 1940631, DOI: 10.1080/2331186X.2021.1940631

Hultin, H., Ferrer-Wreder, L., Engström, K., Andersson, F., & Galanti, M. R. (2021). The importance of pedagogical and social school climate to bullying: A cross-sectional multilevel study of 94 Swedish schools. *Journal of School Health*, 91(2), 111-124. doi: <https://doi.org/10.1111/josh.12980>

Lorente, C. C., & Ferrer-Wreder, L. (2021). Actualizing change with Roma youth and their communities: Theoretical and conceptual considerations. In R. Dimitrova, D. Sam, & L. Ferrer-Wreder (Eds.), *Roma minority in a global context: Resources for positive youth development*. (pp. 45 – 62). New York, NY: Oxford University Press. <https://doi.org/10.1093/oso/9780190654061.003.0004>

Thomas, S., Eichas, K., Eninger, L., & Ferrer-Wreder, L. (2021). Psychometric properties of a Swedish translation of the preschool and kindergarten behavior scales (PKBS): A Bayesian structural equation modeling analysis. *Scandinavian Journal of Educational Research*, 65(7), 1171-1186. doi: <https://doi.org/10.1080/00313831.2020.1788152>

Sam, D. L., Ferrer-Wreder, L., & Dimitrova, R., (2021). Roma youth development in context: What next? In R. Dimitrova, D. Sam, & L. Ferrer-Wreder (Eds.). *Roma minority in a global context: Resources for positive youth development*. New York, NY: Oxford University Press. <https://doi.org/10.1093/oso/9780190654061.003.0012>

Wiium, N., Beck, M., & Ferrer-Wreder, L. (2021) The importance of developmental assets to mental health in Norwegian Youth. *Frontiers in Psychology, Developmental Psychology*, 12, article:687537. doi:10.3389/fpsyg.2021.687537

Wikman, C., Westling Allodi, M., & Ferrer-Wreder, L. (2021) Psychometric Properties of the Elementary Social Behavior Assessment in Swedish Primary School: A Teacher Rated Index of Students' Prosocial School Behaviors. *Frontiers in Education, Special Educational Needs*, 6, article: 681873. doi: 10.3389/feduc.2021.681873

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Eichas, K., Ferrer-Wreder, L., Trost, K., & Galanti, M. R. (2020). Measuring dimensions of family interaction in adolescence: A multitrait–multimethod analysis. *European Journal of Psychological Assessment, 36*(5), 901-906. doi: <https://doi.org/10.1027/1015-5759/a000555>

Ferrer-Wreder, L., Eninger, L., Hau, H. G., Olsson, T. M., Sedem, M., Thomas, S., & Westling, M. A. (2020). Childcare, culture, and child development: A Swedish perspective. In L. A. Jensen (Ed.), *The oxford handbook of moral development: An interdisciplinary perspective* (pp. 516-533). New York, NY: Oxford University Press.

Ferrer-Wreder, L., & Kroger, J. (2020). *Identity in adolescence: The balance between self and other* (4th ed. ed.). New York, NY: Routledge/Taylor & Francis Group.

Klingstedt, M., Wångby-Lundh, M., Olsson, T., & Ferrer-Wreder, L. (2020). Reliability and construct validity of five life domains in the adolescent drug abuse diagnosis instrument in a sample of Swedish adolescent girls in special residential care. *Nordic Studies on Alcohol and Drugs, 37*(4), 411-426. doi: <https://doi.org/10.1177/1455072520941990>

2019

Eichas, K., Ferrer-Wreder, L., & Olsson, T. M. (2019). Contributions of positive youth development to intervention science. *Child & Youth Care Forum, 48*, 279-287. doi: <http://dx.doi.org.ezp.sub.su.se/10.1007/s10566-018-09486-1>

Dimitrova, R., Hatano, K., Sugimura, K., & Ferrer-Wreder, L. (2019). The Erikson psychosocial stage inventory in adolescent samples: Factorial validity and equivalence of identity as measured from the United States and Japan. *European Journal of Psychological Assessment, 35*(5), 680-684. doi: <https://doi.org/10.1027/1015-5759/a000456>

Hultin, H., Eichas, K., Ferrer-Wreder, L., Dimitrova, R., Karlberg, M., & Galanti, M. R. (2019). Pedagogical and social school climate: Psychometric evaluation and validation of the student edition of PESOC. *Scandinavian Journal of Educational Research, 63*(4), 534-550. doi: <https://doi.org/10.1080/00313831.2017.1415962>

Sundell, K., Eklund, J., & Ferrer-Wreder, L. (2019). Stability and change in patterns of adolescent antisocial behavior. *Journal for Person Oriented Research, 5*, 1-16. DOI: 10.17505/201901

Wiium, N., Ferrer-Wreder, L., Chen, B. B., & Dimitrova, R. (2019). Gender and positive youth development: Advancing sustainable development goals in Ghana. *Zeitschrift für Psychologie, 227*, 134–138. DOI: <https://doi.org/10.1027/2151-2604/a000365>