

# WANT TO KNOW MORE?

Psychologists pride ourselves on being scientists and when I was writing a book for you, I wanted it to be based on scientific research as well as my experience over 25 years. I didn't want to patronise you but instead treat you as active agents in your own mental health. But also I wanted to make it readable. I hope I got the balance right.

But for some of you, there may not be enough material or science on any of these topics. You might want to know more because you are interested or because you are struggling in this area and want a bit of extra help. Or you might be an A level, degree or doctoral psychology student writing an essay or paper. You might want a broad but scientific overview to the area in question, or you might want to know which specific references back up my points. So, in this section, I'm trying to offer a variety of different levels of resources that might be of interest to you, starting with the lighter reads and going on to the more academic texts, and then the references for any research I quote.

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One other thing to note: sometimes when I returned to the research or theoretical literature to reference the content, I found my memory of it had changed or, to put it more positively, my views on it had changed over the 25 years that I have been practising psychology. Thus, I sometimes give a reference for the purpose of you understanding the roots of my ideas rather than this content being a direct quote or representation of the work. I've tried to make it clear when this is the case. Similarly, sometimes there is so much research in an area it is hard to pick just one article.

Links to webpages are given in good faith but I cannot guarantee that they will always work.

# ENDNOTES

## INTRODUCTION

**p. 4 Self-harm among girls of 16–24 years old has shot up from around 6 per cent in 2000 to around 20 per cent**

McManus, S. et al (2019), 'Prevalence of Non-suicide Self Harm and Service Contact in England 2000–14. Repeated Cross-Sectional Surveys of the General Population', *The Lancet*

**p. 6 One of my favourite psychology articles ever is called 'On Knowing What You Don't Know'**

Puckering, C. (1996) On Knowing What You Don't Know. *Clinical Child Psychology and Psychiatry*, 1(1), 157-160.

## CHAPTER 1: ATTACHMENT AND BELONGING

**p. 10 A baby gosling will look for a moving stimulus . . .**

See work by Korad Lorenz, e.g. [www.youtube.com/watch?v=2UIU9XH-mUI](https://www.youtube.com/watch?v=2UIU9XH-mUI) or [www.youtube.com/watch?v=JGyfcBfSj4M](https://www.youtube.com/watch?v=JGyfcBfSj4M)

**p. 10 A baby monkey separated from its mother will cling to a cloth mother-substitute**

See work by Harry Harlow e.g. <https://www.youtube.com/watch?v=znBa3lap5jQ>.

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### **p. 10 Young children separated from their parents while in hospital or orphanages and not given adequate connection . . .**

See work by Rene Spitz, e.g. [www.youtube.com/watch?v=iW3UHcYfCPI](http://www.youtube.com/watch?v=iW3UHcYfCPI)

### **p. 10 Footage of Romanian orphanages from 1989 . . .**

See [www.youtube.com/watch?v=JGyfcBfSj4M](http://www.youtube.com/watch?v=JGyfcBfSj4M)

### **p. 13 'A psychoanalyst called Donald Winnicott...'**

Feel free to read Winnicott in the original but I like this book about him: Phillips, A. *Winnicott*, Penguin, 2007

### **p. 14 Still-face experiment**

I would like you all, general interest readers or psychologists, to watch the still-face experiment video: it tells you so much about human psychology. You can find it at: [www.youtube.com/watch?v=apzXGEbZhto](http://www.youtube.com/watch?v=apzXGEbZhto)

### **p. 14 Attachment theory**

The British Psychological Briefing Paper on attachment (exact reference below) has is a very good psychological summary of attachment theory, and its cheap! If you want the info for free, see: [positivepsychology.com/attachment-theory/](http://positivepsychology.com/attachment-theory/).

### **p. 23 . . . being hit has very serious consequences for that child's sense of being loved and cared for and of knowing how to relate to people in the future**

Cecil, C.A. et al (2017), 'Disentangling the mental health impact of childhood abuse and neglect'

### **p. 28 'We [parents] need to give them [adolescents] space and hold them tight all at the same time'**

Hohnen, B., Gilmore, J. and Murphy, T., *The Incredible Teenage Brain*, Jessica Kingsley Publishers, London, 2019

## **CHAPTER 2: YOUR FAMILY.**

For more information about the psychology of the family and parenting I think Nancy Darling's work is a brilliant place to start. Her research work is

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amazing and she kindly disseminates it widely through her blogging: [www.psychologytoday.com/gb/contributors/nancy-darling-phd](http://www.psychologytoday.com/gb/contributors/nancy-darling-phd)

### **p. 34 Families are complex systems . . .**

These ideas stem from a branch of therapy called 'family therapy' or more accurately now 'family and systemic psychotherapy'. This book is old but probably the seminal text in the area: Burnham, J. *Family Therapy*, Routledge, 1986

### **p. 40 being dragged round to various different specialists**

I am not doubting the validity of diagnoses like sensory-processing difficulties nor dyscalculia, nor the distress that is caused by them. However, in a sub-population they are over-diagnosed, and extra time is over-represented amongst the wealthy who pay for private reports. See: [www.bbc.co.uk/news/education-38923034](http://www.bbc.co.uk/news/education-38923034)

### **p. 43 Discipline, boundaries and rules**

For a good overview, see: Smetana, J.G. (2017), 'Current research on parenting styles, dimensions and beliefs, *Current Opinion in Psychology*, 15: 19–25.

### **p. 49 Legitimacy to parent**

See Nancy Darling: [www.psychologytoday.com/us/blog/thinking-about-kids/201001/the-language-parenting-legitimacy-parental-authority](http://www.psychologytoday.com/us/blog/thinking-about-kids/201001/the-language-parenting-legitimacy-parental-authority)

### **p. 52 95 per cent of adolescents lie to their parents...**

Again, see Dr Nancy Darling's work, e.g. [www.psychologytoday.com/gb/blog/thinking-about-kids/201703/why-do-teens-lie-part-1](http://www.psychologytoday.com/gb/blog/thinking-about-kids/201703/why-do-teens-lie-part-1)

### **p. 59 It's an ego boost that comes from denial (that you make the same mistake) and comparison (I'm better than them)**

Kristin Neff's work on self-compassion is a good place to understand why the self-esteem boosts we get from compassion are not a great thing. The 'Hidden Brain' podcast is a good introduction to her work: [hiddenbrain.org/podcast/being-kind-to-yourself/](http://hiddenbrain.org/podcast/being-kind-to-yourself/) or her self-compassion workbook: Neff, K and Garner, C., *The Mindful Self Compassion Workbook*, Guildford Press, 2018

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### CHAPTER 3: FRIENDS.

For general reading on friendship, I would recommend Lisa Damour's book *Untangled* (Atlantic Books, 2016), which is very, very good on teenage friendship. Although it's written to parents, you will probably find that it explains your friendships to you well. Similarly, *Queen Bees and Wannabees* by Salind Wiseman (Hachette, 2002; 2009). This is apparently the book that the film *Mean Girls* was based on.

#### **p. 75 . . . in the secondary school years, that there is a confusion between 'being liked' and 'being popular'**

Parkhurst, J.T. and Hopmeyer, A. (1998), 'Sociometric Popularity and Peer-perceived Popularity: Two Distinct Dimensions of Peer Status', *The Journal of Early Adolescence*, 18 (2), 125–144

#### **p. 75 Russ Harris . . . lists around 60 possible values**

Adapted from Harris, R., *The Confidence Gap: From Fear to Freedom*, Penguin Australia, 2013. Russ Harris lives his own values by freely handing out useful worksheets on the website. [rusharris@actmindfully.com.au](mailto:rusharris@actmindfully.com.au)

#### **p. 77 Fitting in – finding your tribe**

I'm not sure who first cornered the market in girls' friendships as a tribe, but I got the idea from Damour, L., *Untangled*

#### **p. 81 Social awkwardness**

Holly Smale has spoken about her experience of being a socially awkward spectrum girl, and (although I haven't read them) her 'Geek Girl' books are about this experience. More academically, see: Kim, C., *Nerdy, Shy and Socially Inappropriate*, Jessica Kingsley Publishers, 2014. This is a good first person account.

#### **p. 82 . . . it is helpful to use a simple brain model of three layers**

This model of the brain is called the triune brain. It was proposed by Paul McLean in the 1960s. It is not a literal description of the brain but a model to help us understand different functions.

#### **p. 83 Social anxiety**

This section is based on David Clark and Adrian Wells' 'A Cognitive Model of Social Phobia' (1995), which is published in a very expensive book and so the

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original is probably for the psychology students amongst you with access to a library (*Social Phobia: Diagnosis, Assessment and Treatment*; Guildford Press, 1996). For those of you who want to understand yourself, Psychology Tools [www.psychologytools.com/resource/social-anxiety-formulation/](http://www.psychologytools.com/resource/social-anxiety-formulation/) has a good summary.

### CHAPTER 4. EMOTIONS, THOUGHTS AND FEELINGS

Daniel Goleman's seminal book *Emotional Intelligence* (1995) is very readable as a psychology student or generally if you want to know more; the exact reference is below. There's an updated twenty-fifth anniversary edition out too. I also think Matthew Walker's book about sleep is excellent. For help with your mental health advice and support see [www.themix.org.uk](http://www.themix.org.uk) and [www.verywellmind.com](http://www.verywellmind.com). Also check out Brene Brown's work on feelings, especially empathy [www.youtube.com/watch?v=1Evwgu369Jw](http://www.youtube.com/watch?v=1Evwgu369Jw), and vulnerability – [www.ted.com/talks/brene\\_brown\\_the\\_power\\_of\\_vulnerability](http://www.ted.com/talks/brene_brown_the_power_of_vulnerability) continue to blow me away.

#### **p. 94 In psychology, there is a concept of 'high expressed emotion'**

This is a well-established psychological construct with easy googleability. This meta-analysis is often quoted as the seminal article. Butzlaff, R.L., Hooley, J.M. (June 1998), 'Expressed emotion and psychiatric relapse: a meta-analysis', *Arch. Gen. Psychiatry*. **55** (6): 547–52.

#### **p. 95 . . . there are debates among psychologists about what constitutes basic, universal emotions**

Ortony, A. (1990), 'What's Basic About Basic Emotions?' *Psychological Review* **97**(3), 315–331

#### **p. 95 . . . more recent research on facial expressions is more suggestive of four: anger, happiness, sadness and fear**

Jack, R.E. et al, 'Dynamic Facial Expressions of Emotion Transmit an Evolving Hierarchy of Signals Over, *Current Biology* **24**, 187–192

#### **p. 99 Your emotional mind and your rational mind**

Based on the work of Marsha Linehan. See [www.youtube.com/watch?v=X\\_BmPxdoEiw](http://www.youtube.com/watch?v=X_BmPxdoEiw)

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**p. 104 At any point in time, you can be in one of four places in relation to your own feelings and those of others**

Goleman, D., *Emotional Intelligence: Why it Can Matter More than IQ*, Bloomsbury, 1996

**p. 109 self-harm in the Western world . . . has gone from being incredibly rare to something used by approximately 20–30 per cent of young women in the UK and America**

McManus, S. et al. (2019), 'Prevalence on non-suicidal self-harm and service contact in England, 2000–2014', *Lancet*, 6 and Lim, K-S. et al. (2019), 'Global Lifetime and 12-month prevalence of suicidal behaviour, deliberate self-harm and non-suicidal self-injury in children and adolescents between 1989 and 2018: A meta-analysis', *Int. J. Environ Res Public Health*, 16(22), 458

**p. 114 research shows only 23 per cent of you like school PE**

Women in Sport and Sport England, 'Puberty and Sport: An Invisible Stage. The impact on girls' engagement in physical activity', August 2018

**p. 116 the most important thing a school can do is to find a physical activity that a young person loves that will sustain them for the rest of their life**

Porter, T. 'The key to good mental health? Physical Activity', *Times Educational Supplement*, 6 June 2019

**p. 116 a massive study of over a million Americans found a surprise result that being active was the most powerful factor correlated with good mental health**

Chekroud, S.R. et al. (2018), 'Association between physical exercise and mental health in 1.2 million individuals in the USA between 2011 and 2015: a cross-sectional study', *The Lancet*, August 2018

**p. 119 There are whole books devoted to why sleep is important**

Walker, M., *Why We Sleep*, Penguin, 2018

**p. 130 There is also evidence that writing down things you are grateful for every day – sometimes called gratitude journaling – improves mood**

See The Greater Good Science Centre for lots of gratitude research, e.g. [ggs.berkeley.edu/images/uploads/GGSC-JTF\\_White\\_Paper-Gratitude-FINAL.pdf](https://ggs.berkeley.edu/images/uploads/GGSC-JTF_White_Paper-Gratitude-FINAL.pdf)



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### **p. 130 be kind to yourself . . . self-compassion**

See Kristin Neff's work on self-compassion, referenced in the notes to chapter two, above

## **CHAPTER 5: ANXIETY AND WORRY**

For a general introduction, see Jud Brewer's work. Ted talk: [www.youtube.com/watch?v=-moW9jvvMr4&t=564s](https://www.youtube.com/watch?v=-moW9jvvMr4&t=564s) or podcast: [podcasts.apple.com/gb/podcast/whats-essential-hosted-by-greg-mckeown/id1513285647?i=1000514396071](https://podcasts.apple.com/gb/podcast/whats-essential-hosted-by-greg-mckeown/id1513285647?i=1000514396071) . He has a habit mapper for anxiety here: [drjud.com/mapmyhabit/](https://drjud.com/mapmyhabit/)

### **p. 135 Because survey after survey indicate that anxiety is currently rife**

See [www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/bulletins/youngpeopleswellbeingintheuk/2020](https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/bulletins/youngpeopleswellbeingintheuk/2020)

### **p. 135 It seems like the stuff you worry about is similar to previous generations**

Relatively similar but not exactly the same, according to [www.childrenssociety.org.uk/good-childhood](https://www.childrenssociety.org.uk/good-childhood). There are increases in young people's worries in two areas: education and appearance which is why the next two chapters are on education and weight and shape

### **p. 136 we didn't focus so much on the physiology bit, by which I mean what happens in your body, but this is really important in understanding anxiety**

There's a pretty good summary of the stress response here: [www.health.harvard.edu/staying-healthy/understanding-the-stress-response](https://www.health.harvard.edu/staying-healthy/understanding-the-stress-response)

### **p. 149 Physiological management of anxiety**

I see lots of young people who have given up on mindfulness and relaxation as they were taught it in their classroom with 29 other pupils by someone who wasn't an expert. That seems a perfect formula for finding it unhelpful. Lots of other kids messing around, fidgeting. You worrying about whether they are judging you or laughing at you or what the cool kids are doing in relation to it. Now, you may like relaxation/mindfulness or you may not but you can't judge it from that experience. That is like being taken to a film made by your teacher and deciding you don't like movies. If you are anxious, I thoroughly recommend that you try a lot of different resources before you decide it's not for you. [www.freemindfulness.org/download](https://www.freemindfulness.org/download) has lots of free different types of mindful and relaxation exercises.

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See also: [donothing.uk](http://donothing.uk). The apps Calm and Headspace are both excellent and have a couple of free exercises but for most content you need to pay.

### **p. 157 Absolutes: shoulds, oughts and musts**

From the work of Albert Ellis. E.g. [iveronicawalsh.files.wordpress.com/2012/06/cbtafg\\_mustshouldought.pdf](http://iveronicawalsh.files.wordpress.com/2012/06/cbtafg_mustshouldought.pdf)

### **p. 157 first identified by psychologists almost 100 years ago**

See William James. I love this anti-perfection podcast: [www.cbc.ca/radio/ideas/should-we-aim-for-mediocrity-1.5493778](http://www.cbc.ca/radio/ideas/should-we-aim-for-mediocrity-1.5493778) . As well as the William James stuff, there is so much other interesting stuff- I listen to it over and over and get new stuff every time. Winnicott is in there with his concept of a good enough parent and this is expanded to the concept of having good enough life.

### **p. 159 Other types of Negative Automatic Thoughts**

Based on the work of Aaron Beck. There are lots of free resources through Beck Institute. E.g. [beckinstitute.org/resources-for-professionals/patient-pamphlets/](http://beckinstitute.org/resources-for-professionals/patient-pamphlets/). This is a good list of NAT: [www.cci.health.wa.gov.au/~media/CCI/Mental-Health-Professionals/Anxiety/Anxiety---Information-Sheets/Anxiety-Information-Sheet---04--Unhelpful-Thinking-Styles.pdf](http://www.cci.health.wa.gov.au/~media/CCI/Mental-Health-Professionals/Anxiety/Anxiety---Information-Sheets/Anxiety-Information-Sheet---04--Unhelpful-Thinking-Styles.pdf)

### **p. 160 The Ah Ha test: Accurate and Helpful**

I didn't make this up, someone else did. I thought I had an article on it filed in my 'favourite articles' file, but when I went to search for the reference, I couldn't find it. The article would be about 20+ years old I reckon, so thank you to that nameless psychologist who I borrowed this concept from.

### **p. 165 In the 1980s, a book was published called *Feel the Fear and Do It Anyway***

Jeffries, S., *Fear the Fear and Do It Anyway* (25<sup>th</sup> anniversary edition), Vermillion, 2012. This is a lovely little summary: [www.youtube.com/watch?v=o8u1qoc7TNE](http://www.youtube.com/watch?v=o8u1qoc7TNE)

## CHAPTER 6: EDUCATION AND QUALIFICATIONS

### **p. 178 kids who are happy generally and like their school at 11 get better results**

[www.natcen.ac.uk/media/1813898/Final\\_AW\\_6635\\_AYPH\\_6PP\\_NatCen\\_SinglePages.pdf](http://www.natcen.ac.uk/media/1813898/Final_AW_6635_AYPH_6PP_NatCen_SinglePages.pdf)

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**p. 180 An idea which I, and lots of people who know much more about education than me, believe is fundamentally wrong**

I personally feel everyone in the world should watch the wonderful Ken Robinson TED talk deconstructing all the nonsense about education [www.ted.com/talks/sir\\_ken\\_robinson\\_do\\_schools\\_kill\\_creativity](http://www.ted.com/talks/sir_ken_robinson_do_schools_kill_creativity). It is funny, engaging, clever and thought provoking. He was a professor of education so he should know what he is talking about.

**p. 181 teenagers are often not so pro-social when coping with being disenfranchised from school . . . use drugs, alcohol or cigarettes to numb the pain, or to crime and gangs to get status**

Bonell, C. Et al (2019), 'Role theory of school and adolescent health', *The Lancet*. Published online 11 July 2019

**p. 183 school is often the area where young people rate themselves as most unhappy**

The Children's Society, 'The Good Childhood Report', 2018

**p. 183 Test anxiety is much higher among girls than boys**

Howard, E. (2020), 'A review of the literature concerning anxiety for educational assessment', Ofqual.

**p. 192 If finances are really important to you, academic jobs on average have better salaries but there are lots that don't**

I really hate telling you this, but being male, on average, gets you a better graduate salary. Graduate Labour Market Statistics (2018), UK Government [www.gov.uk/government/statistics/graduate-labour-market-statistics-2018](http://www.gov.uk/government/statistics/graduate-labour-market-statistics-2018). This is probably in part due to more males studying Economics and Management and STEM and not taking maternity leave, and more women studying humanities and nursing. Or, to put it another way, the subjects women are more interested in, either genetically or due to societal pressures, are less well paid.

**p. 196 The Teaching Excellence Framework**

[www.officeforstudents.org.uk/advice-and-guidance/teaching/about-the-tef/](http://www.officeforstudents.org.uk/advice-and-guidance/teaching/about-the-tef/). For a review of Russell Group universities not getting gold standard TEF see here: [www.theguardian.com/education/2017/jun/22/many-top-uk-universities-miss-out-on-top-award-in-controversial-new-test](http://www.theguardian.com/education/2017/jun/22/many-top-uk-universities-miss-out-on-top-award-in-controversial-new-test)

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### **p. 199 Study smart not long**

For psychology students looking for a summary of the psychology of teaching and learning, 'Mr' Craig Barton has kindly done all the work for us in *How I Wish I'd taught Maths*, John Catt Educational Ltd, 2018. The memory model I propose here isn't 'right' or 'perfect' but is more or less useful. It's influenced by the memory work of Alan Baddeley and Robert and Elizabeth Bjork and they summarise it beautifully for free here: [bjorklab.psych.ucla.edu/research/](http://bjorklab.psych.ucla.edu/research/)

### **p. 200 Procrastination**

If you are a procrastinator watch this by Tim Urban: [www.ted.com/talks/tim\\_urban\\_inside\\_the\\_mind\\_of\\_a\\_master\\_procrastinator?language=en](http://www.ted.com/talks/tim_urban_inside_the_mind_of_a_master_procrastinator?language=en)

(The perfectionists among you should look at the links in chapter eight)

### **p. 200 the pareto principle . . . states that 20 per cent of your efforts account for 80 cent of your marks**

[science.ubc.ca/students/blog/how-to-increase-your-productivity-by-doing-less](http://science.ubc.ca/students/blog/how-to-increase-your-productivity-by-doing-less)

## **CHAPTER 7: FOOD, EATING, WEIGHT AND SHAPE**

IMHO the very best two books on these topics are Laura Thomas's *Just Eat It* and Rick Kausman's *If Not Dieting then What?* I would also rate Bob Schwartz's *Diets Don't Work* and I recommend Roy F. Baumeister and John Tierney's brilliant book *'Willpower: Why Self-Control is the Secret to Success* to all psychology students particularly but it is a *New York Times* bestseller and very readable for anyone . It is not about food, eating, weight and shape per se, but there is one chapter on this topic. If you are a psychology student looking for a good overview of the theory and research in this area, *The Psychology of Eating: From Healthy to Disordered Behavior* by Jane Ogden is very thorough. I would also direct you to the work of Polivy and Herman, and Marika Tiggemann. [www.flinders.edu.au/people/marika.tiggemann](http://www.flinders.edu.au/people/marika.tiggemann). And there is Renee Engeln's work, which you can access through [bodyandmedia.com/home.html](http://bodyandmedia.com/home.html) for an overview of the area.

### **p. 211 Analysis of social media content suggests it is dominated by a mix of appearance-driven content**

Hu, Y. et al., 'What We Instagram', Proceedings of the Eighth International AAAI Conference on Weblogs and Social Media

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**p. 217 There is evidence that even when you don't consciously see the thin bodies . . . they will still increase your body dissatisfaction.**

Chatard, A. (2017), 'The woman who wasn't there', *Journal of Experimental Social Psychology*, 73, 1–13

**p. 217 there is some evidence that if images are labelled as altered it makes them more likely rather than less likely to increase your body dissatisfaction**

Engeln, R., *Beauty Sick*. Harper, 2017

**p. 220 the mental image you have of yourself is unlikely to be how other people see you**

Garner, D.M., Garfinkel, P.E. and Bonato, D.P. (1987), 'Body image measurement in Eating Disorders', *Adv. Psychosom Med.*, vol 17, 119–133.

**p. 221 What we 'see' is not 'true': it is a 2D representation of a 3D reality based on the brain's previous experience and assumptions it makes**

Take a look at this incredible demonstration of selective attention: [www.youtube.com/watch?v=MFBrcM\\_WYXw](http://www.youtube.com/watch?v=MFBrcM_WYXw). Or there's a good selection of visual illusions here: [illusionoftheyear.com](http://illusionoftheyear.com) proving that visual perception is a top down processing influenced by stored knowledge as well as actual visual input

**p. 221 'For that our brain would need to be bigger than a building'**

Susana Martinez-Conde quoted from [www.bbc.com/future/bespoke/story/20150130-how-your-eyes-trick-your-mind/index.htm](http://www.bbc.com/future/bespoke/story/20150130-how-your-eyes-trick-your-mind/index.htm). For a selection of her research and popular science writing on the tricks of perception see: [smc.neuralcorrelate.com](http://smc.neuralcorrelate.com)

**p. 223 what size is your body in the mirror?**

See Bertamini, M. (2010), 'Mirrors and the Mind', *The Psychologist*, 23, (2) [thepsychologist.bps.org.uk/volume-23/edition-2/mirrors-and-mind](http://thepsychologist.bps.org.uk/volume-23/edition-2/mirrors-and-mind) for an easy explanation or [www.bertamini.org/lab/Publications/BertaminiParks2005.pdf](http://www.bertamini.org/lab/Publications/BertaminiParks2005.pdf). For some mind-bending demonstrations of the impact of a 3D object being seen in 2D see [www.isc.meiji.ac.jp/~kokichis/3Dillusionworld/3Dillusionworldde.html](http://www.isc.meiji.ac.jp/~kokichis/3Dillusionworld/3Dillusionworldde.html)

**p. 226 the media presents women with 'a constant barrage of idealized images of extremely thin women . . . that are nearly impossible for most women to achieve'**

Tiggemann, M. and Pickering, (1996), 'Role of Television in Adolescent Women's Body Dissatisfaction and Drive for Thinness', *International Journal of Eating Disorders*, Vol. 20, No. 2, 199-203 (1996)

**p. 226 'Try everything once except folk dancing and incest'**

Attributed to Sir Thomas Beecham. Assuming you are going to avoid incest, BTW, there are probably about half a dozen other things I would add to the list, but two makes for a niftier quote. What Beecham had against folk dancing I'll never know.

**p. 227 research shows that dieting is predictive of both eating disorders and obesity**

Lowe, M.R. et al (2013), 'Dieting and restrained eating as prospective predictors as weight gain', *Frontiers in Psychology*; Patton, G.C. et al (1999), 'Onset of adolescent eating disorders: population based cohort study over 3 years', *BMJ*, 318(7186),765-768.

**p. 229 80 per cent or more of diets fail to result in significant weight loss over two years**

Mann et al (2007), 'Medicare's search for effective obesity treatments: diets are not the answer', *Am Psychol.*, Apr;62(3):220-33; *Le Journal de Femmes Sante's* review of the Dukan diet, reviewed here in English: [www.nhs.uk/news/food-and-diet/dukan-diet-tops-list-of-worst-celeb-diets/](http://www.nhs.uk/news/food-and-diet/dukan-diet-tops-list-of-worst-celeb-diets/). Or see this good summary of the impact of low carb diets: [www.independent.co.uk/news/people/profiles/pierre-dukan-yes-slimmer-teenagers-do-deserve-better-exam-grades-8229932.html](http://www.independent.co.uk/news/people/profiles/pierre-dukan-yes-slimmer-teenagers-do-deserve-better-exam-grades-8229932.html)

**p. 230 whatever random diet you go on . . . while you might lose a bit of weight, the core brain will fight back**

As I write this in 2020, the only diet where their initial research shows some health benefits for older, obese people is intermittent fasting. These have not been demonstrated on a younger population whose health and metabolic needs are very different. Older people need significantly fewer calories than you as your body is growing, strengthening and renewing.

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**p. 230 In some legendary experiments in the 1950s, Ancel Keys studied the effect of starvation**

Keys, A., Brozek, J., Henschel, A., Mickelsen, O. & Taylor, H. L., *The Biology of Human Starvation, Vols. I–II*, University of Minnesota Press, Minneapolis, 1950

**p. 233 Dieting fails because of a combination of these physiological, psychological and societal factors**

Polivy, J. and Herman, C.P. (2020), 'Overeating in Restrained and Unrestrained Eaters', *Front. Nutr.* 7:30.

**p. 237 Baumeister and Tierney . . . call dieting 'the nutritional catch-22'**

Baumeister, R.F. and Tierney, J., *Willpower*, Penguin, 2011

**p. 241 The core brain responds as though it is in another famine and therefore it must make the body more efficient**

Brownell, K. et al (1986), 'The effects of repeated cycles of weight loss and regain in rats', *Physiology and Behavior*, 38, 459-464; Schwartz, B. *Diets don't work*, Breakthru Publishing, 1996; Hill, A. J. (2004), 'Does dieting make you fat?' *British Journal of Nutrition*, 92(1), S15–S18.

**p. 241 Ancel Key's experiments also show us the after-effects of dieting**

Ekbert, E.D. et al (1987), 'A 57-year follow-up investigation and review of the Minnesota study on human starvation and its relevance to eating disorders', *Archives of Psychology*, 2(3).

**p. 244 The internet has allowed movements such as health at every size and body positivity to flourish**

Penney, T.L. and Kirk, S.F.L. (2015), 'The Health at Every Size Paradigm and Obesity. Missing Empirical Evidence May Help Push the Reframing Obesity Debate Forward', *Am J Public Health*, 105(5). This website has multiple links to research, blogs, podcasts, etc.: [haescommunity.com](http://haescommunity.com). For body positivity, have a look at [www.verywellmind.com/body-positive-influencers-4165953](http://www.verywellmind.com/body-positive-influencers-4165953) for a whole heap of body positive influencers – I love [#jiggleforjoy @kate\\_speer](https://twitter.com/kate_speer); [powertopreval.co/about-me/](http://powertopreval.co/about-me/) and [www.healthyiisthenewskinny.com](http://www.healthyiisthenewskinny.com) but feel free to choose your own inspiration. Sonia Renee Taylor rocks Body Positivity as radical self-love: [www.sonyareneetaylor.com](http://www.sonyareneetaylor.com).

**p. 246 [intuitive eating has] already been done brilliantly for a female teenage/young adult audience**

Thomas, L, *Just Eat It*; Kausman, R., *If Not Dieting, Then What?*

## CHAPTER 8: SCREENS AND THE INTERNET

'In this chapter, I argue for the negative impacts of perfectionism on friendship but perfectionism impacts negatively on nearly every part of life. Two videos that can help you understand this are Dominique Thompson's TED talk [www.tedx bath.co.uk/2018/videos](http://www.tedx bath.co.uk/2018/videos) and Brene Brown's masterclass on the importance of letting go of control and perfection and embracing vulnerability, which I've already recommended in the chapter four, but it's so good I am recommending it twice: [www.ted.com/talks/brene\\_brown\\_the\\_power\\_of\\_vulnerability](http://www.ted.com/talks/brene_brown_the_power_of_vulnerability).

The research section on screens and the internet is smaller than some of the others in this book and I think that is because the definitive research isn't in yet. It's all too new and it has been changing all the time so difficult to subject to research conditions. My thoughts come more from clinical observation than research. There have been a couple of different debates between 'mainly researchers' on one side and 'mainly clinicians' on the other about how harmful it is or isn't. The researchers often say there is no evidence to say it is harmful, whereas the clinicians basically say that's not what we are seeing. For example, see Palmer, S. et al (2016), 'Letter to Guardian, 25 December' on one side, and Etchells, P. et al (2017) reply 7 January. Or Bell, V. Bishop, D.V. and Przybylski, A. (2015), 'The debate about digital technology and young people', *BMJ*, 351, on one side and Greenfield, S. (2015), 'The Impact of Screen Technology', *BMJ*, 351. I must note that sometimes clinicians do notice things before researchers confirm it, e.g. the negative effects of smoking back in the 1940s.

**p. 253 digital natives**

The term 'digital native' is generally attributed to Marc Prensky in 2001. I became familiar with it through Greenfield, S., *Mind Change: How Twenty-first Century Technology is leaving its mark on the brain*, Random House, 2014.

**p. 254 there are lots of great things about the digital revolution**

If you want 'evidence' of the benefits of technology on young people, see: [www.oii.ox.ac.uk/people/andrew-przybylski/?research](http://www.oii.ox.ac.uk/people/andrew-przybylski/?research) – though I must say that I am a



## ENDNOTES

bit sceptical of about this research because it seems to focus more on the positives than any negatives. By the law of averages, I would have thought there were some negatives.

**p. 263 statistics show that, on average, there is a bit of a gender split on what young people use their screens for**

Ofcom, 2020, 'Children and parents. Media use and attitude report' 2019

### CHAPTER 9: ATTRACTION, RELATIONSHIPS, SEX AND LOVE

For a general introduction, I would recommend the 'Ask Lisa' podcast on consent, number 38: [podcasts.apple.com/us/podcast/38-how-do-i-teach-my-kids-about-consent/id1525689066?i=1000520002212](https://podcasts.apple.com/us/podcast/38-how-do-i-teach-my-kids-about-consent/id1525689066?i=1000520002212). I would also recommend Peggy Orenstein's book *Girls and Sex: Navigating the Complicated New Landscape*, Harper, 2016. This book made me think a lot about female masturbation. I realised I'd never write a chapter to boys about sex without mentioning masturbation and that made me reflect on just how taboo masturbation is for girls and women still, as I rarely talk or hear about it in therapy. There are so few topics that don't get touched on in therapy and maybe that's 'my bad' as you lot say, for not bringing it up. However, having said that, I haven't talked to girls in therapy about it, and given Peggy Orenstein has talked to lots of girls about it, I'll leave it to her. Her TED talk is a good introduction: [www.ted.com/talks/peggy\\_orenstein\\_what\\_young\\_women\\_believe\\_about\\_their\\_own\\_sexual\\_pleasure?language=en](https://www.ted.com/talks/peggy_orenstein_what_young_women_believe_about_their_own_sexual_pleasure?language=en). Those looking for a bit more information or for proper psychological research can look to Deborah Tolman's extensive research, and this podcast is a good start: [sexologypodcast.com/2017/07/24/female-sexual-desire-with-dr-deborah-tolman/](https://sexologypodcast.com/2017/07/24/female-sexual-desire-with-dr-deborah-tolman/). Her activism gender work is at [www.sparkmovement.org](http://www.sparkmovement.org) and her research work for a general audience at [www.sexgenlab.org](http://www.sexgenlab.org).

**p. 290 LGBTQ+**

I have tried to write about what I know and whilst I regularly see LGBTQ+ patients in my clinic and at times discuss their sexuality and gender, their struggles with their sexuality or gender have rarely been the main reason for them being there. Also in relation to trans issues, my clinics are very near the only Gender Identity Service in the country, where those people struggling with these issues would be more likely to be seen. I read a lot about this area even in writing this small section but if you are struggling with these issues I would first direct you to everydayfeminism.

## YOU DON'T UNDERSTAND ME

com/2016/08/transgender-101/ (and generally to everydayfeminism.com) and www.sexgenlab.org and also amysmartgirls.com. These are the websites I found that seemed to be having the most nuanced, inclusive stories, research and debates about issues of gender and sexuality. Stonewall - <https://www.stonewall.org.uk/> young-stonewall - offer support to LGBTQ+young people and have some great YouTube videos about conversion therapy etc.

<https://mermaidsuk.org.uk/> and <https://genderedintelligence.co.uk>

are both charities for transgender and gender diverse young people.

### **p. 304 Playing hard to get?**

I don't think these books are 'good' but I do think they are important as a document of some of the dynamics that go on in male-female relationships. Only read them if you carefully put on your critical feminist glasses first: Fein, E. and Schneider, S. *The Rules*, Warner Books, 1995; Argov, S. *Why Men Love Bitches*, Adams Media, 2009

### **p. 317 Sending or just taking naked pictures can make you . . . psychologically vulnerable**

Plus, in the UK, it is illegal to do this under 18 and your school has the legal right to search your phone if they reasonable grounds to assume you have. It is a law that is enacted though young people seem unaware of it. [childlawadvice.org.uk/information-pages/sexting/](http://childlawadvice.org.uk/information-pages/sexting/)