

Positive Psychology, Interpersonal Acceptance and Rejection Theory and Systemic Approach: Perspectives on Combined Applications

Artemis Giotsa^{1*}, Eleftheria Mitrogiorgou²

¹Faculty of Education, University of Ioannina, Ioannina, Greece

²Primary Education Directorate of Arta, Ministry of Education, Arta, Greece

Email: *agiotsa@uoi.gr, *agiotsa@gmail.com

How to cite this paper: Giotsa, A., & Mitrogiorgou, E. (2025). Positive Psychology, Interpersonal Acceptance and Rejection Theory and Systemic Approach: Perspectives on Combined Applications. *Psychology*, 16, 532-549.

<https://doi.org/10.4236/psych.2025.164031>

Received: February 22, 2025

Accepted: April 27, 2025

Published: April 30, 2025

Copyright © 2025 by author(s) and Scientific Research Publishing Inc.

This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).

<http://creativecommons.org/licenses/by/4.0/>



Open Access

Abstract

Positive psychology-based approaches tend to focus on positive experiences and positive individual characteristics, as well as their contribution to the person's general wellbeing. This paper aims to perceive Interpersonal Acceptance and Rejection Theory (IPARTheory) and its systemic applications under a positive psychology point of view. Specifically, reviewing recent literature, regarding IPARTheory and its applications in different psychological approaches, we attempt to propose some systemic psychology-based practices for both, prevention and intervention, trying to embrace the contribution of the positive psychology approach.

Keywords

Interpersonal Acceptance and Rejection Theory, Positive Psychology, Systemic Approach, Family System

1. Introduction

The current paper is focused on the following research question: How can the systemic approach of Interpersonal Acceptance and Rejection Theory (IPARTheory) be enhanced by the principles and interventions of positive psychology to promote mental well-being across different systems?

This paper presents a pioneering integration of Positive Psychology, Interpersonal Acceptance and Rejection Theory (IPARTheory), and the systemic approach. The first section provides an in-depth exploration of the core concepts of Positive Psychology. In the second section, we examine the principles of IPARTheory and its clinical applications. The discussion then shifts to the systemic approach of

IPARTheory, which highlights the interconnectedness of interpersonal dynamics. Finally, the paper investigates how Positive Psychology can enrich systemic clinical practice, offering a fresh perspective on therapeutic interventions and improving relational dynamics within the clinical setting.

2. Positive Psychology

Positive psychology approach emerged as a separate field in 1999 and it is described, by Martin Seligman (1999, 2002), as the one focusing on mental health, rather than mental illness or as the psychology of well-being. In fact, first Seligman and Csikszentmihalyi (2000) proposed a shift in research, from a rather negative focus, towards a more positive one. Since then, during over the past two decades, the positive psychology movement appears to gradually gain recognition worldwide (Compton & Hoffman, 2019; Fredrickson, 2001; Keyes & Haidt, 2003; Ivtzan et al., 2015; Joseph, 2021; Seligman, 2019; Seligman & Csikszentmihalyi, 2014).

At the same time, it seems that the positive psychology movements tend to grow over the years, as some researchers propose new directions based on their perspectives and approaches. Mayer (2022) mentions the existence of a second and a third wave of positive psychology. Specifically, the second wave of positive psychology was developed by Wong (2009, 2011). He proposed the term of Existential Positive Psychology, suggesting that the work through the negative aspects of life is the way towards well-being or “suffering is necessary for flourishing” (Wong et al., 2021: p. 2). As for the third wave of positive psychology, it tends to consider the world in a more systemic way, focusing on capturing, understanding and impacting upon its complexity (Lomas et al., 2021).

As the interest on this field seems to be growing, even more researchers tend to study the results of psychological interventions embracing positive psychology-based frameworks. As Slade (2010) states, findings from positive psychology are important to mental health services, because of its general focus on a good life, being as a result relevant either to people with mental illness, or to people without mental illness. Specifically, it is not enough to just recover, so as to be considered to have complete mental health. It is of the same importance to be able to flourish, meaning to develop self-righting, self-efficacy and other characteristics with great impact on self-manage. Additionally, according to some researchers (Owens et al., 2015; Owens & Woolgar, 2018), except from the wide relevance, positive psychology interventions appear to be also inclusive of more balanced approaches of traditional remedial processes and outcomes.

As for Greek data, positive psychology seems as a newly-studied field, as the relevant literature is growing during the past decade (Malikiosi-Loizos, 2020), mostly due to the translation and usage of different psychometric tools, regarding hope, forgiveness, resilience and other strengths (Benetou, 2014; Labropoulou & Hatzichristou, 2011; Leontopoulou, 2011; Moustaki & Stalikas, 2011a, 2011b). Research data in Greece tend to highlight the importance of positive emotions and

thoughts for the person's mental health, relating the positive state of mind with higher levels of resilience, self-efficacy, creativity and better coping with distress (Galanakis et al., 2011; Galanakis & Stalikas, 2007; Karampas et al., 2016; Kouenou et al., 2022; Leontopoulou, 2013).

As positive psychology seems to be a field with increasing interest not only in Greece, but also worldwide, the present paper aims to highlight some perspectives on systemic psychology-based interventions. Focusing on the application of Interpersonal Acceptance and Rejection Theory (IPARTheory), this paper specifically attempts to propose some practices, perceiving the contribution of positive psychology to the systemic applications of IPARTheory within different systems.

3. IPARTheory: Research Data and Clinical Applications

Interpersonal Acceptance and Rejection Theory (IPARTheory) is an evidence-based theory of socialization and lifespan development, which aims to predict and explain major consequences and other correlates of interpersonal acceptance and rejection, worldwide (Rohner, 1986, 2004, 2021; Rohner & Rohner, 1980). This theory emerged about six decades ago, based on Ronald Rohner's hypothesis that people are characterized by a continuous biological emotional need for a positive response by their parents and "important others".

At the beginning, back in the 1960's, the theory was named Parental Acceptance and Rejection Theory (PAR Theory), as the focus was mostly limited on the experience of parental acceptance and rejection in childhood, as well as the ways it extends into adulthood. During the last decades, after 1999, the theory had broadened, including more interpersonal relationships throughout the person's lifespan (e.g. siblings, friends, intimate partners and teachers). This shift was even clearer, after the name-change, in 2014 (Rohner, 2021), to its current designation, Interpersonal Acceptance and Rejection Theory (IPARTheory).

As IPARTheory is evidence-based, over all these years there is a really large amount of research data worldwide, studying the relationships and the interactions, through the experiences acceptance and rejection. The main results by multi-cultural research conclude that the experienced acceptance and rejection, mostly by the parents, is able to affect the individual's psychological adjustment through the whole lifespan (Ali et al., 2019; Khaleque & Rohner, 2011; Khaleque et al., 2019; Rohner & Britner, 2002; Rohner et al., 2005; Rothenberg et al., 2022).

Additionally, recent research data show that parental rejection in childhood is linked with increased social anxiety (Giaouzi & Giovazolias, 2015; Giotsa, Kyriazos et al., 2018; Kyriazos & Giotsa, 2019), fear of intimacy (Rohner et al., 2019; Senese et al., 2020) and loneliness (Molaver, 2016; Rohner et al., 2020), as well as psychological adjustment difficulties in adulthood (Giotsa, 2023; Giotsa et al., 2016; Khaleque & Rohner, 2013; Rohner et al., 2020). At the moment, IPARTheory research is really wide and still expanding, studying children's perceptions of the acceptance and rejection perceived by significant others, even from the age of 4 years old.

More specifically, Greece was the first country to apply the IPARTheory in preschool children (Giotsa & Kaminiotis, 2014), based on the belief that starting studying people's perceptions of their feelings of acceptance and rejection in such a young age may give more time and space for prompt prevention. As a result, research data was published during the past decade, exploring the structure of the relevant tools in Greece (Giotsa & Kaminiotis, 2014; Giotsa & Kyriazos, 2019; Giotsa, Theodoropoulos et al., 2018) and Bulgaria (Koltcheva & Djalev, 2019). At the same time, in Greece, researchers focused on the identification of differences both, in terms of children's gender and between children's and parents' perceptions (Giotsa & Kaminiotis, 2014; Giotsa & Kyriazos, 2019; Giotsa & Mitrogiorgou, 2017, 2018, 2019, 2024; Giotsa, Theodoropoulos et al., 2018; Theodoropoulos, 2017; Theodoropoulos & Giotsa, 2020), as well as the investigation of perceptions of children and parents in the modern Greek family and in family in crisis (Giotsa & Mitrogiorgou, 2017, 2018, 2019; Mitrogiorgou, 2020; Mitrogiorgou & Giotsa, 2022). Research data in Turkey studied poverty cases, concluding that perceived parental acceptance or rejection, as well as further characteristics of the familial environment, seem to affect the connection drawn between poverty and school readiness (Okur, 2015; Okur & Berument, 2016). Last, recent data from Portugal focused on the preschoolers' social and emotional competence, showing that children who perceived more maternal rejection tended to have fewer social skills (Peixoto et al., 2023).

Based on an opinion stated by Eisler (2007), regarding the importance of the cooperation among researchers and therapists, in designing assessment and treatment tools, that are efficacious, relevant, and practical, for evidence-based mental health practices, Rigazio-DiGilio and Rohner (2015) proposed some clinical applications of the IPARTheory. By the adaptation of specific psychometric tools of IPARTheory, they aimed at a better understanding of the way that parental acceptance and rejection affects partners' opinions on the form, function and sense for their relationship. As supported by Rigazio-DiGilio and Rohner (2015), when adapted for clinical use, the measures reported to be user-friendly and promoted effective therapeutic planning, discussion and outcomes. What is more, as also Donoghue concluded earlier (Donoghue, 2010), IPARTheory tools are interactive, contextual, emphasizing on the clients' subjective realities, and able to explore patterns of acceptance and rejection perceptions in relationships with different significant others. Given the fact that the Theory includes tools even for the young age of 4 years, examining the subjective opinions of the children on the behavior of their significant others, there is the opportunity to intervene in the early stages of the person's life, focusing also on prevention.

4. Systemic Applications of IPARTheory

The ecological model proposed by Bronfenbrenner (1979, 1994) suggests that every individual's environment is composed of interconnected ecological systems, where all experiences—both positive and negative—play a significant role in shap-

ing development and psychological adjustment. Bronfenbrenner and Morris (2007) identified five such systems, with the microsystem being the most immediate and influential on an individual's development. This microsystem encompasses family, school, work, religious institutions, neighborhood, and peers.

As a systemic approach emphasizes, to fully understand a person's way of living and psychological well-being, it is essential to consider the broader environmental factors that influence their life (Bateson, 1972). This perspective is further reinforced by multicultural research based on the ecocultural framework, developed by Berry (1976, 2001) and later refined by Georgas (1988, 1993). This framework aims to understand the complex relationships between ecological and sociopolitical elements of culture and psychological variables at a national level. Subsequent research (Georgas, 1991; Georgas et al., 2006; Georgas & Mylonas, 2006; Georgas et al., 2004; Giotsa, 2003; Mylonas et al., 2015) has shown that ecosocial indices—such as economy, education, and religion—are crucial in explaining psychological differences across countries. These findings highlight the importance of considering cultural variables when interpreting psychological variations across different cultures. A framework linking cultural zones to psychological variables can provide valuable insights into cross-cultural differences (Georgas et al., 2004).

As the IPARTheory has evolved over the years, new psychometric tools have emerged that address various aspects of a person's interaction with others across different countries and cultures. Notably, IPARTheory (Rohner, 2021) shares notable similarities with Bronfenbrenner's ecological model and the ecocultural framework proposed by Georgas et al. (2004). In addition to assessing parental acceptance and rejection, IPARTheory now allows for the assessment of acceptance and rejection within other important relationships, such as those with siblings, grandparents, teachers, intimate partners, and close friends. Furthermore, IPARTheory examines the dynamics of both sides' perceptions within relationships, providing tools that can be completed not only by individuals but also by their significant others within the various ecological systems they inhabit.

In focusing on the family, the systemic approach views the family as a whole, which is more than the sum of its parts (Minuchin, 1974; Von Bertalanffy, 1968, 1972). Bowen (1978) defines the family as both a relationship and an emotional system, where the members influence and are influenced by one another at various levels (individual, dyadic, systemic, and intergenerational). Therefore, a change in one part of the family system will inevitably affect the whole system.

Bowen's (1961, 1966, 1978) family systems theory has long been a significant framework in family therapy, offering valuable insights into how family members interact and affect one another. Over time, Bowen's approach has become more culturally inclusive and diverse, especially when combined with other systemic frameworks (Erdem & Safi, 2018; Kerr & Bowen, 1988). For example, counselors in Greece have used Bowen's transgenerational approach to understand and address dysfunctional family patterns passed down through generations (Bassioti et al., 2014; Giotsa, 2015; Giotsa et al., 2011; Katsioti et al., 2014). The focus of these

interventions was on experiential learning, particularly addressing the differentiation of self from family emotional intensity, the dynamics of family triangles (where two members enlist a third to reduce conflict), and the transmission of emotional patterns across generations.

In line with Bowen's family systems theory, IPARTheory and the psychometric tools it provides can support therapists in transitioning from a linear to a circular perspective in family therapy. Rather than focusing solely on specific events or explanations, the systemic approach highlights the relational dynamics and patterns that emerge among family members. *Kelley and Lyons (2019)* emphasize that circular causality is a useful framework for systemic therapists, particularly in couple and family therapy, to explore the interdependent relationships and patterns that shape family dynamics.

This systemic approach allows IPARTheory to extend its reach across different levels of family relationships. Psychometric tools can be distributed to various family members, whether along horizontal axes (e.g., relationships between siblings, parents, and partners) or vertical axes (e.g., relationships spanning generations, such as grandparents, parents, and children). By considering multiple levels of family interaction—individual (e.g., psychological adjustment), dyadic (e.g., parent-child, siblings, partners), systemic (e.g., control dynamics between parents and children), and intergenerational (e.g., emotional dynamics across generations)—IPARTheory offers a comprehensive and systemic approach to understanding the complex web of interactions within family systems.

By better aligning IPARTheory with the broader systems approach, we can deepen our understanding of family dynamics and the impact of ecological systems on individuals' development and psychological well-being. This broader lens helps researchers and therapists understand the multifaceted nature of human development and provides tools for more holistic interventions.

5. Cultural Applicability of IPARTheory in Systemic Interventions

IPARTheory was explicitly developed with cultural universality in mind. Its foundation is based on decades of cross-cultural research conducted in over 60 countries, consistently showing that key dimensions of interpersonal acceptance and rejection—such as warmth, hostility, neglect, and undifferentiated rejection—are experienced and interpreted in remarkably similar ways across diverse cultural settings. This global applicability forms a strong empirical base for using the theory in culturally varied therapeutic contexts.

In addition to its theoretical foundation, IPARTheory offers psychometric tools that are both adaptable and culturally sensitive. These tools have been successfully translated, validated, and applied across a wide range of cultural environments, demonstrating strong cross-cultural reliability. Their flexibility makes them especially suitable for integration into systemic therapy, which itself emphasizes responsiveness to the unique values, structures, and dynamics of each family system.

However, despite IPARTheory's cross-cultural strengths, the implementation of systemic interventions must always be guided by cultural humility and contextual sensitivity. While the theory provides a robust and empirically grounded framework, clinicians should tailor its application to align with culturally specific norms, family roles, and communication patterns. Therapists must actively engage clients in shaping the assessment and intervention process, ensuring that tools and interpretations resonate with their lived experiences.

In conclusion, although no theoretical framework can claim universal applicability, the cultural inclusivity and empirical depth of IPARTheory—when combined with the systemic approach's inherent adaptability—make it a highly promising model for use in diverse cultural contexts. To further refine its global relevance, ongoing research is needed to explore culturally specific applications and adaptations in both clinical and research settings.

6. The Contribution of Positive Psychology in Systemic Clinical Practice

Sin and Lyubomirsky (2009: p. 467) define Positive Psychology Interventions as “treatment methods or intentional activities aimed at cultivating positive feelings, positive behaviors, or positive cognitions”. Nevertheless, as Owens and Waters (2020) state, it is not only about promoting positive processes and outcomes, but also about decreasing or preventing challenges, deficits, or disorders.

Based on the individual's mental wellbeing, positive psychology approach suggests that authentic happiness has three basic dimensions, the pleasant life, the engaged life and the meaningful life (Seligman, 2002). According to Duckworth et al. (2005), the first domain, the pleasant life, focuses on positive emotion about the past, present, and future, aiming at maximizing positive emotions and minimizing pain and negative emotion. The second domain, the engaged life, focuses on using positive individual traits, strengths and talents, leading to more engagement, absorption, and flow. The third domain, the meaningful life, derives from the sense of belonging to and serving something larger than oneself, leading to the feeling of having a meaning in life. For example, a therapist might encourage the client to engage in a “gratitude journaling” exercise, where the client writes down three things they are grateful for each day. Over time, this simple act can shift the client's perspective, leading to increased positive emotions and a decrease in rumination about past regrets.

Lasting fulfillment, built through the aforementioned dimensions, is the main goal of the authentic happiness (Seligman, 2002). Nevertheless, several researchers over the years tend to conclude that some more dimensions have to be added to these three core dimensions. As Slade (2010) states, Jayawickreme and colleagues (2008, cited in Slade, 2010: p. 5) suggest that the fourth dimension is the achieving life, which is a life dedicated to achieving for the sake of achievement. On the other hand, Sirgy and Wu (2009) state that the fourth dimension is the balanced life, as balance contributes to subjective well-being, while people may experience limited

satisfaction just from a single life domain.

Some researchers have focused on the efficacy of positive psychology interventions in psychotherapy and the therapeutic value of positive emotions in generating change (Fitzpatrick & Stalikas, 2008). Based on this efficacy, on the dimensions of authentic happiness and on the positive psychology coaching (Govindji & Linley, 2007; Grant & Cavanagh, 2007; Kauffman et al., 2010; Passmore & Oades, 2014), we attempt to sum up some practices adaptable in the field of the systemic approach.

In therapy, we could talk about short-term and sustainable wellbeing, as referred also by Passmore and Oades (2014), regarding positive psychology coaching approaches. Sustainable wellbeing is mostly managed using evidence based approaches, while it may be considered as the main goal in therapy, enabling the individual to act in an on-going manner, even after the therapy or coaching sessions have been completed.

Starting working with a client in the systemic approach, in combination with the first domain proposed in positive psychology, the pleasant life (Duckworth et al., 2005; Seligman, 2002; Sirgy & Wu, 2009; Slade, 2010), the therapist could focus on the client's narratives, trying to identify negative mental representations and to focus on positive ones (White & Epston, 1990). The narrative therapy constitutes a useful method in this case, as it is based on the idea that everyone has multiple narratives or stories about life, and by exploring these narratives, the person may focus on the positive ones or proceed to reframing, creating positive changes. In these ways, the clients are able to feel in control over their lives, to recognize their strengths, and create hopeful narratives that support their well-being and growth (Drewery & Winslade, 1997; Giotsa, 2014). For example, a therapist who works with a client dealing with anxiety from past trauma can focus on how changing the way he views his past helps him feel better. Initially, the client saw himself as a victim, which made their anxiety worse. Through narrative therapy, he reframed his story, starting to see himself as a survivor rather than a victim. This technique could help him feel more in control of his emotions and develop a more hopeful outlook on the future, significantly improving his emotional wellbeing.

Taking into account the different systems and the interactions of the client with the important others, the therapist might work with the client on how mental representations and constructions have been built in the past, as well as the way they may influence the client's life at the present. Also, through the understanding of negative points of view, the client could be gradually guided by the therapist to positive reframing and change of view. The physical participation of important others in the procedure, when it is considered of great importance, could maximize the results.

In order to be able to go further towards the sustainable wellbeing, it is the second domain proposed in positive psychology, the engaged life (Duckworth et al., 2005; Seligman, 2002; Sirgy & Wu, 2009; Slade, 2010), that could be combined

with the systemic approach. During this part, the identification of resources, talents and strengths by the client is under the focus of the therapist, so as the former to be able to start using strength-oriented language (e.g. by making a lexicon of human strengths), differentiating gradually the focus from pathology to strength (Harris et al., 2007). A strength-oriented point of view is helpful not only regarding the self-esteem and self-efficacy, but also for coping with difficulties. Assessing the strengths and relevant environmental factors may support the client to be able to view a problem in a more realistic perspective, avoiding the feelings of hopelessness.

We might say that sustainable wellbeing is managed, when the client is able to recognize the traits of the domain of meaningful life (Duckworth et al., 2005; Seligman, 2002; Sirgy & Wu, 2009; Slade, 2010) through therapy. Using positive reframing, focusing on positive emotions and experiences and recognizing and using the strengths are some basic strategies leading to the sense of meaning in life. Based on relevant strategies, while in parallel addressing forgiveness and spirituality, the individual may be able to develop the sense of belonging and interact on a whole new level with the important others (Watzlawick, Beavin, & Jackson, 1967).

Of course, except from intervention, some of the aforementioned points of view are also relevant to prevention. As Seligman and Csikszentmihalyi (2014) state, several researchers have concluded that there are human strengths, acting as buffers against mental illness and pain. They referred to some examples of strengths, such as courage, future mindedness, optimism, interpersonal skill, faith, work ethic, hope, honesty, perseverance, and the capacity for flow and insight, which, according to Seligman (2002), are built through psychotherapy. The task of prevention could be to enhance such strengths, especially in young people, so as to be able to deal with life crises, such as loss (Olders, 1989; Sandoval et al., 2009; Vella, 2007), economic crisis (Apostolopoulou, 2013; Giotsa, 2019; Giotsa & Mitrogiorgou, 2014) or the recent COVID-19 pandemic crisis (Giotsa, 2023; Shatri et al., 2021). Strength-focused counseling or coaching sessions with specified goals and duration could take place, in the systemic field and on individual, dyadic, systemic and intergenerational level, using the interaction with others as the main subject.

7. Discussion

As IPARTheory's research base expands and encompasses a broader range of areas, both researchers and clinicians are increasingly able to apply it in clinical practice (Rigazio-DiGilio & Rohner, 2015). The psychometric tools associated with IPARTheory are user-friendly and easy to interpret, making them particularly suitable for use in individual, couples, family, or group therapy. Additionally, the inclusion of self-referral psychometric tools and control scales allows therapists to gain a more complete understanding of both sides of an interpersonal relationship (e.g., parent and child), which enhances the utility of these tools within

a systemic approach.

Positive psychology can contribute practical techniques to systemic psychotherapy, particularly through balancing positive and negative emotions. Traditional therapeutic methods often focus predominantly on negative experiences, whereas positive psychology highlights the positive aspects of life. The pursuit of authentic happiness, as outlined by Seligman (2002), centers on the fulfillment found in the dimensions of the pleasant life, the engaged life, and the meaningful life, all of which can support the therapeutic process in systemic psychotherapy. A key tenet of positive psychology is its emphasis on individual strengths; by assessing these strengths and considering environmental factors, individuals facing a crisis can develop a more realistic view of their problems. This perspective reduces feelings of hopelessness, facilitating more effective intervention.

In the context of prevention, positive psychology practices can also be applied to the systemic approach. Coaching techniques, which focus on building strengths, act as buffers against adversity. By identifying and empowering these strengths in coaching or therapy sessions, clients not only develop a better self-image but also cultivate valuable traits to help them navigate crises. The systemic approach allows therapists to work on multiple levels—individual, dyadic, systemic, and intergenerational.

However, further empirical research is needed to examine how IPARTheory's tools can be adapted or supplemented in trauma-informed settings. Future studies could investigate the reliability of IPARTheory instruments in clinical populations with PTSD or mood disorders, and explore how systemic variables impact perceptions of interpersonal acceptance and rejection in these groups. Qualitative research could offer valuable insights into clients' lived experiences with IPARTheory-based interventions, providing culturally and emotionally nuanced understandings of how these tools function in complex cases. Longitudinal studies may also shed light on how perceptions of acceptance evolve during therapy and how these shifts relate to healing and resilience.

In conclusion, while IPARTheory shows promise for use with trauma-affected populations, further research is essential to refine its application, ensure cultural and emotional sensitivity, and optimize its impact in systemic psychotherapy.

Psychology researchers have developed numerous reliable and valid ways to understand and measure mental health, as well as to promote healing. Following the positive psychology approach (Seligman & Csikszentmihalyi, 2014), the next generation of scientists is expected to focus on enhancing the quality of life and helping individuals thrive. By integrating past methods with innovative approaches, as discussed in this paper, we anticipate fostering the development of traits that will help individuals and communities move beyond mere survival to true flourishing.

8. Conclusion

In summary, this paper highlights the complementary value of IPARTheory and

positive psychology within systemic psychotherapy. IPARTheory offers reliable, valid, and user-friendly psychometric tools that are especially effective in providing a balanced understanding of interpersonal dynamics—particularly when used in dyadic assessments (e.g., parent and child). Its compatibility with the systemic approach allows clinicians to assess and intervene on multiple relational levels: individual, dyadic, systemic, and intergenerational.

At the same time, positive psychology brings a strengths-based framework to clinical practice. By emphasizing emotional balance, fulfillment, and the cultivation of individual strengths, it expands the therapeutic focus beyond problem-solving to also include personal growth, resilience, and flourishing. Positive psychology techniques have demonstrated utility not only in crisis intervention but also in preventive approaches such as coaching, reinforcing individuals' capacities to navigate challenges with greater confidence and self-awareness.

Together, these frameworks encourage a more holistic understanding of mental health—integrating both scientific assessment and human potential. However, as this work is largely theoretical, further empirical validation is necessary. Future research should aim to investigate the integration of IPARTheory tools and positive psychology techniques in real clinical settings, examining their efficacy across diverse populations and presenting problems. Longitudinal studies could also explore how these approaches contribute to sustained mental well-being and systemic change over time.

Ultimately, by bridging theory and practice, and by combining robust assessment tools with an optimistic, strengths-based lens, clinicians and researchers may foster not only healing but also enduring human flourishing—helping individuals, families, and communities thrive.

In conclusion, while no single theory or method can be universally prescriptive, IPARTheory's empirical depth and cultural inclusivity, when paired with the systemic approach's adaptability, make it a promising and respectful model for use in diverse cultural contexts. Continued research into culturally specific applications and adaptations remains essential for refining its global relevance.

Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

References

- Ali, S., Khatun, N., Khaleque, A., & Rohner, R. P. (2019). They Love Me Not: A Meta-Analysis of Relations between Parental Undifferentiated Rejection and Offspring's Psychological Maladjustment. *Journal of Cross-Cultural Psychology, 50*, 185-199. <https://doi.org/10.1177/0022022118815599>
- Apostolopoulou, A. (2013). The Impact of the Economic Crisis on the Private Practice of Counselling and Psychotherapy: How Much Are Clients and Therapists "Worth"? *European Journal of Psychotherapy & Counselling, 15*, 311-329. <https://doi.org/10.1080/13642537.2013.849274>
- Bassioti, P., Katsioti, M., & Giotsa, A. (2014). Parents Counselling Groups in Times of Cri-

- sis in Greece. *China US Education*, 1, 185-197.
- Bateson, G. (1972). *Steps to an Ecology of Mind*. Ballantine Books.
- Benetou, A. (2014). *Savoring Beliefs Inventory (SBI)*. In *The Effect of a Savoring Psychoeducational Program on Savoring, Positive Emotions and Emotional Well-Being of Young Students*. Doctoral Dissertation, University of Athens.
- Berry, J. W. (1976). *Human Ecology and Cognitive Style: Comparative Studies in Cultural and Psychological Adaptation*. Sage Publications.
- Berry, J. W. (2001). A Psychology of Immigration. *Journal of Social Issues*, 57, 615-631. <https://doi.org/10.1111/0022-4537.00231>
- Bowen, M. (1961). The Family as the Unit of Study and Treatment: Workshop, 1959: 1. Family Psychotherapy. *American Journal of Orthopsychiatry*, 31, 40-60. <https://doi.org/10.1111/j.1939-0025.1961.tb02106.x>
- Bowen, M. (1966). The Use of Family Theory in Clinical Practice. *Comprehensive Psychiatry*, 7, 345-374. [https://doi.org/10.1016/s0010-440x\(66\)80065-2](https://doi.org/10.1016/s0010-440x(66)80065-2)
- Bowen, M. (1978). *Family Therapy in Clinical Practice*. Rowman & Littlefield Publishers.
- Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design*. Harvard University Press.
- Bronfenbrenner, U. (1994). Ecological Models of Human Development. In T. Husten, & T. N. Postlethwaite (Eds.), *International Encyclopedia of Education* (pp. 1643-1647). Elsevier Science.
- Bronfenbrenner, U., & Morris, P. A. (2007). The Bioecological Model of Human Development. In W. Damon, & R. M. Lerner (Eds.), *Handbook of Child Psychology Vol. 1: Theoretical Models of Human Development* (6th ed., pp. 793-828). Wiley. <https://doi.org/10.1002/9780470147658>
- Compton, W. C., & Hoffman, E. (2019). *Positive Psychology: The Science of Happiness and Flourishing*. Sage Publications.
- Donoghue, J. M. (2010). *Clinical Application of Parental Acceptance-Rejection Theory (PARTheory) Measures in Relational Therapy, Assessment, and Treatment*. PhD Thesis, University of Connecticut.
- Drewery, W., & Winslade, J. (1997). The Theoretical Story of Narrative Therapy. In G. Monk, J. Winslade, K. Crocket, & D. Epston (Eds.), *Narrative Therapy in Practice: The Archaeology of Hope* (pp. 32-52). Jossey-Bass.
- Eisler, I. (2007). Treatment Models, Brand Names, Acronyms and Evidence-Based Practice. *Journal of Family Therapy*, 29, 183-185. <https://doi.org/10.1111/j.1467-6427.2007.00380.x>
- Erdem, G., & Safi, O. A. (2018). The Cultural Lens Approach to Bowen Family Systems Theory: Contributions of Family Change Theory. *Journal of Family Theory & Review*, 10, 469-483. <https://doi.org/10.1111/jftr.12258>
- Fitzpatrick, M. R., & Stalikas, A. (2008). Integrating Positive Emotions into Theory, Research, and Practice: A New Challenge for Psychotherapy. *Journal of Psychotherapy Integration*, 18, 248-258. <https://doi.org/10.1037/1053-0479.18.2.248>
- Fredrickson, B. L. (2001). The Role of Positive Emotions in Positive Psychology: The Broaden-and-Build Theory of Positive Emotions. *American Psychologist*, 56, 218-226. <https://doi.org/10.1037/0003-066x.56.3.218>
- Galanakis, M., & Stalikas, A. (2007). The Role of Positive Emotions Experiencing in Team Effectiveness. *Psychologia*, 14, 42-56. (In Greek)
- Galanakis, M., Galanopoulou, F., & Stalikas, A. (2011). Do Positive Emotions Help Us Cope

- with Occupational Stress? *Europe's Journal of Psychology*, 7, 221-240.
<https://doi.org/10.5964/ejop.v7i2.127>
- Georgas, J. (1988). An Ecological and Social Cross-Cultural Model: The Case of Greece. In J. W. Berry, S. H. Irvine, & E. B. Hunt (Eds.), *Indigenous Cognition: Functioning in Cultural Context* (pp. 105-123). Springer. https://doi.org/10.1007/978-94-009-2778-0_7
- Georgas, J. (1991). Intrafamily Acculturation of Values in Greece. *Journal of Cross-Cultural Psychology*, 22, 445-457.
- Georgas, J. (1993). An Ecological-Social Model for Indigenous Psychology: The Example of Greece. In U. Kim, & J. W. Berry (Eds.), *Indigenous Psychologies: Theory, Method & Experience in Cultural Context* (pp. 56-78). Sage.
- Georgas, J., & Mylonas, K. (2006). Cultures Are like All Other Cultures, like Some Other Cultures, like No Other Culture. In U. Kim, K. S. Yang, & K. K. Hwang (Eds.), *Indigenous and Cultural Psychology* (pp. 197-221). Springer US.
https://doi.org/10.1007/0-387-28662-4_9
- Georgas, J., Berry, J. W., van de Vijver, F., Kagitçibasi, Ç., & Poortinga, Y. H. (2006). *Psychological Variations in Family Structure and Function across Cultures*. Cambridge University Press.
- Georgas, J., van de Vijver, F. J. R., & Berry, J. W. (2004). The Ecocultural Framework, Eco-social Indices, and Psychological Variables in Cross-Cultural Research. *Journal of Cross-Cultural Psychology*, 35, 74-96. <https://doi.org/10.1177/0022022103260459>
- Giaouzi, A., & Giovazolias, T. (2015). Remembered Parental Rejection and Social Anxiety: The Mediating Role of Partner Acceptance-Rejection. *Journal of Child and Family Studies*, 24, 3170-3179. <https://doi.org/10.1007/s10826-015-0120-z>
- Giotsa, A. (2003). *Psychological Variables in the Family: A Cross-Cultural Research*. PhD Thesis, National and Kapodistrian University of Athens.
- Giotsa, A. (2014). Systemic Approach's Application in School. In E. Katsarou, & M. Liakopoulou (Eds.), *Teaching Topics and Education in Multicultural School: Educational Material* (pp. 431-422). Ministry of Education and Religious Affairs. (In Greek)
- Giotsa, A. (2015). Social Psychology and Social Pedagogy: Their Interdisciplinarity in Group Counselling for Parents. *International Journal of Social Pedagogy*, 4, 219-226.
<https://doi.org/10.14324/111.444.ijsp.2015.v4.1.016>
- Giotsa, A. (2019). Spotlight on Changes in Family Life in Greece. In C. T. Hill (Ed.), *Intimate Relationships across Cultures: A Comparative Study* (pp. 146-148). Cambridge University Press.
- Giotsa, A. Z. (2023). Mental Health and Interpersonal Relationships in Emerging Adults during the COVID-19 Pandemic: An International Overview. In S. Leontopoulou, & A. Delle Fave (Eds.), *Emerging Adulthood in the COVID-19 Pandemic and Other Crises: Individual and Relational Resources* (pp. 41-51). Springer International Publishing.
https://doi.org/10.1007/978-3-031-22288-7_4
- Giotsa, A., & Kaminiotis, O. (2014). Early Childhood Parental Acceptance-Rejection Questionnaire (ECPARQ). Psychometric Properties of the Greek Version. In A. Giotsa (Ed.), *Psychological & Educational Approaches in Times of Crisis* (pp. 24-40). Untested Ideas Research Center.
- Giotsa, A., & Kyriazos, T. A. (2019). Early Childhood Acceptance Rejection Questionnaire: Psychometric Properties of the Greek Version. *Psychology*, 10, 722-741.
<https://doi.org/10.4236/psych.2019.105047>
- Giotsa, A., & Mitrogiorgou, E. (2014). Economic Crisis in Greece: Impact on Different Fields. In A. Giotsa (Ed.), *Psychological and Educational Approaches in Times of Crises*:

Exploring New Data (pp. 5-22). Untested Ideas Research Center.

- Giotsa, A., & Mitrogiorgou, E. (2017). Families in Crisis: Preschool Children's Perceptions of Their Parents' Behavior. In *16th Panhellenic Conference of Psychological Research*.
- Giotsa, A., & Mitrogiorgou, E. (2018). Parental Acceptance-Rejection in Early Childhood within Family Crisis in Greece. In *7th International Congress on Interpersonal Acceptance and Rejection*.
- Giotsa, A., & Mitrogiorgou, E. (2019). Greek Family in Crisis: Parental Acceptance-Rejection in Early Childhood. In *ISCAR 2019: Crisis in Contexts*.
- Giotsa, A., & Mitrogiorgou, E. (2024). Greek Family: Preschool Children's Perceptions of Parental Warmth and Parents' Perceptions of their Children's Behavior. In *10th International Congress on Interpersonal Acceptance and Rejection*.
- Giotsa, A., Kyriazos, T. A., & Mitrogiorgou, E. (2018). Parental Acceptance-Rejection and Interpersonal Anxiety in Young Adults. *Hellenic Journal of Psychology, 15*, 138-150.
- Giotsa, A., Makri, E., Koutelou, S., Stamatelatu, A., & Chavreadaki, A. (2011). The Application of Systemic Theory in Parents' Training Groups. *Journal of Research in Education and Training, Department of Early Childhood Education, University of Ioannina, 4*, 4-24. (In Greek)
- Giotsa, A., Mitrogiorgou, E., Botou, A., Kastis, G., Panagiotopoulos, M., Stamatelou, E., & Florou, A. (2016). Young Adults' Perceptions of Warmth in Their Families. *Review of Counselling and Guidance, 108*, 72-81. (In Greek)
- Giotsa, A., Theodoropoulos, C., & Kyriazos, T. A. (2018). Evaluation of the Hierarchical Factor Structure of the ECPARQ. In *7th International Congress on Interpersonal Acceptance and Rejection*.
- Govindji, R., & Linley, P. A. (2007). Strengths Use, Self-Concordance and Well-Being: Implications for Strengths Coaching and Coaching Psychologists. *International Coaching Psychology Review, 2*, 143-153. <https://doi.org/10.53841/bpsicpr.2007.2.2.143>
- Grant, A. M., & Cavanagh, M. J. (2007). Evidence-Based Coaching: Flourishing or Languishing? *Australian Psychologist, 42*, 239-254. <https://doi.org/10.1080/00050060701648175>
- Harris, A. H. S., Thoresen, C. E., & Lopez, S. J. (2007). Integrating Positive Psychology into Counseling: Why and (When Appropriate) How. *Journal of Counseling & Development, 85*, 3-13. <https://doi.org/10.1002/j.1556-6678.2007.tb00438.x>
- Ivtzan, I., Lomas, T., Hefferon, K., & Worth, P. (2015). *Second Wave Positive Psychology, Embracing the Dark Side of Life*. Taylor and Francis.
- Joseph Sirgy, M., & Wu, J. (2009). The Pleasant Life, the Engaged Life, and the Meaningful Life: What about the Balanced Life? *Journal of Happiness Studies, 10*, 183-196. <https://doi.org/10.1007/s10902-007-9074-1>
- Joseph, S. (2021). How Humanistic Is Positive Psychology? Lessons in Positive Psychology from Carl Rogers' Person-Centered Approach—It's the Social Environment That Must Change. *Frontiers in Psychology, 12*, Article ID: 709789. <https://doi.org/10.3389/fpsyg.2021.709789>
- Karampas, K., Michael, G., & Stalikas, A. (2016). Positive Emotions, Resilience and Psychosomatic Health: Focus on Hellenic Army NCO Cadets. *Psychology, 7*, 1727-1740. <https://doi.org/10.4236/psych.2016.713162>
- Katsioti, M., Bassioli, P., & Giotsa, A. (2014). Parents Schools through Bowen Family Systems Theory. *Journal of Research in Education and Training, Department of Early Childhood Education, University of Ioannina, 7*, 218-251. (In Greek)
- Kauffman, C., Boniwell, I., & Silberman, J. (2010). The Positive Psychology Approach to

- Coaching. In E. Cox, T. Bachkirova, & D. Clutterbuck (Eds.), *The Complete Handbook of Coaching* (pp. 158-171). Sage.
- Kelley, L., & Lyons, B. (2019). Circular Causality in Family Systems Theory. In J. L. Lebow, A. L. Chambers, & D. C. Breunlin (Eds.), *Encyclopedia of Couple and Family Therapy* (pp. 431-434). Springer International Publishing.
https://doi.org/10.1007/978-3-319-49425-8_248
- Kerr, M. E., & Bowen, M. (1988). *Family Evaluation: An Approach Based on Bowen Theory*. W.W. Norton & Company.
- Keyes, C. L. M., & Haidt, J. (2003). *Flourishing: Positive Psychology and the Life Well-Lived*. American Psychological Association.
- Khaleque, A., & Rohner, R. P. (2011). Pancultural Associations between Perceived Parental Acceptance and Psychological Adjustment of Children and Adults. *Journal of Cross-Cultural Psychology, 43*, 784-800. <https://doi.org/10.1177/0022022111406120>
- Khaleque, A., & Rohner, R. P. (2013). Effects of Multiple Acceptance and Rejection on Adults' Psychological Adjustment: A Pancultural Study. *Social Indicators Research, 113*, 393-399. <https://doi.org/10.1007/s11205-012-0100-2>
- Khaleque, A., Uddin, M. K., Hossain, K. N., Siddique, M. N., & Shirin, A. (2019). Perceived Parental Acceptance-Rejection in Childhood Predict Psychological Adjustment and Rejection Sensitivity in Adulthood. *Psychological Studies, 64*, 447-454.
<https://doi.org/10.1007/s12646-019-00508-z>
- Koltcheva, N., & Djalev, L. (2019). Bulgarian Adaptation of Early Childhood Acceptance-Rejection Questionnaire (ECPARQ): A Pilot Study of the Scale Structure. *Psychological Research, 22*, 80-101.
- Kounenou, K., Kalamatianos, A., Garipi, A., & Kourmoussi, N. (2022). A Positive Psychology Group Intervention in Greek University Students by the Counseling Center: Effectiveness of Implementation. *Frontiers in Psychology, 13*, Article ID: 965945.
<https://doi.org/10.3389/fpsyg.2022.965945>
- Kyriazos, T. A., & Giotsa, A. (2019). Interpersonal Rejection Anxiety Questionnaire (IRAQ): Psychometric Properties of the Greek Version. *Psychology, 10*, 1542-1563.
<https://doi.org/10.4236/psych.2019.1011101>
- Labropoulou, A., & Hatzichristou, C. (2011). Heartland Forgiveness Scale. In *The Psychometric Instruments in Greece* (p. 772). Pedio. (In Greek)
- Lee Duckworth, A., Steen, T. A., & Seligman, M. E. P. (2005). Positive Psychology in Clinical Practice. *Annual Review of Clinical Psychology, 1*, 629-651.
<https://doi.org/10.1146/annurev.clinpsy.1.102803.144154>
- Leontopoulou, S. (2011). Psychological Well-Being Scales-Short Scales [PWBS]. In *The Psychometric Instruments in Greece* (p. 759). Pedio. (In Greek)
- Leontopoulou, S. (2013). A Comparative Study of Resilience in Greece and Cyprus: The Effects of Negative Life Events, Self-Efficacy, and Social Support on Mental Health. In *A Positive Psychology Perspective on Quality of Life* (pp. 273-294). Springer.
https://doi.org/10.1007/978-94-007-4963-4_15
- Lomas, T., Waters, L., Williams, P., Oades, L. G., & Kern, M. L. (2021). Third Wave Positive Psychology: Broadening Towards Complexity. *The Journal of Positive Psychology, 16*, 660-674. <https://doi.org/10.1080/17439760.2020.1805501>
- Malikiosi-Loizos, M. (2020). Discussion—Positive Psychology in Greece: Latest Developments. *Psychology: The Journal of the Hellenic Psychological Society, 25*, 213-218.
https://doi.org/10.12681/psy_hps.25347
- Mayer, C. (2022). Positive and Existential Psychology in Times of Change: Towards Com-

- plex, Holistic, Systemic, and Integrative Perspectives. *International Journal of Environmental Research and Public Health*, *19*, Article No. 8433. <https://doi.org/10.3390/ijerph19148433>
- Minuchin, S. (1974). *Families and Family Therapy*. Harvard University Press.
- Mitrogiorgou, E. (2020). *Greek Family in Crisis: Preschool Children's Perceptions of Parental Warmth and Parents' Perceptions of Their Children's Behavior*. PhD Thesis, University of Ioannina.
- Mitrogiorgou, E., & Giotsa, A. (2022). Perceptions of Preschool Children Regarding Parental Warmth and Perceptions of Parents Regarding Their Children's Behavior in Greek Family. In *18th Panhellenic Conference of Psychological Research*.
- Molaver, A. D. (2016). *Viewing Loneliness from an Interpersonal Acceptance-Rejection Perspective: Pilot Testing a New Loneliness Measure and Testing the Relation of Loneliness to Adults' Remembrances of Parental Acceptance and Rejection in Childhood*. Master Thesis, University of Connecticut.
- Moustaki, M., & Stalikas, A. (2011a). The Hope Scale (HS). In *The Psychometric Instruments in Greece* (p. 738). Pedio. (In Greek)
- Moustaki, M., & Stalikas, A. (2011b). The Resilience Scale (RS). In *The Psychometric Instruments in Greece* (p. 561). Pedio. (In Greek)
- Mylonas, K., Pavlopoulos, V., & Georgas, J. (2015). Multilevel Structure Analysis for Family-Related Constructs. In F. J. R. van de Vijver, D. A. Van Hemert, & Y. H. Poortinga (Eds.), *Multilevel Analysis of Individuals and Cultures* (pp. 345-377). Psychology Press. <https://doi.org/10.4324/9780203888032>
- Okur, Ş. (2015). *The Influence of Poverty on School Readiness of 5-Year-Old Children: Mediating Roles of Home Environment and Parenting*. PhD Thesis, Middle East Technical University. <http://etd.lib.metu.edu.tr/upload/12619125/index.pdf>
- Okur, Ş., & Berument, S. K. (2016). School Readiness of 5-Year Old Children Living in Poverty: The Role of Perceived Parenting. In *6th International Congress on Interpersonal Acceptance and Rejection*.
- Olders, H. (1989). Mourning and Grief as Healing Processes in Psychotherapy. *The Canadian Journal of Psychiatry*, *34*, 271-278. <https://doi.org/10.1177/070674378903400402>
- Owens, R. L., & Waters, L. (2020). What Does Positive Psychology Tell Us about Early Intervention and Prevention with Children and Adolescents? A Review of Psychological Interventions with Young People. *The Journal of Positive Psychology*, *15*, 588-597. <https://doi.org/10.1080/17439760.2020.1789706>
- Owens, R. L., & Woolgar, S. R. (2018). Moving Past Pathology: Clinical Applications of the Balanced Diagnostic Impressions (DICE-PM) Model. *Translational Issues in Psychological Science*, *4*, 304-313. <https://doi.org/10.1037/tps0000163>
- Owens, R. L., Magyar-Moe, J. L., & Lopez, S. J. (2015). Finding Balance via Positive Psychological Assessment and Conceptualization: Recommendations for Practice. *The Counseling Psychologist*, *43*, 634-670. <https://doi.org/10.1177/0011000015584956>
- Passmore, J., & Oades, L. G. (2014). Positive Psychology Coaching—A Model for Coaching Practice. *The Coaching Psychologist*, *10*, 68-70. <https://doi.org/10.1002/9781119835714.ch46>
- Peixoto, C., Coelho, V., Machado, F., & Fonseca, S. (2023). Associations between Perceived Maternal Acceptance-Rejection and Social and Emotional Competence of Preschool Children. *Early Child Development and Care*, *193*, 1225-1239. <https://doi.org/10.1080/03004430.2022.2066091>
- Rigazio-DiGilio, S. A., & Rohner, R. P. (2015). Interpersonal Acceptance-Rejection Theory

- and Clinical Applications. In E. Kourkoutas, & A. Hart (Eds.), *Innovative Practices and Interventions for Children and Adolescents with Psychosocial Difficulties and Disorders* (pp. 476-515). Cambridge Scholars Publishing.
- Rohner, R. P. (1986). *The Warmth Dimension: Foundations of Parental Acceptance-Rejection Theory*. Sage Publications.
- Rohner, R. P. (2004). The Parental "Acceptance-Rejection Syndrome": Universal Correlates of Perceived Rejection. *American Psychologist*, *59*, 830-840.
<https://doi.org/10.1037/0003-066x.59.8.830>
- Rohner, R. P. (2021). Introduction to Interpersonal Acceptance-Rejection Theory (IPAR-Theory) and Evidence. *Online Readings in Psychology and Culture*, *6*, 1-40.
<https://doi.org/10.9707/2307-0919.1055>
- Rohner, R. P., & Britner, P. A. (2002). Worldwide Mental Health Correlates of Parental Acceptance-Rejection: Review of Cross-Cultural and Intracultural Evidence. *Cross-Cultural Research*, *36*, 16-47. <https://doi.org/10.1177/106939710203600102>
- Rohner, R. P., & Rohner, E. C. (1980). Antecedents and Consequences of Parental Rejection: A Theory of Emotional Abuse. *Child Abuse & Neglect*, *4*, 189-198.
[https://doi.org/10.1016/0145-2134\(80\)90007-1](https://doi.org/10.1016/0145-2134(80)90007-1)
- Rohner, R. P., Filus, A., Melendez-Rhodes, T., Kuyumcu, B., Machado, F., Roszak, J. et al. (2019). Psychological Maladjustment Mediates the Relation between Remembrances of Parental Rejection in Childhood and Adults' Fear of Intimacy: A Multicultural Study. *Cross-Cultural Research*, *53*, 508-542. <https://doi.org/10.1177/1069397118822992>
- Rohner, R. P., Khaleque, A., & Cournoyer, D. E. (2005). Parental Acceptance-Rejection: Theory, Methods, Cross-Cultural Evidence, and Implications. *Ethos*, *33*, 299-334.
<https://doi.org/10.1525/eth.2005.33.3.299>
- Rohner, R. P., Putnick, D. L., Molaver, A. D., Ali, S., Butt, M. M., Ibrahim, D. M. et al. (2020). Psychological Maladjustment Mediates the Link between Remembrances of Parental Rejection in Childhood and Loneliness in Adulthood: A Cross-Cultural Comparative Study. *International Journal of Psychology*, *55*, 590-600.
<https://doi.org/10.1002/ijop.12621>
- Rothenberg, W. A., Ali, S., Rohner, R. P., Lansford, J. E., Britner, P. A., Di Giunta, L. et al. (2022). Effects of Parental Acceptance-Rejection on Children's Internalizing and Externalizing Behaviors: A Longitudinal, Multicultural Study. *Journal of Child and Family Studies*, *31*, 29-47. <https://doi.org/10.1007/s10826-021-02072-5>
- Sandoval, J., Scott, A. N., & Padilla, I. (2009). Crisis Counseling: An Overview. *Psychology in the Schools*, *46*, 246-256. <https://doi.org/10.1002/pits.20370>
- Seligman, M. E. P. (1999). Positive Social Science. *Journal of Positive Behavior Interventions*, *1*, 181-182. <https://doi.org/10.1177/109830079900100306>
- Seligman, M. E. P. (2002). Positive Psychology, Positive Prevention, and Positive Therapy. In *Handbook of Positive Psychology* (pp. 3-7). Oxford University Press.
<https://doi.org/10.1093/oso/9780195135336.003.0001>
- Seligman, M. E. P. (2019). Positive Psychology: A Personal History. *Annual Review of Clinical Psychology*, *15*, 1-23. <https://doi.org/10.1146/annurev-clinpsy-050718-095653>
- Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive Psychology: An Introduction. *American Psychologist*, *55*, 5-14. <https://doi.org/10.1037/0003-066x.55.1.5>
- Seligman, M. E. P., & Csikszentmihalyi, M. (2014). Positive Psychology: An Introduction. In M. Csikszentmihalyi (Ed.), *Flow and the Foundations of Positive Psychology: The Collected Works of Mihaly Csikszentmihalyi* (pp. 279-298). Springer.
https://doi.org/10.1007/978-94-017-9088-8_18

- Senese, V. P., Miranda, M. C., Lansford, J. E., Bacchini, D., Nasti, C., & Rohner, R. P. (2020). Psychological Maladjustment Mediates the Relation between Recollections of Parental Rejection in Childhood and Adults' Fear of Intimacy in Italy. *Journal of Social and Personal Relationships*, *37*, 1968-1990. <https://doi.org/10.1177/0265407520912339>
- Shatri, H., Prabu, O. G., Tetrasiwi, E. N., Faisal, E., Putranto, R., & Ismail, R. I. (2021). The Role of Online Psychotherapy in COVID-19: An Evidence Based Clinical Review. *The Indonesian Journal of Internal Medicine*, *53*, 352-359.
- Sin, N. L., & Lyubomirsky, S. (2009). Enhancing Well-Being and Alleviating Depressive Symptoms with Positive Psychology Interventions: A Practice-Friendly Meta-Analysis. *Journal of Clinical Psychology*, *65*, 467-487. <https://doi.org/10.1002/jclp.20593>
- Slade, M. (2010). Mental Illness and Well-Being: The Central Importance of Positive Psychology and Recovery Approaches. *BMC Health Services Research*, *10*, Article No. 26. <https://doi.org/10.1186/1472-6963-10-26>
- Theodoropoulos, C. (2017). *Perceptions of Preschool-1st School Age Children and the Perceptions of Their Parents about the Parental Behavior: A Systemic Approach*. PhD Thesis, University of Ioannina.
- Theodoropoulos, C., & Giotsa, A. (2020). Parents' Behavior in Early Childhood: Children's and Parents' Perceptions. *Journal of Childhood & Developmental Disorders*, *6*, Article No. 5.
- Vella, M. (2007). Psychoanalytic Reflections on Suffering, Loss, and Life That Leads to Death. *Counselling Psychology Review*, *22*, 6-12. <https://doi.org/10.53841/bpscpr.2007.22.3.6>
- Von Bertalanffy, L. (1968). *General System Theory: Foundations, Development, Applications*. George Braziller.
- Von Bertalanffy, L. (1972). The History and Status of General Systems Theory. *Academy of Management Journal*, *15*, 407-426. <https://doi.org/10.2307/255139>
- Watzlawick, P., Beavin, J. H., & Jackson, D. D. (1967). *Pragmatics of Human Communication: A Study of Interactional Patterns, Pathologies, and Paradoxes*. W.W. Norton & Company.
- White, M., & Epston, D. (1990). *Narrative Means to Therapeutic Ends*. Norton & Company.
- Wong, P. T. (2009). Chinese Positive Psychology. In *Encyclopedia of Positive Psychology* (pp. 148-156). Blackwell Publishing Ltd.
- Wong, P. T. P. (2011). Positive Psychology 2.0: Towards a Balanced Interactive Model of the Good Life. *Canadian Psychology*, *52*, 69-81. <https://doi.org/10.1037/a0022511>
- Wong, P. T. P., Mayer, C., & Arslan, G. (2021). Editorial: COVID-19 and Existential Positive Psychology (PP2.0): The New Science of Self-Transcendence. *Frontiers in Psychology*, *12*, Article ID: 800308. <https://doi.org/10.3389/fpsyg.2021.800308>