

Developing Students' Prosocial Behavior through Peer Guidance and Counseling

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ABSTRACT

This study is motivated by the low prosocial behavior of adolescents, such as attitudes of not sharing enough, being less honest, and being less responsible towards the environment so that students feel ostracized by their environment. With this phenomenon, researchers are interested in analyzing the development of students' prosocial behavior through peer guidance and counseling at SMA YA BAKII I Kesugihan. This study uses a qualitative method research type. The study took place at SMA YA BAKII I Kesugihan. Data were collected through observation, interviews, and documentation. All data were analyzed using an interactive model with a data recording flow, data condensation, data presentation and conclusions. The results of this study show that students' prosocial behavior is characterized by a lack of interaction with the surrounding environment, and being less sensitive to the environment, less honest. Through the implementation of peer counseling, students' prosocial behavior continues to develop, which is characterized by the ability to train themselves to interact socially with their peers, be sensitive to the environment around them, have an attitude of helping each other, speaking honestly, admitting their own mistakes, being responsible, and contributing to each other with their peer groups.

INTRODUCTION

Today's teenagers are faced with various changes in themselves, in the form of physical, mental, and social development. These developments occur simultaneously. The adolescent period involves changes in biological, cognitive, and socio-emotional aspects (Kumar, Nath, & Anand, 2024). This period begins to take on new responsibilities through independent experimentation, identity searches, and the application of new values. Adolescent development experiences a series of tasks that must be achieved optimally. Adolescent failure is believed to arise from various problems that interfere with their quality of life (Coleman, 2022). Most of the tasks of adolescent development are related to social, emotional, and behavioral aspects. This condition is a strong reason that requires adolescents to master a variety of good social skills. Social adjustment encourages the creation of quality relationships. This is related to prosocial behavior.

Prosocial behavior is behavior that assumes positivity and more towards supporting the welfare of others which includes actions of sharing, cooperation, helping, assisting, and improving the well-being of others (Haller et al., 2022). Prosocial behavior is very important for a teenager to become a useful person in their environment in the form of prosocial behavior to share, be honest, be responsible, and cooperate with peers. Prosocial behavior is considered as behavior that benefits the recipient but does not benefit the perpetrator (Kawamura, Ohtsubo, & Kusumi, 2021). According to another opinion, prosocial behavior is defined as (prosocial behavioral) which is any action that can benefit others. Prosocial behavior is characterized by causal helping, substantial personal helping, emotional helping, and emergency helping.

According to Eisenberg, Spinrad, & Knafo-Noam (2015) prosocial behavior is very important for the quality of interaction between individuals and between individuals and groups. The existence of prosocial behavior in individuals has the potential to foster interest and motivation to learn and good learning outcomes. This is in line with the statement of Getahun Abera (2023) that prosocial behavior has a positive effect on cognitive and academic outcomes. In line with that, according to Allgaier, Zettler, Wagner, Püttmann, & Trautwein (2015) in general social behavior has high relevance in adolescence because it is related to important outcomes such as having good relationships and academic achievement. This means that students who tend to display prosocial behavior are more likely to achieve good learning outcomes. Thus, prosocial behavior is a form of behavior that must be developed in each individual, to achieve a quality social interaction process.

The phenomenon of low prosocial behavior is increasingly present. The current reality in schools shows that the existence and performance of guidance and counseling teachers are still faced with various obstacles (Parveen, Phuc, Shafiq, & Wei, 2021). One of the handlings that can be done is to involve students as non-professional workers through peer counseling to improve students' prosocial behavior. Teachers/Counselors are also responsible for helping students develop prosocial behavior.

In an educational institution, guidance and counseling are present as a complement and intermediary in identifying student potential and solving problems related to students. Guidance and counseling are a process of assistance or help given by a counselor (counselor) to an individual (counselee) through face-to-face meetings or reciprocal relationships between the two so that the counselee has the ability or skill to see, find their problems, and be able to solve their problems (Solehuddin, Muktiarni, Rahayu, & Maryanti, 2023). Peer counseling in developing prosocial behavior in adolescent students is considered important. Especially for adolescents who are still in high school. This period of adolescence has more complex social problems compared to previous periods. Teachers/counselors (GC) as the administrators of guidance and counseling services in schools are responsible for encouraging the development of various positive social behaviors in students, especially prosocial behavior.

Several efforts can be made by GC teachers/Counselors to develop prosocial behavior through the provision of guidance and counseling services, by seeking interventions on the motives underlying prosocial behavior. According to (Eisenberg et al., 2015), several socio-cognitive aspects correlate with the emergence of prosocial behavior. Several experts argue that socio-cognitive skills, such as empathic distress, sympathy, perspective-taking, guilt, and moral reasoning help the development of prosocial behavior (Eisenberg et al., 2015), especially in adolescents.

Efforts to develop prosocial behavior through guidance and counseling services can be carried out in various formats and types of services (Kurniawan & Sanyata, 2021). These efforts can also involve the use of various media such as videos or films, pictures, games, and stories. This provides an opportunity for students to see, experience, and discuss examples of situations that require the emergence of prosocial behavior. Students are expected not only to have the ability to feel and understand the conditions of others but also to have the confidence and courage to apply prosocial behavior.

Previous studies have highlighted similar things. However, their focus is still on Improving students' prosocial behavior through modeling technique services in junior high schools (Kadafi, Wiyono, Muslihati, & Ramli, 2021), fixated on research on the correlation between peer counseling and prosocial behavior (Veló et al., 2021), and the relationship between service-learning methods and prosocial behavior (Veló et al., 2021). These studies are less focused on the implementation that takes place in the field so that there is a gap in information regarding the development of prosocial behavior through peer guidance and counseling, specifically at SMA YA BAKII Kesugihan, Cilacap. Peer counseling will help maximize the role of personal and social skills to help prosocial behavior. This is the basis for researchers to analyze the development of students' prosocial behavior through peer guidance and counseling at SMA YA BAKII Kesugihan.

LITERATURE REVIEW

Prosocial Behavior in Educational Contexts

Prosocial behavior refers to voluntary actions intended to benefit others, such as helping, sharing, cooperating, and showing empathy (Eisenberg et al.,

2015). In the school context, prosocial behavior plays a crucial role in building positive peer relationships, promoting emotional well-being, and supporting academic engagement (Caprara et al., 2012). Students with well-developed prosocial tendencies tend to experience fewer behavioral problems and demonstrate higher levels of social adjustment and empathy (Wentzel, 2014). However, factors such as peer pressure, lack of emotional regulation, and limited moral development can hinder prosocial behavior among adolescents (Carlo & Randall, 2002).

Peer Influence and Social Learning

Bandura's Social Learning Theory (1977) explains that prosocial behavior can be developed through observational learning, modeling, and reinforcement. Peers act as powerful social agents who influence students' attitudes and behavior through daily interaction and shared experiences (Wentzel & Wigfield, 2016). Therefore, peer-based programs – where students support and guide each other – can be highly effective in shaping social competence and empathy. Peer interactions create a safe and relatable environment for practicing helping behaviors and emotional understanding (Berndt, 2002).

Peer Guidance and Counseling Approach

Peer guidance and counseling is a structured approach where trained students (peer counselors) provide emotional and social support to their classmates under the supervision of professional counselors (Corey, 2016). This approach emphasizes peer helping, empathy development, and active listening as means to resolve interpersonal conflicts and encourage positive behavioral change (Tindall & Gray, 2019). Studies show that peer counseling improves communication skills, self-confidence, and moral reasoning, leading to an increase in prosocial attitudes and cooperation among students (Okeke & Nwokolo, 2018).

Developing Prosocial Behavior Through Peer Counseling Programs

Several empirical studies indicate that peer guidance programs significantly enhance students' social responsibility and altruistic behavior. For instance, research by Khasanah et al. (2021) found that peer counseling reduced bullying tendencies and fostered empathy in junior high school students. Similarly, peer guidance training improved students' helping behavior and social awareness (Utami & Sari, 2020). Key strategies include role-playing, group discussions, and reflection sessions, which allow students to internalize moral values and practice prosocial interactions in real contexts (Rahman & Yusuf, 2022).

Implications for School Counseling Practice

Integrating peer guidance into school counseling programs supports the holistic development of students—academically, emotionally, and socially. Counselors should provide systematic training for peer helpers, focusing on empathy, communication skills, and ethical conduct. Sustainable

implementation requires school-wide support, continuous supervision, and regular evaluation to ensure positive behavioral outcomes (Nelson-Jones, 2014).

METHODOLOGY

This research is field research. Field research is research that examines objects in the field to obtain clear and concrete data and descriptions of matters related to the problems being studied (Creswell & Creswell, 2022). The location of this research is at SMA YA BAKII located at Jalan Kebon Salak, Kesugihan District, Cilacap Regency, Central Java Province.

Data collection techniques are the most appropriate steps in research, because the core purpose of research is to be able to collect data appropriately (Creswell & Creswell, 2022). Researchers use three approaches to collect data, namely observation, interviews, and documentation. This study uses observation methods to obtain data in the field, and to find out the data that researchers will do in the field. Researchers are directly involved in the activities that will be observed in the field while collecting the information needed. The instruments used are interview guidelines and recording tools. Documentation studies in this study are documents related to the implementation of guidance and counseling in developing student character education.

Data validity checking in this study uses a credibility test. The data validity technique is adjusted to Moleong's theory, namely triangulation (Moleong, 2014). Triangulation is a data validity checking technique that utilizes something other than the data as a comparison to the data. Data analysis is an activity carried out by researchers after the data has been collected and processed properly so that it can be interpreted. Data is analyzed by conducting interactive and continuous qualitative analysis until complete so that the data is clear. The stages carried out are data collection, data condensation, data presentation, and drawing conclusions (Miles, Huberman, & Saldaña, 2014).

RESEARCH RESULT AND DISCUSSION

Planning and organizing are strong foundations to the target. Mobilization without planning will not run effectively because in the planning the objectives, budget, standards, work methods, procedures and programs are determined. The factors needed in the implementation according to Terry are: (1) leadership, (2) attitude and morale, (3) communication, (4) incentive, (5) supervision, (6) discipline (Mustofa, Trisnamansyah, & Fatkhulloh, 2022).

From the results of observation and documentation, the implementation of peer guidance and counseling is adjusted to the annual program and semester program that has been made by the GC teacher or counselor at the beginning of the new school year. Both programs that are prepared are the result of modifications of the guidance and counseling program according to the results of the problem checklist filled in by students adjusted to the vision, mission, and goals of the school. The programs that are made do not come from the results of identifying the needs and problems faced by students but from an analysis of student needs based on factual conditions. As a result, GC teachers or counselors have difficulty in preparing monthly, weekly, and daily programs. The activities

carried out by guidance and counseling teachers are in line with previous findings that did similar things (Habsy, Atsila, Salsabila, Fitriano, & Melati, 2025).

In the implementation of guidance and counseling services, GC teachers identify the needs and problems of students, by distributing DCM (Problem Checklist) to all students. Based on the results of the Problem Checklist (DCM) in peer counseling, the development of prosocial behavior sees the conditions of three situations, namely:

1) Based on the social setting

Prosocial behavior can be applied if it is driven by the situation being experienced. This can be done either by helping behavior that can be planned and formal or spontaneous and informal (Planned Formal Versus Spontaneous-informal). The results of the observation showed that helping others if the social situation in the surrounding area is indeed supporting the situation. The implementation of Peer Counseling is very much needed by the GC teacher making a plan with a possible social situation. This is reinforced by the results of an interview with a student with the initials N. He explained that "When the social situation, my mood is still good, then I will help. If I still have problems or I am not in the mood, then I prefer to be alone than my friends who are affected by my problems."

The same thing was conveyed by L in an interview, "my social situation sometimes goes up and down, sometimes sensitive, sometimes insensitive, also lazy to help". The results of the interview with the initials T explained, "sometimes I am hampered in socializing because there are rarely any friends with me, so there is no one I will help". The results of the interview were reinforced by the results of observations from researchers that some teenagers were reluctant to be sensitive to their surroundings or sensitive to their friends because there was indeed a social problem within each individual. In this case, peer counselors handle it with a planned or spontaneous action. Prosocial behavior in adolescents will develop if their social situation can change, with more people. At a minimum, the subject is able to socialize by seeing who and how their own condition is.

2) Based on the condition of the person receiving assistance

Helping behavior can be synchronized with the circumstances of the recipient and the helper. The results of the observation showed that the subject was sometimes reluctant to behave prosocial if the situation of the recipient of help did not consider it. This was reinforced by the results of an interview with the initials K that "I am also reluctant to help if the person I am going to help never considers or appreciates my help." The results of an interview with another student with the initials A explained, "because I am a bit indifferent, so I will not offer help if my friend does not need my help. If I suddenly help, it will interfere with his activities". The results of an interview with a student with the initials C explained that "I once helped a close friend, in a position where he was still really confused with many problems, but I was shouted at until it hurt my feelings."

The implementation of peer guidance and counseling in improving the prosocial behavior of adolescent students based on the circumstances of

receiving help is very important. This is because the behavior of the student is very bad. Thus, the GC teacher prepares peer counselors to apply the situation by paying attention to the condition of the subject. Slowly the peer counselor gives him an understanding and invites him to talk heart to heart so that he is not too rash in making decisions and is more open-minded if his help is not accepted because the subject above feels more offended so he does not want to repeat it to help. This was also felt by previous researchers who reported on the role of peer counselors in persuading clients to follow their orders or directions (Yao, Zhu, & Kraut, 2022).

3) Based on the type of assistance

Helping behavior can be in the form of doing directly or indirectly (doing directly versus giving indirectly). Based on field observations, several subjects will help by seeing what kind of help should be given to those around them. Most of the subjects who want to help think about whether they can help and whether the person being helped is also willing to accept their help. This is reinforced by the results of an interview with the initials O, "when I don't pay attention to the condition of my friends around me if they are hungry. I myself need it. That's me who is still called selfish."

In addition, the results of the interview with the student with the initials D obtained the results, "sometimes my friends help with the type of help in the form of advice, or action. This also happens considering the weight of the help I need". Strengthened by the results of the interview with the student with the initials Z, who explained that "I once helped my friend lend money, but I was traumatized because when I asked for it. My friend even had various reasons. Finally, the debt had been going on for 2 years. That traumatized me and I didn't want to lend money anymore."

Based on the results of observations and interviews, the GC teacher prepares peer counselors by approaching them and directly inviting them to go into the field by inviting them to practice by giving examples. If there are people who experience such cases, they must be given help with a direct type or through an intermediary. The person being helped and the person helping both feel comfortable and no one feels disadvantaged.

Based on the results of research related to peer guidance and counseling (Peer Counseling) in developing prosocial behavior of adolescents, the role of peers as a bridge between GC teachers and peer counselors has a very positive impact. That way, there will be a sense of caring for others so that the role of peer counseling for the adolescent adds new insights and experiences for him. Observation of the results was carried out from a simple counseling process that experienced changes both personally for the counselor and peer counselee.

Not only the GC teacher but also the role of subject teachers and school leaders are involved in identifying students' needs and problems. For example, greetings every morning at the gate with teachers and employees. The principal and teachers will know the condition of the students from the beginning, such as students who often do not wear attributes, do not wear shoes, are often late, and also daily behaviors such as social sensitivity, and prosocial behavior. Teachers' knowledge of students' backgrounds is important for identifying needs (Polak,

Schiavo, & Zancanaro, 2022). These conditions show the background that influences it, and several points can be taken that can later be used as a needs assessment in providing guidance and counseling services.

The implementation of peer guidance and counseling at SMA YA BAKII is adjusted to the school's vision and mission carried out by 3 Guidance and Counseling teachers. There are several semester programs and annual programs that have been planned. Through interviews with GC teachers that were carried out, it was conveyed that there are four areas of guidance and counseling services that have been provided to students, namely personal, social, learning and career services. In addition, Guidance and Counseling teachers also provide a number of guidance and counseling services, namely, orientation services, information services, placement and distribution services, and individual counseling services and group counseling services. In addition, there is peer counseling where competent peers are applied as counselors. Previous research supports this finding. Their findings suggest that acting prosocial can be optimized by peers and make them accept each other (Chávez, Salmivalli, Garandau, Berger, & Kanacri, 2022).

The implementation of peer counseling applied at SMA YA BAKII is carried out when individuals are in need of services or assistance from their peers. The counseling process begins with the implementation of peer counseling by peers who have been given trust by the GC teacher who will help to solve their problems. The method is to teach through practice with the phenomena around them with the aim of getting used to spontaneously providing assistance to others in the form of helping others by seeing the conditions of what kind of assistance is needed by their friends. The techniques used by peer guidance and counseling teachers at SMA YA BAKII in its implementation include:

1. Classical Services, namely techniques implemented guidance and counseling conducted in the classroom using several methods, one of which is lectures and question and answer sessions. In its implementation, this classical guidance service is carried out when there is a class entry time of 1 hour every week.
2. Individual Services, namely direct guidance and counseling services. This means that the teacher serves one individual. In individual services, the teacher calls the child because of a violation or other problem. Individual services are not always for children who have problems, but also children who come to see the GC teacher/counselor to confide in their survival. In counseling services, the role of peers is very much needed because the counselee feels more comfortable with peers than with the GC teacher.

From the data, it is concluded that the management of peer guidance and counseling in developing adolescent prosocial behavior in its application is very appropriate with the principles of learning to better understand the circumstances around the friendship group. This is so that no more teenagers feel ostracized by their friends and the surrounding environment. The peer counseling process at YA BAKII High School is carried out by providing it to students who need it or have problems with their prosocial behavior. Through this peer counseling, students have low prosocial behavior or attitudes using

peer counselors approaching and continuing to explore the problems that exist in students. The hope is that the problem will be resolved immediately so that in the counseling process it can develop prosocial behavior. Based on the theory presented, the implementation of peer guidance and counseling has been running well by paying attention to management aspects, so that efforts to develop prosocial behavior are appropriate. Other findings found that there was a relationship between prosocial behavior, peer alienation, and student-teacher closeness evenly across elementary, middle, and high school students (Fu et al., 2023).

CONCLUSIONS AND RECOMMENDATIONS

The implementation of peer guidance and counseling in developing adolescent prosocial behavior carried out by GC teachers is to identify the needs and problems of students, by distributing DCM (Problem Checklist) to all students. Based on the condition of the recipient of help, the helping behavior can be synchronized with the condition of the recipient and the person helping. In this case, there are those that are serious or not serious. Based on the type of help, helping behavior can be done directly or indirectly (doing-direct versus giving-indirect). The implementation of peer guidance and counseling at YA BAKII High School is adjusted to the school's vision and mission carried out by 3 Guidance and Counseling teachers. In its implementation, there are several semester programs and annual programs that have been planned. The counseling process begins with implementing peer counseling by peers who have been given trust by GC teachers who will help to solve their problems, by directly teaching through their practices.

ADVANCED RESEARCH

Building upon the implementation of peer guidance and counseling in developing adolescents' prosocial behavior, future research can advance by examining the effectiveness and sustainability of these interventions within a structured experimental or longitudinal framework. Advanced research should focus on how the quality of peer-helper training, supervision by Guidance and Counseling (GC) teachers, and alignment with school values influence the consistency and depth of prosocial behavior among students. Quantitative measures, such as pre- and post-intervention assessments using validated prosocial behavior scales, can be complemented by qualitative insights through interviews or reflective journals to capture emotional and relational growth. Furthermore, studies can explore mediating variables such as empathy, moral reasoning, and peer connectedness, which may strengthen the relationship between peer counseling participation and behavioral outcomes. By integrating mixed-method approaches, future research can not only validate the model's impact across different educational settings but also offer evidence-based strategies for optimizing peer guidance programs as sustainable character-building interventions in adolescent development.

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