

Online Supplemental Material

Values in Action (VIA) Classification of Strengths

Virtues	Character strengths
Wisdom & knowledge	Creativity, curiosity, open-mindedness, love of learning, perspective
Courage	Honesty & authenticity, bravery, perseverance, zest
Humanity	Kindness, love, social intelligence
Justice	Fairness, leadership, teamwork
Temperance	Forgiveness, modesty, prudence, self-regulation
Transcendence	Appreciation of beauty, gratitude, hope, humor, spirituality & religiousness

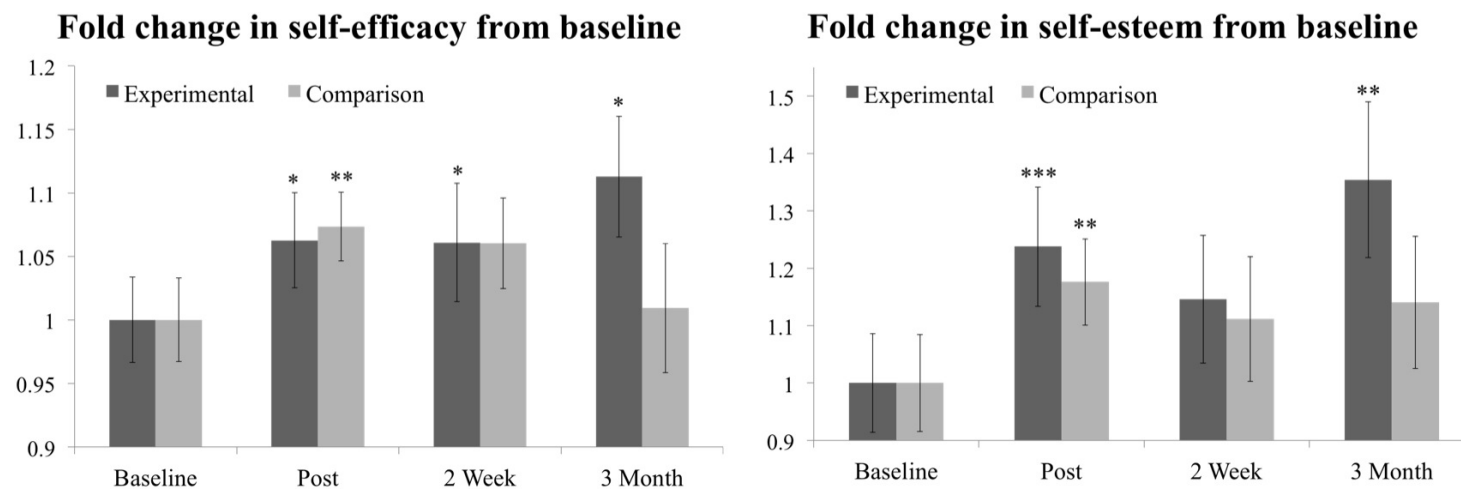
Demographic and descriptive statistics of participants (N = 81).

Variable	N	%
Race		
White	66	81.5
African American	9	11.1
Biracial	6	7.4
Substance abuse	39	48.1
Juvenile justice involvement	11	13.6
Child Protective Services involvement	18	22.2
Victim of abuse		
Physical	13	16.0
Sexual	15	18.5
Neglect	2	2.5
Diagnoses		
Mood disorder	77	95.1
Anxiety disorder	25	30.9
Eating disorder	4	4.9
Psychosis	7	8.6
Attention-deficit hyperactivity disorder	28	34.6
Pervasive developmental disorder	5	6.2
Other Axis I diagnosis	11	13.5
Axis II diagnosis	21	25.9

Example coping skills and ways participants have continued to use their coping skills at follow-up assessments

Character strength	Participant-identified coping skill
Hope	“[Make] a list of things or a journal of plans for the future when feeling a loss of reality or depression”
Curiosity	“[Make] a list of things I want to research and when I get depressed go back to that list and find something to research to distract myself”
Love	“Think of all the people who you love and care about, [and ask yourself] do you want to leave them?”
Follow-up assessment time-point	Participant response to “How have you been incorporating your character strengths into coping skills?”
Post-intervention	<p>“It’s been easier to understand myself through the exercise because it gave me an idea of where I can start on the road to recovery.”</p> <p>“When I feel upset I have my notecards to help me deal with my issues. For example, when I was upset I started to journal because one of my strengths is perseverance.”</p>
2-week follow-up	<p>“[One of my strengths was humor, so] instead of always putting myself or others down I turn things around and make them into a joke and just laugh about them instead.”</p> <p>“[One of my strengths was humor, and] I find that when my anxiety is bad or I’m depressed I joke around with friends to get my mind off it.”</p>
3-month follow-up	<p>“One of my strengths was the appreciation of beauty and since then I have invested in a camera and am taking photography classes. This helps me get my mind off things in difficult times.”</p> <p>“By reminding myself that I have skills and can accomplish things I’ve learned to cope in a more healthy way with problems I have and will face in life.”</p>

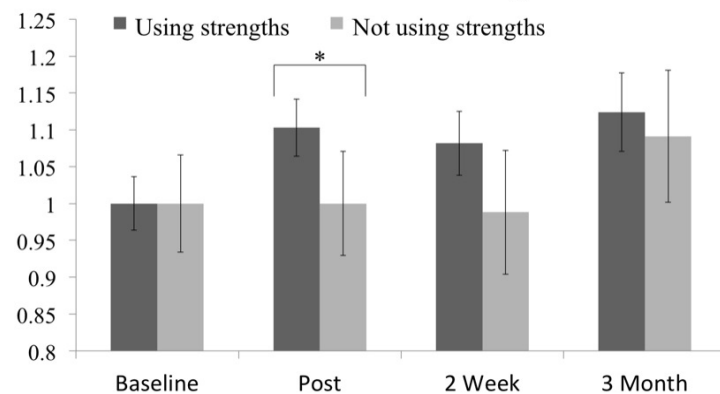
Fold change in self-efficacy and self-esteem from baseline: experimental vs. comparison



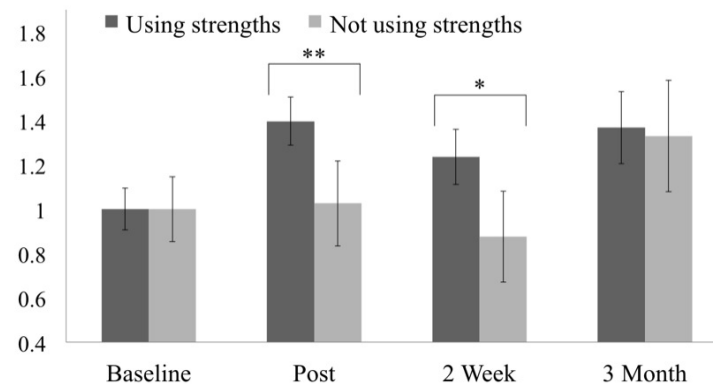
Fold change in self-esteem and self-efficacy scores from baseline to post-intervention and baseline to 2-week and 3-month follow-up for the experimental and comparison groups. Note: significant difference in scores from baseline indicated $*p < 0.05$, $**p < 0.01$, $***p < 0.001$.

Fold change in self-efficacy and self-esteem from baseline: using vs. not using strengths

Fold change in self-efficacy from baseline use vs. don't use strengths



Fold change in self-esteem from baseline use vs. don't use strengths



Comparison of fold change in self-esteem and self-efficacy scores from baseline for participants in the experimental group reporting using their strengths as coping skills versus not using their strengths as coping skills at post-intervention and 2-week and 3-month follow-up. Note: significant difference in scores between those using versus not using their strengths are indicated $*p < 0.05$, $**p < 0.01$.