



The title should be written in sentence case with 16 words maximum and using candara (16-point, bold, Sentence case, and align left)

First Author^{1*}, Second Author², Third Author³ (12-point, bold)

^{1*}Department of Author One and Three, Name of University, Name of Province/State, Name of Country (10-point)

^{2,3}Department of Author Two, Name of University, Name of Province/State, Name of Country (10-point)

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How to Cite:

Author, F., Author, S., & Author, T. (2025). Title should consist of a maximum of 15 words and reflect the content of the article. *Jurnal Inovasi Pembelajaran Matematika: PowerMathEdu (PME)*, 4(2), xx-xx.

Abstract (11-point, bold)

A single paragraph of about 150-200 words without indentation of the first line with single spaces and 11-point. We strongly encourage authors to use the following structured abstract style, without headings: (1) Background: Situate the study within existing literature, identifying gaps and outlining study objectives. (2) Methods: Concisely outline research methods, including sample/participants, instruments used, data collection techniques, and data analysis methods. (3) Results: Summarize the main findings of the article, ensuring alignment with study objectives. (4) Implications: Discuss the broader implications and potential impact of the study. The abstract should objectively represent the article and refrain from presenting results or conclusions not substantiated in the main text or overstating findings.

Keywords: keyword 1; keyword 2; keyword 3 (List three to seven keywords alphabetically that are related to this article, 11-point)

Abstrak

Satu paragraf berisi sekitar 150-200 kata tanpa lekukan baris pertama dengan spasi tunggal dan ukuran 11. Kami sangat menganjurkan penulis untuk menggunakan gaya abstrak terstruktur berikut, tetapi tanpa judul: (1) Latar Belakang: menempatkan analisis kesenjangan penelitian ini (sekitar 1-2 kalimat) dan menonjolkan tujuan penelitian; (2) Metode: mendeskripsikan secara singkat metode utama yang diterapkan, meliputi sampel/peserta, instrumen, teknik pengumpulan data, dan teknik analisis data; (3) Hasil: meringkas temuan utama artikel, harus sejalan dengan tujuan penelitian; (4) Implikasi: jelaskan secara singkat dampak penelitian Anda. Abstrak harus merupakan representasi objektif dari artikel, dan tidak boleh mengandung hasil yang tidak disajikan dan dibuktikan dalam teks utama dan tidak boleh melebih-lebihkan kesimpulan utama.

Kata Kunci: kata kunci 1; kata kunci 2; kata kunci 3 (Cantumkan tiga sampai tujuh kata kunci menurut abjad yang terkait dengan artikel ini)



Introduction (14-point, bold)

The introduction must be clear and written descriptively. The introduction must contain at least five things, namely (1) issues related to the research, both international and national issues. Try to have sources related to the issue, and it is not allowed to display issues that do not have a clear source; (2) how is the response of researchers related to the issue. Try to have expert opinion related to the issue to strengthen the researcher's argument; (3) how previous research is related to the issues presented. Then, where is the gap between the research conducted and previous studies? The results of previous research must be relevant to the research topic; (4) how the novelty or gap of the research carried out is supported by relevant theories and sourced from primary sources; and (5) how the focus of the research is carried out. Researchers can write the purpose or the research problem descriptively in the last paragraph of this introduction, not using bullets and numbering.

To write a background section in a research article, you should focus on providing a clear, comprehensive, and compelling context for your study. Here are the key elements to include: 1) **Introduction to the Topic:** Begin with a broad overview of the research topic to introduce readers to the subject. Explain the general area of study and why it is important; 2) **Literature Review:** Summarize relevant previous research to highlight what is already known about the topic. Identify key studies, theories, and findings that have shaped the current understanding of the subject. This helps establish a foundation for your research; 3) **Gaps in Existing Research:** Clearly identify the gaps, inconsistencies, or unresolved questions in the existing literature. Explain why these gaps are significant and need to be addressed; 4) **Purpose and Rationale:** State the purpose of your research and provide a rationale for why it is necessary. Explain how your study will fill the identified gaps and contribute to the existing body of knowledge; 5) **Research Questions and Hypotheses:** Outline the specific research questions or hypotheses that your study will address. This helps to focus the reader's attention on the objectives of your research; 6) **Theoretical Framework:** If applicable, describe the theoretical framework or conceptual model that underpins your study. Explain how it guides your research and the interpretation of your findings; 7) **Relevance and Significance:** Emphasize the practical, theoretical, or societal significance of your research. Explain how the results of your study could impact the field, influence policy, or benefit society; 8) **Contextual Information:** Provide any necessary background information that helps readers understand the setting or context of your study. This could include historical, geographical, cultural, or institutional details relevant to your research; 9) **Definitions of Key Terms:** Define any key terms or concepts that are central to your research. This ensures that readers understand



exactly what you are discussing and avoids confusion; and 10) **Structure of the Paper:** Briefly outline the structure of the paper to guide the reader through the upcoming sections. This helps to create a roadmap for your article and sets expectations for what will follow.

The citation should use APA Style 7 version. One – two author(s) should write the last of their name, then the reference year. If the authors are three or more, write the first author's last name and et al. then the reference year. The narrative citation example, based on Afriansyah and Arwadi (2021), the introduction should be clear. In addition, Afriansyah et al. (2021) stated that authors must follow the author guidelines and this template. Whereas the parenthetical citation example, an introduction should be clear (Afriansyah & Arwadi, 2021). Authors also must follow the author guidelines and this template (Afriansyah et al., 2021). If there are two or more references, for example, based on Afriansyah (2021), Luritawaty and Nuraeni (2020), and Arwadi et al. (2020) stated that the novelty of the study is essential. However, the previous sentence should be written in a parenthetical citation; the study's novelty is essential (Afriansyah, 2021; Luritawaty & Nuraeni, 2020; Arwadi et al., 2020).

Method (14-point, bold)

Methods should be described with sufficient details to allow others to replicate and build on the published results. This section explains the research design used, the reasons for the design, the research procedures applied, the population and research samples or participants, research instruments, data collection techniques, and data analysis techniques. The description should be in the past tense.

Writing a research article requires a well-structured and detailed Methods section. The Methods section is critical as it provides the information necessary for other researchers to replicate your study. Here are key elements to include to ensure a comprehensive and effective Methods section: 1) **Study Design:** Clearly describe the overall design of the study (e.g., experimental, observational, cross-sectional, longitudinal), and specify the hypothesis or research questions you aim to address; 2) **Participants/Subjects:** Describe the population from which the sample was drawn, including inclusion and exclusion criteria, provide details on the sample size and the sampling method used (e.g., random sampling, convenience sampling), and include demographic information such as age, gender, and any relevant characteristics; 3) **Materials and Instruments:** List and describe all materials, equipment, and instruments used in the study, and include information about the validity and reliability of any measurement tools or instruments; 4) **Procedure:** Provide a step-by-step description of



how the study was conducted, detail the instructions given to participants, the sequence of activities, and the duration of each activity, and mention any controls or standardizations implemented to ensure consistency; 5) **Data Collection:** Describe how data were collected, including any surveys, interviews, observations, or other methods, and explain how data were recorded and stored, ensuring participant confidentiality and data integrity; 6) **Ethical Considerations:** Include information on ethical approval from relevant review boards or ethics committees, describe how informed consent was obtained from participants, and mention any measures taken to protect participant privacy and confidentiality; 7) **Data Analysis:** Explain the statistical or qualitative methods used to analyze the data, provide details on any software or tools used for data analysis, and specify any transformations or manipulations of the data prior to analysis; 8) **Limitations:** Acknowledge any limitations in the study design or methodology that may affect the results, and discuss how these limitations were addressed or mitigated; 9) **Replicability:** Ensure that the description of methods is detailed enough that another researcher could replicate the study, and 10) **References to Protocols:** If applicable, reference established protocols or previous studies to justify the methods used.

Result (14-point, bold)

In this section, the research results are presented in a clear and detailed manner. Research results can be presented based on research results at each stage of research or research results that answer each problem formulation or others as long as the results of the research that have been carried out are visible. Research results should be supported by empirical evidence.

Writing a superb research article requires presenting your results clearly, concisely, and effectively. Here are key elements to include in the "Results" section: 1) **Overview:** Start with a brief summary of the key findings; 2) **Data Presentation:** Use tables, figures, and charts to present your data visually. Ensure each visual aid is clearly labeled and referenced in the text; 3) **Descriptive Statistics:** Provide means, medians, standard deviations, and other relevant statistics; 4) **Inferential Statistics:** Report the results of statistical tests, including test statistics, degrees of freedom, p-values, and effect sizes; 5) **Comparisons and Trends:** Highlight any notable comparisons or trends in the data; 6) **Relevance to Hypotheses:** Link the findings back to your research hypotheses or questions; 7) **Subsections:** If your results cover multiple experiments or analyses, use subsections with clear headings; 8) **Narrative Flow:** Ensure that the results section flows logically, guiding the reader through your findings; 9) **Avoid Interpretation:** Reserve



interpretation of the results for the Discussion section. Stick to reporting what the data show; 10) **Clarity and Precision:** Be precise in your language and avoid ambiguity.

This section may be divided into subheadings. It should provide a concise and precise description of the experimental results, their interpretation, and the experimental conclusions that can be drawn.

Result 1 about figure (13-point)

All figures should be cited in the main text as Figure 1, Figure 2, etc.



Figure 1. This is an example 1 of figure



Figure 2. This is an example 2 of figure

Result 2 about table (13-point)

Table 1. This is an example 1 of table. Table should be placed in the main text near to the first time they are cited.

No.	Article Writing Systematic	Compliance
1	Introduction	Too wordy, less relevant
2	Methodology	Less elaborated / weak
3	Discussion	Interpretation is less critical
4	Conclusion	Repeating the findings and discussion
Editor's Decision		To be Revised / Declined

Table 2. This is an example 2 of table

Title 1	Title 2	Title 3	Title 4
entry 1	data	data	data



Title 1	Title 2	Title 3	Title 4
entry 2	data	data	data
	data	data	data
	data	data	data
	data	data	data
entry 3	data	data	data
entry 4	data	data	data
	data	data	data
	data	data	data
	data	data	data

Result 3 about mathematical component (13-point)

This is an example 1 of an equation:

$$ax^2 + bx + c = 0 \quad (1)$$

This is an example 2 of an equation:

$$a^2 + b^2 = c^2 \quad (2)$$

$$c = \sqrt{a^2 + b^2}$$

Discussion (14-point, bold)

Authors should discuss the results and how they can be interpreted from previous studies and the working hypotheses, not repeating the explanation in the research results section. The findings and their implications should be discussed in the broadest context possible. Future research directions may also be highlighted. The discussion must also refer to the theory or results of previous research so that it can be seen whether the research results contradict or support each other with the theory or results of previous research. In addition, in this discussion, the novelty of the research results should be seen compared to previous research.

Writing a discussion section in a research article involves several key elements. Here are some guidelines to ensure your discussion section is comprehensive, insightful, and impactful: 1) **Restate the Research Objectives and Hypotheses:** Begin by briefly restating the research objectives and hypotheses to remind readers of the study's purpose; 2) **Summarize Key Findings:** Summarize the main findings of the study without repeating all the data from the results section. Highlight the most important results that address the research questions; 3) **Interpret the Results:** Provide interpretations of the findings. Explain what the results mean in the context of the research questions and hypotheses. Discuss how the results contribute to the understanding of the topic; 4) **Compare with Previous Research:** Compare your findings with those of previous studies. Discuss



whether your results are consistent with or differ from the existing literature and explain possible reasons for any discrepancies; 5) **Discuss the Implications:** Discuss the theoretical, practical, and policy implications of your findings. Explain how your research advances knowledge in the field and what the potential applications of your findings might be; 6) **Address Limitations:** Acknowledge the limitations of your study. Discuss any potential sources of bias, methodological constraints, and other factors that might affect the validity and generalizability of the results; 7) **Suggest Future Research:** Propose directions for future research based on your findings and the limitations of your study. Suggest specific questions that remain unanswered and areas where further investigation is needed; 8) **Provide a Strong Conclusion:** End with a strong conclusion that succinctly summarizes the main takeaways from the discussion. Reiterate the significance of the findings and their contribution to the field; 9) **Maintain Clarity and Conciseness:** Ensure your discussion is clear and concise. Avoid jargon and overly complex sentences. Write in a way that is accessible to a broad audience, including those who may not be experts in your field; and 10) **Use Visual Aids if Necessary:** If applicable, use tables, figures, or diagrams to illustrate key points in your discussion. Visual aids can help clarify complex ideas and make your discussion more engaging.

Conclusion (14-point, bold)

In this conclusion, the authors must describe the answer to the problem or research question posed. The authors should not explain sentences repeatedly from the previous section. However, the authors must abstract the article's contents related to the answers to the formulation of the problem or research question. In addition, the authors should describe the implication and the limitation of this study. This section is written descriptively, not numbering and bulleted.

Writing a conclusion for a research article requires effectively summarizing the key findings, discussing their implications, and suggesting future directions. Here are key components to include in a strong conclusion: 1) **Restate the Research Objective:** Begin by restating the main objective or research question of your study; 2) **Summarize Key Findings:** Briefly summarize the key findings or results of your research. Highlight the most important points that directly address your research question or hypothesis; 3) **Discuss the Implications:** Discuss the broader implications of your findings. Explain how your results contribute to the existing body of knowledge in your field and what impact they might have on theory, practice, policy, or future research; 4) **Acknowledge Limitations:** Acknowledge any limitations of your study. This shows a level of critical self-awareness and helps contextualize your findings; 5) **Suggest Future Research:**



Suggest areas for future research that could build on your findings. Highlight any unanswered questions or new avenues of inquiry that emerged during your study; 6) **End with a Strong Statement:** Conclude with a strong, memorable statement that emphasizes the significance of your work and leaves a lasting impression on the reader.

Acknowledgment (13-point, bold)

Describe acknowledgement if any. The researchers would like to gratefully acknowledge the Rector of ... and Prof ... for their support and grant given in finishing this research.

Writing a strong acknowledgment section in a research article involves expressing gratitude to those who contributed to the study in various ways. Here's a guide on what to include and a sample acknowledgment: 1) **Funding Sources:** Acknowledge any grants, financial support, or funding agencies that supported your research; 2) **Supervisors and Mentors:** Thank your academic advisors, mentors, and any senior researchers who provided guidance; 3) **Collaborators:** Mention colleagues and collaborators who contributed to the study; 4) **Technical Support:** Recognize individuals who provided technical assistance or laboratory support; 5) **Participants:** Acknowledge participants or institutions that were part of the study; 6) **Administrative Support:** Include those who helped with administrative tasks or logistics; and 7) **Reviewers and Editors:** Thank the reviewers and editors for their valuable feedback.

Conflict of Interest (13-point, bold)

The authors declare that no conflict of interest regarding the publication of this manuscript. In addition, the ethical issues, including plagiarism, misconduct, data fabrication and/or falsification, double publication and/or submission, and redundancies have been completely by the authors.

Reference (14-point, bold)

To avoid typing mistakes and duplicated references, we recommend preparing the references with a bibliography software package, such as Mendeley, EndNote, ReferenceManager, or Zotero. Include the digital object identifier (DOI) for all references where available. Order the reference list entries alphabetically by author. All references must be in the body of the article and vice versa. The source referred to in the body of the article must be in the reference section. The references used are at least 20 references consisting of a minimum of 80% from journal articles and the rest from other references. References must be up-to-date, at least the last five years, except for the fundamental theories required in writing articles. Authors must also input all references used in the Open Journal System (OJS) of Jurnal PowerMathEdu when submitting articles.



Writing a reference or citation for a research article involves several key elements to ensure accuracy, clarity, and usefulness for readers. Here are some tips to help you write a great reference: 1) **Accuracy**: Ensure that all details of the citation are correct, including the authors' names, publication year, title of the article, journal name, volume, issue number (if applicable), page numbers, and DOI (Digital Object Identifier) if available; 2) **Consistency**: Follow a consistent citation style throughout your reference list, use APA (American Psychological Association) format; 3) **Completeness**: Include all necessary information for the type of source you are citing; 4) **Clarity**: Ensure that the reference is clear and easy to understand. Avoid abbreviations or obscure references that might confuse readers; 5) **Formatting**: Pay attention to the formatting requirements of the citation style you are using. This includes the order of elements (author, year, title, etc.), use of italics or quotation marks, and punctuation; 6) **DOI**: Whenever possible, include the DOI (Digital Object Identifier) of the article. DOIs provide a persistent link to the article online, ensuring that readers can easily access the source; 7) **Check for Errors**: Proofread your reference list to catch any spelling mistakes, typographical errors, or inconsistencies in formatting

- Ahmann, E., Tuttle, L. J., Saviet, M., & Wright, S. D. (2018). A descriptive review of ADHD coaching research: Implications for college students. *Journal of Postsecondary Education and Disability*, 31(1), 17–39. <https://www.ahead.org/professionalresources/publications/jped/archived-jped/jped-volume-31>
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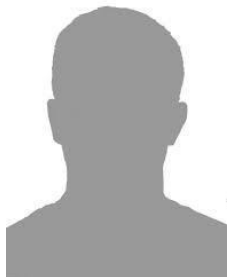
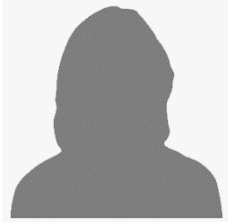


- recognition time, and age]. *Clínica y Salud*, 28(3), 155–161. <https://doi.org/10.1016/j.clysa.2017.04.002>
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Author Biography (14-point, bold)

The recommended number of authors is at least 2. One of them as a corresponding author.
Please attach clear photo (3x4 cm) and vita. Example of biographies of authors:



	Full Name     Born in (City), on (Date Month Year). Teaching staff at (Institution). Undergraduate studies in (Field) at (University), (City), graduated in (year); Master's studies in (Field) at (University), (City), graduated in (year); and Doctoral studies in (Field) at (University), (City), graduated in (year). Do not put your email address here. (9 pt)
	Full Name     Born in (City), on (Date Month Year). Teaching staff at (Institution). Undergraduate studies in (Field) at (University), (City), graduated in (year); Master's studies in (Field) at (University), (City), graduated in (year); and Doctoral studies in (Field) at (University), (City), graduated in (year). Do not put your email address here. (9 pt)
	Full Name     Born in (City), on (Date Month Year). Teaching staff at (Institution). Undergraduate studies in (Field) at (University), (City), graduated in (year); Master's studies in (Field) at (University), (City), graduated in (year); and Doctoral studies in (Field) at (University), (City), graduated in (year). Do not put your email address here. (9 pt)

Reference writing and citation follows the rules of APA Style, 7 version, such as the following example:

Journal article with a DOI

McCauley, S. M., & Christiansen, M. H. (2019). Language learning as language use: A cross-linguistic model of child language development. *Psychological Review*, 126(1), 1–51. <https://doi.org/10.1037/rev0000126>

Parenthetical citation: (McCauley & Christiansen, 2019)

Narrative citation: McCauley and Christiansen (2019)

Journal article without a DOI, with a nondatabase URL

Ahmann, E., Tuttle, L. J., Saviet, M., & Wright, S. D. (2018). A descriptive review of ADHD coaching research: Implications for college students. *Journal of Postsecondary Education and Disability*, 31(1), 17–39. <https://www.ahead.org/professionalresources/publications/jped/archived-jped/jped-volume-31>

Parenthetical citation: (Ahmann et al., 2018)

Narrative citation: Ahmann et al. (2018)

Journal article with a DOI, 21 or more authors



Kalnay, E., Kanamitsu, M., Kistler, R., Collins, W., Deaven, D., Gandin, L., Iredell, M., Saha, S., White, G., Woollen, J., Zhu, Y., Chelliah, M., Ebisuzaki, W., Higgins, W., Janowiak, J., Mo, K. C., Ropelewski, C., Wang, J., Leetmaa, A., . . . Joseph, D. (1996). The NCEP/NCAR 40-year reanalysis project. *Bulletin of the American Meteorological Society*, 77(3), 437–471. <http://doi.org/fg6rf9>

Parenthetical citation: (Kalnay et al., 1996)

Narrative citation: Kalnay et al. (1996)

Because the original DOI was long and complex, a shortDOI, <https://shortdoi.org/>, is used.

Journal article, in press

Pachur, T., & Scheibehenne, B. (in press). Unpacking buyer–seller differences in valuation from experience: A cognitive modeling approach. *Psychonomic Bulletin & Review*.

Parenthetical citation: (Pachur & Scheibehenne, in press)

Narrative citation: Pachur and Scheibehenne (in press)

Journal article, published in another language

Chaves-Morillo, V., Gómez Calero, C., Fernández-Muñoz, J. J., Toledano-Muñoz, A., Fernández-Huete, J., Martínez-Monge, N., Palacios-Ceña, D., & Peñacoba-Puente, C. (2018). La anosmia neurosensorial: Relación entre subtipo, tiempo de reconocimiento y edad [Sensorineural anosmia: Relationship between subtype, recognition time, and age]. *Clínica y Salud*, 28(3), 155–161. <https://doi.org/10.1016/j.clysa.2017.04.002>

Parenthetical citation: (Chaves-Morillo et al., 2018)

Narrative citation: Chaves-Morillo et al. (2018)

When an article is in a different language than your paper, include a translation of the article title in square brackets

Special section or special issue in a journal

Lilienfeld, S. O. (Ed.). (2018). Heterodox issues in psychology [Special section]. *Archives of Scientific Psychology*, 6(1), 51–104.

McDaniel, S. H., Salas, E., & Kazak, A. E. (Eds.). (2018). The science of teamwork [Special issue]. *American Psychologist*, 73(4).

Parenthetical citations: (Lilienfeld, 2018; McDaniel et al., 2018)

Narrative citations: Lilienfeld (2018) and McDaniel et al. (2018)

Editorial

Cuellar, N. G. (2016). Study abroad programs [Editorial]. *Journal of Transcultural Nursing*, 27(3), 209. <https://doi.org/10.1177/1043659616638722>

Parenthetical citation: (Cuellar, 2016)

Narrative citation: Cuellar (2016)

Authored book with a DOI

Brown, L. S. (2018). *Feminist therapy* (2nd ed.). American Psychological Association. <https://doi.org/10.1037/0000092-000>

Parenthetical citation: (Brown, 2018)



Narrative citation: Brown (2018)

Authored book without a DOI, from most academic research databases or print version

Burgess, R. (2019). *Rethinking global health: Frameworks of power*. Routledge.

Parenthetical citation: (Burgess, 2019)

Narrative citation: Burgess (2019)

Authored book with editor credited on the book cover

Meadows, D. H. (2008). *Thinking in systems: A primer* (D. Wright, Ed.). Chelsea Green Publishing.

Parenthetical citation: (Meadows, 2008)

Narrative citation: Meadows (2008)

Edited book with a DOI, with multiple publishers

Schmid, H.-J. (Ed.). (2017). *Entrenchment and the psychology of language learning: How we reorganize and adapt linguistic knowledge*. American Psychological Association; De Gruyter Mouton. <https://doi.org/10.1037/15969-000>

Parenthetical citation: (Schmid, 2017)

Narrative citation: Schmid (2017)

Edited book without a DOI, from most academic research databases or print version

Hacker Hughes, J. (Ed.). (2017). *Military veteran psychological health and social care: Contemporary approaches*. Routledge.

Parenthetical citation: (Hacker Hughes, 2017)

Narrative citation: Hacker Hughes (2017)

Book in another language

Amano, N., & Kondo, H. (2000). *Nihongo no goi tokusei [Lexical characteristics of Japanese language]* (Vol. 7). Sansei-do.

Piaget, J., & Inhelder, B. (1966). *La psychologie de l'enfant [The psychology of the child]*. Quadrige.

Parenthetical citations: (Amano & Kondo, 2000; Piaget & Inhelder, 1966)

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Fistek, A., Jester, E., & Sonnenberg, K. (2017, July 12–15). *Everybody’s got a little music in them: Using music therapy to connect, engage, and motivate* [Conference session]. Autism Society National Conference, Milwaukee, WI, United States.
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Maddox, S., Hurling, J., Stewart, E., & Edwards, A. (2016, March 30–April 2). *If mama ain't happy, nobody's happy: The effect of parental depression on mood dysregulation in children* [Paper presentation]. Southeastern Psychological Association 62nd Annual Meeting, New Orleans, LA, United States.

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Pearson, J. (2018, September 27–30). *Fat talk and its effects on state-based body image in women* [Poster presentation]. Australian Psychological Society Congress, Sydney, NSW, Australia. <http://bit.ly/2XGStH4>

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De Boer, D., & LaFavor, T. (2018, April 26–29). The art and significance of successfully identifying resilient individuals: A person-focused approach. In A. M. Schmidt & A. Kryvanos (Chairs), *Perspectives on resilience: Conceptualization, measurement, and enhancement* [Symposium]. Western Psychological Association 98th Annual Convention, Portland, OR, United States.

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Parenthetical citation: (Harris, 2014)

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