Moral Development Pre-Conference
2016 Society for Research on Adolescence
Debbie Laible, Mary B. Eberly Lewis, Jeffrey Liew, organizers

2014-2016
Recent Publications 2014-2016:

Articles or Book Chapters Published or In Press

**Joan Miller – Keynote Speaker**


**Panel 1: Morality and Culture**

*Lene Jensen*


**Measurement Instruments**


**Gustavo Carlo**

Carlo, G., Basilio, C., & Knight, G. P. (in press). The associations of biculturalism to prosocial tendencies and positive self evaluations. *Journal of Latino/a Psychology*


**Alexandra Main**


Melanie Killen – Keynote Speaker


**Panel 2: Methodological Issues in the study of Adolescent Morality**

*Sam Hardy*


*Tobias Krettenauer*


*Jolien van der Graaff*


**Contributions from Moral Development Pre-Conference Attendees**

### A-F


**G-L**


**M-R**


doi:[http://dx.doi.org/10.1111/sipr.12012](http://dx.doi.org/10.1111/sipr.12012)

**S-Z**

doi:[http://dx.doi.org/10.1080/09515089.2014.904197](http://dx.doi.org/10.1080/09515089.2014.904197)

doi:[http://dx.doi.org/10.1080/17439760.2014.967802](http://dx.doi.org/10.1080/17439760.2014.967802)


1. Moral development at the crossroads: New trends and possible futures.
   Pages 1-7
   Lapsley, Daniel; Carlo, Gustavo

   Pages 8-21
   Kochanska, Grazyna; Kim, Sanghag

   Pages 22-33
   Jambon, Marc; Smetana, Judith G.

   Pages 34-44
   Recchia, Holly E.; Wainryb, Cecilia; Bourne, Stacia; Pasupathi, Monisha

5. Moral identity as moral ideal self: Links to adolescent outcomes.
   Pages 45-57
   Hardy, Sam A.; Walker, Lawrence J.; Olsen, Joseph A.; Woodbury, Ryan D.; Hickman, Jacob R.

6. The development of prosocial moral reasoning and a prosocial orientation in young adulthood: Concurrent and longitudinal correlates.
   Pages 58-70
   Eisenberg, Nancy; Hofer, Claire; Sulik, Michael J.; Liew, Jeffrey

7. The contribution of moral disengagement in mediating individual tendencies toward aggression and violence.
   Pages 71-85
   Caprara, Gian Vittorio; Tisak, Marie S.; Alessandri, Guido; Fontaine, Reid Griffith; Fida, Roberta; Paciello, Marinella

8. Moral judgments about Jewish–Arab intergroup exclusion: The role of cultural identity and contact.
   Pages 86-99
   Brenick, Alaina; Killen, Melanie

Special Section: Moral Development.
Books


Social problems in early childhood and beyond are among the most devastating consequences of acquired brain injury and developmental disabilities. Yet until recently, there was limited scientific examination of the social-emotional sequelae of early brain insult and the implications for clinical practice. Filling a gap in the literature, this book synthesizes cutting-edge knowledge from multiple disciplines. It explores the neural underpinnings of social skills deficits and describes promising directions in assessment and intervention. The volume presents an innovative framework for understanding how brain processes interact with social development in both typically and atypically developing children. It traces how social competence emerges gradually from infancy through adolescence in a dynamic interplay between the individual and his or her environment. Compelling findings are reviewed on the pathways by which early brain insult disrupts this complex process and can result in psychological distress, difficulties with language and communication, and social isolation. Contributors identify effective approaches to measuring both social function and brain function using developmentally sound tools, and also point out the limitations of existing instruments. Attention is given to the challenges experienced by particular clinical populations, including children with genetic disorders, traumatic brain injury, autism spectrum disorders, and other neurological conditions. Concluding chapters discuss exemplary interventions for promoting children's adjustment and helping them participate more fully in the social world. Balancing theoretical and clinical concerns, this important work belongs on the desks of neuropsychologists, neuroscientists, developmental psychologists, child clinical psychologists and psychiatrists, rehabilitation specialists, and speech-language pathologists. Illustrations include six color plates.


This book is a state-of-the-science analysis of the theoretical and empirical research conducted on purpose and meaning in life. It opens with a comprehensive and nuanced discussion of the definition of purpose. In addition to comparing and contrasting leading definitions, it situates the purpose construct within the broader areas of moral development, positive youth development, and positive psychology. Following chapters discuss leading survey and interview measures that have been used to assess purpose. In addition to directing interested readers to these measures, the chapter highlights the strengths and weaknesses of each. The book also reviews empirical studies linking purpose to both psychological and physical health outcomes. Subsequent chapters outline what is known (and as of yet unknown) about the development of purpose across the lifespan and the different forms of purpose that inspire people today. In addition to discussing forms of purpose among different groups of individuals, the book concludes with a section highlighting aspects of purpose that require additional empirical attention. It is a useful guide for anyone interested in studying purpose and meaning across the lifespan.

The *Handbook of Moral Development* is the definitive source of theory and research on the development of morality. Since the publication of the first edition, groundbreaking approaches to studying the development of morality have reinvigorated debates about what it means to conceptualize and measure morality in early childhood, how children understand fairness and equality, the evolutionary basis for morality, and the role of culture. The contributors to this new edition grapple with these questions and provide answers for how morality originates, changes, evolves, and develops during childhood, adolescence, and into adulthood. Thoroughly updated and expanded, the second edition features new chapters that focus on: infancy, neuroscience, theory of mind, moral personality and identity, cooperation and culture, gender, sexuality, prejudice, and discrimination. Reflecting the interdisciplinary nature of the study of moral development, this edition contains contributions from over 50 scholars in developmental science, cognitive psychology, social neuroscience, comparative psychology and evolution, and education.


There is widespread agreement that schools should contribute to the moral development and character formation of their students. In fact, 80% of US states currently have mandates regarding character education. However, the pervasiveness of the support for moral and character education masks a high degree of controversy surrounding its meaning and methods. The purpose of this handbook is to supplant the prevalent ideological rhetoric of the field with a comprehensive, research-oriented volume that both describes the extensive changes that have occurred over the last fifteen years and points forward to the future. Now in its second edition, this book includes the latest applications of developmental and cognitive psychology to moral and character education from preschool to college settings, and much more.


Though it is generally acknowledged that parents are directly implicated in how and what their children learn about right and wrong, little is known about how the process of moral socialization proceeds in the context of family life, and how it gets played out in actual parent-child conversations. This volume brings together psychological research conducted in different countries documenting how parents and their children of different ages talk about everyday issues that bear on right and wrong. More than 150 excerpts from real parent-child conversations about children's own good and bad behaviors and about broader ethical concerns that interest both parents and children, such as global warming or gender equality, provide a unique window into the moral-socialization process in action. Talking about Right and Wrong also underscores distinct psychological and sociocultural processes that explain how such everyday conversations may further, or hinder, children's moral development.


http://www.cambridge.org/gb/academic/subjects/psychology/cultural-psychology/moral-development-global-world-research-cultural-developmental-perspective

Questions addressing people's moral lives, similarities and differences in the moral concepts of cultural groups, and how these concepts emerge in the course of development are of perennial interest. In a globalizing world, addressing what is universal and what is culturally distinctive about moral development is pressing. More than ever, well-substantiated knowledge of diverse peoples' moral compasses is needed. This book presents the cultural-developmental theory of moral psychology, findings from numerous countries, and four instruments for conducting cultural-developmental research. The central thesis is that humans are born with a shared moral heritage and that, as we develop from childhood into adulthood, we branch off in diverse directions shaped by culture - resulting in novelty and contention. An international group of eminent and cutting-edge scholars from anthropology, psychology, and linguistics addresses this timely topic and explores how gender, social class, and 'culture wars' between liberals and conservatives play into moral development across cultures.


*The Oxford Handbook of Human Development and Culture* provides a comprehensive synopsis of theory and research on human development, with every chapter drawing together findings from cultures around the world. This includes a focus on cultural diversity within nations, cultural change, and globalization. Expertly edited by Lene Arnett Jensen, the Handbook covers the entire lifespan from the prenatal period to old age. It delves deeply into topics such as the development of emotion, language, cognition, morality, creativity, and religion, as well as developmental contexts such as family, friends, civic institutions, school, media, and work.