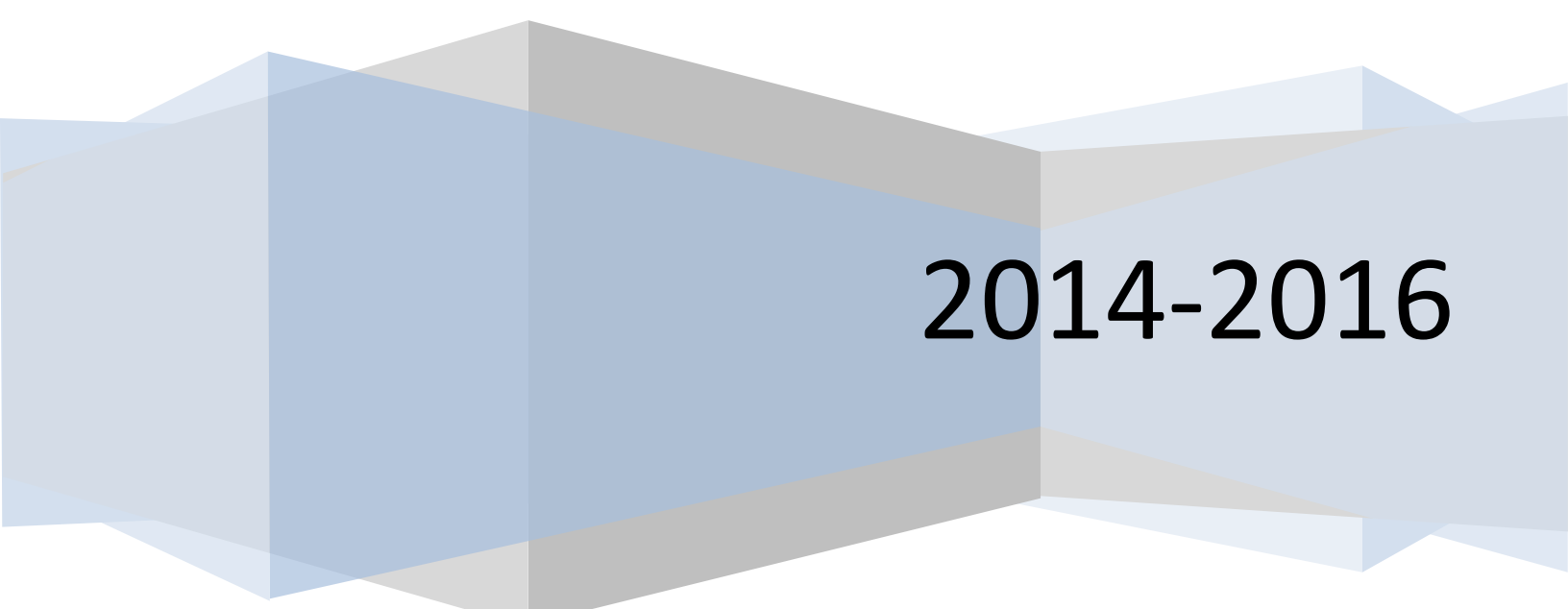


SRA Sponsored Pre-conference

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

Goyal, N., Wice, M., Adams, M., Chauhan, V. & Miller, J. (2015). Gender, culture and power: Investigating spousal transgressions in India and the United States. *Culture and Society*, 7, 15-63.

Kallberg-Shroff, M & Miller, J.G. & (2014). Culture and the development of theory of mind. In O. Saracho (Ed.). *Contemporary perspectives on research in theory of mind in early childhood education*, pp. 343-364. Charlotte, NC: Information Age Publishing.

Miller, J.G. (2015). Taking culture and context into account in understanding moral development. In L. Jensen (ed.), *Moral development in a global world: Research from a cultural-developmental Perspective*, (pp 195-203). New York: Cambridge University Press.

Miller, J.G. (2015). Bias in the review process. In R.J. Sternberg & S. Fiske (Eds.), *Ethical challenges in the behavioral and brain sciences: Case studies and commentaries* (pp. 183-186). New York: Cambridge University Press.

Miller, J. G., Bland, C., Kallberg-Shroff, M., Tseng, C-Yi, Montes-George, J., Ryan, K., Das, R. & Chakravarthy, S. (2014). Culture and the role of exchange vs. communal norms in friendship. *Journal of Experimental Social Psychology*, 53, 79-83.

Miller, J.G., Goyal, N. & Wice, M. (2015). Ethical considerations in research on human development and culture. In L. Jensen (Ed.), *Oxford handbook of human development and culture: An interdisciplinary perspective* (pp. 14-27). New York: Oxford University Press.

Miller, J.G., Källberg-Shroff, M., (2015). Culture and the self: Implications for psychological theory. In: James D. Wright (editor-in-chief), *International Encyclopedia of the Social & Behavioral Sciences*, 2nd edition, Vol 5. Oxford: Elsevier. pp. 563–569.

Panel 1: Morality and Culture

Lene Jensen

Jensen, L. A. (in press). Local and global moral psychology: Cultural-developmental theory and research. *Advances in Culture and Psychology*.

Jensen, L. A. (2015). How liberals and conservatives are alike and apart: A research autobiography. In Jensen, L. A. (Ed.), *Moral development in a global world: Research from a cultural-developmental perspective*. New York: Cambridge University Press.

Jensen, L. A. (2015). Moral reasoning: Developmental emergence and life course pathways among cultures. In Jensen, L. A. (Ed.), *The Oxford handbook of human development and culture: An interdisciplinary perspective*. New York: Oxford University Press.

Jensen, L. A. (2015). Review of *Handbook of Moral Development, First and Second Editions*. *Journal of Moral Education*, 44, 382-387.

Jensen, L. A. (2015). Theorizing and researching moral development in a global world. In Jensen, L. A. (Ed.), *Moral development in a global world: Research from a cultural-developmental perspective*. New York: Cambridge University Press.

Jensen, L. A., & Arnett, J. J. (2015). "There's more between heaven and earth": Danish emerging adults' religious beliefs and values. *Journal of Adolescent Research*, 30, 661-682.

Jensen, L. A., & Dost-Gozkan, A. (in press). Adolescent-parent relations in Asian Indian and Salvadoran immigrant families: A cultural-developmental analysis of authority, autonomy, conflict and cohesion. *Journal of Research on Adolescence*.

Jensen, L. A., & McKenzie, J. (in press). The moral reasoning of U.S. evangelical and mainline Protestant children, adolescents, and adults: A cultural-developmental study. *Child Development*.

Jensen, L. A., & Laplante, J. P. (2015). Civic engagement in immigrant youth in the United States. In Suarez-Orozco, C., Abo-Zena, M., & Marks, A. K. (Eds.), *The development of immigrant-origin children and youth: A contextual approach* (pp. 276-296). New York: New York University Press.

Jensen, L. A., & Larson, R. W. (2015). Preface to the Global Context for New Directions for Child and Adolescent Development. *New Directions for Child and Adolescent Development*, 147, 3-4.

Padilla-Walker, L. M., & Jensen, L. A. (2016). Validation of the long- and short-form of the Ethical Values Assessment (EVA): A questionnaire measuring the three ethics approach to moral psychology. *International Journal of Behavioral Development*, 40, 181-192.

Measurement Instruments

Jensen, L. A. (2015). Coding Manual: Ethics of Autonomy, Community, and Divinity. In Jensen, L. A. (Ed.), *Moral development in a global world: Research from a cultural-developmental perspective*. New York: Cambridge University Press.

Jensen, L. A., & Padilla-Walker, L. (2015). Ethical Values Assessment (EVA—Long & Short Forms). In Jensen, L. A. (Ed.), *Moral development in a global world: Research from a cultural-developmental perspective*. New York: Cambridge University Press.

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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*

Carlo, G., Christ, C., Laible, D., & Gulseven, Z. (2015). An evolving and developing field of study: Prosocial morality from a biological, cultural, and developmental perspective. In T. K. Shackelford & R. D. Hansen (Eds.), *The evolution of morality* (pp. 53-76). New York: Springer.

Carlo, G. & Davis, A. (in press). Benevolence in a justice-based world: The power of sentiments in predicting prosocial behaviors. In J. Annas, D. Narvaez, & N. E. Snow (Eds.), *Developing the Virtues: Integrating Perspectives*. New York: Oxford University Press.

Carlo, G., Padilla-Walker, L. M., & Nielson, M. G. (2015). Longitudinal bidirectional relations between adolescents' sympathy and prosocial behavior. *Developmental Psychology*, *15*, 1771-1777.

Christ, C. C., Carlo, G. & Stoltenberg, S. F. (in press). Oxytocin receptor (OXTR) single nucleotide polymorphisms indirectly predict prosocial behavior through perspective taking and empathic concern. *Journal of Personality*.

Davis, A. N., Carlo, G., & Knight, G. P. (2015). Perceived maternal parenting styles, cultural values, and prosocial tendencies among Mexican American youth. *Journal of Genetic Psychology*, *176*, 235-252.

Davis, A. N., Carlo, G., Schwartz, S. J., Unger, J. B., Zamboanga, B. L., Lorenzo-Blanco, E. I., Cano, M. A., Baezconde-Garbanati, L., Oshri, A., Streit, C., Martinez, M. M., Piña-Watson, B., Lizzi, K., & Soto, D. (in press). The longitudinal associations between discrimination, depressive symptoms, and prosocial behaviors in U.S. Latino/a recent immigrant adolescents. *Journal of Youth and Adolescence*.

Hardy, S. A., & Carlo, G. (2015). Moral Identity. In R. A. Scott & S. M. Kosslyn (Eds.), *Emerging Trends in the Social and Behavioral Sciences: An Interdisciplinary, Searchable, and Linkable Resource* (pp. 1-14). Hoboken, NJ: Wiley.

Knight, G. P., Carlo, G., Mahrer, N. E., & Davis, A. N. (in press). The socialization of culturally related values and prosocial tendencies among Mexican American adolescents. *Child Development*

Knight, G. P., Carlo, G., Basilio, C. D., & Jacobson, R. P. (in press). Familism values, perspective taking, and prosocial moral reasoning: Predicting prosocial tendencies among Mexican American adolescents. *Journal of Research on Adolescence*.

Mestre, M. V., Carlo, G., Samper, P., Tur-Porcar, A., & Mestre, A. L. (2015). Psychometric evidence of a multidimensional measure of prosocial behaviors for Spanish adolescents. *Journal of Genetic Psychology, 176*, 260-271.

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Alexandra Main

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Chen, S. H., Zhou, Q., Main, A., & Lee, E. H. (2015). Chinese american immigrant parents' emotional expression in the family: Relations with parents' cultural orientations and children's emotion-related regulation. *Cultural Diversity and Ethnic Minority Psychology, 21*, 619-629. doi:<http://dx.doi.org/10.1037/cdp0000013>

Lee, E. H., Zhou, Q., Ly, J., Main, A., Tao, A., & Chen, S. H. (2014). Neighborhood characteristics, parenting styles, and children's behavioral problems in chinese american immigrant families. *Cultural Diversity and Ethnic Minority Psychology, 20*, 202-212. doi:<http://dx.doi.org/10.1037/a0034390>

Main, A., Wiebe, D. J., Croom, A. R., Sardone, K., Godbey, E., Tucker, C., & White, P. C. (2014). Associations of parent-adolescent relationship quality with type 1 diabetes management and depressive symptoms in latino and caucasian youth. *Journal of Pediatric Psychology, 39*, 1104-1114. doi:<http://dx.doi.org/10.1093/jpepsy/jsu062>

Main, A., Wiebe, D. J., Van Bogart, K., Turner, S. L., Tucker, C., Butner, J. E., & Berg, C. A. (2015). Secrecy from parents and type 1 diabetes management in late adolescence. *Journal of Pediatric Psychology, 40*, 1075-1084. doi:<http://dx.doi.org/10.1093/jpepsy/jsv060>

Main, A., Zhou, Q., Liew, J., & Lee, C. (2016). Prosocial tendencies among Chinese American children in immigrant families: Links to cultural and socio-demographic factors and psychological adjustment. *Social Development*, doi:<http://dx.doi.org/10.1111/sode.12182>

Melanie Killen – Keynote Speaker

Brenick, A., & Killen, M. (2014). Moral judgments about Jewish–Arab intergroup exclusion: The role of cultural identity and contact. *Developmental Psychology*, *50*, 86-99. doi:<http://dx.doi.org/10.1037/a0034702>

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Panel 2: Methodological Issues in the study of Adolescent Morality

Sam Hardy

Hardy, S. A., Bean, D. S., & Olsen, J. A. (2015). Moral identity and adolescent prosocial and antisocial behaviors: Interactions with moral disengagement and self-regulation. *Journal of Youth and Adolescence*, 44, 1542-1554. doi:10.1007/s10964-014-0172-1

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Pratt, M. W., & Hardy, S. A. (2014). Cultivating the moral personality: Socialization in the family and beyond. In Grusec, J. E., & Hastings, P. D. (Eds.), *Handbook of socialization: Theory and research* (2nd Ed.) (pp. 661-685). New York, NY: Guilford Press.

Tobias Krettenauer

Hertz, S. & Krettenauer, T. (2014). Children's utilization of emotion expectancies in moral-decision making. *British Journal of Developmental Psychology*. doi:10.1111/bjdp.12052

Hertz, S. & Krettenauer, T. (2015). Does moral identity construct effectively predict moral behavior? A meta-analysis. *Review of General Psychology*. Advanced online publication. <http://dx.doi.org/10.1037/gpr0000062>

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Krettenauer, T. & Hertz, S. (2015). What develops in moral identities? A critical review. *Human Development*, 58,137-153. DOI:10.1159/000433502

Krettenauer, T. & Malti, T. & Colasante, T., & Buchmann, M. (2014). The development of moral emotions and decision-making from adolescence to early adulthood: A 6-year longitudinal study. *Journal of Youth and Adolescence*, *43*, 583-596. doi: 10.1007/s10964-013-9994-5

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Sengsavang, S., Willemsen, K., Krettenauer, T. (2015). Why be moral? Children's explicit motives for prosocial-moral action. *Frontiers in Psychology*, *6*, 552. doi: 10.3389/fpsyg.2015.00552

Jolien van der Graff

Crocetti E., Moscatelli S., Van der Graaff J., Keijsers L., van Lier P., Koot H.M., et al. (2016) The dynamic interplay among maternal empathy, quality of mother-adolescent relationship, and adolescent antisocial behaviors: New insights from a six-wave longitudinal multi-informant study. *PLoS ONE*, *11*(3): e0150009. doi:10.1371/journal.pone.0150009

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Van der Graaff, J., Branje, S., De Wied, M., Hawk, S., Van Lier, P., & Meeus, W. (2014). Perspective taking and empathic concern in adolescence: Gender differences in developmental changes. *Developmental Psychology*, *50*, 881-888. doi:10.1037/a0034325

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Contributions from Moral Development Pre-Conference Attendees

A-F

Alessandri, G., Kanacri, B. P. L., Eisenberg, N., Zuffianò, A., Milioni, M., Vecchione, M., & Caprara, G. V. (2014). Prosociality during the transition from late adolescence to young adulthood: The role of effortful control and ego-resiliency. *Personality and Social Psychology Bulletin*, 40(11), 1451-1465. doi:<http://dx.doi.org/10.1177/0146167214549321>

Baird, A. A., & Roellke, E. V. (2015). Girl uninterrupted: The neural basis of moral development among adolescent females. J. Decety, & T. Wheatley (Eds.) *The moral brain: A multidisciplinary perspective*. (pp. 157-179) MIT Press, Cambridge, MA.

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Bowers, E. P., Johnson, S. K., Buckingham, M. H., Gasca, S., Warren, D. J. A., Lerner, J. V., & Lerner, R. M. (2014). Important non-parental adults and positive youth development across mid- to late-adolescence: The moderating effect of parenting profiles. *Journal of Youth and Adolescence*, 43(6), 897-918. doi:<http://dx.doi.org/10.1007/s10964-014-0095-x>

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Carr, D. R. & King, P. E., Meier, A. M. (2014). Purpose and spirituality: Exploring the role of fidelity in diverse adolescents. *Journal of Youth Development: Bridging Research to Practice*. 5-15.

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G-L

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Books

Anderson, V. & Beauchamp, M.H. (Eds.). (2012). *Developmental social neuroscience and childhood brain insult: Implications for theory and practice*. Oxford: Guildford Publications.

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.

Bronk, K. C. (2013). *Purpose in Life: A Critical Component of Optimal Youth Development*. New York: Springer Publishers. (*electronic format made available in 2014*)

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.

Killen, M., & Smetana, J. G. (2014). *Handbook of Moral Development*. New York: Psychology Press.

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.

Nucci, L. P., Krettenauer, T., Narvaez, D. (2014). *Handbook of Moral and Character Education*. New York: Routledge.

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.

Wainryb, C., & Recchia, H. W. (2014). *Talking about Right and Wrong: Parent-Child Conversations as Contexts for Moral Development*. New York: Cambridge University Press

<http://www.cambridge.org/zw/academic/subjects/psychology/developmental-psychology/talking-about-right-and-wrong-parent-child-conversations-contexts-moral-development>

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.

Jensen, L. (2015). *Moral Development in a Global World: Research from a Cultural-Developmental Perspective*. New York: Cambridge University Press

<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.

Jensen, L. A. (2015). *The Oxford Handbook of Human Development and Culture: An Interdisciplinary Perspective*. New York: Oxford University Press
<http://global.oup.com/academic/product/the-oxford-handbook-of-human-development-and-culture-9780199948550;jsessionid=051C55008E71F0B70972CF9049BA72C6?cc=us&lang=en>

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.