

INFORMATION AGE PUBLISHING

PSYCHOLOGY 2013

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RECENT TITLES



Advances in Help-Seeking Research and Applications The Role of Emerging Technologies

Stuart A. Karabenick, *University of Michigan*
Minna Puustinen, *INS HEA*

2013. Paperback 9781623963347 \$45.99. Hardcover 9781623963354 \$85.99. eBook 9781623963361 \$50

Research on help seeking has primarily focused on classrooms interactions that consist primarily of students asking teachers and peers for help. The rapid emergence of information and communications technologies and interactive learning environments, however, requires expanding the help-seeking landscape and rethinking such critical theoretical issues as the distinction between help seeking and information search, and whether help seeking is inevitably a social self-regulated learning strategy. There is also the need to focus attention on help seeking in the broader learning enterprise, which includes its role in the collaboration process, how to support adaptive rather than the over- or under-reliance on help seeking, as well as to scaffold help-seeking skills that render the process more efficient and useful.

To examine these and other issues, the present volume assembled contributions from internationally recognized scholars and researchers to capture the state of the art and to anticipate future developments in this expanding field. Its relevance extends to anyone attempting to understand the role of technology in education, including educational researchers and teachers who do now or who expect to use technology to support instruction, and the rapidly expanding numbers of those developing new technological applications.



Advancing Cross-Cultural Perspectives on Educational Psychology A Festschrift for Dennis McInerney

Gregory Arief D. Liem, *University of Sydney*
Allan B. I. Bernardo, *University of Macau*

2013. Paperback 978-1-62396-385-9 \$45.99. Hardcover 978-1-62396-386-6 \$85.99. eBook 978-1-62396-387-3 \$50

Scholars and practitioners in the fields of education and educational psychology have come to agree that conceptions of learning and teaching, student and teacher motivation, engagement, learning and teaching strategies, and by implication, student academic achievement and teacher effectiveness are also influenced by a sociocultural context where the schooling process takes place. This raises the question if educational psychology theorizing and findings can be adopted to inform and guide teaching and learning in different cultures. As such, there is a compelling and timely need for educational psychology researchers to harness advanced cross-cultural research designs and look at the different key facets of student and teacher academic careers from a cross-cultural perspective. Dennis McInerney is one of the key pioneering figures in cross-cultural educational psychology and has also edited a book series on Research on Sociocultural Influences on Motivation and Learning (Information Age Publishing). His ideas and research have inspired many to examine the role of sociocultural context in motivation and learning. This volume is a celebration of McInerney's numerous and extensive contributions as a scholar, as well as an appreciation of his personal qualities that make him such an inspiring person. In this festschrift, the editors seek to extend the scholarly contributions of Dennis McInerney by inviting internationally recognized and leading educational psychology scholars who have inspired and been inspired by his work to re-examine their research expertise from a cross-cultural perspective. The volume aims to stimulate researchers, scholars, and graduate students in their endeavor to re-look their research from a cross-cultural lens.



Applications of Self-Regulated Learning across Diverse Disciplines

A Tribute to Barry J. Zimmerman

Hefer Bembenutty, *Queens College of The City University of New York*
 Anastasia Kitsantas, *George Mason University*
 Timothy J. Cleary, *Rutgers University*

2013. Paperback 9781623961329 \$45.99. Hardcover 9781623961336 \$85.99. eBook 9781623961343 \$50

Through its research-to-practice focus, this book honors the professional contributions of Professor Barry J. Zimmerman as illustrated by the recent self-regulation applications of a highly respected group of national and international scholars. This book will serve as a valuable resource for those interested in empowering and enabling learners to successfully manage and self-direct their lives, education, and careers. In particular, K-12 educators, college instructors, coaches, musicians, health care providers, and researchers will gain invaluable insight into the nature of self-regulation as well as how they can readily apply self-regulation principles into their teaching, instruction, or mentoring. Emergent trends in education and psychology circles, such as linking self-regulated learning assessment and interventions as well as the use of technology to enhance student learning and self-regulation, are additional themes addressed in the book. The kaleidoscope of self-regulation issues addressed in this book along with the wide range of promising intervention applications should also prove to be particularly appealing to graduate students as they pursue their future research activities and seek to optimize their individual growth and development.



Beyond Academics

Supporting the Mental, Emotional, and Behavioral Health of Students in Catholic Schools

James M. Frabutt, *University of Notre Dame*

2013. Paperback 9781623962869 \$45.99. Hardcover 9781623962876 \$85.99. eBook 9781623962883 \$50

Schools must ensure that children are granted the greatest opportunity for learning possible. This means not only developing students' academic capabilities, but providing support for their emotional, behavioral, and mental health needs as well. Readers will come away with:

- * An increased awareness of mental, emotional, and behavioral issues and their prevalence,
- * A clear understanding that meeting such needs is a matter of faith, residing at the heart of what Catholic schools do: bring human life to fullness,
- * A knowledge base concerning what Catholic schools currently do to meet student MEB needs and a deep immersion in the perceptions of current Catholic school leaders about how to do so better, and
- * An appreciation that only through strategic, data informed action can schools best support the children entrusted to their care.

This book foregrounds the belief that student achievement, holistic student wellness, and overall school improvement will only be attained if mental, emotional, and behavioral health in Catholic schools is advanced and supported.



Brown Skin, White Minds

Filipino -/ American Postcolonial Psychology

E. J. R. David, *University of Alaska Anchorage*

2013. Paperback 9781623962074 \$29.99. Hardcover 9781623962081 \$49.99. eBook 9781623962098 \$50

Filipino Americans have a long and rich history with and within the United States, and they are currently the second largest Asian group in the country. However, very little is known about how their historical and contemporary relationship with America may shape their psychological experiences. The most insidious psychological consequence of their historical and contemporary experiences is colonial mentality or internalized oppression. Some common manifestations of this phenomenon are described below:

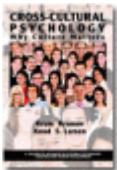
- Skin-whitening products are used often by Filipinos in the Philippines to make their skins lighter. Skin whitening clinics and businesses are popular

in the Philippines as well. The "beautiful" people such as actors and other celebrities endorse these skin-whitening procedures. Children are told to stay away from the sun so they do not get "too dark." Many Filipinos also regard anything "imported" to be more special than anything "local" or made in the Philippines.

- In the United States, many Filipino Americans make fun of "fresh-off-the-boats" (FOBs) or those who speak English with Filipino accents. Many Filipino Americans try to dilute their "Filipino-ness" by saying that they are mixed with some other races. Also, many Filipino Americans regard Filipinos in the Philippines, and pretty much everything about the Philippines, to be of "lower class" and those of the "third world."

The historical and contemporary reasons for why Filipino -/ Americans display these attitudes, beliefs, and behaviors - often referred to as colonial mentality - are explored in *Brown Skin, White Minds*. This book is a peer-reviewed publication that integrates knowledge from multiple scholarly and scientific disciplines to identify the past and current catalysts for such self-denigrating attitudes and behaviors. It takes the reader from indigenous Tao culture, Spanish and American colonialism, colonial mentality or internalized oppression along with its implications on Kapwa, identity, and mental health, to decolonization in the clinical, community, and research settings.

This book is intended for the entire community - teachers, researchers, students, and service providers interested in or who are working with Filipinos and Filipino Americans, or those who are interested in the psychological consequences of colonialism and oppression. This book may serve as a tool for remembering the past and as a tool for awakening to address the present.



Cross-Cultural Psychology Why Culture Matters

Krum Krumov, *Sofia University, Bulgaria*
Knud S. Larsen, *Oregon State Univeristy*

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*
2013. Paperback 9781623963163 \$45.99. Hardcover 9781623963170 \$85.99. eBook 9781623963187 \$50

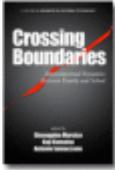
Cross-Cultural Psychology: Why Culture Matters addresses both established and very recent research in cultural and comparative cross-cultural psychology. The book is written by Professor Krum Krumov of Sofia University in Bulgaria and Professor Knud S. Larsen from Oregon State University. The authors are long-term colleagues with extensive research experience in cultural, cross-cultural and international settings.

The book starts with a discussion of the tentative nature of cultural information given the forces of globalization and communication integration. Weighing these issues still permits for some powerful conclusions about differences that matter as well as human universals based on our communalities. The reader is also provided with a through grounding in relevant research approaches and critical thinking that provides the basis for an evaluation of the research literature.

Further, the book reports on what we know about the origin of culture, especially the forces of cultural transmission and the evidence for socio-cultural evolution. The impact of culture and psychology on human development is contrasted and evaluated. A chapter on language stresses the importance of evolutionary forces and the relationship to socio-culture. In turn that discussion sets the stage for reporting the relevant research on cognition that yields information on the impact of genetics, but also the affect of cultural evolution.

A distinct contribution is the evaluation of human happiness and emotions. The book demonstrates tangible relationships to both the universal expressions of emotions, but also the impact of cultural values on well-being. A consideration of personality theory follows in the systematic and progressive discourse in the book. Research is reported on Western, Eastern and Indigenous conceptualizations and research approaches. The discussion on the self is considered next and the authors evaluate cultural, social and comparative cross-cultural dimensions.

Finally, a discussion of sex and gender follows as associated with salient cross-cultural dimensions. The book concludes with a discussion of the affect of cultural values in organizational behavior and a consideration of the relationship between culture and human health.



Crossing Boundaries

Intercontextual Dynamics Between Family And School

Giuseppina Marsico, *University of Salerno*
Koji Komatsu, *Osaka Kyoiku University*
Antonio Iannaccone, *University of Neuchâtel*

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*
2013. Paperback 9781623963941 \$45.99. Hardcover 9781623963958 \$85.99. eBook 9781623963965 \$50

This book brings in the focus on the borders between different contexts that need to be crossed, in the process of education.

Despite the considerable efforts of various groups of researchers all over the World, it does not seem that traditional educational psychology has succeeded in illuminating the complex issues involved in the schoolfamily relationship. From a methodological perspective, there is no satisfactory explanation of the connection between representations and actual practice in educational contexts.

Crossing Boundaries is an invitation to cultural psychology of educational processes to overcome the limits of existing educational psychology.

Emphasizing social locomotion and the dynamic processes, the book try to capture the ambiguous richness of the transit from one context to another, of the symbolic perspective that accompanies the dialogue between family and school, of practices regulating the interstitial space between these different social systems.

How family and school fill, occupy, circulate, avoid or strategically use this space in between? What discourses and practices saturate this Border Zone and/or cross from one side to the other?

Crossing Boundaries gathers contributions with the clear aim of documenting and analysing what happens at points of contact between family culture and scholastic/educational culture from the perspective of everyday life.

This book is in itself an attempt to cross the border between the "theorizing on the borders" (and how "the outside world" and "the others" are perceived from a certain point of view) and "the practices" that characterize the school-home interaction.



Dialogic Formations

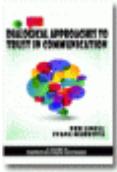
Investigations into the Origins and Development of the Dialogical Self

Marie-Cécile Bertau, *Ludwig Maximilians-University*
Miguel M. Gonçalves, *University of Minho*
Peter T. F. Raggatt, *James Cook University*

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*
2013. Paperback 9781623960377 \$45.99. Hardcover 9781623960384 \$85.99. eBook 9781623960391 \$50

This volume understands itself as an invitation to follow a fundamental shift in perspective, away from the self-contained 'I' of Western conventions, and towards a relational self, where development and change are contingent on otherness. In the framework of 'Dialogical Self Theory' (Hermans & Hermans-Konopka, 2010; Hermans & Gieser, 2012), it is precisely the forms of interaction and exchange with others and with the world that determine the course of the self's development.

The volume hence addresses dialogical processes in human interaction from a psychological perspective, bringing together previously separate theoretical traditions about the 'self' and about 'dialogue' within the innovative framework of Dialogical Self Theory. The book is devoted to developmental questions, and so broaches one of the more difficult and challenging topics for models of a pluralist self: the question of how the dynamics of multiplicity emerge and change over time. This question is explored by addressing ontogenetic questions, directed at the emergence of the dialogical self in early infancy, as well as microgenetic questions, addressed to later developmental dynamics in adulthood. Additionally, development and change in a range of culture-specific settings and practices is also examined, including the practices of mothering, of migration and cross-cultural assimilation, and of 'doing psychotherapy'.



Dialogical Approaches to Trust in Communication

Per Linell, *University of Linköping, Sweden*
Ivana Markova, *University of Stirling, Scotland*

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*

2013. Paperback 9781623964481 \$45.99. Hardcover 9781623964498 \$85.99. eBook 9781623964504 \$50

Trust has a constituent role in human societies. It has been treated as a scientific topic in many disciplines. Yet, despite the fact that trust and distrust come to life primarily in human communication and through language, it has seldom been analyzed from a communicative or linguistic perspective. This is the theme of this path-breaking volume.

This volume contains 12 chapters, plus introduction and epilogue by the editors. They have been authored by leading specialists on trust in language and communication, coming from many disciplines and from different cultures and countries. Most of the authors share a conceptual basis in dialogical theories.

This book is a follow-up volume to two previous volumes on trust within cultural psychology, *Trust and Distrust* (Marková & Gillespie, 2008) and *Trust and Conflict* (Marková & Gillespie, 2012). It will be of interest to anyone seriously interested in trust in societies, and in trust and distrust as displayed in communication and language.



Informing the Practice of Teaching Using Formative and Interim Assessment A Systems Approach

Robert W. Lissitz, *University of Maryland*

A volume in the series *The MARCES Book Series*

2013. Paperback 9781623961114 \$45.99. Hardcover 9781623961121 \$85.99. eBook 9781623961138 \$50

This book focuses on interim and formative assessments as distinguished from the more usual interest in summative assessment. I was particularly interested in seeing what the experts have to say about a full system of assessment. This book has particular interest in what information a teacher, a school or even a state could collect that monitors the progress of a student as he or she learns. The authors were asked to think about assessing the effects of teaching and learning throughout the student's participation in the curriculum.

This book is the product of a conference by the Maryland Assessment Research Center for Education Success (MARCES) with funding from the Maryland State Department of Education.



Inheriting As People Think It Should Be From Money To Mementos

Jacqueline J. Goodnow, *Emeritus Professor*
Jeanette A. Lawrence, *The University of Melbourne*

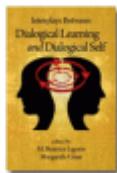
2013. Paperback 9781623962951 \$45.99. Hardcover 9781623962968 \$85.99. eBook 9781623962975 \$50

What obligations to each other do people have or think they have? That question comes up in relation to family and marriage relationships, to law, and to moral reasoning. This novel and highly readable book takes it up in relation to inheritances: to what people think they should leave or be left, who should receive what, when, how, and why.

Making the book novel is its range. Here are views about more than money. Covered are also houses, land and, an often neglected but emotion-laden area, the personal and often indivisible things that mean one is remembered as an individual. Making it novel also is its emphasis throughout on meanings and on what people see as matters of choice or flexibility. Even in countries where the legal codes specify who should receive what after

death (many European and most Islamic codes allow far less choice than British-based law does), people still have room for decisions about what they give away to various heirs or spend before death.

What makes the book highly readable? One reason is its timeliness. Currently lively, for example, are debates over parents balancing their own needs and wishes against those of their children (“spending the kids’ inheritance”, in one description). Another is the book’s style. The writing is straightforward. Theory is not neglected but there is an absence of jargon. The material is also mostly based on narratives: on people’s own descriptions of arrangements that “worked well” or “did not work well” and on why they thought so. That base makes the book far from dry and far from being an account only of negative feelings, objections, challenges, and family rifts. It also makes it more relevant at times of indecision or misunderstanding. In short, a book for many readers, both within the social sciences and beyond it.



Interplays Between Dialogical Learning and Dialogical Self

M. Beatrice Ligorio, *Università degli Studi di Bari*
Margarida César, *Universidade de Lisboa, Instituto de Educação*

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*
2013. Paperback 9781623960643 \$45.99. Hardcover 9781623960650 \$85.99. eBook 9781623960667 \$50

Education is a main issue in all countries. Policy makers, educators, families, students and, in a more general way, societies expect schools to provide a high quality education. They also expect students to be able to achieve and to become active and critical citizens. As senior researchers in education, we address some of the most complex and demanding research questions: How does learning affect identity? How does participation to educational settings, scenarios and situations impact the way we are or became? Can changes in how we perceive our Selves be considered as part of the learning process?

This book attempts to outline some answers to such broad questions using a very robust and updated theoretical frame: the dialogical approach. In these chapters very well-known international authors from different continents and countries analyze school and educational situations through new lens: by considering the teaching and learning processes as multi-voiced and socially complex and considering identity development as a true leverage for development.

The focus on the dialogical nature of both learning and identities makes this book interesting not only for educators and educational researchers but also for anyone interested in human sciences, policy makers, students and their families. We also aimed at producing a book that can be useful for different cultures and educational systems. Thus, in this book there are researches and comments from different cultural perspectives, making it appealing for a very large target-public.



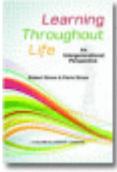
Learning Through Visual Displays

Gregory Schraw, *University of Nevada - Las Vegas*
Matthew T. McCrudden, *Victoria University of Wellington*
Daniel Robinson, *Colorado State University*

A volume in the series *Current Perspectives on Cognition, Learning and Instruction*
2013. Paperback 9781623962333 \$45.99. Hardcover 9781623962340 \$85.99. eBook 9781623962357 \$50

The purpose of the volume is to explore the theory, development and use of visual displays and graphic organizers to improve instruction, learning and research. We anticipate five sections that address (1) frameworks for understanding different types of displays, (2) research-tested guidelines for constructing displays, (3) empirically-based instructional applications, (4) using displays to promote research and theory development, and (5) using displays to report test and research data to improve consumer understanding. Authors represent a variety of perspectives and areas of expertise, including instructional psychology, information technology, and research methodologies.

The volume is divided into four sections. Section 1 provides a conceptual overview of previous research, as well as the contents of the current volume. Section 2 includes theoretical perspectives on the design and instructional uses of visual displays from major theorists in the field. These chapters discuss ways that visual displays enhance general cognition and information processing. Section 3 provides eight chapters that address the use of visual displays to enhance student learning. These chapters provide examples of how to organize content and use visual displays in a variety of ways in the real and virtual classroom. Section 4 includes three chapters that discuss ways that visual displays may enhance the research process, but especially improved data display.



Learning Throughout Life An Intergenerational Perspective

Robert D. Strom, *Arizona State University*
Paris S. Strom, *Auburn University*

A volume in the series *Lifespan Learning*

2013. Paperback 9781623960469 \$45.99. Hardcover 9781623960476 \$85.99. eBook 9781623960483 \$50

The dangers of age segregation and the benefits of age integration are examined. Each generation should be recognized as an essential source for learning. Harmony will increasingly depend on general awareness of how other age groups interpret events, respect for values that guide their behavior, responsiveness to their needs and concerns, consideration of their criticisms and solutions, and acknowledgement of their contributions.

This book describes: (a) personality assets and mental abilities to focus learning at each stage of development; (b) obstacles to anticipate and overcome; (c) a rationale to make reciprocal learning common; (d) research findings which identify generational learning needs; and (e) benefits of providing lifelong education. Six stages are explored: infancy and early childhood (birth-age 6); middle and later childhood (ages 6-10); adolescence (ages 10-20); early adulthood (ages 20-40); middle adulthood (ages 40-60); and older adulthood (age 60+). Some outcomes of lifelong learning include self-control, patience, integrity, resilience, persistence, problem solving ability, acceptance of criticism, and generativity. The intended audiences for this book are professionals working with individuals and families.



Making Sense of Infinite Uniqueness The Emerging System of Idiographic Science

Sergio Salvatore, *University of Salento*
Jaan Valsiner, *Clark University*
Alessandro Gennaro, *University of Salento*

A volume in the series *Yearbook of Idiographic Science*

2013. Paperback 9781623960254 \$45.99. Hardcover 9781623960261 \$85.99. eBook 9781623960278 \$50

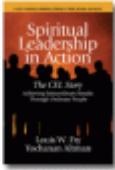


The Race Talk

Pierre W. Orelus, *New Mexico State University*

2013. Paperback 978-1-61735-912-5 \$45.99. Hardcover 978-1-61735-913-2 \$85.99. eBook 978-1-61735-914-9 \$50

Drawing on critical race theory, this book critically examines race through a mosaic lens pointing out various issues directly connected to it, such as racial identity politics, racism, multiracialism, interracial relationships, and the hegemony of whiteness. This book goes further to analyze the manner in which socially constructed racial stereotypes contribute to and are used to justify the poor socio-economic situation and marginalization of People of Color, particularly the poor ones. Designed for a broad range of readers, this book aims to open up democratic spaces for genuine discussions about racial issues.



Spiritual Leadership in Action

The CEL Story Achieving Extraordinary Results Through Ordinary People

Louis W. Fry, PhD, *Texas A&M University Central Texas*
Yochana Altman, *Bordeaux Management School*

A volume in the series *Advances in Workplace Spirituality: Theory, Research and Application*

2013. Paperback 978-1-62396-409-2 \$29.99. Hardcover 978-1-62396-410-8 \$49.99. eBook 978-1-62396-411-5 \$50

Spiritual Leadership in Action: The CEL Story is designed for thoughtful leaders working in the complexity and messiness of their daily organizational lives. It is a book first and foremost about people, about the ways they find purpose, creativity and meaning in their professional work; how they thrive in community and fulfill their deep desire to be of service to others against seemingly impossible odds and limitations. A study of how full human potential and creativity is released, how the spirit within, and without, can be experienced and manifested. It is also story of ordinary people achieving extraordinary results, individually and collectively; of people becoming more than they thought was possible; and having fun along the way.

This is a practical book with reflections, legacy and “lessons learnt” to support and guide busy leaders who are looking for wisdom and to learn from the experiences and mistakes of others. *Spiritual Leadership in Action: The CEL Story* is the result of serious and rigorous academic research. It is a case study containing features, dilemmas and opportunities facing all leaders today. A leadership narrative of a professional community who learned to live and work together with respect and harmony. It is also the story of a CEO leader and the integration of her spiritual yearning and fulfillment manifested through her professional vocation and calling.

In particular it explores how:

- To create effective collaborative partnerships
- To deliver outstanding value for money on limited resources in complex contexts
- To develop excellent commercial practices within a public sector organization
- To nurture the spirit, high energy and performance of everyone involved to ensure outstanding success on the triple bottom line

This book challenges the reader to be bold, creative, reflective, trusting, even more allowing of their own spirit and leadership path, and to rise to even greater achievements; but most of all to fulfill their own deepest yearnings and potential and to become the very best of what they are meant to be, both as a leader and as a human being.

An important feature in this book is that spirituality and religion are distinct, and that organizational spiritual leadership can be inclusive or exclusive of religious theory and practice. The Centre for Excellence in Leadership (CEL) serves as a role model for maximizing the triple bottom line through both personal and organizational spiritual leadership. CEL is a stellar example of an organization that embraced organizational spiritual leadership, the values of altruistic love, employee well-being, and sustainability while maintaining high levels of financial performance. *Spiritual Leadership in Action: The CEL Story* chronicles how, as CEO, Lynne Sedgmore led CEL through its spiritual journey, including several “Dark Nights of the Soul,” to a place of pre-eminence in the United Kingdom’s Learning and Skills sector.



Structural Equation Modeling

A Second Course (2nd ed.)

Gregory R. Hancock, *University of Maryland*
Ralph O. Mueller, *University of Hartford*

A volume in the series *Quantitative Methods in Education and the Behavioral Sciences: Issues, Research, and Teaching*

2013. Paperback 9781623962449 \$45.99. Hardcover 9781623962456 \$85.99. eBook 9781623962463 \$50

Sponsored by the American Educational Research Association’s Special Interest Group for Educational Statisticians

This volume is the second edition of Hancock and Mueller’s highly-successful 2006 volume, with all of the original chapters updated as well as four new chapters. The second edition, like the first, is intended to serve as a didactically-oriented resource for graduate students and research professionals, covering a broad range of advanced topics often not discussed in introductory courses on structural equation modeling (SEM). Such topics are important in furthering the understanding of foundations and assumptions underlying SEM as well as in exploring SEM, as a potential tool to address new types of research questions that might not have arisen during a first course. Chapters focus on the clear explanation and application of topics, rather than on analytical derivations, and contain materials from popular SEM software.



Theory Driving Research: New Wave Perspectives On Self-Processes And Human Development

Dennis M. McInerney, *Hong Kong Institute of Education*
Herbert Marsh, *University of Western Sydney*
Rhonda G. Craven, *University of Western Sydney*
Frédéric Guay, *Université Laval Québec*

A volume in the series *International Advances in Self Research*

2013. Paperback 9781623962364 \$45.99. Hardcover 9781623962371 \$85.99. eBook 9781623962388 \$50

Theory Driving Research: New wave perspectives on self-processes and human development provides a unique insight into self-processes from varied theoretical perspectives. The chapters in this volume develop avant-garde theoretical ideas to drive future, cutting-edge, empirical research and together, in one collected volume, make a valuable contribution to scholarly literature on self-processes. Among the themes covered are resurrecting the “I-self”, a re-look at the dichotomy between the I-self, and the Me-self based on James's analysis, the actualization of human potential, naturalizing and contextualizing the self, hypo-egoic states, personal proficiency networks, competition and performance relationships, achievement motivations, passion and optimal functioning in society, competence and self-worth threat, new interpretations of expectancy-value research, methodological advances in BFLPE research and multilevel models of student achievement motivation. This monograph, the fourth in the International Advances in Self Research monograph series, provides wealth of information on new theorizing and provides a platform for generating the next wave of research designed to understand the fundamental role self-processes play in human development.



Advances in Longitudinal Methods in the Social and Behavioral Sciences

Gregory R. Hancock, *University of Maryland*
Jeffrey R. Harring, *University of Maryland*

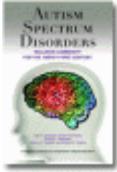
A volume in the series *CILVR Series on Latent Variable Methodology*

2012. Paperback 978-1-61735-889-0 \$45.99. Hardcover 978-1-61735-890-6 \$85.99. eBook 978-1-61735-891-3 \$50

The importance that practitioners are placing on longitudinal designs and analyses signals a critical shift toward methods that enable a better understanding of developmental processes thought to underlie many human attributes and behaviors. A simple scan of one's own applied literature reveals evidence of this trend through the increasing number of articles adopting longitudinal methods as their primary analytic tools.

Advances in Longitudinal Methods in the Social and Behavioral Sciences is a resource intended for advanced graduate students, faculty, and applied researchers interested in longitudinal data analysis, especially in the social and behavioral sciences. The chapters are written by established methodological researchers from diverse research domains such as psychology, biostatistics, educational statistics, psychometrics, and family sciences. Each chapter exposes the reader to some of the latest methodological developments and perspectives in the analysis of longitudinal data, and is written in a didactic tone that makes the content accessible to the broader research community.

This volume will be particularly appealing to researchers in domains including, but not limited to: human development, clinical psychology, educational psychology, school psychology, special education, epidemiology, family science, kinesiology, communication disorders, and education policy and administration. The book will also be attractive to members of several professional organizations such as the American Educational Research Association (AERA), the American Psychological Association (APA), the American Psychological Society (APS), the Society for Research on Adolescence (SRA), the Society of Research in Child Development (SRCD), Society for Research in Adult Development (SRAD), British Psychological Society (BPS), Canadian Psychological Association (CPA), and other related organizations.



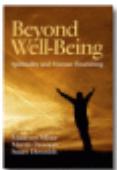
Autism Spectrum Disorders Inclusive Community for the 21st Century

Julie A. Deisinger, *Saint Xavier University*
Sandra Burkhardt, *Saint Xavier University*
Timothy J. Wahlberg, *Wahlberg and Associates*
Anthony F. Rotatori, *Saint Xavier University*
Festus E. Obiakor, *University of Wisconsin-Milwaukee*

A volume in the series *Contemporary Perspectives in Special Education*
2012. Paperback 978-1-61735-780-0 \$45.99. Hardcover 978-1-61735-781-7 \$85.99. eBook 978-1-61735-782-4 \$50

Autism Spectrum Disorders (ASD) has received considerable educational, research, medical and media attention the past ten years. Yet the condition was first described more than a hundred years ago. Due to the disorder being confused with childhood schizophrenia, there was a lack of definitive attention by special educators, medical professionals and mental health clinicians to advance parameters related to: causes; prevalence; identification and diagnosis; education and treatment. Positively, this confusion changed starting in the 1980s with the clarification of the differences between these disorders with the 1980 publication of the "Diagnostic and Statistical Manual of Mental Disorders" (DSM-III). Soon after, the 1990 federal legislation "Individuals with Disabilities Education Act" recognized the disorder as a disability category eligible for special education services. Both of these events lead to an explosion of information related to: finding causes; accurate identification and diagnosis; best educational practices; and social, emotional, and behavioral treatments.

Even with this explosion in the body of knowledge concerned with this disorder, much more needs to be learned and discovered. The successful use of this body of knowledge requires that accurate information be provided to educators, parents, clinicians, medical professionals, and mental health professionals to counter misinformation that exists among the general public, educators and clinical professionals. This is the primary purpose of "Autism Spectrum Disorders: Inclusive Community for the 21st Century". It is accomplished by chapters on: the delineation of a blueprint for systems of care for persons with ASD and their families; a model to assist professionals in tackling the challenge of developing employability for individuals with high functioning ASD; best practice and research guidelines that lead to an affirmative ASD diagnosis; a comprehensive and current synopsis of genetic factors associated with ASD; adjustment challenges that may be present for a sibling of an individual with ASD; a comprehensive description of an innovative community-based clinic that provides services needed by Individuals with ASD to meet their social, behavioral, educational and mental health needs; and effective treatment strategies and techniques that can be utilized by parents and educators to work effectively with children who have ASD. The chapters are written by researchers, clinicians, business professionals, and university professors who have an extensive knowledge of ASD. The contents of the book are an excellent reference for special education teachers, school psychologists, practicing mental health clinicians, and parents and family members of children and adults with ASD.



Beyond Well-Being Spirituality and Human Flourishing

Martin Dowson, *Australian College of Ministries*
Stuart Devenish, *Booth College*
Maureen Miner, *University of Western Sydney*

2012. Paperback 978-1-61735-804-3 \$45.99. Hardcover 978-1-61735-805-0 \$85.99. eBook 978-1-61735-806-7 \$50

This volume arose out of a deep concern to assist people in their struggle to lead a flourishing life. Fractured, stressed, relationally broken and spiritually empty people may instinctively reach for the supposed panacea of happiness. But happiness is often a transitory state. More stable and worthwhile than the pursuit of happiness is leading a flourishing life. But what is flourishing? Is spirituality necessary for human flourishing and, if so, in what ways might spirituality provide a unique and important contribution to flourishing?

The volume provides complementary yet diverse accounts of human flourishing. Each account argues that spirituality in general, and Christian spirituality in particular, are vital contributors to flourishing.

The volume will be valuable for those who are dissatisfied with popular hedonistic approaches to flourishing. Such people are ready for a change in approach, but often do not have a clear alternative in view. The Volume will provide a clear alternative to popular culture's representation of the flourishing person, which is largely vested in conspicuous consumption. The book will also be valuable for those who have considered alternatives to popular culture, but who lack an informed basis on which to evaluate these alternatives. Finally, the book will be valuable for those who are committed to Christian spirituality but may not appreciate the rich resources which Christian faith offers for human flourishing. Amongst the latter group are included Christian leaders such as priests and pastors, voluntary church workers and lay people who may or may not be involved in formal religion but who long to flourish in their own lives and to enable others to do the same.



Children, Childhood and Everyday Life Children's Perspectives

Mariane Hedegaard, *University of Copenhagen*

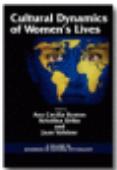
Karin Aronsson, *Stockholm University*

Charlotte Højholt, *Roskilde University*

Oddbjørg Skjær Ulvik, *Oslo and Akershus University College of Applied Sciences*

2012. Paperback 978-1-61735-734-3 \$45.99. Hardcover 978-1-61735-735-0 \$85.99. eBook 978-1-61735-736-7 \$50

Children live their lives across various social settings, including homes, kindergartens, schools and different kinds of institutions. The different contributions of this book focus on children's perspectives, and on how children learn and develop through taking part in activities in social communities such as families, peer groups, classrooms, and day care institutions. This collection illustrates different ways of dealing with varying social contexts, and the research presented involves questions about children's world-making, anchored in children's daily lives. The studies are inspired by Vygotsky's theory of development (1998), as well as childhood sociology. One of the aims has been to problematize time, change, continuity, developmental trajectories, and transitions in order to identify novel ways of discussing different trajectories through childhood and youth, that is "development".



Cultural Dynamics of Women's Lives

Ana Cecília S. Bastos

Jaan Valsiner, *Clark University*

Kristiina Uriko, *Tallinn University*

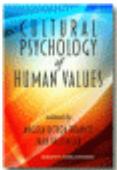
A volume in the series *Advances in Cultural Psychology: Constructing Human Development*

2012. Paperback 978-1-61735-560-8 \$45.99. Hardcover 978-1-61735-561-5 \$85.99. eBook 9781617355622 \$50

This book explores the diverse landscapes wherein women struggle for their personal and social identities and lives, between biology and culture, destiny and choice, shared and individual worlds, tradition and modernity. Their "peripheral lives" have "central meaning" (Chaudhary, this volume) in any society – and as such are approached as a primary subject in this book, as the chapters traverse ten different countries on three continents: North America (United States); Latin America (Brazil, Chile, Colombia); Asia (India); and Europe (United Kingdom, Ireland, Portugal, Finland, Estonia).

Throughout these different places, women's lives are an interesting stage for observing the interaction between biology and culture (e.g. sex vs. gender; pregnancy and childbirth vs. transition to motherhood). The focus on the cultural variability of human experience opens the door for the search of commonalities so needed in psychological theorizing. Here, this search is directed by how cultural models of womanhood (and motherhood) constrain personal experiences, especially through developmental transitions.

This book is, ultimately, an opportunity to approach women's lives from the perspective of the women themselves, particularly making audible and explicit their voices and the axis of logic that structures their world. Undoubtedly, it is a valuable opportunity for women and men interested in understanding and constructing human experience inside better worlds.



Cultural Psychology of Human Values

Jaan Valsiner, *Clark University*

Angela Uchoa Branco, *University of Brasilia*

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*

2012. Paperback 978-1-61735-822-7 \$45.99. Hardcover 978-1-61735-823-4 \$85.99. eBook 978-1-61735-824-1 \$50

The book provides conceptual and theoretical elaborations on human values from a cultural psychological approach. The authors illustrate their

original contributions with empirical data, allowing for productive discussion on the topic of ontogenesis of values from a historical-cultural perspective.



Culture and Social Change

Transforming Society through the Power of Ideas

Brady Wagoner, *Aalborg University*
Eric Jensen, *University of Warwick*
Julian A. Oldmeadow, *University of York*

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*
2012. Paperback 978-1-61735-757-2 \$45.99. Hardcover 978-1-61735-758-9 \$85.99. eBook 978-1-61735-759-6 \$50

This book brings together social scientists to create an interdisciplinary dialogue on the topic of social change as a cultural process. Culture is as much about novelty as it is about tradition, as much about change as it is about stability. This dynamic tension is analyzed in collective protests, intergroup dynamics, language, mass media, science, community participation, art, and social transitions to capitalism, among others contexts. These diverse cases illustrate a number of key factors that can propel, slow-down and retract social change. An emancipatory and integrative social science is developed in this book, which offers a new explanatory model of human behavior and thought under conditions of institutional and societal change.



Encouraging a Continuing Personal Investment in Learning

Motivation as an Instructional Outcome

Martin L. Maehr, *The University of Michigan*

2012. Paperback 978-1-61735-713-8 \$45.99. Hardcover 978-1-61735-714-5 \$85.99. eBook 978-1-61735-715-2 \$50

The writing of this book was in part supported by a grant from the National Science Foundation (NSFEHR 0335369). It represents a significant extension and enriched interpretation of earlier work on “motivation as an instructional outcome” (e.g., Maehr, 1976). Such enrichment and enhancement was prompted by the work on the project as it was conceptualized and envisioned by Paul Pintrich---and later, following his untimely death, carried out by a cadre of students and colleagues, including especially his Wife, Life Partner and also oft-time collaborator in multiple research and scholarly endeavors: Dr. Elizabeth DeGroot as well as several colleagues, including, the author of this volume and Dr. Stuart Karabenick.

Of course, it is the primary author of this volume who must bear the responsibility for omissions, errors and interpretations that may have slipped into the text. But whatever portions of this volume may be deemed worthy of consideration and possibly of some value for fellow scholars presently or in the future --- and also contribute in at least some small way not only to continuing scholarly study of “The Most important attitude that can be formed: “That of Desire to go on Learning.” But therewith here and there also prove useful not only for scholars and the development of an increased understanding of the nature and nurture of motivation and its impact on the pursuit of knowledge but also prove useful to students in preparing to become educators --- and perhaps also of value to experienced educational practitioners ---- and here there maybe also to parents and others with a concern for the nature and nurture of excellence in teaching and learning.



Encyclopedia of Sports & Recreation for People with Visual Impairments

Andrew Leibs

A volume in the series *Critical Concerns in Blindness*
2012. Paperback 9781623960407 \$45.99. Hardcover 9781623960414 \$85.99. eBook 9781623960421 \$50

Not long ago, most blind and visually impaired people grew up without ever playing sports; they sat on the sidelines, and kept score during gym---protected rather than included. In the 1980s, few people had ever heard of the Paralympic Games or accessible recreation.

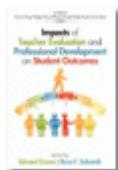
Today, promising blind athletes can receive residency at the US Olympic Training Center; runners compete for prize money and national championships, and most ski resorts offer adaptive programs throughout the year where blind people can ski, cycle, and kayak—often for free.

The Paralympic movement, the Americans with Disabilities Act of 1990, and ever-increasing expectation for inclusion among the disabled have inspired an explosion of accessible sports, fitness, and recreation programs that accommodate the blind.

The Encyclopedia of Sports & Recreation for People with Visual Impairments is the first consumer-focused, action-oriented guide to this new world of accessible activity, profiling the people, programs, and products that are helping move blind and visually impaired people from the sidelines into the game.

This groundbreaking guide profiles every accessible blind sport and recreation activity with entries that outline how athletes (both novice and elite) got involved in the sport and how participation has shaped their life. The book also profiles major blind sports organizations and includes chapter and resource listings on camps and accessible recreation providers.

Through this book, blind people will be inspired to embrace sports as the rest of society does—as a vital component of personal expression and human interaction that opens paths to adventure, confidence, and lifelong health and fitness.



Impacts of Teacher Evaluation and Professional Development on Student Outcomes

Edward Crowe, *The Bench Group*
Rena F. Subotnik, *American Psychological Association*

A volume in the series *Levers of Change*

2012. Paperback 978-1-61735-862-3 \$45.99. Hardcover 978-1-61735-863-0 \$85.99. eBook 978-1-61735-864-7 \$50

This particular case study is designed to explore the extent to which a teacher evaluation system is effective. It also addresses the challenge of measuring student achievement gains when the students in question are already at the high end of the scale, a different yet important—problem in an era when many concentrate on “low-hanging fruit” or students “on the bubble” between failure and marginal performance. By presenting a realworld case, various research methods for studying issues raised by the case, and the interchange among scholars engaged in this effort, this volume will allow educational policymakers and practitioners to decide if a proposed approach is compelling and relevant for their settings. Concurrently, a comparison of various research methods addressing a real school-based problem provides an important learning tool for the research community, and for those who study and make policy. We also believe that the case study and the research designs will be useful for those with responsibility for framing and funding a research agenda in education that utilizes strong research designs applied to topics that matter to student outcomes at all levels of the U.S. education system and at all levels of pupil performance. And finally, we hope that doctoral programs that seek to prepare the next generation of education researchers will find our approach helpful in their work.



Researcher Race Social Constructions in the Research Process

Lauren Mizock
Debra Harkins

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*

2012. Paperback 978-1-61735-698-8 \$45.99. Hardcover 978-1-61735-699-5 \$85.99. eBook 978-1-61735-700-8 \$50

Researcher Race: Social Constructions in the Research Process is designed to expose the role of researcher race in social science research. This book highlights the interaction of researcher and participant race in shaping data that is collected. Researcher Race makes the researcher’s position visible via interview excerpts from a qualitative study in order to deconstruct researcher race effects in research. The book includes passages from a qualitative research study with a sample of 20 Black-identified and 20 White-identified participants, as well as a Black researcher and a White researcher. Selections of data from across different researcher-participant racial dyads illustrate how issues of researcher race can arise in research settings.

Researcher Race presents the history of racial bias and maltreatment in research. A review of cultural competency theory as it pertains to research is discussed. An overview of narrative research methodology that is used in this study is also provided. Chapters focused on the research data include an

exploration of participants' preferences for researcher race; the significance of off-script researcher comments during an interview; and the narratives of traumatic racism among Black and White participants. In the concluding chapter, the book expands conversations about researcher race to consider intersecting aspects of identity in researcher-participant interactions, as well as directions for future research and training.

This book can serve as a guide for researchers, as well as students of research, culture, and diversity. *Researcher Race: Social Constructions in the Research Process* is a valuable tool for researchers interested in expanding awareness of race, oppression, and methodology.

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