
Action And Self Development Theory And Research Through The Lifespan

Intentional Self-Development and Positive Ageing
Handbook of Research on Adult Learning and Development
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Personal Growth, Narrative Identity, and the Good Life
A Developmental Perspective
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Intentional Self- Development and Positive Ageing Springer

Publishing Company

"This chapter introduces the main features of the transformative self-what it is and is not. For instance, the transformative self is not a person but rather a self-identity that a person uses to facilitate personal growth. The person creates a transformative self primarily in their evolving life story. This growth-oriented narrative identity helps the person to cultivate growth toward a good life for the self and others. The chapter provides an overview of the book's theoretical approach and topics. The book's first section examines the components of personal growth, narrative identity, and a good life that culturally characterize the transformative self. The second section explores the personality and social ecology of the person who has a transformative self. The third section shows how the transformative self itself develops over

time. The final section explores the hazards and heights of having a transformative self"--

Handbook of Research on Adult Learning and Development Routledge

"This collection is a timely and excellent contribution to the study of resilience and the field of gerontology."--

Anthropology and Aging Quarterly This state-of-the-science, multidisciplinary Annual Review of Gerontology and Geriatrics provides a comprehensive examination of critical issues on resilience in a variety of life domains central to the well-being of older persons. It examines the role of resilience in determining adjustment and function in the domains of health, grief and bereavement, physical activity and functioning, spirituality, work, retirement, intellectual/cognitive functioning, coping with life events, care giving, and mental health interventions. The first section of the book addresses such domains of resilience as immunological function, stress and mood disorders, emotional and cognitive resilience,

adjustment to cultural and environmental changes, and spirituality. Section two is concerned with practical applications of resilience. A

developmental family perspective is used to examine differences in adaptation to age-related challenges. The role of resilience in geriatric rehabilitation is discussed as is adaptive coping in regard to loss and trauma. The text also explores resilience in regard to career management, retirement, and volunteerism, considers resilience as a component of health in regard to public policy, and examines exemplary public health programs and policies and the relationship of resilience to health care finance. Also addressed is resilience in caregiving as a mutually beneficial process, clinical interventions that enhance resilience, and resilience from a lifespan developmental perspective. Key Features: Synthesizes the best current research in the field, with direct practice implications Addresses resilience in regard to immunological function, emotional and

cognitive resilience, and spirituality Explores the role of resilience in geriatric rehabilitation, career management and retirement, person-environment fit, and public health and policy Examines directions for future research and resilience-oriented interventions

Beyond Well-Being

Taylor & Francis
The basic concern of the volume is to determine the preconditions of personality development and to show their significance and their perspectives for educational science and for pedagogical practice. First, these basic preconditions of becoming oneself are collected in a single volume and discussed in terms of their significance for science and for educational practice. In all fundamental dimensions are understood as precondition of becoming oneself. "Bildung" is here for the first time understood as the formation of the overall individual personality, which the OECD postulates to be the key qualification of the Twenty-first Century. From a pedagogical perspective, it is a matter of furthering the

personality. It provides research with a new perspective, in that it makes the furthering of the overall personality the object of education.

Possible Selves

Cambridge University Press

As I begin to write this Preface, I feel a rush of excitement. I have now finished the book; my gestalt is coming into completion. Throughout the months that I have been writing this, I have, indeed, been intrinsically motivated. Now that it is finished I feel quite competent and self-determining (see Chapter 2). Whether or not those who read the book will perceive me that way is also a concern of mine (an extrinsic one), but it is a wholly separate issue from the intrinsic rewards I have been experiencing. This book presents a theoretical perspective. It reviews an enormous amount of research which establishes unequivocally that intrinsic motivation exists. Also considered herein are various approaches to the conceptualizing of intrinsic motivation. The book concentrates on the approach which has developed out of the work of Robert White (1959), namely, that intrinsically

motivated behaviors are ones which a person engages in so that he may feel competent and self-determining in relation to his environment. The book then considers the development of intrinsic motivation, how behaviors are motivated intrinsically, how they relate to and how intrinsic motivation is extrinsically motivated behaviors, affected by extrinsic rewards and controls. It also considers how changes in intrinsic motivation relate to changes in attitudes, how people attribute motivation to each other, how the attribution process is motivated, and how the process of perceiving motivation (and other internal states) in oneself relates to perceiving them in others. *Spirituality and Human Flourishing* Nova Publishers
An exploration of criminal trajectories, placing them in a developmental context Over the past several years, notions of developmental trajectories—particularly criminal trajectories—have taken hold as important areas of investigation for researchers interested in the longitudinal study of crime. This accessible

volume presents the first full-length overview of criminal trajectories as a concept and methodology and makes the case for a developmental approach to the topic. The volume shows how a developmental perspective is important from a practical standpoint, helping to inform the design of prevention and early intervention programs to forestall the onset of antisocial and criminal activity, particularly when it begins in childhood. Crime in this view does not suit a one-size-fits-all model. There are different types of criminals who develop as the result of different types of developmental factors and experiences. By considering what risk factors may set the stage for later crimes in certain circumstances, the authors argue that we may be able to intervene at any point along the life course and, if addressed early enough, prevent criminal behavior from taking root. *Criminal Trajectories* offers a comprehensive synthesis of the findings from numerous criminal trajectory studies, presented through a multi-disciplinary lens. It addresses the policy and

practice implications of these findings for the criminal justice system—including a critique of current sentencing and incarceration practices—and presents twelve recommendations informed by developmental frameworks for future work. *Building Strengths* U of Nebraska Press Bringing together leading authorities, this tightly edited volume reviews the breadth of current knowledge about goals and their key role in human behavior. Presented are cutting-edge theories and findings that shed light on the ways people select and prioritize goals; how they are pursued; factors that lead to success or failure in achieving particular aims; and consequences for individual functioning and well-being. Thorough attention is given to both conscious and nonconscious processes. The biological, cognitive, affective, and social underpinnings of goals are explored, as is their relationship to other motivational constructs. **Paths to Successful Development** Springer Publishing Company

Action and Self-Development Theory and Research Through the LifeSpan SAGE Publications *Personal Growth, Narrative Identity, and the Good Life* Psychology Press Sociologists have tried to analyze adolescents as long as the discipline has existed. However, most studies have focused on suburban youth, ignoring a large segment of the population, the urban adolescent. *Urban Girls* tries to reverse this trend. The researchers included in this ambitious project realize there is more to adolescence than the suburban experience. The city has unique effects on the people who live there, and they on it. Drawing on experts from across the country, *Urban Girls* investigates what it is like to be young in an American city. This book also explores the minority experience in America. It is wonderful to see studies of Black and Latina youth that do not automatically label them as future convicts, drug dealers, or with other negative stereotypes. -- The American Reporter Traditional psychology textbooks have ignored the normative development of urban

girls and the unique situations they face on a daily basis. Lumped together with their suburban, mostly white and middle class counterparts, their voices are frequently subsumed within the larger study of adolescent development. *Urban Girls* is the first book to directly focus on the development of urban poor and working class adolescent girls. Including both quantitative and qualitative essays, and including contributions from psychologists, sociologists, and public health scholars, this volume explores the lives of a diverse group of girls from varying ethnic and class backgrounds. Topics covered include the identity development of Caribbean-American girls, the role of truth telling in the psychological development of African-American girls, relationships between mothers and daughters of different races and ethnicities, friendships, sexuality, health risks, career development, and other subjects of importance to human development. Filling a gap in the literature of human development, *Urban Girls* is sure to be of use to psychologists, sociologists, and social

workers.
A Developmental Perspective SAGE Publications
 The Handbook of Research Methods in Developmental Science is a collection of newly written articles that provide an overview of methods and approaches associated with the study of human development. Contains accessible contributions from some of the most renowned developmental scientists in the field. Provides basic information on the strengths and challenges inherent in traditional and complex research design. Discusses successful intervention approaches that have been used to promote intellectual, social, and linguistic development. Includes cutting-edge research that is forging new and exciting directions in developmental research. Provides students and scholars with a working understanding of research approaches and issues in the developmental sciences.
Handbook of Child Psychology and Developmental Science, Theory and Method
 Routledge
 First Published in 2011.
 Routledge is an imprint of Taylor & Francis, an

informa company.
Enduring Questions in Gerontology NYU Press
 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.

Social Interaction and the Development of Knowledge John Wiley & Sons

Urban Girls, published in 1996, was one of the first volumes to showcase the lives of girls growing up in contexts of urban poverty and sometimes racism and violence. It spoke directly to young women who, often for the first time, were seeing their own stories and those of their friends explained in

the materials they were asked to read. The volume has helped to shape the way in which we study girls and understand their development over the past decade. *Urban Girls Revisited* explores the diversity of urban adolescent girls' development and the sources of support and resilience that help them to build the foundations of strength that they need as they enter adulthood. Urban girls are frequently marginalized by poverty, ethnic discrimination, and stereotypes suggesting that they have deficits compared to their peers. In fact, urban girls do often "grow up fast," taking on multiple adult roles and responsibilities in contexts of high levels of adversities. Yet a majority of these girls show remarkable strengths in the face of challenges, and their families and communities provide many assets to support their development. This new volume showcases these strengths.

Contributors: Amy Alberts, Natasha Alexander, Murray Anderson, Elizabeth Banister, Cecilia Benoit, Kristen Boelcke-Stennes, Ana Mari Cauce, Elise D. Christiansen,

Brianna Coffino, Catherine L. Costigan, Karin Coyle, Anita Davis, Jill Denner, Sumru Erkut, Kenyaatta Etchison, Michelle Fine, Yulika Forman, Emily Genao, Mikael Jansson, Chalene Lechuga, Stacey J. Lee, Richard M. Lerner, Nancy Lopez, Ann S. Masten, Jennifer McCormick, Jennifer Pastor, Erin Phelps, Leslie Prescott, Jean E. Rhodes, Ritch C. Savin-Williams, Anne Shaffer, Renee Spencer, Pamela R. Smith, Carl S. Taylor, Jill McLean Taylor, Virgil A. Taylor, Maria Elena Torre, Allison J. Tracy, Carmen N. Veloria, Martina C. Verba, and Janie Victoria Ward.

[The Oxford Handbook of Reciprocal Adult Development and Learning](#) Springer Science & Business Media

The concept of the Self has a long history that dates back from the ancient Greeks such as Aristotle to more contemporary thinkers such as Wundt, James, Mead, Cooley, Freud, Rogers, and Erikson (Tesser & Felson, 2000). Research on the Self relates to a range of phenomena including self-esteem, self-concept, self-protection, self-verification, self-awareness, identity, self-efficacy, self-

determination etc. that could be sharply different or very similar. Despite this long tradition of thinkers and the numerous studies conducted on the Self, this concept is still not very well defined. More precisely, it is not a precise object of study, but rather a collection of loosely related subtopics (Baumesiter, 1998). Also, in the philosophical literature, the legitimacy of the concept of “self” has been brought into question. Some authors have argued that the self is not a psychological entity per se, but rather an illusion created by the complex interplay between cognitive and neurological subsystems (Zahavi, 2005). Although no definitive consensus has been reached regarding the Self, we emphasize in this volume that the Self and its related phenomena including self-concept, motivation, and identity are crucial for understanding consciousness and therefore important to understand human behavior. Self-concept, motivation and identity: Underpinning success with research and practice provides thus a unique insight into self-

concept and its relationship to motivation and identity from varied theoretical and empirical perspectives. This volume is intended to develop both theoretical and methodological ideas and to present empirical evidence demonstrating the importance of theory and research to effective practice.

Developmental Science
John Wiley & Sons
Developmental Science: An Advanced Textbook is the most complete and cutting-edge introduction to the field available today. Since its initial publication, the key purpose of the text has been to furnish inclusive developmental perspectives on all substantive areas in psychology—neuroscience, perception, cognition, language, emotion, and social interaction. This edition is no exception, as it continues to underscore the dynamic and exciting status of contemporary developmental science. In this Seventh Edition, Marc H. Bornstein and Michael E. Lamb once again invite international experts to prepare original, comprehensive, and topical treatments of the major areas of developmental science, which are masterfully

woven into a single coherent volume. Some chapters in this edition are new, and those carried forward from the sixth edition have been extensively revised. This volume represents faithfully the current status of scholarly efforts in all aspects of developmental science. Ideal for advanced undergraduate and introductory graduate courses, the text is accompanied by a website with supplementary material for students and instructors, including chapter outlines, topics to think about before reading, glossaries, and suggested readings. [Thriving in Childhood and Adolescence: The Role of Self Regulation Processes](#)
Oxford University Press
In what ways do individuals influence the course of their lives? How do people construct a unique life path within the opportunities and constraints afforded by their world? This volume examines how agency in the life course can be conceptualized and investigates the specific ways in which personal characteristics and contextual variables play a role in shaping individual lives. The

contributors offer differing perspectives on agency, how its expression changes over a lifetime, and how it is constrained, channeled, or altered by cultural and social institutions. Each chapter focuses on one aspect of individual agency that can have a cumulative influence on an individual's life. Following an overview of the subject by Lisa J. Crockett, Jochen Brandtstüder and Klaus Rothermund provide a life-span model of agency focused on "intentional self-development" and goal accommodation. Ellen Skinner and Kathleen Edge discuss the development of coping, a potential underpinning of agency. In a concluding essay, Michael J. Shanahan and Glen H. Elder Jr. examine agency within a life-course framework, showing that the impact of individual agency on people's lives depends on the opportunities and constraints present during a particular historical era.

Criminal Trajectories
Springer Science & Business Media
These two volumes represent the cutting edge of contemporary theory and research in psychological science. Based on the keynote and

state-of-the-art lectures from the 27th International Congress of Psychology, the volumes feature a collection of chapters written by international leaders in psychological scholarship. The chapters reflect the diversity of current research topics in psychology, where old boundaries have become obsolete and subdivisions from the past merge to form new objects of study. Volume 1 addresses cognitive, biological, and health perspectives. It includes sections on the neural mechanisms underlying psychological processes; the core areas in experimental psychology, perception, attention, learning, and memory; the multiple aspects of psychological health; the interaction between cognitive and emotional processes; and higher cognitive processes with special focus on decision-making and language. Volume 2 deals with social, developmental, and clinical perspectives. The sections highlight human development across the life span; basic and applied issues in personality, emotion, and clinical psychology; social psychology, ranging from experimental work

through social constructivism; and gender.

Evidence-Based Approaches to Theory, Practice, and Policy John Wiley & Sons
This volume presents the reader with a stimulating rich tapestry of essays exploring the nature of action and intentionality, and discussing their role in human development. As the contributions make clear, action is an integrative concept that forms the bridge between our psychological, biological, and sociocultural worlds. Action is also integrative in the sense of entailing motivational, emotional, and cognitive systems, and this integration too is well represented in the chapters. Action is defined, and distinguished from behavior, according to its intentional quality. Thus, a constantly recurring theme in the volume involves the dialectic of action-intentionality, and specifically the questions of how and when these concepts are to be distinguished.

Urban Girls Revisited
Springer Publishing Company
Psychology is of interest to academics from many fields, as well as to the

thousands of academic and clinical psychologists and general public who can't help but be interested in learning more about why humans think and behave as they do. This award-winning twelve-volume reference covers every aspect of the ever-fascinating discipline of psychology and represents the most

current knowledge in the field. This ten-year revision now covers discoveries based in neuroscience, clinical psychology's new interest in evidence-based practice and mindfulness, and new findings in social, developmental, and forensic psychology. [Social Structures and Aging Individuals](#) NYU Press

Please see Volume I for a full description and table of contents for all four volumes.

IAP

The concept of the adaptive self discussed in this book is a unifying framework for considering the nature of identity and the development of the self throughout the life-span.