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Edited by Bryan W. Sokol, Frederick M. E. Grouzet, Ulrich Müller
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SELF-REGULATION AND AUTONOMY

Self-regulation and autonomy have emerged as key predictors of health and well-being in several areas of psychology. This timely volume brings together eminent scholars at the forefront of this research, which is taking place in disciplines including social psychology, developmental psychology, educational psychology, and developmental neuroscience. The contributors present ideas and research findings on the development of self-regulation and autonomy, including their biological bases, antecedents, and consequences. Editors Bryan W. Sokol, Frederick M. E. Grouzet, and Ulrich Müller have shaped the volume's multi-disciplinary perspective on self-regulation and autonomy to reflect the legacy of Jean Piaget, the trailblazing developmental psychologist whose work drew on a diverse body of research.

Bryan W. Sokol is an associate professor in the department of psychology and the director of the Center for Service and Community Engagement at Saint Louis University. His research interests include the development of children's social understanding and socioemotional competence, moral agency, and conceptions of selfhood.

Frederick M. E. Grouzet is an associate professor of psychology at the University of Victoria. His research interests include the development of personal goals and values through socialization and personal-growth experiences and activities, as well as the relationships between goals, mental time travel, and well-being.

Ulrich Müller is an associate professor of psychology at the University of Victoria. His research focuses on the development of self-regulation in young children and the ways in which social interaction influences the development of self-regulation. Dr. Müller has co-edited several books, including *The Cambridge Companion to Piaget* (2009).

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Nancy Budwig
 Clark University

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Self-Regulation and Autonomy

SOCIAL AND DEVELOPMENTAL DIMENSIONS
OF HUMAN CONDUCT

Edited by

Bryan W. Sokol

Saint Louis University

Frederick M. E. Grouzet

University of Victoria

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Contents

<i>Figures and Tables</i>	<i>page</i> ix
<i>Series Editor's Preface to the Book Series</i>	xi
<i>Preface to the Volume</i>	xv
1. Self-Regulation and Autonomy: An Introduction <i>Frederick M. E. Grouzet, Bryan W. Sokol, and Ulrich Müller</i>	1
PART I DIALECTIC BETWEEN ORGANISMIC AND SOCIAL PROCESSES	
2. The Importance of Autonomy for Development and Well-Being <i>Edward L. Deci and Richard M. Ryan</i>	19
3. Self-Regulation and Autonomy: The Dialectic Between Organismic and Sociocognitive Valuing Processes <i>Frederick M. E. Grouzet</i>	47
4. Development as Emergence <i>R. Keith Sawyer</i>	78
PART II SOCIAL DEVELOPMENT	
5. Constructing the Agent: Developing Conceptions of Autonomy and Selfhood <i>Bryan W. Sokol, Ulrich Müller, and Michael J. Chandler</i>	101
6. Revisiting the Moral Self-Construct: Developmental Perspectives on Moral Selfhood <i>Tobias Krettenauer</i>	115

viii	<i>Contents</i>	
7.	Facilitating Autonomy in the Family: Supporting Intrinsic Motivation and Self-Regulation <i>Wendy S. Grolnick and Jacquelyn N. Raftery-Helmer</i>	141
8.	“It’s a Part of Life to Do What You Want”: The Role of Personal Choice in Social Development <i>Larry Nucci</i>	165
PART III SELF-REGULATION AND AUTONOMY AT SCHOOL		
9.	Toward a Social Psychology of Assimilation: Self-Determination Theory in Cognitive Development and Education <i>Richard M. Ryan and Edward L. Deci</i>	191
10.	Self-Regulation and School Success <i>Angela Lee Duckworth and Stephanie M. Carlson</i>	208
11.	Understanding Explanatory Talk Through Vygotsky’s Theory of Self-Regulation <i>Challis J. E. Kinnucan and Janet E. Kuebli</i>	231
PART IV NEUROLOGICAL PERSPECTIVE		
12.	Two-Mode Models of Self-Regulation and Serotonergic Functioning: Divergent Manifestations of Impulse and Constraint <i>Charles S. Carver, Sheri L. Johnson, and Jutta Joormann</i>	255
13.	Self-Regulation of Neural Development <i>Allison C. Waters and Don M. Tucker</i>	279
	<i>Index</i>	297

Figures and Tables

FIGURES

3.1. The circumplex structure of personal goals	<i>page 50</i>
6.1. Three layers in the development of moral selfhood	131
8.1. Percentage at each age saying would have a right to steal “overall” and from a vulnerable other child	184
10.1. Associations with course grades by level of education	214
12.1. Three temperamental influences on behavior	259
13.1. Gross anatomy of the brain	283
13.2. Somatic and visceral neocortex	284
13.3. Origins of mammalian neocortex in the reptilian brain	286

TABLES

8.1. Percentage of Reasoning Pattern by Age and Context	181
10.1. A Comparison of Standardized Achievement Tests and Teacher-Assigned Course Grades	218
13.1. Properties of Dorsal and Ventral Limbic-Cortical Divisions	285

Series Editor's Preface to the Book Series

In 1970, Jean Piaget participated in a workshop that instigated vigorous discussion in higher education circles about the importance of traversing the boundaries across the disciplines. The workshop, entitled “L’interdisciplinarité – Problèmes d’enseignement et de recherche dans les universités,” was held in Nice, France, in September 1970 and the proceedings were published in 1972 as a monograph entitled *Interdisciplinarity: Problems of Teaching and Research in Universities* (Paris: Organisation for Economic Cooperation and Development). This workshop and the book that resulted from it set the stage for ongoing debates about how best to view work occurring at the intersection of disciplinary boundaries. Piaget’s remarks made clear that new conceptual frameworks were needed, frameworks that underscored the importance of augmenting disciplinary knowledge in order to address enduring challenges of our times. Whether to do so from multi-, trans-, or interdisciplinary bases and what precisely each of these constructs adds to disciplinary discussions has been hotly debated for the ensuing four decades. What Piaget was wrestling with in 1970 and many others have been pursuing since then are two enduring issues: the complexity of knowledge and the importance of viewing knowledge construction as a process embedded in real time. Piaget understood early what has become more obvious now, namely the importance of going beyond disciplinary limitations both theoretically and methodologically. This insight has shaped modern thinking on knowledge and development in significant ways.

Around the same time that Piaget spoke at the Organisation for Economic Cooperation and Development workshop, a new society was formed: the Jean Piaget Society. Founded in 1970, it has since provided an internationally recognized forum for inquiry and advances about significant problems in the developmental sciences. The Society has had a long-standing commitment to developmental perspectives and has been deeply

concerned with theories and conceptualizations of development and the ways developmental perspectives connect to and influence research. Since renamed the Jean Piaget Society for Knowledge and Development, the Society organizes and sponsors a book series, an annual meeting for plenary addresses and scholarly presentations, a scholarly journal (*Cognitive Development*), and a website (<http://www.piaget.org>). Across venues, participating scholars come from a range of disciplines, including departments of psychology, anthropology, linguistics, sociology, biology, philosophy, and education.

The Society has had a long-standing dedication to the publication of a book series that addresses core problems in the developmental sciences. For more than 30 years, Lawrence Erlbaum Press (currently Psychology Press/Taylor and Francis) published the series. Each of the volumes in the Jean Piaget Series (JPS) engages well-recognized scholars on a set of themes that bring together divergent disciplinary perspectives. The series, which has included nearly 40 published volumes, has dealt with topics such as human understanding, developmental psychopathology, concept formation, and relations between learning and development.

In a time when there is a proliferation of edited volumes, one can ask what makes this series thrive. The high regard for these volumes has been due to the careful way interdisciplinary thinking has shed light on enduring issues with which scholars interested in human development are grappling. To a large measure the rigorous system of cultivation and review plays a significant role in arriving at cutting-edge thinking that goes beyond juxtaposition of new ideas. Careful attention is given to taking a theme at the center of developmental science (e.g., epigenesis of mind; culture, thought, and development; social development and social justice; developmental social cognitive neuroscience) and weaving scholarship from neighboring disciplines into discussions in ways that hold the potential to significantly shape ongoing scientific discourse.

Each JPS volume emanates from the Society's themed annual meeting that includes plenary addresses and invited symposia, a meeting structure that itself is the outcome of a long and rigorous academic review process. Typically, several revisions are made in the proposal before it obtains approval from the full board of directors. The annual meeting organizers also serve as editors of the volume. To supplement chapters by the five or six plenary speakers, the volume editors typically invite other contributors to the volume. The editors also inform contributors about the requirements with regard to the volume's theme and scope. Finally, the editors engage in a thorough evaluation of each contribution, providing extensive feedback

and soliciting revisions until they are of the required quality. This process ensures that extraordinary scholars will contribute to the volumes. In summary, we believe the book series has provided a distinctive intellectual contribution to the study of knowledge and development by focusing on developmental inquiry from an interdisciplinary perspective. Further information about the series can be found at <http://www.piaget.org/Series/series.html>.

This second volume in our book series *Interdisciplinary Perspectives on Knowledge and Development: The Jean Piaget Symposium Series* with Cambridge University Press exemplifies the strong interdisciplinary approach that has been central to all of our prior volumes. Edited by Bryan W. Sokol, Frederick M. E. Grouzet, and Ulrich Müller, this volume, *Self-Regulation and Autonomy: Social and Developmental Dimensions of Human Conduct*, continues the Jean Piaget Society's tradition of providing a recognized forum for advancing inquiry about both enduring and emergent problems in the developmental sciences. The linkage between self-regulation and autonomy is truly novel, and the volume provides a space to explore the interface between these two constructs from various areas of psychology. In addition to providing new conceptual frameworks that deal with the dialectic between organism and social context, the volume provides insights into usable knowledge to the extent that theory and research about self-regulation and autonomy are applied to educational settings. As such, this second volume continues to represent the goals of the series in important ways by paving the road to further interdisciplinary scholarship at the frontiers of new knowledge about human development.

Nancy Budwig
Clark University
Worcester, MA
October 2012

Preface to the Volume

The origin of this volume was a conference entitled “Self-Regulation and Autonomy: Exploring Social, Developmental and Educational Currents of Human Conduct” that we organized in 2010. The impetus for organizing a conference on self-regulation and autonomy grew from three broad considerations. The first concerned the increasing interest in these topics from researchers of diverse backgrounds. From almost any theoretical angle, self-regulation and autonomy are considered vital for adaptive psychological functioning in human beings. The second consideration followed from the important role of self-regulation in typical and atypical development, particularly in social contexts like school or family life. Successes and failures in self-regulation are reflected in children’s and adults’ abilities to regulate impulses, attention, and emotions, all of which have important ramifications for individual functioning and interpersonal behavior. Finally, the third consideration derived from several key conceptual questions about the notions of self-regulation and autonomy – specifically, how should the impact of social interactions on self-regulation and autonomy be conceptualized? Should self-regulation and autonomy be conceptualized as organismic or socially acquired constructs? Are they culturally universal or specific? What are their biological bases?

We submitted a meeting proposal describing these themes to the board of directors of the Jean Piaget Society. Based on their helpful feedback, we refined the proposal and sharpened its conceptual focus. Our proposal was realized at the 40th Annual Meeting of the Jean Piaget Society, which was held June 3 to 5, 2010, in St. Louis, Missouri. This volume is based on presentations from that meeting.

We would like to thank several individuals who were helpful in bringing this project to fruition. Geoffrey Saxe (past president of the Society) was very supportive of our efforts to make both the conference and this

volume a success. Larry Nucci (VP Meeting Planning), Stephanie Carlson (VP Publicity and Outreach), Christopher Lalonde (VP Information Technology), Ashley Maynard (Treasurer), and Saba Ayman-Noelley (VP Communications) put in a lot of hard work in planning, organizing, and advertising the meeting. The local arrangement committee in St. Louis, headed by Bryan W. Sokol and the graduate students at Saint Louis University's Department of Psychology, made sure that the meeting itself ran smoothly. We would also like to thank Nancy Budwig for her advice and counsel in preparing this volume.

We would like to acknowledge the generous financial support we received from the Jacobs Foundation, Saint Louis University, the Center for Character and Citizenship (University of Missouri at St. Louis), the St. Louis Academy of Science, Elsevier, and Taylor and Francis.

*Bryan W. Sokol (Saint Louis, MO),
Frederick M. E. Grouzet (Victoria, BC),
Ulrich Müller (Victoria, BC),
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