

Index

- Abrams, L.S., 563, 565–566
 Abramson, L., 21
 acculturation stress, adolescence and, 175–176
 Acland, E.L., 92
 actions, 615
 action understanding
 generally, 277
 beyond infancy, 279
 defined, 277
 helping and, 277–278
 in infancy, 277–279
 research on, 277–278
 sharing and, 278–279
 activism, social media and, 506
 Actor Partner Interdependence Modelling (APIM), 403
 Adaptive Calibration Model, 565–566
 adaptive developmental regulations, 561
 Adler, A., 391
 adolescence, prosociality in
 generally, 247
 acculturation stress, 175–176
 acculturative stress, 175–176
 African Americans, 175–176
 civic engagement, 194
 cognitive coordination and, 244–246
 cognitive development theory and, 165
 communalism and, 175
 community service, 546–547
 COVID-19 pandemic and, 170
 cross-national context, 172–174
 cultural development perspectives, 172–177
 developmental period of adolescence, 164
 discipline, effect of, 168
 distal influences, 172
 effortful control, 305
 empathy, positive effects of, 170–171
 ethnic and racial minorities, 174–175
 ethnic identity and, 175
 familism and, 174–175
 forgiveness, positive effects of, 171
 future research, 177–178
 gender differences, 323–324
 gratitude, positive effects of, 171
 guilt, negative effects of, 171
 inductions, effect of, 168
 international context, 172–174
 Latinos, 175–177
 longitudinal development, 190–191, 194
 love withdrawal, effect of, 168
 marginalized persons, 178
 mentors, effect of interactions with, 169
 moral identity, 178
 moral reasoning, 166–167
 music, impact of, 170
 negative emotionality, 307
 parental acceptance and, 366
 parental warmth, positive impact of, 167–168
 parenting, cultural context of, 177
 peers, effect of interactions with, 169, 194
 perspective-taking, 166–167, 243–244
 power assertion, effect of, 168
 psychological control by parents, negative impact of, 167–168
 racism and, 176–177
 religion and, 175
 in rural indigenous communities, 173–174
 self-actualization, 209, 221–222, 225
 self-compassion, positive effects of, 171
 shame, negative effects of, 171
 siblings, effect of interactions with, 168–169
 social cognitive theory and, 166
 socialization, role of, 165–166
 social learning and, 165–166
 social media, impact of, 169–170
 social understanding, 243–244
 sociocognitive mechanisms, 165
 socioemotional mechanisms, 170–171
 sympathy, positive effects of, 170–171
 teachers, effect of interactions with, 169
 theoretical frameworks of cultural development, 172
 video games, impact of, 170
 volunteering, 163, 177–178
 advantageous inequity aversion (AI), 481, 487
 African Americans
 adolescence and, 175–176
 civic engagement, 548
 neighborhoods and, 470

- African Americans (cont.)
 positive youth development (PYD) theory and, 565–566
 racism and, 176
- aggression
 absence of prosocial behavior distinguished, 5
 anger proneness and, 307
 autonomic nervous system (ANS) and, 88
 cortisol and, 95
 digital technology and, 199
 discipline and, 447
 early research, 618–619
 emotional distress and, 134–135
 entitlement and, 617
 extraversion-surgency and, 304–305
 family-focused interventions and, 535
 gender differences and, 321
 intervention strategies, 197, 535, 586, 622
 media, aggressive behavior in, 502–504
 peers and, 411–412, 448
 persistence of, 619
 siblings and, 388
 video games and, 170
- Agreeableness
 molecular genetics and, 38, 43–44
 twin studies, 40
- Ajzen, I., 239–240
- Alen, N.V., 92
- Altruism
 generally, 17
 altruistic donation task, 93–94
 altruistic prosocial behavior, 301–302
 Dictator Game and, 42
 empathy, linkage with, 22–24
 in infancy, 277
 neurobiology, altruistic versus strategic choices, 66–67
 practices of care and, 579
 prosocial behavior, relation to, 163–164
 reciprocal altruism, 165
 relational practices of care and, 579
 twin studies, 41–42
- Anderson, N.A., 470
- Anderson, R., 268
- anger
 anger proneness, 302–303, 307–308
 autonomic nervous system (ANS) and, 89–90, 96
 early research, 618
 gender differences and, 620
 in infancy, 241–242
 intervention strategies, 533
 parenting and, 533
 power assertion and, 168
 siblings and, 390
- animals
 bonobos (*See* Bonobos)
 chimpanzees (*See* Chimpanzees)
 empathy in, 623–624
- anonymous prosocial behavior, 301–302
- ANS. *See* Autonomic nervous system (ANS)
- antecedents of prosociality, 12
- anticipatory emotions, 257, 262
- antisocial behavior
 generally, 615
 autonomic nervous system (ANS) and, 88
 in current time of crisis, 617
 early research, 619–620, 622
 entitlement and, 617
 gender differences and, 617–619
 in infancy, 619–620
 persistence of, 619
 prosocial behavior distinguished from absence of, 5, 361
 prosocial behavior in context of, 622
 research on prosociality intersecting with, 626
- anxiety
 generally, 307
 empathy and, 618
 gender differences and, 619–620
 guilt and, 214, 374
 intervention strategies, 533
 introjected motivation and, 371
 neurobiology and, 42
- applied approaches to prosociality, 8–9, 12
- approach, 303, 310
- Aristotle, 567, 569–570
- assessment of prosociality
 generally, 350–351
 age as predictor variable, 344–345
 behavioral variation (BV), 336–338
 binary nature of inferences, 336, 339–341, 343–345
 cause-effect models (CEM), 337–338
 continuous study of prosocial development, need for, 349–350
 data simulations, 336, 345–347
 degree, prosociality as matter of, 337, 345
 dependent measure (*See* Dependent measure)
 difficulty in measuring and modeling, 335
 distinguishing prosociality from other disciplines, 336
 in early childhood, 341–343

- future research, 348–349
 implications of findings, 344–347
 individual difference analyses (IDA), 337–338
 in infancy, 339–341
 laboratory research, 410
 in middle childhood, 343–344
 null hypothesis significance testing (NHST) and, 348–349
 overview of research design, 337–338
 research design (*See* Research design)
 statistical modeling (*See* Statistical modeling)
 underlying mechanism (UM), 337–338
 young children, difficulty in studying, 335
- attachment theory
 generally, 7–8
 relational practices of care and, 587–588
 siblings and, 391–392, 403
- attentive commitment, 581, 591
 attentive companionship, 581, 591
 attentive rehabilitation, 580–581, 591
- Australia
 indigenous cultures, interconnectedness and, 606
 sharing in, 485
- authoritarian parenting, 362, 616
 authoritative parenting, 362, 366, 616
- autism spectrum disorder (ASD)
 digital technology and, 403
 empathy and, 135
 siblings and, 399
- autonomic nervous system (ANS)
 generally, 85–86
 age, development across, 89–90
 aggression and, 88
 altruistic donation task and, 93–94
 anger and, 89–90, 96
 antisocial behavior and, 88
 cardiac pre-ejection period (PEP), 86–87, 92
 chronometry of associations between physiology and prosociality, 93–94
 different responses in different circumstances, 95–96
 electrodermal activity (EDA), 86–87
 “fight or flight,” 86–87
 future research, 96, 98
 “Goldilocks effect,” 91–93
 happiness and, 96
 non-linear associations between physiology and prosociality, 91–93
 parasympathetic nervous system (PNS), 86–87, 91–94, 98
 polyvagal theory and, 87–88, 94
 prosocial behavior, effect on, 88
 relationship context, development in, 89–90
 research findings on prosociality, 90–91
 “rest and digest,” 87
 sadness and, 92, 94, 96
 salivary alpha-amylase (sAA), 86–87
 sympathetic nervous system (SNS), 86–87, 93, 98
 tonic PNS, 88
- autonomy, parental support for, 521, 533
- Axelrod, R., 164
 Axelrod, R.M., 289–290
 Azmitia, M., 396
- Baehr, J., 569
 Bakermans-Kranenburg, M.J., 46, 310
 Bandura, A., 8, 18–19, 282
 Bank, L., 388
 Barrett, H.C., 484
 Barriers to prosociality, 609–610
 Bar-Tuvia, S.M., 370
 Batson, D., 63, 211–212, 238, 624
 Baumeister, R.F., 210
 Beal, S.J., 305
 behavioral variation (BV), 336–338
 behaviorism, guilt and, 214
 Being Brave (intervention program), 522
 Bellucci, G., 68–70
 belonging, need for
 generally, 224–226
 empathy compared, 213
 in infancy, 209–211
 as motive of prosocial behavior, 209–211
- Bem, S.L., 324
- benefits of prosociality
 generally, 3, 409
 longitudinal development of prosociality and, 189–190, 198
 middle childhood, 156
 mutually beneficial prosocial behavior, 409–410
 variation in, 409–410
- Benson, P.L., 563
 Berkowitz, M.W., 568–570
 Bettencourt, A.F., 414
 Bickart, K., 43
 Bier, M.C., 570
- biological perspectives on prosociality
 generally, 8, 17, 164–165
 age, variation across, 21
 children, biological predisposition for prosociality, 108–110
 different prosocial behavior, variation over, 21–22
 empathy and, 21

- biological perspectives on prosociality (cont.)
 evolutionary perspectives (*See* Evolutionary perspectives on prosociality)
 gender differences and, 321–323
 group selection, 20–21
 kin selection, 20–21
 maximization of group survival and, 164–165
 molecular genetics, role of, 22 (*See also* Genetics, role in prosociality)
 reciprocal altruism and, 165
 reciprocity, 20–21
 sympathy and, 21
 twin studies (*See* Twin studies)
- biosocial behavior, 560
- Bischof-Köhler, D., 212
- Blake, P.R., 238–239, 283, 305, 481, 484–485
- Blasi, A., 239
- blessings, 615
- boarding schools, 449
- bonobos
 generally, 110
 helping and, 116
 sharing and, 118
 socialization, role of in prosocial behavior, 118–119
- Books, 505
- Borelli, J.L., 90
- Bornstein, M.H., 564–565
- Bourdieu, P., 578
- Bowlby, J., 392
- Brandtstädter, J., 561
- Brazil
 adolescence and prosocial behavior in, 173
 helping in, 224, 241, 489
- Breaux, R.P., 97
- Bregman, Rutger, 614–615
- Bridges/Puentes (intervention program), 522
- Broesch, T., 484
- Bronfenbrenner, U., 463
- Brownell, C.A., 268, 281
- Bryan, C.J., 376
- Buddha, 85
- Buddhism, 625
- Calkins, S.D., 95–96
- Callaghan, T., 120, 130, 132–133, 240, 340, 478, 487, 491–492
- callous unemotional behavior
 gene-environment interactions (GxE) and, 45
 neurobiology and, 74
 quantitative genetic designs and, 40
- Campbell, S.B., 450
- Campbell-Meiklejohn, D., 66–70
- Canada
 helping in, 487–488, 490–491
 National Aboriginal Circle Against Family Violence, 583–584
 relational practices of care in, 582–584, 590–591
 sharing in, 480–481, 483, 492
- Cantillon, D., 466
- Cardiac pre-ejection period (PEP), 86–87, 92
- caregivers
 contributing, role in, 216–217
 helping, role in, 241
 “imprinting,” 392
 motives of prosocial behavior and, 223–224
 siblings as, 399–400, 404
- caring for Life, 589
- Carlo, G., 172, 194, 305, 601
- Carpendale, J.M., 304
- Carpenter, M., 211, 265
- Catalano, R.P., 563
- Cause-effect models (CEM), 337–338
- CBITS-plus (intervention program), 522
- cellular phones
 longitudinal development of prosociality, smartphone data and, 199
 middle childhood, smartphone data and, 155–156
 prosocial behavior, effect on, 505–506
- Center for Healthy Minds, 622
- Chang, L., 398
- character attribution, 376
- character virtues
 generally, 570
 civic character and, 569
 context, importance of, 568–569
 Five Cs model and, 568, 570
 historical background, 567
 intellectual attributes and, 569
 morality and, 569
 performance character and, 569
 PRIMED model, 570
 prosocial behavior, effect on, 568
 relational nature of, 567–568
 relational practices of care and, 588–589
- Chernyak, N., 285
- Child Behavior Scale, 302
- Children of Peace, 582
- Child Rights International Network, 582
- Child Trends, 589
- Chilenski, S.M., 469

- chimpanzees
 generally, 110, 115
 comforting and, 623
 helping and, 115–117, 132
 sharing and, 117–118
 socialization, role of in prosocial behavior, 118–119
- China
 relational practices of care in, 589
 rural versus urban groups in, 436
 sharing in, 480–481, 485–486
- Christ, C.C., 42–43
- chronic illness, siblings and, 399
- Church, J., 132
- Cialdini, R.B., 621
- civic engagement
 generally, 542
 in adolescence, 194
 African Americans, 548
 “co-conspirators,” 543, 549, 551
 community service (*See* Community service)
 critical civic empathy, 548–549, 551
 critical consciousness and, 548–549
 cultural variations in, 543, 551
 defined, 543
 empathy and, 546, 548–549
 ethnicity, effect of, 547–548, 551
 family helping, inclusion of, 544
 family socialization and, 547
 future research, 550–552
 gender differences and, 547, 551
 informal helping, 543, 546, 548
 intersectional awareness and, 550–551
 intervention strategies, 551–552
 Latinos and, 543, 548
 longitudinal development of, 544
 morality and, 545–546
 as multidimensional construct, 542
 peacebuilding, 543
 perspective-taking and, 546
 political engagement and, 543, 548–550
 positive youth development (PYD) theory and, 545–546, 565
 prosociality as necessary but not sufficient for, 542
 race, effect of, 547–548, 551
 racism and, 542–543, 552
 in schools, 552
 social dominance orientation and, 550
 social justice and, 545, 549
 sympathy and, 546–549
 universalism and, 545, 551
 volunteering (*See* Volunteering)
- climate change, middle childhood and, 146, 156
- cognition
 defined, 615
 emotions and, 257–258, 621
 empathy and, 261, 621
 middle childhood, cognitive development in, 149
 prosocial cognitions, 4
 social-cognitive development (*See* Social-cognitive development)
 twin studies, 40–41
- Cognitive Behavioral Intervention for Trauma in Schools (CBITS), 522
- cognitive coordination
 in adolescence, 244–246
 cross-cultural comparison, 245–246
 future research, 247
 in middle childhood, 244–246
 moral reasoning and, 245
 resource distribution and, 245
 situational variability and, 245
- cognitive development theory, 19–20, 165
- Colasante, T., 92
- Colby, A., 287
- Collaborative for Academic, Social, and Emotional Learning (CASEL), 570
- comforting
 generally, 108–109, 131, 479
 age of development of, 301
 brain activation and, 135
 children and, 113–114
 chimpanzees and, 623
 in comprehensive heuristic model, 28–29
 defined, 276, 479
 as dependent measure, 340, 342–343
 emotional distress and, 109, 113–114
 empathy and, 113
 friendship and, 415
 in infancy, 134–135, 240–241
 intentionality of, 114
 negative emotionality and, 306–307
 as prosocial behavior, 234
 sadness and, 109
 self relief not motivation for, 114
 sociability and, 304
 sympathy and, 113
- communalism, adolescence and, 175
- Communities. *See* Neighborhoods, prosociality and Communities That Care (CTC), 468–469
- community service
 in adolescence, 546–547
 cost, relevance of, 543

- community service (cont.)
 prosocial behavior, effect on, 546–547
 schools and, 445, 447, 546–547
- comparative perspective on prosociality
 generally, 8, 108
 biological predisposition for prosociality,
 108–110, 118–119
 bonobos (*See* Bonobos)
 chimpanzees (*See* Chimpanzees)
 competent cooperators, 120–121
 cross-cultural comparisons, 120
 future research, 119–121
 implications of findings, 118–119
 individual differences, 119–120
 research findings generally, 110
 socialization, role of, 118–119
- compassion
 generally, 260–261
 adolescence, self-compassion and, 171
 early research, 622
 empathy distinguished, 63, 65–66
- compassion training, 75
- complexity of prosociality, 11
- compliant prosocial behavior, 301–302
- comprehensive heuristic model of childhood
 prosocial behavior
 generally, 24
 age, variation across, 26, 29–30
 comforting tasks, 28–29
 different tasks, variation across, 26
 helping, 26–27, 29
 motives and, 24
 necessity of further research, 24–26, 30
 sharing tasks, 27–29
- conceptual typology of prosociality
 attention to all dimensions, 604
 clarifying measures, 604
 clarifying relations between types of
 prosociality, 604
 facilitating integration, 604
 “how” questions, 603
 mechanisms in, 603
 motives of prosocial behavior in, 603
 nature of response in, 601–603
 need for, 601
 setting in, 603
 targets of prosocial behavior in, 603
 timing issues in, 603
 “what” questions, 601–603
 “when” questions, 603
 “where” questions, 603
 “who” questions, 603
 WH-questions model, 601–604
 “why” questions, 603
- Condron, D.J., 398
- consequential emotions, 257
- conspiracy theories, 627–628
- constructivist theories of prosociality, 389, 403,
 410, 417
- contagious crying, 23, 128–129
- contributing
 generally, 215, 225–226
 caregivers, role of, 216–217
 community endeavors, 215–217
 cross-cultural studies of, 215–218, 223
 in early childhood, 209, 215–218
 ethnographic studies of, 215–218
 family endeavors, 215–217
 in indigenous cultures, 215–216
 in Latin America, 215
 normative turn from, 219
 outside of family context, 217
 participating, transition from, 216
 peers and, 217
 second-person responsibility, 217
 in Western culture, 216
- control domain, 364, 370–374, 378
- Cook, K.V., 260, 323
- Coping Cat: Family Cognitive-Behavioral
 Therapy (FCBT) (intervention program),
 522
- Coplan, R., 310
- Corbit, J., 481, 490–492
- Cornell, A.H., 310
- Cortisol, 88–89, 95
- Coulombe, B.R., 92, 96
- COVID-19 pandemic
 adolescence and, 170
 middle childhood and, 146, 156
 online prosocial behavior and, 199
 relational practices of care and, 583
 schools and, 451
 siblings and, 389–390
 social media and, 507
- COVID Tech Connect, 583
- Cowell, J.M., 480–481, 483
- Coyle, C.E., 400
- Crick, N.R., 605
- critical civic empathy, 548–549, 551
- critical consciousness, 548–549, 551

- Crockett, L.J., 305
 Cui, L., 94, 96–97
 culture, helping and
 concern for others as motivating factor, 488–489, 491
 cost, relevance of, 490–492
 cross-cultural comparisons, 132
 cross-cultural developmental trends, 487–488
 distinct culturally specific pathways, 491
 in infancy, 487
 ownership, relevance of, 490–491
 social-cognitive foundations, 488
 socialization goals and practices, impact of, 489–490
 culture, prosociality and
 generally, 477
 acculturation stress, adolescence and, 175–176
 acculturative stress, adolescence and, 175–176
 adolescence, cultural development perspectives on, 172–177
 civic engagement, cultural variations in, 543, 551
 cognitive coordination, cross-cultural comparison, 245–246
 comparative perspective, 120
 contributing, cross-cultural studies of, 215–218, 223
 cost, relevance of, 492–493
 developmental systems approach, 478
 ethnographic research, 493
 expanding construct of prosociality, 605–606
 experimental research, 493
 future research, 493–494
 helping (*See* Culture, helping and)
 importance of culture in study of human development, 477–478
 infancy, cross-cultural comparisons, 139
 interconnectedness and, 605–606
 moral cognition in infancy and, 493–494
 motives of prosocial behavior, cross-cultural comparison, 223–224
 parenting, cultural context of, 177, 365, 373–374, 377–378
 sampling bias, 477
 scaffolding, 477–478
 sharing (*See* Culture, sharing and)
 siblings, cross-cultural comparisons, 398
 social-cognitive foundations, 491–493
 sociocultural mechanisms, 493
 twin studies, cross-cultural findings in, 42
 Western bias, 477
 culture, sharing and
 advantageous inequity aversion (AI), 481, 487
 community characteristics, impact of, 486–487
 consequences of sharing, 483
 cost, relevance of, 487, 492
 cross-cultural developmental trends, 480
 cultural orientations, impact of, 485–486
 disadvantageous inequity aversion (DI), 481, 487
 donor characteristics, impact of, 486–487
 emotional predictors of sharing, 483
 false-belief comprehension and, 480
 inequity aversion, 481
 in infancy, 479–480
 merit, 481–482
 in middle childhood, 487
 normative determinants of sharing, 483–485
 reciprocity, 482
 social-cognitive foundations, 480–481
 Theory of Mind (TOM) and, 480
 turn-taking games and, 482–483
 Cutler, J., 66–70

 Dahl, A., 27, 242, 376
 daily diaries, middle childhood and, 155
 Dalai Lama, 620
 Damon, W., 287, 564
 Darlington, P.J., 164
 Darwin, Charles, 85, 211, 621
 data science, middle childhood and, 155–156
 data simulations, 336, 345–347
 Davidov, M., 28–29, 212, 363, 369–370, 459, 614
 Davidson, M., 569
 Davidson, R., 620
 Deater-Deckard, K., 43
 Deavin, A., 399
 Decety, J., 75, 622
 defending, 415
 Democratic Republic of Congo, siblings in, 398
 dependent measure
 comforting as, 340, 342–343
 in early childhood, 341–342
 helping as, 339–341, 343–344
 heterogeneity of, 336, 345
 in infancy, 339–340
 in middle childhood, 343–344
 sharing as, 340–343
 depression
 generally, 614
 empathy and, 75, 618
 neurobiology and, 73–74
 in siblings, 400
 volunteering and, 196–197
 developmental regulations, 561

- developmental stage theory
 egocentric empathic distress, 23
 empathy and, 22–23, 623
 global empathic distress, 22–23
 quasi-egocentric empathy, 23, 212
 veridical empathic distress, 23, 212
- developmental systems approach
 generally, 560, 570–571
 adaptive developmental regulations, 561
 character virtues (*See* Character virtues)
 culture and, 478
 developmental regulations, 561
 evolution and, 560
 motives of prosocial behavior in, 209–210, 222–224
 positive youth development (PYD) theory (*See* Positive youth development (PYD) theory)
 psychology and, 560
 reciprocal stimulation, 560–561
 relational developmental systems (RDS)
 metatheory, 561–562
- developmental theories of prosociality
 generally, 7, 11–12, 17
 biological perspectives (*See* Biological perspectives on prosociality)
 cognitive development theory, 19–20
 comprehensive heuristic model (*See* Comprehensive heuristic model of childhood prosocial behavior)
 constructivist theories, 389, 403, 410, 417
 developmental stage theory (*See* Developmental stage theory)
 difficulties in constructing, 30
 empathy (*See* Empathy)
 evolutionary perspectives, 20–21
 grand theories, 17
 lack of grand theory, 275–276
 learned, prosocial behavior as, 388–389
 learning theory, 18
 mini-theories, 17
 nativist theories, 388
 psychoanalysis (*See* Psychoanalysis, prosociality and)
 social learning theory (*See* Social learning)
- Devine, R.T., 390
- de Waal, F.B.M., 128, 617, 623
- Dewey, John, 442, 445, 447
- diathesis stress model, 309
- Dickens, Charles, 393
- Dictator Game, 42, 68–70, 73, 75, 114, 342–343
- differential susceptibility theory
 gene-environment interactions (GxE) and, 46
 stress and, 309
 temperament and, 309
- digital technology
 aggression and, 199
 autism spectrum disorder (ASD) and, 403
 cellular phones (*See* Cellular phones)
 immersive technology, middle childhood and, 155
 relational practices of care and, 584
 siblings and, 402–403
 tablets, 505–506
- dire prosocial behavior, 301–302
- disability, siblings and, 399
- Disadvantageous inequity aversion (DI), 481, 487
- discipline
 adolescence, effect on prosocial behavior in, 168
 aggression and, 447
 inductions, 168
 love withdrawal, 168
 power assertion, 168
- Dishion, T.J., 154
- Distal influences, adolescence and, 172
- Distefano, M.J., 586
- Distress proneness, 302–303, 308
- DNA Methylation, 51–52
- Do, K.T., 74–75
- Dopamine, 42, 46
- Downey, D.B., 398
- Down Syndrome, siblings and, 399
- Drinkard, A.M., 466
- Drummond, J.D.K., 268
- Dualism, 627
- Dubas, J., 310
- Dunfield, K.A., 127, 131
- Dunn, J., 391–393, 400
- Dunsmore, J.C., 376
- Durkheim, Émile, 442, 445–447
- Durlak, J.A., 585
- Dys, S.P., 10
- Eagly, A.H., 327
- early childhood, prosociality in
 generally, 247
 age, variation across, 138–140
 age as predictor variable, 342–343, 345
 assessment of prosociality, 341–343 (*See also* Assessment of prosociality)

- binary nature of inferences, 341
- comforting, 240–241
- contributing, 209, 215–218
- dependent measure, 341–342
- emotional distress, empathy and, 240–241
- emotion understanding, 266–267, 282
- empathy, 211–214
- gender differences, 323–324
- gratitude, 264
- guilt, 209, 214–215
- helping, 242
- in-group bias, 427–428
- judgments about prosocial behavior, 242–243
- longitudinal development, 138–140, 190, 193
- moral judgments not yet developed, 243
- moral self-concept, 287–288
- negative emotionality, 306–307
- normative obligation, 219–220, 225
- research review, 341
- resource distribution, judgments about, 242–243
- sharing, 242–243
- stereotypes, emergence of, 431–432
- East, P.L., 398
- Eccles, J.S., 564
- ecological systems theory, 462–463
- ecology of care, 593
- Ecometrics, 460
- Edwards, A., 28–29, 308
- effortful control
 - generally, 303, 517
 - in adolescence, 305
 - autonomy, and parental support for, 521, 533
 - cognitive and behavioral parent training, 534
 - components of interventions, 533–534
 - “cool” effortful control, 303–304, 518
 - ecological family-centered interventions, 534–535
 - efficacy of interventions, 533–535
 - emotional distress and, 305
 - emotion regulation and, 303, 305–306, 519, 533
 - empathy and, 305
 - executive functioning and, 303
 - family-focused interventions, 535
 - family socialization and, 519–520
 - format of interventions, 533–534
 - future research, 535–537
 - helping and, 305–306, 310
 - “hot” effortful control, 303–304, 518
 - internalization of rules and norms and, 519
 - kindness and, 305
 - limitations of study, 537
 - literature search strategies, 521–522
 - longitudinal effects of, 305
 - negative emotionality, interaction with, 308–309
 - neurological basis of, 518
 - parental acceptance and, 520, 533
 - parental sensitivity and, 520, 533
 - parental warmth and, 520, 533
 - prosocial behavior, relation to, 305–306
 - role in prosocial development, 519
 - scaffolding, 520
 - self-regulation and, 305–306, 518–519, 533
 - sharing and, 305–306
 - stress and, 518–519
 - summary of intervention strategies, 522
 - sympathy and, 305, 519
- egg donation, siblings and, 402
- ego, prosociality as defense mechanism of, 18
- ego-alien guilt, 374
- egocentric empathic distress, 23
- egoism
 - empathy versus, 17, 271, 621
 - prosocial behavior in context of, 6, 17, 20, 256, 605, 622
 - research on prosociality intersecting with, 626
- Eisenberg, N., 19–20, 24, 146, 154, 173, 244–245, 308–309, 519
- Eisenberg-Berg, N., 304
- Ekstein, R., 18
- elderly, prosociality and
 - empathy, 196
 - generativity hypothesis and, 196
 - longitudinal development, 191, 195–197
 - Socioemotional Selectivity Theory (SST) and, 191, 196
 - volunteering and, 196–197
- Electrodermal activity (EDA), 86–87
- emotional contagion
 - in infancy, 128
 - perspective-taking distinguished, 280–281
- emotional distress
 - aggression and, 134–135
 - biological factors in, 129
 - comforting and, 109, 113–114
 - distress proneness, 302–303, 308
 - effortful control and, 305
 - empathy in response to, 128–129, 134–135, 213, 259–260, 624
 - infancy, empathy and, 128–129, 134–135, 240–241
 - negative emotionality and, 306
- emotional prosocial behavior, 301–302
- emotional resonance, 213
- emotion coaching, 269

- emotion dismissing, 269
- emotion regulation
 generally, 269
 effortful control and, 303, 305–306, 519, 533
 as mechanism of prosociality, 11
 parenting and, 533
- emotions, prosociality and. *See also specific emotion*
 generally, 256, 271
 anticipatory emotions, 257, 262
 broad range of prosocial emotions, 265–266
 cognition and, 257–258, 621
 consequential emotions, 257
 Darwin on, 621
 definition of emotions, 615
 domain-specific parenting skills, 533
 emotional prosocial behavior, 301–302
 emotion coaching, 269
 emotion dismissing, 269
 emotion regulation (*See* Emotion regulation)
 emotions in actor versus perception of
 emotions in others, 258–259
 emotion understanding (*See* Emotion understanding)
 future research, 269–271, 627
 happiness, sharing and, 262
 indignation at injustice, 263–264
 intervention strategies and, 269–270
 kind emotions, 257, 265
 middle childhood, emotional development in,
 149–150
 motives and, 257
 negative emotionality (*See* Negative emotionality)
 personal connection between benefactor and
 other, 266
 positive emotionality, 303
 predicting own emotions, 287–289
 premoral sensibility and, 258, 263
 pride, helping and, 262–263
 prosocial emotions, 4
 research findings generally, 259
 selfish emotions, 257, 265
- Emotions in Man and other Animals* (Darwin),
 621
- emotion understanding
 generally, 266
 in early childhood, 266–267, 282
 in infancy, 133, 266–267
 in middle childhood, 282
 other psychological development and, 267
- parent-child conversations and, 268–269
 pride and, 267
 social referencing and, 267–268
- empathic failures, 233
- empathic guilt, 374
- empathic overarousal, 260
- empathy
 generally, 9–10, 225–226
 Adam Smith on, 621–622
 adolescence and, 170–171
 altruism, linkage with, 22–24
 in animals, 623–624
 anxiety and, 618
 autism spectrum disorder (ASD) and, 135
 civic engagement and, 546, 548–549
 cognition and, 261, 621
 comforting and, 113
 compassion distinguished, 63, 65–66
 contagious crying and, 23
 critical civic empathy, 548–549, 551
 defined, 259
 depression and, 75, 618
 developmental stage theory and, 22–23, 623
 differentiation skills and, 23
 difficulty of studying, 625
 distress proneness and, 308
 in early childhood, 211–214
 early research, 619–620
 effortful control and, 305
 egocentric empathic distress, 23
 egoism versus, 17, 271, 621
 in elderly, 196
 emotional distress, in response to, 128–129,
 134–135, 213, 259–260, 624
 emotional resonance and, 213
 empathic overarousal, 260
 etymology of, 614
 fear and, 63, 261
 gender differences and, 320, 323–325, 327–330,
 618–619, 624
 global empathic distress, 22–23
 guilt, transition to, 213–215, 218
 helping and, 213
 in infancy, 23–24, 128–129, 212–213
 in-group bias and, 609
 lack of definition, 62
 leveling off of, 622–623
 as mechanism of prosociality, 9–10
 as mediator of other emotional responses,
 261
 in middle adulthood, 196

- modulating link between empathy and prosocial behavior, 72–76
 as motive of prosocial behavior, 211–214
 need for belonging compared, 213
 neurobiology, effect of, 62–66, 622
 normative turn from, 219
 oxytocin and, 135
 parental sensitivity and, 366
 perspective-taking distinguished, 280–281, 320–321
 predictive nature of, 623
 proposed definition, 63
 prosocial behavior distinguished, 260
 quasi-egocentric empathy, 23, 212
 reciprocity versus, 67–68
 relational practices of care and, 587–588
 religion and, 625
 sadness and, 320–321
 scientific credibility of, 624–625
 siblings, influence of, 394–395
 social-cognitive development and, 212
 socialization and, 261–262
 sympathy distinguished, 63, 65–66, 321
 twin studies, 21
 veridical empathic distress, 23, 212
- encouragement, 376
- Ensor, R., 395–396
- entitlement, antisocial behavior and, 617
- environmental protection, 606
- equitable education, 592
- Espelage, D.L., 585
- ethical guilt, 10
- ethics
 children's perspectives, incorporation into construct of prosociality, 605
 relational practices of care and, 579, 588–589
 virtue ethics, 6
- ethnic identity, adolescence and, 175
- ethnicity
 civic engagement, effect on, 547–548, 551
 neighborhoods and, 459–460, 470
 racial-ethnic pride, 566
 volunteering, effect on, 548
- ethology, 392
- evolutionary perspectives on prosociality
 generally, 8, 20–21, 164–165
 barriers to prosociality, 609–610
 developmental systems approach and, 560
 evolutionary cost-benefit analysis, 37–38
 gender differences and, 321–322
 importance of prosociality in human evolution, 256–257, 300
 maximization of group survival and, 164–165
 psychophysiology and, 86
 reciprocal altruism and, 165
- existential guilt, 374
- expanding construct of prosociality
 generally, 604, 606–607
 children's perspectives, 605
 cultural perspectives, 605–606
 ecological validity of children's perspectives, 605
 ethics of incorporating children's perspectives, 605
 interconnectedness and, 605–606
- Expectancy-value theory, 564
- extraversion-surgency
 generally, 303
 aggression and, 304–305
 negative effects of, 304–305
 prosocial behavior, relation to, 304–305
- Fabes, R.A., 146, 151–152, 154, 308–309
- Facial electromyography (FEMG), 329
- false-belief comprehension
 culture, sharing and, 480
 siblings and, 390
- familism
 adolescence and, 174–175
 Latinos and, 543, 548
- family, prosociality and
 components of interventions, 534
 ecological family-centered interventions, 534–535
 efficacy of interventions, 534–535
 family-focused interventions, 535
 format of interventions, 534
 gender differences in interactions with, 327–328
 middle childhood, prosocial behavior in family context, 152
 neighborhoods, relation to, 467–468
 parenting (*See* Parenting, prosociality and)
 siblings (*See* Siblings, prosociality and)
- Family Check-Up (FCU), 522, 534–535
- Family group cognitive behavioral intervention (FGCB), 522
- family socialization
 civic engagement and, 547
 effortful control and, 519–520
- Family Systems Theory, 392–393, 403
- Family Talk Intervention, 522
- fear
 empathy and, 63, 261
 fear proneness, 302–303, 307, 310
 gender differences and, 620
 intervention strategies, 533

- fear (cont.)
 parenting and, 533
 power assertion and, 168
 unemotional behavior and, 40
- Fieder, M., 43
- fight or flight, 86–89
- Fiji, sharing in, 482
- Fischer, B., 578–579
- Fishbein, M., 239–240
- Five Cs model
 caring, 563, 568
 character, 563, 568, 570 (*See also* Character virtues)
 competence, 563, 568
 confidence, 563, 568
 connection, 563, 568
 contribution, 563
 positive youth development (PYD) theory and, 563, 567
- Flook, L., 622
- Floyd, George, 146
- Forgiveness, adolescence and, 171
- Forster, J., 393
- Freeth, M., 399
- Freud, Sigmund, 18, 128
- Frick, P.J., 310
- friendship, prosociality and
 generally, 414
 adjustment, 415–416
 bidirectionality of, 416
 comforting, 415
 conflict in, 415–416
 defending, 415
 helping, 414–415
 influence of, 416
 in-group versus out-group bias and, 429–430
 neighborhoods, relation to, 467–468
 quality of, 415
 reciprocated friendship, 415
 selection of, 416
 stability of, 415
- Frimer, J.A., 222
- frustration
 intervention strategies, 533
 siblings and, 390
- Fujino, J., 73
- future research
 generally, 12, 600, 610
 adolescence, 177–178
 assessment of prosociality, 348–349
 autonomic nervous system (ANS), 96, 98
 barriers to prosociality, 609–610
 civic engagement, 550–552
 cognitive coordination, 247
 commonalities and specificities, incorporation of, 608–609
 comparative perspective on prosociality, 119–121
 conceptual typology of prosociality (*See* Conceptual typology of prosociality)
 culture, 493–494
 effortful control, 535–537
 emotions, 269–271, 627
 expanding construct of prosociality (*See* Expanding construct of prosociality)
 gender differences, 329–330
 genetics, role in prosociality, 52
 hypothalamic-pituitary-adrenal (HPA) axis system, 98
 judgments, 246–247
 longitudinal development of prosociality, 195, 198–199
 media, 503–508
 morality, 247
 neighborhoods, 471
 parenting, 378–379
 peers, 418–419
 psychophysiology of prosociality, 96, 98–99
 relational practices of care, 591
 relational-systemic level, integration on, 607–608
 schools, 450–451
 siblings, 401–403
 social-cognitive development, 290
 social understanding, 247
 specificities and commonalities, incorporation of, 608–609
- Garaigordobil, M., 588
- Garcia, M.M., 396
- Gazzola, E., 65
- gender differences, prosociality and
 in adolescence, 323–324
 aggression, 321
 anger, 620
 antisocial behavior, 617–619
 anxiety, 619–620
 biological influences, 321–323
 brain and, 322
 civic engagement, 547, 551
 cognitive influences, 323–324

- development of prosocial behavior, longitudinal
 research on, 325–327
- differences within genders, 330
- different types of prosocial behavior, 328
- dispositional versus situational prosociality, 329–330
- in early childhood, 323–324
- empathy, 320, 323–325, 327–330, 618–619, 624
- evolution and, 321–322
- facial electromyography (fEMG) and, 329
- family, interactions with, 327–328
- fear, 620
- future research, 329–330
- gender-intensification, 324
- gender schema theory, 323–324
- hormones and, 322–323
- implications of findings, 329–330
- in infancy, 138
- longitudinal studies, 324–327
- multidimensional research, 327–328
- multi-method studies, 328–329
- neurobiology and, 322
- nuanced nature of, 320
- peers, interactions with, 327–328
- perspective-taking, 325
- research findings generally, 324
- same-sex versus opposite-sex relationships, 327
- situational context and, 328
- social brain network and, 322
- social cognitive theory of gender development,
 324
- social influences, 323–324
- stereotypes regarding, 320, 431–432
- testosterone and, 322–323
- theories, gender differences in development of, 621
- gender-intensification, 324
- gender schema theory, 323–324
- Gene-environment correlations (rGE)
- generally, 44
- active rGE, 48
- evocative rGE, 47
- passive rGE, 46–47
- twin studies, 47–48
- vasopressin and, 47
- Gene-environment interactions (GxE)
- generally, 44
- callous unemotional behavior and, 45
- differential susceptibility theory and, 46
- dopamine and, 46
- oxytocin and, 45–46
- parental warmth and, 46
- religion and, 46
- twin studies, 45–46
- vasopressin and, 45–46
- General learning model (GLM), 502
- generativity hypothesis, 196
- genetics, role in prosociality
- generally, 17
- age, increase in prosocial behavior across, 48–50
- developmental perspectives, 48–50
- DNA Methylation and, 51–52
- empathy, 38
- evolutionary cost-benefit analysis, 37–38
- future research, 52
- gene-environment correlations (rGE) (*See* Gene-environment correlations (rGE))
- gene-environment interactions (GxE) (*See* Gene-environment interactions (GxE))
- heritability of prosociality and, 48–50
- importance of studying, 50
- intervention strategies, implications for, 51
- molecular genetics (*See* Molecular genetics, role in prosociality)
- neural process and hormones, variations in, 37
- parental influences, interaction with, 50–51
- personality and temperament traits, 37
- quantitative genetic designs (*See* Quantitative genetic designs)
- reasons for genetic effects on prosocial behavior,
 37–38
- stability and change in traits and, 48–49
- twin studies, 48–49
- varieties of prosociality and, 38
- genome-wide association studies (GWAS), 43–44
- German action theory, 561
- Germany
- helping in, 224, 241, 488–490
- relational practices of care in, 583
- schools in, 444
- sharing in, 283, 480–483
- social learning in, 283
- Gibbs, J.C., 168
- Gill, K.L., 95–96
- Giner Torrés, M.G., 373–374, 489–490
- Ginsberg, K.R., 564
- give-and-take games
- reciprocity and, 284
- sharing and, 26, 133, 136, 278
- Global Education 2030 Initiative, 592
- global empathic distress, 22–23
- Golden Rule, 6–7
- Goldin, S., 586
- Golding, William, 614

- Goodman, M., 268
 Goodnow, J.J., 372, 389
 grand theories of prosociality, 17
 Granic, I., 154
 gratitude
 adolescence, positive effects in, 171
 in early childhood, 264
 as motivator of prosocial behavior, 264
 for parental care, 264
 as response to prosocial behavior, 264
 Greenberg, M.T., 450
 Greener, S.H., 154, 605
 Griese, E.R., 414
 group participation domain, 364, 376–378
 group selection, 20–21
 Grusec, J.E., 363, 369, 372, 376–378, 389
 Guerra, P., 586
 Guided learning domain, 364, 374–376, 378
 guilt
 generally, 225–226
 in adolescence, negative effects of, 171
 anxiety and, 214, 374
 behaviorism and, 214
 defined, 214
 in early childhood, 209, 214–215
 ego-alien guilt, 374
 empathic guilt, 374
 empathy, transition from, 213–215, 218
 ethical guilt, 10
 existential guilt, 374
 as motive of prosocial behavior,
 214–215
 negative effects of, 218
 neurotic guilt, 374
 normative turn from, 219
 not helping, based on, 244
 parenting and, 374
 prosocial behavior, relation to, 18
 as prosocial emotion, 265
 psychoanalysis and, 18, 214
 true guilt, 374
- Habitus, 578
 Hamill, S.B., 398
 Hamilton, M.A., 564
 Hamilton, S.F., 564
 Hamilton, W.D., 164
 Hamlin, J.K., 242, 388
 Hammond, S.I., 304
 Hand, M., 304
 Hannah, M.E., 244
- happiness
 autonomic nervous system (ANS) and, 96
 helping and, 132, 264
 pride and, 262–263
 sharing and, 136, 262
 Harkness, S., 172
 Haselager, G.J.T., 413
 Hawkins, J.D., 563
 Hay, D.F., 27, 260, 323
 Hein, G., 67–68
 helping
 generally, 108–109, 131, 479
 action understanding and, 277–278
 age of development of, 301
 anger proneness and, 307–308
 anticipation of problems and, 111
 bonobos and, 116
 brain activation and, 135
 caregivers, role of, 241
 children and, 110–113
 chimpanzees and, 115–117, 132
 in comprehensive heuristic model, 26–27, 29
 corrective action and, 111
 cost, relevance of, 112, 116–117, 132–133
 cross-cultural comparisons, 132
 cues, necessity of, 110–111, 117
 culture and (*See* Culture, helping and)
 defined, 276, 479
 as dependent measure, 339–341, 343–344
 distress proneness and, 308
 in early childhood, 242
 effortful control and, 305–306, 310
 empathy and, 213
 friendship and, 414–415
 goals of others as motivation, 112, 116
 guilt based on not helping, 244
 happiness and, 132, 264
 harmful aspects of, 244
 in indigenous cultures, 490
 in infancy, 132–133, 135, 241, 277–278, 487
 informal helping, 543, 546, 548
 in-group bias and, 428, 609
 Latinos and, 490
 maternal chore assignment and, 224
 negative emotionality and, 306–307
 out-group bias and, 429, 432–434
 pride and, 262–263
 prior interaction, relevance of, 132
 as prosocial behavior, 234
 reward, relevance of, 112, 116–117
 siblings, influence of, 396

- sociability and, 304
 social groups and, 428–429
 socialization, role of, 111–112
 social learning and, 283
 stereotypes and, 432–434
 Henry, P.I., 398
 Hepach, R., 213, 264, 487–488
 Herrmann, E., 488
 Hesser, J., 396
 Hinde, R., 392
 historical perspectives on prosociality, 6–7
 Hitkashrut “Common Elements” (intervention program), 522
 Hoagland, A.M., 398
 Hoffman, M., 17–18, 22–23, 168, 212, 214, 218, 323
 Hofstede, G., 485
 homeschooling, 449
 Hong Kong, siblings in, 398
A Hopeful History (Bregman), 614
 hormones, 322–323
 House, B.R., 283, 482, 484
 Howe, N., 396
 HPA axis system. *See* Hypothalamic-pituitary-adrenal (HPA) axis system
 Hrdy, S.B., 624
 Hughes, C., 390, 395–396
 Hui, B.P.H., 191
 Humane Society of the United States, 623
 Humanists Without Borders, 582
 Hume, David, 211
 Hunter-gatherer communities, siblings in, 398
 Huppert, E., 485
 Hypothalamic-pituitary-adrenal (HPA) axis system
 generally, 85–86
 age, development across, 89–90
 chronometry of associations between physiology and prosociality, 94–95
 cortisol and, 88–89, 95
 “fight or flight,” 88–89
 future research, 98
 relationship context, development in, 89–90
 research findings on prosociality, 90–91
 stress and, 88–89
 Id, prosociality and, 18
 ideational calibration, 222
 identification, 18
 identified regulation, 371, 374
 imitation, 282
 immersive technology, middle childhood and, 155
 impermissible prosocial action, 233
 impression management, 286–287, 290
 imprinting, 392
 Imuta, K., 280
 Incredible Years (intervention program)
 generally, 366, 533, 535
 Dinosaur Classroom, 522
 Parenting, 522, 587
 Preschool Parent and Child Curricula, 522
 India
 adolescence and prosocial behavior in, 173
 cognitive coordination in, 245–246
 helping in, 487–491
 interconnectedness in, 606
 motives of prosocial behavior in, 221
 sharing in, 283, 480–481, 483–485, 492
 social learning in, 283
 indigenous cultures
 contributing in, 215–216
 helping in, 490
 informal learning, formal education compared, 443–444
 interconnectedness and, 606
 parenting in, 377
 rural indigenous communities, adolescence and prosocial behavior in, 173–174
 sharing in, 482, 485
 indignation at injustice, 263–264
 individual difference analyses (IDA), 337–338
 inductions, adolescence and, 168
 inequity aversion, 481
 infancy, prosociality in
 generally, 17, 127, 140, 240–242, 247
 action understanding, 277–279
 age, variation across, 138–140
 age as predictor variable, 340–341, 344–345
 altruism, 277
 anger, 241–242
 antisocial behavior, 619–620
 assessment of prosociality, 339–341 (*See also* Assessment of prosociality)
 belonging, need for, 209–211
 binary nature of inferences, 339–340
 comforting, 134–135, 240–241
 communicative skills, role of, 137
 competence and, 128
 complexity of prosocial behavior, 127–128
 contagious crying, 23, 128–129
 cross-cultural comparisons, 139
 cues, necessity of, 127
 dependent measure, 339–340
 emotional contagion, 128

- infancy, prosociality in (cont.)
 emotional distress, empathy and, 128–129,
 134–135, 240–241
 emotion understanding, 133, 266–267
 empathic perspective-taking and, 128
 empathy, 23–24, 128–129, 212–213
 first year, prosocial behavior during, 128–131
 gender differences, 138
 helping, 132–133, 135, 241, 277–278, 487
 \imprinting, 392
 individual temperament, role of, 138
 intercorrelation of types of prosocial behavior,
 135–136
 longitudinal development, 138–140, 190, 193
 moral cognition in infancy, 493–494
 moral judgments not yet developed, 241–242
 motivations for prosocial behavior, 127–128
 performance, 128
 perspective-taking and, 128
 reciprocity, 284
 research design, 339
 resistance to idea of prosociality arising in,
 620
 second and third years, prosocial behavior
 during, 131–135, 209
 selectivity of prosocial behavior, 135–136
 self-other distinction, 128, 212
 sharing, 130–131, 133–134, 278–279, 479–480
 siblings, challenges of, 389–390
 social learning, role of, 136–137
 statistical modeling, 341
 sympathetic concern and, 128
 turn-taking games and, 129–130
 informal helping, 543, 546, 548
 in-group bias
 generally, 427–428
 barriers to prosociality and, 609–610
 in early childhood, 427–428
 empathy and, 609
 friendship and, 429–430
 helping and, 428, 609
 perspective-taking and, 610
 self-regulation and, 610
 sharing and, 428, 609
 universalism and, 610
 Instagram, 506
 Institute for Noetic Sciences (IONS), 625
 instrumental helping. *See* Helping
 integrated regulation, 371
 Integrative Data Analysis (IDA), 199
 integrative perspective on prosociality, 8
 Intellectual and developmental disabilities (I/
 DD), siblings and, 400
 internalization of rules and norms
 effortful control and, 519
 parenting and, 371
 psychoanalysis and, 18
 Interpersonal Reactivity Index (IRI), 601
 intersectional awareness, 550–551
 intervention strategies. *See also specific
 intervention*
 aggression, 197, 535, 586, 622
 anger, 533
 anxiety, 533
 civic engagement, 551–552
 cognitive and behavioral parent training, 534
 components of interventions, 533–534
 ecological family-centered interventions,
 534–535
 efficacy of interventions, 533–535
 emotions and, 269–270
 family-focused interventions, 535
 fear, 533
 format of interventions, 533–534
 frustration, 533
 genetics, implications of, 51
 literature search strategies, 521–522
 longitudinal development of prosociality and,
 190, 197
 moral self-concept and, 290
 neighborhoods and, 468–470
 neurobiology and, 75
 parental acceptance and, 522
 parental sensitivity and, 522
 parental warmth and, 522
 parenting and, 366
 perspective-taking and, 289
 positive parenting and, 535
 relational practices of care (*See* Relational
 practices of care)
 siblings and, 401
 summary of intervention strategies, 522
 Theory of Mind (TOM) and, 280
 introjected regulation, 371, 374
 Israel
 helping in, 488–489
 relational practices of care in, 582
 Israel, S., 41
 Jablow, M.M., 564
 Jacobs, L., 395–396
 Jadva, V., 402

- Jaffee, S.R., 46–47
 Jambon, M., 394–395
 Janoski, T., 282–283
 Jennings, B., 580
 Jennings, P.A., 450
 Jensen, A.C., 398
 Johnson, J.D., 176
 Joseph, S., 400
 judgment-action gap
 generally, 238–239
 complexity, effect of, 239
 individual versus situational analysis, effect of,
 239–240
 moral self-concept and, 287
 principle of compatibility and, 239–240
 Juvrud, J., 278
- Kagan, S., 482–483
 Kajanus, A., 485–486
 Kalvin, C.B., 96
 Kandler, C., 49
 Kanngiesser, P., 484
 Kant, Immanuel, 279
 Kao, K., 305
 Kärtner, J., 120, 373–374, 418, 478, 489–490
 Kauffman, R.A., Jr., 465–467
 Kenya
 helping in, 488
 sharing in, 481–482
 key resources, 563
 Keysers, C., 65
 Khasnabis, D., 586
 Killen, M., 245
 Kim, B.K., 468
 Kim, L., 43
 Kindness
 effortful control and, 305
 kind emotions, 257, 265
 prosocial behavior versus, 5–6
 King, Martin Luther, 627
 King, P.E., 564
 Kin selection, 20–21
 Kirby, J.N., 588
 Knafo, A., 21, 41, 46–50, 119–120
 Knafo-Noam, A., 21, 41, 51
 Knudsen, B., 111
 Kochanska, G., 216–217, 226, 264, 287–288, 370
 Kogan, A., 91
 Kohlberg, L., 19, 220, 624
 Kosse, F., 283
 Köster, M., 418, 488–489
- Kramer, J., 388, 400
 Krettenauer, T., 287–288
 Krevans, J., 168
 Krishnakumar, A., 467
 Kristjánsson, K., 569–570
 Kuang, Y., 436
 Kuhlmeier, V.A., 127
 Kuhnert, R.L., 281
- Lagacé-Séguin, D.G., 310
 Laible, D.J., 369
 Lancy, D.F., 215–216, 219
Land (film), 615
 Language impairment (LI), longitudinal development
 of prosociality and, 199
 Larson, R.W., 564
 Latin America
 adolescence and prosocial behavior in, 174
 contributing in, 215
 Latinos
 acculturation stress, adolescence and, 175–176
 acculturative stress, adolescence and, 175–176
 adolescence and, 175–177
 civic engagement and, 543, 548
 diathesis stress model, 309
 familism and, 543, 548
 helping and, 490
 informal helping and, 543
 neighborhoods and, 470
 parenting, cultural context of, 177
 positive youth development (PYD) theory and, 566
 racism and, 176–177
 siblings and, 398
 stress in, 172
 Lawson, G.M., 585
 Leadbeater, B.J., 414
 Learning theory, prosociality and, 18
 Leary, M.R., 210
 Lee, K., 450
 Leedham, A.T., 399
 Lenzi, M., 466, 468
Le Petit Prince (Saint Exupéry), 628
 Lerner, J.V., 563–565, 567–568
 Lerner, R.M., 563–565, 567–568
 Lickona, T., 569
 Liew, J., 95–96
 lifespan, prosociality across. *See* Longitudinal
 development of prosociality
 Lindsey, E.W., 370
 Liszkowski, U., 111
 Little, R., 563

- Living Links, 623
 Lockwood, P.L., 74
 longitudinal development of prosociality. *See*
also specific stage of lifespan
 generally, 190, 199–200, 409
 active citizenship and, 198
 in adolescence, 190–191, 194
 autonomic nervous system (ANS) and, 89–90
 benefits of prosociality and, 189–190, 198
 civic engagement, 544
 comprehensive heuristic model and, 26, 29–30
 in early childhood, 138–140, 190, 193
 elderly and, 191, 195–197
 future research, 195, 198–199
 gender differences, 324–327
 genetics and, 48–50
 heritability of prosociality, 21
 hypothalamic-pituitary-adrenal (HPA) axis
 system and, 89–90
 in infancy, 138–140, 190, 193
 Integrative Data Analysis (IDA) and, 199
 intervention strategies and, 190, 197
 language impairment (LI) and, 199
 literature search, 191–192
 malleability of prosocial responding, 197
 in middle adulthood, 191, 196
 in middle childhood, 190, 193–194
 non-linear increase, 197
 online prosocial behavior and, 199
 predictive nature of prosociality, 198
 prosocial behavior as positive outcome per se,
 198
 research findings generally, 192–193, 197
 smartphone data and, 199
 tailoring promotion of prosocial behavior,
 recommendations, 197–198
 twin studies, 21
 vulnerable groups and, 199
 in young adulthood, 190–191, 194–195
 Longitudinal Israeli Study of Twins (LIST), 41
 “Looking-glass” concept of self, 288
Lord of the Flies (Golding), 614
 love withdrawal, adolescence and, 168
 Lu, H.J., 398
 Luengo Kanacri, B.P., 194–195
 Luo, M., 52
 Maccoby, E.E., 370
 MacLean, P.D., 624
 Madsen, M.C., 482–483
 Malaysia, relational practices of care in, 582
 Malti, T., 10, 92, 257–259, 262, 265, 288, 459,
 568, 590, 614
 Marks, A., 395–396
 Marsh, A.A., 21–22, 261
 Marsh, N., 37
 Mason, C.A., 373
 Masten, A.S., 564
 McCauley, B., 570
 McQuade, J.D., 97
 measurement of prosociality. *See* Assessment of
 prosociality
 mechanisms of prosociality
 generally, 9
 central psychological processes, 9–11
 emotion regulation as, 11
 empathy as, 9–10
 ethical guilt, 10
 social information, processing and evaluation
 of, 10–11
 sympathy as, 9–10
 media, prosociality and
 generally, 501–502
 aggressive behavior in media, 502–504
 bidirectionality of, 503
 books, 505
 cellular phones, 505–506
 content of media, impact of, 502–503
 effects of media, 501, 503
 future research, 503–508
 general learning model (GLM) and, 502
 implications of findings, 507–508
 monitoring of use by parents, 503–508
 movies, 503–504
 music, 504–505
 nuances of, 508
 parenting, implications for, 507–508
 prevalence of prosocial behavior in media, 504
 selective exposure theory and, 503
 social learning theory and, 502–503
 social media (*See* Social media, prosociality
 and)
 tablets, 505–506
 television, 503–504
 texting, 505–506
 time spent with media, impact of, 501–502
 uses and gratifications theory and, 503
 video games, 504
 violence in media, 504
 meditation, 75, 621–622
 Melis, A.P., 108
 mentalizing regions, 66, 70–72

- Mesurado, B., 586
- Metropolitan Area Child Study (MACS) (intervention program), 522
- Michalska, K.J., 74–75
- middle adulthood, prosociality in
 empathy, 196
 longitudinal development, 191, 196
- middle childhood, prosociality in
 generally, 145–146, 247
 age as predictor variable, 344–345
 assessment of prosociality, 343–344 (*See also* Assessment of prosociality)
 benefits of prosociality, 156
 binary nature of inferences, 343
 changing contexts and competencies, 145–146
 climate change and, 146, 156
 cognitive coordination, 244–246
 cognitive development, 149
 conventional norms and, 152–153
 COVID-19 pandemic and, 146, 156
 daily diaries, 155
 data science, 155–156
 dependent measure, 343–344
 emotional development and, 149–150
 emotion understanding, 282
 equity and justice framework, 156–157
 family context, 152
 immersive technology, 155
 increase in prosocial behavior, 146
 individual level, developmental tasks on, 149–150
 in-group versus out-group peers, 151
 innovations in measurement of prosocial behavior, 155–156
 interpersonal level, developmental tasks on, 150–152
 issues in measurement of prosocial behavior, 153–155
 longitudinal development, 190, 193–194
 moral behavior, 151
 moral norms, 153
 moral self-concept, 287–288
 naturalistic observation, 154–155
 over-reporting, 152–153
 peer context, 145, 150–152
 peer reports, 153–154
 perspective-taking, 243–244
 prosocial segregation and, 151–152
 racism and, 146, 156
 regulatory development, 149
 research findings generally, 148
 research review, 343
 school context, 145
- self-concept, 145, 150
 self-reporting, 152–153
 sharing, 487
 smartphone data, 155–156
 social neuroscience, 155
 social understanding, 243–244
 societal level, developmental tasks on, 152–153
 stereotypes, emergence of, 431–432
 systemic racial bias and, 147–148
- Midlarsky, E., 244
- Miller, J.G., 95–96, 220–221
- mini-theories of prosociality, 17
- Minuchin, P., 392
- Missana, M., 263
- Mitchell, Edgar, 625
- Mitchell, J., 391
- Mohr, A., 73
- molecular genetics, role in prosociality
 generally, 22, 39
 agreeableness and, 38, 43–44
 different prosocial behavior, variation over, 43
 dopamine and, 42, 46
 gene-environment correlations (rGE) (*See* Gene-environment correlations (rGE))
 gene-environment interactions (GxE) (*See* Gene-environment interactions (GxE))
 genome-wide association studies (GWAS), 43–44
 oxytocin and, 42–43, 45–46
 serotonin and, 42
 vasopressin and, 42, 45–47
- Moore, C., 281–282, 288–289
- moral identity, 287
- morality
 generally, 164, 233–234, 240
 character virtues and, 569
 civic engagement and, 545–546
 future research, 247
 guiding prosocial behavior, moral judgments as, 233, 238–240, 247
 implications of findings, 246
 inherently morally correct, prosocial behavior not viewed as, 233, 235–236, 247
 judgment-action gap (*See* Judgment-action gap)
 judgments about prosocial behavior based on both moral and non-moral values, 233, 236–238, 240–247
 moral cognition in infancy, 493–494
 moral identity, 287
 moral judgments (*See* Moral judgments)
 moral self-concept (*See* Moral self-concept)
 practices of care and, 578

- morality (cont.)
 premoral sensibility, 258, 263
 prosocial behavior, relation to, 6, 164
 research findings generally, 240
 self-actualization and, 222
- moral judgments
 generally, 236–238
 early childhood, moral judgments not yet developed in, 243
 as guiding prosocial behavior, 233, 238–240, 247
 infancy, moral judgments not yet developed in, 241–242
- moral pride, 262–263
- moral reasoning
 in adolescence, 166–167
 cognitive coordination and, 245
 in cognitive development theory, 19–20
- moral self-concept
 generally, 287
 in early childhood, 287–288
 intervention strategies and, 290
 judgment-action gap and, 287
 “looking-glass” concept of self and, 288
 in middle childhood, 287–288
 moral identity, 287
 mutually responsive orientation and, 288
 parent-child relationship and, 288
 psychological mechanisms of, 288
 self-determination theory and, 289
 self-perception theory and, 288
 sharing and, 288–289
- Moral values, 236
- Morelli, G., 398
- Morishima, Y., 69
- mother-child relationship, significance of, 18
- motherhood, 621
- Mothers and Others* (Hrdy), 624
- motives of prosociality
 generally, 479
 agency and, 221
 caregivers and, 223–224
 in comprehensive heuristic model, 24
 in conceptual typology of prosociality, 603
 conflicts between motives, 220–221
 continuities and discontinuities in, 224, 226
 contributing (*See* Contributing)
 cross-cultural comparison, 223–224
 developmental systems approach, 209–210, 222–224
 emotions and, 257
- empathy (*See* Empathy)
- gratitude as motivator, 264
- guilt (*See* Guilt)
- longitudinal development of, 209
- multi-determined nature of, 225–226
- other-regarding versus self-regarding, 210, 217–218, 226–227
- perspective-taking as motivator, 281
- positive versus negative quality, 210, 217–218
- self-actualization (*See* Self-actualization)
- social-cognitive development and, 209
- social interaction, role of, 222–224
- socio-cultural calibration across childhood, 220–221
- movies, 503–504
- Multi-voxel pattern analysis (MVPA), 64
- Munn, P., 400
- Murphy, L., 616
- Murry, V.M., 565–566
- music
 adolescence and, 170
 prosocial behavior, effect on, 504–505
- Mutchler, J.E., 400
- myth, prosociality and, 626
- Namibia
 relational practices of care in, 583
 sharing in, 481–482
- Namibia Children’s Home, 583
- Narcissism, research on prosociality intersecting with, 626
- Narvaez, D., 568
- National Academy of Science, Engineering, and Medicine, 589
- National Institute of Mental Health (NIMH), 616, 618
- naturalistic observation, middle childhood and, 154–155
- nature schools, 449
- negative emotionality
 generally, 302–303, 310
 in adolescence, 307
 anger proneness, 302–303, 307–308
 comforting and, 306–307
 distress proneness, 302–303, 308
 in early childhood, 306–307
 effortful control, interaction with, 308–309
 emotional distress and, 306
 fear proneness, 302–303, 307, 310
 helping and, 306–307
 prosocial behavior, relation to, 306–308

- self-regulation as moderating influence on, 308–309
 sharing and, 306–307, 310
 shyness, 307
- negative parenting, 362
- neighborhoods, prosociality and
 generally, 459, 471–472
 activity participation, effect of, 470
 African Americans, 470
 collective efficacy and, 462–467, 469–470
 community organizations and, 461–462
 contextual development frameworks, 462–463
 crime and, 460
 defining neighborhood, 459–460
 disorder, effect of, 464–465
 ecological systems theory and, 462–463
 ethnicity, effect of, 459–460, 470
 family, relation to, 467–468
 friendship, relation to, 467–468
 future research, 471
 implications of findings, 469–470
 intervention strategies and, 468–470
 Latinos, 470
 literature search, 463
 mediative effect of social capital and collective efficacy, 467–468
 parenting, relation to, 461
 peers, relation to, 467–468
 residential mobility, effect of, 459–460
 residential stability, effect of, 467
 safety, effect of, 464–465
 social capital and, 462–467, 469–470
 social development model and, 462
 socio-economic status, effect of, 459–460, 464
 variation across neighborhoods, 463–464
- Nelson, L.J., 310
- neurobiology of prosociality
 generally, 62
 altruistic versus strategic choices, 66–67
 amygdala, 68, 74–75
 angular gyrus, 69
 anterior cingulate cortex (ACC), 66–68, 74
 anterior cingulate gyrus, 518
 anterior insula (AI), 66–74, 76
 anterior MCC (aMCC), 73–74
 anxiety and, 42
 “bottom-up” approach, 68–69
 callous unemotional behavior and, 74
 caudate, 69
 compassion training and, 75
 depression and, 73–74
 determinism, fallacy of, 61
 dorsal posterior cingulate cortex (dPCC), 68
 dorsomedial PFC (dmPFC), 68, 70–72, 75
 effect on prosocial behavior, 66–72
 effortful control, neurological basis of, 518
 empathy, effect on, 62–66, 622
 empathy versus reciprocity, 67–68
 fMRI, limitations of, 64
 gender differences and, 322
 inferior parietal lobule (IPL), 68
 intervention strategies and, 75
 lateral prefrontal cortex (PFC), 68
 left anterior superior temporal sulcus (aSTS), 67
 left dorsolateral prefrontal cortex (dlPFC), 66–70, 72, 74–76
 left inferior frontal gyrus (IFG), 67
 mechanisms, 61–62
 medial prefrontal cortex (mPFC), 66, 74, 322
 meditation and, 75
 mentalizing regions, 66, 70–72
 midcingulate cortex (MCC), 68–72, 76
 middle temporal gyrus (MTG), 69
 modulating link between empathy and prosociality, 72–76
 multi-voxel pattern analysis (MVPA), 64
 need for clearer definition of prosociality, 76–77
 nucleus accumbens (NAcc), 66–67, 75–76
 opioid system and, 64–65, 72–73
 orbitofrontal cortex (OFC), 66–67
 posterior cingulate cortex (PCC), 66–67
 posterior insular, 75
 posterior STS, 74–75
 prefrontal cortex, 518
 pre-supplementary motor areas (pre-SMA), 66–67
 questions in, 71–72
 reductionism, fallacy of, 61
 right cerebellum, 66–67
 right inferior temporal gyrus (ITG), 67
 right temporal pole, 67
 shared emotions and, 65
 shared neural activations, 63–64
 social brain network and, 322
 social neuroscience and, 155
 stress and, 73
 subgenual anterior cingulate cortex (sgACC), 66–67, 70
 superior temporal sulcus (STS), 322
 tempoparietal junction (TPJ), 67, 69–73, 322
 thalamus, 67, 69
 twin studies, 40
 ventral striatum, 66

- neurobiology of prosociality (cont.)
 ventromedial prefrontal cortex (vmPFC),
 66–70, 72, 74, 76
 vicarious pain and, 64
 neurotic guilt, 374
 New Beginnings Mother and Child Program, 522
 New Beginnings Mother Program, 522
 Newton, E.K., 268
 Nichols, S.R., 268
 non-moral values, 236
 no-nonsense parenting, 177
 Norm Activation Model, 238
 normative obligation
 generally, 225–226
 contributing, normative turn from, 219
 in early childhood, 219–220, 225
 empathy, normative turn from, 219
 guilt, normative turn from, 219
 as motive of prosocial behavior, 219–220
 social groups and, 219–220
 normative values, 236
 Nucci, L., 567–568
 Nucci, L.P., 245
 Null hypothesis significance testing (NHST),
 348–349
- Obligatory prosocial action, 233, 238–249
 O'Brien, D.T., 465–467
 observational learning. *See* Social learning
 Oliner, P.M., 238–249
 Oliner, S.P., 238–249
 Oliver, B., 397
 Oñate, M.E., 586
 Ongley, S.F., 288
 opioid system, 64–65, 72–73
 Ornaghi, V., 282
 Oshri, A., 566
- out-group bias
 generally, 428–429
 helping and, 429, 432–434
 poverty and, 429, 432–433
 sharing and, 428–429, 432–434
 stereotypes and, 432–434
- Out-of-school time (OST) programs, 566
 Over, H., 211
 oxytocin, 42–43, 45–46, 135
- Padilla-Walker, L.M., 310, 327, 372, 502
 Palestinians
 relational practices of care and, 582
 sharing and, 486
- Panfile, T.M., 369
Parasite (film), 233
 Parasympathetic nervous system (PNS), 86–87,
 91–94
- parental acceptance
 in adolescence, 366
 effortful control and, 520, 533
 intervention strategies and, 522
- parental sensitivity
 effortful control and, 520, 533
 empathy and, 366
 global approach, 362
 intervention strategies and, 522
- parental warmth
 adolescence, positive impact in, 167–168
 effortful control and, 520, 533
 gene-environment interactions (GxE) and, 46
 global approach, 362
 intervention strategies and, 522
 longitudinal effects of, 366
 relational practices of care and, 587–588
- parentification, 404
 parenting, prosociality and
 generally, 361
 anger and, 533
 authoritarian parenting, 362, 616
 authoritative parenting, 362, 366, 616
 autonomy, parental support for, 521, 533
 bidirectionality of, 364–365, 367
 character attribution, 376
 children, role of, 364–365, 367
 cognitive and behavioral parent training, 534
 components of interventions, 533–534
 control domain, 364, 370–374, 378
 cultural context of, 177, 365, 373–374, 377–378
 differentiated approach, 362–363, 378
 discipline, tailoring to child and context,
 372–374
 domains framework, 363–364, 367, 378
 efficacy of interventions, 533–534
 emotional availability, 362
 emotion regulation and, 533
 emotions, domain-specific parenting skills, 533
 emotion understanding, parent-child
 conversations and, 268–269
 encouragement, 376
 fear and, 533
 format of interventions, 533–534
 future research, 378–379
 genetics, interaction with parental influences,
 50–51

- global approach, 362, 378
 gratitude for parental care, 264
 group participation domain, 364, 376–378
 guided learning domain, 364, 374–376, 378
 guilt and, 374
 identified regulation, 371, 374
 implications of findings, 379–380
 in indigenous cultures, 377
 integrated regulation, 371
 internalization of values, 371
 intervention strategies and, 366
 introjected regulation, 371, 374
 Latinos, 177
 links between parenting constructs and prosocial behavior, 365–367
 media, implications of findings for parenting, 507–508
 modeling of prosocial behavior, 378
 monitoring of media use, 503–508
 moral self-concept, parent-child relationship and, 288
 negative parenting, 362
 neighborhoods, relation to, 461
 no-nonsense parenting, 177
 other-oriented induction, 374
 parental acceptance (*See* Parental acceptance)
 parental sensitivity (*See* Parental sensitivity)
 parental warmth (*See* Parental warmth)
 parent-child interactions as central to development of prosociality, 258
 person-centered praise, 376
 positive parenting, 362, 366–367, 535
 pressure, 371–372
 protection domain, 363–364, 367–369, 378
 psychological control by parents, negative impact of, 167–168
 reciprocity domain, 363–364, 369–370, 378
 religion and, 616
 reminiscence, 375–376
 responsiveness, 367–369
 rewards, 371
 scaffolding, 375–376, 520, 522–533
 self-determination theory and, 371, 373
 self-regulation and, 533
 sibling influence independent of, 396–397
 socialization and, 361, 378
 social rewards, 376
 stress and, 369, 533
 styles of parenting, 362
 synchrony, 362, 366
 temperament and, 309–310
 tiger parenting, 177
 volunteering and, 378
 zone of proximal development, 375
 Parpal, M., 370
 passive sharing, 117–118
 Pastorelli, C., 152
 Paulus, M., 27, 127–128, 131, 278, 281–282, 288–289, 396
 peacebuilding, 543
 peers, prosociality and
 generally, 409
 acceptance, relation to prosocial behavior, 411–413
 adolescents, effect of interactions with school peers, 169, 194
 aggression, 411–412, 448
 constructivist theory and, 417
 contributing and, 217
 friendship (*See* Friendship, prosociality and)
 future research, 418–419
 gender differences in interactions with, 327–328
 in-group versus out-group peers, 151
 links between peer group adjustment and prosocial behavior, 411–412, 416–418
 meso level, 417
 micro level, 417
 middle childhood, prosocial behavior in peer context, 145, 150–152
 neighborhoods, relation to, 467–468
 partner choice models, 418
 peer reports, 153–154
 popularity, relation to prosocial behavior, 411, 413
 prosocial treatment, relation to prosocial behavior, 411–412, 414
 questionnaires, 411
 reciprocity and, 417–418
 rejection, relation to prosocial behavior, 411–413
 research design, 410–411
 sadness, 282
 schools, peer prosocial behavior in, 442, 448–451
 self-reporting, 411
 sibling relationships compared, 390
 victimization, relation to prosocial behavior, 411–414
 Peplak, J., 11
 Perry, N.B., 89–90
 personal values, 236
 person-centered praise, 376
 perspective-taking
 generally, 280–281
 in adolescence, 166–167, 243–244
 civic engagement and, 546

- perspective-taking (cont.)
 developmental relation with prosocial behavior, 281–282
 emotional contagion distinguished, 280–281
 empathy distinguished, 280–281, 320–321
 gender differences and, 325
 infancy, empathic perspective-taking in, 128
 in-group bias and, 610
 intervention strategies and, 289
 in middle childhood, 243–244
 as motivator of prosocial behavior, 281
 selection of appropriate action and, 281
- Peru, helping in, 487–488, 490–491
- Phenomenological Variant of Ecological Systems Theory (PVEST), 564
- Phinney, J.S., 175
- phylogeny. *See* Evolutionary perspectives on prosociality
- Piaget, Jean, 19, 417, 442, 445, 448
- Pike, A., 396–397
- Pinker, S., 619
- PIP O., 582–583
- Plomin, R., 47–50
- Polanin, J.R., 585
- polyvagal theory, 87–88, 94
- Porges, S.W., 87
- positive emotionality, 303
- positive parenting, 362, 366–367, 535
- positive Parenting Program (Triple P), 366
- positive youth development (PYD) theory
 generally, 570–571
 Adaptive Calibration Model and, 565–566
 African Americans and, 565–566
 civic engagement and, 545–546, 565
 diversity of models, 563
 diversity of youth and, 564
 expectancy-value theory and, 564
 Five Cs model and, 563, 567
 key resources, 563
 Latinos and, 566
 longitudinal studies, 565
 negative indicators, 564–565
 null results, 567
 outcomes and, 564–565
 out-of-school time (OST) programs and, 566
 Phenomenological Variant of Ecological Systems Theory (PVEST) and, 564
 prosocial behavior, relation to, 566–567
 purpose and, 564
 religion and, 564
 resilience and, 564
 Seven Cs model and, 564
 Specificity Principle and, 564
- Poulin, F., 45–46
- poverty
 out-group bias and, 429, 432–433
 social understanding and, 244
- power assertion, 168
- premorality sensibility, 258, 263
- pre-schoolers. *See* Early childhood, prosociality in
- Preston, S.D., 623–624
- pride
 emotion understanding and, 267
 happiness and, 262–263
 helping and, 262–263
 introjected motivation and, 371
 moral pride, 262–263
 racial-ethnic pride, 566
- PRIMED model, 570
- Primes, G., 43
- principle of compatibility, 239–240
- ProCivico, 198
- Project on Human Development in Chicago Neighborhoods, 460
- Promoting School-University Partnerships to Enhance Resilience (PROSPER), 469
- prosocial behavior. *See also specific topic*
 generally, 3–4
 altruistic prosocial behavior, 301–302
 ambiguous cases, 234–235
 anonymous prosocial behavior, 301–302
 barriers to, 609–610
 comforting (*See* Comforting)
 completion element, 234
 compliant prosocial behavior, 301–302
 comprehensive heuristic model of (*See* Comprehensive heuristic model of childhood prosocial behavior)
 conceptual typology of (*See* Conceptual typology of prosociality)
 defined, 17, 61, 189, 234, 275, 300, 321, 361, 409, 459, 542–543
 different typologies of, 601
 dire prosocial behavior, 301–302
 emotional prosocial behavior, 301–302
 empathy distinguished, 260
 examples of, 189
 expanding construct of (*See* Expanding construct of prosociality)
 goal and welfare of others element, 234
 helping (*See* Helping)

- impermissible prosocial action, 233
- innovations in measurement of, 155–156
- interrelation between types of, 301
- issues in measurement of, 153–155
- judgment-action gap (*See* Judgment-action gap)
- as multidimensional construct, 300–301, 321, 542
- Norm Activation Model of, 238
- obligatory prosocial action, 233, 238–249
- other concepts distinguished, 4–6
- primary effect element, 234
- public prosocial behavior, 301–302
- sharing (*See* Sharing)
- social competence distinguished, 410
- suberogatory prosocial action, 233
- supererogatory prosocial action, 233
- targets of, conceptualizing according to, 301
- twin studies, 21–22
- prosocial choice games, 342–343
- prosocial cognitions, 4
- prosocial segregation, middle childhood and, 151–152
- Prosocial Tendencies Measure (PTM), 601
- Prosocial Tendencies Measure—Revised (PTM-R), 411
- protection domain, 363–364, 367–369, 378
- psychoanalysis, prosociality and
- generally, 7
 - ego, prosocial behavior as defense mechanism of, 18
 - guilt and, 18, 214
 - id and, 18
 - identification and, 18
 - internalization of rules and norms and, 18
 - mother-child relationship, significance of, 18
 - siblings and, 391
 - superego and, 17–18
- psychologism, 449
- psychology
- developmental systems approach and, 560
 - prosocial behavior in, 7
- psychophysiology of prosociality
- generally, 99
 - autonomic nervous system (ANS) (*See* Autonomic nervous system (ANS))
 - biopsychosocial approaches, 97–98
 - evolutionary perspective, 86
 - future research, 96, 98–99
 - hypothalamic-pituitary-adrenal (HPA) axis system (*See* Hypothalamic-pituitary-adrenal (HPA) axis system)
 - implications of research, 98
 - research findings on prosociality, 90–91
- psychosocial behavior, 560
- Public Good Games, 68–69
- public prosocial behavior, 301–302
- Puig de la Bellacasa, M., 582
- Putnam, R.D., 460
- Putnick, D.L., 152
- Putrino, N., 586
- PYD theory. *See* Positive youth development (PYD) theory
- quantitative genetic designs
- generally, 38–39
 - adoption and, 40
 - callous unemotional behavior and, 40
 - siblings versus half-siblings, 39–40
 - twin studies (*See* Twin studies)
- quasi-egocentric empathy, 23, 212
- race
- civic engagement, effect on, 547–548, 551
 - racial-ethnic pride, 566
 - stereotypes regarding, 431–432
 - systemic racial bias, middle childhood and, 147–148
 - volunteering, effect on, 548
- racism
- adolescence and, 176–177
 - African Americans and, 176
 - civic engagement and, 542–543, 552
 - “co-conspirators,” 543, 549, 551
 - Latinos and, 176–177
 - middle childhood and, 146, 156
- Radke-Yarrow, M., 623
- RAISE Project, 591
- Rajhans, P., 483
- Ramchandani, P.G., 310
- Reading the Mind in the Eyes Test, 75
- Recchia, H., 396
- recent research on prosociality, 12
- reciprocal altruism, 165
- reciprocal stimulation, 560–561
- reciprocity
- generally, 284
 - behavioral form of, 285
 - biological perspectives, 20–21
 - cognitive nature of, 284–285
 - culture, sharing and, 482
 - developmental theories and, 284
 - empathy versus, 67–68
 - give-and-take games and, 284
 - impression management, 286–287, 290
 - in infancy, 284

- reciprocity (cont.)
 parenting and, 363–364, 369–370, 378
 peers and, 417–418
 psychological processes, 285–286
 “reciprocity is secondary” model, 284
 reputation management, 286–287, 290
 research design, 285
 siblings and, 397–398
 social relationships and, 284
 strategic form of, 284–285
 teaching, 289–290
 Theory of Mind (TOM) and, 285–286
 time considerations, 284, 289
 turn-taking games and, 284
- reciprocity domain, 363–364, 369–370, 378
- Redistribution Game, 75
- Redler, E., 376
- Refugees Welcome, 583
- Reinders, H., 589
- Relational developmental systems (RDS)
 metatheory, 561–562
- relational practices of care
 generally, 577–578
 altruism and, 579
 attachment and, 587–588
 attention to others, defined as, 577–578, 590
 attentive commitment, 581, 591
 attentive companionship, 581, 591
 attentiveness, 579
 attentive rehabilitation, 580–581, 591
 case examples, 582–584
 character and, 588–589
 from child development perspective, 577
 civic care, 578, 589–590
 civics and, 588–589
 civil society and, 583–584
 community-based organizations, 583
 community-based surveillance systems, 590
 competence, 579
 cost, relevance of, 579–580
 COVID-19 pandemic and, 583
 development of practices, 579–581
 digital technology and, 584
 diversity and inclusion, 590
 ecology of care, 593
 elements of, 579
 empathy and, 587–588
 engagement and, 587–588
 equitable education and, 592
 ethics and, 579, 588–589
 future research, 591
 health and, 577–578
 importance of, 577–578
 longitudinal changes across lifespan, 580
 morality and, 578
 non-profit organizations, 582–583
 nurturing prosocial behavior, programs for,
 584–590
 parental warmth and, 587–588
 policy initiatives, 589–590
 policy needs, 592
 practices of, 578–579
 prosocial behavior, relation to, 579, 590–591
 relationship therapy, 584
 research findings generally, 581–582
 responsibility, 579
 responsiveness, 579
 school-based programs, 588–589, 592
 social-emotional learning (SEL) programs,
 585–587, 589
 sympathy and, 579
 tailoring interventions to specific child,
 591–593
 universality of, 578–579
- relational-systemic level, integration on,
 607–608
- relationship therapy, 584
- religion
 adolescence and, 175
 blessings, 615
 empathy and, 625
 fundamentalism in, 615–616
 gene-environment interactions (GxE) and, 46
 liberal versus conservative properties of, 616
 orthodoxy in, 615–616
 parenting and, 616
 positive youth development (PYD) theory and,
 564
 prosocial behavior, relation to, 6–7, 625–626
- reminiscence, 375–376
- Renno, M.P., 430
- reproductive technology, siblings and, 402
- reputation management, 286–287, 290
- research design
 generally, 335–336
 infancy, 339
 peers, 410–411
 reciprocity, 285
- Responsibility. *See* Contributing
- rest and digest, 87
- Rheingold, H.L., 27, 132
- Rhoads, S.A., 68–72

- Richards, J.S., 46
 Richaud, M.C., 586
 Rizzo, M.T., 245
 Robbins, E., 482
 Robiolo, G., 586
 Rochat, P., 480, 482, 486
 Rodriguez, L.M., 586
 Rogoff, B., 215, 377, 490, 493
 Romania, sharing in, 486
 Romano, E., 466
 Roots of Empathy, 269–270
 Rose, C.A., 585
 Rosella, L., 590
 Ross, H., 396
 Ross, H.S., 129
 Ross, J., 263
 Rotheram, M.J., 175
 Rulison, K.L., 469
 Rütgen, M., 73
- sadness
 autonomic nervous system (ANS) and, 92, 94, 96
 comforting and, 109
 distress proneness, 302–303, 308
 empathy and, 320–321
 peers and, 282
 prosocial behavior, effect on, 137
 as self-oriented, 257
 siblings and, 390
- Saint Exupéry, Antoine de, 628
 Salivary alpha-amylase (sAA), 86–87
 Sampson, R.J., 460–461, 469
 Samuels, W.E., 589
 Sasaki, J.Y., 46
- Scaffolding
 culture and, 477–478
 effortful control, 520
 parenting and, 375–376, 520, 522–533
 schools and, 450
- Schäfer, M., 481–482
 Schneirla, T.C., 560
- schools, prosociality and
 adolescents, effect of interactions with school peers, 169
 assembly line instruction, 444
 boarding schools, 449
 civic engagement in, 552
 classroom prosocial behavior, 442, 446–447, 450
 collaborative learning, 447
 community service and, 445, 447, 546–547
 cooperative learning, 447
 COVID-19 pandemic and, 451
 equitable education and, 592
 future research, 450–451
 homeschooling, 449
 implications of findings, 449–450
 indigenous cultures compared, 443–444
 informal learning, 443
 mass education, 442
 middle childhood prosocial behavior in school
 context, 145
 nature schools, 449
 pedagogical prosocial behavior, 442, 447, 450
 peer prosocial behavior, 442, 448–451
 qualitative changes in child development, 443
 relational practices of care and, 588–589, 592
 roles and norms, 443–445
 scaffolding, 450
 school readiness, 445–446
 social learning and, 283
 social structuring of schools, 444
 social systems, schools as, 442–444, 449
 student outcomes and, 448–449
 teachers, effect of interactions with adolescents, 169
 timing of development, 445
 universities, 449
 varieties of prosocial behavior, 445–448
 volunteering and, 445, 447
- Schuhmacher, N., 394
 Schwartz, S.H., 236
 Seattle Social Development Project, 462
 Sebastián-Enesco, C., 285
 Seider, S., 569
 selective exposure theory, 503
- self-actualization
 generally, 225–226
 in adolescence, 209, 221–222, 225
 as aspirational motive, 222
 ideational calibration and, 222
 morality and, 222
 as motive of prosocial behavior, 209, 221–222
- self-determination theory
 moral self-concept and, 289
 parenting and, 371, 373
- selfish emotions, 257, 265
 self-other distinction, 128, 212
 self-perception theory, 288
- self-regulation
 generally, 269
 conceptual issues, 517–518
 dual-system theory and, 518
 effortful control and, 305–306, 518–519, 533

- self-regulation (cont.)
 in-group bias and, 610
 as integrated system, 518
 as mechanism of prosociality, 11
 negative emotionality, as moderating influence on, 308–309
 parenting and, 533
 regulatory development, 149
 as unitary construct, 518
- Sengsavang, S., 287
- Serotonin and, 42
- Sethi, A., 74
- Sette, S., 282
- Seven Cs model, 564
- sex discrimination, 618
- Shame, adolescence and, 171
- sharing
 generally, 108–109, 131, 479
 action understanding and, 278–279
 advantageous inequity aversion (AI), 481, 487
 age of development of, 301
 bonobos and, 118
 children and, 114–115
 chimpanzees and, 117–118
 in comprehensive heuristic model, 27–29
 cost, relevance of, 114–115, 131, 133
 cues, necessity of, 115, 118
 culture and (*See* Culture, sharing and)
 defined, 276, 479
 as dependent measure, 340–343
 disadvantageous inequity aversion (DI), 481, 487
 in early childhood, 242–243
 effortful control and, 305–306
 of food, 133
 gestures and, 278–279
 give-and-take games and, 26, 133, 136, 278
 happiness and, 136, 262
 in indigenous cultures, 482, 485
 inequity aversion, 481
 in infancy, 130–131, 133–134, 278–279, 479–480
 in-group bias and, 428, 609
 judgments about in early childhood, 242–243
 in middle childhood, 487
 moral self-concept and, 288–289
 negative emotionality and, 306–307, 310
 offering, 130
 out-group bias and, 428–429, 432–434
 ownership, and understanding of, 133–134
 passive sharing, 117–118
 pointing, 130
 as prosocial behavior, 234
 of resources, 114–115
 showing, 130
 siblings, influence of, 395–396
 sociability and, 304
 social learning and, 283
 stereotypes and, 432–434
 turn-taking games and, 278
 upon request, 133
- Shin, T.S., 588
- Shivers, C.M., 399
- Shutts, K., 430
- shyness, 307
- siblings, prosociality and
 generally, 388, 403
 adolescence, effect of interactions with siblings, 168–169
 aggression, 388
 analytical techniques, 403
 anger, 390
 asymmetry of, 390
 attachment theory and, 391–392, 403
 autism spectrum disorder (ASD) and, 399
 caregivers, siblings as, 399–400, 404
 chronic illness and, 399
 COVID-19 pandemic and, 389–390
 cross-cultural comparisons, 398
 depression, 400
 “dethronement” theory, 391
 developmental perspective, 403–404
 diagonal relationships, 390
 digital technology and, 402–403
 disability and, 399
 Down Syndrome and, 399
 egg donation and, 402
 empathy, influence on, 394–395
 ethology and, 392
 fairness and, 393
 false-belief comprehension and, 390
 familiarity and, 390–391
 Family Systems Theory and, 392–393, 403
 favoritism and, 393
 frustration, 390
 future research, 401–403
 half-siblings, 39–40, 402
 helping, influence on, 396
 horizontal relationships, 390
 in hunter-gatherer communities, 398
 infant siblings, challenges of, 389–390
 insightful commentary and, 404

- intellectual and developmental disabilities (I/DD)
 and, 400
 intervention strategies and, 401
 Latinos, 398
 links between sibling relationship quality and
 prosocial behavior, 397–398
 long-enduring relationships, 391
 “love-hate” relationship, 388, 402
 mindreading skills and, 404
 older siblings, influence of, 389–390
 “parentification,” 404
 parenting, sibling influence independent of, 396–397
 peer relationships compared, 390
 practical implications of findings, 401
 psychoanalysis and, 391
 reciprocity and, 397–398
 reproductive technology and, 402
 research findings generally, 394
 sadness, 390
 sharing, influence on, 395–396
 social learning and, 389
 step siblings, 402
 “strange situation” paradigm, 391–392
 surrogacy and, 402
 theoretical implications of findings, 400–401
 theoretical models, 391
 Theory of Mind (TOM) and, 393–394
 vertical relationships, 390
 younger siblings, influence of, 389
- Sierksma, J., 11, 435
 Singer, T., 63
 slactivism, 506
 Slagt, M., 310
 smartphone data
 longitudinal development of prosociality and, 199
 middle childhood and, 155–156
- Smith, Adam, 62, 211, 621–622
 Smith, C.E., 483
 Smith, E.P., 566
 Snapchat, 506
 sociability, 303–304, 310
 social brain network, 322
 social-cognitive development
 generally, 275, 290–291, 479
 action understanding (*See* Action understanding)
 adolescence and, 166
 empathy and, 212
 future research, 290
 gender differences and, 324
 implications of findings, 289–290
 moral self-concept (*See* Moral self-concept)
 motives of prosocial behavior and, 209
 predicting own emotions, 287–289
 reciprocity (*See* Reciprocity)
 research findings generally, 276–277
 social cognition defined, 275
 social learning (*See* Social learning)
 Theory of Mind (TOM) (*See* Theory of Mind (TOM))
 social cognitive theory, adolescence and, 166
 social competence, prosocial behavior distinguished,
 410
 social development model, 462
 social dominance orientation, 550
 social-emotional learning (SEL) programs, 585–587,
 589
 social groups, prosociality and
 generally, 427, 436–437
 arbitrary features, 436
 barriers to prosociality, 609–610
 in early childhood, 427–428
 friendship and, 429–430
 group manipulation studies, 433
 helping, 428–429
 in-group bias (*See* In-group bias)
 in-group versus out-group peers, 151
 lying, 428
 mixed evidence regarding, 430
 multiple contexts and considerations, presence of,
 430–431
 normative obligation and, 219–220
 out-group bias (*See* Outgroup bias)
 poverty, out-group bias and, 429
 rural versus urban groups, 436
 secrets, 428
 sharing, 428–429
 single motivating factor, lack of, 431
 stereotypes (*See* Stereotypes)
 understanding group-based bias, 429–431
 unifying framework, lack of, 430
 social information, processing and evaluation of, 10–11
 socialization
 adolescence and, 165–166
 agents of, 12, 165–166
 bonobos and, 118–119
 chimpanzees and, 118–119
 civic engagement, family socialization and, 547
 comparative perspective on prosociality and,
 118–119
 culture, impact of socialization goals and practices,
 489–490
 effortful control, family socialization and, 519–520

- socialization (cont.)
 empathy and, 261–262
 helping, role in, 111–112
 parenting and, 361, 378
- social learning
 generally, 282
 adolescence and, 165–166
 defined, 282
 ecological research on, 282–283
 helping and, 283
 imitation, 282
 infancy and, 136–137
 laboratory research on, 283
 longitudinal effects of, 283–284
 media and, 502–503
 parental modeling and, 282–283
 prosocial behavior, effect on, 8, 18–19, 283
 schools and, 283
 sharing and, 283
 siblings and, 389
- social media, prosociality and
 activism and, 506
 adolescence and, 169–170
 correlation between receiving and giving
 prosocial behavior, 506–507
 COVID-19 pandemic and, 507
 purposes of social media, 506
 “slactivism,” 506
 time spent on, 506
 unique nature of social media, 506
- social rewards, 376
- social understanding
 in adolescence, 243–244
 future research, 247
 guilt based on not helping, 244
 harmful aspects of helping, 244
 in middle childhood, 243–244
 poverty and, 244
- Society for Research in Child Development (SRCD), 616
- Socioemotional Selectivity Theory (SST), 191, 196
- Sommerville, J.A., 395
- South Africa, sharing in, 480–481
- Specificity Principle, 564
- Spelke, E.S., 398
- Spencer, M.B., 564–565
- Spencer, T.R., 564–565
- Spengler, M., 40
- Spielvogel, B., 398
- Spinrad, T.L., 307, 519
- Spokes, A.C., 398
- #StandTogether National Kindness Week, 582
- Stanhope, L.N., 310
- statistical modeling
 generally, 336
 homogeneity of, 336
 in infancy, 341
- stereotypes
 generally, 436–437
 advantaged versus disadvantaged groups, 435–436
 early childhood, emergence during, 431–432
 empirical evidence on role of in prosocial behavior, 432–434
 gender differences, regarding, 320, 431–432
 group attitudes distinguished, 431, 435
 group manipulation studies, 433
 helping and, 432–434
 inconsistent findings regarding social groups and, 432
 level of knowledge and application of, 435
 mechanisms of influence on prosocial behavior, 432, 435
 middle childhood, emergence during, 431–432
 multiple contexts and considerations, presence of, 434–435
 out-group bias and, 432–434
 race, regarding, 431–432
 racial differences, regarding, 431–432
 role in prosocial behavior, 431–434
 rural versus urban groups, 436
 sharing and, 432–434
- Stewart, R.B., 392
- Sticker, R.M., 287
- Stifter, C.A., 307
- Stoltenberg, S.F., 42
- storytelling, prosociality and, 625–626, 628
- Strengths and Difficulties Questionnaire (SDQ), 302, 411, 601
- stress
 differential susceptibility theory and, 309
 effortful control and, 518–519
 hypothalamic-pituitary-adrenal (HPA) axis system and, 88–89
 in Latinos, 172
 neurobiology and, 73
 parenting and, 369, 533
- Strombach, T., 69
- Student-Senior Isolation Prevention Partnership, 583

- Su, Y., 43, 45
 suberogatory prosocial action, 233
 Sugimura, N., 414
 Sullivan, H.S., 414, 417
 Super, C.M., 172
 superego, prosociality and, 17–18
 supererogatory prosocial action, 233
 Supporting Parents on Kids Education in Schools (SPOKES), 522
 surrogacy, siblings and, 402
 Svetlova, M., 268, 490
 Sympathetic nervous system (SNS), 86–87, 93
 sympathy
 Adam Smith on, 621–622
 adolescence and, 170–171
 civic engagement and, 546–549
 comforting and, 113
 distress proneness and, 308
 early research, 616
 effortful control and, 305, 519
 empathy distinguished, 63, 65–66, 321
 as mechanism of prosociality, 9–10
 practices of care and, 579
 twin studies, 21
- Tablets, 505–506
 Takagishi, H., 480
 Tarullo, A.R., 305
 Tavassoli, N., 395–396
 Taylor, Breonna, 146
 Taylor, S.E., 73, 623
 Taylor, Z.E., 519
 teenagers. *See* Adolescence, prosociality in
 television, 503–504
 temperament, prosociality and
 generally, 300
 approach, 303, 310
 development of, 302
 diathesis stress model, 309
 differential susceptibility theory and, 309
 effortful control (*See* Effortful control)
 by environmental interaction, 309–311
 extraversion-surgency, 303–305
 genetics, personality and temperament traits and, 37
 goodness of fit, 309–310
 infancy, role of individual temperament, 138
 moderating influence of, 311
 negative emotionality (*See* Negative emotionality)
 parenting, effect of, 309–310
 positive emotionality, 303
 prosocial behavior, effect on, 302, 304–305
 sociability, 303–304, 310
 targets of prosocial behavior and, 310–311
 by temperament interaction, 308–309
 twin studies and, 41
 Tend and befriend, 623
 Tesson, G., 151
 Testosterone, 322–323
 texting, 505–506
 Theory of Mind (TOM)
 generally, 279
 causation versus correlation, 280
 culture, sharing and, 480–481
 defined, 279
 intervention strategies and, 280
 negative aspects of, 279–280
 positive aspects of, 280
 prosociality, role in, 279
 reciprocity and, 285–286
 representationalist approach, 279
 siblings and, 393–394
 syntactical structures and, 279
 verbal interactions and, 279
The Theory of Moral Sentiments (Smith), 621–622
 Thich Nhat Hanh, 583
 Thompson, A.R., 399
 Thompson, R.A., 258–259, 263, 268
 tiger parenting, 177
 TikTok, 506
 Tinbergen, N., 61–62
 Tobach, E., 560
 toddlers. *See* infancy, prosociality in
 TOM. *See* Theory of Mind (TOM)
 Tomasello, M., 193, 217–219, 263, 265, 278, 283–284, 487–488
 Tomova, L., 73
 Tonic PNS, 88
 Toseeb, U., 199
 Toumbourou, J.W., 468
 Triune Brain, 624
 Trivers, R.L., 164–165
 Trommsdorff, G., 488–489
 Tronto, J.C., 578–579
 true guilt, 374
 Trust Games, 68–69
 Tuladhar, C.T., 305
 Turkey
 helping in, 490
 sharing in, 480–481
 turn-taking games
 culture, sharing and, 482–483
 in infancy, 129–130

- turn-taking games (cont.)
 reciprocity and, 284
 sharing and, 278
- Tutu, Desmond, 85
- twin studies
 generally, 20–21, 38–39
 age, variation across, 21
 agreeableness, 40
 altruism, 41–42
 cognition, 40–41
 correlations across prosociality aspects, 41
 cross-cultural findings, 42
 different prosocial behavior, variation over,
 21–22
 empathy, 21
 gene-environment correlations (rGE), 47–48
 gene-environment interactions (GxE), 45–46
 genetics, role in prosociality and, 48–49
 heritability of prosociality, 21, 40–41
 longitudinal development of prosociality, 21
 MZ versus DZ twins, 39
 neuroscience perspective, 40
 sympathy, 21
 temperament, 41
- Uganda, sharing in, 481, 483
- Ultimatum Game, 66, 68–69, 285–286
- Underlying mechanism (UM), 337–338
- UNICEF Malaysia, 582
- United Kingdom, sharing in, 485–486
- United Nations
 Children's Fund (UNICEF), 582
 Educational, Scientific, and Cultural
 Organization (UNESCO), 592
- universalism
 civic engagement and, 545, 551
 environmental protection and, 606
 in-group bias and, 610
- universities, 449
- University of Toronto, 583
- University of Toronto Mississauga, 582–583,
 591
- Uses and gratifications theory, 503
- Uzefosky, F., 21
- Vagus nerve, 87
- Vaish, A., 263–265
- values
 judgments about prosocial behavior based on
 both moral and non-moral values, 233,
 236–238, 240–247
 moral values, 236
 non-moral values, 236
 normative values, 236
 personal values, 236
 relationship between different types of, 236
 religion, normative values in, 236
- van Aken, M., 310
- Van der Graaff, J., 329
- Van de Vandervoort, J.W., 242
- van Ijzendoorn, M.H., 310
- Vanuatu, sharing in, 483
- Vasopressin, 42, 45–47
- Veridical empathic distress, 23, 212
- Vertsberger, D., 47, 51
- video games
 adolescence and, 170
 aggression and, 170
 prosocial behavior, effect on, 504
- Vietnam, relational practices of care in, 583
- virtue ethics, 6
- volunteering
 in adolescence, 163, 177–178
 cost, relevance of, 543
 depression and, 196–197
 elderly and, 196–197
 ethnicity, effect of, 548
 parenting and, 378
 race, effect of, 548
 schools and, 445, 447
 in young adulthood, 195
- Vygotsky, L.S., 374–375
- Walker, L.J., 222
- Waller, R., 45
- Wang, Z., 92
- Warneken, F., 108, 111, 120, 193, 278, 284–285,
 487–488
- Weltzien, S., 485
- Weng, H.Y., 75
- White, N., 395–396
- White, R., 588
- Whiting, B.B., 172, 377, 398
- Whiting, J.W.M., 172, 377, 398
- Wicker, B., 63
- Wikle, J.S., 398
- Wilks, M., 485
- Wilson, D.S., 164–165, 465
- Wilson, J., 282–283
- Winnicott, D.W., 128
- Wolff, J.M., 305
- Woodward, A.L., 278

-
- Wörle, M., 283, 285
Wray-Lake, L., 195, 563, 565–566
Wu, N., 43, 45
- Yoder, K.J., 74
Young adulthood, prosociality in
 longitudinal development, 190–191, 194–195
 volunteering, 195
Youniss, J., 589
Youth for Social Services, 583
Yu, D., 566
Yu, J., 10–11
Yuan, B., 70
- Zahn-Waxler, C., 223
Zambia, sharing in, 486–487
Zebian, S., 486
Zeidler, H., 482
Zhang, R., 92
Zhang, X., 89–90
Zhao, Y., 73
Zhou, F., 64
Zimmer-Gembeck, M.J., 413
Zinser, O., 429, 433
Ziv, T., 395
zone of proximal development, 375
Zuffianò, 189, 196, 199