

May, 2020

Avi Assor: List of Publications

Scientific Publications in English

(a) Referred Articles in Referred Scientific Journals and Volumes

Assor, A., Buhnick-Atzil, O., Rabinovitz-Magen, L., Auerbach, J. H., Kanat-Maymon, Y., Moed, A., and Smiley, P. A. (in press). Maternal Prenatal Conditional Regard Orientation and Postnatal Controlling Behavior as Predictors of Preschoolers' Helpless Coping with Failure: A Prospective Study. *Journal of European Developmental Psychology*.

Assor, A., Kanat-Maymon, Y., Keren-Pariente, S., & Katz, I. (2020). You Should Know Me Better: Parents' Temperament-Insensitivity has Negative Motivational Effects on Bedouin and Jewish Adolescents. *Journal of Personality*.

Assor, A., Soenens, B., Yithaki, N., Geifman, Y., Olshtein, G., & Ezra, O. (2020). Towards a More Comprehensive Conception of Autonomy-Support: Reflective Inner-Compass Facilitation, Inherent Value-Demonstration, and their Role in Youth. *Motivation & Emotion*.

Assor, A., Yithaki, N., Geifman, Y., & Benita, M. (2020). Sense of Authentic Inner Compass as a Moral Resource Across Cultures: Possible Implications for Resisting Negative Peer-Pressure and for Parenting. *Journal of Moral Education*.

Assor, A., Feinberg, O., Kanat-Maymon, Y., Kaplan, H. (2018). Reducing violence in non-controlling ways: A change program based on self-determination theory. *The Journal of Experimental Education*, 1-19.

Otterpohl, N., Keil, A.G., Assor, A., Stiensmeier-Pelster, J. (2017). Erfassung von elterlicher bedingter Wertschätzung im Lern- und Leistungsbereich und im Bereich der Emotionsregulation: Eine deutschsprachige Adaptation der Parental Conditional Regard Scale (PCR-D). [Measuring parental conditional regard in the domains of academics and emotion regulation: A German language adaptation of the Parental Conditional Regard Scale], *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie*. [*Journal of Developmental and Educational Psychology*]

- Kanat-Maymon, Y., Roth, G., Assor, A., & Raizer, A. (2016). Controlled by love: The harmful relational consequences of perceived conditional positive regard. *Journal of personality, 84*(4), 446-460.
- Roth, G., Kanat-Maymon, Y., & Assor, A. (2016). The role of unconditional parental regard in autonomy-supportive parenting. *Journal of Personality, 84*(6), 716-725.
- Israeli-Halevi, M., Assor, A., & Roth, G. (2015). Using Maternal Conditional Positive Regard to Promote Anxiety Suppression in Adolescents: A Benign Strategy?. *Parenting: Science and Practice, 15*(3), 187-206.
- Yu, S., Assor, A., & Liu, X. (2015). Perception of parents as demonstrating the inherent merit of their values: Relations with self-congruence and subjective well-being. *International Journal of Psychology, 50*(1), 70-74.
- Brambila, M., Assor, A., Manzi, C., & Regalia, C. (2015). Autonomous versus controlled religiosity: family and group antecedents. *The International Journal for the Psychology of Religion, 25*:193–210.
- Wuyts, D., Vansteenkiste, M., Soenens, B., & Assor, A. (2015). An examination of the dynamics involved in parental child-invested contingent self esteem. *Parenting: Science and Practice, 15* (2), 55-74.
- Sher-Censor, E., Assor, A., & Oppenheim, D. (2015). The interplay between observed maternal perspective taking and clear expectations: Links with male adolescents' externalizing and internalizing problems. *Journal of Child and Family Studies, 24*(4), 930-936.
- Kaplan, H., Assor, A., Alsaid, H., & Kanat-Maymon, Y. (2014). The unique contributions of autonomy support and suppression to the prediction of an optimal learning experience among Bedouin students: Testing self determination theory in a collectivist society. *Dapim, 58, 41-77*. (Hebrew).
- Reeve, J., Vansteenkiste, M., Assor, A., Ahmad, I., Cheon, S. H., Jang, H., Kaplan, H., Moss, J. D., Olausson, B. S. & Wang, C. J. (2013). The beliefs that underlie

autonomy-supportive and controlling teaching: A multinational investigation. *Motivation and Emotion*, 1-18.

Assor, A., & Tal, K. (2012). When parents' affection depends on child's achievement: parental conditional positive regard, self-aggrandizement, shame and coping in adolescents. *Journal of Adolescence*, 35, 249–260.

Roth, G., & Assor, A. (2012). The Costs of Parental Pressure to Express Emotions: Conditional Regard and Autonomy Support as Predictors of Emotion Regulation and Intimacy, *Journal of Adolescence*, 35, 799–808.

Kaplan, H., & Assor, A. (2012). Enhancing Autonomy-Supportive I-Thou Dialogue in Schools: Conceptualization and Socio-Emotional Effects of an Intervention Program. *Social Psychology of Education*, 15, 251 - 269

Katz, I., Bereby-Meyer, Y., Assor, A., & Danziger, S. (2010). Children's adaptive pre-decisional search behavior: Effects of memory and number of alternatives. *Journal of Economic Psychology*, 31, 17-24.

Aviram, R., & Assor, A. In defense of personal autonomy as a fundamental educational aim in liberal democracies. (2010). *Oxford Review of Education*, 36, 111–126.

Roth, G., & Assor, A. (2010). Parental conditional regard as a predictor of deficiencies in young children's capacities to respond to sad feelings. *Infant and Child Development*, 19, 465–477.

Kanat-Maymon, M., & Assor, A. (2010). Perceived maternal control and responsiveness to distress as predictors of young adults' empathic responses. *Personality and Social Psychology Bulletin*, 36, 33-46

Assor, A., Vansteenkiste, M., & Kaplan, A. (2009). Identified versus introjected-approach and introjected-avoidance motivations in school and in sports: The limited benefits of self-worth strivings. *Journal of Educational Psychology*, 2, 482–497

- Assor, A., Kaplan, H., Feinberg, O., Tal, K. (2009). Combining vision with voice: A learning and implementation structure promoting teachers' internalization of practices based on self-determination theory. *Theory and Research in Education*, 7, 234-243
- Assor, A. (2009). Enhancing teachers' motivation to apply humanist information technology innovations. *Policy Futures in Education*, 66, 662-669
- Roth, G., Assor, A., Niemiec, P. C., Ryan, R. M., & Deci, E. L. (2009). The negative consequences of parental conditional regard: A comparison of positive conditional regard, negative conditional regard, and autonomy support as parenting strategies. *Developmental Psychology*, 4, 1119–1142.
- Malayev-Cohen, M., Assor, A., & Kaplan, A. (2009). Religious exploration in a modern world: The case of modern-orthodox Jews in Israel. *Identity: An International Journal of Theory and Research*. 9, 233-251
- Weinstock, M., Assor, A., & Broide, G. (2009). Schools as promoters of moral development: The essential role of teachers' encouragement of critical thinking. *Social Psychology of Education*. 12, 137 – 151.
- Feinberg, O., Kaplan, H., Assor, A., Kanat Maymon, Y. (2008). Personal growth in a caring community: A program to reduce violence and promote consideration in an autonomy supportive way. *Dapim*, 46, 81 – 121.
- Katz, I., Assor., & Kanat-Maymon, Y. A. (2008). Projective Method for the Assessment of Autonomous Motivation in Children: Correlational and Experimental Evidence. *Motivation & Emotion*, 32, 109–119
- Roth, G., Assor, A., Kaplan, H., & Kanat-Maymon, Y. (2007). Perceived autonomy in teaching: How self determined teaching may lead to self determined learning. *Journal of Educational Psychology*, 99, 761-774. Senior authorship is shared by the first two authors.
- Katz, I. & Assor, A. (2007). When choice motivates and when it does not. *Educational Psychology Review*, 19, 429-442

- Knafo, A & Assor, A. (2007). Agreement with parental values: Desirable when Autonomous, Problematic when Controlled. *Motivation and Emotion*, 31, 232 – 245.
- Levy-Tossman, I., Kaplan, A & Assor, A. (2007). Academic Goal Orientations, Multiple Goal Profiles, and Friendship Intimacy among Early Adolescents. *Contemporary Educational Psychology*, 32, 231 – 252
- Katz, I, Assor, A., Kanat-Maymon, Y., & Bereby-Meyer, Y. (2006). Domain interest as a motivational resource: Feedback and gender matter, but interest makes the difference. *Social Psychology of Education*, 9, 27-42.
- Roth, G., Assor, A., Kanat-Maymon, Y. & Kaplan, H. (2006). Assessing the Experience of Autonomy in New Cultures and Contexts. *Motivation and Emotion*, 30, 365-376.
- Assor, A., Cohen-Melayev, M., Kaplan, A., & Friedman, D. (2005). Choosing to stay religious in a modern world: Socialization and exploration processes leading to an integrated internalization of religion among Israeli Jewish youth. *Advances in Motivation and Achievement*, 14, 105-150.
- Assor, A. and Roth, G. (2005). Conditional love as a socializing approach: Costs and alternatives. *Scientific Annals of the Psychological Society of Northern Greece*, 7, 17 – 34.
- Assor, A., Kaplan, H., Roth, G., & Kanat-Maymon, Y. (2005) Directly Controlling Teacher Behaviors as Predictors of Poor Motivation and Engagement in Girls and Boys: The Role of Anger and anxiety. *Learning and Instruction* 15, 396-412.
- Assor, A., Roth, G., & Deci, E. L. ((2004). The Emotional Costs of Perceived Parental Conditional Regard: A Self-Determination Theory Analysis. *Journal of Personality*, 72, 47-89.

- Bereby-Meyer, Y., Assor, A., & Katz, I. (2004). Complex and simple choice strategies in children's decision-making: The effects of age and task demands. *Cognitive Development*, 19, 127-146.
- Alfi, O., Katz, I., and Assor, A. (2004). Supporting teachers' willingness to allow temporary, competence-supporting, failure. *Journal of Education for Teaching*, 30, 27-41
- Levy, I., Kaplan, A., & Assor, A. (2004). Academic achievement goal structures and young adolescents' biased preferences for peers as cooperation partners: A longitudinal study. *Social Psychology of Education*, 7, 127 - 159
- Assor, A., and Oplatka, I. (2003). Towards a conceptual framework for understanding heads' personal growth and development. *Journal of Educational Administration*, 41, 471 – 497.
- Assor, A., Kaplan, H., & Roth, G. (2002). Choice is good but relevance is excellent: Autonomy affecting teacher behaviors that predict students' engagement in learning. *British Journal of Educational Psychology*, 72, 261-278.
- Kaplan, H, & Assor, A. (2004). Need supporting dialogue among teachers and students: A conceptualization and an applied program. *Educational Counseling (Hebrew)*, 13, 161 – 188.
- Assor, A., and Eilot, K. (2001). Values of Jewish Israeli children: Measurement, development, and gender effects. *Megamot*, special issue on “Children in Israel”, 41, 148-179.
- Assor, A. (1999). Value accessibility and teachers' ability to encourage independent and critical thought in students. *Social Psychology of Education*, 2, 1-24.
- Albedour, S., Center, B. A., Maruyama, G. M., and Assor, A. (1997). Physical and psychological maltreatment in Bedouin schools in Israel. *School Psychology International*, 18, 18-31.

- Assor, A. (1996). The role of the school psychologist in growth: promoting school restructuring. *Bulletin of the Israeli School Psychology Service*, 6, 24 - 27 (Hebrew).
- Orr, E., Assor, A., and Cairns, D. (1996). Social representations and group membership: Shared and diffused parental ideas in three Israeli settings. *European Journal of Social Psychology*, 26, 703 - 726.
- Assor, A. (1996). Two types of motivation for recognition: Secure and insecure. *Psychological Reports*, 79, 913 - 914.
- Assor, A., and Aldor, R. (1993). Motivational similarity and interpersonal evaluation: The role of ambiguity, self derogation and emotion. *Journal of Personality*, 61, 111-131.
- Assor, A., Tzelgov, J., Thein, R., Connell, J.P., and Ilardi, B.C. (1990). Assessing the correlates of over-and underrating of academic competence: A conceptual clarification and a methodological proposal. *Child Development*, 61, 2085-2097.
- Assor, A., Priel, B., and Orr, E. (1990). Self Evaluation of kindergarten children: Undifferentiated and inaccurate? *Journal of Genetic Psychology*, 151, 377-394.
37. Assor, A., Orr, E., and Priel, B. (1989). Correlates of over and under-estimation of cognitive competence in kindergarten children, *Psychology in the Schools*, 26, 337-345.
38. Assor, A. (1989). The Power Motive as an influence on the evaluation of high and low status persons. *Journal of Research in Personality*, 23, 55-69.
- Orr, E., Assor, A. and Priel, B. (1989). Maternal attitudes and children's self perception in three Israeli social contexts. *Genetic and Social Psychology Monographs*, 115, 5-24.
- Assor, A. (1988). Types of power motivation, sense of security, and style of power seeking in groups. *Psychological Reports*, 63, 91-105.

- Assor, A., and Tzelgov, J. (1987). Self-ideal discrepancies as indicators of self-enhancement and self-derogation processes: Formalization of theoretical claims, and a method of assessment, *Journal of Personality Assessment*, *51*, 532-544.
- Assor, A. (1987). Psychological motives and defensive person perception: A brief historical account and a revised model. *Social Behavior and Personality*, *15*, 119-132.
- Assor, A., and Gordon, D. (1987). The implicit learning theory of hidden curriculum research. *Journal of Curriculum Studies*, *19*, 329-339.
- Assor, A., Aronoff, J., and Messe, L. (1986). An experimental test of defensive processes in impression formation. *Journal of Personality and Social Psychology*, *50*, 644-650.
- Assor, A., and Assor T. (1985). Emotional involvement in marriage during the last trimester of the first pregnancy: A comparison of husbands and wives. *Journal of Psychology: Interdisciplinary and Applied*, *6*, 185 - 208.
- Battistich, V., Assor, A., Messe, L., and Aronoff, J. (1985). Personality and person perception. *Review of Personality and Social Psychology*, *6*, 185-208.
- Assor, A., and O'quin, R.D. (1982). The intangibles of bargaining: Power and competence versus approval and deference. *Journal of Social Psychology*, *116*, 119-126.
- Assor, A., Aronoff, J., and Messe, L. (1981). Attribute relevance as a moderator of the effects of motivation on impression formation. *Journal of Personality and Social Psychology*, *41*, 789-796.
- Assor, A., Aronoff, J., and Messe, L. (1978). Motivation of perceiver, status of other and impression formation. *Personality and Social Psychology Bulletin*, *4*, 349.

(b) Chapters in Volumes

Kaplan, H, and Assor, A. (in press). Autonomous motivation and the need for autonomy: Findings and New Theoretical developments in Israel. In Gregory Arief D. Liem and Ser Hong Ten (Eds.) *Student Motivation, Engagement, and Growth: Asian Insights*. NY: Routledge

Assor, A. (2018). The Striving to Develop an Authentic Inner-Compass as a Key Component of Adolescents' Need for Autonomy: Parental Antecedents and Effects on Identity, well-Being, and Resilience. In Soenens, B., Vansteenkiste, M., & Van Petegem, S. (Eds.), *Autonomy in Adolescent Development: Towards Conceptual Clarity*. Psychology Press, pp. 119 - 145.

Assor, A. Parental conditional regard. To appear in Marc H. Bornstein (Ed.) *The Sage Encyclopedia of lifespan human development*.

Assor, A. (2015). An Instruction Sequence Promoting Autonomous Motivation for Coping with Challenging Learning Tasks. In John Wang, Liu Woon Chia, and Richard Ryan. (Eds.). *Building Autonomous Learners: Research and Practical Perspectives using Self-determination Theory*. Springer.

Assor, A., Kanat-Maymon, Y., Roth, G. (2014). Parental conditional regard: psychological costs and antecedents. In Netta Weinstein (Ed). *Human motivation and interpersonal relationships*. London: Springer.

Madjar , N., & Assor, A. (2013). Two Types of Perceived Control over Learning Perceived Efficacy and Perceived Autonomy. In John A.C. Hattie and Eric M. Anderman (Eds.), *The International Handbook of Student Achievement*. New York: Rutledge.

Assor, A. (2012). Allowing Choice and Nurturing an Inner Compass: Educational Practices Supporting Students' Need for Autonomy. In Sandra L. Christenson, Amy L. Reschly, and Cathy Wylie (Eds.), *The Handbook of Research on Student Engagement*. Springer Science.

- Kanat Maymon, Y., Roth, G., Assor, A., & Reizer, A. (2012). Conditional Regard in Close Relationships In P. E. Shaver & M. Mikulincer (Eds.), *Meaning, Mortality, and Choice: The Social Psychology of Existential Concerns*. American Psychological Association
- Assor, A. (2011). Autonomous Moral Motivation: Consequences, Socializing Antecedents and the Unique Role of Integrated Moral Principles. In M. Mikulincer & P. R. Shaver (Eds.), *The Social Psychology of Morality: Exploring the Causes of Good and Evil*. Washington, DC : American Psychological Association.
- Reeve, J. & Assor, A. (2011). Do Social Institutions Necessarily Suppress Individuals' Need for Autonomy? The Possibility of Schools as Autonomy Promoting Contexts across the Globe. In V. Chirkov, R. M. Ryan & K. Sheldon (Eds.), *Human autonomy in cross - cultural context: Global perspectives on the psychology of freedom and people's well-being*. Springer.
- Knafo, A., Assor, A., Schwartz, S. H., & David, L. (2009). Culture, migration, and family value socialization: A theoretical model and empirical investigation with Russian-speaking youth in Israel. In: U. Schönplflug (Ed.), *Cultural transmission: Psychological, developmental, social, and methodological aspects*, (pp. 269-296). Oxford University Press.
- Assor, A., & Kaplan, H. (2001). Mapping the domain of autonomy support: Five important ways to enhance or undermine students' experience of autonomy in learning. In Efklides, A., Sorrentino, R., & Kuhl, J. (Eds.) *Trends and prospects in motivation research*, (pp. 99 - 118). Holand: Kluwer.
- Assor, A., and Connell, J.P. (1992). The validity of self reports as measures of Performance-Affecting-Self-Appraisals. In D.H. Schunk and J.L. Meece (Eds.) *Students' perceptions in the classroom*, (pp. 25 - 47). N. J.: Lawrence Erlbaum.

Kaplan, A., & Assor, A. (2001). Reflective Education, 20, Motivation for learning: new conceptions (245 pages). Jerusalem: Branco-Wise Institute (Hebrew).

(f) Non-referred Chapters in Books

Assor, A. (2001). Promoting intrinsic motivation for learning in schools. In A. Kaplan & A. Assor (2001), Reflective Education, 20, Motivation for learning: New conceptions. Jerusalem: Branco-Wise Institute (Hebrew).

Assor, A. (2004). A model of a school that supports psychological needs and fosters emotional competence. In A. Aviram (Ed.), Schools of the future. Tel Aviv: Masada (Hebrew).

Assor, A. (1995). Promoting personal and social growth in schools: A motivational analysis. In Danilov, J. (Ed.) Rethinking the goals of education (PP. 195 -282) Jerusalem: Ministry of Education (Hebrew).

Kaplan, A., & Assor, A. (2001). Motivation for learning at school - Theory and practice. In A. Kaplan & A. Assor (2001), Reflective Education, 20, Motivation for learning: New conceptions. Jerusalem: Branco-Wise Institute (Hebrew).

Assor, A., Kaplan, H. & Tsuleng C. (in press). A self-determination perspective on resistance to change among teachers. In E. Ornstein (Ed.): Learning from a different angle, Volume 3. To be published by the Ministry of Education, Israel. (Hebrew).

Assor, A., and Malkior, D. (in press). A motivational analysis of problems in in-service education in a Bedouin school. In E. Ornstein (Ed.): Learning from a different angle, Volume 3. To be published by the Ministry of Education, Israel. (Hebrew).