

February, 2021

Avi Assor: List of Publications & Academic Record

Personal Details

Professor Avi Assor

Educational Psychology Program (Arabs and ultra-orthodox).

The Shane Family Chair in Education

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Education

B.A. 1972-1975 The Hebrew University of Jerusalem. Major in Psychology, Minors in Sociology and Philosophy.

M.A. 1975-1978 Michigan State University, Psychology Department. Advisors: Dr. Joel Aronoff and Dr. Lawrence Messe'.

Ph.D. 1978-1981 Michigan State University, Psychology Department. Advisors: Dr. Joel Aronoff and Dr. Lawrence Messe'. Title of Dissertation: The Effects of Motives and Ego-Defenses on Defensive Processes in Person Perception. Areas of Specialization: Personality, Clinical Psychology.

1980-1981 Internship in Clinical Psychology, Wyandotte General Hospital, Michigan.

Employment History since 1980

2010 – present Full Professor, Educational Psychology Program, Department of Education , Ben-Gurion University of the Negev.

2002 – 2009 Associate Professor, Educational Psychology Program, Department of Education , Ben-Gurion University of the Negev.

2005 - Fall Visiting Professor, University of Otago, New Zealand.

1990 - 2002 Senior Lecturer, Educational Psychology Section, Department of Education , Ben-Gurion University of the Negev.

1989 - 1990 Visiting Research Fellow, Human Motivation Program, Department of Psychology, University of Rochester.

1983 - 1989 Lecturer, Educational Psychology Section, Department of Education , Ben-Gurion University of the Negev.

- 1981 – 1983 Post Doctoral Fellow, Educational Psychology Section, Department of Education , Ben-Gurion University of the Negev.
- 1980 - 1981 Intern in Clinical Psychology, Department of Clinical Psychology, Mental Health Services, Wyandotte General Hospital, Wyandotte, Michigan. Areas of Training in this full-time 2000 hour internship included: Psycho-diagnostics, individual and group psychotherapy with inpatient adults and adolescents, and individual psychotherapy with outpatients adults and children.

Professional activities

- 2016 - Present Member of the Editorial Board of the Journal of Research on Adolescence
- 2006 - Present Member of the Editorial Board of the journal Motivation and Emotion
- 2007 - 2012 Member of the International Editorial Board of the journal Learning and Instruction
- 2014 - Present Head of special affirmative action programs to train minority educational psychologists (Arabs and ultra-orthodox).
- 2012 - 2016 Head, Educational and School Psychology program, Departments of Education and Psychology, Ben-Gurion University.
- 2009 Developer and academic consultant of a new school change program to be implemented in 10 schools by the municipal school psychology and counseling services, aimed at promoting autonomous motivation and caring in schools.
- 2008 Member of the core advisory board of the "iClass" - an FP6 project (European Union Framework Programme 6th for research and development), focusing on promoting open learning systems for schools (5,000,000 euro).
- 2008 Consultant for the university educational preparation courses for students from dis-advantaged backgrounds (appointed by the university rector)
- 2000 - 2005 Head, Educational and School Psychology Program (including the program for educational psychologists of Arab schools), Departments of Education and Behavioral Sciences, Ben-Gurion University.
- 2001- 2005 Member of the doctoral committee of the faculty of humanistic and social sciences, Ben Gurion University.

- 1995- 2001 Developer & director of two comprehensive humanistic reform programs focusing on enhancement of intrinsic motivation and caring (in seven schools).
- 1999 – 2000 Member, committee of the Israeli Ministry of Education for plans and initiatives in the social domain.
- 1995 - 2000 Consultant and member of the founding team of an experimental school focusing on intrinsic motivation & critical thinking.
- 1997 - 1999 Academic advisor of the Emotional Intelligence-Life Skills program in the Ministry of Education.
- 1998 -1999 Member of the committee of the Israel Foundation Trustees for the evaluation of distinguished doctoral proposals in developmental and educational psychology.
- 1997-1998 Chairperson of the committee of the Israel Science Foundation for the evaluation of research proposals in the area of education.
- 1997 -1998 Member of the committee of the Israel Foundation Trustees for the evaluation of research proposals in developmental and educational psychology.
- 1996 -1998 Chairperson of the doctoral committee of the department of Education.
- 1991-1996 Head, Educational Psychology program, Departments of Education and Behavioral Sciences, Ben-Gurion University.
- 1993 -1996 Member, committee of the Israeli Ministry of Education for the assessment of youth's orientations and values.
- 1983-1988 Facilitator of Parents' groups focusing on improvement of communication and reduction of conflicts in families, Continuing Education Program, Ben-Gurion University of the Negev.
- 1985-1989 Supervisor of counselors conducting parents' groups, Educational Psychology Service, Israeli Ministry of Education and School of Continuing Education, Ben-Gurion University of the Negev.
- 1983-1985 Facilitator of bereaved parents' groups, Ministry of Security, Israel.
- 1982-1983 School Psychologist, Omer School District, Israel.

Reviewer for the following Journals: Journal of Personality and Social Psychology, Child Development, Journal of Personality, Personality and Social Psychology Bulletin, British journal of Educational Psychology, Motivation and Emotion, Learning and Instruction.

Educational Activities

(a) Courses Taught

Motivation and emotion

Value-internalization processes

System-oriented assessment & intervention in schools

Growth promoting school reforms

Developmental psychology

Introduction to personality theories

Research methods

Practicum in school psychology

Parent-child relationships

(b) Research Students

- 2015 - Present Gil Friman. The effects of reflecting on one's inner compass: An experimental study
- 2014 - Present Wisam Maree. Bedouin parents' reactions to their children's association with delinquent peers: longitudinal effects.
- 2014 - Present Noam Yitzhaki. Parents' responses and child attributes as predictors of adolescents' risk behaviors across time.
- 2014 - Present Ortal Buchnik-Atzil: Parents controlling responses as predictors of pre-school children mastery motivation and helplessness.
- 2012 - Present Eynat Jakira. The effects of conditional positive regard: an experimental study.
- 2012 - Present Ohad Ezra. Mothers' use of conditional regard as a predictor of anxious child behavior: A longitudinal study.
- 2011 - Present Gilad Olshtein. Fostering intrinsic valuing and value examination in youth.
- 2011 - Present Carmen Chen. Parents' contingent self esteem and infant frustration regulation as predictors of parents' behavior toward toddlers.
- 2011 - Present Dotan Shapira. Parents' perception of their parents as predictors of their capacity to play with their young children.

- 2010 - 2016 Orly Vainish-Licht. Infant frustration-dysregulation and maternal pre-natal orientation as a predictor of Controlling maternal behavior in mastery tasks.
- 2009 - 2014 Moran Cohen-Iluz. Maternal pre-natal orientation as a predictor of toddlers' internalization parent.
- 2008 - 2015 Pazit Gabay. Parental attributes predicating controlling behavior toward young children
- 2008 - 2013 Eliezer Winograd. Teacher behaviors predicting students' autonomous pro-social motivation.
- 2005 - 2009 Anat Freed. Adolscents' experiences of parents' socializing practices concerning academic achievement: antecedents and correlates.
- 2005 - 2009 Maya Israeli. Parental conditional regard, autonomy support and adolescents' emotion regulations.
- 2004 - 2008 Maya Cohen-Malayev (Ph.D.). Religious exploration and motivation in Israeli youth.
- 2004 - 2008 Karen Tal. (Ph.D.). Fear of failure: intra- and inter- personal antecedents
- 2004 - 2008 Shoshi Keren- Pariente (Ph.D.). Sensitivity to temperament as autonomy support: a cross cultural investigation.
- 2003-2008 Anat Shavit (Ph.D.). Gender differences in the effects of conditional parental regard
- 2003-2008 Yaniv-Kanat Maymon (Ph.D.). Emotional intelligence and need satisfaction as relational resources.
- 2003-2008 Keren. Eilot (Ph.D.). Styles of emotion regulation and their parental antecedents
- 2003-2007 Ofra Feinberg. (Ph.D.). Self determination theory as a basis of school reform
- 2001 - 2003 Ariel Knafo (Kreitman foundation Post-doctoral fellow). Transmission of values from parents to children.
- 2000 – 2005 Haya Kaplan (Ph.D.). Factors affecting the development of intrinsic academic motivation.
- 2000 - 2004 Guy Roth (Ph.D.). Internalization of parental values with regard to emotion regulation and pro-social behavior.
- 1999 - 2003 Idit Katz (Ph.D.). The meaning and impact of autonomy -support in collectivist versus individualistic cultures.

- 2001 – 2005 Inbal Levi (Ph.D.). Goal orientations and the transition from elementary school to high-school.
- 2014 Noam Itzhaki (MA). Mild parental control in response to emerging misbehavior of adolescents'.
- 2015 Adi Arad (MA). Parental response to emerging misbehavior of adolescents' in risky versus non-risky neighborhoods.
- 2014 Anat Golan (Avidan) (MA).. Predicting mothers' limit setting capacity in relation to toddlers.
- 2014 Miri Blau (MA). Parents' contingent self esteem and children's compliance with parents' requests.
- 2012 Dana Weinstein (MA) Mothers' controlling achievement oriented behavior toward young children.
- 2011 Ohad Ezra (MA) Toddlers" emotional responses to mishaps
- 2011 Yael Shenkar (MA). Fostering inner valuing and youth identity development.
- 2010 Hila Sabag - Shor (MA). Support for Value examination as a predictor of well being.
- 2009 Limor Dotan (MA). Fostering inner valuing in children.
- 2008 Sahar Alsana (MA). Conditional regard as a socializing practice in the Bedouin society.
- 2007 Meirav Shienman (M.A.). Conditional parental regard in the academic domain.
- 2007 Hadaya Hargil (M.A.) Conditiona parental regard the regulation of negative emotions.
- 2006 David Friedman (M.A.). Internalization of religious values.
- 2005 Michal Kanat Maymon (MA). Parental strategies as predictors of empathy.
- 2004 Michael Frenkel (MA) Autonomy support as a predictor of motivation and achievement in low achieving children.
- 2004 Shirley Vitman. (M.A.). Parent – adolescent conflicts and mental health in Bedouin and Jewish families.
- 2003 Anat Shavit (M.A.). Gender differences in value-internalization processes.

- 2003 Eilot Keren. (M.A.). Goal directed thinking on a hierarchy of values as a predictor of value-enhancing behavior in teachers.
- 2002 Sigal Ochana. (M.A.). Teacher behaviors supporting autonomous rather than extrinsic internalization of academic values.
- 2001 Chen Bram. (M.A.). Cognitive and emotional factors affecting teachers' capacity to foster self-esteem in students.
- 2001 Michal Furman. (M.A.). Transition of Pro-social values in the family: Cognitive and emotional determinants.
- 1999 Mirta Snir. (M.A.). Teachers' attributes predicting openness to criticism.
- 1998 Adi Hayat (M.A.). Cognitive and emotional factors affecting the transmission of pro-social values from teachers to students.
- 1998 Hila Ravid-Hion. (M.A.). Cognitive and emotional factors affecting the transmission of autonomy values from teachers to students.
- 1997 Schenberg, Tamar. (M.A.). Conceptualization of teachers' values as central goal categories in every-day thinking: The case of autonomy.
- 1997 Cohen, Shua. (M.A.). Inter-generational transmission of conditional parental affection.
- 1997 Alfi Orit. (M.A.). The relations between identity and intimacy in recently married couples.
- 1997 Vinograd Eliezer. (M.A.). The effect of experience on teachers' attitudes toward mainstreaming of hearing - impaired children.
- 1996 Tzadok, Yael. (M.A.). Conditional parental affection and styles of identity formation.
- 1996 Binyamini Inda (M.A.) Attachment orientations as represented in children's drawings.
- 1992 Nuserat-Vaknin Juliet (M.A.), The relations between over and under-rating of academic competence and the development level of children's self theories.
- 1992 Nadav Meir (M.A.), Biases in children's self evaluations of academic competence and their relations to social functioning.
- 1992 Dorit Raveh (M.A.), Teachers' conceptions of educational values as determinants of teachers' behavior in the classroom and value orientation in students.
- 1991 Idit Peled-Roshanski (M.A.); Michal Katz (M.A.); Irit Hagay (M.A.).

Awards, Distinctions and Fellowships

- 2014 Erasmus Fellowship - On month fellowship of the European Union.
- 2013 - 2014 Outstanding Researcher, Faculty of Social Sciences, Ben Gurion University.
- 2008 Invited member - Faculty of the doctoral summer school of the Society for Research on Adolescence (SRA) and the European Association for Research on Adolescence (EARA); as part of a small staff of internationally well-known researchers in this field
- 2003 - 2007 Outstanding Researcher Club, Ben Gurion University
- 1989 - 1990 Human Motivation Research Fellowship - Human Motivation Program, Department of Psychology, University of Rochester, U.S.A
- 1988 Visiting Scientist award - U.S. Office of Naval Research - Behavioral Science

Scientific Publications

- (a) Refereed Articles in Referred Scientific Journals and Volumes

Scientific Publications in English

- (a) Refereed Articles in Referred Scientific Journals and Volumes

Scientific Publications in English

- (a) Refereed Articles in Referred Scientific Journals and Volumes

Assor, A., Benita, M., Goren, R., Yu, S., Yitshaki, N., & Wang, Q. (in press). The authentic inner compass as a well-being resource: Effects on vitality, and relations with self-esteem, depression and behavioral self-realization. *Journal of Happiness Studies*.

- Assor, A., Cohen-Sabag, R., Ezra, O., & Yu, S. (in press). Feeling free and having an authentic inner compass as important aspects of the need for autonomy in emerging adults' interactions with their mothers. *Frontiers in Psychology*.
- Sher-Censor, E., Yitshaki, N., & Assor, A. (in press). How should mothers react when they first learn about their child's involvement with deviant peers? The adolescents' perspective. *Journal of Youth and Adolescence*, 1-17.
- Assor, A., Buhnick-Atzil, O., Rabinovitz-Magen, L., Auerbach, J. H., Kanat-Maymon, Y., Moed, A., and Smiley, P. A. (2020). 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*, 17(6), 787-807
- 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*, 88.5: 874-891
- 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*. 44(2), 159-174.
- 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*. 49(3), 346-364.
- 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 Eilat, 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

Assor, A. & Benita, M. (in press). The general propensity for autonomy as a fundamental motivational resource: On the importance of the authentic inner compass, authentic short-term goals, and freedom. In Mimi Bong, Sung-il Kim, and Johnmarshall Reeve (Eds.), *Motivation Science: Controversies and Insights*. Oxford University Press.

Assor, A. & Benita, M. (in press). The authentic inner compass: Antecedents and contribution to optimal functioning. In Richard Ryan (Ed.), *Offord handbook of self-determination theory*.

Kaplan, H, and Assor, A. (2018). Autonomous motivation and the need for autonomy: Findings and New Theoretical developments in Israel. In Liem, G. A. D., & Tan, S. H. (Eds.). (2018). *Asian education miracles: In search of sociocultural and psychological explanations*. NY: Routledge pp. 84 - 106

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.

(e) Editorship of Collective Volumes

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).
- (g) Published Scientific Reports and Position Papers
- Assor, A. (2005). Sensitivity to temperament as autonomy support: A cross cultural investigation. Final scientific research report submitted to the Israeli Science Foundation.
- Assor, A. (2005, 2008). Parental conditional regard: A cross cultural investigation. Interim and final scientific research reports submitted to the US Israel Bi-National Science Foundation (BSF).

- Assor, A. (2001). Enhancing intrinsic motivation for learning. A final scientific report, submitted to the Chief Scientist of the Israeli Ministry of Education.
- Assor, A. (2000). Enhancing intrinsic motivation for learning. An interim scientific report, submitted to the Chief Scientist of the Israeli ministry of education.
- Assor, A. (1998). The Emotional intelligence, motivation, and life skills program: Structure, and an evaluation proposal. Invited by the ministry of education.
- Assor, A. (1997). The use of values as goal categories in teachers' everyday thinking: Measurement, correlates and potential benefits. Final scientific research report submitted to the Israeli Science Foundation.
- Assor, A. (1997). Goal directed thinking on educational values among parents of adolescents. Final scientific research report submitted to the Israeli Foundations Trustees (the Ford Foundation).
- Assor, A. (1995). The use of values as goal categories in teachers' everyday thinking: Measurement, correlates and potential benefits. Interim scientific research report submitted to the Israeli Science Foundation.

(h) Project Reports and Position Papers

1. Assor, A. (1996 -1998). Promoting personal and social growth in schools. A series of papers and reports describing the personal and social growth approach and its implementation procedures. The papers define the goals and structure of the growth project and an experimental school based on the principles of the growth approach. The last paper summarizes the growth project. Submitted to the Ministry of Education.
2. Assor, A. (1998). A proposal for a program to enhance basic need satisfaction and socio-emotional competencies in schools (section 1: Theoretical; Section 2: An in-service learning program for teachers.) Invited by the Ministry of Education.
3. Assor, A. (1997 - 1998). Using film production and surveys to foster caring and reduce violence in schools: a systemic approach. Two reports submitted to the Ministry of Education.

4. Assor, A., and Raveh, D. (1991). Educational goal-perceptions of teachers using the Active Learning approach. Research report number 3 to the Israeli ministry of education.
5. Assor, A., and Otenzuser, D. (1987). Difficulties and problems in teachers' thinking about educational goals. Research report number 2 to the Israeli ministry of education.
6. Assor, A. and Otenzuser, D. (1987). A model of teachers' thinking concerning educational goals. Research report number 1 to the Israeli ministry of education.

Invited lectures and Presentations

- Assor, A. (June, 2013). The power of parental conditional regard: A longitudinal study. The international Conference on Self Determination, Rochester, USA. Invited keynote address.
- Assor, A. (May, 2012). The need for autonomy: What is it and how can we promote it? Invited keynote address in the BMRI conference on Motivation, Korea University, Seoul, Korea.
- Assor, A. (May, 2010). Two underemphasized aspects of autonomy support. The international Conference on Self Determination, Rochester, USA. Invited keynote address.
- Assor, A. (May, 2009). Parents' autonomy support and conditional regard as predictors of youth development. Invited lectures in the Psychology departments, Ghent University and Leuven Catholic University, Belgium.
- Assor, A. (May, 2008). The costs of parental conditional regard. Invited workshop by the European Association for Research on Adolescence (EARA) and the Society for Research on Adolescence (SRA), Turin, Italy.
- Assor, A. (May, 2008). From e-learning to e-education. An international conference on e-learning and education - When the virtual meets virtue. Brussels, Belgium.
- Assor, A. (May, 2008). Styles of emotion regulation in youth: Outcomes and parental antecedents. The first meeting of the Israeli national forum on emotion research. University of Haifa, Israel.
- Assor, A. (March, 2008). Strengthening teachers' autonomous motivation. American Education Research Association (AERA), New York, USA.
- Assor, A. (May, 2007). Autonomy support versus conditional regard as socializing practices. International Conference on Self Determination, Toronto, Canada
- Assor, A. (September, 2006). Enhancing teachers' autonomous motivation to learn and apply new ideas. International Conference on Motivation, Landau, Germany.

- Assor, A. (January, 2006). Parental conditional regard as a socializing approach: Costs and alternatives. Department of Psychology, Tel Aviv University, Israel
- Assor, A. (November, 2005). Autonomy support versus conditional love as a socializing practices. Department of psychology, University of Otago, New Zealand
- Assor, A. (October, 2005). Parental Conditional love as a socializing approach: Costs and alternatives. Department of Psychology, University of Illinois, Urbana-Champaign, USA.
- Assor, A. (October, 2005). Sensitivity to children's temperament as autonomy support. Department of Psychology, University of Rochester, USA.
- Assor, A. (March, 2005). Conditional love as a socializing approach: Costs and alternatives. Keynote address to the Pan Hellenic conference on School and the Family, Ioannina , Greece.
- Assor, A. (September, 2004). When parents and educators ignore children's temperament: Effects on intrinsic motivation of Chinese adolescents. Invited lecture, East China Normal University, Shanghai, China.
- Assor, A. (August, 2003). Debilitating effects of coercive teacher behavior on students' motivation and achievement: The role of negative emotions. Invited talk as part of a symposium on feelings and emotions in the learning process; Organized by the of the Motivation and Emotion interest group of the European Association for Learning and Instruction (EARLI), Padova, Italy.
- Assor, A. (August, 2001). The role of teachers in helping children use multiple criteria in critical thinking: Evidence from Israeli studies and projects. Invited lecture in the Graduate Programs Symposium, Faculty of Education, Simon Fraser University, Vancouver, Canada.
- Assor, A. (December, 2000). Emotional intelligence: the construct and its measurement. Colloquia of the Department of Psychiatry, Ben Gurion University.
- Assor, A. (1999). Motivation and emotional knowledge. International symposium on emotions. University of Haifa.
- Assor, A., Alfi, O., and DeMalach, N. (1997). Promoting personal and social growth in schools. Invited lecture at the scientific conference of the Israeli teachers' association, Jerusalem.
- Assor, A. (1997). The contribution of the school psychologists to school reforms. Invited address at an annual meeting of the Israeli school psychologists, Jerusalem.
- Assor, A. (1995). The fostering of students' self worth, intrinsic motivation, and empathy as central educational goals. Invited lecture presented at the Israeli Educational Research Association, The Hebrew University, Jerusalem.

- Assor, A. (1994). Motivational analysis of growth and stagnation at schools. Invited talk and position paper at the pedagogical secretariat of the Israeli Ministry of Education, Jerusalem.
- Assor, A. (1993). Over and under-rating of social acceptance among children. Colloquia of the Department of Psychiatry, Ben Gurion University.
- Assor, A. (1990). Defensive processes in person perception. Seminar of the social psychology interest group in the Department of Psychology, University of Rochester.
- Assor, A. (1989). Self perceptions and mother perceptions as predictors of dependency and ego-control in kindergarten children. Seminar of the motivation group in the Department of Psychology, University of Rochester.
- Assor, A. (1988). Children's evaluations of competence as predictors of coping with failure. Seminar of the social psychology and personality interest group, Department of Psychology, Michigan State University.
- Assor, A. (1988). Effects and correlates of over- and under-rating of cognitive competence in children. Seminar of the social psychology and personality interest group, Department of Psychology, New York University.

Papers Presented at Scientific Conferences

Studying Conditional Regard and Autonomy Support across Time, Temperament, Communication Channels & Methods Paper presented in ECP17 (European Conference on Personality) Lausanne, July 2014

Expectant mothers' memories of maternal conditional regard and infant temperament as predictors of post-natal maternal control. Paper presented in SRCD meeting in Philadelphia, 2015.

Maternal Conditional Regard and Infant's Fearful Disposition as Predictors of Anxious Internalization of Maternal Expectations by Toddlers and Young Children: A longitudinal Study. (2016) Paper presented in the 5th International Conference on Self Determination Theory, Victoria, Canada.

Assor, A., Kanat_Maymon, Aurbach, J., Lando, D., Pazit Gabay-Elgy, Moran Cohen-Iluz, Orly weinish-Licht, Dotan Shapira, Carmen Chen & Ohad Ezra. (2013). The Power of Conditional Parental Regard: How the Experience of Mothers' Contingent Love Shapes Our Parenting Behavior across Time, Temperament and Communication Channels. Paper presented at the 4th Self Determination Theory Conference, Rochester, USA.

Israeli, M., Assor, A., Roth, G., & Deci, E. (2011). Mothers' Use of Conditional Positive and Negative Regard to Promote Anxiety Suppression in Children: Potential Antecedents and Psychological Costs. Paper presented at the Society for Research in Child Development (SRCD), Montreal, Canada.

- Kanat-Maymon, Y. , Assor, A., & Deci, E. (2010). Autonomous motivation and projection as predictors of romantic relationship quality. Paper presented at the International Association for Relationship Research, Herzliya, Israel.
- Assor, A. (2010). Chair & discussant. Symposium on the nature of autonomy support. 4th international symposium on Self Determination Theory. Ghent, Belgium.
- Assor, A. (2010). Invited lecture. Supporting inner valuing as a central aspect of autonomy support. 4th international symposium on Self Determination Theory. Ghent, Belgium.
- Madjar, N., & Assor, A. (2010). Supporting inner valuing in parenting, American Educational Research Association, Denver, USA.
- Assor, A., Eilott, K., Deci, E. (2009). Three styles of Emotion regulation. Paper presented at the Society for Research in Child Development (SRCD), Denver, Col, USA.
- Assor, A. (2009). Co-chair with Ross Thompson of a symposium: "Parents' Influence on Children's Capacity to Understand and Regulate Emotions: Exploring Mechanisms". (SRCD), Denver, USA.
- Assor, A. (2009). Invited discussant in a symposium organized by the motivation in education interest group of AERA: "Autonomy support in schools", American Educational Research Association (AERA), San Diego, USA.
- Assor, A. (2008). Co-chair of a symposium: "Is autonomy important for all school children?" American Educational Research Association (AERA), New York, USA.
- Assor, A. (2009). Co-chair with Ross Thompson of a symposium: "Parents' Influence on Children's Capacity to Understand and Regulate Emotions: Exploring Mechanisms". (SRCD), Denver, USA.
- Assor, A. (2009). Invited discussant in a symposium organized by the motivation in education interest group of AERA: "Autonomy support in schools", American Educational Research Association (AERA), San Diego, USA.
- Assor, A. (2008). Co-chair of a symposium: "Is autonomy important for all school children?" American Educational Research Association (AERA), New York, USA.
- Assor, A. (2008). Combining vision with voice: Promoting teacher identification with educational change programs: American Educational Research Association (AERA), New York, USA.
- Assor, A. (2007). Co-chair of a symposium: "Disentangling the concept of parental control Society for Research in Child Development (SRCD), Boston, MA, USA.
- Assor, A., Freed, A., Israeli, M., Roth, G. & Deci, E. (2007). *Parental Conditional Positive Regard: Another Harmful Type of Parental Control*. Paper presented at the Society for Research in Child Development (SRCD), Boston, MA, USA

- Deci, E., Assor, A., Roth, G. & Pariente, S. (2007). Autonomy-supportive and Controlling Parenting in Jewish and Bedouin. Paper presented at the Society for Research in Child Development (SRCD), Boston, MA, USA
- Weinstock, M., Broide, B., & Assor, A. (2006). Type of School and the Autonomy Factor in Moral Development. American Educational Research Association, Chicago, USA.
- Assor, A. (2005). Supporting children's autonomy: What does it mean? How can we do it in different cultures and contexts? A symposium in the 2005 bi-annual convention of the European Association for Learning and Instruction (EARLI), Cyprus.
- Assor, A., Feinberg, O., Kaplan, A., & Kanat Maymon, Y. (2005). Self determination theory as a basis for a comprehensive school-reform: Principles, description, and some outcomes of the ARC – community growth program. Paper to be presented in the bi-annual convention of the European Association for Learning and Instruction (EARLI) in Cyprus.
- Kanat-Mayamon, Y., & Assor, A. (2005) Emotional Intelligence, Conflict Resolution and Commitment in Dating Couples. Paper to be presented in the 2005 conference of the International Society for Research on Emotions (ISRE), Bari, Italy.
- Assor, A., Pariente, S., Katz, I., Pang, W., Bram, C., & Kanat-Maymon, Y. (2005). Temperament accommodation and frustration as a predictor of intrinsic motivation in Israel and China. Paper presented at the American Educational Research Association convention (AERA) in Montreal, Canada.
- Assor, A., Pariente, S., Kanat Maymon, Y., & Katz, I. (2004). Reflective identity formation and temperament accommodation as fundamental aspects of the need for autonomy. Paper presented at the second Conference on Self Determination. Ottawa, Canada.
- Assor, A. & Knafo, A. (2003). Is Autonomy support beneficial? Age, class, and cross-cultural variations – a symposium in the 2003 convention of the Society for Research in Child Development (SRCD), Tampa, Florida.
- Assor, A., Katz, I., & Kanat Maymon, Y. (2003). Toward a differentiated cross-cultural conceptualization of autonomy: Ideal/goal formation, temperament accommodation, and choice in learning. Paper presented in the American Educational research Association Convention (AERA) in Chicago, U.S.A.
- Assor, A. (2002). Teacher -based, class-based, and self-based determinants of aggression in the classroom. Paper presented at the 2nd International Seminar on Violence and Adolescence. Tel Aviv, Israel.
- Katz, I. & Assor, A. (2002). The effect of autonomy support on intrinsic motivation in Jewish and Bedouin children: The meaning of autonomy in different cultures. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans.

- Kaplan, H. & Assor, A. (2001). Integrated motivation: the role of future plans and identity development in promoting high quality learning. Paper presented at the annual meeting of the European Association for Research in Learning and Instruction (EARLI), Switzerland.
- Neurobuy, A., Kanat-Maymon, Y., & Assor, A. (2001). Emotional intelligence as a predictor of social coping in high-school and elementary school. Paper presented at the annual meeting of the European Association for Research in Learning and Instruction (EARLI), Switzerland.
- Roth, G., & Assor, A. (2001). Self determination theory as a basis for school reform: With whom does it work and why. presented at the annual meeting of the European Association for Research in Learning and Instruction (EARLI), Switzerland.
- Assor, A., Roth, G., & Deci, E. (2001). The emotional costs and inter-generational effects of perceived conditional parental regard within domain: A self-determination analysis. Paper presented at the biannual meeting of the Society for Research in Child Development (SRCD), Minneapolis.
- Assor, A., & Kaplan, A. (2001). The importance of an inherent value rationale for the experience of self-determination: Autonomous, controlled and conformist regulations of learning. Paper presented at the annual meeting of the American Educational Research Association (AERA), Seattle.
- Assor, A., Kaplan, H., & Roth, G. (2001). Choice is good, but relevance is better: Autonomy- enhancing and suppressing teacher behaviors predicting students' engagement in schoolwork. Paper presented in at the annual meeting of the American Educational Research Association (AERA), Seattle.
- Assor, A. (2000) Applying current motivational theories to promote extensive school reforms. Symposium organized at the conference of the Israeli Educational Research Association (AYALA) in Tel Aviv. Discussant was A. Kaplan, and presenters were H. Kaplan, O. Alfi, I. Katz, & A. Assor).
- Assor, A. (2000). Using self-determination theory as a basis for comprehensive school reforms: Lessons from the ARC program and a critical discussion based on self-worth theory. Symposium organized at the 7th Workshop on Achievement and Task Motivation, Lueven University, Belgium (Discussant was M. Covington, and presenters were O. Alfi, I Katz, H. Kaplan, G. Roth & A. Assor).
- Assor, A., Katz, I., & Maymon, Y., Bereby-Mayer, Y. (2000). The impact of performance feedback on the persistence of interest: Sometimes girls can be more autonomous than boys. Paper presented at the 7th workshop on achievement and task motivation, Lueven University, Belgium.
- Assor, A., Kaplan, A. (2000, April). Self Determination Theory and Achievement Goal Theory: Convergences, divergences and educational implications. A symposium organized as part of the annual meeting of the American Educational Research Association (AERA), New Orleans (Participants were: E. Deci., A. Elliot., M.Maehr., T. Urda and the organizers).

- Assor, A., Roth, G., & Deci, E. L. (2000, April). Self-regulation processes mediating the effects of conditioned parental regard and intrinsic value demonstration on academic and pro-social behavior. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans.
- Kaplan, A., & Assor, A. (1999). Integrating Motivational Concepts: Achievement Goals and Self-Determined Regulation. Paper presented at the annual meeting of the European Association for Research in Learning and Instruction (EARLI), 1999, Sweden.
- Assor, A. & Kaplan, H. (1999). Using Self-Determination theory to understand teachers' resistance to the learning of new roles: Conceptualization and a case example. Paper presented at the annual meeting of the European Association for Research in Learning and Instruction (EARLI), 1999, Sweden.
- Roth, G. & Assor, A. (1999). The effect of conditioned parental regard and intrinsic value demonstration on academic and pro-social motivation. Paper presented at the annual meeting of the European Association for Research in Learning and Instruction (EARLI), 1999, Sweden.
- Assor, A. & Kaplan, A. (1999). Obtaining self-acceptance and avoiding self-rejection: Approach & avoidance aspects of self-determination in education. Paper presented at the American Educational Research Association (AERA) Conference in April, 1999, Montreal.
- Assor, A. (1998). The role of rationality and affect in the transmission & expression of values. Paper presented at the International Research Workshop on Values, sponsored by the Israel Science Foundation, Maale-Hachamisha, Israel.
- Assor, A., & Kaplan, H. (1998). Enhancing teachers' motivation for change. Workshop conducted at the presented at the 6th International Conference on Motivation, Thessaloniki, Greece.
- Kaplan, H. & Assor, A. (1998). The meaning and consequences of autonomy related teachers-actions for students: A developmental perspective. Paper presented at the 6th International Conference on Motivation, Thessaloniki, Greece.
- Assor, A. & Roth, G. (1998). Parental strategies affecting quality and quantity of internalization of academic and pro-social orientations. Paper presented at the 6th International Conference on Motivation, Thessaloniki, Greece.
- Assor, A., Roth, G., Cohen, S. & Avraham, Y. (1997). Conditional parental affection and its consequences. Symposium organized in the 26th convention of Israeli Psychological Association..
- Assor, A., Alfi, O., Tuval, S., Feldman, N., Katz, I., & Avraham, Y. (1997). Enhancing teachers' motivation for a deep humanistic change in schools. Symposium organized in the 26th convention of the Israeli Psychological Association..

- Assor, A. and Alfi, O. (1996). Identity formation and intimacy in young married couples: A differentiated dimensional approach. Paper presented at the International Society for the Study of Behavioral Development, Quebec, Canada.
- Assor, A. (1996). Developing value-directed self-critical thinking in teachers: A personal-teleological approach. Presented at the 3rd international conference on teacher - education, Netania, Israel.
- Assor, A. (1995). Extreme over-rating of academic competence in children: Problem or asset? Presented at the 25th convention of the Israeli Psychological Association, Ben Gurion University.
- Assor, A. (1995). The influence of educational values on the functioning of teachers and parents as educators. Presented at the 25th convention of the Israeli Psychological Association, Ben Gurion University.
- Assor, A. (1995). School psychologists as essential partners in humanistic restructuring of schools. Presented at the 25th convention of the Israeli Psychological Association, Ben Gurion University.
- Assor, A., Licht, B., Deci E. and Stiller, J. (1994). Conditional parental affection, feelings of internal compulsion and identity formation. Presented at the 13th conference of the International Society for the Study of Behavioral Development, Amsterdam, The Netherlands.
- Assor, A. (1993). The Contribution of teachers' values to their behavior and effectiveness as educators. Paper presented at the International conference on Teacher Education: From Theory to practice, Tel-Aviv.
- Assor, A. and Raveh., D. (1993). The contribution of values to a dialogical approach, to openness to criticism and to educational influence of adults on children. Paper presented at the 24th convention of the Israeli Psychological Association, Bar-Ilan Univ.
- Assor, A., Licht, B., and Deci, E. (1993) Experiences of conditioned parental acceptance and their relations to the experience of a "false self". Paper presented at the 24th convention of the Israeli Psychological Association, Bar-Ilan University.
- Assor, A. (1991). Attachment patterns and social adjustment in the kindergarten - Comments and proposals. The 8th International Tel-Aviv Workshop on Human Development and Education.
- Assor, A., Priel, B, and Orr, E. (1989) Differentiation and accuracy of self Evaluation of kindergarten children. The Tenth Biannual Meeting of the International Society for the Study of Behavioral Development, Finland.
- Assor, A., Flum, H. and Meir, J. (1987). Over and under-estimation of academic competence as components of coping styles in children. Israeli Psychological Association, Tel-Aviv.

- Assor, A., Orr, E., and Priel, B., (1986) Correlates of over and under- estimation of cognitive competence in kindergarten children. Paper presented at the 94th Annual Convention of the American Psychological Association, Washington, D.C.
- Assor, A. (1983) Emotional arousal as the process mediating the effect of dominance and dependence motivation on person perception. Israeli Psychological Association, Jerusalem.
- Assor, A. and Assor T. (1983). Marital adjustment during the first pregnancy. Israeli Psychological Association, Jerusalem.
- Assor, A. and Assor T. (1981) Aggressive disposition, sex of partner, and marital adjustment. 89th Convention of the American Psychological Association, Los Angeles.
- Assor, A., Aronoff, J. and Messe, L., (1978). Motivation of perceiver, status of other and Impression formation. 86th Convention of the American Psychological Association, Toronto.

Research Grants - Competitive, Basic Science, Awards

- 2019 – 2023 United States-Israel Bi-national Science Foundation (BSF). How should parents react to the onset of risk behaviors in their adolescent children? (\$ 230,000).
- 2018 – 2021 The German Research Foundation (DFG). Conditional regard and autonomy support across time and cultures (310,000 Euro).
- 2016- 2022 The Israel Science Foundation (ISF). Achievement-Oriented Controlling Parenting and Child Temperament as Predictors of Poor Mastery Motivation, Helplessness and Maladjustment in Preschool and First Grade. (\$ 65,000).
- 2012- 2016 The Israel Science Foundation (ISF). Controlling achievement-oriented parenting and child frustration-dysregulation as predictors of toddlers' mastery motivation and adjustment (\$170,000).
- 2008 – 2012 United States-Israel Bi-national Science Foundation (BSF). Autonomous motivation, projection and stress as predictors of romantic relationship quality. (\$ 180,000).
- 2004 – 2008 United States-Israel Bi-national Science Foundation (BSF). Autonomy support versus conditional regard as socializing practices: A Cross-cultural study. Principal Investigators: Avi Assor, Edward Deci and Richard Ryan. (US \$ 171,000).
- 2006 The Israel Science Foundation (ISF). International research workshop on: Autonomy Support in Education and Parenting. (\$15,000).
- 2002 – 2006 The Israel Science Foundation (ISF). The effects of different types of

autonomy support on intrinsic motivation among Jewish and Bedouin children: Toward a differentiated cross-cultural conception of the need for autonomy. (\$ 108,000).

- 1999 - 2000 Chief Scientist Award - The Israeli Ministry of Education. Motivational factors predicting intrinsic motivation for learning (75,000 Shekels)
- 1997 - 1998 The Israel Science Foundation (The Israel Academy of Science). International research workshop on values. (\$ 16,000).
- 1998 The Israel Ministry of Science. International research workshop on values. (\$ 4,000).
- 1993 - 1996 Israel Science Foundation (The Israel Academy of Science). The use of values as goal categories in teachers' everyday thinking. (\$ 60,000).
- 1994 – 1996 Israel Foundations Trustees (Ford Foundation). Effective goal-directed thinking on educational values by parents of adolescents: Measurement and potential benefits. (\$ 20,000).

Applied Research and Intervention:

- 2013 - 2014 Promoting integrative emotion regulation in Arab schools II - Al-Omaria Experimental School. (15,000 Shekels).
- 2010 - 2012 Promoting a caring community in schools II - Moledet Experimental School. (44,000 Shekels).
- 2010 - 2012 Developing motivation supporting dialogue in schools - Yelin school. (36,000 Shekels).
- 2006 - 2009 Promoting a caring community in schools I - Moledet Experimental School. (88,000 Shekels).
- 2004-2007 Daroma Foundation (with Haya Kaplan). Educational excellence in Bedouin education. (\$ 180,000)
- 2000-2004. Petach Tikva municipality – Education Department. Promoting personal growth in a caring school community: Reducing violence while enhancing pro-social development and autonomy. (\$ 136,000).

1998. The Israeli Ministry of Education. Development of a program to enhance and assess motivational and emotional capacities in children - The Psychological and Counseling services of the Education Ministry. (\$ 4,000).
1997. Meitar municipality. Assessment of the effects of the MAKSHIV experimental school program aimed at promoting personal and social growth. (\$ 3,000).
- 1996-1999 The Israeli Ministry of Education. Fostering cooperation and Caring in schools (sub-program of the Eshcolot project). (\$ 48,000).
- 1996-1998. The Israeli Ministry of Education. Promoting personal and social growth in elementary schools. (\$ 85,000).
- 1995-1996. The Israeli Ministry of Education. Developing teachers' capacity to foster students' growth: A goal -directed motivational approach. (\$ 50,000).
1993. The Pedagogical Secretariat of the Israeli Ministry of Education. Fostering autonomy and pro-social growth (an invited position paper). (\$ 4,300).
- 1987-1988 The Israeli Ministry of Education. Teachers' conceptions of their educational goals. (\$ 8,000).