**Chapter 8: Understanding the Self**

Bowman, N.A., Kitayama, S. and Nisbett, R.E. (2009) Social Class Differences in Self, Attribution, and Attention: Socially Expansive Individualism of Middle-Class Americans. *Personality and Social Psychology Bulletin*, 35 (7): 880-893.

<http://journals.sagepub.com/stoken/rbtfl/HTkUWpSzUMUsq5DHI5Jx/pdf/10.1177/0146167209334782>

Burden, R. (1998) Assessing Children’s Perception of Themselves as Learners and Problem-Solvers: The Construction of the Myself-as-Learner Scale (MALS). *School Psychology International*, 19 (4): 291-305.

<http://journals.sagepub.com/stoken/rbtfl/6N9tPtk7kPEwkb6yQV4D/pdf/10.1177/0143034398194002>

Toland, M.D. and Usher, E.L. (2015) Assessing Mathematics Self-Efficacy: How Many Categories Do We Really Need? The Journal of Early Adolescence, 36:7, 932-960.

<http://journals.sagepub.com/stoken/rbtfl/RK8WTEEkvnTNWJ9ImCa3/pdf/10.1177/0272431615588952>

Desoete, A., Roeyers, H. and Buysse, A. (2001) Metacognition and Mathematical Problem Solving in Grade 3. *Journal of Learning Disabilities*, 34 (5): 435-447.

<http://ldx.sagepub.com/content/34/5/435>

Gollwitzer, P.M. and Schaal, B. (1998) Metacognition in Action: The Importance of Implementation Intentions. *Personality and Social Psychology Review*, 2 (2): 124-136.

<http://psr.sagepub.com/content/2/2/124>

Humphrey, N. (2004). The Death of the Feel-Good Factor? Self-Esteem in the Educational Context. *School Psychology International*, 25 (3): 347-360.

<http://spi.sagepub.com/content/25/3/347>

Klafehn, J., Li, C., and Chiu, C-Y. (2013) To Know or Not to Know, Is That the Question? Exploring the Role and Assessment of Metacognition in Cross-Cultural Contexts. *Journal of Cross-Cultural Psychology*, 44 (6): 963-991.

<http://jcc.sagepub.com/content/44/6/963>

Locker, J. and Cropley, M. (2004) Anxiety, Depression and Self-Esteem in Secondary School Children: An Investigation into the Impact of Standard Assessment Tests (SATs) and Other Important School Examinations. *School Psychology International*, 25 (3): 333-345.

<http://spi.sagepub.com/content/25/3/333>

Martinelli, S., Bartholomeu, D., Caliatto, S.G. and Sassi, A. (2009) Children’s Self-Efficacy Scale: Initial Psychometric Studies*. Journal of Psychoeducational Assessment*, 27 (2): 145-156.

<http://jpa.sagepub.com/content/27/2/145>

McCullers, J.F. and Bozeman, W. (2010) Principal Self-Efficacy: The Effects of No Child Left Behind and Florida School Grades. *NASSP Bulletin*, 94 (1): 53-74.

<http://bul.sagepub.com/content/94/1/53>

Paulson, D.S. (2008) Wilber’s Integral Philosophy: A Summary and Critique. *Journal of Humanistic Psychology*, 48 (3): 364-388.

<http://jhp.sagepub.com/content/48/3/364>

Quicke, J. (1994) Metacognition, Pupil Empowerment and the School Context. *School Psychology International*, 15 (3): 247-260.

<http://spi.sagepub.com/content/15/3/247>

Shore, B.M. and Dover, A.C. (1987) Metacognition, Intelligence and Giftedness. *Gifted Child Quarterly*, 31 (1): 37-39.

<http://gcq.sagepub.com/content/31/1/37>

Snyder, K.E., Nietfeld, J.L. and Linnenbrink-Garcia, L. (2011) Giftedness and Metacognition: A Short-Term Longitudinal Investigation of Metacognitive Monitoring in the Classroom. *Gifted Child Quarterly*, 55 (3): 181-193.

<http://gcq.sagepub.com/content/55/3/181>

Stedtnitz, U. (1986) The Influence of Educational Enrichment on Self-Efficacy and Interest Levels in Young Children. *Topics in Early Childhood Special Education*, 6 (1): 39-49.

<http://tec.sagepub.com/content/6/1/39>

Suldo, S.M. and Shaffer, E.J. (2007) Evaluation of the Self-Efficacy Questionnaire for Children in Two Samples of American Adolescents. *Journal of Psychoeducational Assessment*, 25 (4): 341-355.

<http://jpa.sagepub.com/content/25/4/341>

Sullivan-Palincsar, A. and Brown, D.A. (1987) Enhancing Instructional Time through Attention to Metacognition. *Journal of Learning Disabilities*, 20 (2): 66-75.

<http://ldx.sagepub.com/content/20/2/66>

Usher, E.L. and Pajares, F. (2007) Self-Efficacy for Self-Regulated Learning: A Validation Study. *Educational and Psychological Measurement*, 68 (3): 443-463.

<http://epm.sagepub.com/content/68/3/443>

Vaughan, F. (1985) Discovering Transpersonal Identity. *Journal of Humanistic Psychology*, 25 (3): 13-38.

<http://jhp.sagepub.com/content/25/3/13>

Wallace, J.R., Cunningham, T.F. and Del Monte, V. (1984) Change and Stability in Self-Esteem between Late Childhood and Early Adolescence. *The Journal of Early Adolescence*, 4 (3): 253-257.

<http://jea.sagepub.com/content/4/3/253>

Walsh, R. and Vaughan, F. (1994) The Worldview of Ken Wilber. *Journal of Humanistic Psychology*, 34 (2): 6-21.

<http://jhp.sagepub.com/content/34/2/6>

Washburn, M. (1990) Two Patterns of Transcendence. *Journal of Humanistic Psychology*, 30 (3): 84-112.

<http://jhp.sagepub.com/content/30/3/84>

Wigfield, A. and Eccles, J.S. (1994) Children’s Competence Beliefs, Achievement Values, and General Self-Esteem: Change Across Elementary and Middle School. *The Journal of Early Adolescence*, 14 (2): 107-138.

<http://jea.sagepub.com/content/14/2/107>

Witz, K.G. and Lee, H. (2013) “The Self”, “I”, and “a Single-Consciousness-and-I”: Consciousness in the Study of Human Life and Experience V. *Qualitative Inquiry*, 19 (6): 419-430.

<http://qix.sagepub.com/content/19/6/419>