

CURRICULUM VITAE

Susan Harter

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Education

B.A. 1961, Oberlin College
M.S. 1963, Yale University
Ph.D. 1966, Yale University

Academic Training

Undergraduate major in Psychology. Double graduate degrees in developmental psychology and child-clinical with extensive minors in both experimental and social psychology. Clinical internship, involving diagnosis and treatment of disturbed children at the Yale Child Study Center, Department of Psychiatry, 1965-1966.

Honors and Awards

Phi Beta Kappa, Magna Cum Laude, Oberlin College
Woodrow Wilson Fellowship, 1961-62
Voted one of the top ten undergraduate Yale professors, 1973-74
Selected as University Lecturer of the Year, University of Denver, 1990
Awarded Johns Evans Professorship by the University of Denver, 1993
Recognized (in two publications) as one of the top 50 developmental psychologists internationally, 1998
The Shavelson Award for an outstanding career in self research, International SELF Research Conference, Singapore, 2013

Positions Held

<i>2009 - present</i>	<i>Professor Emerita, John Evans Professor, University of Denver</i>
<i>2011 - present</i>	<i>Research Consultant, Mediators without Borders, Shauna Ries, President</i>
<i>1983 - 2006</i>	<i>Director of Developmental Psychology Graduate and Post-doctoral program, Univ of Denver</i>
<i>1978 - 2009</i>	<i>Professor, Department of Psychology, University of Denver</i>
<i>1974 - 1977</i>	<i>Associate Professor, Department of Psychology, University of Denver</i>
<i>1966 - 1974</i>	<i>Chief Psychologist, Child Study Center, Department of Psychiatry, Yale University</i>
<i>1970 - 1974</i>	<i>Associate Professor of Psychology, Department of Psychology and Child Study Center, Yale University</i>
<i>1966 - 1970</i>	<i>Assistant Professor of Psychology, Department of Psychology and Yale Child Study Center</i>

Teaching Interests

Formal Courses. General child psychology; theories of child development; research methods in developmental psychology; adolescence, educational implications of developmental psychology; developmental approaches to play and mastery; sex-role development; psychology of women; social and personality development; socio-cognitive-emotional development in children, self development, motivation during childhood.

Individual Research Supervision. As Director of the NIMH-sponsored graduate and postdoctoral training program, as well as a faculty member in a research-oriented psychology department, I have, for my entire career supervised graduate student Master's theses and Doctoral Dissertations (close to 200) and postdoctoral research projects. I have very much enjoyed this supervisory experiences, helping students to identify their "burning questions" and translate them into research formations that are theoretically important and methodologically sound.

Research Interests

- (a) *Development and empirical examination of a model of the determinants and mediational role of self-esteem across the life span, including extension of our model of self-esteem to depression and suicidal ideation among adolescents, and more recently to anger and violent ideation.*
- (b) *Affective and cognitive correlates of depression in children, a profile approach, focusing on (1) affect/mood; (2) energy/interest; (3) self-worth; (4) self-blame; (5) hopelessness; and (6) suicidal ideation.*
- (c) *Construction of psychometrically sound measures to assess self-concept, motivation and personality factors in children, to be utilized for basic research as well as intervention efforts. (See list of scales and manuals)..*
- (d) *Self-concept in special groups, e.g., learning disabled, mentally retarded, asthmatic, and physically disabled.*
- (e) *The emergence of intrapsychic conflict caused by opposing traits within the multiples selves that emerge at adolescence.*
- (f) *The developmental emergence of self-affects: pride and shame.*
- (g) *A developmental approach to children's understanding of the simultaneity of emotions.*
- (h) *Developmental and individual differences in children's intrinsic versus extrinsic motivation for school learning among normal children, as well as special groups, e.g., learning disabled, retarded, and the gifted.*
- (i) *Conditionality of support and true/false self behavior among adolescents.*
- (j) *Autonomy and connectedness as dimensions of relationship styles in adults.*
- (k) *Links between appearance and self-worth, across the life-span.*
- (l) *Predictors of false self behavior and lack of voice among adolescents*
- (m) *Identification of adolescents at risk for school violence, based on the profiles of those involved in the major school shootings since 1996.*
- (n) *A prototype approach to the emotion of humiliation*

Clinical Interests

Therapeutic and diagnostic work with disturbed children. Cognitive-developmental approaches to play therapy, and their implications for therapeutic techniques. Use of the self-report instruments we have developed for diagnostic and program evaluation purposes. Design of intervention/prevention programs for adolescents at risk for depression and suicide, as well as violence.

Recent Grant Support

2003-2006	W. T. Grant Foundation	\$300,000	Positive self-development in adolescents
2000-2005	NIMH	\$600,000	Post-doctoral Training Grant in Developmental Psychology
1997 - 2001	NICHD	\$489, 094	Self-concept, affect, and motivation
1992 – 1995	NICHD	\$350,000	Self-concept, affect and motivation in children.

Memberships

American Psychological Association
Society for Research in Child Development
Sigma Xi
Phi Beta Kappa

Review Committees

NIMH Study Section on Cognition, Emotion, Personality (1986 - 1990 Chairperson, 1988 - 1990)
Society for Research in Child Development, Society for Research on Adolescence: Reviewer (1984 –2006)
Ad Hoc grant reviewer for NIMH, NIH, NIE, NSF, W. T. Grant Foundation; Site Visitor for NIMH

Reviewer for the following Journals

Child Development (Editorial Board)
Developmental Psychology (Editorial Board)
American Education Research Journal, Editorial Board)
Development and Psychopathology (Editorial Board)
Psychological Bulletin (Editorial Board)
Psychology Review
Journal of Experimental Child Psychology
Journal of Adolescence
Journal of Personality and Social Psychology
Journal of Child Psychology
Sex Roles
Human Development
Journal of Personality
S.R.C.D. Monographs

Attitudes and Social Cognition
Journal of Child Psychology and Psychiatry
Journal of Child Clinical Psychology
International Journal of Behavioral Development
Merrill Palmer Quarterly
British Journal of Social Psychology
Journal of Applied Developmental Psychology; Motivation and Emotion

CURRENT PROFESSIONAL ACTIVITIES (2012) and continuing

Research Consultant to Mediators without Borders (Shauna Ries, President). Activities include the design of a research protocol to evaluate the effectiveness of Reis' model of mediation, including the analysis of the findings from different samples, and preparation of research reports. Collaboration on writing books to disseminate the model and research findings (see our first effort, below). Presentations of our research findings to relevant groups.

Recent recipient of the Shavelson Award for excellence in research on the self, awarded by the International SELF research Center. This award will be bestowed in 2013 at an international conference where I will give the key note address. In 2013 the conference will be held in Singapore.

Recent publications:

BOOK: Harter, S. (2012). The construction of the self: Developmental and Sociocultural Foundations. New York: Guilford Press.

BOOK: Ries, S., & Harter, S. (2012). In Justice, in Accord. Boulder: Booklocker Press.

INVITED CHAPTERS:

Harter, S. (2011). The challenge of framing a problem: What is your burning question. In C. Conrad And R. Serline (Eds.), The Sage Handbook of Research in Education, 2nd ed), pp. 131-148.

Harter, S. (2012). Emerging self processes during childhood and adolescence. In M. Leary & J. Tangney (Eds.), Handbook of self and identity. New York: Guilford Press.

Harter, S. (2012). The development of the self in childhood and adolescence. In J. D. Wright (Ed.), The International Encyclopedia of the Social and Behavioral Sciences (2nd ed.). Oxford, UK: Elsevier, Ltd.

Harter, S. (2012). New directions in self development: Resurrecting the I-self. In D. McInerney (Ed.), Theory driving research: New wave perspectives on self-processes and human development. New York: Information Age Publishing.

Harter, S. (in preparation). The role of the self in developmental psychology. In D. Cicchetti (Ed.), Developmental Psychopathology (3rd ed.) New York: Wiley.

History of Publications: Selected Articles (List of Chapters to follow)

- Harter, S. (1965). Discrimination learning set in children as a function of IQ and MA. Journal of Experimental Child Psychology, 2, 31-43.
- Milgram, S., Mann, L., & Harter, S. (1965). The lost letter technique: A tool of social research. Public Opinion Quarterly, 29, 437-438.
- Harter, S. (1966). Learning how to learn. Grade Teacher, 83(7), 98-102. Reprinted in J. L. Frost, Early childhood education rediscovered. New York: Holt, Rinehart, & Winston, 1968.
- Harter, S. (1967). Mental age, IQ, and motivational factors in the discrimination learning set performance of normal and retarded children. Journal of Experimental Child Psychology, 5, 123-141.
- Harter, S., & Zigler, E. (1968). The effectiveness of adult and peer reinforcement in the performance of institutionalized retardates. Journal of Abnormal Psychology, 73, 144-149.
- Harter, S. (1968). Piaget's theory of intellectual development: The changing world of the child. Connecticut Medicine, 32, 444-456. Reprinted in Zigler and Child. Socialization and Personality Development. MA: Addison-Wesley, 1972.
- Zigler, E., & Harter, S. (1969). Socialization of the mentally retarded. In D. A. Goslin (Ed.), Handbook of socialization theory and research. New York: Rand McNally.
- Harter, S., Brown, L., & Zigler, E. (1971). The discrimination learning of normal and retarded children as a function of penalty conditions and etiology of the retarded. Child Development, 42, 517-536.
- Harter, S. (1971). Discrimination learning of normal and retarded children as a function of task difficulty and social reinforcement. American Journal of Mental Deficiency, 76, 275-283.
- Harter, S., Schultz, E., & Blum, B. (1971). Smiling in children as a function of their sense of mastery. Journal of Experimental Child Psychology, 12, 396-404.
- Harter, S., & Zigler, E. (1972). The effects of rate of stimulus presentation and penalty conditions on the discrimination learning of normal and retarded children. Developmental Psychology, 6, 85-91.
- Kier, R. J., & Harter, S. (1972). Children's ability to order facial and nonfacial continua as a function of MA, CA, and IQ. Journal of Genetic Psychology, 120, 241-251.
- Harter, S., & Zigler, E. (1974). The assessment of effectance motivation in normal and retarded children. Developmental Psychology, 10, 169-180.
- Harter, S. (1974). Pleasure derived by children from cognitive challenge and mastery. Child Development, 45, 661-669.
- Campagna, T., & Harter, S. (1975). Moral judgment in sociopathic and normal children. Journal of Personality and Social Psychology, 31, 199-205.
- Harter, S. (1975). Mastery motivation and need for approval in older children and their relationship to social desirability response tendencies. Developmental Psychology, 11, 186-196.
- Harter, S. (1975). Developmental differences in the manifestation of mastery motivation. Child Development, 46, 370-378.

- Harter, S. (1975). Intrinsic mastery motivation vs. need for approval: What motivates Mark and Melinda? Colorado Psychologist (Vol. IX, No. 2).
- Harter, S. (1977). The effects of social reinforcement and task difficulty on the pleasure derived by normal and retarded children from cognitive challenge and mastery. Journal of Experimental Child Psychology, 24, 476-494.
- Harter, S. (1977). A cognitive-developmental approach to children's expression of conflicting feelings and a technique to facilitate such expression in play therapy. Journal on Consulting and Clinical Psychology, 45(3), 417-432.
- Harter, S. (1978). Effectance motivation reconsidered: A developmental model. Human Development, 21, 34-64.
- Harter, S. (1978). Pleasure derived from optimal challenge and the effects of extrinsic rewards on children's difficulty level choices. Child Development, 49, 788-799.
- Harter, S. (1981). A new self-report scale of intrinsic versus extrinsic orientation in the classroom: Motivational and informational components. Developmental Psychology, 17(3), 300-312.
- Harter, S. (1982). The perceived competence scale for children. Child Development, 53, 87-97.
- Harter, S. (1983). To smile or not to smile: Issues in the examination of cross-cultural differences. Commentary of Babed, Alexander, and Babad's returning the smile of the stranger: Developmental patterns and socialization factors. Monographs of the Society for Research in Child Development, 48, 80-87.
- Harter, S. (1984). Generic stresses need not apply: Review of Garmezy and Rutter (Eds.), *Stress, coping and development*. Contemporary Psychology.
- Harter, S., & Pike, R. (1984). The pictorial scale of perceived competence and social acceptance for young children. Child Development, 55, 1969-1982.
- Harter, S., & Silon, E. L. (1985). The assessment of perceived competence, motivational orientation, and anxiety in segregated and mainstreamed educable mentally retarded children. Journal of Educational Psychology, 77, 217-230.
- Harter, S. (1986). On the need for a developmental perspective in understanding child and adolescent disorders. Journal of Social and Clinical Issues.
- Harter, S. (1986). Cognitive-developmental processes in the integration of concepts about emotions and the self. Social Cognition, 4, 119-151.
- Harter, S., & Buddin, B. J. (1987). Children's understanding of the simultaneity of two emotions: A five-stage developmental acquisition sequence. Developmental Psychology, 23, 388-399.
- Whitesell, N., & Harter, S. (1989). Children's reports of conflict between simultaneous opposite-valence emotion. Child Development, 60, 673-682.
- Renick, M. J., & Harter, S. (1989). Impact of social comparisons on the developing self-perceptions of learning disabled students. Journal of Educational Psychology, 81, 631-638.
- Harter, S. (1990). Developmental differences in the nature of self-representations: Implications for the understanding and treatment of maladaptive behaviors. Cognitive Therapy and Research, 14, 113-142.

- Renouf, A., & Harter, S. (1990). Low self-worth and anger as components of the depressive experience in young adolescents. *Development and Psychopathology*, *2*, 293-310.
- Harter, S., & Chao, C. (1992). The role of competence in young children's creation of imaginary friends. *Merrill Palmer Quarterly*, *38*, 350-363.
- Harter, S., Marold, D. B., & Whitesell, N. R. (1992). A model of psycho-social risk factors leading to suicidal ideation in young adolescents. *Development and Psychopathology*, *4*, 167-188
- Harter, S., & Monsour, A. (1992). Developmental analysis of conflict caused by opposing attributes in the adolescent self-portrait. *Developmental Psychology*, *28*, 251-260.
- Harter, S., Whitesell, N., & Kowalski, P. (1992). Individual differences in the effects of educational transitions on young adolescents' perceptions of competence and motivational orientation. *American Educational Research Journal*, *29*, 777-808.
- Harter, S., Jackson, B. K. (1992). Trait versus non-trait conceptualizations of intrinsic/extrinsic motivational orientation. *Motivation and Emotion*, *16*, 209-230.
- Harter, S., & Jackson, B. K. (1993). Young adolescents' perceptions of the link between low self-worth and depressed affect. *Journal of Early Adolescence*, *33*, 383-407.
- Whitesell, N. R., Robinson, N. S., & Harter, S. (1993). Coping with anger-provoking situations: Young adolescents' theories of strategy use and effectiveness. *Journal of Applied Developmental Psychology*, *14*, 521-545.
- Harter, S., Stocker, C., & Robinson, N. (1996). The perceived directionality of the link between approval and self-worth: The liabilities of a looking glass self orientation among young adolescents. *Journal of Adolescence*, *6*, 285-308.
- Harter, S., Marold, D. B., Whitesell, N.R., & Cobbs, G. (1996). A model of the effects of parent and peer support on adolescent false self behavior. *Child Development*, *67*, 360-374.
- Whitesell, N. R., & Harter, S. (1996). The interpersonal context of emotion: Anger with close friends and classmates. *Child Development*, *67*, 1345-1359.
- Harter, S., Waters, P. L., Pettitt, L., Whitesell, N., Kofkin, J., & Jordan, J. (1997). Autonomy and connectedness as dimensions of relationship styles in adult men and women. *Journal of Social and Personal Relationships*, *14*, 147-164.
- Harter, S., & Whitesell, N. R. (1996). Multiple pathways to depression and adjustment among adolescents. *Development and Psychopathology*, *9*, 835-854.
- Harter, S., Waters, P., & Whitesell, N. R. (1997). Lack of voice as a manifestation of false self behavior: The school setting as a stage upon which the drama of authenticity is enacted. *Educational Psychologist*, *32*, 153-173.
- Harter, S., Bresnick, S., Bouchey, H., & Whitesell, N. R. (1997). The development of multiple role-related selves in adolescence. *Development and Psychopathology*, *9*, 835-854.
- Harter, S., Waters, P., & Whitesell, N. R. (1998). Relational self-worth: Adolescents perceptions of their

worth as a person in different relational contexts. Child Development, 69, 756-766.

Harter, S., Waters, P., Whitesell, N. R., & Kastelic (1998). Predictors of voice among adolescent males and females: Relational context, social support, and gender orientation. Developmental Psychology, 34, 1-10.

Harter, S., Whitesell, N.R., & Junkin, L. (1998). Similarities and differences in domain-specific and global self-evaluations of learning-disabled, behaviorally-disordered, and normally achieving adolescents. American Educational Research Journal.

Harter, S. (1999). Symbolic interactionism revisited: Potential liabilities for the self constructed in the crucible of interpersonal relationships. Merrill-Palmer Quarterly, 45, 677-703.

Harter, S., & Whitesell, N.R. (2001). On the importance of importance ratings in understanding young adolescents' self-worth: Beyond statistical parsimony. In International Perspectives on individual differences: New developments in Self-Perception.

Harter, S. (2001). Is self-esteem only skin-deep? The inextricable link between physical appearance and self-esteem among American youth, Reclaiming Children and Youth.

Harter, S., & Kiang, L. (2002). Parent-child factors that contribute to self-development. The International Encyclopedia of Marriage and Family Relationships, Second Edition. New York: MacMillan.

Neff, K., & Harter, S. (2002). The role of power and authenticity in relationship styles emphasizing autonomy, connectedness, or mutuality among adult couples. Journal of Social and Personal Relationships.

Harter S. Low, S., & Whitesell. (2003) What have we learned from Columbine: The role of the self-system in suicidal and homicidal ideation. Journal of School Violence, 2, 3-26.

Harter, S., & Whitesell, N. (2003). Beyond the debate: Why some adolescents report stable self-worth over time and situation whereas others report changes in self-worth. Journal of Personality.

Bouchev, H. & Harter (2005). Reflected appraisals, academic self-perceptions, and math/science achievement during early adolescence. Journal of Educational Psychology.

Kiang, L., & Harter, S. (2006). Socio-cultural values of appearance and attachment processes: An integrated model of eating disordered behavior. Eating behaviors, 7, 134-151.

Kiang, L., & Harter, S. (2007). Relational expression of ethnic in Chinese Americans. Journal of Social and Personal Relationships, 24, 277-296.

Kiang, L., & Harter, S. (2008). Do pieces of the self-puzzle fit? An examination of integrated/fragmented selves in biculturally-identified Chinese Americans. Journal of Research in Personality.

PUBLICATIONS: Book Chapters since 1981

- Harter, S. (1981). A model of intrinsic mastery motivation in children: Individual differences and developmental change. In A. Collins (Ed.), Minnesota Symposium on Child Psychology (Vol. 14). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Harter, S. (1982). A cognitive-developmental approach to children's use of affect and trait labels. In Serafica (Ed.), Social cognition in context. Guilford Press.
- Harter, S. (1982). A developmentalist's perspective on some parameters on the self-regulation process in children. In P. Karoly & F. H. Kanfer (Eds.), The psychology of self-management: From theory to practice. New York: Permagon Press.
- Harter, S. (1982). Guess who's coming to the classroom. In T. M. Amabile & M. L. Stubbs (Eds.), Psychological research in the classroom: Educators and researchers speak. New York: Pergamon Press.
- Harter, S. (1982). Cognitive-developmental considerations in the conduct of play therapy. In C. E. Schaefer & K. J. O'Connor (Eds.), Handbook of Play Therapy. New York: Wiley.
- Harter, S. (1983). Children's understanding of multiple emotions: A cognitive-developmental approach. In W. F. Overton (Ed.), The relationship between social and cognitive development. Hillsdale, NJ: Lawrence Erlbaum.
- Harter, S. (1983). Developmental perspectives on the self-system. In M. Heatherington (Ed.), Handbook of child psychology: Social and personality development (Vol. 4). New York: Wiley.
- Harter, S., & Connell, J. P. (1984). A model of children's achievement and related self-perceptions of competence, control, and motivational orientation. In J. Nicholls (Ed.), Advances in motivation and achievement, 3, 219-250. Greenwich, Connecticut: JAI Press.
- Harter, S. (1985). Competence as a dimension of self-evaluation: Toward a comprehensive model of self-worth. In R. Leahy (Ed.), The development of the self. NY: Academic Press.
- Harter, S. (1986). Processes underlying the construction, maintenance, and enhancement of the self-concept in children. In J. Suls, & A. G. Greenwald (Eds.), Psychological perspectives on the self (Vol. 3). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Harter, S. (1988). Developmental processes in the construction of the self. In T. D. Yawkey & J. E. Johnson (Eds.), Integrative processes and socialization: Early to middle childhood. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Harter, S. (1987). The determinants and mediational role of global self-worth. In N. Eisenberg (Ed.), Contemporary topics in developmental psychology. NY: John Wiley & Sons.
- Harter, S. (1988). Developmental and dynamic changes in the nature of the self-concept: Implications for child psychotherapy. In S. Shirk (Ed.), Cognitive development and child psychotherapy (pp. 119-160). NY: Plenum.
- Harter, S. (1988). The construction and conservation of the self: James and Cooley revisited. In D. K. Lapsley & F. C. Power (Eds.), Self, ego, and identity: Integrative approaches (pp. 43-70). NY: Springer-Verlag.
- Harter, S. (1990). Causes, correlates and the functional role of global self-worth: A life-span perspective. In J. Kolligan & R. Sternberg (Eds.), Perceptions of competence and incompetence across the life span. (pp. 67-98). New Haven, CT: Yale University Press.

- Harter, S., & Whitesell, N. (1989). Developmental changes in children's understanding of single, multiple and blended emotion concepts. In C. Saarni & P. Harris (Eds.), Children's understanding of emotion. Cambridge Univ. press.
- Harter, S. (1989). Processes underlying adolescent self-concept formation. In R. Montemayor (Ed.), Advances in adolescent development. Vol. 2: The transition from childhood to adolescence (pp. 205-239). New York: Sage.
- Harter, S. (1990). Issues in the assessment of the self-concept of children and adolescents. In A. La Greca (Ed.), Childhood assessment: Through the eyes of a child (pp. 292-325). Newton, MA: Allyn and Bacon.
- Harter, S. (1990). Adolescent self and identity development. In S. Feldman & G. Elliot (Eds.), At the threshold: The developing adolescent. Cambridge, MA: Harvard University.
- Harter, S., & Marold, D. B. (1991). A model of the determinants and mediational role of self-worth: Implications for adolescent depression and suicidal ideation. In J. Strauss & G. Goethals (Eds.), The self: Interdisciplinary approaches. NY: Springer-Verlag.
- Harter, S. (1992). The relationships between perceived competence, affect, and motivational orientation within the classroom: Process and patterns of change. In A. K. Boggiano & T. Pittman (Eds.), Achievement and motivation: A social-developmental perspective. Cambridge University Press.
- Harter, S. (1993). Causes and consequences of low self-esteem in children and adolescents. In R. F. Baumeister (Ed.), Self-esteem: The puzzle of low self-regard. New York: Plenum.
- Harter, S., & Marold, D. B. (1993). The directionality of the link between low self-esteem and depressed affect: Beyond causal modeling. In D. Cicchetti (Ed.), The self and its disorders: Rochester symposium on developmental psychopathology. Rochester, New York.
- Harter, S. (1993). Visions of self: Beyond the me in the mirror. Nebraska Symposium on Motivation, 40. Lincoln, NE: University of Nebraska Press.
- Harter, S., & Marold, D. (1994). Psychosocial risk factors contributing to adolescent suicide. In G. Noam & S. Borst (Eds.), Child and adolescent suicide. New directions series on child development.
- Harter, S. (1996). Developmental Changes in self-understanding across the 5 to 7 year shift. In A. Sameroff & M. Haith (Eds.), Reason and responsibility: The passage through childhood Chicago, IL: University of Chicago Press.
- Harter, S. (1996). Historical roots of cotemporary issues involving the self-concept. In Bracken, B. (Ed.), Handbook of self-concept. New York: Wiley.
- Harter, S. (1996). Teacher and classmate influences on scholastic motivation, self-esteem, and voice. In K. Wentzel & J. Juvonen (Eds.), Social motivation: Understanding children's school adjustment. Cambridge University Press.
- Shirk, S. & Harter, S. (1996). A cognitive case formulation approach to the treatment of low self-esteem in children and adolescents. In M. Reinecke, F., Detallio, & A. Freeman (Eds.), Comprehensive casebook of cognitive behavioral therapy with children and adolescents. New York: Guilford Press.
- Harter, S. (1997). The personal self in social context: Barriers to authenticity. In R. Ashmore & L. Jussim (Eds.), Self and identity: Fundamental issues. New York: Oxford University Press..
- Harter, S. (1998). The effects of child abuse on the self-system. In B. B. Rossman & M.S. Rosenberg (Eds.), Multiple

- victimization of children: Conceptual, developmental, research, and treatment issues.* New York: Haworth Press.
- Harter, S. (1998). The development of self-representations. In W. Damon (Series Ed.) & N. Eisenberg (Vol. Ed.), *Handbook of child psychology: Vol. 3, Social, emotional, and personality development* (5th edition). New York: Wiley
- BOOK: Harter, S. (1999). *The construction of the self.* New York: Wiley.**
- Harter, S. (2000). Self-development in childhood. *International encyclopedia of the social and behavioral sciences.*
- Harter, S. (2002). Authenticity. In C. R. Snyder & S. J. Lopez (Eds.). *The handbook of positive psychology.*
- Harter, S. (2002). The development of self-representations during childhood and adolescence. In M. Leary and J. Tangney (Eds.), *The handbook of self and identity.* New York: Guilford Press.
- Harter, S. (2003). Developmental and individual difference perspectives on self-esteem. Chapter to appear in D. Mroczek and T. Little (Eds.), *The handbook of personality,* Lawrence Erlbaum Associates.
- Harter, S. (2005). The development of self-esteem: Current findings including where do we go from here? In M. Kernis (Ed.), *Self-Esteem: Issues and answers.* Psychology Press.
- Harter, S. (2006). The development of self-representations. In C. B. Fischer and R. Lerner (Eds.), *Applied developmental science: An encyclopedia of research, policies, and programs.*
- Harter, S. (2006). Self-system processes and developmental psychopathology. In D. Cicchetti and D. Cohen. *Handbook of Developmental Psychopathology* (2nd edition). New York: Wiley.
- Harter, S. (2006). Developmental perspectives on the self. In N. Eisenberg (Ed.), *The handbook of child psychology, Volume on social and personality development, (4th edition),* New York: Wiley.
- Harter, S. (2006). The challenge of framing a problem: What is your burning question? In C. Conrad & R. Serlin (Eds.), *The Sage handbook of research in education: Engaging ideas and enriching theory.* New York: Sage.
- Elison, J., & Harter, S. (2006). Humiliation: Causes, correlates, and consequences. In J. L. Tracy, R. W. Robins, & J. P. Tangney (Eds.). *The self-conscious emotions: Theory and research.* New York: Guilford Press.
- Harter, S. (2007). Contemporary challenges in the classroom: A psychological perspective. In D. McInerney (Ed.), *Educational Psychology: Constructing learning.* Australia: Prentice Hall.
- Harter, S. (2008). The relevance of self-processes to classroom learning. In E.M. Anderson (Ed.), *Psychology of classroom learning.* New York: MacMillan.
- Harter, S. (2011). The challenge of framing a problem: What is your burning questions? In C. Conrad & R. Serlin (Eds.), *The Sage Handbook of Research in Education* (2nd ed.), pp. 131-148.
- BOOK: Harter, S. (2012). *The construction of the self: Developmental and Sociocultural Foundations.* New York: Guilford Press.**
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- Harter, S. (2011). The challenge of framing a problem: What is your burning question. In C. Conrad and R. Serline (Eds.), *The Sage Handbook of Research in Education,* 2nd ed, pp. 131-148.

Harter, S. (2012). Emerging self processes during childhood and adolescence. In M. Leary & J. Tangney (Eds.), *Handbook of self and identity*. New York: Guilford Press.

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Harter, S. (2012). New directions in self development: Resurrecting the I-self. In D. McInerney (Ed.), *Theory driving research: New wave perspectives on self-processes and human development*. New York: Information Age Publishing.

Harter, S. (in preparation). The role of the self in developmental psychology. In D. Cicchetti (Ed.), *Developmental Psychopathology* (3rd ed.) New York: Wiley.