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**Adolescent Religious Motivation: A Self-Determination Theory Approach**

Under review

Amber Nadal and Sam Hardy

* This research demonstrates the psychometrics and validity of a short from of the Religious Internalization Scale (a self-determination theory measure of religious motivation), and examines the role of different types of religious motivation for youth outcomes. Participants were three samples (*N* = 378; *N* = 278; *N* = 275) of religious adolescents and their parents from across the U.S. Using confirmatory factor analysis, the 3-factor (external, introjected, and autonomous motivation), 15-item measure (RIS-15) was developed in one study, and confirmed in the other two. Relationships of the three factors to youth outcomes were assessed in each study using structural equation modeling. In general, autonomous religious motivation positively predicted adaptive outcomes (e.g. prosocial behaviors, psychological well-being, and positive traits) and negatively predicted maladaptive outcomes (e.g. antisocial and health-risk behaviors, mental illness, and negative traits), whereas the inverse was largely true of external motivation, and links with introjected motivation were sparse. Further, autonomous religious motivation often remained predictive of outcomes in the context of other aspects of religiousness. Lastly, autonomous religious motivation and religious involvement interacted in many cases when predicting youth outcomes. The findings validate the RIS-15 and elucidate the importance of autonomous religious motivation.

**Quality Equality: The Slow Emergence of Deep Fairness Concerns**

Under review

Mark Sheskin, Amber Nadal, Adam Croom, Tanya Mayer, Jenny Nissel, and Paul Bloom

* From 3 to 10 years old, children become more generous when allocating resources between self and other, eventually providing equal numbers for each person. We investigate whether children who act fairly according to “numerical equality” are likewise committed to “quality equality.” We find that, although children will typically split four toys “two each” by age 6, they continue to take an unfair advantage in toy quality. It is not until around age 10 that children provide equal quality toys to each person. Specifically, 6- to 8-year-olds typically take two high-value toys and provide two low-value toys to the other child, whereas 9- and 10-year-olds provide one high-value and one low-value toy per person. In a follow-up study, we use a third-person situation to confirm that 6- to 8-year-olds understand that fairness requires quality equality, and hence appreciate that their own choices are unfair.

**What a Eudaimonic Perspective Can Add to the Understanding of Marital Quality: Incremental Validity of Virtue in Relationships**

In preparation

Amber Nadal, Sam Hardy, Scott Braithwaite, and Brent Slife

**Understanding the Roles of Religiosity and Spirituality in Emerging Adulthood**

In preparation

Amber Nadal and Sam Hardy