

Day 2: Thursday 13 September, 2018: Core Themes

08.30 - 10.00

Symposia & Thematic Sessions

ISY 1.1 Room: Auditorium 3

Chair: Ingrid Schoon (University College London, UK)

Discussant: Marlis Buchman (University of Zurich, Switzerland)

Adolescent Agency and the Transition to Adulthood

The transition to adulthood is a crucial phase in young people's lives – a make or break period involving the assumption of new social roles and responsibilities. In this symposium we ask: what is the role of adolescent agency in shaping the transition to new social roles – and how can agency be supported. We bring together evidence from the UK, Ireland, Switzerland and the EU in general examining different aspects of young people's agency in becoming independent adults, focusing in particular on the transition from school to work and active citizenship. The first paper provides a conceptualisation of individual agency in shaping the transition to adulthood, drawing on theories of life-course sociology and life-span psychology and providing empirical evidence of studies conducted within the UK. The second paper examines existing programs within the UK and Ireland aiming to support young peoples' work readiness competencies and their agency in young adulthood. The third paper, based on evidence from the Swiss longitudinal COCON study, asks whether adolescent agentic competences as well as personality traits matter as predictors of earnings shortly after entry into the labour force. The fourth paper, reports first findings from a Horizon 2020 project studying the role of self-efficacy as a predictor of active citizenship in eight European countries. Together the papers provide a rich account of the multiple influences shaping adolescent's agency but also the role of agency as a predictor of productive youth transitions.

Paper 1

Ingrid Schoon (University College London, UK)

Conceptualising the Role of Individual Agency in the Transition to Independent Adulthood

Paper 2

Jennifer Symonds (University College Dublin, Ireland) & Carmel O'Sullivan (Trinity College, Ireland)

Supporting Young People's Agency in the Preparation for Work

Paper 3

Irene Kriesi (Swiss Federal Institute for Vocational Education and Training) & Marlis Buchmann (University of Zurich, Switzerland)

The Role of Soft Skills for Young People's Earnings Shortly After Labor Force Entry

Paper 4

Frosso Motti-Stefanidi (National and Kapodistrian University of Athens, Greece), Jan Serek (Masaryk University, Czech Republic), Peter Noack (Friedrich-Schiller-University of Jena, Germany), & Elvira Cicognani (University of Bologna, Italy)

Active Citizenship of Late Adolescents in European Context: A Longitudinal Study in Eight European Countries

TS 1.2 Problem Behaviors in Adolescence

Room: Leslokaal 1.1

Chair: Lize Verbeke (Ghent University, Belgium)

Discussion will be interactive with the audience

A significant number of children and adolescents experience emotional and behavioral problems. In this thematic session we will look more closely at the role of personality and the social context (family, peers, classmates) to increase our understanding of social and gender differences in adolescents' problem behavior and access to care. In the first presentation, gender differences in psychopathology in a group of detained adolescents are explored. As it is widely established that detained girls make up an extra vulnerable group in terms of psychopathology, this presentation focuses upon underlying maladaptive personality traits that may help to explain this at risk position of girls in detention. The second presentation discusses the relations between parental control, peer pressure, and youth drinking behavior (frequency of drinking and binge drinking). Both can stimulate or restrain involvement in risky practices. Study is based on the survey of 1748 students from 13 vocational schools of St. Petersburg. We used multilevel analysis with students on the first level and peer groups (school class) on the second level. This approach allows to investigate cross-level interactions such as reaction on parental control in groups with high risk behavior. The third presentation will address the relationship between classroom ethnic composition and substance use among immigrant adolescents. Informed by the social-psychological literature, two distinct factors of classroom ethnic composition were distinguished and assessed simultaneously to capture their unique contributions. While co-ethnic density exerted a protective effect on immigrant adolescent substance use, immigrant density exerted a detrimental one. The fourth presentation will focus on parental problem recognition. Parental problem recognition is an important predictor of children's access to care, but may vary with parents' ethnic background. To gain a more in-depth understanding of ethnic differences in parental problem recognition, the perspectives of Moroccan-Dutch, Turkish-Dutch, and native Dutch mothers' on recognizing child emotional and behavioral problems are explored.

Paper 1

Lize Verbeke, Elien De Caluwé, Lore Van Damme, Wouter Vanderplasschen, & Barbara De Clercq (Ghent University, Belgium)

Towards a better understanding of gender-differences in psychopathology in detained adolescents: the role of maladaptive personality traits

Paper 2

Darya Khodorenko & Vera Titkova (National Research University Higher School of Economics, St. Petersburg, Russia)

Adolescents' drinking: parental control vs. peer pressure.

Paper 3

Matthias Robert Kern, Andreas Heinz & Helmut Erich Willems (University of Luxembourg)

Ethnic school-class composition and substance use among immigrant adolescents

Paper 4

Elisa L. Duinhof, Esmée E. Verhulp, Sander Kramer, Carol H. C. J. van Nijnatten, & Gonneke W. J. M. Stevens (Utrecht University, the Netherlands)

Exploring Ethnic and Socioeconomic Differences in Child Internalizing and Externalizing Problem Recognition: Perspectives of Mothers

SY 1.3

Room: Leslokaal 1.3

Chair: Filomena Parada (University of Jyväskylä, Finland)

Discussant: group discussion (5 papers)

Processes of Career Development during Adolescence and Young Adulthood

Adolescents and young adults face numerous career transitions that require them to make important decisions influencing their development. Ongoing changes in the world of work required today's youth to adapt to new types of careers, and to construct their pathways in an unpredictable environment. While some young people flourish and experience smooth and immediate career transitions, others flounder and experience delays and instability. Thus, we must deepen our understanding of the processes through which youth make choices and engage with their careers. With our symposium, we aim to contribute to this discussion. Specifically, Marttinen and colleagues' will use an integrative perspective to discuss how different theories address intentional engagement, that is, the adaptive and maladaptive processes underlying to the ways in which youth commit to and engage with the changes they are confronted with during the transition to adulthood. Follow three research-based presentations that rely on longitudinal, process-oriented studies addressing different dimensions of career development. Parada and colleagues' study will identify the diverse career pathways of Finnish adolescents and young adults, and determine some of the psychosocial factors accounting for such diversity and for differences in how these pathways unfold. Määttä and colleagues focus is on the degree to which differences in specific skills and psychosocial factors at age 15-16 account for and predict the attainment of different types of education at the age of 20. van der Gaag and colleagues' study addresses processes preceding university students drop-out, and proposes a typology allowing an early identification of students at risk of dropping-out. Finally, Ruschoff will discuss the notion of vocational competences, how such notion applies to the assessment of young people's ability to master vocational tasks and their implications at the policy level, and suggest bridges for the communication between researchers and practitioners.

Paper 1

Elina Marttinen (University of Jyväskylä, Finland), Julia Dietrich (University of Jena, Germany) & Katariina Salmela-Aro (University of Helsinki, Finland)

Intentional engagement in the transition to adulthood: An integrative perspective on identity, career and goal developmental regulation

Paper 2

Filomena Parada (University of Jyväskylä, Finland), Julia Dietrich (University of Jena, Germany), Mette Ranta (University of Jyväskylä/University of Helsinki, Finland), Elina Marttinen (University of Jyväskylä, Finland) & Katariina Salmela-Aro (University of Helsinki, Finland)

Finnish youth career pathways

Paper 3

Sami Määttä, Kenneth Eklund, Minna Torppa & Timo Ahonen (University of Jyväskylä, Finland)

Predicting educational attainment at age 20 - academic skills vs. psychosocial factors

Paper 4

Mandy A.E. van der Gaag, E. Saskia Kunnen, Paul L.C. van Geert (University of Groningen, Netherlands)

Developmental trajectories leading up to student drop-out

Paper 5

Britta Ruschoff (German Federal Institute for Vocational Education and Training)

Skills and competences in vocational education and training: What is it and how do we measure it?

SY 1.4

Room: Leslokaal 2.1

Chair: Clara Mikolajczyk (Friedrich-Schiller-University Jena, Germany) & Elvira Cicognani (University of Bologna, Italy)

Discussant: Håkan Stattin (Örebro university, Sweden)

European Citizenship among Youth

Adolescence and early adulthood are known periods of the lifespan critical for identity development. Interacting with conditions met in different settings, adolescents and young adults are confronted with the challenge to deal with the developmental tasks of developing their own identity (cf. Erikson, 1968; Havighurst, 1982). One challenge young people are facing is to define their place in their social and societal contexts. Part of this process is to outline their role as political citizen. Technically speaking, youth from many European countries have a national citizenship and simultaneously they are citizens of the European Union. Hence, understanding the political development of European youth needs to consider the dichotomy of reference points, namely of national and European citizenship. While there has already been some research on the development of national identity, comparably little is known concerning European identification of young people and the workings of handling both aspects. Based on data of the ongoing H2020 funded project Constructing Active Citizenship with European Youth: Policies, Practices, Challenges and Solutions (CATCH-EyoU), this symposium provides new insights into the interplay of national and European citizenship and the role contextual influences that young adolescents and adults experience in the course of citizenship development. Through qualitative content analysis of focus group interviews, the first study (Cicognani et al.) examines how the school environment, in particular, addresses citizenship development. Using data from three different European countries, this research sheds light on students' perspective on active citizenship and the extent to which school provides a context where student engagement is promoted. The second study (Tzankova et al.) sets out to identify different types of citizenship based on young people's political interest, social and institutional trust, and civic and political participation. Drawing on citizenship types established by way of latent profile analysis, associations are tested with sociodemographic variables, self-efficacy, and contextual characteristics. Following the identity status approach, the third study (Mikolajczyk et al.) addresses patterns of national and European identity. To this aim, cluster analyses are conducted using data of adolescents and young adults from three European countries. In a second step, variations in cluster membership are examined depending on different sociodemographic variables and levels of civic engagement. Finally, the fourth study (Serek & Jugert) applies the new alignment method as an approach to study the issues of concern simultaneously in 30 different subgroups of young people varying in terms of the national background as well as time of assessment. Levels of civic participation are examined as well as the question whether the same set of predictor proves to be relevant in the different subgroups. In a time of increasing numbers of Eurosceptic voices, this symposium provides new insights into the complex issue of European citizenship among youth. By highlighting different aspects on national and European identity, the perspective on active citizenship and activities of participation, this symposium goes beyond the scope of previous research in that domain. Håkan Stattin will critically discuss the findings and suggest integrative ideas as well as fresh questions raised by the four contributions.

Paper 1

Elvira Cicognani, Iana Tzankova, & Cinzia Albanesia (University of Bologna, Italy), Clara Mikolajczyk (Friedrich-Schiller-University Jena, Germany), Alena Macková & Petr Macek (Masaryk University, Brno, Czech Republic)

Understanding of Active Citizenship and of the Role of School in Civic Development

Paper 2

Iana Tzankova & Elvira Cicognania (University of Bologna, Italy), Clara Mikolajczyk (Friedrich-Schiller-University Jena, Germany), & Petr Macek (Masaryk University, Brno, Czech Republic)
Profiles of citizenship orientations and their correlates among Italian, German and Czech adolescents

Paper 3

Clara Mikolajczyk, Alexandra Kloft & Katharina Eckstein (Friedrich-Schiller-University Jena, Germany), Elvira Cicognania (University of Bologna, Italy), Erik Amnå (Örebro University, Sweden) & Peter Noack (Friedrich-Schiller-University Jena, Germany)
Applying the identity status approach to the European and national identities among adolescents and young adults

Paper 4

Jan Šerek (Masaryk University, Brno, Czech Republic), Elvira Cicognania (University of Bologna, Italy) & Martyn Barrett (University of Surrey, Guildford, UK)
Examining adolescents' civic participation across countries, age, and years of data collection: Using the alignment method to establish measurement invariance

SY 1.5

Room: Leslokaal 2.2

Chair: Karine Verschueren (KU Leuven, Belgium)
Discussant: Stijn Smeets (KU Leuven, Belgium)

Development and Education of Gifted Students in Flanders: First Findings from the TALENT-Project

"To secure a society's innovative capacity and future welfare it is key that education is adapted to the developmental and educational needs of highly able students. However, Flemish educational policy lags behind in taking systematic measures to foster the learning, motivation and well-being of cognitively talented students. Also, there is a lack of data on these students' academic, motivational and psychosocial development. Against this background, the main goal of the TALENT project (Tailoring Education and care to Talents of youth) is to promote education and care for highly able students and to improve its evidence-base, by integrating more general developmental, motivational and educational theory in the study of academic giftedness

In this symposium we present our first project findings. Study 1 and 2 followed a large, quasi-representative sample across the transition from primary to secondary school (Grade 6-7). Cognitive ability was tested in Grade 3 and students in the top 10% of their age group were considered as cognitively gifted. Study 1 investigated (a) the social, academic and general self-concept development across the secondary school transition, and (b) the predictive role of academic and social self-concept for general self-concept in high vs. average ability peers. Study 2 examined whether quality of motivation and entity mindset would predict intra-individual changes in achievement and well-being across the secondary school transition, and whether these associations differed between high and average ability students. Study 3 investigated the relationship between cognitive ability, perfectionism, and school burnout among Grade 7 students. Study 4 is a review study examining the effects of teaching strategies aimed at promoting motivation and learning of cognitively gifted students in everyday classroom environments in elementary and secondary school. The discussant will reflect on how these findings relate to and may impact gifted education policy and practice in Flanders."

Paper 1

Alicia Ramos, Bieke De Fraine, Jeroen Lavrijsen, Stijn Smeets, & Karine Verschueren (KU Leuven, Belgium)

Reciprocal Relationships of General, Academic, and Social Self-Concept among Gifted and Non-gifted Adolescents in the Transition to Secondary Education

Paper 2

Michiel Boncquet, Bart Soenens & Maarten Vansteenkiste (UGent, Belgium), Bieke De Fraine, Jeroen Lavrijsen, Alicia Ramos, Stijn Smeets & Karine Verschueren (KU Leuven, Belgium)

Quality of motivation and mindsets about intelligence as resources in students' transition to secondary education: An examination of the generalization of effects to gifted students

Paper 3

Jeroen Lavrijsen (KU Leuven, Belgium), Bart Soenens (UGent, Belgium) & Karine Verschueren (KU Leuven, Belgium)

Perfectionism, school burnout and engagement: a comparison of gifted and non-gifted students

Paper 4

Katelijne Barbier, Vincent Donche, & Elke Struyf (University of Antwerp, Belgium)

Effective teaching interventions for improving learning and motivation of high ability students in everyday classrooms: A review study

TS 1.6 Adolescent Adjustment in the Context of (Im)Migration

Room: Leslokaal 3.1

Chair: Nadya Gharaei (Catholic University Leuven, Belgium)

Discussion will be interactive with the audience

Due to increased migration and the 'refugee crisis', many European countries are witnessing a rise in anti-immigrant sentiments. Such hostile intergroup climates can negatively affect the adjustment of immigrant youth. Using advanced methods and data from three countries, this symposium addresses key questions pertaining to the well-being and integration of immigrant youth: Is their well-being and physical health at risk? Must they become culturally indistinguishable from majority group peers in order to belong? When may they combine heritage and majority culture? How can anti-immigrant attitudes of majority adolescents be reduced to facilitate the positive development of immigrant youth? The first study of this symposium examined life satisfaction, health and bullying complaints among 1st and 2nd generation immigrant youth in Italy. It shows that non-Western immigrants had a higher occurrence of health complaints and lower life satisfaction compared to their Italian counterparts. Bullying was higher among 1st generation immigrants and decreased among 2nd generation immigrants, independent of ethnic background. The second study used multi-level analysis to examine the role of peer norms for the national belonging of immigrant youth in Belgium. It shows that inclusive peer norms in school increase the perceived national fit and acceptance of those who are culturally different from the majority group. The third study used latent growth mixture modelling to examine the acculturation trajectories of immigrant adolescents in Belgium. It shows that multiple acculturation trajectories can be identified and that positive and negative contact experiences in school can predict these different trajectories. Finally, the fourth study examined the bidirectional relation between empathy and development of anti-immigrant attitudes among Swedish majority

youth. It shows direct effects of perspective taking and indirect effects of empathic concern on within-person changes in youth prejudice, suggesting that anti-prejudice programs should work with youth empathy.

Paper 1

Nadya Gharaei & Karen Phalet (KU Leuven, Belgium) & Fenella Fleischmann (Utrecht University, the Netherlands)

"How to be a real national?" Perceived fit of culturally different peers predicts national belonging of minority youth

Paper 2

Alberto Borraccino, Paola Dalmaso, Paola Berchiolla, Lorena Charrier, & Patrizia Lemma (University of Torino, Italy)

The perceived wellbeing of immigrant adolescents, compared to those of the hosting peers

Paper 3

Jessie Hillekens (KU Leuven, Belgium), Gülseli Baysu (Kadir Has University, Istanbul, Turkey) & Karen Phalet (KU Leuven, Belgium)

Acculturation trajectories of Turkish, Moroccan and other European minority adolescents: A contextual and dynamic approach

Paper 4

Marta Miklikowska (Umeå University, Sweden)

The Longitudinal Relation Between Empathy and Anti-Immigrant Attitudes in Adolescence

SY 1.7

Room: Leslokaal 3.2

Chair: Leentje Vervoort (Ghent University, Belgium)

Discussant: Sandra Verbeken (Ghent University, Belgium)

Where Did it Go Wrong? Suboptimal Realization of the Developmental Changes and Challenges of Adolescence: Expression in Maladaptive Eating Behavior

Adolescence is characterized by rapid, large and sometimes difficult changes and challenges. In this transitional period, adolescents have to develop several skills to increase their independence. On a psychosocial level, adolescents need to learn to cope with turmoiling emotions and increased stress levels. Their social identity evolves and they enter into new or altered relationships. On a biological level, adolescents are faced with marked physical developments. In addition to drastic changes in bodily appearance, there are far-reaching changes in the brain that heavily impact the behavior of adolescents. During adolescence, the neuropsychological development is characterized by a discordance between highly reactive processes and immature regulative processes. This interaction between increased reactivity and insufficient regulative control puts adolescents in harm's way and can be an important determinant of maladaptive development. In this symposium, by discussing psychological, neuropsychological and biological parameters, we illustrate how a suboptimal realization of the developmental changes and challenges of adolescence can manifest itself in maladaptive eating behavior.

Paper 1

Tiffany Naets, Leentje Vervoort & Caroline Braet (Ghent University, Belgium)
Specific executive function abilities in childhood obesity

Paper 2

Eva Van Malderen, Lien Goossens, Sandra Verbeken (Ghent University, Belgium) & Eva Kemps (Flinders University, Adelaide, Australia)
Unravelling the Role of Self-Regulation as Underlying Mechanism in Loss of Control over Eating among Adolescents.

Paper 3

Kathleen Wijnant, Ine Verhulst, Nathalie Michels, Stefaan De Henauw & Lynn Vanhaecke (Ghent University, Belgium)
Salivary metabolomics as a new tool for unravelling stress-obesity pathways in adolescents from a clinical public health perspective.

Paper 4

Kim Van Durme, Lien Goossens, Caroline Braet (Ghent University, Belgium) & Guy Bosmans (Leuven University, Belgium)
The Role of Attachment and Maladaptive Emotion Regulation Strategies in the Development of Bulimic Symptoms in Adolescents

SY 1.8

Room: Leslokaal 4.2

Chair: Jolien Van der Graaff (Utrecht University, The Netherlands)
Discussant: Gustavo Carlo (University of Missouri-Columbia, US)

Adolescents' Empathy and Prosocial Behavior in the Context of Relationships with Parents and Peers

The current symposium, including studies from Spain, France, The Netherlands and The US, discusses the socialization of empathic and prosocial tendencies in the family and peer context. During adolescence, positive relationships with parents are still thought to contribute to the development of empathy and prosocial behavior. In addition, relationships with peers, which are more egalitarian than interactions with parents or other adults, also provide an important context for adolescents to develop their empathic and prosocial tendencies. Each of the four studies in this symposium takes a unique approach to increase our understanding of the (limits of) parents' and peers' role in the socialization of adolescents' empathy and prosocial behavior. The first study investigates how parents may impact adolescents' guilt and shame, and in turn, their prosocial behavior. By showing that parenting is related to some (but not all) specific forms of prosocial behavior, this study provides a nuanced view on parents' contribution to adolescents' prosociality. The second study takes the broader environment of adolescents into account by investigating the role of adolescents' perceptions of parents' and peers' prosocial behavior and of features of the family and peer context on their empathy and prosocial behavior. The third study includes reports from 476 adolescents and their best friend, to examine across six years how friends facilitate the development of each other's empathy and how this may promote the quality of their friendship. Finally, the fourth study also investigates empathy in friendships, but takes the gender constellation of these friendships into account to examine whether the positive effect of supportive relationships on empathy is stronger for same sex versus opposite sex

friends. The discussant will integrate the four contributions and involve the audience in a discussion regarding the role of family and peers in the development of empathy and prosocial behavior."

Paper 1

Sahitya Maiya & Gustavo Carlo (University of Missouri-Columbia, US)

Guilt and Shame as Mediators in the Associations Between Parenting Styles and Prosocial Behavior in Adolescence

Paper 2

Alexia Carrizales & Lyda Lannegrand-Willems (Université Bordeaux, France)

The role of living environments in adolescents' empathy and prosocial behaviours development

Paper 3

Jolien Van der Graaff (Utrecht University, the Netherlands), Lotte van Doeselaar (Tilburg University, the Netherlands), Wim Meeus (Utrecht University, Tilburg University, the Netherlands), Susan Branje (Utrecht University, the Netherlands)

Best friends in adolescence: Empathy and the quality of friendship relations

Paper 4

Elisabeth Malonda, Anna Llorca, Paula Samper, & Mavi Mestre (University of Valencia, Spain)

The associations of attachment and support in same-sex and opposite-sex friendships with adolescents' empathy

SY 1.9

Room: Leslokaal 4.3

Chair: Savannah Boele (Tilburg University, the Netherlands)

Discussant: Judith Smetana (Rochester University, US)

Dynamics between Parents and Adolescents Within Individual Families

Thousands of large-scale questionnaires on parenting, focusing on group-level estimates, have provided valuable insights into differences between families in adolescent adaptation. However, a different approach can offer fresh insights into the dynamics between adolescents and their parents. Repeated assessments within individuals, such as those used with the Experience Sampling Method (ESM), provide a way to study these dynamics by measuring variation in parenting and adolescent adaptation within the same family. This symposium, which includes four presentations and a discussion, describes five studies that provide new findings on the dynamics between adolescents and their parents by using repeated assessment methods. The first presentation describes a study combining group-level estimates of parental bonding with ESM data on social functioning in daily life (N = 778), showing that specific aspects of daily social functioning vary between adolescents as a function of parental bonding. The second presentation offers a systematic review of longitudinal studies examining processes of parenting and adolescent adaptation occurring at the level of the individual family, as well as a conceptual framework for studying these processes and suggestions for future research. The third presentation describes an ESM study (N = 242), which assessed the link between parental support and adolescent depressive feelings within families in daily life and its heterogeneity between different families. The fourth presentation describes two ESM studies, one focusing on heterogeneity between families (N = 226) in the daily link between parental presence and adolescent affect and the second examining the effects of parenting on adolescent affective

functioning, as assessed in an innovative idiographic study (N = 1). These studies will be discussed by a leading expert in the parenting field.

Paper 1

Robin Achterhof (KU Leuven, Belgium), Maude Schneider (KU Leuven, Leuven; University of Geneva, Switzerland), Olivia Kirtley & Inez Myin-Germeys (KU Leuven, Belgium)

A blueprint for being social: Effects of parental bonding on daily life social functioning

Paper 2

Savannah Boele, Neha Moopen, Jaap Denissen, & Loes Keijsers (Tilburg University, the Netherlands)

Dynamics between parenting and adolescent adaptation: A systematic review of processes within individual families

Paper 3

Loes Janssen, Bernet Elzinga & Bart Verkuil (Leiden University, the Netherlands), Manon Hillegers (Erasmus MC, the Netherlands), & Loes Keijsers (Tilburg University, the Netherlands)

The link between parental support and adolescent depressive symptoms in daily life

Paper 4

Neha Moopen, Sari van Rooij, & Loes Keijsers (Tilburg University, the Netherlands)

Studying parenting processes: From principle to person

10.30 - 11.30

DI 1.1 Room: Auditorium 2

Chair: Loes Keijsers (Tilburg University, The Netherlands)

Panelists:

- Judi Smetana (University of Rochester, United States)
- Marta Miklikowska (Umeå University, Sweden)
- Maarten Vansteenkiste (Ghent University, Belgium)
- Theo Klimstra (Tilburg University, the Netherlands)

Power Dynamics in Academia: Naming the Problems and Discussing Solutions

Psychology is entering the Open Science Era, in which academics are asked for transparency about their research. New practices, such as preregistration of hypotheses, are encouraging, but leave other questionable practices in the academic system unaddressed. This panel discussion will address the importance of inclusion and the responsible use of power as mechanisms that can foster a more inclusive and sustainable climate in academia, in which everyone can thrive according to their scientific qualities. Academia is hierarchical, with much power in the hands of relatively few people. In addition, many positions of power have traditionally been occupied by white males, or other majority groups in a given country. Fortunately, many universities now have diversity policies, but some are more effective than others. This leads us to the first question: To what extent does your institution have a diversity policy, how effective do you think this policy is, and how do you think it could be improved? Addressing diversity is important, but not enough. Over the last few years, several cases of abuse of power have made the newspaper headlines. In addition, reports (e.g., The 2005 Times Higher Education survey) suggest that abuse of power, ranging from milder instances to outright bullying and suppression, are rather common. Much questionable behavior may be overlooked, because it's regarded as 'normal'. This leads to the second question: What kind of behaviors would you qualify as academic harassment and to what extent are you familiar with such behavior happening in your academic environment?

To counteract academic harassment, focusing on singular cases might be counterproductive, as these cases may simply be products of a system that is unintentionally set up for promoting questionable practices. Therefore, the third question is: What, do you think, is at the source of academic harassment-related power differential and what can we do to decrease this power differential?

Finally, problems related to academic harassment could be alleviated by reflecting on our leadership. Therefore, the final question we pose to our panel members is: Describe the characteristics of the perfect academic leader.

The panel members bring a wide variety of perspectives on academic leadership, based on their position and their research expertise. Judi Smetana will draw from her leadership experience and her expertise in adolescent-parent relationships, parenting, and moral development. Furthermore, she will provide a US perspective, where diversity and equality policies at universities often are more developed than in Europe. Marta Miklikowska will provide an early-career and minority perspective and also draw from her research expertise on empathy, prejudice, and tolerance. Maarten Vansteenkiste will draw from his experience in supervising researchers as well as from his expertise on self-determination theory, which speaks to autonomy-related dynamics in vertical relations. Theo Klimstra will provide a mid-career perspective and draw from his expertise on personal identity formation. Loes Keijsers, as an experienced mid-career scholar who has been involved in leadership at her university and in international organizations, will moderate this session.

11.30 - 13.15

Poster Session 1

Room: Restaurant

PO 1.01	Suzan Çen(Hacettepe University, Turkey)	Adaptation of Intellectual Disability Literacy Scale (IDLS) to Turkish: A Study of Validity and Reliability
PO 1.02	Carolina Carcamo Vergara (Universidad Autónoma de Madrid, Spain)	Gender and Preadolescent: Self-concept, Task Value, Expectation and Performance of Reading
PO 1.03	Ingrida Gabrielavičiūtė (Mykolas Romeris University, Lithuania)	Individual trajectories of need satisfaction and frustration and school engagement
PO 1.04	Lucia Kvasková (Masaryk University, Czech Republic)	Career adaptability of vocational upper-secondary school graduates during the school-to-work transition
PO 1.05	Tiziana Di Palma (University of Naples Federico II, Italy)	Italian and English high school and university students' narratives: career development and meaning making processes
PO 1.06	Manabu Tsuzuki (Chuo University, Japan)	Longitudinal analysis of time perspective during the transition from junior high school to high school
PO 1.08	Emadaldin Ahmadi (Friedrich-Schiller-Universität Jena)	Does smart get smarter?
PO 1.09	Giovanni Maria Vecchio (University of Roma Tre, Italy)	School achievement: the role of interests, future orientation and positive emotions in adolescence.
PO 1.10	Hüseyin Başışık (Adnan Menderes Üniversitesi, Turkey)	Determining The Misconceptions Of Fifth Grade Students About Polygons and Quadrilaterals
PO 1.11	Hüsna Yalçın (Ankara University, Turkey)	The Relationship between Extracurricular Activities and Motivation to Learn English
PO 1.12	Inja Erceg (University of Zagreb, Croatia)	School related stress among adolescent girls and boys of different school achievement
PO 1.13	Irene García-Moya (University of Hertfordshire, UK)	Where does school connectedness fit within the broader study of school climate in adolescence?
PO 1.14	Shi Yu (Purdue University, USA)	Psychometric Examination of the Short Version of the Learning Climate Questionnaire Using Item Response Theory
PO 1.15	Isabella Muscolino (University College Cork, Ireland)	Body, Emotions and Hormones. Investigating the relationship between Body dissatisfaction, Emotion regulation and Puberty.
PO 1.16	Moreau Nathalie (SIPES ; ESP-ULB, Belgium)	Association between body weight satisfaction and health-related quality of life differs according to dieting practices in adolescents.
PO 1.17	Naseer A Bhat (National Institute of Mental Health and Neurosciences, India)	Deliberative decision making and sensation seeking as predictors of substance related problem behaviors among Indian adolescents

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PO 1.18	Rasmus Mannerström (University of Helsinki, Finland)	Adaptation of the VISA scale for research with Finnish adolescents and young adults
PO 1.19	Silje Steinsbekk (Norwegian University of Science and Technology, Norway)	Neuroticism and Insomnia in Early Adolescence: A bidirectional relation?
PO 1.20	Sonya Meyer (University of Haifa, Israel)	The CD-Chart: A new assessment for nurturing participation and well-being among adolescents with celiac disease
PO 1.21	Ece Sagel Cetiner (Adnan Menderes University, Turkey)	Age Differences in Moral Foundations from Adolescence to Emerging Adulthood
PO 1.22	Inga Truskauskaitė-Kunevičienė (Mykolas Romeris University, Lithuania)	Testing the Theory of Change for “Zero-Waste” Behavior Intervention in Adolescence
PO 1.23	Magdalena Budziszewska (University of Warsaw, Poland)	Adolescents’ Narratives About Inequality – insights from a mixed design study
PO 1.24	Naaila P. Hudani (Tufts University, USA)	Character Socialization Practices of Adolescents' Character Role Models: The role of relationship type and quality
PO 1.25	Seren Güneş (Middle East Technical University, Turkey)	Family Climate Predicts Turkish Youth’s Volunteering through Parental Socialization: A Mediated-Moderation Model of Social Conscience
PO 1.26	Virginija Klimukiene (Vilnius University, Lithuania)	Juvenile Offenders as Correctional Officers see them: evaluation of reliability of START:AV ratings based on information reported by prison and probation staff in Lithuania
PO 1.27	Aleksandr Segal (Mykolas Romeris university, Lithuania)	Qualitative exploration of children`s and adolescent`s understanding of "environmentally friendly" behavior
PO 1.28	Dan Liu (University of Kentucky, USA)	The Role of Maternal versus Paternal Support in Understanding Adolescent Deviance
PO 1.29	Dina Panahian Fard (University of Luxembourg, Luxembourg)	Do racism and quality of relationship impact cultural identity?
PO 1.30	Esin Şener (Anadolu University, Turkey)	The Relationships Between Psychological Control and Self-Disclosure is More Critical for Some Adolescents: Moderator Role of Deviant Peer Affiliation
PO 1.31	Filipa Nunes (University of Porto, Portugal)	Short Form Version of the Father and Mother Attachment Questionnaire (FMAQ)
PO 1.32	Irmak Su Tutuncu (Ege University, Turkey)	How Parenting Styles Affect College Adaptation during Emerging Adulthood
PO 1.33	Quynh-Anh Ngoc Nguyen (Monash University, Australia)	Parenting Styles and Emotional Intelligence among Adolescents in Vietnam
PO 1.34	Jozef Benka (Pavol Jozef Safarik University, Kosice, Slovakia)	Internalization of Parental Rules Among Early Slovak Adolescents

PO 1.35	Kenji Hiraishi (Nagoya University, Japan)	A longitudinal study on the relationship among Japanese mother-child conflict, sense of mutual trust, and mother's psychological control in early adolescence
PO 1.36	Maria Bacikova-Sleskova (Pavol Jozef Safarik University, Kosice, Slovakia)	Monitoring, psychological control and autonomy support in relation to internalization of parental rules
PO 1.37	Marta Alcántara-Pasamontes, (Universidad de Sevilla, España)	Family strengths and competences in families in which there are adolescents with mental health problems.
PO 1.38	Prahbjot Malhi (Post Graduate Institute of Medical Education and Research, India)	Parental Warmth and Control and Psychological Outcomes in Adolescents: Evidence from India
PO 1.39	Rengin Isik Akin (Utrecht University, the Netherlands & Koc University, Turkey)	Parent-Child Relationship Quality as a Predictor of Leaving Home in Emerging Adulthood
PO 1.40	Rukiye Kızıltepe (Ege University, Turkey)	Understanding the effects of parenting styles and sex on bullying and loneliness in adolescence
PO 1.41	Yu Namioka (Hokkaido University, Japan)	The qualitative analysis of the psychological separation of Japanese adolescents: From viewpoints of both the children and parents.
PO 1.42	Meyran Boniel-Nissim (Kinneret Academic College, Israel)	Parental mediation regarding children's pornography exposure: The role of parenting style, Protection Motivation and gender
PO 1.43	Alexandra Bochaver (National Research University Higher School of Economics, Russia)	Home friendliness and positive functioning in adolescence
PO 1.44	Antonio Dellagiulia (Salesian University of Rome, Italy)	Measuring Resilience in Emerging Adulthood: an Item Response Theory (IRT) analysis of the Italian version of the Connor-Davidson Resilience Scale 10 (CD-RISC-10)
PO 1.46	Aysun Dogan (Ege University, Turkey)	How Separation-Individuation Process Affects Adaptation to College among Turkish Emerging Adults
PO 1.47	Figen Çok (Başkent University, Turkey)	Traumatic life events and transition to adulthood
PO 1.48	Francisco J. Nieto-Casado (Universidad de Sevilla, España)	Mindfulness in the adolescence: Trend and gender differences
PO 1.50	Hikomichi Kato (Hokkaido University, Japan)	Why does self-esteem decline in puberty?
PO 1.51	Jenny L Vaydich (Seattle Pacific University, USA)	Exploring the Mediating Role of Parental Conflict and Criticism on Depressive Symptoms Among Korean Immigrant Adolescents

PO 1.52	Kirill Khlomov (Russian Presidential Academy of National Economy and Public Administration, Russia)	Education, ways of coping, and life trajectories among Russian adolescents
PO 1.53	Laura Aleni Sestito (University of Naples Federico II, Naples, Italy)	Personal Growth and Identity Resolution in Italian young people
PO 1.54	Mara Cattini (Liverpool Hope University, UK)	Fatherhood and its influence on adolescents' emotion development: a systematic review
PO 1.55	Michel Born (Université de Liège, Belgium)	How adolescent conformity predict well-being and social adaptation in Early adulthood
PO 1.56	Natalie Gorlova (Siberian Federal University, Russian Federation)	Conflict resolution in the process of personality development in adolescence
PO 1.57	Neslihan G. Karaman (Hacettepe University, Turkey)	The Effect of Resilience on PTSD: Mediation Effects by the Big Five
PO 1.59	Reiko Nakama (Hyogo University of Teacher Education, Japan)	Identity development among high school students in Japan
PO 1.60	Silvia Staffolani (Liverpool Hope University, UK)	The development of the Children's and Adolescents' Happiness at School Questionnaire (CAHSS)
PO 1.61	Timothy Tsz Kin Chan (The Chinese University of Hong Kong, Hong Kong)	Construction of Self-Identity of University Students – A Case Study of Dem Beat in Hong Kong
PO 1.62	Valentina Grazia (University of Parma, Italy)	Rejection sensitivity and relational well-being at school
PO 1.64	Akiko Miyoshi (Japan Women's College of Physical Education, Japan)	Four factors that make it possible to change from totality to wholeness in the process of identity formation
PO 1.65	Liron Lamash (Tufts University, Boston, USA)	Community Participation Patterns of Adolescents with and without Autism Spectrum Disorder
PO 1.66	Katerina Antonopoulou, (Harokopio University, Greece)	Peer acceptance, friendships, self-esteem and school engagement in a sample of preadolescents
PO 1.67	Shue Ling Chong (International Medical University, Malaysia)	Self-efficacy and Optimism as Mediators on the Relationship between Peer Support and Life Satisfaction of Early Adolescents in Malaysia
PO 1.68	Sofia Kouvava (Harokopio University, Greece)	Social understanding, friendships and friendship quality of Greek preadolescents with and without ADHD

13.30 -17.00

EARA Council Meeting

Room: Leslokaal 5.1

13.30 - 15.00

Symposia & Thematic Sessions

ISY 2.1

Room: Auditorium 3

Chair: Sander Thomaes (Utrecht University, the Netherlands)

Discussant: Jaap Denissen (Tilburg University, the Netherlands)

The Self in Adolescence

“Who am I?” “What is my place in the world?” “What makes me a worthy person?” The formation of healthy (i.e., clear, non-defensive, authentic) self-views is a key developmental task for adolescents. How do they form self-views? And how do self-views shape their psychological and behavioral adjustment? The present symposium brings together a group of scholars who explore theoretically important but understudied aspects of the adolescent self: narcissism (i.e., the extent to which adolescents view themselves as superior), self-esteem contingency (i.e., the extent to which adolescents’ self-esteem is dependent upon approval), authenticity (i.e., the extent to which adolescents feel in alignment with their true self), and self-concept clarity (i.e., the extent to which adolescents’ self-concept is defined consistently and confidently). They use multiple methods, including daily diary, experimental, and longitudinal methods, to uncover the origins, nature, and consequences of adolescent self-views. Paper 1 (Brummelman et al.) uses experimental methods to investigate how youths’ narcissism influences their emotional responses to praise, as evident from their physiological blushing. Paper 2 (Van der Kaap-Deeder et al.) uses survey and experimental methods to investigate how youths’ contingent self-esteem influences motivational processes in academic settings. Paper 3 (Thomaes et al.) uses survey, daily diary, and experimental methods to investigate the origins and consequences of authenticity. Paper 4 (Becht et al.) uses longitudinal methods to investigate how youths’ self-concept clarity and the quality of their social relationships mutually shape each other. Together, the research presented here illustrates how the self can be thought of as a multifaceted psychological resource. Adolescent self-views sometimes challenge psychological adjustment, but can also contribute to adolescent learning, social adjustment, and emotional well-being. Healthy self-views help adolescents navigate successfully the vicissitudes of daily life.

Paper 1

Eddie Brummelman Milica Nikolić, & Susan M. Bögels (University of Amsterdam, the Netherlands)

Narcissistic Blushing in Youth

Paper 2

Jolene van der Kaap-Deeder (Ghent University, Belgium), Sofie Wouters, Karine Verschueren, Veerle Briers, Bram Deeren (KU Leuven, Belgium), & Maarten Vansteenkiste (Ghent University, Belgium)

The Pursuit of Self-Esteem and Its Motivational Implications

Paper 3

Sander Thomaes, Constantine Sedikides, Nellie van den Bos, Roos Hutteman, & Albert Reijntjes (Utrecht University, the Netherlands)

Happy To Be “Me?” Authenticity, Psychological Need Satisfaction, and Subjective Well-Being in Adolescence

Paper 4

Andrik I. Becht, Stefanie, A. Nelemans, Marloes M. P. van Dijk, Susan J. T. Branje, Wilma A. M. Vollebergh, Pol A. C. van Lier, Jaap J. A. Denissen, & Wim H. J. Meeus (Utrecht University, the Netherlands)

Clear self, better relationships: Adolescents' self-concept clarity and relationship quality with parents and peers across 5 years

TS 2.2 Teacher-Student Relationships

Room: Leslokaal 1.1

Chair: Irene García-Moya (University of Hertfordshire, UK)

Discussion will be interactive with the audience

The research in this session focuses on the common theme of teacher-student relationships, with the four papers using different methodologies and linking this theme with diverse aspects of school experiences during adolescence: peer victimization, academic achievement, student-teacher connectedness and students' psychological needs and behavioural responses. First, the work presented by Karlien Demol examines the transactional associations among peer rejection, teacher-student relationships and peer victimization in early adolescence in a three-wave longitudinal study which followed early adolescents across one academic year. Using cross-lagged models, the study provides a comprehensive picture of the transactional links between teacher-student relationships, peer relationships, and peer victimization, for which physical and relational victimization types are explored. Second, Klauđija Šterman Ivančič presents a work which investigates the national context of PISA 2015 science results. In addition to the type of educational programme and gender, which have already been proven to be important predictors of PISA achievement in Slovenia, this research further explains the results by including student's socio-economic status, motivation for learning science (interest and enjoyment), and teacher dimensions (teacher's support in learning science and disciplinary climate in science class) in the analyses. Based on the results of hierarchical multi-level analysis, the size effects of different factors of student science achievement are discussed: motivational, relational and socio-economic. Third, Irene García-Moya presents research from the EU funded Teacher Connectedness Project, in which adolescents' perspectives about the main attributes of student-teacher connectedness were explored in a qualitative study using focus groups. Using a bottom-up approach for thematic analyses, three central themes linked to connectedness with teachers are identified and used to reach a better understanding and conceptualization of the concept of student-teacher connectedness from the adolescents' perspectives. Findings from this study are combined with those from a scoping review of literature to inform the development of a new measure for the assessment of student-teacher connectedness. Finally, Nathalie Aelterman presents an interesting video-based vignette study grounded in Self-Determination Theory. This research provides experimental evidence for the effects of style of rule setting on students' anticipated need-based experiences, behavioural responses to rules, and intentions to rule adherence. The findings underline the importance of an autonomy-supportive style of rule setting and, interestingly, seem to suggest that dialogue about rules and associated consequences can enhance the benefits of this approach.

13.30 – 15.00

Thanks to the complementary research aims of these presentations and the variety of research methodologies they represent (including quantitative and qualitative studies, experimental, survey and focus group research), this session will provide a rich overview of key aspects of teacher-student relationships and its contributions to adolescents' development, learning and a positive school climate.

Paper 1

Karliem Demol (KU Leuven, Belgium), Geertje Leflot (Thomas More, Belgium), Karine Verschueren & Hilde Colpin (KU Leuven, Belgium)

Revealing the Transactional Associations Among Teacher-Student Relations, Peer Rejection and Peer Victimization in Early Adolescence

Paper 2

Klaudija Šterman Ivančič & Melita Puklek Levpušček (University of Ljubljana, Slovenia)

Individual and teacher-level predictors of student achievement: PISA 2015

Paper 3

Irene García-Moya (University of Hertfordshire, UK), Carmen Moreno (University of Seville, Spain) & Fiona Brooks (University of Technology, Sydney, Australia & University of Hertfordshire, UK)

Using adolescents' voices to improve the conceptualization and assessment of student-teacher connectedness

Paper 4

Nathalie Aelterman, Bart Soenens, Maarten Vansteenkiste, Joachim Waterschoot, & Leen Haerens (Ghent University, Belgium)

Effects of Teachers' Style of Rule Setting on Students' Psychological Needs and Behavioral Responses

SY 2.3

Room: Leslokaal 1.3

Chair: Luke McGuire (Goldsmiths, University of London, United Kingdom)

Discussant: Adam Rutland (Goldsmiths, University of London, United Kingdom)

Peer Inclusion, Exclusion and Bystander Decisions in Adolescence: The Increasing Importance of Context with Age

Deciding who to include or exclude, whom to help, and why, represents a significant challenge to social and moral decision making as individuals transition from childhood into adolescence. With age, these decisions include group dynamic factors (e.g. group norms) alongside expectations related to morality. This symposium brings together work from a number of theoretical positions to explore subtle contextual variables that influence adolescents' increasingly advanced inclusion and exclusion reasoning. First, McGuire and colleagues ask participants to evaluate in-group deviants who challenge resource allocation norms of cooperation or competition. When evaluating deviance children focus on the strict morality of equality, whilst adolescents also consider how resource allocation decisions may benefit their in-group as a function of context-specific group norms. Gutzwiller-Helfenfinger and colleagues examine the complexities of adolescents' bystander intervention decisions. Specifically, individual differences in participants' beliefs regarding passive moral transgressions (i.e. how moral decisions vary depending on intent) effect their decision to intervene in a bullying situation. Beißert and colleagues asked adolescents to evaluate inclusion decisions based on language ability. Participants expected poor German language skilled refugees to be less accepted by their peers. Here, adolescents' decisions are based upon language ability, a contextual variable that requires

understanding of the status attached to different languages. Palmer and colleagues examined adolescents' intentions to intervene as bystanders to race-based humor. Whilst adolescents rated such jokes as unacceptable, with age it was perceived as less likely that a bystander would intervene in such a case. This, like Beißert's study, reveals that exclusion in adolescence is tied to more subtle factors (e.g. the varying acceptability of humor across contexts), than interpersonal characteristics. These papers demonstrate that understanding adolescents' reasoning about exclusion requires consideration of their personal moral beliefs, their intergroup understanding, and how increasingly relevant group characteristics may be used to justify exclusionary acts.

Paper 1

Luke McGuire (Goldsmiths, University of London, United Kingdom), Michael T. Rizzo & Melanie Killen (University of Maryland, USA), & Adam Rutland (Goldsmiths, University of London, United Kingdom)
The role of competitive and cooperative norms in the development of deviant evaluations

Paper 2

Eveline Gutzwiller-Helfenfinger (University of Duisburg-Essen, Germany) & Sonja Perren (University of Konstanz, Germany)
Exploring The "Fuzzy Boundaries" – Adolescents' Involvement in Bullying and their Use of Mechanisms of Moral Disengagement in the Context of Passive Moral Temptation

Paper 3

Hanna Beißert (German Institute for International Educational Research, Frankfurt, Germany), Selma Rudert (University of Basel, Switzerland & Kelly Lynn Mulvey (North Carolina State University)
The language matters – Social exclusion and inclusion among adolescents

Paper 4

Sally Palmer (UCL, UK), Kelly Lynn Mulvey (North Carolina State University, USA) & Dominic Abrams (University of Kent, UK)
There was no one around so it is OK": Adolescents evaluations of race-based jokes, and the likelihood of challenging them in front of peers

TS 2.4 Parents and School during Adolescence

Room: Leslokaal 2.1

Chair: Tai-Chuan Chang (National Taiwan University, Taiwan)

Discussion will be interactive with the audience

Focusing on the role of parents in adolescents' motivation and academic performance in school, four papers from different perspectives will be presented in this session. First, Vasalampi et al. conducted a longitudinal study on a sample of Finnish secondary education students to investigate the role of parents and peers as well as of education-related goal motivation during educational transitioning in late adolescence. They found that affective warmth, support, and involvement from fathers and mothers, and peer acceptance, played unique and different roles in the motivational process that leads to success in managing the challenging transition from upper secondary school to higher education or employment. Second, with the emphasis on effort in Confucianism and the effect of traditional imperial examinations on placing academic grades as almost the only means in gaining social privilege, Chang et al. proposed that parental effort goals (PEGs) and parental outcome goals (POGs) are the perceived parent achievement goals distinct from parental mastery goals (PMGs) and parental performance goals (PPGs), in East Asian societies. Results indicated that, in terms of Taiwanese adolescents' perception, PEGs, POGs, PMGs, and PPGs were different constructs; PEGs and POGs

uniquely predicted adolescents' learning behaviors. Third, to understand the processes that lead to math/science school performance in adolescence, especially with the concern for the underrepresentation of Latina/os in credentials earned in the field of science, technology, engineering and mathematics (STEM) in U.S., Delgado et al. examined the indirect links between Latina/o adolescents' modeling of their parents and math/science school performance through their academic self-efficacy. Results indicated that the indirect links were conditional upon student perceptions of cultural fit in math/science class. Fourth, to explain the contradicting findings about the relation between parental homework assistance and adolescents' academic performance, Silinskas et al. investigated the mediating role of adolescents' task values between types of maternal homework assistance and adolescents' academic performance (i.e., Finnish/literacy and math). Using a longitudinal data of Finnish mother-child dyads, they found that task values in Grade 7 mediated the associations between autonomy granting (but not help) in Grade 6 and adolescents' skills in Grade 9. Overall, the four papers provide insights about the role of parents in adolescents' motivation and academic performance in school.

Paper 1

Kati Vasalampi & Noona Kiuru (University of Jyväskylä, Finland), & Katariina Salmela-Aro (University of Helsinki, Finland)

The Role of Parents and Peers in Adolescents' Educational Goal Attainment during Transition beyond Upper Secondary Education

Paper 2

Tai-Chuan Chang, Keng-Ling Lay & Chi-Shan Wu (National Taiwan University, Taiwan)

The Association Between Perceived Parental Effort and Outcome Goals and Students' Achievement Motivation

Paper 3

Melissa Y. Delgado (University of Arizona, USA), A. Wheeler (University of Nebraska-Lincoln, USA), Rajni L. Nair (Arizona State University, USA) & Norma J. Perez-Brena (Texas State University, USA)

Latina/o Adolescents' Academic Self-Efficacy and Math/Science Performance: Examining the Indirect Effects of Mother/Father Modeling

Paper 4

Gintas Silinskas (University of Jyväskylä, Finland, Jaana Viljaranta (University of Eastern Finland, Finland) Marja-Kristiina Lerkkanen, Anna-Maija Poikkeus, & Jari-Erik Nurmi (University of Jyväskylä, Finland)

Maternal homework assistance and adolescents' academic performance: Mediating role of task values

TS 2.5 Family functioning and Socio-Emotional Development during Adolescence

Room: Leslokaal 2.2

Chair: Cecilia Cheung (University of California, Riverside, USA)

Discussion will be interactive with the audience

Papers in this symposium highlights the role of family functioning in adolescents' socio-emotional development. Paper 1 (Cheung and Kyeong) examined the associations between family emotional expressiveness and emotional experiences of adolescents in the United States and China. Self-report data were collected at two-time points over one year. They found that positive expressiveness in the family was associated with dampened negative emotions in the United States but not in China. Paper 2 (Cyrille et al.), analyzed the implications of adolescents' relationships with parents for adolescent emotion regulation in the context of making vocational decisions. Utilizing the self-report data of French adolescents in their senior year, they found that general parenting practices (e.g. quality of relationships) predicted adolescent anxiety and emotion regulation and moderated the relationship between specific parenting practices (e.g. emotional coaching) and adolescent psychosocial adjustment. Paper 3 (Cakmak et al.) investigated the indirect roles of mothers' emotion socialization behaviors between mothers' socialization goals and their children's emotion regulation skills. Their sample was composed of 228 Turkish mothers of 6-to-11-year-old children. They found that mothers' socio-emotional development goals positively predicted mothers' supportive emotion socializations behaviors which in turn positively predicted children's emotion regulation skills. Paper 4 (Umemura et al.), focused on how primary attachment figure switches from parent to romantic partner among adolescents. They examined how this developmental shift occurs and whether friends mediate this shift from parents to romantic partners. Participants from Czech were in four cohorts: Class 1 (6th graders), Class 2(8th graders), Class 3 (10th graders), and Class 4 (12th graders). They found that Class 1 nominated parents as the primary attachment figure, Class 2 did so as well but also nominated friends as subsidiary attachment figures, Class 3 nominated friends, and Class 4 nominated romantic partners.

Paper 1

Cecilia Cheung & Yena Kyeong (University of California, USA)

Family Emotional Expressiveness and Adolescents' Emotional Experiences in the United States and China

Paper 2

Cyrille Perchee, Cyndie Gouyou, & Lyda Lannegrant-Willems (Université Bordeaux, France)

Parenting and adolescent emotion regulation in the context of making vocational choices

Paper 3

Ayşe Vildan Acar Bayraktar, Zeynep Çakmak (Hacettepe University, Turkey) & Dilek Saritas Atalar (Ankara University, Turkey)

Maternal parenting behaviors and children's prosocial and problem behaviors: The mediator role of Turkish children's emotion regulation

Paper 4

Tomotaka Umemura (Hiroshima University, Japan & Masaryk University, Czech Republic), Petr Macek, Lenka Lacinová, Lenka Pivodová, Eliška Horská, & Jakub Kraus (Masaryk University, Czech Republic)

Transition of attachment hierarchy from early to late adolescence: Longitudinal data analyses

TS 2.6 Antecedents and consequences of basic psychological needs in adolescence (1) Room: Leslokaal 3.1

Chair: Ayfer Dost-Gözkan (Ozyegin University, Turkey)

Discussion will be interactive with the audience

Studies in this session are framed from Self-Determination Theory (SDT) perspective. Basic Psychological Needs (BPN) Theory, within the framework of SDT, states that human beings have three universal basic psychological needs (autonomy, relatedness, and competence), the gratification of which is crucial for the healthy development as well as for optimal psychological functioning. Research has indicated that gratification of these needs are associated with psychological well-being, while frustration of them are associated with psychological maladjustment. The present papers examine the role of the gratification and/or frustration of BPN in adolescent academic achievement and psychological adjustment. Studies provide data from diverse cultural contexts (Belgium, Peru, Spain and Turkey) providing support for the universality claim of the SDT. The study by Gargurevich et al. has indicated that while gratification of BPN directly predicts academic achievement, it mediates the links between parenting styles and psychological well-being among Peruvian adolescents. Rodriguez-Meirinhos et al. from Spain report that frustration of BPN is associated with internalizing and externalizing problems. Authors also report that the stress management skills moderate the link between frustration of BPN and adjustment problems indicating that better coping skills may alleviate the adversity of needs-frustration. In a two-year longitudinal study in Turkey, Dost-Gözkan have found that perceived gratification of BPN in relationships with mother and father have their unique contribution to psychological adjustment of adolescents, highlighting especially the role of fathers. Vandenkerckhove et al. report that weekly variations in both needs-satisfaction and need-frustration are linked with (mal)adjustment, affect and motivation among secondary school students. Furthermore, this study highlights the role of self-criticism in the perception of needs-gratification as well as needs-frustration. Discussion of the papers will focus on the universality emphasis of SDT across cultures and life domains, and the moderating role of individual factors on the impact of gratification and frustration of BPN.

Paper 1

Rafael Gargurevich & Lennia Matos (Pontifical Catholic University of Peru), Bart Soenens & Maarten Vansteenkiste (Ghent University, Belgium), Angelica Aedo (Pontifical Catholic University of Peru)

Parenting styles, well-being and academic achievement: The mediating role of psychological needs in Peruvian high school students

Paper 2

Ana Rodríguez-Meirinhos (Universidad de Sevilla, Spain), María Ángeles Chacón-Gamero (Hospital Universitario de Puerto Real, Spain), Marteen Vansteenkiste & Katrijn Brenning (Ghent University, Belgium) & Rosa Castro-Antúnez (Universidad de Sevilla, Spain)

The moderating role of adolescents' stress management in the relationship between need frustration and adjustment problems

Paper 3

Ayfer Dost Gözkan (Ozyegin University, Turkey)

A Longitudinal Examination of Basic Psychological Needs Support Perceived in Relationships with Parents and Psychological Outcomes

Paper 4

Beatrijs Vandenkerckhove, Bart Soenens, Jolene Van der Kaap-Deeder, & Katrijn Brenning (Ghent University, Belgium), & Patrick Luyten (University of Leuven, Belgium; Yale Child Study Center, and University College London)

Ups and downs in the academic adjustment of adolescents: The role of self-critical perfectionism and the basic psychological needs

SY 2.7

Room: Leslokaal 3.2

Chair: Maria Gerbino, Sapienza University of Rome, Italy, & Bernadette Paula Luengo Kanacri, Pontificia Universidad Catolica de Chile, Chile

Discussant: Concetta Pastorelli, Sapienza University of Rome, Italy

Being Prosocial and Benefits for Adolescents' Interpersonal and School Functioning: Findings from Research and Intervention.

Different findings suggest that Prosocial Behavior (PB) may be considered a relatively “malleable” factor, that is associated to a variety of positive outcomes across adolescence, and that can be strengthened through appropriate educational actions (Eisenberg et al., 2006). PB concerns voluntary actions aimed at benefiting others (e.g., helping, consoling, donating). Different studies have found that PB has been found associated with better peer relationships (Eisenberg et al., 2006), higher levels of self-esteem (Jacobs et al., 2004; Zuffianò et al., 2014), and better academic achievement (Wentzel, 1993). This symposium present findings from developmental research and from evaluation of interventions conducted in European and non-European countries. The main aim is to combine knowledge concerning the benefits of prosociality for adolescents development, and the efficacy of a school based program for the promotion of PB in different cultures. In particular, the symposium examines: (a) the positive role of prosocial values, and prosocial behavior (examined at individual- and classroom-level) for interpersonal relations and school adjustment; (b) findings about the efficacy of an Italian school-based program (CEPIDEA) designed to promote prosociality, adapted and implemented in two countries of Latin America. Overall, findings from the symposium corroborate the importance of prosociality for adolescents' adjustment. In particular, results evidence (a) the importance of prosocial values in sustaining adolescents' social relations with peers and siblings; (b) the different promoting role of individual and classroom prosocial behavior for students' school motivation and happiness; (c) promising evidence of efficacy of the adapted version of the CEPIDEA program in promoting prosocial behavior and decreasing aggressive behavior. This symposium will contribute to the scientific knowledge on the benefits of adolescents' prosociality for promoting adolescents' adjustment, and will provide important suggestions for fostering prosociality in schools.

Paper 1

Anna Llorca, Elisabeth Malonda, Paula Samper, & Maria Vicente Mestre (University of Valencia, Spain)
Prosocial Values in School: Promoting Attachment Relationships among Peers

Paper 2

Maria Gerbino, Ainzara Favini, Eriona Thartori, Carolina Lunetti, Emanuele Basili & Laura Di Giunta (Sapienza University of Rome, Italy)
Longitudinal Relations between Adolescents' Prosocial Behavior and Self-efficacy in Self-Regulated Learning

Paper 3

Antonio Zuffianò & Belén Lopéz-Pérez (Liverpool Hope University, United Kingdom)
Adolescents' Prosocial Behavior and Happiness at School: A Multilevel Study

Paper 4

B. Paula Luengo Kanacri, Concetta Pastorelli, Antonio Zuffianò, Liliana Uribe Tirado, Gloria Jimenez-Moya, Patricio Cumsille, M. Loreto Martinez, Eriona Thartori, & Maria Gerbino (Pontificia Universidad Católica de Chile, Chile)
A School-based Universal Program for Promoting Prosocial Behaviors in Adolescence: Cross-national Evidences and Challenges for Public Policies

SY 2.8 Room: Leslokaal 4.2

Chair: Spyridon Tantaros (National & Kapodistrian University of Athens, Greece)

Discussant: Panayiotis Stavrinides (University of Cyprus, Cyprus)

Psychosocial issues and challenges in adolescent development

This symposium will focus on various psychosocial challenges that adolescents deal with during this period of their development. Issues such as parental behaviour as related to identity formation, personality or coping strategies, impulsivity and emotion regulation as related to psychopathic traits and moral disengagement, as well as bullying and victimization matters will be discussed during the presentation of four empirical studies. The samples of all studies of this symposium come from Greek-speaking populations in Greece and Cyprus.

Paper 1

Panayiotis Stavrinides (University of Cyprus, Cyprus)

Emotion regulation moderates the effects of psychopathic traits and moral disengagement on bullying involvement

Paper 2

Kyriakos Charalampous (University of Cyprus, Cyprus)

Investigating impulsivity and emotion regulation as parameters affecting long-term victimization and its effects on psychopathology

Paper 3

Elias Besevegis, Spyridon Tantaros, & Vassilis Pavlopoulos (National & Kapodistrian University of Athens)

Parenting Practices and their Relationship with Coping Strategies in Adolescents and Emerging Adults

Paper 4

Spyridon Tantaros, Elias Besevegis, & Vassilis Pavlopoulos (National & Kapodistrian University of Athens)

Personality, Identity and Parental Behavior in Adolescence and Emerging Adulthood

TS 2.9 Identity Room: Leslokaal 4.3

Chair: Nino Skhirtladze (Ilia State University, Georgia)

Discussion will be interactive with the audience

Identity is a critical developmental task during adolescence and emerging adulthood. It is conceptualized as a product of personal and contextual factors. As demonstrated by large amount of empirical evidence, identity formation itself influences many adjustment outcomes. In this thematic session identity is studied from these three different perspectives by focusing on association of identity processes with developmental regulation (personal factor), social roles (context-related factor) and vulnerability towards depression (adjustment outcome). All presented studies use dual cycle model of identity formation developed by Luyckx and colleagues (2006; 2008). Paper 1 (Skhirtladze et al.) explores how developmental regulation (processes of goal engagement and disengagement) are associated with identity processes and statuses. Paper 2 (Cannard & Baeyens) studies identity processes as risk and protective factors of vulnerability towards depression and offers implication of

the findings for therapeutic process. Paper 3 (Katra) compares students and full time workers across the content of life plans and projects, sense of adulthood and identity processes. Together, the research presented in this session illustrates how identity processes and statuses are associated with other developmental processes in personality, differ across multiple social roles, and can also contribute to adjustment of adolescence and emerging adults. In the end there will be plenty of time for discussion with the audience.

Paper 1

Nino Skhirtladzea & Nino Javakhishvili (Ilia State University, Georgia), Seth J. Schwartz (University of Miami, USA) & Koen Luyckx (KU Leuven, Belgium)

Identity Formation Processes and Developmental Regulation

Paper 2

Christine Cannard & Céline Baeyens (Université Grenoble Alpes, France)

Protective factors against depression in light of an identity formation model and rumination focused cognitive behavioral therapy

Paper 3

Grazyna Katra (University of Warsaw, Poland)

Young people's personal projects and their identity as a result of educational situation

15.20 - 16.50

Symposia & Thematic Sessions

ISY 3.1 Room: Auditorium 3

Chair: Ilse Derluyn (Ghent University, Belgium)

Discussant: Ilse Derluyn (Ghent University, Belgium)

Migration and adolescent refugees

Unaccompanied refugee children and adolescents are an important group amongst the total refugee and migrant population in the world. While all refugees and migrants encounter specific challenges in their migration processes, such as hard and difficult experiences in their home country and during their flight, uncertainty about their future and challenges in creating a new life in the new country of arrival, unaccompanied minors are in a particular situation because they go through all these experiences without the support and guidance of their parent(s). As a consequence, many of these unaccompanied young refugee experience high levels of mental health problems, evoked not only by the past traumatizing experiences before they arrived in the host country, but also by the daily material and social stressors they encounter (such as bad housing, lack of income and experiences of exclusion and discrimination) and the limited social network they have. This latter aspect, social support, has been widely recognized and documented as an important protective factor in the wellbeing of people, especially when confronted with challenging situations. This symposium therefore wants to deepen the existing knowledge and good practices around social support structures, both formal and informal, to support unaccompanied refugee adolescents in their arrival and integration processes. Each of the papers here presented will elaborate on particular aspects of this theme, on different levels (policy, reception structures, social networks and individual wellbeing) and from different country and methodological perspectives.

Paper 1

Ine Lietaert (Ghent University, Belgium)

Comparative analysis of care and reception structures for URM in Greece, Italy and Belgium

Paper 2

Ala Sirriyeh (University of Liverpool, United Kingdom)

Foster care, recognition and transitions to adulthood for unaccompanied asylum seeking young people in England and Ireland

Paper 3

Mina Fazel (University of Oxford, United Kingdom)

How can we prevent mental health problems in refugee children?

Paper 4

Jennifer Allsopp (University of Oxford, University of London, United Kingdom)

UK Iron Rod Welfare versus Italian Colander Welfare: How Unaccompanied Minors Challenge the Myth of a Common Asylum Policy in Europe

TS 3.2 Language use and development during adolescence: Protective factors and emotional correlates Room: Leslokaal 1.1

Chair: Minna Torppa (University of Jyväskylä, Finland)

Discussion will be interactive with the audience

The present symposium focuses on language and reading development. Language learning is a core element in child development and school curriculum. We present empirical data from three countries (Turkey, Finland, and Greece), and one meta-analysis. The study from Turkey reports a longitudinal study with a growth curve analysis on the effect of language use on intolerance of uncertainty in adolescence. The study from Finland reports a longitudinal analysis of leisure reading and reading skills in a sample of 2000 children from grade 1 to grade 9. The findings suggest that the direction of effect changes across time and is different for reading comprehension and fluency. The study from Greece examines pupil's knowledge and perceptions of dyslexia as well as their personal experiences, attitudes and incentives to English language learning. The main goal is to get an insight into how pupils perceive their learning needs concerning the aspects of the English language, the emotional responses to these difficulties and the role of their teachers in the journey of learning. Finally, the meta-analysis reports on the impact of father's involvement in children's language development. The literature on this topic is heterogeneous; 105 studies were included, and 65 moderators were coded to capture between-study differences. A small-to-moderate effect for the association between father involvement and children's language development was found. A newly developed machine learning approach to meta-analysis (MetaForest) to identify important moderators of this effect. Together the papers inform us on language and reading development and on the impact language skills can have beyond learning.

Paper 1

Yaşar Kuzucu (Adnan Menderes University, Turkey) & Ömer Faruk Şimşek (Istanbul Arel University, Turkey)

The effect of language use on intolerance of uncertainty in adolescence: A growth-curve analysis

Paper 2

Minna Torppa (University of Jyväskylä, Finland), Pekka Niemi (University of Turku, Finland), Kati Vasalampi, Asko Tolvanen, & Anna-Maija Poikkeus (University of Jyväskylä, Finland); Marja-Kristiina Lerkkanen (University of Jyväskylä, Finland & University of Stavanger, Norway)

If You Read More Will You Become Better Reader?

Paper 3

Aglaia Stampoltzis, Evanthia Makri-Botsari (Higher School of Technological and Pedagogical Education (ASPETE), Greece) & Marina Tsiftsopoulou (European University of Cyprus, Cyprus)

The dynamics of learning English as a second language: Lessons from a study of Greek pupils with specific learning difficulties (dyslexia)

Paper 4

Van Lissa, C. J. (Utrecht University), Lucassen, N. & Keizer, R. (Erasmus University, Rotterdam)

Fathers' involvement in children's language development: A meta-analysis

SY 3.3

Room: Leslokaal 1.3

Chair: Håkan Stattin (Örebro University, Sweden)

Discussant: Peter Noack (Friedrich Schiller University, Germany)

Why adolescents become interested in the society, the world, and politics: The role of the parents

Between 2010 and 2015, a large-scale longitudinal study was launched in a mid-Swedish community, with participants between 13 and 28 years of age. The aim of the project was to understand why young people become interested in the society, and politics – or not. In this symposium, we challenge common ideas about political socialization and offer, hopefully, more realistic theoretical models of adolescents' political development. Of the many factors that affect adolescents' political development, the parents deserve special attention. We pose four specific research questions that have commonly featured in political socialization research, and we eventually reject earlier answers to them. More precisely, we argue that it doesn't seem to be true that: Adolescence is the phase in life when young people most frequently discuss politics with their parents – No, such discussions occur more frequently in young adulthood. Adolescents' perceptions of political interactions in the family converge with their parents' perceptions – No, adolescents' and parents' perceptions are seemingly biased. Their perceptions overlap only to a limited extent. Parents' political interest has strong consequences for their adolescents' views on politics and political activities – This is true only for a subsample of adolescents. Adolescents' interest in politics is a genuine intrinsic interest – No, adolescents show both intrinsic and extrinsic interest in politics. With increasing age, primarily the intrinsic interest is associated with adolescents' political development. In the first three studies, the adolescents' own political interest stands out as a formative factor, rather than their parents' interest. In the last study we therefore focused more specifically on adolescents' political interest to gain a more differentiated understanding of the processes related to political development.

Paper 1

Yunhwan Kim (Karlstad University, Sweden)

Farewell to adolescence, farewell to political discussion with parents?

Paper 2

Silvia Russo (University of Torino, Italy)

Youths' reports on their political discussions with their parents are subjected to a projection bias, and this seems to be true also for their parents

Paper 3

Håkan Stattin (Örebro university, Sweden)

Does parents' political interest affect youths' political development?

Paper 4

Katharina Eckstein (Friedrich-Schiller-University of Jena, Germany)

On adolescents' intrinsic and extrinsic interest in politics

TS 3.4 Putting adolescents' daily lives at the core: From theory to practice

Room: Leslokaal 2.1

Chair: Stefanos Mastrotheodoros (Utrecht University, Utrecht, the Netherlands)

Discussion will be interactive with the audience

Adolescence is a period of swift psychosocial changes, during which young people prepare to become adults. Extant studies have increased our knowledge of adolescent development, but many of those used global measurements, or year-to-year longitudinal data to reach their conclusions. Significantly less is known about the experiences of adolescents on a daily time-scale. Thus, the aim of this paper session is to bring together studies that investigate different aspects of how adolescents' daily experiences shape their adjustment and development. In the first paper, Dr. Mastrotheodoros presents a longitudinal, multi-informant study that investigated the spillover of interparental conflict on mother-adolescent conflict, and what is the role of maternal and adolescent negative mood on this spillover. The study investigates both year-to-year, and day-to-day processes and applies state-of-the-art analytic techniques. In the second paper, Dr. Kirtley presents the protocol of an ongoing study that investigates how the adolescents' daily experiences may increase the risk for, or protect from the development of psychiatric symptoms later in life. The study applies for the first time a longitudinal Experience Sampling Method, and focuses on several aspects of adolescents' psychosocial sphere. In the third paper, Dr. Fogel presents a study on the effectiveness of a treatment to increase adolescents' functionality in their daily lives. This treatment focuses on adolescents with Executive Function Deficits, and uses cognitive strategies to help adolescents become more functional. In the fourth paper, Dr. Lamash presents the results of constructing the Daily Routine and Autonomy Questionnaire, a new self-report instrument to help investigate the daily routines and independence abilities of adolescents with Autism Spectrum Disorders. The instrument aims at assessing how autonomous these adolescents are in their daily lives, and may prove helpful in further research on adolescents' daily experiences. In sum, this paper session presents studies that focus on different aspects of adolescents' daily lives and will be of interest to a broad audience.

Paper 1

Stefanos Mastrotheodoros, Caspar van Lissa, Jolien van der Graaff, Maja Deković, Wim Meeus, & Susan Branje (Utrecht University, Utrecht, the Netherlands)

Interparental Conflict, and Mother-Adolescent Conflict: Longitudinal Mediation by Mood Using Annual Assessments, and Daily Diaries

Paper 2

Olivia J. Kirtley, Karlijn Hermans, Robin Achterhof, Noemi Hagemann, Aleks Lecei, & Inez Myin-Germeys (KU Leuven, Belgium)

Development in daily life: Protocol for 'Sigma', a longitudinal study of adolescent mental health development using Experience Sampling Methods

Paper 3

Yael Fogel, Sara Rosenblum, & Naomi Josman (University of Haifa, Israel)

Daily Functioning of Adolescents through Use of Individual Cognitive Strategies

Paper 4

Liron Lamash (Tufts University, Boston, USA) & Naomi Josman (University of Haifa, Israël)

Daily Routine and Autonomy Questionnaire (DRA): Identifying Independence and Desire for Autonomy in Daily Activities among Adolescents

TS 3.5 School adjustment and Well-Being in Secondary and University students Room: Leslokaal 2.2

Chair: Luisa Molinari (University of Parma, Italy)

Discussion will be interactive with the audience

In this session, four studies conducted in different European countries (Italy, Romania, France and Turkey) will be presented. The issue of school adjustment and wellbeing is at the core of all the papers, but the dimensions considered for studying this topic are specific for the various works. In the Italian study, authors consider in particular the constructs of agency and responsibility; in the Romanian study, associations between depressive symptoms and academic achievement are analysed, also accounting for the buffering role of school relationships; in the French study, adjustment is considered in terms of self-worth and depressive symptoms; in the Turkish study, adjustment is investigated in relation to humor styles. Under the common umbrella of psychological adjustment, there are differences in the considered populations (going from middle school students to secondary school and university students) and in the methodologies, with three studies adopting a longitudinal design. Finally, all studies offer interesting hints on the practical implications of their results.

Paper 1

Luisa Molinari, Consuelo Mameli & Valentina Grazia (University of Parma, Italy)

Improving the learning environment in secondary schools: A challenge for the societies of tomorrow

Paper 2

Loredana R. Diaconu-Gherasim & Cornelia Mairean (Alexandru Ioan Cuza University, Romania)

Depressive symptoms, classroom environment and academic achievement: A longitudinal approach

Paper 3

Chevrier Basilie & Lannegrand-Willems Lyda (Université Bordeaux, France)

Emerging adults' self-determination and psychosocial adjustment to University context in freshman year

Paper 4

Özge Sariat, Miraç Neslihan Akhunlar-Turgut, & Mehmet Şakiroğlu (Adnan Menderes University, Turkey)

Investigation the effect of the humor style of the university students on the university adjustment levels

TS 3.6 Parenting and Adolescents' Risky Development: Novel Insights across Cultures and Developmental Domains Room: Leslokaal 3.1

Chair: Geertjan Overbeek (University of Amsterdam, the Netherlands)

Discussion will be interactive with the audience

Parenting is widely accepted as a key correlate of adolescents' risky development. This symposium features four studies that focus on parenting and risky development in adolescence across different developmental domains: 1) sexuality, 2) psychopathology—both internalizing and externalizing, and 3) substance use. The studies contribute novel insights in a number of ways. First, by comparing adolescents from the general population to populations of clinically referred adolescents. Second, by focusing on phenomena that rapidly gained importance for adolescents over the past decades, such as smart phone use. Third, by focusing on important cross-cultural comparisons of parenting and

adolescent psychopathology. Fourth, by addressing novel, or specific, conceptualizations of parenting such as “helicopter parenting” and “sexuality-specific parenting”. Study 1 (Rodriguez-Meirinhos et al.) investigates the association between adolescents’ perceived overparenting and several indices of psychological adjustment in both clinical ($N = 105$) and non-clinical participants ($N = 210$). This study found that perceived “overparenting” was strongly and positively associated with greater externalizing and internalizing problems and negatively to life satisfaction in both groups. Study 2 (Overbeek et al.) investigates how sexuality-specific parenting is associated with adolescents’ sexual development, adolescents’ sexual (risk) behavior, sexualized media consumption and permissive sexual attitudes ($N = 514$). Using 4-wave longitudinal data, this study found that more frequent parental communication of love-and-respect oriented sexual norms was associated with less permissive sexual attitudes and, for boys, with less advanced sexual behavior and a less rapid increase in sexual risk behavior. Study 3 (Weitkamp et al.) investigated the associations between maternal and paternal anxious rearing, psychological control, and support on youth internalizing and externalizing psychopathology in a sample of 2,829 adolescents from eight different countries (Argentina, Belgium, France, Germany, Greece, Turkey, Pakistan, Peru). Multiple linear regressions showed that internalizing and externalizing pathology were predicted by mother psychological control and anxious rearing as well as father psychological control. Finally, Study 4 (Osorio et al.) investigated to what extent having a smartphone and parental supervision were associated with substance use (alcohol, tobacco and cannabis) among teenagers. In a sample of adolescents aged 12-16 ($N=2,877$) this study found that substance use (tobacco, cannabis and alcohol) was predicted by being older, studying at private school and having a smartphone. Conversely, parental supervision and living with both parents were protective factors for the three substances use.

Paper 1

Ana Rodriguez-Meirinhos, Lucía Antolín-Suárez, Alfredo Oliva, Francisco Nieto-Casado, & Marta Alcántara-Pasamontes (Universidad de Sevilla, España)

With the best of intentions: helicopter parenting and the development of competences in clinically referred and non-referred adolescents

Paper 2

Geertjan Overbeek (University of Amsterdam, the Netherlands, Daphne van de Bongardt (Erasmus Universiteit Rotterdam, the Netherlands) & Laura Baams (Rijksuniversiteit Groningen, the Netherlands)

Buffer or Brake? The Role of Sexuality-Specific Parenting

Paper 3

Katharina Weitkamp (MSH Medical School Hamburg, Germany), Inge Seiffge-Krenke (University of Mainz, Germany), Figen Çok & Neslihan Güney-Karaman (Hacettepe University, Turkey), Duygu Çavdar (University of Bristol, Bristol, UK), Elias Besevegis, Vassilis Pavlopoulos & Spyridon Tantaros (University of Athens, Greece), Lyda Lannegard-Willems & Cyrille Perchee (University of Bordeaux, France)

The association between parental rearing styles and adolescent psychopathology: A cross-cultural study

Paper 4

Alfonso Osorio, María Calatrava, Cristina Lopez-del Burgo, Arantza Albertos, Carlos Beltramo, Jokin de Irala (University of Navarra, Spain)

Parental supervision, smartphones and substance use among teenagers from Spain, Peru and Mexico.

TS 3.7 Motivation and School

Room: Leslokaal 3.2

Chair: Cecilia Cheung (University of California, Riverside, USA)

Discussion will be interactive with the audience

Motivation is crucial for children in school and is viewed as dynamic process. Jagodic and Erceg (Paper 1) explored whether adolescents' feelings concerning transition and their perceptions of secondary school are related to their goals orientation in learning. Participants were 1031 fifth graders from 22 elementary schools in Croatia. Results found that intrinsic motives for learning were positively related to better expected school achievement, and to various emotional states associated with upcoming high school enrollment, both negative and positive. Perhaps interestingly, extrinsic motives were positively related only to anxiety. In Paper 2, Femke et al. examined the motivational effects of both choice and positive feedback. Participants were 277 students from 10 different schools. Students were asked their feelings in being videotaped in a lesson. Two factors were manipulated (1) students could choose the level of difficulty of their exercises, and (2) teachers used positive feedback in addition to corrective feedback. They found that students who received positive feedback anticipated less frustration and more autonomous motivation when compared to students who only got corrective feedback. Cheung and Sheffler (Paper 3) examined whether mindsets of peers can affect students' learning outcomes and how likeminded growth mindset peers promote learning. Participants were 136 undergraduate students. They were randomly assigned to two conditions: (1) Peers with growth mindset, (2) Peers with fixed mindset. They found that those students paired with growth mindset peers valued the problem-solving task more than those paired with fixed mindset peers.

Paper 1

Gordana Kuterovac Jagodić & Inja Erceg (University of Zagreb, Croatia)

Reasons for learning and perception of transition to secondary school among Croatian adolescents

Paper 2

Van Duyse Femke, De Meester An, Aelterman Nathalie, De Mynck Gert-Jan, Soenens Bart, & Haerens Leen (Ghent University, Belgium)

Is choice and competence-enhancing feedback equally effective for all children? An experimental, video-based investigation

Paper 3

Cecilia Cheung & Pamela Sheffler (University of California, USA)

Implications of Growth Mindset for Late Adolescents Task Value: The Role of Peers

SY 3.8

Room: Leslokaal 4.2

Chair: Cyrille Perchec (Université Bordeaux, France) & Ewa Topolewska-Siedzi (Cardinal Stefan Wyszyński University in Warsaw, Poland)

Discussant: Rasa Enretaitė (Mykolas Romeris University, Lithuania)

Identity formation in diverse Europe: Current issues in adolescence and emerging adulthood

Forming one's identity constitutes a major challenge for each human being (Erikson, 1950). A lot has been published about identity but persistent socio-economic inequalities, socio-cultural fragmentation and general lack of tolerance which is sometimes reported in present-day Europe make the need for further research on identity formation evident. Many questions remain topical, both in how individuals form their identity and to what extent identity is associated with other key issues that are important during adolescence and emerging adulthood. This symposium addresses current issues on identity formation in adolescents and emerging adults, considering several complementary aspects: associations between personal identity specific domains (educational identity and vocational identity), associations between personal identity and social identity, associations between identity and civic engagement, or the role of personality in identity formation. More specifically, Negru-Subtirica & Pop investigated the reciprocal associations between educational identity and vocational identity in adolescence in a three-wave longitudinal study. Albarello et al. question the interplay of personal and social identity in adolescence in a three-wave longitudinal study. Perchec et al. also considered the associations between personal and social identity, this time in adolescence and emerging adulthood, while addressing associations with civic engagement in a cross-sectional research design. Finally, Topolewska-Siedzik et al. investigated how personality factors and gender affect identity formation from early to middle adolescence in a five-wave longitudinal study. The research presented in this symposium was undertaken as part of the scientific section of the strategic partnership project "Innovative Curriculum for Strong Identities in Diverse Europe (INSIDE)", funded by the Erasmus+ Programme of the European Union (No. 2016-1-LT01-KA203-023220). This partnership aims to develop and disseminate research publications, an up-to-date innovative evidence-based curriculum, teaching/learning materials and practical tools which help to promote the development of healthy youth identities in diverse socio-cultural contexts of present-day Europe.

Paper 1

Oana Negru-Subtirica & Eleonora Ioana Pop (Babes-Bolyai University, Romania)

If you like school, you will love work: Longitudinal links between educational and vocational identity in adolescence

Paper 2

Flavia Albarello, Elisabetta Crocetti, & Monica Rubini (University of Bologna, Bologna, Italy)

I and us: A longitudinal study on the interplay of personal and social identity in adolescence

Paper 3

Cyrille Perchec, Lyda Lannegrand-Willems, Basile Chevrier, & Alexia Carrizales (Université Bordeaux, France)

Finding your place in society: A study on the associations between personal identity, social identity, and civic engagement in adolescence and emerging adulthood

Paper 4

Ewa Topolewska-Siedzik, & Jan Ciecuch (Cardinal Stefan Wyszyński University, Poland)

How do early and middle adolescents differ in their identity development? A five-wave longitudinal investigation

SY 3.9

Room: Leslokaal 4.3

Chair: Sandra Verbeken (Ghent University, Belgium)

Discussant: Caroline Braet (Ghent University, Belgium)

Adaptive emotion regulation as a stepping stone for enhancing well-being in adolescence

The transition from childhood into adolescence is a developmental phase characterized by rapid physical and emotional development, which often coincides with higher levels of negative affect. This symposium adopts the transdiagnostic framework of emotion regulation in the research of the etiology, prevention and therapy of psychological problems in adolescents. To do this we bring together a group of young scientists in the domain of depression and obesity. Together, they will present evidence for the crucial role of emotion regulation strategies in prevention and therapy. The first two speakers will present research examining the role of emotion regulation on affect in community samples of adolescents. The study of Marie-Lotte Van Beveren examines whether adaptive emotion regulation is a mediator in the association between temperamental positive emotionality and depressive symptoms in young adolescents. In the second study Laura Wante explored the differential effects of emotion regulation strategies on affect in youth. The next speakers will present effectivity research of an emotion regulation training. The study of Brenda Volkaert aimed to evaluate the effectiveness of a school-based emotion regulation prevention program for adolescents after the transition to high school. In the last study, Taaïke Debeuf presents the protocol of a randomized clinical trial on an emotion regulation training for the treatment of obesity in young adolescents (10-14 years). Our discussant Caroline Braet, an expert in the area of depression and obesity in children and adolescence, will draw on findings from her own research to relate all of these findings to an emerging focus on emotion regulation for the prevention and treatment of psychopathology and obesity in youth.

Paper 1

Marie-Lotte Van Beveren, UGhent, Belgium

Marie-Lotte Van Beveren (Ghent University, Belgium), Kaitlin Harding (Seattle Pacific University, United States), Wim Beyers & Caroline Braet (Ghent University, Belgium)

Don't Worry Be Happy: The Role of Positive Emotionality and Adaptive Emotion Regulation Strategies for Youth Depressive Symptoms.

Paper 2

Laura Wante, Marie-Lotte Van Beveren, Brenda Volkaert, & Caroline Braet (Ghent University, Belgium)

The effects of emotion regulation strategies on positive and negative affect in early adolescents

Paper 3

Brenda Volkaert, Laura Wante, Leentje Vervoort & Caroline Braet (Ghent University, Belgium).

Boost Camp', a universal school-based transdiagnostic prevention program targeting adolescent emotion regulation: Evaluating the effectiveness by a clustered randomized controlled trial

Paper 4

Taaïke Debeuf & Sandra Verbeken, Nathalie Michels, Ann De Guchtenaere, Ann Tanghe & Caroline Braet (Ghent University, Belgium)

Emotion Regulation in the Prevention and Treatment of Obesity in Young Adolescents: A Randomized Clinical Trial in a residential obese sample of young adolescents

17.00 - 18.00

KN 1.2 Chair: Prof. Dr. Bart Soenens (Ghent University, Belgium)

Room: Auditorium 2

Prof. Dr. Eva Pomerantz (University of Illinois at Urbana-Champaign, USA)

Pathways to Constructive Adolescent Behavior: Insights from China and the United States

Adolescence is often characterized by mild “storm and stress” in the West, such that youth are prone to not only mood disruption, but also unconstructive behavior (e.g., risk taking). However, this is not necessarily the case in other regions of the world. Moreover, even in the West, the teen years can be a time of particularly constructive behavior for some youth. In an effort to understand how to foster positive psychological adjustment, my collaborators and I have looked to China to understand if youth navigate the early adolescent years differently than do their American counterparts. Most recently, we have been concerned with the mechanisms that undergird the distinct pathways in the two countries during this phase of development. The research I will present focuses on the idea that how youth navigate the teen years is shaped in part by their *conceptions of adolescence* (i.e., stereotypes of teens), which often reflect cultural constructions of this phase.

The first set of studies I will discuss indicates that Chinese (vs. American) youth’s behavior (e.g., engagement in school) is often more constructive over early adolescence. The second set of studies suggests that one reason for the difference is that culture influences youth’s conceptions of adolescence, such that Chinese (vs. American) culture leads youth to see this phase less as a time of “storm and stress”. The third set of studies explores the role of youth’s views of teens in their development in more depth, with attention to whether helping youth to see the teen years as a time of responsibility leads to more constructive behavior. I will end with a discussion of how interventions to change youth’s conceptions of adolescence have the potential to not only foster more constructive behavior among the recipients of such interventions, but also change cultural constructions, thereby creating normative flourishing during adolescence.