

## Day 3: Friday 14 September, 2018: Practitioners Day

08.30 - 10.00

### **DI 4.0 Meet the editors!** Room: Auditorium 4

Chair: Marlies Maes (University of Leuven, Belgium) & Susanne Schulz (Utrecht University, the Netherlands)

<b>Wim Beyers</b>	<b>Luc Goossens</b>	<b>Kazumi Sugimura</b>	<b>Rita Žukauskienė</b>	<b>Kateriina Salmela-Aro</b>
Associate editor	Editorial board member	Assistant editor	Assistant editor	Associate editor
<i>Journal of Adolescence</i>	<i>European Journal of Developmental Psychology</i>	<i>Emerging Adulthood</i>	<i>Emerging Adulthood</i>	<i>European Psychologist</i>

08.30 - 10.00

### **Symposia & Thematic Sessions**

#### **ISY 4.1** Room: Auditorium 3

Chair: Koen Luyckx (University of Leuven, Belgium)  
 Discussant: Oana Negru-Subtirica (Babes-Bolyai University, Romania)

#### ***Identity, psychopathology, and youth functioning: A focus on emerging theory, research, and intervention***

Abundant research has demonstrated the important psychosocial implications of identity for daily functioning. As identity research largely emerged from clinical observations, there has indeed been a long tradition of research focusing on identity and youth functioning. Recently, there has been an upsurge of research focusing on the link between identity and psychopathology. This (renewed) interest in linking identity to psychopathological behaviors and symptoms is partially driven by the fact that identity issues are being recognized in DSM-5 (American Psychiatric Association, 2013) as a major factor in psychopathology. Conversely, linking identity to such pathological behavior can also teach us a great deal about the extent to which identity can be a resource for youth functioning, making individuals less vulnerable to symptomatology. The present symposium focuses on the link between identity and psychopathology, zooming in on the differentiated role identity may play. Theo Klimstra (Tilburg University, the Netherlands) discusses a new theoretical framework for the associations between identity and psychopathology and presents empirical illustrations of this framework. Andrik Becht (Utrecht University, the Netherlands) focuses on the within-person associations between identity commitment and exploration and internalizing symptoms using different longitudinal studies conducted in Belgium and the Netherlands. Margaux Verschuere (University of Leuven, Belgium) focuses on the longitudinal associations between identity and eating disorder symptomatology in both community and clinical samples. Kyle Eichas (Tarleton State University, US) discusses intervention research addressing a model for promoting positive identity development created through work with multi-problem troubled youth. Finally, Oana Negru-Subtirica (Babes-Bolyai University, Romania) will end the symposium with a critical discussion of the themes forwarded with a special focus on cross-cutting themes of specific relevance toward research innovation and clinical practice.

#### Paper 1

Theo A. Klimstra & Amy Y. See (Tilburg University, The Netherlands)  
 Towards a Better Understanding of the Associations between Identity and Psychopathology: A Theoretical Framework and Emerging Empirical Evidence

Paper 2

Andrik Becht (Utrecht University, the Netherlands), Koen Luyckx (KU Leuven, Belgium), Stefanie Nelemans, Susan Branje, & Wilma Vollebergh (Utrecht University, the Netherlands), Luc Goossens (KU Leuven, Belgium), & Wim Meeus (Utrecht University, the Netherlands)

Identity and Depressive Symptoms Across Adolescence: A Multi-Sample Longitudinal Study Testing Within-Person Linkages

Paper 3

Margaux Verschueren, Laurence Claes, Nina Palmeroni, Amarendra Gandhi, & Koen Luyckx (KU Leuven, Belgium)

Identity Functioning in Eating Disorder Symptomatology

Paper 4

Kyle Eichas, Marilyn J. Montgomery, Alan Meca, & Arlene Garcia (Tarleton State University, USA)

Engaging Marginalized Youth in Positive Identity Development: The Changing Lives Program

**SY 4.2**

**Room: Leslokaal 1.1**

Chair: Bie Tremmery (KU Leuven, Belgium)

Discussant: Bie Tremmery (KU Leuven, Belgium)

***The transition from child and adolescent mental health care services to adult mental health care services: the MILESTONE study***

At around the age of 16, young people with chronic mental health problems are confronted with two simultaneous transitions: a developmental transition (to adulthood) and a situational transition (from child and adolescent to adult mental health services). Transition includes supporting and guiding the young person as they enter adulthood. Adequate care at transition guarantees continuity of care despite the changing life domains, optimizes health and ensures that young people attending mental health services can reach their maximum potential. Two relatively recent findings linked with psychopathology are relevant for transitional care at this time point: (1) psychopathology has a high persistence from an early age into adulthood, (2) the onset of many psychological syndromes has been shown to coincide with the transition period in mental health care. However, there is a discord in the pattern of increased risk of psychopathology in young adults and mental health service provision. Furthermore many young adults fall in the gap between child/adolescent and adult care, the so-called transition gap', which results in a clear discontinuation in care. This symposium discusses the complexity of the transition process and diverse bottlenecks as well as different aspects of the MILESTONE study. MILESTONE is a European project to investigate the transition process and to provide guidelines to optimize transition care.

Paper 1

Swaran P. Singh, Helena Tuomainen, Giovanni de Girolamo, Athanasios Maras, Paramala Santosh, Fiona McNicholas, Ulrike Schulze, Diane Purper-Ouakil, Bie Tremmery\*, Tomislav Franic, Moli Paul, Frank C. Verhulst, Gwen C. Dieleman, Jane Warwick, Dieter Wolke, Cathy Street, & the MILESTONE consortium (KU Leuven, Leuven, Belgium)

Protocol for a cohort study of adolescent mental health service users with a nested cluster randomised controlled trial to assess the clinical and costeffectiveness of managed transition in improving transitions from child to adult mental health services

Paper 2

Suzanne E. Gerritsen, Athanasios Maras, Larissa S. van Bodegom, Mathilde M. Overbeek, Dieter Wolke, Therese A.M.J. van Amelsvoort, Frank C. Verhulst, Swaran P. Singh, Gwen C. Dieleman & the MILESTONE Consortium (Erasmus University Rotterdam, the Netherlands)

Characteristics of current CAMHS users at the border of transition

Paper 3

Larissa S. van Bodegom, Mathilde M. Overbeek, Suzanne E. Gerritsen, Gwen C. Dieleman G, Dieter Wolke, Therese A.M.J. van Amelsvoort, Frank C. Verhulst, Swaran P. Singh, Athanasios Maras, & the MILESTONE Consortium (Yulius Academy Rotterdam, the Netherlands)

Characteristics of CAMHS users with depressive symptoms on the verge of making the transition into adulthood

Paper 4

Gaëlle Hendrickx, Frédéric Russet, Virginie Maurice, Swaran P. Singh, Diane Purper-Ouakil, Sabine Tremmery, & the MILESTONE consortium (KU Leuven, Belgium)

Training needs regarding transition throughout Europe

**SY 4.3**

**Room: Leslokaal 1.3**

Chair: Margreet de Looze (Utrecht University, the Netherlands)

Discussant: Loes Keijsers (Tilburg University, the Netherlands)

***Trends in adolescent substance use in the early 21st century: Links with delinquency, social media use, and parenting***

Since the early 21st century, adolescent substance use has declined considerably across developed countries. Explanations for these declines are scarce. In this symposium, we present stunning similarities in trends over time in adolescent substance use across Europe, North America, New Zealand, and Israel, and we identify factors that may contribute to explaining these trends. First, we examine to what extent the recent decline in adolescent substance use in the USA coincided with a decline in delinquency. We show that the declines in delinquency and substance use can be explained as a unitary trend in an externalizing trait. This suggests changes in overall developmental health that may have roots in earlier stages of childhood. In an attempt to understand why adolescents are nowadays less likely to engage in externalizing behaviours (incl. substances use), some scholars have suggested that the so-called digital revolution changed the way adolescents spend their leisure time. Specifically, it has been proposed that online behaviour has replaced face-to-face contact with peers, which in turn resulted in fewer opportunities to use substances. We present the results of a study testing this hypothesis among adolescents in European and North American countries. A second explanation that has been proposed in the literature is that parents, over time, have adopted more protective parenting practices (e.g., parental monitoring), which has resulted in lower rates of substance use among their children. We examine this hypothesis using data from adolescents in New Zealand. Finally, zooming in on the role of parents, we examine the protective role of social capital regarding the substance use of adolescents with an immigrant background in Israel, who perceive discrimination. The results of this study confirm the important role of parents as well as peers regarding adolescent substance use.

Paper 1

Richard A. Grucza, Robert F. Krueger, Arpana Agrawal, Andrew D. Plunk, Melissa J. Krauss, & Laura J. Bierut (Washington University, USA)

Trends in Externalizing Behaviors in the US in the Early 21st Century

Paper 2

Margreet de Looze, Saskia van Dorsselaer, Meyran Boniel-Nissim, Regina van den Eijnden, Alessio Vieno, & Gonneke Stevens (Utrecht University, the Netherlands)

The Decline in Adolescent Substance Use across Europe and North America in the Early 21st Century: A Result of the Digital Revolution?

Paper 3

Jude Ball, Dalice Sim, Richard Edwards, & Hera Cook (University of Otago, Wellington, New Zealand)

Have Changes in Parenting, in Particular Parental Monitoring and Parental Warmth, Contributed to Sharply Declining Adolescent Substance Use Since 2001

Paper 4

Sophie D. Walsh, Tanya Kolobov, & Yossi Harel-Fisch (Bar Ilan University, Israel)

Social Capital as a Moderator of the Relationship between Perceived Discrimination and Alcohol and Cannabis Use among Immigrant and Non-Immigrant Adolescents

**SY 4.4**

**Room: Leslokaal 2.1**

Chair: Elizabeth Olivier (Université catholique de Louvain, Belgium)

Discussant: Maarten Vansteenkiste (Ghent University, Belgium)

***Need-Supportive Practices: What Teachers Do and Why It Matters***

Student motivation, perseverance, and academic attainment are gateways to professional and social success (Olsson et al., 2012). Young adolescents are most likely to persevere in school when exposed to a need-fulfilling environment (Deci & Ryan, 2000, Wang & Eccles, 2013). Students who feel related to school, competent at what they do, and able to make autonomous choices are usually satisfied with their learning context. Thus, teachers' pedagogical practices, i.e., structure, autonomy support, and involvement, are of major importance not only for student success, but also for their motivation and active engagement in school (Connell & Wellborn, 1991). Although existing studies provide a fine-grained understanding of student academic and motivational development, the same is not yet achieved for teaching practices. Many questions remain unanswered, e.g., what types of practices are important, why do teachers use these practices, and how can we support their use of these practices if it does not come spontaneously? Anchored in Self-Determination Theory, our symposium aims to investigate these questions by combining studies conducted in the Netherlands, in Canada, and in Belgium (Flanders and Wallonia). An in-depth understanding of these issues should help to provide young adolescents with a need-supportive environment. Throughout the symposium, we discuss different dimensions of need-supportive and need-thwarting practices and how it relates to student motivation and achievement (Nathalie Aelterman). We further investigate the bidirectional associations between teachers' practices and student engagement (Marie-Christine Opdenakker), as well as environmental and individual factors associated with teachers' use of SDT-based practices (Elizabeth Olivier). Finally, we discuss how implementing a program tailored to enhance SDT-based pedagogical practices can positively affect teachers and students (Frederic Guay). Overall, the

symposium is a step further in understanding and identifying important targets to support both teachers and adolescents in their search of a need-fulfilling environment.

Paper 1

Nathalie Aelterman (Ghent University & Research Foundation Flanders, Belgium), Maarten Vansteenkiste (Ghent University, Belgium), Johnmarshall Reeve (Korea University, South-Korea), Bart Soenens & Leen Haerens (Ghent University, Belgium)  
Theoretical and Methodological Advancements in Examining Teachers' (De)Motivating Style: The Merits of a Circumplex Approach

Paper 2

Marie-Christine Opdenakker (University of Groningen, The Netherlands)  
Linking teachers' SDT-based practices to students' and classes' academic engagement: A longitudinal perspective

Paper 3

Elizabeth Olivier & Benoit Galand (Université Catholique de Louvain, Belgium)  
Why Do Teachers Do What They Do: A Longitudinal Investigation of Teacher and Classroom Characteristics Associated with Teachers' Use of Need-Supportive Practices

Paper 4

Frederic Guay, Pierre Valois & Erick Falardeau (Université Laval, Canada)  
Supporting school students' motivation: Developing Teachers' pedagogical practices through the CASIS professional development workshop

**SY 4.5**

**Room: Leslokaal 2.2**

Chair: Laura Baams, University of Groningen, the Netherlands

Discussant: Stephen T. Russell, University of Texas at Austin, USA

***Foster Care and Marginal Housing: Disparities for Sexual and Gender Minority Youth***

Sexual and gender minority adolescents are overrepresented in child welfare systems and marginal housing (e.g., shelter-stays and homelessness). Sexual and gender minority youth who live in foster care or marginal housing are also more likely to experience victimization and rejection compared to heterosexual and non-transgender adolescents. This symposium sheds light on sexual orientation and gender identity disparities for youth living in foster care or marginal housing. We present findings from both the Netherlands and the US, using a representative study of adolescents, two large state-wide studies, and a qualitative study. The first paper includes representative US data showing disparities in depressive symptoms and suicidal ideation for sexual minority youth (based on identity and attraction) who have lived in foster care (Fish & Baams). The second paper includes a large state-wide sample of adolescents from middle and high schools in California, and shows disparities in depressive symptoms and suicidal ideation for both sexual and gender minority adolescents living in foster care (Baams, Wilson, & Russell). The third study uses a propensity-score matching approach to assess disparities in alcohol and substance use disorders, using DSM-5 diagnostic criteria. The findings show that sexual and gender minority adolescents are more likely to be diagnosed with a severe alcohol and substance use disorder (Baams & Fish). The fourth and last paper uses semi-structured autobiographical life-story interviews to explore the experiences and needs of sexual and gender minority youth who live, or have

lived, in out-of-home care (ten Brummelaar, López López, Zijlstra, & Grietens). Youth's experiences and needs, as well as how these studies add to the development of policies and practices, is reflected on in the discussion.

Paper 1

Jessica Fish (University of Maryland, USA) & Laura Baams (University of Groningen, the Netherlands)  
Mental Health Disparities at the Intersection of Sexual Minority Status and Foster Care: Findings from a US Representative Sample

Paper 2

Laura Baams (University of Groningen, the Netherlands) & Bianca D. M. Wilson (University of California Los Angeles, USA) & Stephen T. Russell (University of Texas at Austin, USA)  
Mental Health Disparities for Sexual and Gender Minority Adolescents Living in Foster Care

Paper 3

Laura Baams (University of Groningen, the Netherlands), & Jessica Fish (University of Maryland, USA)  
Accumulative Risk for Alcohol and Substance Use Disorders for Sexual and Gender Minority Adolescents Living in Foster Care or Shelters

Paper 4

Mijntje ten Brummelaar, Mónica López López, Elianne Zijlstra, & Hans Griete (University of Groningen, the Netherlands)  
Exploring the needs of LGBTQIA+ youth in out-of-home care

**SY 4.6**

**Room: Leslokaal 3.1**

Chair: Charlotte Vrijen (University Medical Center Groningen, The Netherlands)

Discussant: Caroline Braet (Ghent University, Belgium)

***Reward, Affect, and Depression in Adolescence***

Adolescent depression constitutes a major mental health problem. It is important to uncover mechanisms underlying adolescent depression, as these may ultimately inform prevention and early treatment. There is evidence that high reactivity to negative affect (NA) and low reactivity to positive affect (PA) may reflect a vulnerability to develop depression. High reactivity to NA is associated with high levels of NA and neuroticism and low reactivity to PA with low levels of PA and low reward responsiveness. The DSM-V identifies two core symptoms of depression, that is, depressed mood and anhedonia (i.e., loss of pleasure in things or activities one used to enjoy before). High reactivity to NA is primarily related to depressed mood and low reactivity to PA with anhedonia. According to the broaden-and-build theory, an increase in PA is important not only because it allows for better coping with NA, but also because PA broadens our perspective, and facilitates the building of valuable cognitive and social resources essential to well-being. In the line of the above framework, the studies in this symposium focus on identifying affect and reward-related predictors relevant to the development and maintenance of depression in adolescence. The first study (Vrijen) explores whether low reward responsiveness reflects a vulnerability to develop depression. The second study (van Beveren) investigates whether positive and negative emotionality and emotion regulation are predictive of depressive symptoms (cross-sectionally and in daily life). The third study (Dietvorst) examines whether anhedonia is a predictor specific for depression or should be regarded as a

transdiagnostic symptom. The fourth study (van Tunen) explores whether affect dynamics change during remission in anhedonic participants.

Paper 1

Charlotte Vrijen, Catharina A. Hartman & Albertine J. Oldehinkel (University Medical Center Groningen, the Netherlands)

Low reward responsiveness at age 16 predicts onset of depression during nine years of follow-up

Paper 2

Marie-Lotte Van Beveren (Ghent University, Belgium), Sofie Kuppens (Erasmus University Rotterdam, the Netherlands), Benjamin Hankin (University of Illinois, USA), & Caroline Braet (Ghent University, Belgium)

Because You Had a Bad Day: A More Thorough Investigation into the Role of Emotion Regulation in the Relation between Reactive Temperament and Depressive Symptoms in Youth

Paper 3

Evelien Dietvorst & Eeske van Roekel (Tilburg University, the Netherlands), Esther Mesman & Manon Hillegers (ErasmusMC-Sophia, the Netherlands)

Anhedonia as Transdiagnostic Factor in the Development and Course of Psychopathology

Paper 4

Nico van Tunen, Nico van Tunen, Eeske van Roekel, & Angelique Cramer ((Tilburg University, the Netherlands)), Charlotte Vrijen & Albertine J. Oldehinkel (University Medical Center Groningen, the Netherlands)

How a Personalized Lifestyle Advice Changes the Network Structure of Depression Symptoms

**SY 4.7**

**Room: Leslokaal 3.2**

Chair: Chloé Tolmatcheff & Benoît Galand (Université Catholique de Louvain, Belgium)

Discussant: Benoît Galand (Université Catholique de Louvain, Belgium)

***How to improve bullying and cyberbullying prevention?***

School bullying is a specific form of aggression implying repeated and intentional features, as well as an imbalance of power between victim(s) and aggressor(s) (Olweus, 1993). Although there is no consensual definition of cyberbullying yet, some authors summarize it as usual bullying behaviors occurring through the medium of electronic devices (e.g. Patchin & Hinduja, 2006). Bullying and cyberbullying are common in every school, among children, early-adolescents and adolescents, girls and boys, no matter their social or cultural origin (Hong & Espelage, 2012). Negative consequences for children involved in (cyber)bullying are well documented (McDougall & Vaillancourt, 2015; Kowalski, Giumetti, Schroeder & Lattanner, 2014), suggesting that the reduction of (cyber-)bullying is a major leverage to increase well-being and positive development among young people. However, bullying has proven to be remarkably hard to prevent. Effects of anti-bullying interventions are generally small to moderate (e.g. Bradshaw, 2015; Merrell, Gueldner, Ross & Isava, 2008). The papers presented in this symposium aim at extending our knowledge regarding ways to improve anti-(cyber)bullying interventions. They investigate the use of role playing to reduce bullying through empathy improvement (paper 1); the assessment of a new anti-bullying program and the role researchers ought to endorse in order to guide practitioners and decision makers' choices (paper 2); teenagers' involvement in cyberhate and especially minority communities-targeted hateful contents (paper 3);

and finally the integration of narratives in cyberbullying prevention as relevant tools operating through the online environment itself (paper 4). By combining experiences from traditional and cyberbullying prevention, this symposium expects to offer a rich and broad overview of current perspectives and innovations in this research area.

Paper 1

Natacha Hoareau, Céline Bagès, & Alain Guerrien (University of Lille, France)  
Do role playing games improve empathy and reduce school bullying?

Paper 2

Chloé Tolmatcheff, & Benoît Galand (Université catholique de Louvain, Belgium)  
Assessment of the effectiveness of a new anti-bullying program in Belgium

Paper 3

Catherine Blaya & Catherine Audrin (University of Teachers Education, Switzerland)  
How are our kids involved into cyberhate?

Paper 4

Heidi Vandebosch (University of Antwerp, Belgium)  
The way to go? Integrating narrative approaches in cyberbullying prevention, detection and intervention.

**TS 4.8 Bullying and victimization**

**Room: Leslokaal 4.2**

Chair: Olga Solomontos-Kountouri (Theology School of the Church of Cyprus, Cyprus)  
Discussion will be interactive with the audience

Bullying and victimization in schools has been identified as one of the major public health problems and a threat to educational systems worldwide. The four studies of the present symposium have a common aim to deepen our understanding of the processes occur in the children and adolescents who involved in bullying incidences. These knowledges will assist the attempts of effective reduction of the unpleasant consequences of victimization. Study 1 used a grounded theory to analyze bully-victims developmental process and context. Results indicate four developmental phases: (a) single role of victim, (b) dual role of bully-victim, (c) change to single role of victim or termination, (d) reconciliation and potential damage. Study 2 used a thematic analysis to indicate effects of the ViSC Social Competence Program to foster social competences amongst adolescents and to protect them from bullying. Results revealed that adolescents referred three learning outcomes: (a) positive behaviours; (b) emotional intelligent; (c) knowledge on bullying and victimization. Study 3 evaluated the effectiveness of ViSC Program using a person-centered approach and looking on patterns and mechanisms of change among bullies, victims and bully-victims. Results showed that the probability for staying non-involved between pre- and post-test was higher in the intervention group than in the control group; victims and bully-victims in the intervention group had a higher probability to transit to the uninvolved subgroup compared to victims and bully-victims in the control group. Study 4 examines two competitive theories about the effect of a prosocial classroom context, the social support theory vs the social comparison theory. The results supports the social comparison theory, showing that classroom prosociality aggregated the adverse effect of relational victimization. In classes with a high level of prosociality, relationally victimized adolescents were likely to develop depressive symptoms,

while, in classes with a low level of prosociality, the relationally victimized adolescents were less likely to develop depressive symptoms.

Paper 1

Yu-Hsien Sung (Ghent University, Belgium & National Sun Yat-sen University, Taiwan), Li-Ming Chen (National Sun Yat-sen University, Taiwan), Martin Valcke (Ghent University, Belgium) & Cheng-Fang Yen (Kaohsiung Medical University, Taiwan)

Deepen the Understanding for School Bully-Victims: The Reasons for Bully-Victims' Role Formations, Role Transitions, And Role Terminations

Paper 2

Olga Solomontos-Kountouri (Theology School of the Church of Cyprus, Cyprus) & Dagmar Strohmeier (University of Applied Sciences Upper Austria, Linz, Austria)

Effects of the ViSC Program to Foster Social Competences amongst Adolescents and to Protect from Bullying

Paper 3

Elisabeth Stefanek & Dagmar Strohmeier (University of Applied Sciences Upper Austria, Linz, Austria) & Takuya Yanagida (University of Vienna, Austria)

Evaluating the Effectiveness of ViSC Social Competence Program with a Person-Centered Approach: Patterns and Mechanisms of Change among Bullies, Victims and Bully-Victims

Paper 4

Jin He, J. Marieke Buil, & Pol A. C. van Lier (Vrije University Amsterdam, the Netherlands)

Offering Support or Making It Worse: Classroom Prosociality Moderates the Developmental Association from Relational Victimization to Depressive Symptoms

**SY 4.9**

**Room: Leslokaal 4.3**

Chair: Laura Di Giunta (Sapienza University of Rome, Italy)

Discussant: Marion Reindl (University of Salzburg, Austria)

***Peers, family, and social media: different perspectives to examine emotion regulation and its association with prosocial behaviors from early to late adolescence***

Prosocial behaviors have been repeatedly found to contribute to adolescents' well-being and successful coping with life stress. The ability to successfully regulate emotional states has been found to facilitate adaptive, prosocial responses to stressors. Parents and peers, as well as online interactions the use of social media, have been found to influence adolescents' emotion regulation skills, and separately, their tendency to approach others in a prosocial manner. Thus, it is important to identify key elements by which context promotes both adaptive emotion regulation and prosocial behaviors among youth. The proposed symposium investigates the contribution of different contexts (peers, family, and and online interactions via social media) to emotional regulation skills and, in turn, the extent to which emotion regulation effects prosocial versus maladaptive behaviors. This symposium will show a series of studies relying upon longitudinal and multi-method data (e.g., with ecological momentary assessment, multiple informants, physiological measures), and multicultural samples (Colombia, Italy, Israel, United Kingdom, and United States), ranging from pre-adolescence to emerging adulthood. The first study explores the moderating role of adverse family environment in a

day-to-day examination of friend victimization, prosocial behaviors, and the cortisol awakening response. The second study examines the relationships between positive parenting, anger and sadness regulation, self-efficacy beliefs about anger and sadness regulation, and prosocial behavior in pre-adolescence. The third study examines the mediating role of self-efficacy in the expression of positive emotions in the association between maternal and paternal acceptance and well-being in the transition to adolescence. Finally, the fourth study examines the link between Facebook addiction and interpersonal emotion regulation (i.e., the different process and strategies adopted to improve or worsen others' affect on Facebook) in late adolescence.

Paper 1

Reout Arbel & Hannah L. Schacter (University of Haifa, Israel), Kelly F. Miller & Gayla Margolin (University of Southern California, USA)

A day-to-day examination of friend victimization, prosocial behaviors, and the cortisol awakening response: exploring the moderating role of adverse family environment

Paper 2

Laura Di Giunta (Sapienza University of Rome, Italy), Anne-Marie Iselin (Duke University, USA), Carolina Lunetti, Eriona Thartori, Emanuele Basili, Ainzara Favini, & Concetta Pastorelli (Sapienza University of Rome, Italy), Jennifer E. Lansford (Duke University, USA), Nancy Eisenberg (Arizona State University, USA), Dario Bacchini (Federico II University of Naples), Liliana Maria Uribe Tirado (Universidad de San Buenaventura Medellin, Colombia) & Liliana Maria Pacheco Munguia (Sapienza University of Rome, Italy)

Positive parenting, anger and sadness regulation, self-efficacy about anger and sadness regulation, and prosocial behavior in pre-adolescence

Paper 3

Maria C. Miranda (Sapienza University of Rome, Italy), Gaetana Affuso (University of Campania Luigi Vanvitelli, Italy), Dario Bacchini (Federico II University of Naples, Italy), Concetta Esposito & Vincenzo Paolo Senese (University of Campania Luigi Vanvitelli, Italy)

The mediating role of self-efficacy in the expression of positive emotions in the association between maternal and paternal acceptance and well-being

Paper 4

Belen Lopez-Perez & Antonio Zuffianò (Liverpool Hope University, UK)

Surfing Others' Emotions: Studying the Link between Facebook Addiction and Interpersonal Emotion Regulation in late adolescence

10.30 - 11.30

DI 2.1 Room: Auditorium 2

Four experts on this topic, that is, Bart Soenens (Ghent University, Belgium), Eva Pomerantz (University of Illinois, USA), Karla Van Leeuwen (Catholic University of Leuven, Belgium) and Judith Smetana (Rochester University, USA)

### **What can we tell parents based on our parenting research?**

Together with other important sources of influence, the quality of parents' rearing style plays an important role in adolescents' psychosocial adjustment. While there is consensus among most scholars that parents still matter in adolescence, scholars differ (a) in the way they define high-quality parenting and (b) in the degree to which they adopt a universalistic (versus more relativistic) approach to parenting. Accordingly, this panel discussion addresses two fundamental questions about the nature of parenting in adolescence:

- What are important criteria to determine whether parental behaviors contribute to (versus undermine) adolescent development?
- Are these criteria universal or do they depend on an extensive list of moderating factors that qualify the effects of parenting (e.g., culture, personality, social domain, ...)

A discussion of these fundamental questions is also important from an applied perspective. Indeed, scholars' position on these matters has implications for the content of parenting interventions (what type of advice do we give to parents?), for the way in which parenting advice is conveyed (how do we discuss parenting with parents) and for scholars' belief in the potential influence of parenting interventions (are interventions generally useful and likely to have a meaningful impact?).

In this plenary discussion session, four scholars with different theoretical backgrounds and with extensive expertise in research on parenting will provide their view on these important questions. The session will be highly interactive, with much room for discussion with the audience.

11.30 -13.15

**Poster Session 2**

**Room: Restaurant**

PO 2.01	Alberto Borraccino (University of Torino, Italy)	Perceived wellbeing in young Eastern European migrants: the positive role of social support
PO 2.02	Dominic Weinberg (Utrecht University, The Netherlands)	Explaining the association between parental and neighbourhood socio-economic status and adolescent academic outcomes: The role of future plans and teacher expectations
PO 2.03	Filiz Kunuroglu (Izmir Katip Celebi University, Turkey)	Cultural, linguistic and social integration outcomes of Syrian University Students in Turkey
PO 2.04	Hilal Ersoy (Ege University, Turkey)	Perceived Discrimination Experiences of Syrian Refugee Adolescents in Turkey
PO 2.05	Sevgi Tunay Aytekin (Ege University, Turkey)	Resilience in Syrian Refugee Adolescents in Turkey
PO 2.06	Tanya van Aswegen(KU Leuven, Belgium)	Alloparenting and attachment: the neglected predictors of antisocial behavior in the South African society
PO 2.07	Chris A. Bjornsen (Longwood University, U.S.A.)	Acceptance vs. Rejection of the Medical Model of Mental Illness Among Emerging Adults
PO 2.08	Degli-Antoni Saskia (University of Lausanne, Switzerland)	Psychoactive substance use in adolescence: The role of coparenting and identity status
PO 2.09	Elisabeth L. de Moor (Tilburg University, the Netherlands)	Linking stressful life events and psychological problems: The role of self-esteem
PO 2.10	Eva Beranová & Petr Macek (Masaryk University, Czech Republic)	Alcohol drinking and cigarette smoking in adolescence: relations to positive and negative developmental outcomes
PO 2.11	Mathys Cécile (Université de Liège, Belgium)	"I know it but I don't act it": Why a moralistic approach is not useful for alcohol consumption during middle adolescence in Belgium
PO 2.12	Niall Conlon (London South Bank University, UK)	Investigating the Effectiveness of Positive Behaviour Support Training for Social Care Staff Supporting Individuals with Learning Disabilities
PO 2.13	Patty van Benthem (PARC-Brijder, the Netherlands)	Beyond intervention ingredients: The impact of initial therapeutic alliance on treatment outcome of youth in mental health care
PO 2.14	Sara Van Leuven (Ghent University, Belgium)	Identity development in deaf and hard of hearing youth in Flanders: The role of social determinants, parents and deaf role models
PO 2.15	Seda Sapmaz Yurtsever (Ege University, Turkey)	Eating Behavior and Social Environment Pressure in Male and Female Adolescents

11.30 -13.15

PO 2.16	Ikuko Aoyama (Shizuoka University, Japan)	Bystanders' behaviors for incidents antecedent to cyberbullying among elementary, junior high, and high school students and its differences based on classroom climate
PO 2.17	Isabel ten Bokkel (KU Leuven, Belgium)	Hoping for a Safe Haven: The Moderating Role of Teacher-student Interactions in Victimization Effects on Social-emotional Adjustment
PO 2.18	Kimberley Brioux (Université Toulouse, France)	Self-esteem and career indecision of adolescents and emerging adulthood from 13 to 25
PO 2.19	Ksenia Tenisheva (NRU Higher School of Economics, Russia)	The role of extracurricular activities in development of adolescents' positive self-concept and academic achievement
PO 2.20	Lilian Berggren (Örebro University, Sweden)	A preliminary study on the role of the International Child Development Program in students' secondary school achievement
PO 2.21	Nele Flamant (University of Gent, Belgium)	"Help, my teacher is pressuring me!" Consequences of early adolescents' coping responses to controlling teaching.
PO 2.23	Yuta Chishima (Kyoto University, Japan)	Consideration of future consequences and test scores for university admissions among Japanese pre-university students
PO 2.24	Milja Parviainen (University of Jyväskylä, Finland)	Well-being profiles among upper secondary education students: Associations with school dropout intentions
PO 2.25	Stijn Schelfhout (Ghent University, Belgium)	From Interest Assessment to Study Choice: an Empirical Advice Set Engine
PO 2.26	Veerle Verspeelt (Universiteit Gent, Belgium)	Keep it interesting: The evolution of adolescent's educational choices and interests from secondary education to higher education.
PO 2.27	Yasuyuki Kaneko (Shizuoka University, Japan)	Problem behaviors of junior high school students in Japan: Psychological Characteristics of Bullies in Junior High School.
PO 2.28	Esther Ciria-Barreiro (University of Seville, Spain)	Main factors contributing to well-being in adolescence. A qualitative study.
PO 2.29	Santiago Resett (Universidad Argentina de la Empresa, Argentina)	Comparison of HERVAT program's effectiveness between Argentinean children and adolescents
PO 2.30	Sonia Ranieri (Università Cattolica del Sacro Cuore, Piacenza, Italy)	Risk behaviors in adolescence: The role of personal values
PO 2.31	Kirill Khlomov (RPANEP, Russia)	Cyberbullying among Russian adolescents
PO 2.32	Meyran Boniel-Nissim (Kinneret Academic College, Israel)	Parent-Child communication as a buffer from problematic internet use and bullying victimization

PO 2.33	Petra Wagner (Upper Austria University of Applied Sciences, Austria)	Legal and illegal drug use in adolescents: The impact of family conditions
PO 2.34	Xiaoyu Lan (University of Padova, Italy)	Parental Guan and School Adjustment among Chinese Early Adolescents: the Moderating Role of Interdependent Self Construal
PO 2.35	Vaida Gabė (Mykolas Romeris University, Lithuania)	Relationship between adolescent's pro-environmental intentions, self-efficacy, perceived attachment to parents and efforts to influence pro-environmental behavior
PO 2.36	Durdane Gümüšten (Ege University, Turkey)	Evaluation of the ViSC Bullying Prevention Program: The Teachers' Perspective
PO 2.37	Yaşar Kuzucu (Adnan Menderes University, Turkey)	Pathways from Cognitive Distortions to Psychopathology: Competing Mediator Roles of Mindfulness and Maladaptive Self-Focus
PO 2.38	Fenneke Verberg (Pluryn Research and Development, the Netherlands)	The effectiveness of the online mindset intervention 'The Growth Factory' for youth with intellectual disabilities
PO 2.39	Serdar Körük (Eskisehir Osmangazi University, Turkey)	The Efficacy of the Various Prevention Programs on Adolescent Suicidal Symptoms: A Meta-Analysis
PO 2.40	Yael Fogel (University of Haifa, Israel)	The Functional Individualized Therapy for Teenagers with Executive Deficits (FITTED): an opportunity to promote adolescents' daily function
PO 2.41	Meva Demir Kaya (Ataturk University, Turkey)	Validity and reliability of the Dimensions of Identity Development Scale(DIDS) among out of school emerging adult women
PO 2.42	Luca Fusco (University of Naples Federico II, Italy)	A focus on career identity reconsideration: relations with positive and negative psychosocial functioning of Italian adolescents
PO 2.43	Anne Hendriks (Vrije Universiteit Amsterdam, the Netherlands)	Are national child and adolescent mental health policies associated with adolescent mental health? A multilevel analysis across 30 European countries.
PO 2.44	Esther Ciria-Barreiro (University of Seville, Spain)	Association between stressful life events and life satisfaction: the positive moderating effect of sense of coherence on adolescent's health
PO 2.45	Kelly Dean Schwartz (University of Calgary, Canada)	Military Strong: Youth Developmental Assets and Resilience in Military-Connected Families
PO 2.46	Laura Castillo-Eito (University of Sheffield, UK)	Exploring Anger Triggers and Anger Management in Adolescents
PO 2.47	Luigi Portino (Liverpool Hope University, UK)	Positivity and Psychological well-being among Adolescents

PO 2.48	Manogya Sahay (University of Glasgow, United Kingdom)	High resilience and self-esteem: the foretellers of subjective wellbeing in an individual
PO 2.49	Nguyen Phuoc Cat Tuong, (Ghent University, Belgium & Hue University, Vietnam)	Care competencies and well-being among adolescents in Vietnam
PO 2.50	Nina Palmeroni (KU Leuven, Belgium)	Identity Distress Throughout Adolescence and Emerging Adulthood: Age trends and Associations with Exploration and Commitment Processes.
PO 2.51	Pouliopoulou Ioanna (National and Kapodistrian University of Athens, Greece)	Trait Emotional Intelligence, Motivation and Academic Emotions in Secondary School Students
PO 2.52	Rasa Erentaitė (Mykolas Romeris University & Kaunas University of Technology, Lithuania)	Facilitating support to youth identity development in Europe: outcomes and implications from INSIDE project
PO 2.53	Sheri Bauman (University of Arizona, USA)	Psychosocial Impact of Face to Face and Cyber Victimization
PO 2.54	Tiziana Pozzoli (University of Padova, Italy)	Emotional intelligence, emotion regulation and bystanders' behavior in bullying: is it all about anger?
PO 2.55	Courtain Audrey (ULiège, Belgium)	Conflict resolution strategies in dating relationships
PO 2.56	Karlijn Hermans (KU Leuven, Belgium)	Elucidating negative symptoms in the daily social life of individuals at the early stages of psychosis
PO 2.57	Liat Hen-Herbst (University of Haifa, Israel)	It's My/Your "Pleasure" (Play+Leisure): Adolescent's Participation in Leisure-activities and its Association with Quality of Life
PO 2.58	Martin Fleidl (Paris Lodron University Salzburg, Austria)	Friendship - An Important Component for the Transition from School to Post-School Life Situations?
PO 2.59	Marvin Harks (Freie Universität Berlin, Germany)	What makes students feel socially included and engage in school? Peer resources and teacher attunement to peer relations in class as predictors of school engagement, mediated via feelings of social inclusion
PO 2.60	Shogo Hihara (Hiroshima University, Japan)	Is a Firm Sense of Identity Always Positive? Longitudinal Relationships between Negative Identity and Maladaptive Psychosocial Functioning
PO 2.61	Gaia Cucci (Cattolica del Sacro Cuore, CRIdée, Italy)	The Italian adaptation of the Romantic Competence Interview: preliminary psychometric properties
PO 2.62	Paola Corsano (University of Parma, Italy)	Secrecy from friends in adolescents: Its relationship with self-esteem and the importance of loneliness as a mediator
PO 2.63	Aysun Dogan (Ege University, Turkey)	Emerging Adults' Coping Strategies with Cyberbullying

EARA 2018 Day 3: Friday 14 September, 2018: Practitioners Day

PO 2.64	Gianluca Gini (University of Padova, Italy)	Problematic Internet Use and Internalizing Problems in Adolescents: The Role of Rumination and Co-Rumination
PO 2.65	Pablo Gonzalez Caino (Universidad Católica Argentina)	Sexting and their Relationship with Cyberbullying, Emotional Problems, and Dark Triad Personality in Argentinean Adolescents
PO 2.66	Sadia Musharraf (Quaid-i-Azam university, Islamabad, Pakistan)	Role of Appraisal and Coping for the relationship of Cyber victimization and Depression
PO 2.67	Sarah De Pauw (Ghent University, Belgium)	Videogame (Over)Use in Youngsters with Autism: Exploring Parental Concerns, Attitudes, and Mediation Strategies

12.30 -13.30

**Meeting of National Representatives**

**Room: Leslokaal 5.1**

11.30 -13.15

13.30 -15.00

### Symposia & Thematic Sessions

#### ISY 5.1 Room: Auditorium 3

Chair: Frosso Motti-Stefanidi (National and Kapodistrian University of Athens, Greece)

Discussant: Jaap Denissen (Tilburg University, the Netherlands)

#### ***Resilience in adolescence: Who among youth living under adversity do well and why?***

Resilience refers to pathways and patterns of positive adaptation during or following significant risk or adversity (Masten, 2014). Individuals draw on complex internal, relational, and external resources and adaptive tools to counter adversity and adapt in response to disturbances, yielding resistance, recovery, or transformation (Motti-Stefanidi & Masten, in press). Resilience is a dynamic process because individuals, their relationships, and their environments are always changing. It is not a trait, although there are characteristics of individuals that support positive adaptation under many circumstances. The capacity of an individual to respond effectively to a challenge will depend on the nature of the challenge, its developmental timing, and protective processes embedded in the organism, relationships with other people, and external systems (Masten & Kalstabakken, 2018). The goal of the symposium is to make a contribution to the burgeoning literature on resilience in adolescence from a European perspective. The four presentations draw on longitudinal data and focus on different indexes of positive adaptation among adolescents and emerging adults, and on both youth's own characteristics and contextual factors and processes as predictors of individual differences in adaptation under conditions of adversity. Schoon's presentation focuses on emerging adults' tertiary education participation and completion when neither parent went to the university. She examines whether higher personal agency and higher parental expectations and aspirations account for the upward educational mobility of some of these youths. Branje's presentation focuses on resilience among victimized adolescents at risk for depression and school failure. She examines the promotive and/or protective role of a number of personal and contextual resources for these youth's positive adaptation. Motti-Stefanidi and Asendorpf focus on Greek and immigrant youth's school adjustment and psychological wellbeing during the Greek Economic Recession. They examine the role of self-efficacy and family-related factors and processes in accounting for resilience among some of these youths. Salmela-Aro focuses on the role of grit, which refers to youth's determination to overcome adversity, in promoting academic well-being. She examines whether and how grit interacts with mastery and performance goal orientations to contribute to the prediction of academic wellbeing. These papers cover a wide range of risks for youth's adaptation and reveal that adaptation is a multi-dimensional construct. Together, they also showcase the developmental and dynamic nature of resilience in adolescence and emerging adulthood.

#### Paper 1

Ingrid Schoon (University College London, UK)

Making it against the odds: The role of individual agency

#### Paper 2

Susan Branje (Utrecht University, the Netherlands)

Processes of resilience among youth experiencing victimization: A study from adolescence into young adulthood

Paper 3

Frosso Motti-Stefanidi & Jens Asendorpf (National and Kapodistrian University of Athens, Greece)  
Resilience among youth living in Greece during the Economic Recession: The role of social and personal capital

Paper 4

Katariina Salmela-Aro (University of Helsinki, Finland)  
Does It Help to Have “Sisu”? The predictive and interactive role of grit in academic wellbeing

**SY 5.2**

**Room: Leslokaal 1.1**

Chair: Sarah De Pauw & Lore Van Damme (Ghent University, Belgium)

Discussant: Sarah De Pauw (Ghent University, Belgium)

***Building a bridge between (forensic) orthopedagogy and adolescent psychology: Advances in strengths-based approaches to promote well-being of adolescents in vulnerable situations***

Orthopedagogy is defined as the “scientific study of methodic, meaningful action in problematic pedagogical situations, aimed at growth and change for the better”. By definition, the orthopedagogical discipline focuses on providing adequate contextual support to nurture the development of children and adolescents growing up in vulnerable situations. In this symposium, we bring together four research groups studying adolescents in vulnerable life conditions, which are often excluded from the scope of typical (adolescent) psychology. Also, all presentations depart from a theoretical, strengths-based framework to address the vital question how one can support these vulnerable adolescents (and their contexts) to attain more desirable life outcomes. First, Dieleman will focus on the interaction between adolescents growing up with severe motor disabilities and their parents. This presentation departs from Self-Determination Theory, evaluating the dynamic interplay between child strengths and problems on the one hand and parents’ parenting practices and own psychological needs on the other. Second, Swerts will focus on adolescents with severe emotional and behavioral disorders and co-occurring intellectual disabilities, in residential youth care. This contribution departs from Schalock’s Quality of Life framework to chart the complex needs of this specific group. Third, Van Hecke will focus on adolescents residing in a secured youth detention center. Departing from the Good Lives Model of offender rehabilitation, this study evaluates what this group considers as crucial elements for a good life. Finally, Souverein will focus on adolescents in detention, residing in recently-opened local facilities with a semi-open setting. Departing from the Risk-Need-Responsivity Model, this presentation brings a first evaluation of more strengths-based and relational approaches for adolescents in the Dutch juvenile justice system. De Pauw will discuss the relevance of these strengths-based frameworks and (forensic) orthopedagogical concepts for both research and practice in adolescent psychology, building bridges between two closely related, but still too often separated, scientific disciplines.

Paper 1

Lisa Dieleman, Sarah De Pauw & Lana De Clercq (Ghent University, Belgium), Peter Prinzie (Erasmus University Rotterdam, the Netherlands), Bart Soenens (Ghent University, Belgium)  
Parenting Youngsters with Cerebral Palsy: Investigating the (Daily) Role of Child Behavior and Parents’ Psychological Needs

Paper 2

Chris Swerts, Jessica De Maeyer, & Marco Lombardi (University College Ghent, Belgium), Inge Waterschoot (vzw Diensten- en Begeleidingscentrum Openluchtvoeding, Belgium), Wouter Vanderplasschen (Ghent University, Belgium), Claudia Claes (University College Ghent, Belgium)  
An exploratory study of personal perspectives on quality of life of adolescents in Flanders' (residential) youth care

Paper 3

Nele Van Hecke, Marijke Mussche, Lotte Verschuere, & Stijn Vandeveld, Ghent University (Belgium)  
How do adolescents in secure youth detention centers perceive and operationalize a 'good life'? A qualitative study in Flanders

Paper 4

Eva Mulder (Leiden University, the Netherlands), Fleur Souverein, Marcia Adriaanse & Eva Mulder (Leiden University Medical Centre, the Netherlands)  
Reinventing the juvenile justice system in The Netherlands: Implementing a strengths-based, relational approach through local facilities

**SY 5.3**

**Room: Leslokaal 1.3**

Chair: Stefanie A. Nelemans (Utrecht University, the Netherlands)

Discussant: Luc Goossens (KU Leuven, Belgium)

***Novel insights into psychosocial predictors and outcomes of adolescent internalizing symptom development***

This symposium brings together state-of-the-art longitudinal research from two European countries on internalizing symptom development across adolescence. Studies 1, 3, and 4 are long-term longitudinal studies with annual assessments, applying traditional or novel alternatives of Cross-Lagged Panel Models (CLPMs). Study 2 adds importantly to this work by providing unique insights into short-term longitudinal dynamics with a daily diary design. Altogether, the presentations in this symposium provide novel insights into internalizing symptom development in a crucially important developmental phase by focusing on aspects of individual functioning (different adolescent internalizing symptoms, parental internalizing symptoms, mood) and social relationships (peer acceptance/rejection, parental psychological control/autonomy support) as predictors and outcomes of internalizing symptom development across adolescence. The first study examines prospective associations between loneliness, social anxiety symptoms, and depressive symptoms across adolescence in three independent community samples. Findings suggest bidirectional longitudinal associations between all internalizing symptoms in 2-variable models, but only bidirectional associations between loneliness and social anxiety with the inclusion of all forms of internalizing symptoms in one 3-variable model. The second study examines prospective associations between loneliness before a summer camp and both levels of and variability in mood and peer experiences during camp. Findings suggest that loneliness before camp was not only associated with more loneliness, but also more negative mood and more negative peer experiences during camp and more fluctuations in these experiences during camp. The third study examines prospective associations between social anxiety symptoms and parenting. Between-person estimates suggest that social anxiety is associated with lower facilitative and higher constraining parenting, whereas within-person

estimates suggest higher facilitative and lower constraining parenting. Finally, the fourth study examines the intergenerational transmission of internalizing symptoms as a global construct, integrating all studies in this symposium. Findings suggest stronger intergenerational transmission of maternal than paternal symptoms of internalizing psychopathology, particularly for adolescent girls.

Paper 1

Sofie Danneel (KU Leuven, Belgium), Stefanie A. Nelemans (Utrecht University, the Netherlands), Annette Spithoven, Margot Bastin, Patricia Bijttebier, Hilde Colpin, Karla Van Leeuwen, Wim van den Noortgate, Karine Verschueren, & Luc Goossens (KU Leuven, Belgium)

Loneliness, Social Anxiety Symptoms, and Depressive Symptoms in Adolescence: Cross-Lagged Analyses in Three Samples

Paper 2

Janne Vanhalst (KU Leuven/Ghent University, Belgium), Stefanie A. Nelemans (Utrecht University, the Netherlands), Marlies Maes & Koen Luyckx (KU Leuven, Belgium)

Lonely across Time and Context: Associations with Levels of and Variability in Mood and Peer Experiences

Paper 3

Stefanie A. Nelemans (Utrecht University, the Netherlands), Loes Keijsers (Tilburg University, the Netherlands), Hilde Colpin, Karla Van Leeuwen, Patricia Bijttebier, Karine Verschueren, & Luc Goossens (KU Leuven, Belgium)

Between- and Within-Family Associations Between Social Anxiety Symptoms and Parenting Across Adolescence

Paper 4

Susanne Schulz, Stefanie A. Nelemans, & Susan Branje (Utrecht University, the Netherlands), Tineke Oldehinkel (University Medical Center Groningen, the Netherlands), Wim Meeus (Utrecht University, the Netherlands)

Intergenerational Transmission of Internalizing Psychopathology in Adolescence: A Longitudinal Cross-Lagged Analysis

**TS 5.4 Antecedents and consequences of basic psychological needs in adolescence (2) Room: Leslokaal 2.1**

Chair: Şule Selçuk (Hacettepe University, Turkey)

Discussion will be interactive with the audience

A wide range of literature gives impressive evidence for the broad effects of the three psychological needs in adolescence, central to the self-determination theory: autonomy, relatedness and competence. On the one hand, satisfaction of these needs is positively related to psychological well-being and positive adjustment of adolescents, while, on the other hand, frustration of these needs thwarts adolescents' development and increases the risk for psychopathologies. As both the adolescents themselves and their environment are crucial in the experience of these needs, the current symposium focuses on both aspects with Nele Laporte deepening the role of adolescents' psychological self-management and both Joachim Waterschoot and Şule Selçuk studying the impact of the environment. A fourth presentation integrates the needs in the framework of adolescents' moral development. They discuss the impact of both on the development of intrinsic and extrinsic values. By this, all presenters introduce new approaches and perspectives on the role of the psychological needs

in adolescents' development. Specifically, Nele Laporte introduces the impact of two self-management strategies – integrative need-regulation and need-crafting - on the well- and ill-being of adolescents in a cross-sectional and longitudinal design. Joachim Waterschoot discusses the capacity to restore feelings of competence frustration by investigating the role of an attentional bias and the personality factor resilience in an experimental study.

Paper 1

Nele Laporte, Vandekerckhove Beatrijs, Brenning Katrijn, Soenens Bart, Vansteenkiste Maarten (University of Ghent, Belgium) &, Luyten Patrick (KU Leuven, Belgium)

Adolescents as active managers of their psychological needs: An intervention study about the role of need-crafting and need-regulation in adolescents

Paper 2

Joachim Waterschoot, Jolene van der Kaap-Deeder, & Maarten Vansteenkiste (Ghent University, Belgium)

The Role of Competence-related Attentional Bias and Resilience in Restoring Thwarted Feelings of Competence

Paper 3

Şule Selçuk (Hacettepe University, Turkey) & Esin Şener (Anadolu University, Turkey)

Can Need Frustration Explain the Relationship between Parental Psychological Control and Psychological Adjustment Across Gender in Turkish Context?

Paper 4

JeeSeul (Sophia) Ahn & Soohyun Cho (Korea University, South Korea)

The developmental trajectory of intrinsic and extrinsic values of early adolescents

**SY 5.5**

**Room: Leslokaal 2.2**

Chair: Stijn Van Petegem (University of Lausanne, Switzerland)

Discussant: Maarten Vansteenkiste (Ghent University, Belgium)

***The implications of perceived autonomy-supportive and controlling parenting***

It is well-accepted in the developmental literature that parents play an important role for understanding adolescents' optimal development and healthy psychosocial functioning. A substantial body of research focused on the implications of parents' autonomy-supportive and controlling parenting. Autonomy support refers to parents' encouragement of their adolescent to act upon personally endorsed values and interests (Soenens et al., 2007). Autonomy-supportive practices involve, for instance, considering the adolescents' perspective, providing choice when possible, and offering a meaningful explanation when choices are limited. Controlling parenting refers to parents' use of pressuring and coercive strategies to force the adolescent to act or think in parent-imposed ways (Grolnick & Pomerantz, 2009). Controlling parenting practices involve, for instance, guilt induction, threatening with punishment, and conditional regard. During the last decades, a large number of studies found that autonomy-supportive parenting is positively related to adolescent well-being, whereas controlling parenting is associated with maladjustment and symptomatology (for a review, see Soenens & Vansteenkiste, 2010). The present symposium builds upon this literature, by examining the implications of autonomy-supportive and controlling parenting through a variety of

methodologically advanced approaches. In the first contribution, Van Petegem et al. provides longitudinal evidence for different trajectories of perceived autonomy-supportive and controlling parenting, and examines associations with trajectories of adolescent self-esteem and risk-behavior. In the second presentation, Ratelle et al. zooms in on the mutual relationship between autonomy-supportive and controlling parenting, thereby making use of multi-informant longitudinal data. Van der Kaap-Deeder et al. presents diary data focusing on the implications of perceived daily autonomy support from multiple sources (i.e., mothers, teachers, and siblings), and also examines the mediating role of psychological need satisfaction. In the last contribution, Baudat et al. presents evidence for the moderating role of perceived autonomy-supportive parenting in the association between parental solicitation for information and adolescents' information management strategies.

Paper 1

Stijn Van Petegem, Jean-Philippe Antonietti, Gillian Albert Sznitman, Sophie Baudat, & Grégoire Zimmermann (University of Lausanne, Switzerland)

Longitudinal Trajectories of Perceived Autonomy-supportive and Psychologically Controlling Parenting: Associations with Self-Esteem and Risk Behavior

Paper 2

Catherine F. Ratelle, David Litalien, & Stéphane Duchesne (Université Laval, Canada)

Maternal Autonomy Support and Control Across Adolescence: A Study of Two Perspectives

Paper 3

Jolene van der Kaap-Deeder, Maarten Vansteenkiste, Bart Soenens, & Elien Mabbe (Ghent University, Belgium)

Children's Daily Well-being: The Role of Mothers', Teachers', and Siblings' Autonomy Support and Psychological Control

Paper 4

Sophie Baudat, Stijn Van Petegem, Jean-Philippe Antonietti, & Grégoire Zimmermann (University of Lausanne, Switzerland)

Does Parental Solicitation of Information Elicit Adolescents' Disclosure? The Moderating Role of Perceived Autonomy-Supportive Parenting

**SY 5.6**

**Room: Leslokaal 3.1**

Chair: Jessica N. Fish (University of Maryland, United States) & Stephen T. Russell (University of Texas, United States)

Discussant: Yuichi Toda (Osaka Kyoiku University, Japan)

***School and community programs and practices that support the positive development of LGBTQ youth***

Even in seemingly progressive countries, LGBTQ youth continue to fare worse on indicators of health and wellbeing (Plöderl & Tremblay, 2016). LGBTQ youth demonstrate higher rates of mental health symptomology, substance use, and compromised academic outcomes that are attributed to experiences of stigma, discrimination, and victimization within schools, families, and communities (Goldbach et al., 2013). Despite evidence that suggests the presence of vexing health disparities for LGBTQ youth, there remain relatively few studies that empirically test the effects of preventive and

intervening factors to improve LGBTQ youth experiences, such as school and community programs. This symposium provides empirical evidence for four unique school and community programs that foster the positive development of LGBTQ youth. The first paper presents factors associated with teachers' tendency to intervene in homophobic bullying among students in Norway: Findings provide practical suggestions for how to increase teacher intervention when witnessing homophobic language. The second paper demonstrates the implications of youth involvement with LGBTQ community-based programs in the US, whereby youth who participate report greater self-esteem and lower rates of substance use over time. In the third paper, researchers from Japan assessed what motivates students to intervene when witnessing homophobic bullying. Findings inform educators on how to help students stop bullying in schools. Finally, the fourth presentation explores how school-implemented LGBT-related staff training is prospectively related to school climate and victimization for LGBT students a decade later. Results suggest that it may take time for LGBT-specific trainings to reduce victimization for LGBT students in schools. Together, these papers present unique and empirically-based perspectives on school and community programs that help to alleviate hostile school climates and disproportionate health burdens for LGBTQ youth around the world. Discussant will offer insights about how these programs inform future work focused on improving LGBTQ youth health and wellbeing.

Paper 1

V. Paul Poteat (Boston College, United States), Hilde Slaatten & Kyrre Breivik (Uni Research Health, Regional Centre for Child and Youth Mental Health and Child Welfare, Norway)

Factors Associated with Teachers Discussing and Intervening Against Homophobic Language Among Students

Paper 2

Jessica N. Fish (University of Maryland, United States), Raymond L. Moody (City University of New York, United States), Arnold H. Grossman (New York University, United States) & Stephen T. Russell (University of Texas, United States)

LGBTQ Community-Based Youth Organizations in the US: Who Participates and What Difference Does it Make?

Paper 3

Makiko Kasai (Naruto University of Education, Japan)

Knowledge and Attitude on Sexual and Gender Minorities among Japanese Junior High School Students

Paper 4

Salvatore Ioverno, Meg D. Bishop, & Stephen T. Russell (University of Texas, United States)

Learning over time: The length of time that LGBT-trainings have been available improves students' school experiences

***TS 5.7 Are the Kids All Right?: Seeking, Finding, and Supporting Factors That Contribute to Youth Resiliency***

**Room: Leslokaal 3.2**

Chair: Gina Pancorbo (Ghent University, Belgium)

Discussion will be interactive with the audience

Amidst public opinion and some mental health data suggesting most youth are at-risk, there is mounting evidence to suggest that adolescents are both surviving and thriving in response to challenges and stressors. The five papers in the current session will explore where, how, and why youth are demonstrating resilience. The first paper (Pancorbo & De Fruyt, 2018) introduces a formative assessment method that adolescent students can use to self-reflect on their social-emotional skills and further develop with the support of their teachers. The second paper (de Mooij, 2018) investigated if specific social skills program components, such as psychoeducation, psychophysical, skills building, and cognitive and emotional techniques, are associated with smaller or larger effect sizes. The third paper (Van der Veken et al., 2018) explored the underlying functioning of low-threshold sport activities, finding that the presence of facilitating context factors, mechanisms of positive coaching, and group dynamics within sport practices may positively influence health behavior and wellbeing of socially vulnerable populations. The fourth paper (Schwartz, Theron, & Scales, 2018) explored the presence and power of developmental assets in predicting risk and thriving outcomes, finding that both internal and external assets accounted for significant variance in school confidence, healthy behaviour, community engagement, and (negatively) risk behaviour. The final paper (Stefanek, 2018) presents results of a program evaluation of residential quarters for youth with mental health problems, the focus of which was to promote mental health via enhancement of social-emotional competencies and social resources. As each of these papers have uniquely demonstrated, both formal (e.g., social skills training, residential therapy) and informal (e.g., sport, mentors, personal motivations) mechanism can be activated in the lives of youth to reduce risk and promote thriving.

Paper 1

Gina Pancorbo & Filip De Fruyt (Ghent University, Belgium)

An empirical approach to assess social-emotional skills for formative purposes: Results from a sample of Brazilian adolescents

Paper 2

L.S. (Brechtje) de Mooij, dr. M. Fekkes, prof. dr. R. H. J. Scholte & prof. dr. G.J. Overbeek (Universiteit van Amsterdam, the Netherlands)

Effective treatment components in social skills training programs for children and adolescents: A multilevel meta-analysis.

Paper 3

Karen Van der Veken, Veerle Vyncke, Emelien Lauwerier, & Sara Willems (Ghent University, Belgium)

'CATCHing up' with health through community sport: A program theory

Paper 4

Kelly Dean Schwartz (University of Calgary, Canada), Linda Theron (University of Pretoria, South Africa), Peter Scales (Search Institute, USA)

Context matters in PYD: Exploring developmental assets that predict thriving and risk in Zulu youth

Paper 5

Elisabeth Stefanek (Pro Mente Forschung, Austria), Georg Spiel (Pro Mente Kinder Jugend Familie, Austria), Monikal Finsterwald (University of Vienna, Austria) & Markus Schwab (Pro Mente Forschung, Austria)

Five-years Evaluation of Residential Program for Children and Youth with Mental Health Problems

**SY 5.8**

**Room: Leslokaal 4.2**

Chair: Avi Assor (Ben Gurion University, Israel)

Discussant: Sander Thomaes (Utrecht University, The Netherlands)

***Adolescents' Experience of an Authentic Inner-Compass as a Growth Resource: Effects on Resilience, Decision-Making, and Well Being, and Parental Antecedents in Different Cultures***

Based on Self-Determination Theory (Deci & Ryan, 2000) and on Mill's (1947) notion of liberty, Assor (2012, 2017) and Vansteenkiste and Soenens (2015), posited that it is important for youth to develop an "Authentic Inner Compass" (AIC): An action-guiding schema of basic values, interests, and life-aspirations, which informs people on what they truly value and need. The AIC is assumed to help youth make choices that feel authentic and satisfying in difficult unexpected dilemmas, and when proactively and reflectively forming future-commitments and plans. The AIC is also posited to help youth engage and persist in the pursuit of their commitments, resist harmful - yet powerful - influences, and consequently experience a sense of coherence, meaning and well-being. Assor (2012, 2017), proposed that there are several parental practices that may promote the formation of an AIC, which were hardly examined so far. While there is some research on the AIC in relatively egalitarian contexts, research on cultural contexts characterized by a hierarchical orientation and deference to parental authority hardly exists. Such research is important, because some may claim that the experience of authenticity, which lies at the core of the AIC phenomenon, is not important in cultural contexts that value adherence to external authorities more than to one's authentic inner feelings and preferences. In an attempt to examine the cross-cultural validity of claims regarding outcomes and parental antecedents of the AIC, the symposium includes four studies from widely different cultural-contexts: Hong-Kong, Bedouins in south Israel, Israeli Jews, and Belgium. Importantly, two of the studies include longitudinal designs, allowing some cautious causal interpretations. Discussion may focus on the relevance of the notion of the AIC to the study of youth identity, academic and vocational choices across cultures, the experiences of autonomy and authenticity, and the promotion of resilience and flourishing in youth.

**Paper 1**

Yael Geifman, Noam Yitshaki, Rima Goren, & Avi Assor (Ben Gurion University, Israel)

Adolescents' Inner-Compass as a Buffer against Involvement in Risk Behavior: The Roles of Facilitating Parental Practices and Resistance to Negative Peer Pressure

**Paper 2**

Shi Yu (Purdue University, USA), Avi Assor (Ben Gurion University, Israel), & Qian Wang (The Chinese University of Hong Kong, Hong-Kong)

Parental Inherent Value-Demonstration Predicts Chinese Adolescents' Resistance to Negative Peer-Pressure and Well-Being: The Mediating Role of the Experience of Authentic Inner-Compass

**Paper 3**

Wisam Maree, Mai Dabah, & Avi Assor (Ben Gurion University, Israel)

The Authentic Inner-Compass as a Buffer against Bedouin Adolescents' Involvement in Risk Behavior: The Roles of Facilitating Parental Practices and Resistance to Peer-Pressure

**Paper 4**

Branko Vermote, Bart Soenens, & Maarten Vansteenkiste (Ghent University, Belgium)

Now what? The Unique and Interactive Role of an Authentic Inner Compass and Parental Involvement in High School Students' Decision-Making about Future

**TS 5.9 Emotion Regulation and Mindfulness during Adolescence**

Room: Leslokaal 4.3

Chair: Katrijn Brenning (Ghent University, Belgium)

Discussion will be interactive with the audience

It is generally assumed that a mindful approach to life experiences is important for regulating emotions, and (in turn) for psychological well-being. However, little research investigates the relations among these variables and a number of important themes related to emotion regulation and mindfulness have so far not been sufficiently investigated in previous research. The present thematic session on Emotion regulation and Mindfulness presents four interesting research questions in this field, all studying emotion regulation and/or mindfulness in the age phase of adolescence to emerging adulthood, focusing both on psychological tension in non-clinical populations as well as psychological difficulties in clinical samples of participants. First, Ece Sagel Cetiner (Adnan Menderes University, Turkey) investigates the role of emotion regulation and mindfulness when studying perceived stress in first year university students. Second, Katrijn Brenning (Ghent University, Belgium) discusses the transdiagnostic value of emotion regulation and people's basic psychological needs when investigating clinically referred adolescents' internalizing and externalizing psychopathology. Third, Benjamin Roux (Université Catholique de Louvain, Belgium) will present the results of his study (Randomized Controlled Trial) on the implementation of a Mindfulness- Based Intervention (MBI) among adolescents with behavior disorders living in a Residential Service for Youth (RSY). Finally, Layla Battistutta (University of Luxembourg, Luxembourg) will present her study on the efficacy of two (non-verbal) frustration inducing tasks in adolescence (i.e., BIRD and MTPT), and relating them to the use of emotion regulation strategies.

Paper 1

Ece Sagel Cetiner, Gozde Sayin Karakas, & Mehmet Sakiroglu (Adnan Menderes University, Turkey)

Emotion Regulation, Gender and First Year University Student's Perceived Stress: The Role of Mindfulness

Paper 2

Katrijn Brenning, Bart Soenens, & Maarten Vansteenkiste (Ghent University, Belgium).

Transdiagnostic Value of Emotion regulation and Psychological Needs in Clinically Referred Adolescents' Internalizing and Externalizing Psychopathology

Paper 3

Benjamin Roux & Pierre Philippot (Université Catholique de Louvain, Belgium)

Implementation of a Mindfulness-Based Intervention among adolescents with behavior disorders: a randomized controlled trial

Paper 4

Layla Battistutta & Georges Steffgen (University of Luxembourg, Luxembourg)

Comparing the efficacy of two frustration inducing tasks in the assessment of adolescent emotion regulation

15.30 - 17.00

**Clinical Workshops****CWS 1 Treatment of adolescents who engage in non-suicidal self-injury from a systemic approach:  
A story of emotion regulation and social sharing of emotion** **Room: Leslokaal 1.1****Imke Baetens, Lisa Waals & Peter Rober**

Non-suicidal self-injury (NSSI) is the direct and deliberate destruction of one's own body tissue without suicidal intent involving behaviors such as cutting, burning and hitting oneself. The risk for engaging in NSSI is particularly high in adolescence, with lifetime prevalence rates of 17% in community samples and up to 70% in clinical samples. In total, 6% of adolescents in community samples meet the criteria for the DSM-5 NSSI disorder, which entails engaging in NSSI more than five days in the past year. NSSI is associated with various negative mental health outcomes such as low self-esteem, depression, anxiety, and suicide attempts, making it a focus of great clinical concern. NSSI is considered as an emotion regulation strategy, given the fact that the most common function of NSSI reported in non-clinical samples of adolescents is regulation of negative thoughts and feelings. In the emotional cascade model (Lewin, 1992), NSSI is described as a result of a ruminative process (to an emotional stimulus), which results in a positive feedback loop that increases emotional intensity and behavioral dysregulation. In a more recent model of Hasking et al. (2017), the role of cognitive processes (next to emotion regulation) is elaborated upon. Although NSSI is often seen as a typical intrapersonal problem, involving families in treatment is crucial (especially in young adolescents). The intrapersonal struggle with feelings and emotions is part of interpersonal processes between family members. Although there is no evidence that the cause of NSSI lies in the family, NSSI has a significant negative impact on the entire family system (Arbuthnott & Lewis, 2015) and parents as well as siblings feel scarred and powerless in their attempts to help the self-injuring youngster. An important route to recovery is mobilizing the support of the family (e.g. Tatnell et al., 2014) and helping them to feel more adequate and attuned in their dealing with their son/daughter who engages in self-injury. In this interactive workshop we will engage in discussions and practice practical skills in role plays. Participants will obtain hands-on experiences on how to involve the family when adolescents engage in NSSI.



Imke Baetens is clinical psychologist and family therapist and co-founder of the Brussels University Consultation Center ([www.brucc.be](http://www.brucc.be)). She is assistant professor at the research group clinical and lifespan psychology of the Vrije Universiteit Brussel. Her research focusses on the interplay between NSSI, interpersonal and intrapersonal factors and prevention/intervention of NSSI in adolescence.



Lisa Waals graduated in the Educational Sciences (KULeuven). She is a doctoral and teaching assistant at the research group clinical and lifespan psychology of the Vrije Universiteit Brussel. Her research focusses on family therapeutic interventions and NSSI. She combines her research with clinical work. As she works in BRUCC as a family- and relationship therapist in training.



Peter Rober is clinical psychologist, family therapist and family therapy trainer at Context -Center for marital and family therapy (UPC KU Leuven, Belgium). He is full professor in family therapy at the Institute for Family and Sexuality Studies (medical school of K.U. Leuven, Belgium). His research interest areas focus on family therapy with children and on the therapy process, including especially the use of self of the therapist and the therapist's inner conversation. Peter Rober published numerous articles in international family therapy journals.

15.30 - 17.00

**CWS 2 Attachment-Based Family Therapy for Depressed and Suicidal Adolescents**

**Room: Leslokaal 2.1**

**Guy Bosmans**

Attachment-based Family Therapy (ABFT) is an evidence-based practice, proven effective to treat depressed and suicidal adolescents. The intervention is based on five treatment tasks, carried out in the course of 16 weeks. Each task has a specific treatment goal that is attained by working either with the entire family or with parents or adolescents separately.

ABFT builds on increasing evidence that secure attachment, or trust in the availability of the attachment figure to provide support and comfort during distress is a resilience factor, strengthening children's ability to cope with different sources of distress. Instead, when children fail to trust in parents as a resource to cope with distress, this delays support seeking behavior and increases the negative impact of distress on the development of depressive symptoms (Dujardin et al., 2016).

The main treatment goal of ABFT is to restore depressed and suicidal adolescents' trust in the attachment figure's support. This is done by first reframing together with the family that the solution for the adolescent's depression lies in restoring family relationships. Subsequently, we work with the adolescent alone to identify ruptures in the attachment relationship. Simultaneously, we work with the parents alone to find ways to reestablish their relationship with their child. In a next step, parents and the adolescent are reunited during a series of sessions that aim to restore the attachment relationship. During these sessions the parents provide support for the attachment ruptures disclosed by the adolescent. These new communication skills are trained in sessions aimed at collaboratively solving current issues.



Guy Bosmans is associate professor at the KU Leuven, working at the Parenting and Special Education Research Group. He conducts fundamental research on the development of attachment and the role of attachment in the development of psychopathology. He is the academic head of the Belgian Attachment Based Family Therapy training center.

**CWS 3 Enhancing adolescents' social skills: A group-based training**

**Room: Leslokaal 2.2**

**Sarah Bal (UGent)**

The transition from being a child to becoming an adult includes developing a range of complex skills along with a functional understanding of oneself and one's social world. As to social development, adolescence is a very sensitive period. At the onset of puberty individuals appear to become extra sensitized to feelings of social acceptance/rejection, being respected/disrespected, and wanting intense social relationships. Teenagers may develop a larger social network, they get another focus to relationships or make different demands to it. Although adolescents learn to think more abstractly, reason more formally, and increasingly learn to consider the perspective of others, their thoughts and feelings are - during this period - often mostly focused on themselves. As a result these amplified cognitive and emotional skills and sensitivities can promote healthy social relationships, but they can also contribute to vulnerabilities, such as increases in social anxiety, being at risk of mood problems and reactive aggression. Not all adolescents manage to master simple and complex social skills themselves. Young people with social anxiety, for example, often show under-assertive forms of communication. They use more irrational thoughts, incorrect interpretations and conduct safety behavior to minimize the risk of negative assessments by others. Adolescents who communicate in an aggressive manner have fewer skills to adequately interpret other people's behavior, attach more hostile intentions to others more quickly and are more likely to focus on immediate gratification.

Social skills training can enhance resiliency by helping adolescents to develop and strengthen adequate social skills. Existing social skills training programs, however, focuses too little on the specific development tasks faced by adolescents. The group-based social skills training 'STA Sterker' ('Stand Stronger'), based on principles from the social learning theory and the cognitive behavioral therapy, has been uniquely developed for this age group. The workshop provides an overview of the training.



We will discuss the goals, content, and practical implications of the different sessions, and we will practice basic and more complex social skills, in the way they are taught to the adolescents.

This workshop is based on the protocol 'STA Sterker' een gedragstherapeutische sociale vaardigheidstraining voor adolescenten (2017), Inge Antrop & Sarah Bal, uitgeverij Lannoo Campus.

## CWS 4 Working with adolescents with eating and weight problems

Room: Leslokaal 3.1

Eva Van Malderen, Tiffany Naets &amp; Taaïke Debeuf

Theoretical background

Eating and weight problems are determined by different risk and protective mechanisms. In the transdiagnostic model of eating disorders of Fairburn, Cooper and Shafran (2003), different of those mechanisms are highlighted: 1) eating pattern/style, such as binge eating and restraint eating; 2) emotion regulation (mood intolerance) and 3) self-esteem and dysfunctional cognitive schemes. This model posits that persons with eating and/or weight problems over-evaluate their eating behavior, body shape and weight. An important personality factor in this trajectory is perfectionism. Core low self-esteem is enforcing this over-evaluation of eating, body shape and weight. A consequence of this negative body image and low self-esteem is the development of strict dietary and weight-control behavior in which rigid rules concerning eating and weight

are a central characteristic. Due to the rigid character of this eating behavior, the imposed standards will often not be accomplished, resulting in different types of behavior. On one hand, this can lead to episodes of binge eating, which may be accompanied by the use of compensatory behavior. On the other hand, people can persist in the rigid dietary behavior with a low weight and starving as an possible outcome. Both mechanisms are maintained by having difficulties in regulating negative emotions (= emotion regulation).

Aim of the workshop

The central aim of this workshop will be to explain and practice several therapeutic techniques within the treatment of eating and weight problems in adolescents. These techniques will be based on the transdiagnostic model of eating disorders of Fairburn, Cooper and Shafran (2003). More specifically, we will focus on techniques regarding three main components of this model: body dissatisfaction/body image, binge eating behavior and emotion regulation.



Eva Van Malderen is a PhD student at the faculty of Psychology and Educational sciences; department Developmental, Personality and Social psychology. Her research aims to advance understanding of binge eating in adolescents by clarifying the role of inhibitory control and its interaction with automatic processes in experimental designs, and examining whether modification of inhibitory control in lab and real life increases self-regulatory capacities and decreases binges. This knowledge may inform developmental risk models and refine prevention and intervention for eating/weight disorders. Also, as a clinical psychologist she is affiliated with the *Universitair Psychologisch Centrum Kind & Adolescent (Ghent University)*.



Tiffany Naets is a PhD student at the faculty of Psychology and Educational sciences; department Developmental, Personality and Social psychology. Her research is on studying the role of executive functioning within childhood obesity. More specific, she examines an inhibition and attention training to enhance the effects of childhood obesity treatment. The TBM WELCOME Project is in cooperation with University of Antwerp, for an RCT in both Zeepreventorium vzw (De Haan), University Hospital of Antwerp (UZA) and Jan

Palfijn Hospital in Ghent. Also, as a clinical psychologist she is affiliated with the *Universitair Psychologisch Centrum Kind & Adolescent (Ghent University)*.



Taaïke Debeuf is a PhD student at the faculty of Psychology and Educational sciences; department Developmental, Personality and Social psychology. Her research concerns the role of emotional eating in the development and maintenance of obesity. Since emotional eating (= “eating your negative emotions away”) can be seen as a maladaptive emotion regulation strategy, a new emotion regulation training will be tested on top of care as usual in youngsters with obesity (10-14 years). Also, as a clinical psychologist she is affiliated with the *Universitair Psychologisch Centrum Kind & Adolescent (Ghent University)*.

### CWS 5 Nurturing autonomous motivation in adolescents

Room: Leslokaal 3.2

#### Dr. Nathalie Aelterman & Nele Laporte

Adolescents find themselves in a rather turbulent life period marked by rebellion and defiance against authority figures, including their parents and teachers. Studying for school, helping with household chores, following rules ... adolescents are not always enthusiastic about it, and motivating them to do so can sometimes be fairly challenging. How can parents and teachers stimulate adolescents to autonomously do what is requested or to do their homework properly? And what can adolescents do themselves to manage their own motivation? In this workshop, grounded in Self-Determination Theory (SDT), we discuss the central role of the fulfilment of three basic psychological needs for autonomy (i.e., experiencing a sense of volition), competence (i.e., experiencing a sense of effectance), and relatedness (i.e., experiencing a sense of connection) as the essential nutriment for optimal motivation and well-being. Via interactive exercises and practical examples, we address the questions (a) how the social environment (e.g., parents, teachers) can foster adolescents’ need satisfaction and autonomous motivation (i.e., need support), and (b) how adolescents themselves can proactively shape their environment so that chances are maximized for need satisfaction and autonomous motivation to occur.



motivating style.

Dr. Nathalie Aelterman is a postdoctoral research fellow (FWO) affiliated at the Department of Developmental-, Personality-, and Social Psychology of Ghent University. She is mainly interested in applying Self-Determination Theory (SDT) in educational settings and sports. In her research she particularly focuses on the stimulating and undermining effects of the social environment and the question whether social agents can successfully be trained in adopting a (more)



Nele Laporte is a PhD student affiliated at the Department of Developmental-, Personality-, and Social Psychology of Ghent University. Her research focuses on integrating Self-Determination Theory (SDT) into practical interventions aimed at fostering adolescents’ self-management, thereby investigating the core-mechanisms at play. In addition to her research-based activities, she works as clinical psychologist in the Center for Children & Adolescents of Ghent University.

15.30 - 17.00

**EARA Award Session** Room: Auditorium 2

Young Scholar Award (keynote), Lifetime Achievement Award (keynote) & Best Mentor Award

All still to be elected.

17.00 - 18.00

**EARA General Assembly** Room: Auditorium 2

19.30 - ...

**Conferene Dinner & Party** Gentse Gruut Stadsbrouwerij, Rembert Dodoensdreef 1