

Day 4: Saturday 15 September, 2018: New Directions

08.30 - 10.00

Symposia & Thematic Sessions

ISY 6.1 Room: Auditorium 3

Chair: Jaap Denissen (Tilburg University, The Netherlands)

Discussant: Amarantha De Haan (Erasmus University Rotterdam, the Netherlands)

Personality development in adolescence

Personality traits are defined as relatively stable individual differences in affect, behavior and cognition. The framework that is most often used to investigate them is the Big Five framework. Adolescence has proven to be a period of profound personality trait change. Not only is rank-order stability in adolescence lower than in adulthood, there is also evidence for mean-level changes in socially desirable traits. Now that the description of personality development in adolescence has become clearer, the field is ready to take the next step and map both the antecedents and the consequences of personality trait development. Across three talks, novel research using innovative longitudinal methods are presented. De Clercq starts by investigating the effects of physical (harsh punishment) versus non-physical (corrective discipline) parenting tactics on growth in dark traits. Second, Denissen reports evidence that peers' personality trait development is not related to adolescents' own trait development. In another study, however, daily experiences of conflict and negative affect were reciprocally associated with changes in trait neuroticism. Finally, Göllner focuses on the effects of (changing) teachers on changes in high school students' personality traits, including social cognitive traits (e.g., motivation). An overall perspective on the findings is provided by our discussant, Amarantha de Haan. There will be plenty of time for discussion with the audience.

Paper 1

Barbara De Clercq (Ghent University, Belgium), Hofmans, J. (Free University Brussels, Belgium), Vergauwe, J. & De Fruyt, F. (Ghent University, Belgium)

Positive and Harmful Effects of Parental Disciplinary Tactics on Dark Trait Development Throughout Childhood and Adolescence

Paper 2

Jaap Denissen, Jeroen Borghuis & Klaas Sijtsma (Tilburg University, the Netherlands), Susan Branje (Utrecht University, the Netherlands), Wim Meeus (Tilburg/Utrecht University, the Netherlands), Wiebke Bleidorn (UC Davis, USA)

Opening the black-box of personality development in adolescence: Dynamic factors associated with personality stability and change

Paper 3

Richard Göllner, Sven Rieger, Marion Spengler, Benjamin Nagengast & Ulrich Trautwein (University of Tübingen, Germany), Jeffrey R. Harring (University of Maryland, USA)

The Consistency of Students' Personality When Getting a New Teacher

SY 6.2

Room: Leslokaal 1.1

Chair: Marta Miklikowska (Umeå University, Sweden) & Jana Vietze (Universität Potsdam, Germany)
Discussant: Karen Phaet (KU Leuven, Belgium)

Parents, Peers, Schools: Social Contexts as Resources for Adjustment of Ethnic Majority and Minority Youth

In increasingly diverse environments, social contexts are the key to fostering positive intergroup relations and well-being of majority and minority youth. Much of the existing research is cross-sectional, restricted to one level, and focused on isolated contexts. Therefore, there is a need to better understand the role of multiple, interrelated contexts for youth development. This symposium integrates findings on the role of parents, peers, and schools for youth development in times of diversity. It combines majority and minority perspectives from early to late adolescence in samples from Germany, Switzerland, the Netherlands, and Sweden. Aumann et al. relate family responsibilities to self-efficacy and exhaustion of minority and majority youth in Germany and Switzerland. Results show the unfairness of responsibility assignment in migrant and native youth and its negative effects on adjustment, particularly for younger adolescents. Thijs et al. relate perceived group discrimination and teacher characteristics to the adjustment of minority Muslim children in Islamic schools in the Netherlands. Results show that discrimination is negatively related to students' self-esteem and national identification but that teacher-student closeness diminishes this negative link. Vietze et al. present a longitudinal study of adjustment in Moroccan-Dutch minority youth. Results show that school functioning and quality of relationship with parents and friends facilitate youth orientation towards the mainstream, Dutch culture. Miklikowska et al. present two longitudinal, multi-level studies that look at the role of parents, peers, and classrooms for the development of intergroup attitudes in Swedish majority youth. Results show that parent and peers' anti-immigrant attitudes predict development of prejudice in adolescence and that classroom diversity reduces these negative effects. Results also show that classroom diversity facilitates cross-ethnic friendships that reduce prejudice development throughout adolescence. This symposium highlights the importance of multiple social contexts and interplay between them for positive development of majority and minority youth.

Paper 1

Lara Aumann & Peter F. Titzmann (Leibniz University Hanover, Germany)

Family responsibility and psychosocial development: A comparative study between German migrant adolescents in Switzerland, native German and Swiss adolescents

Paper 2

Jochem Thijs, Lisette Hornstra, & Fathima Zohra Charki (Utrecht University, the Netherlands)

Self-Esteem and National Identification in Muslim Youth: A Study among Islamic School Students and their Teachers in the Netherlands.

Paper 3

Jana Vietze, Linda Juang, & Maja K. Schachner (University of Potsdam, Germany), Wim Meeus, & Susan Branje (Utrecht University, the Netherlands)

Longitudinal Associations between Relational Support and Power, Acculturation, and School Functioning of Moroccan-Dutch Adolescents.

Paper 4

Marta Miklikowska & Andrea Bohman (Umeå University, Sweden)

The Role of Parents, Peers, and Classrooms in Development of Anti-Immigrant Attitudes in Adolescence

SY 6.3

Room: Leslokaal 1.3

Chair: Gerine M.A. Lodder (University of Groningen, the Netherlands)

Discussant: Luc Goossens (KU Leuven, Belgium)

Understanding social problems with different study designs

Social problems, such as being rejected, bullied, friendless or lonely, occur frequently in adolescence, and can have detrimental consequences for mental and physical health. Recent developments in study designs and analyses allow researchers to draw conclusions about the development, maintenance, and consequences of social problems that were previously not possible. This symposium describes four of these developments. Paper 1 (Maaïke Verhagen) examines the relation between loneliness and the Oxytocin Receptor gene (OXTR) using latent growth curve analyses and three genetic models. It demonstrates the merits of combining multiple genetic models when analyzing social problems, because not all models lead to the same conclusion, and especially single SNP studies may lead to imprecise conclusions. Paper 2 (Maurits Masselink) examines whether daily life experiences of acceptance and rejection lead to moment-to-moment changes in self-esteem, as predicted by Sociometer Theory, using Experience Sampling Methodology. It illustrates the importance of examining theories on social problems in daily life, because conclusions from longitudinal and experimental studies do not necessarily translate to this level. Paper 3 (Gerine Lodder) examines friendship experiences and loneliness using cross-sectional and longitudinal social network analyses. It demonstrates that the structural elements of the peer-network (e.g., centrality) and subjective perceptions of peer relations (e.g., friendship quality) should be examined in unison to understand the development and maintenance of social problems. Paper 4 (Tina Kretschmer) examines the associations between social problems in adolescence and functioning in adulthood (at ages 25, 42 and 51) using longitudinal models applied to three different datasets. It demonstrates how rich archived data are useful to understand long-term correlates of social problems in adolescence. Luc Goossens will discuss how these research designs and analyses can advance the field of peer research.

Paper 1

Maaïke Verhagen, Vink, J.M., Verweij, K.J.H. & Verhagen, M. (Radboud University, the Netherlands), Lodder, G.M.A. (University of Groningen, the Netherlands), Goossens, L., Verschueren, K., Colpin, H., Van Leeuwen, K., Van den Noortgate, W., Claes, S., Bijttebier, P., & Van Assche, E. (KU Leuven, Belgium) Oxytocin-Vasopressin Pathway Genes in Relation to the Development of Loneliness in Adolescents: A Multi-Method Genetic Approach

Paper 2

Maurits Masselink (University of Groningen, the Netherlands), R. van Gool, E. van Roekel, & J. Denissen (Tilburg University, the Netherlands) Reciprocal Associations Between Perceived Acceptance and Rejection and Self-Esteem in Daily Life Among Adolescents

Paper 3

Gerine M.A. Lodder, M. Verhagen & R. Veenstra (University of Groningen, the Netherlands) Friendship Experiences of Lonely Adolescents: A Social Network Approach

Paper 4

Tina Kretschmer (University of Groningen, the Netherlands) Are adolescent peer experiences important for adult social functioning? Results from three longitudinal cohorts

SY 6.4

Room: Leslokaal 2.1

Chair: Karine Verschueren (KU Leuven, Belgium)

Discussant: Bart Soenens (Gent University, Belgium)

Understanding the construct of conditional regard: developmental and contextual perspectives

Conditional regard (CR) refers to a controlling socialization strategy in which caregivers provide more regard than usual when children enact desired behaviors and less regard when they do not (Assor, Roth, & Deci, 2004). The construct has its roots in the work of Carl Rogers (1951), who articulated the key role of unconditional acceptance for individuals' personal growth and healthy development. Accordingly, empirical studies have confirmed the association of CR with mental health problems. However, previous research has remained largely cross-sectional and has mainly addressed the role of maternal CR. Further, the key proposition, based on self-determination theory (Ryan & Deci, 2017), that conditional regard has negative mental health consequences because it breeds individuals' contingent self-esteem (CSE) has not yet been put to the test. This symposium aims at advancing our understanding of the construct CR by bringing together four studies from four different cultural contexts (Germany, US, China, Belgium). The first (N = 218, Grade 5-10) examines the mediating role of parental academic CR and adolescent CSE in the intergenerational transmission of depressive symptoms. Using a short-term longitudinal design, the second study (N = 363 college students) examines whether maternal and paternal academic CR increase adolescent self-derogation after exams through increasing adolescent CSE. The third longitudinal study (N = 305 college students) tests whether parental CR reduces youth's tendency to adopt parental values by thwarting their need for autonomy. Finally, in the fourth paper the assumption is tested that teachers' academic CR sets the stage for academic CSE development, using a three-wave longitudinal (N = 821, Grade 7-9) and an experimental (N = 124, Grade 5-6) study. A leading researcher in the field of developmental and motivation psychology will reflect on how these findings further our understanding of the construct of CR and its developmental significance.

Paper 1

Sarah Teresa Steffgen, Nantje Otterpohl, & Joachim Stiensmeier-Pelster (Giessen University, Germany)
Intergenerational Transmission of Depressive Symptoms: The Role of Parental Academic Conditional Regard and Academic Contingent Self-Esteem

Paper 2

Avi Assor, Ohad Ezra, & Noam Yitshaki (Ben Gurion University, Israel) & Andrew Elliot (University of Rochester, USA)

The Emotional Costs of the Experience of Parental Conditional Regard in College

Paper 3

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

Parental Conditional Regard as a "Value Boomerang": Effects on Chinese Youth Agreement with Parental Values and Attitude toward Academic Dishonesty

Paper 4

Karine Verschueren, Sofie Wouters, Hilde Colpin, Koen Luyckx (KU Leuven, Belgium), & Sander Thomaes (Utrecht University, The Netherlands)

"My teacher likes me better when I have good grades": The impact of teachers' conditional regard on young adolescents' contingent self-worth

SY 6.5

Room: Leslokaal 2.2

Chair: Susanne Schulz (Utrecht University, the Netherlands)

Discussant: Elisabetta Crocetti (University of Bologna, Italy)

Meta-analytic approaches to social relationships and interactions in adolescence

This symposium presents novel meta-analytic findings from two European countries on interpersonal, behavioral, and clinical aspects that characterize and reflect social relationships in adolescence. In addition to bringing together new insights into adolescent social relationships and interactions from multilevel meta-analyses, three meta-analyses also provide insight into the longitudinal associations between relationship aspects within cross-lagged designs. Finally, this symposium provides some practical information about methodological aspects in (longitudinal) meta-analytic research. Specifically, the first two speakers focus on the quality of adolescent social relationships and their effects on adolescent development. Meta-analysis one examines longitudinal associations between adolescent relationships with parents and their relationships with romantic partners and peers. The results emphasize the need for positive parent-adolescent relationships to form and maintain positive romantic and peer relationships. Meta-analysis two investigates how positive and negative aspects of adolescent relationships with parents and peers relate to empathy. The results suggest that particularly adolescents who maintain positive relationships with their parents and peers are more likely to understand and care for others – an ability that is crucial for maintaining positive social relationships. The other two speakers focus on how social relationships affect adolescent behavior and psychopathological problems. Meta-analysis three further emphasizes the role of peers by examining the longitudinal effects of peer influence on adolescent behavior. The results indicate that (problem) behaviors in peers predict the same behaviors in adolescents. Consequently, disrupted social relationships can put adolescents at risk for adjustment problems. Meta-analysis four addresses two symptoms of such disrupted relationships by investigating the bidirectional longitudinal associations between loneliness and social anxiety. Results show that symptoms of loneliness and social anxiety are positively associated within and across time. Altogether, these meta-analytic findings highlight the importance of positive social relationships and interactions to help adolescents maintain healthy relationships and nurture positive development and functioning.

Paper 1

Susanne Schulz (Utrecht University, the Netherlands), Hana Hadiwijaya & Theo Klimstra (Tilburg University, the Netherlands), Stefanie Nelemans (Utrecht University, the Netherlands), Elisabetta Crocetti (University of Bologna, Bologna, Italy), Susan Branje & Wim Meeus (Utrecht University, Utrecht, the Netherlands)

A meta-analysis on the longitudinal associations between parent-adolescent relationships and adolescent peer and romantic relationships

Paper 2

Savannah Boele (Tilburg University, the Netherlands), Jolien van der Graaff, Minet de Wied & Inge van der Valk (Utrecht University, the Netherlands), Elisabetta Crocetti (University of Bologna, Italy) & Susan Branje (Utrecht University, the Netherlands)

Linking Parent-Child and Peer Relationship Quality to Empathy in Adolescence: A Multilevel Meta-Analysis

Paper 3

Matteo Giletta (Tilburg University, Tilburg, the Netherlands), Sophia Choukas-Bradley (University of Pittsburgh, USA), Marlies Maes (KU Leuven, Belgium), Ryn Linthicum (Florida State University, USA), Noel A. Card (University of Connecticut, USA), Mitchell J. Prinstein (University of North Carolina at Chapel Hill, USA)

When and to what extent do peers influence youth behavior? A review and meta-analysis of peer influence effects in childhood and adolescence

Paper 4

Marlies Maes (KU Leuven, Belgium), Stefanie A. Nelemans (Utrecht University, The Netherlands) & Sofie Danneel (KU Leuven, Belgium)

Loneliness and Social Anxiety Symptoms in Adolescence: A Meta-Analysis of Cross-Sectional and Longitudinal Associations

SY 6.6

Room: Leslokaal 3.1

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

Discussant: Patrick Leman (King's College London, United Kingdom)

Engaging Youth in STEM: Novel approaches outside the classroom

Research focused on broadening participation in the STEM workforce has led to calls for multi-faceted approaches to fostering persistence in STEM careers. Despite the availability of STEM jobs, high-achieving STEM students often pursue careers in non-STEM fields. Thus, the problem is, in part, a lack of STEM motivation and interest and limited opportunities to learn. This symposium approaches this issue from two directions; first examining issues that may lead to disengagement with STEM, and second, examining the motivational benefits of STEM experiences outside of the classroom. First, Skipper presents evidence from a unique project where adolescents are challenged to write a novel in a week. Thematic analysis of these novels reveals that adolescents distrust both scientists, and science at large. Following this, Heynes uses twin data to assess the impact of peer groups upon maths competencies and STEM field of study. This paper disentangles the impact of socialisation and peer groups on STEM study decisions. Together these papers highlight problems for STEM engagement in adolescence, particularly in formal contexts. Informal science contexts can provide a means to challenge problems with STEM engagement. McGuire and colleagues examine how adolescent educators in informal science sites can foster STEM engagement. Visitors to these sites showed improved science engagement and less use of stereotyping around science following an interaction with an adolescent educator. Goff and colleagues present evidence that participation in such youth educator roles can lead to tangible benefits for undergraduates. Specifically, undergraduates who participated in an informal science program reported higher educational aspirations and perceived STEM confidence compared to those who had not participated. This symposium presents new findings drawing on developmental and educational psychology theories to answer important questions regarding STEM engagement in both formal and informal settings. Together these papers give a cohesive overview of some of the issues faced by educators and psychologists interested in STEM engagement and changing attitudes around science.

Paper 1

Yvonne Skipper, Richard Seymour (Keele University, United Kingdom), Joseph Reddington (E-quality Time, United Kingdom), Patrick Leman (King's College London, United Kingdom)

A novel way to explore young people's views of scientists via their writing

8.30 - 10.00

Paper 2

Stefanie Heyne (LMU Munich, Germany)

Gender differences in math performance and STEM participation. What can we learn from twin studies?

Paper 3

Luke McGuire (Goldsmiths, University of London, United Kingdom), Eric Goff (University of South Carolina, USA), Adam Hartstone-Rose, Kelly Lynn Mulvey (North Carolina State University, USA), Matt Irvin (University of South Carolina, USA) & Adam Rutland (Goldsmiths, University of London, United Kingdom)

STEM attitudes and knowledge: The effect of adolescent volunteers in informal science learning sites

Paper 4

Eric Goff (University of South Carolina, USA), Luke McGuire (Goldsmiths, University of London, United Kingdom), Adam Hartstone-Rose, Kelly Lynn Mulvey (North Carolina State University, USA), Matt Irvin (University of South Carolina, USA) & Adam Rutland (Goldsmiths, University of London, United Kingdom)

The Role of Informal Youth STEM Program Participation in Undergraduate Student STEM Interest

TS 6.7 Sexual behaviors, attitudes and identities among adolescents from different cultures

Room: Leslokaal 3.2

Chair: Jorge Gato (Universidade do Porto & Universidade Lusófona do Porto, Portugal)

Discussion will be interactive with the audience

Sexuality encompasses a set of emotions, behaviors, and attitudes that are associated not only to reproduction but also to developmental, social and cultural patterns. Several challenges characterize sexuality in adolescence and the four papers in this session explore some of these issues. In the first presentation, perceptions of lesbian, gay, bisexual, trans, and intersex (LGBTI) Portuguese adolescents about the school climate will be presented. The second presentation will explore attitudes about appropriate sexual behavior in a sample of Dutch adolescents. Experiences with first sexual intercourse among high-school students from Spain, Peru and Mexico are the theme of the third presentation. The final presentation will look at the challenging role for adolescent bystanders of sexual harassment within their peer group in Israel. The papers in this session will thus look at sexuality among adolescents from diverse cultural contexts, using different methodologies.

Paper 1

Jorge Gato (Universidade do Porto & Universidade Lusófona do Porto, Portugal), Daniela Leal (Universidade do Porto, Portugal), Carla, Diogo Nunes (Instituto Universitário de Lisboa, Portugal), Telmo Fernandes (Ilga-Portugal), Cody Freeman & Oren Pizmony-Levy (Columbia University, USA)

Nurturing Lesbian, Gay, Bisexual, Trans, and Intersex (LGBTI) Adolescents' Growth: Perceptions About the School Climate in Portugal

Paper 2

Maud Hensums, G.J. Overbeek, & T.D. Jorgensen (University of Amsterdam, the Netherlands)

Not One Sexual Double Standard but Two: Attitudes about Appropriate Sexual Behavior in Dutch Adolescents

Paper 3

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

Experience with first sexual intercourse among high-school students from Spain, Peru and Mexico.

Paper 4

Dafna Zinn & Sophie D. Walsh (Bar Ilan Univer, Ramat Gan. Israel)

Adolescent bystanders of sexual harassment within their peer group

TS 6.8 Antecedents and consequences of personality and temperament in adolescence Room: Leslokaal 4.2

Chair: Yayouk E. Willems (Vrije Universiteit Amsterdam, the Netherlands)

Discussion will be interactive with the audience

Many parents hope and believe that they can help mold their children into well-adjusted adults who can regulate their impulses, who express their emotions and concerns adequately, and who can focus on career planning. However, adolescents are not passive recipients to their environment and adolescent' temperament can influence or evoke environmental responses. This symposium concerts contributions that investigate antecedents and consequences of personality and temperament in adolescence. First, Yayouk Willems will present a meta-analysis on the association between parenting and adolescent self-control across adolescence. Second, Oana Negru-Subtirica will talk about parental responsiveness and autonomy support as protective factors in decreasing adolescents' perfectionistic concerns and self-presentation. Additionally, she will present on career concern and confidence in adolescence and the longitudinal role of self-oriented and socially prescribed perfectionism. Last, Carola Pérez Ewert will talk about short-term trajectories of adolescents' adjustment and maladjustment indicators according to their temperament profiles.

Paper 1

Jian-Bin Li, Yayouk E Willems*, Marijn Stok, Maja Deković, Meike Bartels, & Catrin Finkenauer (Vrije Universiteit Amsterdam, the Netherlands)

Parenting and Adolescent Self-Control: A Multi-Level Meta-Analysis

Paper 2

Damian, L. E., Negru-Subtirica, O. (Babes-Bolyai University, Romania), Stoeber, J. (University of Kent, UK), &. Pop, E. I. (Babes-Bolyai University, Romania)

Parental responsiveness and autonomy support as protective factors in decreasing adolescents' perfectionistic concerns and self-presentation

Paper 3

Pop, E. I., Negru-Subtirica, O.* (Babes-Bolyai University, Romania), Stoeber, J. (University of Kent, UK) & Damian, L. E. (Babes-Bolyai University, Romania)

Career concern and confidence in adolescence: The longitudinal role of self-oriented and socially prescribed perfectionism

Paper 4

J. Carola Pérez Ewert (Universidad del Desarrollo, Chile), Camila Valdés (Pontificia Universidad Católica de Chile), Driceida Pérez & Javiera Astudillo (Universidad del Desarrollo, Chile)

Tracing the short-term trajectories of adolescents' adjustment and maladjustment indicators according to their temperament profiles

SY 6.9

Room: Leslokaal 4.3

Chair: Çisem Gürel (University of Amsterdam, the Netherlands) & Efstathios Grapsas (Tilburg University, the Netherlands)

Discussant: Sander Thomaes (Utrecht University, the Netherlands)

Everyday Narcissism in Children and Adolescents: Goal Strivings and Correlates

Individual differences in everyday narcissism—the tendency to view oneself as extremely important and deserving of special treatment—emerge in late childhood and peak in adolescence. Narcissism is marked by a desire for superiority, admiration and social status, and is often expressed through assertive and antagonistic interpersonal behaviors. Being high on narcissism levels might feel good, but it also has detrimental interpersonal consequences such as aggression and violence. What might then be the possible causes, correlates, and consequences of narcissism? This symposium brings together findings from four studies: (1) on the causal role of different comparison strategies (“I am better than others” versus “I am better than I was before”) on children’s and adolescent’s self-feelings and goal orientations, (2) on the implementation of a theoretical model of narcissistic admiration and rivalry, which has been exclusively studied among adults, in adolescence, (3) on the development of a novel pictorial questionnaire to test this theoretical model and its motivational correlates among children, and (4) on the consequences of gaining versus losing status on narcissistic children’s affective responses, indexed as facial muscle activity of liking and disliking. The overall findings are discussed from various theoretical angles to help foster a deeper understanding of everyday narcissism among youth.

Paper 1

Çisem Gürel, Eddie Brummelman (University of Amsterdam, the Netherlands), Constantine Sedikides (University of Southampton, United Kingdom), & Geertjan Overbeek (University of Amsterdam, the Netherlands)

Outperforming Past Selves: Temporal Comparison Raises Children’s Pride Without Triggering Superiority Goals

Paper 2

Radosław Rogoza (Cardinal Stefan Wyszyński University, Poland)

Adolescent Narcissistic Admiration and Rivalry

Paper 3

Maria Magdalena Kwiatkowska (Cardinal Stefan Wyszyński University, Poland)

Trying to capture bright and dark face of narcissistic kiddies: Psychometric properties of pictorial measurement of grandiose narcissism

Paper 4

Efstathios Grapsas (Tilburg University, the Netherlands), Eddie Brummelman (University of Amsterdam, the Netherlands), Hae Yeon Lee (University of Texas at Austin, USA), & Jaap Denissen (Tilburg University, the Netherlands)

Childhood narcissism as a moderator of responses to gaining and losing social status: An experimental-electromyography study

10.30 - 11.30

KN 3.1 Chair: Prof. Dr. Figen Çok (Başkent University, Turkey) Room: Auditorium 2

Prof. Dr. Lisa Crockett (University of Nebraska-Lincoln, USA)

Nurturing Sexual Health in Adolescence: Biology, Social Context, and Culture

Perspectives on adolescent sexuality that emphasize the risks and potential harm associated with adolescent sexual behavior are gradually being supplanted by approaches that frame sexual desire and behavior as a normal part of adolescent development, one which sets the stage for future sexual health and well-being. Such an orientation requires us to consider the factors that lead to responsible sexual behavior as well as those that create barriers to such behavior, and to consider how biological, contextual, and cultural factors operate in concert to shape adolescent sexual behavior, relationships, and self-concept. This presentation draws on recent evidence regarding adolescent reward seeking and self-regulation as well as emerging models of parenting and the role of cultural context to identify processes that may contribute to positive sexual experiences and outcomes for youth. The analysis reveals some directions for future research on positive adolescent sexuality as well as possible strategies for fostering sexual health in adolescents and emerging adults in diverse contexts.

11.30 - 13.15

Poster Session 3

Room: Restaurant

PO 3.01	Leah Wright (Concordia University, Canada)	The impact of state and trait self-esteem on the diurnal cortisol trajectories of preadolescents
PO 3.03	Viktoria Chubar (KU Leuven, Belgium)	Gene-Environment Interaction: New Insights Into Perceived Parenting Styles and Social Anxiety Among Adolescents
PO 3.04	Charlotte Maene (Ghent University, Belgium)	Oppositional school culture and minority students: investigating the Acting White thesis
PO 3.05	Jorge Gato (University of Porto, Portugal)	Psychological correlates of perceived ethnic discrimination in Europe: A meta-analysis
PO 3.06	Markus Ebeling (Philipps-University Marburg, Germany)	Comparison of Parental Expectations Between Chinese and German Parents
PO 3.07	Reiko Kawamura (University of Leuven, Belgium)	How mother and daughter in different cultures experience emotions and behave during conflicts.
PO 3.08	Suzan Çen (Hacettepe University, Turkey)	The Relationship between University Students? Self-Construal's and their Awareness and Beliefs of Intellectual Disability in Turkish Culture
PO 3.09	Tai-Chuan Chang (National Taiwan University, Taiwan)	Do Taiwanese Adolescents Believe in the Moral Significance of Effort and School Performance?
PO 3.10	Sofie Weyn (KU Leuven, Belgium)	Measuring Environmental Sensitivity in Adolescents: A Revision of the Highly Sensitive Child scale.
PO 3.11	Ba Tuan Vu (KU Leuven, Belgium & Hanoi National University of Education, Vietnam)	The Longitudinal Transactional Associations Between Beliefs Favoring Overt Aggression and Overt Aggressive Behavior in Vietnamese Youth
PO 3.12	Flore Geukens (KU Leuven, Belgium)	Methylation and Problem Behaviors in Adolescence: Examining Associations Across Multiple Levels of Analysis
PO 3.13	Serdar Körük (Eskisehir Osmangazi University, Turkey)	Family Relations in Psychological Problems of Adolescents: The Genogram as Instrument of Assessment
PO 3.14	Cemre Erten Tatli (Hasan Kalyoncu University, Turkey)	Assessing creative thinking skills of adolescents
PO 3.15	Esmâ Daşçı (Ankara University, Turkey)	Teacher's Unfair Treatment and Peer Harassment as Risks for School Engagement of Immigrant Adolescents
PO 3.02	Liat Hen-Herbst (University of Haifa, Israel)	Are there relationships between handwriting performance abilities and quality of life?
PO 3.16	Wan Ying Lee (Universiti Tunku Abdul Rahman, Malaysia)	Changing Malaysian Youth's Attitude Towards Deaf People Through Japanese Anime

11.30 - 13.15

PO 3.17	Emadaldin Ahmadi (Friedrich-Schiller-Universität Jena, Germany)	Evaluation of a training program for inductive reasoning with a particular emphasis on the specificity and stability of the effects, the socio-cultural context, and parental beliefs
PO 3.18	Kimberley Brioux (Université Toulouse - Jean Jaurès, France)	Assessing specific parental behavior in youth career development : First steps validation of « Parental Career-related Behaviours Questionnaire » in French context
PO 3.19	Kristin Gärtner Askeland (Uni Reserach Health, Bergen, Norway)	The psychometric properties of the Resilience Scale for Adolescents (READ). Comparing results from confirmatory factor analysis and exploratory structural equation modeling
PO 3.20	Salome Vanwoerden (University of Houston, USA)	Evaluating informant discrepancies in reports of borderline pathology among adolescent inpatients.
PO 3.21	Seda Sapmaz Yurtsever, Ege University, Turkey	Adaptation of Eating Expectancy Inventory to Turkish: Validity and Reliability Study
PO 3.22	Santiago Resett (Universidad Argentina de la Empresa, Argentina)	Temporal stability of victims and aggressors and their association with emotional and behavioral problems in Argentinean adolescents.
PO 3.23	Pei-Jung Yang (National Chengchi University, Taiwan)	Developmental trajectories and promoting factors of intentional self-regulation: A longitudinal study on Taiwanese adolescents
PO 3.24	Durdane Gümüştan (Ege Üniversitesi, Türkiye)	Perceived Economic Strain and Parent-Adolescent Relationships: The Mediational Role of Marital Conflict
PO 3.25	Goda Kaniusonyte (Mykolas Romeris University, Lithuania)	Adolescent-Parent Interaction in Family Decision Making on Pro-Environmental Lifestyle
PO 3.26	Ikeda, Y. (Wayo Women's University, Japan)	Relations of awareness of parental aging with gratitude to parents and filial responsibility in Japan: adolescence to early adulthood
PO 3.27	Marta Alcántara-Pasamontes (Universidad de Sevilla, España)	Perspectives on families of adolescents with mental health problems: A systematic review.
PO 3.28	Rukiye Kızıltepe (Ege University, Turkey)	Impulse purchase and parenting styles in emerging adulthood: The mediating role of self-efficacy and self-esteem
PO 3.29	Sevim Yıldız Aslan (Uludag University, Turkey)	Psycho-social adaptation of adolescent migrants: The importance of parental discrimination experiences and parent's peer management
PO 3.30	Şule Selçuk (Hacettepe University, Turkey)	How Adolescents Appraise Psychological and Behavioral Control? The Role of Maternal Warmth in Maternal Control Appraisals
PO 3.31	Alexandra Bochaver (National Research University Higher School of Economics, Russia)	Street activities among Russian adolescents in different generations

PO 3.32	Ewa Topolewska-Siedzik (Cardinal Stefan Wyszyński University, Poland)	Personality underpinnings of values priorities development in early and middle adolescence
PO 3.33	Francisco J. Nieto-Casado (Universidad de Sevilla, España)	The relationship between attachment and mindfulness during adolescence
PO 3.34	Georgios Georgouleas, (National and Kapodistrian University of Athens, Greece)	Greek adolescents' sex role identity
PO 3.35	JeeSeul, Ahn (Korea University, Republic of Korea)	The developmental trajectory of intrinsic and extrinsic values of early adolescents
PO 3.36	Joanna Fryt (Pedagogical University of Krakow, Poland)	Risk, rewards and cognitive control in adolescence: Testing behavioral predictions of the dual systems model
PO 3.37	Kai Hatano (Osaka Prefecture University, Japan)	The directionality of effects between identity processes and personality traits in adolescence: Examining between- and within-person associations
PO 3.38	Lotte van Doeselaar (Tilburg University, the Netherlands)	Distinctiveness as a Marker of Identity Formation
PO 3.39	Luigia Simona Sica (University of Naples Federico II, Italy)	Personal Skills for Optimal Identity Development: Creativity, Agency and Personal Growth Initiative for Adolescents
PO 3.40	Sergio Agnoli (Marconi Institute for Creativity, Italy)	An eyetracking exploration of the role of attention on creative thinking during development: the key role of pre-adolescence.
PO 3.41	Sheri Bauman (University of Arizona, USA)	Sexual Orientation Identity in Younger and Older Adolescents
PO 3.42	Antoinette M. Landor (University of Missouri- Columbia, USA)	Discrimination in all forms: Within-group discrimination among U.S. young adults of color
PO 3.43	Cristina Lopez-del Burgo (University of Navarra, Spain)	Adolescent psychological dating violence. Results from a cross-sectional study among high-school adolescents in Spain, Peru and Mexico.
PO 3.44	Daniel Graf (University of Vienna, Austria)	Empathy plays a more important role in cyberbullying than in traditional bullying
PO 3.45	Junki Kazama (Mie University, Japan)	The relationships between parenting and over-adaptation towards parents, peers, and teachers in Japanese early adolescents: Intervening fear of abandonment and maladaptive perfectionism
PO 3.47	Lebacqz Thérésa (Université Libre de Bruxelles, Belgium)	Do perceived relationships with teachers and classmates moderate the association between body mass index and health-related quality of life in adolescents?
PO 3.48	Marion Reindl (University of Salzburg, Austria)	Transmission of academic values in mathematics between friends

PO 3.49	Mónica Costa (University of Porto, Portugal)	Predictors of the quality of the relationship with caregivers in residential care
PO 3.50	Sara De Meyer (Ghent University, Belgium)	“Boys should have the courage to ask a girl out”: Gender norms in early adolescent romantic relationships
PO 3.51	Yasumasa Kosaka (Wako University, Japan)	The development of the English version of Scale of Immature / Mature Love (SIML-E)
PO 3.52	Beate Hygen (NTNU Social Science, Norway)	Computer Gaming and Athletic Self-concept - “ A prospective community study
PO 3.53	Drew P. Cingel (University of California, Davis, USA)	Understanding adolescents', young adults', and parents' health-related responses to 'tough topic media': A 5-country survey study
PO 3.54	Fabrizia Giannotta (Mälardalen University, Västerås, Sweden)	Online gambling: a new risk behavior in adolescence?
PO 3.55	Hsien-Ming Lin (KU Leuven, Belgium)	Social Media Use for Studying Aboard: Adaptation, Learning, and Social Capital A Study of Chinese Student Migrant in Belgium
PO 3.56	Tomoyuki Kanetsuna (Koshien University, Japan)	The trend of smartphone and the Internet usage among Japanese young adolescents, and its effects on their anonymity beliefs and moral disengagement

13.30 - 15.00

Symposia & Thematic Sessions

ISY 7.1 Room: Auditorium 3

Chair: Luc Goossens (University of Leuven, Belgium)

Discussant: Luc Goossens (University of Leuven, Belgium)

Gene-Environment Interplay in Adolescence: Gene-Environment Interactions and Methylation

It is widely assumed that problem behaviors in adolescence emerge through some sort of interplay between genes and the social environment. The traditional approach to studying such interplay concentrates on variations in a single gene that interact with environmental factors. This approach ignores the fact that problem behaviors are determined by multiple genes and that gene functioning (i.e., the degree to which the genetic code can be transcribed easily) is also associated with these problematic behaviors. The present symposium focuses on alternative approaches that try to remedy these shortcomings of current research. Studies 1 and 2 used summary measures of genetic risk across multiple genes (so-called genetic risk scores). Study 1 showed that higher levels of parental support were associated with lower levels of externalizing problems, but only at lower levels of genetic risk for inadequate dopamine signaling. Study 2 showed that greater genetic risk for major depressive disorder (MDD) was associated with higher levels of depressive symptoms, but only at high levels of maladaptive parenting. Studies 3 and 4 examined links between methylation (i.e., a process that negatively affects gene functioning) and adolescent problem behavior. Increased methylation is thought to be linked to negative environmental conditions. Study 3 found prospective links between chronic victimization during childhood and increased methylation in two stress-related genes, on the one hand, and adolescent anxiety, on the other hand. Study 4 examined concurrent links between parenting, attachment, and increased methylation in several stress-related genes, on the one hand, and internalizing problems (i.e., depressive symptoms, loneliness, and social anxiety) during adolescence, on the other hand. Implications of these findings for our understanding of gene-environment interplay as it contributes, in its various forms, to the emergence of problem behaviors in adolescence are discussed.

Paper 1

Martijn Van Heel, Patricia Bijttebier, Stephan Claes, Hilde Colpin, Luc Goossens, Wim Van Den Noortgate, Karine Verschueren, & Karla Van Leeuwen (University of Leuven, Belgium)

Parenting, Effortful Control, and Externalizing Problem Behavior: Moderation by Dopaminergic Genes

Paper 2

Stefanie A. Nelemans, Bochao Lin, Susan J. T. Branje, Marco Boks, Tineke Oldehinkel, Pol A. C. van Lier, & Wim H. J. Meeus (Utrecht University, the Netherlands)

Polygenic Risk for MDD Interacts With Maladaptive Parenting to Predict Adolescent Depressive Symptom Development

Paper 3

Marieke Buil, Charlotte Cecil, & Ted Barker (Vrije Universiteit Amsterdam, the Netherlands)

Impact of Bullying-Victimization on DNA Methylation of Stress-Related Genes and the Development of Anxiety: A Longitudinal Study from Birth to Adolescence

Paper 4

Flore Geukens, Magali Van de Walle, Filip Calders, Viktoriia Chubar, Tanya Van Aswegen, Sofie Weyn, Patricia Bijttebier, Karla Van Leeuwen, Wim Van den Noortgate, Stephan Claes, Guy Bosmans, & Luc Goossens (University of Leuven, Belgium)

Internalizing Problems in Adolescence: Methylation Across Time and Links with Stress Reactivity and Information Processing

SY 7.2

Room: Leslokaal 1.1

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

Discussant: Elizabeth Olivier (University of Montreal, Canada)

Understanding Student Engagement: Studying Teaching Practices Through Different Perspectives

Student engagement in classroom tasks and in academic curricula has far-reaching consequences for professional success and social well-being (Olsson et al., 2012; Rumberger & Rotermund, 2012). Engagement is students' active investment in everyday tasks, which indicates high underlying motivation. In the classroom, students' behaviors—e.g., participation, effort, and attention—and emotions—e.g., enthusiasm, interest, and boredom—are good indicators of active engagement in assignments and in learning (Fredricks et al., 2004). Yet, adolescents are at increased risk of lowering engagement over time (Archambault & Dupere, 2017). This is true for youth all around the world. There is thus a need to better understand how to support student engagement. Although a wide array of theoretical perspectives exists to explain the development of engagement and motivation, all agree on the major role played by the proximal environment. An important part of this environment is teachers and their actions in class. Even when craving autonomy and latitude, adolescents are highly sensitive to teachers' rules, expectations, and guidance, but also to investment, warmth, and support (Eccles et al., 1996; Roorda et al., 2011). Combining studies conducted in Europe and Asia, this symposium aims to investigate the specific role played by teachers to support adolescents' experience in school. In this symposium, we discuss how a variety of teaching practices—e.g., structure, autonomy support, warmth, conflict—influence the development of student engagement from a Self-Determination Theory perspective (Elizabeth Olivier) and from an Attachment Theory perspective (Maaïke Engels). Focusing on teacher support, we also investigate how it relates to engagement across three countries (Ridwan Maulana). Finally, a last study relies on Achievement Goal Theory to assess the specific role of teacher goal structure on student engagement (Noemie Baudoin). Overall, this symposium will show the universal importance of teachers' actions to promote their students' active investment and engagement.

Paper 1

Elizabeth Olivier (Univeristé Catholique de Louvain, Belgium & University of Montreal, Canada) & Benoit Galand (Université Catholique de Louvain)

What Matters and When Does It Matter? Cross-sectional and Longitudinal Associations between Teachers' Need-Supportive Practices and Student Engagement

Paper 2

Maaïke Engels, Bieke De Fraine, Jantine Spilt, Karine Verschueren (Katholieke Universiteit Leuven, Belgium)

The Role of Affective Teacher-Student Relationships in Adolescents' School Engagement and Achievement Trajectories

Paper 3

Ridwan Maulana (University of Groningen, the Netherlands), Yulia Irnidayanti (State University of Jakarta, Indonesia), Mercedes Inda Caro (University of Oviedo, Spain), Michelle Helms-Lorenz (University of Groningen, the Netherlands), Carmen-Maria Fernandez-Garcia (University of Oviedo, Spain)

Pupils' perceived academic engagement and teacher support: Perspectives from three cultural contexts

Paper 4

Benoit Galand & Noémie Baudoin (Université Catholique de Louvain, Belgium)

Do achievement goals mediate the effect of classroom goal structures on adolescents' emotional engagement?

SY 7.3

Room: Leslokaal 1.3

Chair: Elisabetta Crocetti (University of Bologna, Italy)

Discussant: Katariina Salmela-Aro (University of Helsinki, Finland)

The Multifaceted Nature of Adolescents' Identity

Identity formation is a core challenge for adolescents (Erikson, 1968; Luyckx et al., 2008; Meeus, 2011). In fact, developing identity implies exploring possibilities and making choices in multiple domains, as well as defining memberships across different social groups (e.g., Albarello, Crocetti, Rubini, 2018). This symposium addresses the multifaceted nature of identity considering multiple processes operating across different domains and contexts. Specifically, Zimmermann and colleagues present a longitudinal study in which they apply a sequence analysis perspective to the study of cultural (i.e., ethnic and national) and personal identity statuses among Swiss French-speaking adolescents. Sugimura et al. examine the mediating role of both personal and social identity in the link between attachment with parents and adjustment (i.e., career exploration and students' life satisfaction) in Japanese adolescents. Crocetti and collaborators unravel the longitudinal interplay between identity processes examined in the educational and interpersonal domains and satisfaction of identity motives (i.e., self-esteem, continuity, distinctiveness, meaning, efficacy, and belonging motives) in Italian adolescents. Finally, Erentaitė and colleagues present a longitudinal study on the links between identity processing styles (informational, normative, and diffuse-avoidant) and acquisition of pro-diversity and pro-equality values in Lithuanian adolescents. Overall, this symposium contributes to our theoretical understanding of the multifaceted nature of identity and advances recent works (cf. Crocetti & Salmela-Aro, 2018) aimed at proposing integrative perspectives on how different facets of identity are intertwined and affect youth development.

Paper 1

Grégoire Zimmermann, J.-P. Antonietti, G. Albert Sznitman, S. Van Petegem (University of Lausanne, Switzerland) & S. J. Schwartz (University of Miami, USA)

Cultural and personal identity statuses among adolescents in Switzerland: a sequence analysis perspective

Paper 2

Kazumi Sugimura, Tomotaka Umemura (Hiroshima University, Japan), Kai Hatano (Osaka Prefecture University, Japan) & Shogo Hihara (Hiroshima University, Japan)

Attachment, Personal and Social Identity, and Adjustment in Adolescence: Focusing on Mediating and Moderating Roles of Social Identity

Paper 3

Elisabetta Crocetti, Flavia Albarello (University of Bologna, Italy) & Vivian Vignoles (University of Sussex, UK)

Identity Processes and Satisfaction of Identity Motives: A Longitudinal Study

Paper 4

Rasa Erentaitė (Kaunas University of Technology, Lithuania), Rimantas Vosylis (Mykolas Romeris University, Lithuania) & Elisabetta Crocetti (University of Bologna, Italy)

When personal and social benefits align: Longitudinal associations of identity processing styles with pro-diversity and pro-equality values in adolescence

SY 7.4

Room: Leslokaal 2.1

Chair: Sonia Ranieri (Università Cattolica del Sacro Cuore, Piacenza, Italy)

Discussant: Femmie Juffer (Leiden University, the Netherlands)

Promoting internationally adopted adolescents' well-being: A resilient perspective

This symposium focuses on the promotion of internationally adopted adolescents' well-being. International adoption represents a worldwide phenomenon, with relevant social, psychological, political, and cultural implications. Nowadays an increasing number of adoptees are navigating through adolescence and emerging adulthood, unanimously considered critical transitions both for children and their family. Several studies focused on the psychosocial adjustment of adopted children during the first stages of the adoption transition, whereas less is still known about later stages of this transition. Moreover, in the past years there has been a push to assume a "resilience perspective": the focus was shifted from the child's outcomes to the factors and processes that contribute to variability and differences in the adjustment and positive development in adoption. Which are the factors and the resources that promote adoptees' well-being? This international symposium, bringing together four presentations from different countries using cross-sectional and longitudinal data, observational and self-reported measures, intends to identify some of these resources. Specifically, the first paper by Kristin Gärtner Askeland and colleagues investigates the relationship between resilience factors and mental health, comparing internationally adopted and non-adopted adolescents. The second presentation by Femmie Juffer and colleague assesses the influence of parental support, in terms of observed sensitive parenting, on internationally adopted children's positive social-emotional development. The third paper by Decarli and colleagues examines the link between attachment, mental health, and behavioral problems in adopted adolescents and adolescents with divorced

parents. The fourth presentation by Sonia Ranieri and colleagues deal with the influence of family relationships in promoting internationally adopted adolescents' well-being. The symposium will add knowledge to our understanding in the adoption field and will give practical implication for supporting both adoptive families and professionals.

Paper 1

Kristin Gärtner Askeland, Mari Hysing, Leif Edvard Aarø (Norwegian Institute of Public Health, Norway), Grethe S. Tell (University of Bergen, Norway), Børge Sivertsen (Norwegian Institute of Public Health, Norway) & Helse Fonna (Haugesund, Norway)

Resilience and mental health in internationally adopted adolescents

Paper 2

Femmie Juffer & Anja van der Voort (Leiden University, the Netherlands)

The Role of Sensitive Parenting for Adopted Adolescents' Attachment and Problem Behavior

Paper 3

Alessandro Decarli (University of Luxembourg, Luxembourg), Blaise Pierrehumbert (University of Lausanne, Switzerland) & Claus Vögele (University of Luxembourg, Luxembourg)

Mental health and wellbeing in adopted adolescents and adolescents with divorced parents: Preliminary results of ATTACH

Paper 4

Sonia Ranieri, Rosa Rosnati, Elena Canzi, Francesca Danioni, & Laura Ferrari (Università Cattolica del Sacro Cuore, Piacenza, Italy)

Adoptive families facing adolescence: What counts for children's well-being?

TS 7.5 Coming of Age in a Context of Adversity

Room: Leslokaal 2.2

Chair: Hend Eltanamly (University of Amsterdam, The Netherlands)

Discussion will be interactive with the audience

Adverse life conditions impact adolescents' adjustment, yet questions remain about the processes underlying how adverse life conditions cast their effect on adolescents' internalizing and externalizing problem behavior. This knowledge is vital, first to learn more about the different risk and protective factors; and second to guide intervention work aimed at improving the wellbeing of adolescents under such adverse conditions. In this symposium we are going to illustrate how adverse life conditions; such as child abuse and domestic violence; living in social-care facilities; economic hardships; and war exposure, can adversely impact adolescents' adjustment. In addition, we are going to highlight specific parenting practices that seem protective for children in such adverse conditions. The first presentation, using a control condition, examines the relation between adverse childhood experiences, aggression-justifying-beliefs and reflective-functioning and externalizing problems in adolescents. The second presentation adopts a longitudinal design (1-year follow-up) to test the mediating roles of (1) mothers' reports of perceived emotional distress and (2) mothers' behaviors (support, authoritative control and restrictive control) on the association between economic hardships and adolescents' internalizing and externalizing problem behaviors. The third presentation adopts a cross-sectional design to uncover the interplay of living conditions (with family, or under state care), social support, and temperament in predicting adolescents' well-being. Finally, the last presentation is a mixed-methods systematic review which (1) quantitatively examines how war-exposure shapes

parenting behavior; and whether parenting behavior explains some of the well-known associations between war-exposure and children's adjustment; and (2) meta-synthesizes the qualitative evidence answering when and why parenting practices might change for war-affected families. In sum, these presentations inform us that children living in such adverse conditions run a risk of developing a range of internalizing and externalizing problem behaviors. Parental and peer support, as well as adequate behavioral control seem to be associated with less internalizing and externalizing problem behaviors. Intervention efforts need to be directed towards enhancing parental and peer support which adolescents are receiving, as well as empower parents with appropriate behavioral control techniques. Future research needs to distinguish between different types of adverse life experiences and their possible impact on parenting behaviors; as well as on adolescents' adjustment.

Paper 1

Ayşe Vildan Acar Bayraktar (Hacettepe University, Turkey) & Aysen Gure (Ankara University, Turkey)
Economic Hardship, Emotional Distress, Mother-Adolescent Relationship and Adolescents' Problem Behaviors: A Follow Up Study

Paper 2

Hend Eltanamly, Patty Leijten, Suzanne Jak, & Geertjan Overbeek (University of Amsterdam, The Netherlands)
Parenting in Times of War: Meta-Analytical Structural Equation Modeling and Qualitative-Synthesis of how War-Exposure Affects Parenting and Youth Adjustment

Paper 3

Asta Adler, Lina Gervinskaitė-Paulaitienė, Rasa Barkauskienė, Danguolė Čekuolienė (Vilnius University, Lithuania)
The predictive role of adverse childhood experiences, aggression justifying beliefs and reflective function in externalizing problems of adolescents

Paper 4

Seren Güneş, Aybegüm Memişoğlu Sanlı, (Middle East Technical University, Turkey), Sema Erel Gözağaç, (Hacettepe University, Turkey), Sibel Kazak Berument (Middle East Technical University, Turkey)
Well-being among Children under Social Service Care: Preliminary Analyses for the Interplay of Social Support and Temperament

SY 7.6

Room: Leslokaal 3.1

Chair: Flavia Albarello (University of Bologna, Italy) & Katharina Ekstein (Friedrich-Schiller University Jena, Germany)

Discussant: Burkhard Gniewosz (Universität Salzburg, Austria)

Towards Promotion of Social Inclusiveness and Reduction of Prejudice in Adolescence

This symposium aims at bringing together research from different perspectives on promotion of inclusiveness and reduction of prejudice held by majority adolescents towards minorities. Taking a developmental perspective, Klimstra and colleagues analysed the role of extremist attitudes in terms of high social dominance orientation and right-wing authoritarianism on identity formation processes. They found that relative increases in social dominance orientation were significantly correlated with

changes toward a relatively more negative identity, and that social dominance orientation predicted negative relative changes in identity. From a social-cognitive perspective, Albarello and colleagues considered how individual and cognitive factors affect prejudice towards migrants and social inclusiveness. They found that social dominance orientation was longitudinally and positively associated with prejudice, whereas multiple categorization (the ability to recognize migrants' multiple belongingness) was negatively associated with it. Importantly, these effects on adolescents' social inclusiveness were mediated by prejudice. Bayram Özdemir and colleagues examined the change of adolescents' attitudes toward immigrants and whether school context (friends' views about immigrants; cooperative and socially cohesive classroom environment) play a role in the development of positive attitudes. They found that adolescents who decreased their positive view of immigrants and those who maintained a negative view had friends with less positive attitudes toward immigrants and also perceived their classroom environment as less cooperative and socially cohesive. The contribution by Johnson focused on White majority adolescents and their tendency to endorse life goals related to reducing societal inequalities (helping goals; social justice goals), compared to Black minority adolescents. Her evidence suggests that White adolescents endorse social justice goals to a lower extent than Blacks. Differences were not found for most of general helping goals. Overall, these contributions shed new light on factors associated with development of prejudice towards minorities in adolescence.

Paper 1

Theo A. Klimstra (Tilburg University, The Netherlands), Bart Duriez (Karel De Grote Hogeschool, Belgium), Koen Luyckx (KU Leuven, Belgium)

Identity Formation as a Vulnerability Factor for Endorsing Extremist Views? Longitudinal Linkages of Social Dominance Orientation and Right-Wing Authoritarianism with Identity

Paper 2

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

Social Inclusiveness as Affected by Multiple Categorization, Social Dominance Orientation and Prejudice towards Immigrants: A Longitudinal Study

Paper 3

Sevgi Bayram Özdemir, Metin Özdemir, Liliia Korol, & Håkan Stattin (Center for Developmental Research - Örebro University, Sweden)

How Do Swedish Adolescents' Attitudes toward Immigrants Change over Time? Role of Peers and Classroom Social Context

Paper 4

Sara K. Johnson (Tufts University, United States of America)

Characteristics of White American Adolescents Who Make Commitments to Social Justice

SY 7.7

Room: Leslokaal 3.2

Chair: Suzanne van de Groep (Leiden University, the Netherlands)

Discussant: Berna Güroğlu (Leiden University, the Netherlands)

An integrative approach to prosocial behavior across adolescence: Insights from environmental factors, individual differences, and neural correlates

Across adolescence, prosocial behavior (i.e., behavior that benefits others) plays an important role in creating and maintaining positive, stable relationships with peers, parents, and others. Prosocial behavior is a complex, multifaceted construct that can take various forms (e.g. donating or sharing), while being influenced by individual (e.g. personality, mood) and environmental (e.g. interaction partner, family influence) factors. Another line of research has focused on the relationship between prosocial behavior and the function and structure of brain regions associated with social behavior and cognition. Earlier results indicated that this behavior-brain relationship is also subject to individual differences. To address these points in our symposium we will discuss various factors that can influence prosocial behavior and its neural correlates across adolescence. We focus on various sub-types of prosocial behavior, with participants being asked to either donate money to another party, or with participants being given the opportunity to win money for themselves or for another party. In the first paper, which focuses on pre-adolescence, the relationship between prosocial behavior and the structure of social brain areas will be discussed, as well as the heritability of this brain-behavior relationship. In the second paper, adolescents' (aged 9 – 18) neural activation between winning for oneself or for family members will be investigated, with a focus on individual differences in neural activation. In the third paper, the relationship between adolescents' (aged 12 – 17) donating behavior towards various parties, as well as the relationship with personality characteristics, will be explored. Finally, in the fourth paper, which focuses on adolescents aged 11 – 21, the relationship between winning money for oneself and donating money to charity will be presented. Together, these four papers will provide insight in the various factors that influence prosocial behavior and its neural correlates from pre-adolescence to late adolescence.

Paper 1

Mara van der Meulen, Lara M. Wierenga, Marinus H. van IJzendoorn, & Eveline A. Crone (Leiden University, the Netherlands)

Heritability of prosocial behavior and structure of the social brain in pre-adolescence

Paper 2

Philip Brandner, Kiki Zanolie, & Eveline A. Crone (Leiden University, the Netherlands)

Affective neural representation of relationships within a family-triad during a vicarious reward task

Paper 3

Suzanne van de Groep, Kiki Zanolie, & Eveline A. Crone (Leiden University, the Netherlands)

Giving to Friends, Classmates, and Strangers in Adolescence

Paper 4

Jochem Spaans, Sabine Peters, & Eveline A. Crone (Leiden University, the Netherlands)

Neural correlates of rewards for self and charity: prosocial development during adolescence

SY 7.8

Room: Leslokaal 4.2

Chair: Aniek Wols (Radboud University Nijmegen, the Netherlands)

Discussant: Andrew Przybylski (University of Oxford, United Kingdom)

Promoting emotional resilience through games for emotional and mental health

Video games have become a ubiquitous part of youth's lives, with 97% of youth playing video games regularly. They hold a big potential for teaching youth emotion regulation skills, contributing to youth's positive development. In addition, video games seem a promising new approach for delivering and scaling up interventions; they are intrinsically motivating, engaging, not stigmatizing, cost-effective and provide ample opportunities to practice newly learned resilience skills. Within the Behavioural Science Institute at the Radboud University, the Games for Emotional and Mental Health-lab (GEMH-lab; www.gemhlab.com) aims to disrupt the way mental health interventions are designed, delivered and experienced by developing and evaluating a wide range of games (both commercial and designed in-house). We validate our games and game mechanics with rigorous research designs (e.g., with Randomized Controlled Trials (RCTs)). Our goal is to provide youth with games that delight and empower them while also training emotional resilience skills. In this symposium, we present an overview of recent findings and insights based on a variety of research projects on games for emotional and mental health. In the first presentation, Marlou Poppelaars will present results from a RCT investigating two commercial video games as indicated depression prevention for youth. In the second presentation, Anouk Tuijnman will present results from a RCT investigating a game-based school program aimed at increasing mental health literacy, decreasing stigma and fostering social support among adolescents. In the third presentation, Joanneke Weerdmeester will present her research on biofeedback games for anxiety regulation. In the final presentation, Aniek Wols will present her research on a neurofeedback video game to prevent anxiety in young adolescents.

Paper 1

Marlou Poppelaars, Anna Lichtwarck-Aschoff & Isabela Granic (Radboud University, the Netherlands)
Commercial video games as indicated depression prevention for youth: A randomized controlled trial twelve month follow-up

Paper 2

Anouk Tuijnman, Marloes Kleinjan, Isabela Granic & Rutger Engels (Radboud University, the Netherlands)
Moving Stories, a game-based school program aimed at increasing mental health literacy, decreasing stigma and fostering social support among adolescents

Paper 3

Joanneke Weerdmeester, Marieke van Rooij, Rutger Engels & Isabela Granic (Radboud University, the Netherlands)
Biofeedback Video Games for Anxiety Regulation

Paper 4

Aniek Wols, Anna Lichtwarck-Aschoff, Elke A. Schoneveld, & Isabela Granic (Radboud University, the Netherlands)
In-game play behaviours during an applied video game for anxiety prevention predict successful intervention outcomes

TS 7.9 Disability and Chronic Illness in Adolescence

Room: Leslokaal 4.3

Chair: Eilis Hennessy (University College Dublin, Ireland)

Discussion will be interactive with the audience

This symposium brings together four papers that explore the challenges experienced by young people living with chronic disease and/or disability across the transition from early adolescence to emerging adulthood. The research was conducted with young people in Germany, Belgium and Ireland and includes studies with cross-sectional and longitudinal designs. Several common themes emerge from these papers particularly in relation to our understanding of the importance of young people's social relationships in predicting their quality of life and well being. The overall importance of social context is highlighted in the findings of De Clercq et al.'s research with young adolescents with cerebral palsy, which emphasises the importance of parenting behaviours and family involvement in predicting quality of life. This is echoed in the findings of Raymaekers et al. whose longitudinal research with adolescents and emerging adults with diabetes demonstrates the importance of social context (parents and peers) in predicting illness rejection and engulfment. Research by Piquart et al. found that adolescents with physical disabilities reported higher levels of emotional support when dealing with problems than their peers without disabilities, however, they also had a stronger tendency to present themselves in a favourable light. Social support also emerged as an important variable in emerging adults with a range of chronic health problems in Ireland. In this study, Nearchou et al. found that social support was a negative predictor of depression and stress. Together the findings emphasise the important role of parents and peers in providing support for adolescents with a wide range of disabilities and chronic health problems in order to support their self esteem and quality of life, as well as serving a protective function in relation to negative mental health outcomes.

Paper 1

Lana De Clercq, S. S. De Pauw & L. M. Dieleman (Ghent University, Belgium)

Behavioral Development and Quality of Life in Flemish Youth with Cerebral Palsy

Paper 2

Koen Raymaekers (University of Leuven, Belgium), Leen Oris & Sofie Prikken (University of Leuven, Leuven & Research Foundation Flanders, Belgium), Janne Vanhalst (University of Leuven & Ghent University, Belgium), Philip Moons (University of Leuven, Belgium & University of Gothenburg, Sweden), Eva Goossens (University of Leuven, Leuven & Research Foundation Flanders, Belgium), Ilse Weets (Free University Brussels, Belgium), & Koen Luyckx (University of Leuven, Belgium)

The relation between the social context and illness identity in adolescents and emerging adults with type 1 diabetes: A three-wave longitudinal study

Paper 3

Martin Piquart & Anika Behle (Philipps University, Germany)

Adolescents with and without Physical Disabilities – Which Processes Protect their Self-Esteem?

Paper 4

Finiki Nearchou, Amelia Campbell, Katie Duffy, Miriam Fehily, Holly Ryan, & Eilis Hennessy (University College Dublin, Ireland)

Stigma, social support and psychological well-being in disadvantaged youth with chronic conditions.

15.20 - 16.50

Symposia & Thematic Sessions

ISY 8.1 Room: Auditorium 3

Chair: Ersilia Menesini (EADP) & Aysun Dogan (EARA)

Discussant: Susan Branje (Utrecht University, the Netherlands)

Adolescence and new media - Joint EADP-EARA symposium

In developmental psychology, a growing body of research supports the idea that cultural change leads to cohort and time period differences in psychological characteristics and young people wellbeing (Twenge et al. 2018). One of the most relevant change nowadays impacting on children's development is young people's use of ICT and new media. From several statistics we know that more than 90% of European and western adolescents have access to smartphones, and use them frequently to receive and post messages on social media. The four contributions of this symposium will examine how new media might influence adolescents life in relation to their body image, cyberbullying and cybervictimization experiences, social identities and possible school trajectories and school wellbeing. In relation to these different outcomes, the first paper from de Vries and collaborators tries to understand the role of positive child-parent relationship as a protective factor for adolescents' body image. The second paper by Menesini and Palladino focuses on the role of adults' reaction (teachers and parents) to bullying and how these reactions may interact in order to reduce cyberbullying. The third paper by van Oosten will focus on critical use of ICT and specifically on engaging in counter-messages on social media as a way to promote online resilience. Finally the fourth paper will address the topic of ICT use and how different profiles of new media use can impact on school wellbeing and commitment.

Paper 1

Dian A. de Vries, Helen G. M. Vossen, & Paulien van der Boom (Utrecht University, the Netherlands)

Social Media and Body Image in Adolescence: The Protective Role of Parent-Adolescent Relationships

Paper 2

Ersilia Menesini & B.E. Palladino (University of Florence, Italy)

Parents' and teachers' reactions toward bullying: do they have an impact on cyberbullying?

Paper 3

Johanna M.F. van Oosten (University of Amsterdam, the Netherlands)

Online resilience: Understanding adolescent girls' engagement with counter-messages in social media

Paper 4

Katariina Salmela-Aro, Lauri Hietajärvi, Kai Hakkarainen & Kirsti Lonka (University of Helsinki, Finland)

Socio-digital participation and academic well-being

ISY 8.2

Room: Auditorium 4

Chair: Heidi Vandebosch (University of Antwerp, Belgium)

Discussant: Heidi Vandebosch (University of Antwerp, Belgium)

(Cyber-)bullying: the role of supportive environments and online social competences in promoting resilience

This symposium, with work from scholars from three different countries, looks at how (cyber)bullying can be addressed adequately. The first paper presents the results of two studies. The first study analysed the support requested by cyberbullying victims, and the support offered by peers on two online help fora: *Awel* (Belgium) and *Kindertelefoon* (The Netherlands). The second study investigated the frames that were used in news articles on celebrities' experiences with cyberbullying that appeared in two popular American teen magazines, i.e. *Seventeen* and *Twist*. Paper two focuses on the important role of bystanders, especially in the case of bias-based bullying, and looks at the potential of technological tools (i.e. a game) to promote positive bystandership. In the last paper, the attention shifts towards the role of online social competencies (OSC) as an important part of adolescents' overall media literacy and as a possible protective factor against cyberbullying experiences. This paper provides an overview of what OSC entail (according to the literature) and presents the results of a pilot study amongst 1.508 pupils from seven German schools, that aimed to develop a self-report measure for OSC. There will be plenty of time for discussion!

Paper 1

Heidi Vandebosch (University of Antwerp, Belgium), Sara Bastiaensens (Antwerp Management School, Belgium) & Gaëlle Ouvrein (University of Antwerp, Belgium)

How to cope with cyberbullying? A look at the advice offered by peers and celebrities

Paper 2

Roy A. Willems & Trijntje Völlink (Open University of the Netherlands), Maria Sapouna & Leyla Sapouna (University of the West of Scotland, UK) & Francine Dehue (Open University of the Netherlands)

Exploring the determinants of bystander intervention using a developmental intergroup approach

Paper 3

Ruth Festl (Leibniz-Institut für Wissensmedien (IWM), Germany)

Cyberbullying & Resilience: The Role of Online Social Competencies

SY 8.3

Room: Leslokaal 1.1

Chair: Saskia Kunnen (University of Groningen, the Netherlands)

Discussant: Luc Goossens (KU Leuven, Belgium)

Psychosocial Development in Adolescence: Insights from the Dynamic Systems Approach

On request of the series editor of the book series "the Studies in Adolescent Development" a book is being edited with the title "Psychosocial Development in Adolescence: Insights from the Dynamic Systems Approach". The contributors of this symposium are contributor in this project and they present a paper that is based on their chapter in the book. Both the book and this symposium start from the assumptions that adolescence can be seen as a transition period for multiple social and psychological processes, and that a dynamic systems approach is particularly suitable for understanding these transitions. The contributors will illustrate this by presenting their application of a dynamic systems approach in different domains of adolescent development. Ulas Kaplan conceptualizes moral motivation in adolescence and emerging adulthood as a complex dynamic system and as a process that gives rise to moral judgments and actions. He demonstrates that moral motivation consists of multiple structures that emerge in interaction with a specific context. Daphne van de Bongardt discusses youth sexuality as being characterized by multiple manifestations; linked to multiple ecological correlates; and developed through multiple pathways. She elaborates why and how this development should be studied as a complex dynamic system. Mandy van der Gaag describes how a conceptual dynamic systems model may contribute to the development of theory by demonstrating how a landscape model of identity helps to integrate different perspectives on identity development. Ole Gmelin studies real time characteristics of conversations between emerging adults, and he focusses on how liking your conversation partner is related to dynamic characteristics in turn taking.

Paper 1

Daphne van de Bongardt (Erasmus University Rotterdam, the Netherlands)

Youth's Sexual Relationships and Development: Improving our Understanding Through a Dynamic Systems Approach

Paper 2

Jan-Ole Harald Gmelin, E. Saskia Kunnen, & Peter de Jonge (University of Groningen, the Netherlands)

Taking Turns: The influence of complexity matching in turn-taking behavior on liking in speed-dating conversations of emerging adults.

Paper 3

Ulas Kaplan (Lesley University, USA)

The dynamic developmental complexity of moral motivation for adolescents and young adults

Paper 4

Mandy A.E. van der Gaag, Naomi M.P. de Ruiter, E. Saskia Kunnen, & Harke A. Bosma (University of Groningen, the Netherlands)

The landscape of identity: integrating commitment strength and quality within a developmental framework

SY 8.4

Room: Leslokaal 1.3

Chair: Elisabetta Crocetti (University of Bologna, Italy) & Oana Negru-Subtirica (Babes-Bolyai University, Romania)

Discussant: Wim Meeus (Utrecht University, the Netherlands)

Nurturing healthy identity formation: New insights from longitudinal studies

This symposium addresses the main theme of the conference, “Nurturing adolescent growth”, by focusing on how adolescents can face successfully their main developmental task, which is defining a clear identity (Erikson, 1968; Meeus, 2011). The symposium consists of four studies which share important theoretical and methodological similarities: they all conceptualize identity as a dynamic process (by applying dual cycle models; Crocetti et al., 2008; Luyckx et al., 2008) and adopt a longitudinal design. In addition to these similarities, each study brings novel insights on multiple relational and social factors that can affect identity formation and on the implications of developing identity reaching greater certainty. More specifically, Albert Sznitman et al. investigate the associations between personal identity and coparenting trajectories in Swiss French-speaking adolescents. Crocetti et al. examine the interplay between both family and peer relationships and identity processes in Italian adolescents. Kaniušonytė and Žukauskienė analyse how identity processes are linked to loneliness in Lithuanian adolescents. Finally, Negru-Subtirica et al. disentangle associations between identity styles and identity processes in the educational context. On the one hand, these four studies highlight the importance of the context for promoting healthy identity formation; on the other hand, they point to the positive implications that developing a secure sense of identity has for augmenting adolescents’ psychosocial functioning.

Paper 1

Gillian Albert Sznitman, J.-P. Antonietti, S. Van Petegem, G. Zimmermann & J. Darwiche (University of Lausanne, Switzerland)

And what about the coordination between parents? How adolescent personal identity trajectories relate to coparenting over time

Paper 2

Elisabetta Crocetti (University of Bologna, Italy), Giulia Barbero Vignola (Emanuela Zancan Foundation, Italy) & Monica Rubini (University of Bologna, Italy)

Identity Processes and Family and Peer Relationships: A Longitudinal Study on Identity Development-in-Context

Paper 3

Goda Kaniušonytė & Rita Žukauskienė (Mykolas Romeris University, Lithuania)

Identity processes and loneliness in adolescence: The bidirectional associations in a four waves longitudinal study

Paper 4

Oana Negru-Subtirica & Eleonora Ioana Pop (Babes-Bolyai University, Romania) & Elisabetta Crocetti (University of Bologna, Italy)

From styles to processes and back: How identity styles and educational identity processes reinforce each other in adolescence

SY 8.5

Room: Leslokaal 2.1

Chair: Karla Van Leeuwen (KULeuven, Belgium)

Discussant: Karla Van Leeuwen (KULeuven, Belgium)

Novel Themes and Approaches in Research on Parenting in Adolescence

Although peers become increasingly influential in adolescence, parents remain important in supporting adolescents in their development. However, little is known about how parenting evolves across adolescence. Another issue is that research on associations between parenting and adolescent well-being, has treated parents as one, homogeneous group, thus neglecting possible differences between families. Also, little attention has been devoted to how parents, grandparents and adolescents perceive parenting. And finally, many studies have investigated the unidirectional effect of parenting on adolescent well-being, whereas it is equally interesting to explore how the parent-adolescent and parent-parent relationship may affect parental well-being. This symposium goes into these topics in different international contexts: Belgium (Flanders), The Netherlands, and China. In all four papers questionnaire data are used, and parenting is related to well-being. The papers include different family members' perceptions of parenting. The first two papers investigate whether parenting is similar across families and whether different groups of parents can be distinguished, by combining a person-centered and a variable-centered approach in a longitudinal study with yearly data waves. Five parenting dimensions are examined: Support and Proactive, Punitive, Harsh Punitive and Psychological Control. The first paper uses subspace K-means clustering, a novel data analytic method, that allows the identification of distinct parent groups, but also looks at the associations between parenting dimensions within each cluster. The second paper uses latent class growth analyses to distinguish different parenting trajectory classes. The third paper investigates parenting in a Chinese context, where grandparents play an important role in child-rearing. It is examined whether a five-factor parenting model shows measurement invariance across informants (young adolescents, mothers, fathers, and grandparents). In the fourth paper, the adolescent-parent relationship, co-parent relationship and coping strategies are related to parenting-related well-being.

Paper 1

Filip Calders, Eva Ceulemans, Luc Goossens, Hilde Colpin, Wim Van Den Noortgate, Stephan Claes, Guy Bosmans, Patricia Bijttebier, Karine Verschueren, & Karla Van Leeuwen (KU Leuven, Belgium)

Adolescent Perspectives on Parenting Based on Subspace K-means Clustering

Paper 2

Martijn Van Heel, Patricia Bijttebier, Hilde Colpin, Luc Goossens, Wim Van Den Noortgate, Karine Verschueren, Karla Van Leeuwen (KU Leuven, Belgium)

Parenting and Externalizing Problem Behavior in Adolescence: Combining the Strengths of Variable-Centered and Person-Centered Approaches

Paper 3

Na Luo & Karla Van Leeuwen (KU Leuven, Belgium)

Young adolescents', parents' and grandparents' perspectives on parenting in the Chinese context: evaluating factorial structure, measurement invariance

Paper 4

Ilona De Rooij & Carolien Gravesteyn* (University of Leiden, The Netherlands)

How the Parent-adolescent Relationship Affects Well-being in Dutch Parents?

SY 8.6

Room: Leslokaal 2.2

Chair: Marieke de Bruine & Matteo Giletta (Tilburg University, the Netherlands)

Discussant: Tina Kretschmer (University of Groningen, the Netherlands)

Adolescents' integration in the peer group: A focus on neurobiological processes

With the transition to adolescence, youth develop a strong natural motivation to form and maintain positive relationships with their peers. Research has provided substantial evidence that adolescents who are well-integrated in the peer group can benefit from a unique developmental context. However, only recently the field of peer relations has begun to recognize the importance of considering adolescent neurobiological functioning to better understand the effects of these peer experiences. Collectively, the papers in this symposium offer important advances in this research area, by examining how adolescents' integration in the peer group is associated with physiological (Papers 1 and 2), neural (Paper 3) and psychobiological (Paper 4) processes. Notably, each of these papers addresses this issue by adopting state-of-the-art methodologies that combine intensive measurements, repeated assessments of physiological processes and sociometric nominations with functional magnetic resonance imaging, in different stages of adolescence. Paper 1 and 2 investigate possible biological pathways through which difficulties with peers may influence adolescent well-being. Paper 1 focuses on the longitudinal effects of peer rejection and victimization on systemic inflammation, while also looking at the role of self-conscious emotions. Paper 2 examines the association between relational victimization and autonomic nervous system functioning in a sample of early adolescents. Paper 3 uses functional magnetic resonance imaging to reveal how adolescents' neural responses to social rewards may be implicated in the formation and maintenance of positive peer relations. Finally, Paper 4 uses longitudinal social network analyses to examine the dynamic interplay between peer integration and experiences of pain in a unique naturalistic setting. In summary, findings from these studies show how adolescent peer experiences are interrelated with and may influence neurobiological processes at different levels of analyses. The importance of integrating novel findings from neuroscience into peer relation research will be discussed by an expert in the field of peer relations.

Paper 1

Marieke de Bruine, Matteo Giletta, Joanne M. Chung, & Jaap J. A. Denissen (Tilburg University, the Netherlands)

Examining the interplay between negative peer experiences and self-conscious emotions and their effects on physical health problems during adolescence

Paper 2

Pia Behnsen, Joanne Marieke Buil, Susanne Koot, Anja Huizink, & Pol van Lier (Vrije Universiteit Amsterdam, the Netherlands)

Heart Rate (Variability) and the Association Between Relational Peer Victimization and Internalizing Symptoms in Elementary School Children

Paper 3

Berna Güroğlu, Lisa Schreuders, & Rosa Meuwese (Leiden University, the Netherlands), Barbara Braams (Harvard University, USA), & Eveline Crone (Leiden University, the Netherlands)

I win – You win! The role of adolescent neural reward sensitivity in forming and maintaining peer relationships

Paper 4

Stephanie Burnett Heyes (University of Birmingham, UK), Per Block (ETH Zürich, Switzerland), & Lauren C. Heathcote (Stanford University, USA)

Social network response to pain in adolescence

15.20 - 16.50

SY 8.7

Room: Leslokaal 3.1

Chair: Burkhard Gniewosz (University of Salzburg, Austria)

Discussant: Petr Macek (Masaryk University, Brno, Czech Republic)

Civic Engagement in Adolescence and Early Adulthood

Democracies rely on active citizens as they contribute to communities' functioning and cohesion. Civic engagement as a construct includes various forms of involvement. This international symposium aims to further the understanding of factors contributing to behavioral and cognitive aspects of civic engagement. Using a person-oriented approach, the first paper from the Czech Republic aims to identify and to predict stable versus changeable longitudinal patterns of adolescents' democratic attitudes and civic participation. Comparing matched groups of non-volunteers as well as volunteers with a long and a short history of volunteering, the second paper from Germany tests if volunteering affects political outcomes, such as political self-concept and political participation in latent change models. The third paper, also from Germany, addresses the school-contexts from a multilevel perspective and investigates the links between classroom climate and classroom composition and the students' civic orientations. The fourth paper from Austria investigates the associations of young adults' conventionalism, the use of media sources (e.g., internet blog, newspapers, etc.) as providers of political information, and political self-efficacy. The symposium draws on longitudinal (papers 1, 2) and cross-sectional (papers 3, 4) datasets including German (papers 2, 3), Italian (paper 3), Swedish (paper 3), Czech (paper 1, 3), and Austrian (paper 4) samples covering the age span between adolescence and early adulthood. The papers apply state-of-the-art methods, such as latent change analyses (paper 1, 2), latent transition analyses (paper 1), propensity score matching (paper 2), multi-level analyses (paper 3), and path models (paper 4). The discussion will focus on integrating the multiple perspectives on civic engagement in terms of relevant precursors of civic engagement. Differences in the methodological approaches as well as the advantages and challenges of the "multicultural" perspectives on civic engagement can be discussed.

Paper 1

Jan Šerek, Hana Macháčková, & Martina Šmahelová (Masaryk University, Brno, Czech Republic)

Longitudinal analysis of the patterns of adolescents' civic participation and democratic attitudes: the role of individual characteristics, family, and school

Paper 2

Gabriela Gniewosz & Sabine Walper (German Youth Institute Munich, Germany)

Does volunteering really matter? A one-year study of engaged, not engaged and 'newly' engaged adolescents

Paper 3

Katharina Eckstein, Clara Mikolajczyk, & Peter Noack (Friedrich-Schiller University Jena, Germany)

Young citizens in school: Examining the effects of classroom composition and classroom climate on youth's civic orientations

Paper 4

Burkhard Gniewosz, Martin Fleidl, Anna Eder, & Dorian Spitzer (University of Salzburg, Austria)

Conventionalism, Media Use, and Political Self-Efficacy in Emerging Adults

SY 8.8

Room: Leslokaal 3.2

Chair: Jennifer Symonds (University College Dublin, Ireland)

Discussant: Ingrid Schoon (University College London, United Kingdom)

Engagement with Education and Career as a Developmental System: I Become Who I Am By Engaging With What I Do

This symposium focuses on how adolescents build their developmental pathways by actively engaging with their educational experiences and career identities. Involving samples from the Czech Republic, Italy and Ireland, the studies explore development in context, applying a lively set of theories to their findings and presenting a new conceptual model of career goal construction. First, agentic competencies of self-control, motivation, and school attachment are tested as predictors of teacher rated academic competence and school grade in Grade 6 and 7 adolescents in the Czech Republic, with results demonstrating the value of these non-cognitive competencies for academic attainment. Second, the development of these student engagement competencies is examined as a state-trait cycle, with pathway models testing the interactions between earlier traits, later situational engagement, and subsequent trait formation, in Ireland. Third, the role of family support before a mid-schooling transition is explored as a predictor of peer support and school satisfaction after transition, in Italy. The findings suggest that a system of emotional competence develops out of family support that is later applied to the peer setting, which in turn supports positive engagement with high school. Fourth, how adolescents use their competencies to formulate, strive for, monitor and revise career goals is examined, within a new conceptualisation that draws on theories of motivation, dynamic systems and contextual action. Across these presentations, the varied formation and application of engagement competencies within a developmental system is considered in depth, presenting a detailed study of adolescent development in context.

Paper 1

Filomena Parada, University of Jyväskylä, Finland

Filomena Parada (University of Jyväskylä, Finland), Saskia Kunnen (University of Groningen, the Netherlands) & Katariina Salmela-Aro (University of Helsinki, Finland)

Processes of Career Goal Construction During Adolescence and Young Adulthood: A Conceptualization

Paper 2

Alexander T. Vazsonyi & Magda Javakhishvili (University of Kentucky, United States) & Marek Blatny (Academy of Sciences of the Czech Republic)

Beyond Self-Control and Aptitude: Longitudinal Predictors of Academic Achievement

Paper3

Jennifer Symonds & Benjamin Torsney (School of Education, University College Dublin, Ireland)

From Trait to State Engagement and Back Again: Can a Single Lesson Impact the Development of Engagement as a Latent Quality in Early Adolescence?

Paper 4

Ugo Pace, Kore University of Enna, Italy

Ugo Pace, Alessia Passanisi, & Giulio D'Urso (Kore University of Enna, Italy) & Carla Zappulla (University of Palermo, Italy)

The Interplay Between Perceived Peer Support and Family Functioning on School Satisfaction During the Transition from Middle to High School

TS 8.9 Relationships with Peers and Friends during Adolescence

Room: Leslokaal 4.2

Chair: Grace Haejin Chung (Seoul National University, Republic of Korea)

Discussion will be interactive with the audience

As adolescence is a time of expanding social relations and learning how to make meaningful relationships with others, 'peer relationships' is an important topic to discuss in adolescent research. Adolescents have a need to belong yet yearn to practice their independence. Peer groups offer a context in which such contrasting needs can be met, and for this reason, adolescents tend to value peer groups more than other groups. The goal of this session is to share findings and insights gained from our own research that has examined various topics related to peer relations among adolescents in different countries. Specifically, it will be an opportunity to think about how moral development, school achievements, deviation, poverty and hygiene habits are linked to adolescents' peer relationships. The first presentation examines peer relations, activity fields, and moral development among adolescents. Linear growth models are utilized to study how change predict change. The second presentation will reflect on the lives of children at school by looking at how academic achievements affect peer relationships, which can vary depending on the contexts of the classrooms. The third one will discuss the effects of peer interactions on deviations. It will be a good time to think about the compliance-gaining tactics that affect deviations. Finally, the session will end with a study that has examined how poverty affects Korean adolescents' peer relationships and we will think about what we can do to help adolescents from low socioeconomic background. We believe it will be an interesting and fruitful session and look forward to your participation.

Paper 1

Alberto Chrysoulakis (Malmö University, Sweden)

Peers, activity fields, and moral development

Paper 2

Vera Titkova, Valeria Ivanushina, & Daniel Alexandrov (National Research University Higher School of Economics, St. Petersburg, Russia)

Academic success, friendship and antipathy among peers

Paper 3

Evelien M. Hoeben (University at Albany, USA) & Frank M. Weerman (NSCR & Erasmus University Rotterdam, the Netherlands)

Peer influence and adolescent deviance: Compliance-gaining tactics in adolescent peer interactions

Paper 4

Kyungsun Yang & Grace H. Chung (Seoul National University, Republic of Korea)

Is being poor associated with adolescent peer relationships? : Moderated mediation effects of hygiene habits and parental neglect

SY 8.10

Room: Leslokaal 4.3

Chair: Therése Skoog (University of Gothenburg, Sweden)

Discussant: Amaranta de Haan (Erasmus University Rotterdam, the Netherlands)

Multiple aspects of challenges to adolescent growth: Presentations from the Swedish LoRDIA project

Although risk behaviour sometimes can be regarded as normative, it can also pose a threat to adolescent growth. This symposium presents research that advances the understanding of adolescent risk behaviour development as connected to adolescent growth in several important ways.

Theoretically, the symposium is built on the idea of development as heterogeneous and dynamic process in context. Empirically, the symposium is based on data from the ongoing Swedish research program LoRDIA (Longitudinal Research on Development In Adolescence), in which health, school functioning, social networks and substance use are studied prospectively using multiple informants over the course of early- and mid-adolescence. Thus, the same adolescents partake in the four studies, but from multiple perspectives on risk development and using different methodological approaches. The first study focuses on common risk behaviours and examines interrelations over three time points between drunkenness, illegal drug use and delinquency using analytical techniques that separate within- from between-person variance. In the second study, the role of adolescent personality in risk behaviour is addressed. The main aim is to understand if the problem and/or the well-being dimension of mental health relate to early alcohol drinking and inebriation. Another aim is to provide a better understanding of how personality structures and potential measurement variances across gender relates to alcohol use. The third study focuses on social relationships, more specifically parent-child relationships, and examines transactional links between adolescent disclosure, parental solicitation, parental control and adolescent delinquency over time using analytical techniques that separate within- from between-person variance. In the fourth study, links between adolescents' developmental histories – specifically experience of child maltreatment – is studied in relation to school absenteeism and mental health, perceived school environment and peer victimization at school. An expert on the role of parenting and personality in adolescent risk behaviour development will discuss the four presentations.

Paper 1

Russell Turner (University of Gothenburg, Sweden)

Assessing reciprocal association between drunkenness, drug-use, and delinquency during early to mid adolescence: what does this tell us about traditional teenage 'risks' in the context of nurturing adolescent growth?

Paper 2

Karin Boson (University of Gothenburg, Sweden), Peter Wennberg (Stockholm University & Karolinska institute, Sweden), Kristina Berglund, & Claudia Fahlke (University of Gothenburg, Sweden)

Predicting alcohol use and inebriation through mental health problems, well-being and personality dimensions among young adolescents

Paper 3

Sabina Kapetanovic (Jönköping University and University West, Sweden), Therése Skoog (University of Gothenburg & Norwegian University of Science and Technology, Sweden), Margareta Bohlin (University of Gothenburg, Sweden) & Arne Gerdner (Jönköping University, Sweden)

Bidirectional Links between Adolescent Disclosure, Parental Solicitation, Parental Control and Adolescent Delinquency

Paper 4

Johan Hagborg, University of Gothenburg, Sweden

Johan Hagborg, Kristina Berglund, & Claudia Fahlke (University of Gothenburg, Sweden)

Evidence for a relationship between child maltreatment and absenteeism among high-school students in Sweden

17.00 - 18.00

KN 3.2 Chair: Prof. Dr. Susan Branje (Utrecht University, the Netherlands)

Room: Auditorium 2

Prof. dr. Eveline A. Crone (Leiden University, the Netherlands)

Adolescence as an important period for social-affective engagement: A view from neuroimaging studies

Adolescence is well known as a natural time for explorative learning, risk taking and sensation seeking. Brain imaging studies support a model of heightened reward sensitivity in mid-adolescence, which may explain certain adolescent specific vulnerabilities. However, the same neural responses that have previously been interpreted as adolescent specific vulnerabilities, such as increases in risk taking, may also provide opportunities for social learning, such as fast adaptation to different social contexts, forming friendships and close relationships and prosocial development. In this talk I will present a) how social reward sensitivity predicts risk taking and social-affective engagement, and b) results from longitudinal neuroimaging studies which are useful for understanding how individual trajectories predict future prosocial outcomes.

18.00 - 18.30

Room: Auditorium 2

Closing Session

Prof. dr. Wim Beyers (Ghent University, Belgium), conference chair

Prof. dr. Susan Branje (Utrecht University, the Netherlands), EARA president 2018-19 – 2019-20