



HELLENIC REPUBLIC  
National and Kapodistrian  
University of Athens  
— EST. 1837 —  
Department of Psychology



# 26<sup>th</sup> Biennial Meeting of the ISSBD

2022

International Society for the Study  
of Behavioural Development



# ISSBD Rhodes

19-23 June  
Greece

# 2022

[www.issbd2022.org](http://www.issbd2022.org)

**FINAL PROGRAM**

## Contents

Welcome Addresses .....	3
Committees .....	4-5
Conference Information .....	6-9
Ground Floor Plan .....	10
Sponsors and Exhibitors .....	11
Program at a Glance .....	12-19
Pre-Conference Workshops .....	20
Sunday, June 19 <sup>th</sup> , 2022 .....	20
Monday, June 20 <sup>th</sup> , 2022 .....	21-99
Tuesday, June 21 <sup>st</sup> , 2022 .....	100-179
Wednesday, June 22 <sup>nd</sup> , 2022 .....	180-253
Thursday, June 23 <sup>rd</sup> , 2022 .....	254-291
Poster Session 1 .....	292-303
Poster Session 2 .....	304-315
Poster Session 3 .....	316-325
Poster Session 4 .....	326-334
Poster Session 5 .....	335-347
Poster Session 6 .....	348-359
Poster Session 7 .....	360-364
Authors Chairs & Discussants index .....	365-402

## Welcome Addresses

Dear Colleagues, Students, and Friends,

It is our great honor to welcome you all here to the beautiful Greek island of Rhodes for the **26<sup>th</sup> Biennial Meeting of the International Society for the Study of Behavioural Development** (ISSBD), from June 19 to June 23, 2022. We know that many of you have traveled far and faced hurdles in organizing this trip, which makes your presence here even more meaningful.

The global pandemic forced the cancellation of the ISSBD 2020 conference and exacted an enormous toll worldwide. We are thus particularly delighted that this year, 4 years after the successful ISSBD conference in Australia, we are at last able to meet again in person.

We are confident that the breadth and depth of the rich invited program, and the numerous submitted symposia, poster presentations and round tables, will offer stimulating ideas and exchanges for everyone. Throughout these five days, you will also have many opportunities to meet and interact with leading scientists and researchers, reconnect with old friends and colleagues, and make new connections as well.

Outside of the meetings, we invite you to enjoy the social program, which presents our delectable Greek cuisine, and unique culture and arts, as well as Rhodes' endless beaches, wonderful weather, medieval old town, and panoramic landscapes.

With warmest wishes for an inspiring ISSBD 2022,

**Frosso Motti-Stefanidi**



ISSBD Conference Chair

**Toni Antonucci**



ISSBD President

## Committees

### Local Organizing Committee

National and Kapodistrian University of Athens, Greece

**Frosso Motti-Stefanidi**, Chair

**Vassilis Pavlopoulos**, Co-Chair

**Spyridon Tantaros**, Co-Chair

**Petros Roussos**  
**Asimina Ralli**

**Foteini Polychroni**  
**Tasos Ntalachanis**

### National Advisory Committee

#### GREECE

<b>Bonoti Fotini</b>	University of Thessaly
<b>Economou Alexandra</b>	National and Kapodistrian University of Athens
<b>Galanaki Evangelia</b>	National and Kapodistrian University of Athens
<b>Gonida Sofia-Eleftheria</b>	Aristotle University of Thessaloniki
<b>Hatzichristou Chryse</b>	National and Kapodistrian University of Athens
<b>Kokkinaki Theano</b>	University of Crete
<b>Makris Nikolaos</b>	Democritus University of Thrace
<b>Markodimitraki Maria</b>	University of Crete
<b>Petrogiannis Konstantinos</b>	Hellenic Open University
<b>Platsidou Maria</b>	University of Macedonia
<b>Pnevmatikos Dimitris</b>	University of Western Macedonia
<b>Kornilaki Aikaterini</b>	University of Crete

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<b>Demetriou Andreas</b>	University of Nicosia
<b>Fantis Kostas</b>	University of Cyprus
<b>Georgiou Stelios</b>	University of Cyprus
<b>Solomontos-Kountouri Olga</b>	Theological School of the Church of Cyprus
<b>Stavrinides Panayiotis</b>	University of Cyprus

### Scientific Committee

<b>Antonucci C.Toni</b>	University of Michigan	USA
<b>Motti-Stefanidi Frosso</b>	National and Kapodistrian University of Athens	Greece
<b>Ajrouch Kristine</b>	University of Michigan	USA
<b>Bornstein Marc</b>	National Institute of Mental Health	USA
<b>Bowker Julie</b>	University at Buffalo	SUNY
<b>Cheah Charissa</b>	University of Maryland, Baltimore	USA
<b>Chen Xinyin</b>	University of Pennsylvania	USA
<b>Cunha M. Josafá</b>	Federal University of Parana	Brazil
<b>Di_Dio Cinzia</b>	Università Cattolica del Sacro Cuore	Italy
<b>Foluke Akinsola Esther</b>	University of Lagos	Nigeria
<b>Goosens Luc</b>	Katholieke Universiteit Leuven	Belgium
<b>Hapunda Given</b>	University of Zambia	South Africa
<b>Jere-Folotiya Jacqueline</b>	University of Zambia	South Africa
<b>Koller Silvia</b>	Universidade Federal do Rio Grande do Sul	Brazil
<b>Lah Lo-oh Joseph</b>	University of Buea	Cameroon
<b>Malti Tina</b>	University of Toronto	Canada
<b>Marchetti Antonella</b>	Chinese Academy of Sciences	China
<b>Robinson Julie</b>	Flinders University	Australia
<b>Sang Biao</b>	East China Normal University	China
<b>Van Aken A.G. Marcel</b>	University of Utrecht	The Netherlands
<b>Walper Sabine</b>	Deutsches Jugendinstitut e. V	Germany
<b>Zimmer-Gembeck Melanie</b>	Griffith University	Australia
<b>Zukauskienė Rita</b>	Mykolas Romeris University	Lithuania

## Conference Information

### DATE OF THE CONFERENCE

The 26<sup>th</sup> Biennial Meeting of the ISSBD takes place from June 19<sup>th</sup>, 2022 to June 23<sup>rd</sup>, 2022

### OFFICIAL LANGUAGE

English will be the official language of the Conference.

### CONFERENCE VENUE

RODOS PALACE HOTEL  
Iraklidon Avenue (Trianton), Ixia, 85100 Rhodes, Greece,  
T: +30 22410 97222  
[www.rodos-palace.gr](http://www.rodos-palace.gr)

<b>Registration Desk</b>	Atrium Lobby - Outside Salon Des Roses Hall	Ground Floor
<b>Poster Area</b>	Atrium Lobby	Ground Floor
<b>Speakers Ready Corner</b>	Atrium Lobby	Ground Floor
<b>Meeting Rooms</b>	Jupiter Hall	Ground Floor
	Delphi Hall	Ground Floor
	Salon Des Roses (A + B)	Ground Floor
	Nafsika (A + B)	Ground Floor
	Nefeli (A + B)	Ground Floor
	Alpha	Mezzanine
	Gamma	Mezzanine

### REGISTRATION DESK - OPERATING HOURS

The Registration Desk will be open the following hours:

Sunday, June 19 <sup>th</sup> 2022	09:00	18:00
Monday, June 20 <sup>th</sup> 2022	08:00	18:30
Tuesday, June 21 <sup>st</sup> 2022	08:00	19:00
Wednesday, June 22 <sup>nd</sup> 2022	08:00	18:30
Thursday, June 23 <sup>rd</sup> 2022	08:00	14:00

### ONSITE REGISTRATION FEES

Registration Type	Onsite
Members ISSBD	500,00 €
Non Members	600,00 €
LOW-INCOME ECONOMIES	300,00 €
Students Members ISSBD	300,00 €
Early Career Scholars	300,00 €
Students Non Members	380,00 €
1 Day Registration	250,00 €
Accompanying Persons	150,00 €

### Registration Fees Include

- Admission to all sessions,
- Coffee breaks during the conference
- Welcome reception
- Farewell Party
- Accompanying person's registration fee includes all social events (Welcome reception, Farewell Party)

### NAME BADGES

Your personal Congress badge is your passport to the scientific sessions. Please wear your badge visibly at all times. Entrance to any area of the Congress will be permitted only to guests wearing the badges issued specifically for the occasion.

## ■ POSTER PRESENTATIONS

There are 7 poster sessions every day from Monday, June 20<sup>th</sup>, 2022 to Thursday, June 23<sup>rd</sup>, 2022.

Each poster will be displayed during a whole day at the conference. Each poster board will have a poster identification number.

Posters will be placed on the panels with double sided tape to be supplied by the Congress Secretariat. It is the Presenter's obligation to put up and also remove the poster from the panel. Posters left after the end of the congress will be disposed. The Congress Secretariat bears no responsibility for posters left behind.

Posters should be set up and dismantled on the following days and times:

### **Monday, June 20<sup>th</sup>, 2022 to Wednesday, June 22<sup>nd</sup>, 2022**

Posters will be placed between 08.00 and 08.30 am, each of these days.

Posters must be dismantled at the end of these days between 18.00 and 18.30 pm.

### **Thursday, June 23<sup>rd</sup>, 2022**

Posters will be placed between 08.00 and 08.30 am, and be dismantled at 15.00

### **Important:**

During poster sessions presenting authors are encouraged to stand by their poster in order to discuss their work with interested delegates.

## ■ VISUAL EQUIPMENT - TECHNICAL SECRETARIAT

All meeting halls are equipped with overhead and data projectors as well as PC for speaker's needs. All speakers are advised to rehearse their presentations prior to presenting them so as to avoid technical difficulties. All speakers are kindly requested to deliver their presentations to technical secretariat at least one hour prior to their presentation. Due to changes in computer configuration, laptops will not be accommodated.

## ■ CONFERENCE APPLICATION

You can download the mobile Conference App to explore Program, Agenda, Abstracts, News and Information about the Conference.

## ■ CERTIFICATE OF ATTENDANCE

Each registered participant will receive an official certificate of attendance after the Conference by e-mail.

## ■ SOCIAL EVENTS PROGRAM

### **Welcome Reception**

Conference Welcome Reception will take place on **Sunday, June 19<sup>th</sup> 2022 at 20:30** at the 12 NISSIA RESTAURANT DECK and the LAGOON AREA of Rodos Palace Hotel.

### **Gala Dinner**

Conference Official Gala Dinner will be hosted at the SUPER DOME POOL BAR in Rodos Palace Hotel on **Wednesday, June 22<sup>nd</sup>, 2022 at 21:00**. Dress: informal

### **Farewell Party**

The Organizing Committee will host a Beach Party on **Thursday, June 23<sup>rd</sup>, 2022** at the POOL AREA of Rodos Palace.

## Ground Floor Plan

## Sponsors and Exhibitors

### Ground Floor Plan



The Organizing Committee of the Conference would like to thank the following for their contribution:



# Program at a Glance

SUNDAY, JUNE 19<sup>th</sup>, 2022

	JUPITER HALL	SALON DES ROSES A HALL	NAFSIKA A HALL	NAFSIKA B HALL	NEFELI A HALL	NEFELI B HALL
exc	<b>REGISTRATION</b>					
09:00-18:00		<b>PRE CONFERENCE WORKSHOP 1</b> Benefits of SEM for Evaluating Developmental Processes: A Gentle Introduction Grandfield E., U	<b>PRE CONFERENCE WORKSHOP 2</b> Diversity and Relations with Peers Veenstra R., Laninga-Wijnen L.	<b>PRE CONFERENCE WORKSHOP 3</b> Open Developmental Science Van Aken M.	<b>PRE CONFERENCE WORKSHOP 4</b> Revise and Resubmit: Publishing and Reviewing Laursen B.	<b>PRE CONFERENCE WORKSHOP 5</b> From research to policy Verma S., & Smith P.K.
18:00-18:15	<b>OPENING CEREMONY</b>					
18:15-18:30	<b>SE-1 SPECIAL CELEBRATORY EVENT</b>					
18:30-18:45						
18:45-19:00						
19:00-19:15						
19:15-19:30						
19:30-19:45						
19:45-20:00	<b>KL-1 Resilience in Developmental Science: Pathways to Multisystem Intergration</b> Presenter: <b>A. Masten</b>					
20:00-20:15	<b>WELCOME RECEPTION</b>					
20:15-20:30						
20:30	<b>LEGEND</b>					
	<b>Keynote Lecture - KL</b>	<b>Invited Symposium - IS</b>	<b>Special Event - SE</b>	<b>Paper Symposium - SY</b>	<b>Poster Symposium - PS</b>	<b>Round Table Discussion - RT</b>
						<b>Poster Presentations - PO</b>

MONDAY, JUNE 20<sup>th</sup>, 2022

	JUPITER HALL	DELPHI HALL	SALON DES ROSES A HALL	SALON DES ROSES B HALL	NAFSIKA A HALL	NAFSIKA B HALL	NEFELI A HALL	NEFELI B HALL	ALPHA HALL	GAMMA HALL	JUPITER FOYER A	JUPITER FOYER B
08:30-10:00	<b>IS-1 EARA-ISSBD JOINT SYMPOSIUM</b> Identity Development in the Context of Daily Experiences, Life Events and Transitions - <b>Branje S.</b>	<b>IS-2</b> Looking Back and Thinking Forward. From Scientific Evidence to Interventions Promoting Resilience Among War-Traumatized Children and Their Families - <b>Oppedal B.</b>	<b>SY-001</b> Translating Developmental science into programs that improve children's lives: Illustrations from interventions that target early childhood education, parenting after divorce, and bullying and victimization - <b>Hoff E.</b>	<b>SY-002</b> -Sustainable development goals: Networks, partnerships and capacity building for Developmental Science - <b>Verma S. &amp; Petersen A. C.</b>	<b>SY-003</b> -Complexities in how parents and adolescents handle information management in their relationships - <b>Campione-Barr N.</b>	<b>SY-004</b> -The Development of Emotion Understanding – New Insights from Infant and Cross-cultural Research - <b>Möller C.</b>	<b>SY-005</b> -Measuring loneliness in adolescence - <b>Lorijn S.J.</b>	<b>SY-006</b> -Children's values development: Theoretical and empirical perspectives- <b>Benish-Weisman M.</b>	<b>SY-007</b> -Different programs for supporting students' self-regulated learning in school - <b>Kikas E.</b>	<b>SY-008</b> -The challenges of empowering the African woman, the Ghanaian example - <b>Intifal F.</b>		
10:15-11:15	<b>KL-2</b> Developmental Robotics for Language Learning, Trust and Theory of Mind - <b>Cangelosi A.</b>											
11:15-11:45	<b>Coffee Break - POSTER SESSION 1</b>											
11:45-13:15	<b>SE-2</b> Panel Discussion: Open Science - <b>Laursen B.</b>	<b>SY-009</b> Developing a rigorous evidence base on ECD in humanitarian contexts- <b>Wuerli A.</b>	<b>IS-3</b> Mother - Infant Synchrony: From Behaviors to Brains - <b>Esposito G.</b>	<b>SY-010</b> -Development and promotion of child social-emotional capacities - <b>Speidel R.</b>	<b>SY-011</b> -Early intervention for child internalizing problems in Australia, the United Kingdom, and the United States - <b>Rapee R.</b>	<b>SY-012</b> -Interventions that put emotion socialization theory to the test - <b>Havighurst S. S</b>		<b>SY-014</b> -Methodological challenges and suggestions to deal with nonlinearity in developmental processes - <b>Tagliabue S.</b>	<b>SY-015</b> -Wellbeing development in schools: The impact of student skills, schools-based supports, and covid-19 lockdowns - <b>Maynard A.</b>	<b>SY-016</b> -International perspectives on social and emotional development: Conceptual and practical considerations- <b>Da Cunha J.</b>	<b>PS-1</b> -Assessment of early childhood development and school readiness. Experiences from three Latin-American countries. - <b>Vásquez-Echeverría A.</b>	<b>PS-2</b> -Parenting and Parent-Child Relations - <b>Okpalaenwe E.</b>
13:15-14:15	<b>EARLY CAREER WORKSHOP 1</b>											
14:15-15:45	<b>LUNCH BREAK</b>											
14:15-15:45	<b>IS-4 SRCD-ISSBD JOINT SYMPOSIUM</b> Preparing for the Transition to Adulthood: Intrapersonal Strengths, Uncertainties, & Economic Contexts - <b>Hill N.E.</b>	<b>SY-017</b> -Personality traits in adolescence: Stability and change and consequences for psychopathology and resilience - <b>Shiner R. &amp; Motti - Stefanidi F.</b>	<b>SY-018</b> -Quality and impacts of phone-call based parenting support programs to support early childhood development in Low and Middle-Income countries - <b>Ramachandran A.</b>	<b>SY-019</b> -Parents and children in refuge: Impact of trauma and tailoring of parenting interventions for refugee parents and children - <b>Eltanamy H.</b>	<b>SY-020</b> -The development of religious beliefs and identity: Antecedents and consequences - <b>Kramer H.J. &amp; Dautel J.</b>	<b>SY-021</b> -Understanding how Parenting Programs work - <b>Lejten P.</b>	<b>SY-022</b> -The role of age in the effects of youths' and young adults' weapon exposure and weapon use - <b>Dubow E.</b>	<b>SY-023</b> -Effective online co-creation. - <b>Skipper Y. &amp; Pepler D.</b>	<b>SY-024</b> -Paternal and Romantic Partner Sensitivity across Cultures - <b>Brown G.L.</b>	<b>SY-025</b> -Mental state knowledge and morality in multiple contexts - <b>Sodian B.</b>		
15:45-16:15	<b>Coffee Break - POSTER SESSION 2</b>											
16:15-17:15	<b>KL-3</b> Missing Persons - <b>Harris P.</b>											
17:15-18:45	<b>IS-5</b> Overcoming the Treatment Gap: Reaching Refugee Children through Community-Based Mental Health Intervention - <b>Pluess M.</b>	<b>SY-026</b> -The school bullying research program: Development and critiques - <b>Smith P.K.</b>	<b>RT-1</b> -Healing for Black American Youth: Clinical, Academic, Community, and Familial Strategies to Combat Inequality - <b>Anderson R.</b>	<b>SY-027</b> -Understanding and Promoting Sustainable Development during Adolescence - <b>Spitzer J. &amp; Van de Wetering J.</b>	<b>SY-028</b> -Bias-based bullying and victimization: The importance of individual and school level factors - <b>Bayram Özdemir S.</b>	<b>SY-029</b> -Paternal and maternal influences on child development: African, Asian, European, and North American contexts - <b>Li X.</b>	<b>SY-030</b> -What happened to the idea development? Countering simplifications, and examples of innovative application of this old idea - <b>Boom J.</b>		<b>SY-032</b> -New insights into children's emotional functioning: Basic, applied, and cross-cultural perspectives - <b>Baardstu S.</b>	<b>SY-033</b> -The development of prosociality in early childhood: Social influences and mechanisms - <b>Daniel, E. &amp; Aram D.</b>		
	<b>LEGEND</b>											
	<b>Keynote Lecture - KL</b>	<b>Invited Symposium - IS</b>	<b>Special Event - SE</b>	<b>Paper Symposium - SY</b>	<b>Poster Symposium - PS</b>	<b>Round Table Discussion - RT</b>	<b>Poster Presentations - PO</b>					

# Program at a Glance

TUESDAY, JUNE 21<sup>st</sup>, 2022

	JUPITER HALL	DELPHI HALL	SALON DES ROSES A HALL	SALON DES ROSES B HALL	NAFSIKA A HALL	NAFSIKA B HALL	NEFELI A HALL	NEFELI B HALL	ALPHA HALL	GAMMA HALL	JUPITER FOYER A	JUPITER FOYER B
08:30-10:00	<b>IS-6</b> EADP - ISSBD joint symposium - Personality traits in childhood, adolescence, and adulthood - <b>Van Aken M.</b>	<b>SE-3</b> Symposium- From science to policy and practice: Key factors for successful implementation of innovations - <b>Spiel C. &amp; Hatzichristou C.</b>	<b>SY-034</b> -Is peer status a predictor or an outcome of aggressive and prosocial behavior in adolescence?- <b>Garandeu C. F.</b>	<b>SY-035</b> -Revisiting core constructs in peer relationships - <b>Laursen B. &amp; Güroglu, B.</b>	<b>SY-036</b> -A focus on adolescent development: The impact of individual, family, school, peer, and culture characteristics - <b>Di Giunta L.</b>	<b>SY-037</b> -Mother-child biobehavioral coregulation in the U.S. and Chinese families- <b>Feng X.</b>	<b>SY-038</b> -Cultural differences in children's self-development - <b>Tang Y.</b>		<b>SY-040</b> -Towards improving the worlds of children under 3: Innovations in measuring development, home, and child care experiences - <b>Janus M.</b>	<b>SY-041</b> - Bullying and Cyberbullying: Risk and protective factors for involvement - <b>Romera E.M.</b>		
10:15-11:15	<b>KL-4</b> Joint event ISSBD -ICDSS - The Implications of the Climate Crisis for Human Development and for Developmental Scholars - <b>Sanson A.V.</b>											
11:15-11:45	Coffee Break - POSTER SESSION 3											
11:45-13:15	<b>SE-4</b> Symposium- Using Big Data for the Study of Individual Behavior Development - <b>Schoon I.</b>	<b>IS-7</b> Socio-Cognitive Competencies and Child-Robot Interaction - <b>Itakura S. &amp; Marchetti A.</b>	<b>SY-042</b> -New directions in the study of child and adolescent friendships - <b>Bukowski W.</b>	<b>SY-043</b> -Children's and adolescents' approaches to social and economic inequalities: Insights from diverse cultural contexts - <b>Gonul B. Killen M.</b>	<b>SY-044</b> - Exploring reserve across the life span and across life domains. <b>Webster N. J. &amp; Gonzalez R.</b>	<b>SY-045</b> -The intertwined effects of family interactions and adolescent internalizing and externalizing problems - <b>Hale W. W. &amp; Mastrotheodoros S.</b>	<b>SY-046</b> -Stress and social relations in context - <b>Ajrouch K.J.</b>	<b>SY-047</b> -Diversity in context: Intergroup relations and adjustment of majority and minority adolescents - <b>Bobba B.</b>	<b>SY-048</b> -Theory of Mind (ToM) in the life-span: Individual differences across different phases of life and promotion of ToM abilities in real life - <b>Bianco F. &amp; Castelli I.</b>	<b>SY-049</b> Advances in the study of affective development and well-being across adulthood: Methodological, motivational, and contextual considerations - <b>Luong G. &amp; Riediger M.</b>	<b>PS-3</b> -Improving School Performance and Academic Achievement in rural Côte d'Ivoire <b>Malti T. &amp; Petersen A.</b>	<b>PS-4</b> -Sanus corpus - Sana mente and sometimes vice-versa: Prospective associations between child lifestyle behaviors and subsequent development - <b>Pagani L.S.</b>
13:15-14:15	EARLY CAREER WORKSHOP 2											
14:15-15:45	<b>IS-08</b> - The school experiences of LGBTQ+ Children & Youth - <b>Russell S.</b>	<b>IS-9</b> - Protecting the victims and reducing their suffering: A significant challenge for cyberbullying prevention interventions - <b>Menesini E.</b>	<b>SY-050</b> -Promoting wellbeing and positive development in refugee youth - <b>Hadfield K.</b>	<b>SY-051</b> -Joint ISSBD-AIP Symposium - Social behaviour: From assessment to intervention in the life-span - <b>Di Nuovo S. &amp; Marchetti A.</b>	<b>SY-052</b> -Digital interventions - A promising approach for the future of psychology - <b>Strehke E. &amp; Nieder C.</b>	<b>SY-053</b> -Orchids and dandelions - Short-term differential susceptibility towards parenting - <b>Bülw A.</b>	<b>SY-054</b> -Perspectives on emotional reactivity and emotion regulation in old and very old age: Evidence from the multi-time-scale EMIL study - <b>Lücke A.J.</b>	<b>SY-055</b> -Adolescent ethnic-racial identity development across global cultural contexts - <b>Sladek M. R.</b>	<b>SY-056</b> -The role of peers in adolescents' academic functioning and classroom experiences - <b>Poorthuis A &amp; Laninga-Wijnen L.</b>	<b>SY-057</b> -Empathy and prosociality from infancy to early childhood: Longitudinal examination of antecedents and correlates - <b>Orlitsky T. &amp; Paz Y.</b>		
15:45-16:15	Coffee Break - POSTER SESSION 4											
16:15-17:45	<b>IS-10</b> An SRA- ISSBD- ICDSS joint symposium - School: Social Spaces for Youth Risk and Opportunities for Positive Development of Youth in the United States and South American through School-Based Preventive Interventions - <b>McBride Murry V.</b>	<b>SE-5</b> - Views by two: Prejudice and Biases in Childhood and Adolescence: A Developmental Perspective - <b>Killen M. &amp; Rutland A.</b>		<b>SY-059</b> -Pro-environmental behaviour, pro-environmental activism and sustainability competence among children, adolescents and young adults - <b>Strohmeier D.</b>	<b>SY-060</b> -Development across preschool years in emotional and executive functioning: Roles of maternal depressive symptoms, emotionality, and emotion coaching- <b>Hooper E. &amp; Ku S.</b>	<b>SY-061</b> -Prosocial Development in Early Childhood and Diverse Social Contexts - <b>Chair: Gibhardt S.</b> , University of Auckland, New Zealand, <b>Co-Chair: Henderson A.M.E.</b> , University of Auckland, New Zealand	<b>SY-062</b> -Environmental sensitivity in the context of school- <b>Kähkönen J. &amp; Pluess M.</b>	<b>SY-063</b> -Cyberbullying, interventions across lifespan- <b>Finne J.N.</b>	<b>SY-064</b> -The combat against bullying: Turning failures of interventions into successes - <b>Laninga Wijnen L.</b>	<b>SY-065</b> -Media use and adolescent and emerging adult social development and well-being - <b>Cingel D.P. &amp; Sumter S.R.</b>		
17:45-18:45	<b>KL-5</b> Presidential Address What's Behavioral Development Got to Do with It? <b>Antonucci T.</b>											
18:45-19:45	<b>BUSINESS &amp; AWARDS MEETING</b>											
19:45-20:30	<b>EARLY CAREER SCHOLARS - Reception</b>											
	LEGEND											
	<b>Keynote Lecture - KL</b>	<b>Invited Symposium - IS</b>	<b>Special Event - SE</b>	<b>Paper Symposium - SY</b>	<b>Poster Symposium - PS</b>	<b>Round Table Discussion - RT</b>	<b>Poster Presentations - PO</b>					



# Program at a Glance

WEDNESDAY, JUNE 22<sup>nd</sup>, 2022

	JUPITER HALL	DELPHI HALL	SALON DES ROSES A HALL	SALON DES ROSES B HALL	NAFSIKA A HALL	NAFSIKA B HALL	NEFELI A HALL	NEFELI B HALL	ALPHA HALL	GAMMA HALL	JUPITER FOYER A	JUPITER FOYER B
08:30-10:00	<b>SE-6</b> Roundtable Discussion- Internationalizing Developmental Science: Ideas for a Roadmap - <b>Knafo-Noam A.</b>	<b>SY-066</b> -Conceptions of and challenges to social inequality: Development from childhood to adulthood - <b>Rutland A.</b>	<b>SY-067</b> -The development of psychopathology amongst children and adolescents in war zones and refugees: Predictors, consequences, and mediating factors - <b>Samara M.</b>	<b>SY-068</b> -Children's understanding of death: Parental, media and cultural influences - <b>Panagiotaki P.</b>	<b>SY-69</b> -Cross-cultural influences on the development and socialization of self-regulation in early childhood - <b>Mulder H.</b>	<b>SY-070</b> -Is social media use all about the risks for youth today: Redirecting our focus to benefits, individual differences, and potential for intervention. - <b>Watling D.</b>		<b>SY-072</b> -The Adaptive Test of Emotion Knowledge for three-to-nine-year-olds: Data from Germany and Israel - <b>Voltmer K. &amp; Schapira R.</b>	<b>SY-073</b> -Emotional, social and interactive competences in preschoolers or children with autism spectrum disorders, in family or school contexts: protective or risk factors in their development - <b>Nader-Grosbois N.</b>	<b>SY-074</b> -Do all parents need to control? - <b>Goldner L.</b>		
10:15-11:15	<b>KL-6</b> Promoting Adolescent Adjustment by Intervening in Ethnic-Racial Identity Development: Considering a Global Theory of Change - <b>Umana-Taylor A.</b>											
11:15-11:45	Coffee Break - POSTER SESSION 5											
11:45-13:15	<b>SE-7 SPECIAL EVENT- An ISSBD collaboration with ICSSS</b> Learning to Hope: Schools, refugee teens, and the future of integration - <b>Giovanna Dell'Orto, J</b>	<b>SY-075</b> -Theory of Mind and its nonsocial consequences: Children's reasoning in Science and Mathematics - <b>Osterhaus C.</b>	<b>SY-076</b> -Socioeconomic disadvantage in times of crisis: Impacts on psychosocial competency development from infancy to young adulthood - <b>Symonds J. E.</b>	<b>SY-077</b> -Intergenerational transmission of risk for depression: Study designs that examine environmental mechanisms - <b>Natsuaki M.N.</b>	<b>SY-078</b> -Children's and adolescent's social moral decision making in different intergroup contexts- <b>Yüksele, A.Ş.</b>	<b>SY-079</b> Socio-emotional aspects of development in young adulthood - <b>Tantaro S.</b>	<b>RT-2</b> -Recovering from the Impact of COVID-19: Implications for Research on Adolescent Health and Well - <b>Being-Verma S.</b>	<b>SY-080</b> -Examining dynamics of peer and romantic relationships as interpersonal socialization contexts for adolescent development - <b>Ha T.</b>	<b>SY-081</b> -Accounting for social norms in reasoning and behavior across the developmental trajectory - <b>Acar M. &amp; Banas A.</b>	<b>SY-082</b> -Student agency at work in the classrooms: A focus on the interplay between learners' participation and learning environments - <b>Mameli C.</b>	<b>PS-5</b> Embracing a Digital Era- An exploration of child and youth development in Southern Africa - <b>Kasese-Hara M.</b>	<b>PS-6</b> Human Flourishing Across the Lifespan in African Collectivist Cultures - <b>Antonucci T.C &amp; Serpell R.</b>
13:15-14:15	LUNCH BREAK											
14:15-15:45	<b>SE-8</b> Roundtable Discussion- An ISSBD collaboration with ICSSS- Climate Change and Youth Development - <b>Thomas S.</b>	<b>IS-11</b> The Development of Empathy in the Early Years - <b>Davidov M.</b>	<b>SY-083</b> -The role of social processes in children's and adolescents' thinking about Science, Technology, Engineering and Mathematics- <b>McGuire, L. &amp; Hoffman A.J.</b>	<b>SY-084</b> -Longitudinal investigation of individual and family risk factors associated with peer victimization - <b>Larose M.P.</b>	<b>SY-085</b> -Intensive Longitudinal Approaches to Capturing Cognition across the Lifespan - <b>Chaku N.</b>	<b>RT-3</b> -Intervening in Ethnic-Racial Identity: Cultural Adaptations of the Identity Project in Five European Countries - <b>Umaña-Taylor A.</b>	<b>SY-086</b> -Financial socialization in a family context: New insights on the interplay between financial parenting and other family processes from four cultures - <b>Vosylis R. &amp; Ranta M.</b>	<b>SY-087</b> -Antecedents and consequences of aggression for at-risk youth: The protective roles of morality and classroom tolerance - <b>Colasante T. &amp; Malti T.</b>	<b>SY-088</b> -Psychosocial well-being of young children from infancy to adolescence: population assessment, mechanisms, and intervention - <b>Janus M.</b>	<b>SY-089</b> Novel insight into temperament and (epi) gene-environment interplay in externalizing problem behavior- <b>Huijzer-Engbreghof M. &amp; Creasey N.</b>		
15:45-16:15	Coffee Break - POSTER SESSION 6											
16:15-17:15	<b>KL-7</b> Context and Research Capacity Enhancement in Africa <b>Kofi M.</b>											
17:15-18:45	<b>IS-12</b> Positive Development in Settings of Political Violence and Armed Conflict - <b>Taylor L.K.</b>	<b>IS-13</b> Digital use and psychosocial adaptation across the life-span: double-edged sword - <b>Salmela-Aro K.</b>	<b>SY-090</b> -The key role of the educational relationship in the school context: Theoretical and methodological issues - <b>Castelli I. &amp; Pianta R.</b>	<b>SY-091</b> -Peer violence in adolescents: cyberbullying, LGBTQ + bullying and sexual harassment from diversity-sensitive approaches - <b>Elise P.</b>	<b>SY-092</b> -The role of family relations and time sharing arrangements for children's well-being - <b>Holt T.</b>	<b>SY-093</b> -Cultural differences in attention: Perspectives on development and underlying mechanisms - <b>Jurkat S.</b>	<b>RT-4</b> -Reconsidering the Definition of Bullying - <b>Smith P.</b>	<b>SY-094</b> -Resilience and intervention factors supporting executive development in toddlers born premature - <b>Weinstein M.</b>				
21:00	GALA DINNER											
	LEGEND											
	<b>Keynote Lecture - KL</b>	<b>Invited Symposium - IS</b>	<b>Special Event - SE</b>	<b>Paper Symposium - SY</b>	<b>Poster Symposium - PS</b>	<b>Round Table Discussion - RT</b>	<b>Poster Presentations - PO</b>					

## Program at a Glance

THURSDAY, JUNE 23<sup>rd</sup>, 2022

	JUPITER HALL	DELPHI HALL	SALON DES ROSES A HALL	SALON DES ROSES B HALL	NAFSIKA A HALL	NAFSIKA B HALL	NEFELI A HALL	NEFELI B HALL	ALPHA HALL	GAMMA HALL
08:30-10:00	<b>IS-14</b> Constructing super-natural beliefs: The role of cognitive and social factors - <b>Makris N. &amp; Pnevmatikos D.</b>	<b>SY-096</b> Achievement goal orientations and adolescent students' well-being - <b>Mädamürk K.</b>	<b>SY-097</b> -Promoting youth development and positive school communities through ethnic-racial identity: Findings from teachers and students doing the identity project - <b>Umaña-Taylor A.J. &amp; Motti-Stefanidi F.</b>	<b>SY-098</b> -Understanding bullying: identifying potential mechanisms for intervention using longitudinal research, virtual reality and a social-norm intervention. - <b>Bowes L.</b>	<b>SY-099</b> -Parenting in ethnic minority families in the United States: Considering neighborhoods, discrimination and socialization around race. <b>Varner F &amp; Banerjee M.</b>	<b>SY-100</b> -Offspring-parent attachment relationships: predictors and outcomes - <b>Yan J.</b>	<b>SY-101</b> -Moral development: Theoretical and cross-cultural perspectives - <b>Myślińska-Szarek K.</b>	<b>DEVELOPING COUNTRY FELLOWSHIPS WORKSHOP</b> <b>Smith P.</b>		
10:00-10:30	<b>Coffee Break - POSTER SESSION 7</b>									
10:30-12:00	<b>IS-15 JOINT SYMPOSIUM OF ISSB AND IAGG</b> Life course Influences in later life outcomes / social relations and cognitive functioning - <b>Ajrouch K. J. &amp; Antonucci T.C.</b>	<b>SY-102</b> -Immigrants' acculturation and intergenerational relationships: An European perspective - <b>Schwarz B.</b>	<b>SY-103</b> -The role of biopsychosocial stressors in child development and well-being in Australia, Colombia, Italy, the Netherlands, Poland, Spain, Sweden, and the United States- <b>LaRusso M.</b>	<b>SY-104</b> -Psychological adjustment in the context of the COVID-19 pandemic: Associations with personal and interpersonal factors across development - <b>Pascuzzo K.</b>	<b>SY-105</b> -Family Well-Being and Predictors of Child Adjustment in the Context of Parental Separation - <b>Lux U. &amp; Zimmermann J.</b>	<b>SY-106</b> -Key influencers in childhood emotion socialisation: the role of parents, peers and teachers - <b>Westrupp E.</b>	<b>SY-107</b> -Students' Perceptions of Affective Student-Teacher Relationships: Measurement and Associations with Students' School Adjustment - <b>Koomen H. &amp; Chen M.</b>			
12:00-13:00	<b>LUNCH BREAK</b>									
13:00-14:30	<b>SY-108</b> -Immigrant and refugee youths' success factors for positive development and resilience - <b>Strohmeier D.</b>	<b>SY-109</b> -An international perspective on intergroup processes which facilitate inclusive and prosocial environments for immigrant and refugee youth - <b>Gönültaş S. &amp; Rutland A.</b>		<b>SY-111</b> -Peer influences and students' school adjustment: from preschool to high school - <b>Guimond F.-A.</b>	<b>SY-112</b> -Parenting Children in Foster care: Reflections on Biological and Foster Parents - <b>Poitrás K.</b>	<b>SY-113</b> -Integrating Emotion Coaching Principles into Parenting Interventions - <b>Fainsilber Katz L.</b>				
15:00	<b>FAREWELL PARTY</b>									
	<b>LEGEND</b>									
	<b>Keynote Lecture - KL</b>	<b>Invited Symposium - IS</b>	<b>Special Event - SE</b>	<b>Paper Symposium - SY</b>	<b>Poster Symposium - PS</b>	<b>Round Table Discussion - RT</b>	<b>Poster Presentations - PO</b>			

## Scientific Program

### HALL SALON DES ROSES A

- 10.00-16.30 **PRE CONFERENCE WORKSHOP 1**  
Benefits of SEM for Evaluating Developmental Processes: A Gentle Introduction  
**Grandfield E.**, University of Kansas Medical Center, USA

### HALL NAFSIKA A

- 10.00-16.30 **PRE CONFERENCE WORKSHOP 2**  
Diversity and Relations with Peers  
**Veenstra R.**, University of Groningen, The Netherlands  
**Laninga-Wijnen L.**, University of Turku, Finland

### HALL NAFSIKA B

- 10.00-16.30 **PRE CONFERENCE WORKSHOP 3**  
Open Developmental Science  
**Van Aken M.**, Utrecht University, The Netherlands

### HALL NEFELI A

- 10.00-16.30 **PRE CONFERENCE WORKSHOP 4**  
Revise and Resubmit: Publishing and Reviewing  
**Laursen B.**, Florida Atlantic University, USA  
**Hoff E.**, Florida Atlantic University, USA

### HALL NEFELI B

- 10.00-16.30 **PRE CONFERENCE WORKSHOP 5**  
From research to policy  
**Verma S.**, Panjab University, Chandigarh

### HALL JUPITER

- 18:00-18:30 **OPENING CEREMONY**

- 18:30-19:30 **SPECIAL EVENT 1 CELEBRATORY EVENT**  
Elliot Turiel's personal journey from a child in Rhodes to a distinguished professor at UC, Berkeley

**Honorary guest: Elliot Turiel**

**Chairs: Antonucci T.**, University of Michigan, USA

**Motti-Stefanidi F.**, National and Kapodistrian University of Athens, Greece

- 19:30-20:30 **KEYNOTE LECTURE 1**  
Resilience in Developmental Science: Pathways to Multisystem Integration.

**Presenter: Masten A.**, Professor of Child Development University of Minnesota, Twin Cities, USA

**Chair: Motti F.**, National and Kapodistrian University of Athens, Greece

### Integrative Abstract

Theoretical and empirical scholarship on resilience has burgeoned along with concerns about global threats to human life and well-being from the pandemic, war, terror, climate change, and related adversities. This presentation will highlight current trends in developmental resilience science and their implications for the future as multisystem resilience theory and methods emerge. The capacity of a complex adaptive system, including a human individual, to adapt successfully to challenges that threaten system function, survival, or development, involves a multitude of processes across interacting system levels. Resilience capacity is manifested through influences of these processes on system behavior and development in human individuals, families, communities, economies, and other dynamic systems. In contemporary resilience theory, there is increasing motivation to adopt definitions of resilience that are scalable and portable across levels of analysis and disciplines, in order to foster integrated knowledge and actions to address complex threats. Efforts to understand resilience from a multisystem perspective will be highlighted, drawing on illustrative data from research on homelessness and multisystem disasters, including the pandemic. Professor Masten will discuss progress, barriers, and new research directions that mark the emergence.

08:30 - 10:00 **INVITED SYMPOSIUM 01**  
**EARA-ISSBD joint symposium** - Identity Development in the Context of  
 Daily Experiences, Life Events and Transitions

**Chair: Branje S.**, Utrecht University, The Netherlands

**Integrative Abstract**

This symposium brings together four presentations from Finland, Lithuania, and The Netherlands on identity development during adolescence and young adulthood in the context of daily experiences and relationships. The focus of the symposium is how daily experiences and life events shape identity development. For both daily experiences and life events and transitions, the different presentations focus on the most important contexts in adolescents' and young adults' lives, that is, relationships with family members and friends and the school context. The first presentation will use four waves of a large longitudinal study among adolescents to examine whether school interactions that are supportive of mastery goals facilitate higher commitment and more in-depth identity exploration, and whether school interactions supportive of performance goals facilitate more in-breadth and ruminative exploration. The second study focuses on how identity develops during the transition from primary to secondary school and whether adolescent personality and support from parents and friends impact this development. The third presentation examined whether adolescents are more likely to make a progressive developmental shift from crisis to identity coherence during school transitions compared to times when adolescents' are not required to change their educational path, and whether support from parents and friends helps in developing identity coherence. The fourth presentation focuses on how identity processes develop during young adulthood and how that development is affected by four salient life transitions, that is leaving parental home, marriage/cohabitation, becoming a parent and achieving an education-related full-time job. Together, the different studies will shed light on the role of adolescents' and young adults' context in identity development. A discussion with the audience is organized about the way that daily experiences and life events and transitions affect identity development.

**IS-1\_1** **To master means to commit? Reciprocal links between educational identity and perceived school goal structures over two years in high school**

Erentaitė R.<sup>1</sup>, Vosylis R.<sup>3</sup>, Christiaens A. H. T.<sup>3</sup>, Branje S.<sup>3</sup>  
<sup>1</sup>Kaunas University of Technology, Lithuania, <sup>2</sup>Mykolas Romeris University, Lithuania, <sup>3</sup>Utrecht University, The Netherlands

**IS-1\_2** **Identity development across the transition from primary to secondary school: The role of personality and the social context**

De Moor E. L., Van der Graaff J., & Branje S.  
 Utrecht University, The Netherlands

**IS-1\_3** **Towards Educational Identity coherence: The role of secondary school transition and interpersonal relationships**

Christiaens A., Becht A., Branje S.  
 Utrecht University, The Netherlands

**IS-1\_4** **Identity processes and success in developmental tasks during the transition from emerging to young adulthood**

Salmela-Aro K., Mannerström R.  
 University of Helsinki, Finland

## HALL DELPHI

### 08:30 - 10:00 INVITED SYMPOSIUM IS 02

Looking back and thinking forward. From Scientific Evidence to Interventions Promoting Resilience among War Traumatized Children and Their Families

**Chair: Oppedal B.**, Norwegian Institute of Public Health Oslo, Norway

**Discussant: Robinson J.**, Flinders University College of Education, Psychology and Social Work, Australia

#### Integrative Abstract

About half of the refugees and asylum-seekers worldwide are children, some being together with their parents, while others travel unaccompanied by any adult caretakers. They represent substantial variation in cultural background, age, time passed since flight started, and relocation contexts. Research has confirmed elevated psychopathology among refugee children, and challenges in bridging the educational gaps resulting from break-down of educational institutions in the countries of origin, prolonged flight, and lack of schools in countries of first arrival. Following the so-called refugee-crisis of 2015, there has been increasing demands for new interventions that accommodate the particular needs and contexts of refugee children, and promote their quality of life, including academic achievement, supportive relationships, and mental wellbeing. In this symposium we present three novel universal interventions tailored to three different groups of refugee children and youth, in three different cultural contexts, all built on a strength-based approach to promote positive adaptation outcomes. Oppedal's study combines information from empirical research with information from discussions with refugee advisors with background as unaccompanied asylum-seeking minors (URM) to suggest measures to support resilience among URM during transition to resettlement in local communities after they receive residence in Norway. Özdemir presents a new manualized, holistic intervention to promote integration and adaptation among recently arrived refugees and their parents in Sweden, based on theory, empirical research and interviews with recently arrived youth and parents. In the third presentation, Şirin shows that an online, game-based learning intervention for refugee children in Turkey can teach them much needed cognitive and language skills and give them hope for the future. Robinson's discussion centers on the commonalities among these interventions, the potential of implementing them in other cultural contexts, and the role of universal inter-

ventions in a stepped care plan to promote quality of life among children and youth in refugee contexts.

#### IS-2\_1

#### Supporting Resilience among Unaccompanied Refugee Minors in Transition to Resettlement

Oppedal B.<sup>1</sup>, Akram M.<sup>2</sup>, Sivabalan S.<sup>2</sup>, Solhaug A. K<sup>1</sup>

<sup>1</sup>Senior researcher, Norwegian Institute of Public Health, Norway, <sup>2</sup>Refugee advisor CASaRM

#### IS-2\_2 A

#### A Game-based Intervention to Address Refugee Children's Educational Needs: Project Hope

Sirin S. R.

New York University, USA

#### IS-2\_3

#### The PIA Project - Promoting Integration and Adjustment of Newly Arrived Youth and their Families

Özdemir M.<sup>1</sup>, Andresson M.<sup>2</sup>, Bayram Özdemir S.<sup>1</sup>, Enebrink P.<sup>2</sup>, Ghaderi, A.<sup>2</sup>, Gislason B.<sup>3</sup>, KimberB.<sup>4</sup>, Oppedal B.<sup>5</sup>

<sup>1</sup>Örebro University, Sweden, <sup>2</sup>Karolinska Institutet, Sweden, <sup>3</sup>Stockholm, Sweden, <sup>4</sup>Umeå University, Sweden, <sup>5</sup>Norwegian Institute of Public Health, Norway

## HALL SALON DES ROSES A

### 08:30 - 10:00 PAPER SYMPOSIUM SY-001

Translating Developmental science into programs that improve children's lives: Illustrations from interventions that target early childhood education, parenting after divorce, and bullying and victimization

**Chair: Hoff, E.**, Florida Atlantic University, USA

#### Integrative Abstract

The theme that unites the presentations in this symposium is the assertion that developmental science has application to real world problems and can be used to improve children's lives. This symposium comprises four empirical papers. Three papers describe interventions implemented outside the laboratory-in childcare settings, in parenting courses for separated parents, and in schools. Each example comes from a different country-Denmark, Germany, and The Netherlands. A fourth paper illustrates basic research on parent-child interaction interpreted with application in mind. The projects and their implementations arise from the work of developmental psychologists, sociologists, economists, and policy makers in government agencies. The first paper presents the results of a randomized controlled trial of a school readiness intervention that was implemented in multiple childcare centers in Denmark. The design of the intervention was based on research that has identified properties of adult-child interaction that support children's language and learning. The findings of this randomized controlled trial indicated positive effects of the intervention on preschool children's language and math skills. The second paper presents data from an evaluation of a parenting program for separated parents in Germany. The program's design was based on research on the impact of divorce on parents and children. Analyses of pre-post changes showed positive effects for parental well-being, co-parenting, and children's psychological problems. The third paper describes a program in the Netherlands for educating teachers in the use of diagnostics to identify students who are victims of bullying or who are at-risk of being victims of bullying. This diagnostic system was designed based on findings from research on peer networks and should enable teachers to more effectively tackle bullying and victimization among students in their classrooms. The fourth paper describes a study of parent-child interaction conducted in Denmark. The study finds that the quality of interaction is more influenced by the activity in which parents and children are engaged than by the parents' level of education. Such findings imply that activity, rather

than parents' childrearing ideology, might be an effective target of interventions that aim to enrich children's language experience.

#### SY-001\_1 **Taking a school readiness intervention to scale: results and implications**

Bleses D., Højen A., Justice, L.  
Aarhus University, Denmark

#### SY-001\_2 **Strengthening emotional sensitivity and competence to support coping with divorce: the program "kinder imblick"**

Walper S., Amberg S.  
German Youth Institute, Munich, Germany

#### SY-001\_3 **The systematic application of network diagnostics to monitor and tackle bullying and victimization in schools**

Kaufman T. M. L., Huitsing G., Bloemberg R., Veenstra R.  
Groningen University, The Netherlands

#### SY-001\_4 **Identifying malleable targets of intervention to enrich children's early language experience**

Hoff E.<sup>1</sup>, Trecca E.<sup>2</sup>, Højen A.<sup>2</sup>, Laursen B.1, Bleses D.<sup>2</sup>  
<sup>1</sup>Florida Atlantic University, USA, <sup>2</sup> Aarhus University, Denmark

## HALL SALON DES ROSES B

### 08:30 - 10:00 PAPER SYMPOSIUM SY-002

Sustainable development goals: Networks, partnerships and capacity building for Developmental Science

**Chair: Verma S.**, Panjab University, Chandigarh, India

**Co-Chair: Petersen A.**, University of Michigan, USA

#### Integrative Abstract

There is substantial gap between current institutional and human resource capacities and the requirements for achieving the Sustainable Development Goals (SDGs). The United Nations 2030 Agenda emphasizes the requirement for researchers to collaborate with policy makers, practitioners, and other stakeholders in providing evidence-based solutions to sustainable development challenges. Spiel et al. recommend a six-step procedure that summarizes actions to be undertaken and issues to be considered on the part of researchers. They further elaborate on the concept of a Third Mission that obligates universities to contribute new knowledge with social and economic perspectives in mind. The presentation by Akinsola and Sharma focuses on SDG 17, with capacity-building as one of its dedicated targets as a possible course of action to achieve the goals for the 2030 Agenda. Case examples of developmental science programs influencing policy decisions related to children and youth are explored to set the stage for the importance of investing in professional training of developmental scientists. The capacity-building initiatives of key developmental science societies are examined to understand how they encourage collaboration among researchers across countries, especially early career scholars. Oburu and Yoshikawa discuss the roles of transnational multiple stakeholder partnerships (MSPs) in addressing development and implementation challenges affecting youth and children in both high-income countries and LMICs. They discuss the role of some major stakeholders in terms of their stakes in working toward SDG progress using examples and discussion of challenges, strengths, and opportunities in both individual stakeholder approaches and MSPs. Verma and Petersen in their presentation emphasize the need to prioritize developmental science quality expansion in the LMICs to capture regional and in-country knowledge and understanding the social and cultural diversity and its implications for working towards the SDGs. Achievement of SDGs would require effective integration of actionable policies based.

### SY-002\_1

#### Capacity Building for Sustainable Development: Coherent Concepts of Universities' Third Mission as a Parameter

Spiel C.<sup>1</sup>, Brandt L.<sup>2</sup>, Somoza V.<sup>3</sup>, Schober B.<sup>1</sup>

<sup>1</sup>University of Vienna, Austria, <sup>2</sup>Columbia University Medical Center, New York State Psychiatric Institute and Department of Psychiatry, USA, <sup>3</sup>University of Vienna, Austria

### SY-002\_2

#### Capacity Building of Developmental Scientists for Realization of the Sustainable Development Goals

Akinsola E.<sup>1</sup>, Sharma D.<sup>2</sup>

<sup>1</sup>University of Lagos, Lagos, Nigeria, <sup>2</sup>Manchester Global Foundation, London, United Kingdom

### SY-002\_3

#### Roles of Multiple Stakeholder Partnerships in Addressing Developmental and Implementation Challenges of Sustainable Development Goals

Oburu P.<sup>1</sup>, Yoshikawa H.<sup>2</sup>

<sup>1</sup>Maseno University, Kenya, <sup>2</sup>NYU Steinhardt, USA

### SY-002\_4

#### Investing in Research in Developmental Science in Low-and Middle-Income Countries

Verma S.<sup>1</sup>, Petersen A.<sup>2</sup>

<sup>1</sup>Panjab University, Chandigarh, India, <sup>2</sup>University of Michigan, CHGD, USA

### HALL NAFSIKA A

#### 08:30 - 10:00 PAPER SYMPOSIUM SY-003

Complexities in how parents and adolescents handle information management in their relationships

**Chair: Campione-Barr N.**, University of Missouri, United States of America

**Discussant: Keijsers L.**, Tilburg University, the Netherlands

#### Integrative Abstract

In every close relationship, individuals engage in disclosure and secrecy, openness and concealment, in an effort to balance autonomy and privacy and the context of developing close, intimate relationships (Petronio, 2002). During adolescence, this balancing of priorities becomes particularly dynamic in relationships with parents. While research has found that self-disclosure across relationships is associated with more close, intimate relationships (Reis & Shaver, 1988), in parent-adolescent relationships, adolescents' management of information is also a way in which adolescents navigate their own autonomy development (Smetana, 2006). Importantly for parents, while greater adolescent disclosure is associated with lower levels of problem behavior, greater adolescent secrecy and concealment is associated with higher levels of problem behavior (Keijsers, et al., 2009; Kerr, Stattin & Burk, 2010; Smetana, 2010). Additionally, parents' attempts at 'snooping' or privacy invasions of their adolescents, presumably in a sincere effort to gain important information about their child, has been found to decrease adolescent disclosure and increase adolescent concealment (Hawk, et al., 2008; 2009). It appears, then, that the process of parents and adolescents managing how and why important information is relayed between them is complex. The proposed symposium will examine these complexities. The first paper examines how parents handle disclosure by their first- and second-born adolescents, particularly when they request that parents conceal this information from the other parent, and the implications for family functioning. The second paper examines the fluidity of adolescents' and emerging adults' conceptions of disclosing to parents voluntarily, after being asked by parents, and after they previously concealed information in comparison to outright lying. The third paper examines the characteristics of adolescents and parents that encourage parents to participate in privacy invasion. Finally, LoesKeijsers, an expert in the field of adolescent information management, will discuss the themes and implications of the presented studies.

#### SY-003\_1 Do not tell dad! Parents' perceptions of adolescents' limited disclosure

Campione-Barr N., Killoren S.E.  
University of Missouri, United States of America

#### SY-003\_2 What counts as disclosure & concealment? Adolescents' lived experiences of disclosure, concealment, & lying

Smetana J. G.  
University of Rochester, United States of America

#### SY-003\_3 Understanding mothers who invade their adolescents' privacy

Tilton-Weaver L. C.<sup>1</sup>, Marshall S. K.<sup>2</sup>  
<sup>1</sup>Örebro University, Sweden, <sup>2</sup>University of British Columbia, Canada



## HALL NEFELI A

08:30 - 10:00 **PAPER SYMPOSIUM SY-005**  
 Measuring loneliness in adolescence

**Chair: Lorijn S J.**, University of Groningen, The Netherlands  
**Discussant: Goossens L.**, University of Leuven, Belgium

### Integrative Abstract

Feelings of loneliness can lead to severe mental and physical health problems (Heinrich & Gullone, 2006). Contrary to the widely held belief that mainly older adults experience loneliness, adolescent loneliness is prevalent with 11-20% of young adolescents feeling lonely at least sometimes (Qualter et al., 2015). Hence, loneliness is a common subject in adolescent research. Despite valuable insights, researchers applied different terminology and different measures, raising the question how loneliness can best be measured. In addition, although studies on adolescent loneliness are common, studies on loneliness among youth during the COVID-19 pandemic are scarce, leaving the current state of adolescent loneliness unclear. In this symposium, we will elaborate on measuring loneliness, and focus on loneliness among youth during the COVID-19 pandemic. First, Lily Verity clarifies what adolescent loneliness is and how youth conceptualise it. Three qualitative studies including 120 youth (aged 8-18 years) show that youth experienced loneliness as a negative emotion centring around relationships with peers, involving negative perceptions of one's self and others. Second, Marlies Maes addresses the shortcomings of existing measures of loneliness. She presents a review on loneliness measures comprising all studies applying the most commonly used loneliness questionnaires ( $k = 2,615$ ), and introduces a new framework incorporating the existing measures. Third, Sofie Lorijn presents an empirical study on the development of loneliness among youth in the transition from primary to secondary education during the COVID-19 pandemic. Data of 512 Dutch youth ( $M_{age} = 11.26$ ; 53.1% girls) shows that although the average levels of loneliness decreased over the transition from primary to secondary education during the COVID-19 pandemic, at-risk groups for loneliness were identified. Luc Goossens will conclude the symposium with a discussion on what researchers should consider in measuring adolescent' socioemotional wellbeing and by reflecting on (improving) adolescents' current state of loneliness.

**SY-005\_1 Exploring loneliness from the perspective of young people through the use of qualitative methods**

Verity L.<sup>1</sup>, Yang K.<sup>2</sup>, Nowland R.<sup>3</sup>, Shankar A.<sup>4</sup>, Turnbull M.<sup>5</sup>, Qualter P.<sup>1</sup>

<sup>1</sup>University of Manchester, Manchester, United Kingdom, <sup>2</sup>Durham University, Durham, United Kingdom, <sup>3</sup>University of Central Lancashire, Preston, United Kingdom, <sup>4</sup>FLAME University, Pune, India, <sup>5</sup>NSPCC, National Services Information Manager responsible for disseminating statistics and learning from contacts to Childline and the NSPCC Helpline

**SY-005\_2 How (not) to Measure Loneliness: A Review of Commonly Used Measures**

Maes M.<sup>1</sup>, Lodder G.<sup>2</sup>, Mund M.<sup>3</sup>, & Qualter P.<sup>4</sup>

<sup>1</sup>Utrecht University, the Netherlands, <sup>2</sup>Tilburg University, the Netherlands, <sup>3</sup>University of Klagenfurt, Austria

**SY-005\_3 Loneliness in the transition from primary to secondary education during the COVID-19 pandemic**

Lorijn S. J.<sup>1</sup>, Engels M.C.<sup>1</sup>, Laninga-Wijnen L.<sup>1</sup>, Lodder G.<sup>2</sup>, & Veenstra, R.<sup>1</sup>

<sup>1</sup>University of Groningen, the Netherlands, <sup>2</sup>Tilburg University, the Netherlands

## HALL NEFELI B

08:30 - 10:00 **PAPER SYMPOSIUM SY-006**  
Children's values development: Theoretical and empirical perspectives

**Chair: Benish-Weisman M.**, The Hebrew University of Jerusalem  
**Discussant: Killen M.**, University of Maryland

### Integrative Abstract

For many years, the research on values, i.e., abstract goals that reflect what is important in our lives (Schwartz, 1992), focused on adults, but recent theoretical and methodological developments offer the opportunity to measure values in children (Döring Daniel, & Knafo-Noam, 2016). As values are core elements of the self and affect the ways youth perceive and act, understanding the antecedents, trajectories, and influence of value development has significant merit. In the proposed session, scholars from various countries (UK, Israel, USA), will present theory and studies on value development during childhood, antecedents to values among children, and the moderating role of values among preschoolers. This collection of presentations will provide theoretical and methodological insights into how values develop in childhood. The first presentation, a theoretical paper, will discuss recent findings in light of a socio-ecological model of value formation in elementary school. The second will examine the diverse ways by which different values interact with teacher-child relational conflict and the role of values in moderating these conflicts with preschoolers' maladaptive behaviors. The third presentation will investigate qualitative changes in the understanding of values among elementary school children. In addition, it will examine how cognitive factors underlie this developmental advancement. A well-respected research pioneer in the field of moral development will provide comments and lead the discussion.

**SY-006\_1** **Value Development Through the Elementary School Years: An Overview of Recent Research**

Döring A.  
University of Westminster

**SY-006\_2** **Teacher-Child Relational Conflict and Maladaptive Behaviors: The Case of Preschoolers' Values as Risk or protective Factors**

Elizarov E.<sup>1</sup>, Benish-Weisman M.<sup>2</sup>, Ziv Y.<sup>1</sup>

<sup>1</sup>University of Haifa, Israel

<sup>2</sup>Hebrew University Jerusalem, Israel

**SY-006\_3** **Conceptualizing Values Abstractly: Development during Middle Childhood and Associations to Cognitive Ability**

Misgav K., Daniel E.

Tel Aviv University, Israel

## HALL ALPHA

08:30 - 10:00 **PAPER SYMPOSIUM SY-007**  
Different programs for supporting students' self-regulated learning in school

**Chair: Kikas E.**, Tallinn University, Estonia

### Integrative Abstract

The importance of supporting students to become self-regulated autonomous learners is emphasized in various theories and national curricula. Self-regulated learning includes knowing and efficiently applying different learning strategies and motivating oneself to carry on learning even with difficult tasks. However, empirical studies have shown that both younger and older students tend to use and value shallower processing rote memorization strategies and have low metacognitive awareness of their learning processes. Even more - teachers have misbeliefs and misconceptions about self-regulation and learning strategies and they rarely discuss about learning processes explicitly. Thus, it seems important to develop programs for raising teachers' and students' awareness of learning processes. The papers of the symposium describe and examine the effects of different ways of supporting students' learning strategies, motivation, and awareness of learning both in primary and high school. The studies of the symposium were carried out in three countries where students have shown high academic skills according to international investigations like PISA - Estonia, Finland, and Japan. However, findings also indicate that many students in these countries lack good self-regulated learning skills. The first two papers from Estonia describe school-based interventions with primary school teachers and students that aim to support the use of various comprehension oriented reading and learning strategies. The third intervention study from Finland aims to support the development of students' learning strategies and motivation by providing feedback in computer-based interactive tasks designed to study problemsolving skills. The fourth intervention study, aiming to support students' comprehension-oriented, deeper-processing learning strategies in Japanese high school math, tapped both classroom lessons and homework, and was carried out in collaboration with researchers and a teacher.

**SY-007\_1** **Reading strategy intervention in Grade 2: Overall and classroom level effects**

Kikas E., Soodla P., Jakobson K., Juhkam M.  
Tallinn University, Estonia

**SY-007\_2** **Teacher-guided learning strategy intervention in primary school: Effects on applying visualization in math and text comprehension**

Liis H., Kikas E.  
Tallinn University, Estonia

**SY-007\_3** **Supporting the development of problem-solving strategies by feedback intervention**

Oinas, S.<sup>1</sup>, Nyman, L.<sup>1</sup>, Vainikainen, M.-P.<sup>1</sup>, Hotulainen, R.<sup>2</sup>  
<sup>1</sup>University of Helsinki, Finland & Tampere University, Finland,  
<sup>2</sup>University of Helsinki, Finland

**SY-007\_4** **Consistency in designing of lessons, homework, and regular tests to promote high school students' use of deeper-processing strategies**

Ota E.<sup>1</sup>, Tomita M.<sup>2</sup>, Uesaka Y.<sup>1</sup>  
<sup>1</sup>The University of Tokyo, Japan, <sup>2</sup>Public High School in Japan

## HALL GAMMA

08:30 - 10:00 **PAPER SYMPOSIUM SY-008**  
The challenges of empowering the African woman, the Ghanaian example

**Chair: Intiful F.**, University of Ghana, Korle Bu, Ghana

### Integrative Abstract

Ensuring the empowerment of the African woman is an essential agenda to attain in an effort to achieve the sustainable development goals. African women who seek to attain higher education and good health are most often than not hindered by several barriers mainly attributable to traditionally defined roles. This symposium brings to bare challenges faced by Ghanaian women in their efforts to improve upon their own health and that of their children. Speakers will present challenges of Ghanaian women in job satisfaction, breastfeeding, domestic violence and education.

**SY-008\_1** **Counselling implications of domestic violence against women in the Effutu municipality**

Wilson K. N.<sup>1</sup>, Agyei P.<sup>2</sup>

<sup>1</sup>Komeda Training College, Ghana, <sup>2</sup>University of Education, Winneba

**SY-008\_2** **Challenges and coping strategies of student nursing mothers in university of education, Winneba**

Amos P. M., Amoah H.

University of Education, Winneba, Ghana

**SY-008\_3** **Organisational commitment and job satisfaction of Ghanaian female lecturers**

Antwi T.

University of Education, Winneba, Ghana

**SY-008\_4** **Breast feeding: What expectant mothers say**  
Intiful F.D., Osei C., Asante M., Steele-Dadzie R., Nyarko R.  
University of Ghana, Ghana

## HALL JUPITER

10:15 - 11:15 **KEYNOTE LECTURE KL-2**  
Developmental robotics for language learning, trust and theory of mind

**Presenter: Cangelosi A.**, University of Manchester and Alan Turing Institute, UK

**Chair: Marchetti A.**, Università Cattolica del Sacro Cuore, Milano, Italy

### Integrative Abstract

Growing theoretical and experimental research on action and language processing and on number learning and gestures clearly demonstrates the role of embodiment in cognition and language processing. In psychology and neuroscience, this evidence constitutes the basis of embodied cognition, also known as grounded cognition (Pezzulo et al. 2012). In robotics and AI, these studies have important implications for the design of linguistic capabilities in cognitive agents and robots for human-robot collaboration, and have led to the new interdisciplinary approach of Developmental Robotics (Cangelosi & Schlesinger 2015). During the talk we will present examples of developmental robotics models and experimental results from iCub experiments on the embodiment biases in early word acquisition and grammar learning (Morse et al. 2015; Morse & Cangelosi 2017), experiments on pointing gestures and finger counting for number learning (De La Cruz et al. 2014) and on scale errors (Grzyb et al. 2019). We will then present a novel developmental robotics model, and experiments, on Theory of Mind and its use for autonomous trust behavior in robots (Vinzani et al. 2019). The implications for the use of such embodied approaches for developmental sciences is also discussed (Cangelosi & Schlesinger 2018)

11.15-11:45 **COFFEE BREAK  
POSTER SESSION 1**

## HALL JUPITER

11:45 - 13:15 **SPECIAL EVENT 2 - PANEL DISCUSSION - SE-2**  
Open Science

**Chair: Laursen B.**, Florida Atlantic University, USA

### Integrative Abstract

The panel will discuss recent developments in the area of open science. After a brief set of opening remarks, the panel will lead the audience in a discussion focused on three topics: (1) Open access publishing (including EU Plan S implementation); (2) Preregistration of confirmatory and exploratory research; and (3) Public data and data sharing. The panel includes representatives from publishing, university administration, journal editors, and scholars who make use of large, open access data sets

### Panel Members:

**Schoon I.**, University College, London, UK

**Jennifer E.**, Lansford, Duke University, USA

**Melandri L.**, SAGE Publishing, United Kingdom

**Thomaes S.**, Utrecht University, the Netherlands

**Verma S.**, Panjab University, India

**van Aken M.**, Utrecht University, The Netherlands

## HALL DELPHI

11:45 - 13:15 **PAPER SYMPOSIUM SY-009**  
Developing a rigorous evidence base on ECD in humanitarian contexts

**Chair: Wuermli A.**, New York University, USA

**Discussant: Leyendecker B.**, Ruhr-University Bochum, Germany

### Integrative Abstract

Refugee and other forced displacement constitute one of the largest current global crises. Around the world, almost 31 million children had been forcibly displaced by the end of 2017 (UNICEF, 2018). War experiences, other disasters and ensuing displacement have been shown to negatively impact children and youth's development and learning through a myriad of mechanisms. Direct exposure to trauma and stressful experiences, loss of caregivers and family members, reduced capacity of adults to provide a stable and nurturing environment, lack of quality educational and learning opportunities, poverty, and uncertainty about the future can individually, and cumulatively, undermine children's healthy development and learning (Waddoups, Yoshikawa, & Strouf, in press; Wuermli & Lundberg, 2012; Yoshikawa, Wuermli, & Aber, 2019). Despite the mounting evidence on effective interventions to strengthen the resilience of young children and families living in adversity, the humanitarian system, which provides essential life-saving assistance to millions of people each year, has yet to prioritize early childhood development. Only a scant 3% of humanitarian spending goes toward education, and only a sliver of that toward early childhood development (ECD) programs beyond survival (basic health, nutrition and shelter). Building the case for why and how early childhood programming should be a core component of the humanitarian response demands clear evidence highlighting not only which ECD programs are effective, but importantly why, how, and for which contexts, settings and populations these programs effectively operate. This symposium draws from several initiatives spearheading the field of ECD in humanitarian contexts, representing diverse refugee-host country and community settings: Syrian refugees in the Middle East, Syrian and Roma refugees in Germany, and Rohingya refugees in Bangladesh. Each of these presents a unique situation: Variations in host-country capacity to absorb large numbers of refugees, displacement histories, current living situation, and pre-displacement sociocultural and political context. The papers will present on ongoing research activities to build a rich evidence base on effective interventions to support ECD in humanitarian contexts.

**SY-009\_1 Observing Changes in Socio-emotional Adjustment and Early Learning of Refugee Children Attending ECD Interventions in Germany**

Busch J., Buchmüller T., Ialuna F., Leyendecker B.  
Ruhr-University Bochum, Germany

**SY-009\_2 Preparing for Large Scale Studies in Jordan and Bangladesh**

Wuermli A. J.<sup>1</sup>, Yoshikawa H.<sup>1</sup>, Molano A.<sup>1</sup>, Rafla J.<sup>1</sup>, Schwartz K.<sup>1</sup>, Hilgendorf D.<sup>1</sup>, Strouf K.<sup>1</sup>, Sloan P.<sup>2</sup>, Sharawi T.<sup>2</sup>, Guimonde M. F.<sup>2</sup>, Kio R.<sup>2</sup>, Khanji M.<sup>2</sup>  
<sup>1</sup>New York University, USA, <sup>2</sup>The International Rescue Committee

**SY-009\_3 Measuring children's social and emotional development in context: Developing and Adapting Tasks for Emotional Recognition and Regulation in the Syrian Response Region.**

Swartrz K.<sup>1</sup>, Sharawi T.<sup>2</sup>, Kio R.<sup>2</sup>, Khanji M.<sup>2</sup>, Yoshikawa H.<sup>1</sup>  
<sup>1</sup>New York University, USA, <sup>2</sup>The International Rescue Committee

**HALL SALON DES ROSES A**

11:45 - 13:15 **INVITED SYMPOSIUM IS- 3**  
Mother - Infant Synchrony: From Behaviors to Brains

**Chair: Esposito G.**, Nanyang Technological University, Singapore, University of Trento, Trento, Italy

**Integrative Abstract**

Synchrony, the temporal coordination of discrete micro-level signals between dyadic partners, is a mechanism by which the physiology and behavior of mother and child are coordinated into a selective affiliative bond that matures into an enduring attachment. Behavioral synchrony between mothers and their infants has been observed as early as 3-months during face-to-face interactions. A higher incidence of interactional synchrony, marked by shared similar emotions and mutual engagement and turn-taking, is indicative of dyads where partners are sensitively attuned to one another. Mother-child synchrony subserves interpersonal emotional co-regulation which contributes to the child's emotional selfregulation and adaptive physiological responsiveness to social stress. Symposium presenters analyze the concept of synchrony from behavioral to neural to genetic levels.

**IS-3\_1 Brain-to-Brain Synchrony in Caregiver-Infant Interactions**  
Esposito G.<sup>1,2</sup>, Bornstein M.H.<sup>3</sup>  
<sup>1</sup>Nanyang Technological University, Singapore, <sup>2</sup>University of Trento, Trento, Italy, <sup>3</sup>Institute for Fiscal Studies, London, UK

**IS-3\_2 Mother-Infant Synchrony in Naturalistic Environment**  
Bizzego A.  
University of Trento, Trento, Italy

## HALL SALON DES ROSES B

### 11:45 - 13:15 PAPER SYMPOSIUM SY-010

Development and promotion of child social-emotional capacities

**Chair: Speidel R.**, Centre for Child Development, Mental Health, and Policy, University of Toronto Mississauga, Canada

#### Integrative Abstract

Social-emotional capacities develop rapidly during early and middle childhood, and support children's abilities to manage their emotions (e.g., emotion regulation), connect with themselves (e.g., self-awareness), and connect with others (e.g., relationship skills; Durlak, 2015). Growing research suggests that socialization agents who support social-emotional development can operate across multiple levels of the child's context, including parents, teachers, and peers. Because of this, there are growing calls to integrate social-emotional learning into environments that support children and families, including into classroom curricula and family and community programming efforts (Oberle et al., 2016). As these efforts increase, greater understanding of the different factors that promote child social-emotional development in these contexts is critical. This symposium informs such efforts by considering developmental mechanisms of social-emotional development and roles of socialization agents across multiple contexts (i.e., teacher-child, peer-child, parent-child) using multiple methodological and analytical approaches (i.e., in-depth observational data, multilevel modeling, mediation, training evaluation). Paper 1 considers how teachers act as emotion socialization agents in the preschool classroom context, including evaluating specific behaviors and strategies used by teachers to support children during challenges. Paper 2 extends beyond the teacher-child relationship to consider the role of peers as potential emotion socialization agents during the preschool period, and discovers that higher peer emotion regulation and empathic co-regulation predicts higher individual emotion regulation competence. Paper 3 examines the potential mechanistic roles of teacher-child relationships and peer relationships on school enjoyment through school-aged children's loneliness, and shows that lower loneliness mediates the association between positive peer relationships and greater school enjoyment. Finally, Paper 4 evaluates a brief virtual training for parents and educators aimed at supporting their capacity to promote core child social-emotional capacities (e.g., emotion regulation, empathy). Together, these papers highlight important considerations for intervention efforts aimed at promoting social-emotional development in the classroom setting and beyond.

### SY-010\_1

**Co-regulation and emotion coaching: how teachers support preschooler's emotion regulation and socially competent behavior in challenging episodes**

Silkenbeumer J., Lüken L., Holodynski M., Kärtner J.  
University of Münster, Germany

### SY-010\_2

**Emotion regulation competence in preschool classrooms: the role of peers**

Diebold T.<sup>1</sup>, Jaggy A.-K.<sup>2,3</sup>, Perren S.<sup>2,3</sup>  
<sup>1</sup>Swiss Distance University, Switzerland, <sup>2</sup>University of Konstanz, Germany, <sup>3</sup>Thurgau University of Teacher Education, Switzerland

### SY-010\_3

**Exploring links between positive peer relationships, loneliness, and school liking among Italian primary school children during the covid-19 pandemic**

Sette S.<sup>1</sup>, Zava F.<sup>2</sup>, Laghi F.<sup>1</sup>, Baumgartner E.<sup>1</sup>, Coplan R. J.<sup>3</sup>  
<sup>1</sup>Sapienza University of Rome, Rome, Italy, <sup>2</sup>Roma Tre University, Rome, Italy, <sup>3</sup>Carleton University, Ottawa, Canada

### SY-010\_4

**Supporting caregivers and educators in nurturing child social-emotional development: evaluation of a brief virtual training**

Speidel R., Wong T. K. Y., Al-Janaideh R., Colasante T., Malti T.  
University of Toronto Mississauga, Ontario, Canada

## HALL NAFSIKA A

### 11:45 - 13:15 PAPER SYMPOSIUM SY-011

Early intervention for child internalizing problems in Australia, the United Kingdom, and the United States

**Chair: Rapee R.**, Macquarie University, Sydney, Australia,

#### Integrative Abstract

There is international recognition that internalising problems are prevalent, frequently emerge in childhood and can have lasting negative impacts on youth development. This series of four presentations describes research with young children across three continents that is working towards effective early intervention for internalising problems (anxiety and depression). The first paper from Australia describes mid childhood outcomes of the Cool Little Kids population-based trial that screened shy/inhibited children in preschools to offer a parenting group program to prevent internalising problems. The second paper in the United Kingdom then describes research showing how interaction between young children's inhibition and attention bias to emotive faces predicts their risk for anxiety through the transition to school. The third paper from the United States describes treatment for preschool children with depression via the PCIT-ED parenting program. The fourth paper in the United States reports on the Family Check-Up early childhood parenting intervention with motivational interviewing that led to long term improvements in youth depressive concerns. Taken together, the findings of these studies have implications for public health approaches to reducing youth internalising problems from early in life.

### SY-011\_1 **The cool little kids translational trial in Australia to prevent internalising problems from early childhood**

Bayer J.K.<sup>1</sup>, Rapee R.M.<sup>2</sup>, Brown A.<sup>1</sup>, Prendergast L.A.<sup>3</sup>, Mihalopoulos C.<sup>4</sup>  
<sup>1</sup>La Trobe University, Australia, <sup>2</sup>Macquarie University, Australia, <sup>3</sup>La Trobe University, Australia, <sup>4</sup>Deakin Health Economics, Deakin University, Australia

### SY-011\_2 **Interaction of behavioural inhibition and attention bias in predicting children's anxiety over the transition to school**

Dodd H.<sup>1</sup>, Rayson H.<sup>2</sup>, Ryan Z.<sup>1</sup>, Bishop C.<sup>1</sup>, Stuijtzand B.<sup>3</sup>  
<sup>1</sup>University of Reading, UK, <sup>2</sup>Institut des Sciences Cognitives- Marc Jeannerod, CNRS / Université Claude Bernard Lyon, France, <sup>3</sup>Stuijtzand Data Consulting

### SY-011\_3 **Parent child interaction therapy emotion development: an early intervention for depression and mood dysregulation in preschool children**

Luby, J.  
Washington University in St Louis, USA

### SY-011\_4 **Use of the family check-up in preventing depressive symptoms and suicidal risk during middle childhood and adolescence**

Shaw D.S.<sup>1</sup>, Connell, A.<sup>2</sup>, Reuben J.<sup>3</sup>  
<sup>1</sup>University of Pittsburgh, Pittsburgh, PA, USA, <sup>2</sup>Case Western Reserve University, Cleveland, OH, USA, <sup>3</sup>Department of Human Services, Allegheny County, PA, USA



## HALL NAFSIKA B

11:45 - 13:15 **PAPER SYMPOSIUM SY-012**  
Interventions that put emotion socialization theory to the test

**Chair: Havighurst S.S.**, University of Melbourne, Australia

### Integrative Abstract

With over twenty years of research examining emotion socialization, we are increasingly understanding the influence of parents and teachers in shaping children's emotional competence and behaviour. Interventions that show the translation of these theoretical links into practice are emerging around the world. In this symposium we present four intervention studies, from Turkey, Norway, the UK and Australia that have all targeted parent or teacher emotion socialization. From Turkey, Ayca Ülker presents a randomised controlled pilot study of the Tuning in to Kids® (TIK) program that focuses on teaching emotion coaching and examines its impact on parent functioning, parent emotion socialisation and pre-school children's emotional competence and behaviour. From Norway, Evalill Karevold presents a randomised controlled study of a variation of TIK used with teachers in primary schools, and examines the impact of the program on teacher emotion socialization and teacher-student relations. From a study in Norway, Sophie Havighurst presents an emotion socialization intervention in kindergartens where teachers learned to emotion coach children and understand and regulate their own emotions. From Australia, Christiane Kehoe presents a randomised controlled study of a variant of TIK used with secondary school teachers and examines the impact of the program on emotion socialization and moderators of program outcomes.

**SY-012\_1 Findings from a pilot study of tuning in to kids in Turkey**  
Ülker A.<sup>1</sup>, Gönen M.<sup>1</sup>, Havighurst S.S.<sup>2</sup>  
<sup>1</sup>Hacettepe University, Turkey, <sup>2</sup>University of Melbourne, Australia

**SY-012\_2 Tuning in to kids in Norwegian schools: The impact of teacher supervision on teacher's emotion socialisation and student relations**  
Karevold E.B.<sup>1</sup>, Skoe F.F.<sup>2</sup>, Nese M.<sup>1</sup>, Hunhammer M.A.<sup>1</sup>, Havighurst S.S.<sup>1,3</sup>  
<sup>1</sup>University of Oslo, Norway, <sup>2</sup>Schools and Education Section Frogner, Oslo Municipality, Norway, <sup>3</sup>University of Melbourne, Australia

**SY-012\_3 Tuning in to kids in Norwegian kindergartens: Does emotion coaching improve teacher's emotion socialisation?**  
Havighurst S.S.<sup>1,2</sup>, Edvoll M., Tidemann I.<sup>2</sup>, Bølstad E.<sup>2</sup>, Holme H.<sup>3</sup>, Hansen M.B.<sup>3</sup>, Eikseth H.C., Nygaard E.<sup>2</sup>  
<sup>1</sup>University of Melbourne, Australia, <sup>2</sup>University of Oslo, Norway, <sup>3</sup>Kompetansetjeneste for Tidlig Innsats, Oslo, Norway, <sup>4</sup>FUS Kindergartens, Norway

**SY-012\_4 Teachers tuning in to students: Examining the efficacy of an emotion-focussed intervention, in improving teacher emotion socialization in secondary schools**  
Kehoe C.E., Havighurst S.S., Harley A.E.  
University of Melbourne, Australia

### HALL NEFELI A

#### 11:45 - 13:15 PAPER SYMPOSIUM SY-013

Promoting Youth Development and Positive School Communities through Ethnic-Racial Identity: Findings from Teachers and Students doing the Identity Project

**Chair: Umaña-Taylor A.J.**, Harvard University, USA

**Co-Chair: Motti- Stefanidi F.**, National and Kapodistrian University of Athens, Greece

**Discussant: Titzmann P.**, Leibniz University Hanover, Germany

#### Integrative Abstract

The Identity Project (IP) is a school-based curriculum that targets ethnic-racial identity development. The IP theory of change (Umaña-Taylor, 2018) indicates that engaging in the process of ethnic-racial identity development helps youth form a more cohesive sense of self and this, in turn, helps them perform better in school, develop more positive relationships with others who are different from them, and have better emotional health. These positive downstream impacts on youth adjustment are theorized to reduce ethnoracial-based disparities in health and education. The focus of the IP on equity and inclusion, particularly in relation to education, is consistent with Goal 4 of the United Nations' Sustainable Development Goals (i.e., "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"). Indeed, the global relevance of the IP has been evidenced by research teams from numerous countries adopting the curriculum and preparing educators to implement it. This symposium will feature three papers that present findings from the adaptation and implementation of the IP in four countries (i.e., Italy, Norway, Germany, and USA). The first paper (Oppedal et al.) presents findings from the implementation of the IP in Italy and Norway. Oppedal and colleagues will present findings on student outcomes from their respective pilot studies, discuss the implications of engaging in this work during a pandemic, and describe how findings from their pilot work informed refinement of the curriculum. The second and third papers describe the process of adapting and implementing the IP with pre-service teachers in Germany (Pevce et al.) and training in-service teachers in the USA (Sladek et al.), with a focus on the effects of training on teachers' outcomes. The symposium will enable a rich discussion of key considerations in adapting/implementing curricula in different cultural contexts and the knowledge to be gained from synergistic efforts across cultures.

#### SY-013\_1 Implementing the Identity Project in Times of Covid-19: Experiences from Italy and Norway

Oppedal B.<sup>1</sup>, Moscardino U.<sup>2</sup>, Ceccon C.<sup>2</sup>

<sup>1</sup>Norwegian Institute of Public Health, Norway, <sup>2</sup>University of Padova, Italy

#### SY-013\_2 The Identity Project intervention as a way to train culturally responsive teachers

Pevce S.<sup>1</sup>, Juang L.<sup>1</sup>, Schachner M.<sup>2</sup>

<sup>1</sup>University of Potsdam, Germany, <sup>2</sup>Martin Luther University of Halle-Wittenberg, Germany

#### SY-013\_3 Promoting teachers' ethnic-racial identity development: The identity project curriculum as a lever for change

Sladek M.R.<sup>1</sup>, Ison A.<sup>1</sup>, Martinez-Fuentes S.<sup>2</sup>, Mason P.<sup>1</sup>, Neville H.<sup>3</sup>, Park Y.<sup>4</sup>, DalalSafa M.<sup>1</sup>, Satterthwaite-Freiman M.<sup>1</sup>, Shed E.<sup>1</sup>, Wantchekon K.<sup>1</sup>, Umaña-Taylor A.J.<sup>1</sup>

<sup>1</sup>Harvard University, Cambridge, USA, <sup>2</sup>Arizona State University, Tempe, USA, <sup>3</sup>University of Illinois, Champaign, USA, <sup>4</sup>Tufts University, Medford, USA

## HALL NEFELI B

11:45 - 13:15 **PAPER SYMPOSIUM SY-014**  
 Methodological challenges and suggestions to deal with nonlinearity in developmental processes

**Chair: Tagliabue S**, Università Cattolica del Sacro Cuore, Italy

### Integrative Abstract

Many developmental processes are often conceptualized and theorized as nonlinear and/or dynamic processes. Some examples focused on the nonlinearity of the developmental processes are the following: Kaplan and Garner (2017) proposed a theoretical model about identity development conceptualized as a nonlinear, complex and dynamical process; Nærde and colleagues (2014) showed that the development of physical aggression in children aged 8 to 26 months is curvilinear; Mastrotheodoros and colleagues (2020) found that the parent-child conflict intensity follows a curvilinear pattern across the adolescence; Blijd-Hoogewys and van Geert (2017) studied the nonlinearity in the Theory of mind's development. Despite the theoretical interest on the nonlinearity of change during development, and on the complexity of the processes that involve both linear and nonlinear trajectories, it seems that the challenges in planning studies that could investigate those nonlinear processes are still perceived as very difficult to face. The aim of the present symposium is twofold. Firstly, presentations will have the aim of underlining and sharing possible challenges that researchers face when they plan, conduct, and analyze data about change in developmental processes. Second, presentations will provide possible methodological and data analyses solutions and/or suggestions that could be applied to face those challenges. The four presentations of the symposium will focus on individual or dyadic developmental processes, underlining the possible issues related to the use of repeated measures, the developmental tasks as related to the nonlinear processes, the situational versus trait processes, the dyadic developmental processes. Methodological challenges and suggestions will be presented according to different research designs (long-term longitudinal design; cohort-sequential design; intensive longitudinal design; dyadic longitudinal design) and different data analyses approaches (SEM; Multilevel). Keywords: Nonlinear processes; Longitudinal research designs; SEM; Multilevel.

**SY-014\_1** **Modeling Retest Effects in Developmental Processes using Latent Change Score Models**

Batra R.<sup>1</sup>, Bunge S.A.<sup>2</sup>, Ferrer E.<sup>1</sup>, Tagliabue S.<sup>3</sup>

<sup>1</sup>University of California, Davis, <sup>2</sup>University of California, Berkeley, <sup>3</sup>Università Cattolica del Sacro Cuore, Italy

**SY-014\_2** **Using Longitudinal Data to Examine Changing Associations Between Parent-Child and Romantic Relationships from Early Adolescence to Young Adulthood**

Branje S.

Utrecht University, The Netherlands,

**SY-014\_3** **Multilevel DSEM as a strategy to evaluate the impact of daily events on developmental dynamics**

Zambelli, M., Tagliabue, S., & Ferrer, E.

<sup>1</sup>Università Cattolica del Sacro Cuore, Milan, IT, <sup>2</sup>Università Cattolica del Sacro Cuore, Brescia, IT, <sup>3</sup>University of California, Davis, USA

**SY-014\_4** **Nonlinear change trajectories in mother- and father-child relationships: Addressing and discussing some methodological challenges**

Ferreira T., Mena Matos P.

Faculty University of Porto

## HALL ALPHA

### 11:45 - 13:15 PAPER SYMPOSIUM SY-015

Wellbeing development in schools: The impact of student skills, schools-based supports, and Covid-19 lockdowns

**Chair: Maynard A.**, University College Dublin, Ireland

#### Integrative Abstract

This symposium focuses on how the wellbeing and mental health of children and adolescents is impacted throughout various school-based circumstances and supports. In response to rising mental health issues across young people's time at school (i.e., depression rates; Hankin, 2015), wellbeing development in schools has become a key focus of practitioners and policy makers. The symposium explores ways in which student wellbeing is impacted throughout several aspects of the school setting, including student-specific impacts, relationship impacts, situational impacts and intervention impacts; both before and during the Covid-19 pandemic. Four papers address this topic, each one focusing on a unique aspect of the school setting and individual functioning. In the first paper, student-specific characteristics and their impact on wellbeing is considered. In this paper, Guo, Tang and colleagues explore the impact of various social-emotional skills on academic and life success, and how this information can be used to direct interventions and support. The next paper looks at school-based interpersonal impacts on wellbeing. To achieve this, Trach and colleagues explore the impact of 'one good adult' on early adolescents' social-emotional development through a longitudinal analysis of survey data collected with Canadian youth across 2010 - 2017. After this, a school situational impact on wellbeing is examined. Jones accomplishes this through the exploration of the impact of Covid-19 related school closures and the subsequent absence of peer interactions on student popularity goals and bullying incidents. Finally, the impact of a specific intervention on wellbeing is explored. This research, conducted by Maynard and Symonds, investigates the impact of social innovation education (SIE) on adolescent wellbeing through a case study analysis of two post-primary schools in Ireland. Together, these four papers provide evidence on various ways in which child and adolescent wellbeing can be impacted within educational contexts.

### SY-015\_1 **The roles of social-emotional skills in students' academic and life success: a multi-informant, multi-cohort perspective**

Guo J.<sup>1</sup>, Tang X.<sup>2</sup>, Marsh H., Parker P.<sup>1</sup>, Basarkod G.<sup>1</sup>, Sahdra B.<sup>1</sup>, Ranta M.<sup>2</sup>, Salmela-Aro K.<sup>1</sup>

<sup>1</sup>Australian Catholic University, Australia

<sup>2</sup>University of Helsinki, Finland

### SY-015\_2 **Early adolescent's relationships with important adults at school: is one enough?**

Trach J.<sup>1</sup>, Gill R.<sup>2</sup>, Schonert-Reichl K.<sup>3</sup>, Guhn M.<sup>2</sup>, Gadermann A.<sup>2</sup>, Oberle E.<sup>2</sup>

<sup>1</sup>University of Turku, Finland, <sup>2</sup>University of British Columbia, Canada,

<sup>3</sup>University of Illinois, USA

### SY-015\_3 **Changes in children's popularity goals and bullying during covid-19 school closures**

Jones M. H.

University of New Mexico, USA

### SY-015\_4 **Social innovation education and the impact of adolescent voice on wellbeing**

Maynard A., Symonds J. E.

University College Dublin, Ireland

## HALL GAMMA

11:45 - 13:15 **PAPER SYMPOSIUM SY-016**  
International perspectives on social and emotional development: Conceptual and practical considerations

**Chair: Da Cunha J.**, Federal University of Parana

**Discussant: Schoon I.**, University of London

### Integrative Abstract

This symposium presents three papers focused on social and emotional competencies in three majority world contexts, including data from Brazil, Chile and the United Arab Emirates. Each of the papers seek to highlight the challenges and possibilities to articulate contextualized and nuanced work on social and emotional development while building upon integrative approaches to facilitate communication in the field. The first paper explores the influence of a moral education curriculum implemented in the United Arab Emirates on the development of three domains and manifestations of social and emotional competency, using the integrative taxonomy proposed by Schoon (2021). Preliminary results suggest an emphasis on the domain of other-orientation (e.g., compassion), with less emphasis on the development of self-orientation or task-orientation. The second paper examines data from an ongoing longitudinal study involving adolescents from Chile to examine how prosocial and pro-environmental behaviours are associated with moral engagement, also taking into account the contextual influence of peer social norms on these associations. Findings highlight the moral nature of prosocial and pro-environmental behaviours, which is also influenced by peer social norms on said behaviours. The third paper uses data from a large sample of Brazilian children to examine how indicators of social competency, including social responsibility behaviours and beliefs, are positively related to flourishing both directly and also through the indirect associations with negative affect. Interestingly, each of the three studies highlight the relevance of the domain of other-orientation across different socio-cultural contexts generally characterized by collectivism. The findings illustrate the challenges to enhancing social and emotional development in international contexts, both conceptually and practically. The discussion will reflect on these challenges in more detail.

**SY-016\_1** **Developing Social-Emotional Competencies through Moral Education in the UAE**

England D.<sup>1</sup>, Murphy A.<sup>1</sup>, Anbreen N.<sup>1</sup>, Anderson, P.<sup>2</sup>

<sup>1</sup>University of Birmingham Dubai, <sup>2</sup>Middlesex University Dubai

**SY-016\_2** **The role of moral engagement and peer social norms on prosocial and proenvironmental behaviours**

Berger C., Andaur A.

Pontificia Universidad Católica de Chile

**SY-016\_3** **Social competence and flourishing among Brazilian children**

Da Cunha J.<sup>1</sup>, Amaral H.<sup>2</sup>, Santo J.<sup>2</sup>

<sup>1</sup>Federal University of Parana, <sup>2</sup>University of Nebraska at Omaha

### HALL JUPITER FOYER A

#### 11:45 - 13:15 POSTER SYMPOSIUM PS-1

Assessment of early childhood development and school readiness. Experiences from three Latin-American countries.

**Chair:** Vázquez-Echeverría A., Universidad de la República, Uruguay  
**Discussant:** Koller S. H., Universidade Federal do Rio Grande do Sul, Brazil

#### Integrative Abstract

Early identification of developmental delays is crucial for prevention and timely interventions. This is especially relevant in Latin-America, one of the most unequal regions in the world, where most of the children grow up in poverty. The aim of this symposium is to present results of five Latin American experiences related to the assessment of early childhood development, and to show its relevance for educational and social development policy-making. Theoretically, some of the studies are developed under the overarching framework of school readiness, while others are based on the theory of attachment. Methodologically, three studies are cross-sectional and two have a longitudinal design. As a highlight, one uses a census sample of one country: Uruguay. Overall, the studies in this symposium cover samples aged 3 to 6 years old. The first focuses on the study of children aged 3 and 4 in an Andean region of Colombia and their use of the secure base. The second one shows the relationship between childcare environment quality in early childhood centers and child development of children aged 3 to 4 years, and home environment variables as mediators in Uruguay. The third study explores the school readiness profiles using a large -census- sample of children attending public preschool centers of Uruguay. Those profiles are related to later academic outcomes, specifically 1st-grade retention. The fourth presents the development and validation of cognitive and socio-affective development tests for the assessment within the preschool educational context. Finally, the fifth study analyzes profiles of children exposed to child abuse and neglect through developmental indicators in the educational context. To sum up, these studies seek to provide evidence to enhance the quality of public policies related to early childhood development, both regarding prevention and intervention practices in diverse Latin-American settings.

#### PS-1\_1 **Secure base behaviour in preschoolers from a rural Andean region of Colombia**

Ortiz J.A.<sup>1</sup>, Salazar J.G.<sup>2</sup>, Parra P. A.<sup>1</sup>, Torres I.<sup>1</sup>

<sup>1</sup>Universidad del Rosario, Colombia, <sup>2</sup>Fundación Universitaria Juan de Castellanos, Colombia

#### PS-1\_2 **Quality of the environment and development in early childhood care contexts**

Rubio Azevedo I., Vázquez-Echeverría A.  
Universidad de la República, Uruguay

#### PS-1\_3 **School readiness profiles among Uruguayan preschoolers**

Vázquez-Echeverría A.  
Universidad de la República, Uruguay

#### PS-1\_4 **The evaluation of the cognitive and affective development of the Cuban preschool child**

Ramírez Benítez Y.  
University of Cienfuegos, Cuba

#### PS-1\_5 **Early detection of intrafamily child abuse and neglect through developmental indicators in the educational context**

Liz M., Vázquez-Echeverría A.  
Universidad de la República, Uruguay

## HALL JUPITER

13:15 - 14:15 **EARLY CAREER WORKSHOP 1**

14:15 - 15:45 **INVITED SYMPOSIUM IS-4**

**SRCD-ISSBD Joint Symposium** - Preparing for the Transition to Adulthood: Intrapersonal Strengths, Uncertainties, & Economic Contexts

**Chair: Hill N.E.**, Harvard University, USA

### Integrative Abstract

The transition from adolescence to adulthood marks a significant milestone in human development. As youth launch from the families and establish themselves, their life opportunities are broadened or constrained by numerous ecological, economic, and sociocultural factors. Theories of the transition to adulthood indicate outline 5 key markers of adulthood: finishing one's education, finding a job, leaving home, finding a life partner, & becoming a parent (Settersten & Ray, 2010). Compared to the middle of the 20th century, today, youth are reaching these markers at a later age (Aronson, Callahan, & Davis, 2015; Hill & Redding, 2021). These trends are evident across regions of the world but are especially true in urban areas and industrialized countries and for those who continue their educational training post high school (Hill & Redding, forthcoming). Numerous studies show that youth often seek to complete their education and start their career prior to reaching (e.g., Lee, Wickrama, O'Neal, & Prado, 2018). However, completing one's education and starting a career is often dependent the societal factors, including economic opportunities, generational history, and racial and ethnic context. Uncertainty, anxiousness, and loneliness are hallmarks the late adolescence and early adult years. Youth worry about their ability to provide for themselves and make meaning contributions to society. While that are adept as honing their aspirations, now they must make and embark on plan to succeed. Whereas the focus on the transition to adulthood is often on when youth reach the markers, we need to understand what youth need and how to equip them for their future. To this end, this set of papers focuses on adolescents and young adults as they develop the skills and dispositions they need to succeed. Together, these papers focus on identity development and a sense of belonging, inspiring civic engagement and social justice, navigating career uncertainties, and fostering educational and career aspirations. This set of papers examines how the development of these skills and dispositions interacts with context - the economy, across

generation, and racial/ethnic/religious contexts. These studies represent populations from three nations (UK, Switzerland, and the United States) and each examines diversity within their national contexts. Specifically, Buchmann and Grütter examines how, in the context of growing individualization and delaying adulthood, relate to the development of civic engagement by comparing across two generations of Swiss youth (aged 15-18). Hughes longitudinal study of ethnicity diverse high school students (4 ethnic groups in the US) examines the interrelations and trajectories among aspirations and academic engagement, along with the impact youths' race-related beliefs and experiences on their aspirations and engagement. Cheah, Gürsoy, & Zong examines Muslim- American young adults (ages 16-27) experiences with discrimination and its impact on sense of belonging and wellbeing. Finally, Schoon and Henseke, examines career uncertainties as they relate ambitions, and career related activities among a longitudinal sample of UK young adults (age 16- 25). Together, these papers inform us on the ways in which context and psychosocial resources interact and influence youths' as they come of age.

IS-4\_1

**Cohort differences in the development of civic engagement from mid- to late adolescence**

Buchmann M.<sup>1</sup>, Grütter, J.<sup>2</sup>

<sup>1</sup>University of Zurich, <sup>2</sup>University of Konstanz

IS-4\_2

**Inter-relations between academic engagement, aspirations, and race-related experiences and beliefs**

Hughes D. L.

New York University, USA

IS-4\_3

**The Significance of identity belongingness and sense of community in school and work Settings for Muslim American Youth's Wellbeing**

Cheah C.S.L., Gürsoy H., Zong X.

University of Maryland, Baltimore County, U.S.A

IS-4\_4

**Career ready? Preparing young people for an uncertain future**

Schoon I., Henseke G.

University College London

## HALL DELPHI

### 14:15 - 15:45 PAPER SYMPOSIUM SY-017

Personality traits in adolescence: Stability and change and consequences for psychopathology and resilience

**Chair: Shiner R.**, Colgate University, United States

**Co-Chair: Motti-Stefanidi F.**, National and Kapodistrian University of Athens, Greece

**Discussant: Shiner R.**, Colgate University, United States

#### Integrative Abstract

Adolescents' personality traits may play an especially important role in shaping the ways that youth navigate the rapid and substantial biological, cognitive, socioemotional, and contextual changes of this period of life. This symposium brings together three talks on adolescent personality traits to address a pair of important developmental issues: stability and change in personality traits in early adolescence and the role of personality traits in young people's development of both psychopathology and resilience. First, Gillespie and colleagues investigated stability and change in self-reported Big Five traits in Greek immigrant and non-immigrant youth in a three-wave study from ages 12 to 14 in the midst of the Greek economic crisis. Both immigrant and non-immigrant youth reported negative mean-level trait changes in all traits from 12 to 13, followed by positive changes in some traits from 13 to 14, suggesting a pattern of personality disruption in early adolescence. Second, in a clinical sample of adolescents and young adults from the Netherlands, van den Berg and colleagues studied the facets of the trait impulsivity as predictors of three types of psychopathology that become more prevalent in adolescence: borderline personality disorder, conduct problems, and drug and alcohol problems. Two facets of impulsivity - namely, positive and negative urgency - were associated with all types of psychopathology and accounted for the relationship between borderline personality disorder and conduct problems. Third, De Maat and colleagues took a person-centered approach to examine resilience in early adulthood in a Belgian sample and found that adolescent personality traits and parenting predicted membership in competent vs. resilient vs. vulnerable groups of young adults. Taken together, the present studies demonstrate that personality traits are dynamic in adolescence and serve as both vulnerability and resilience factors both concurrently and over time into emerging adulthood.

### SY-017\_1

#### Personality development in economically disadvantaged immigrant and non-immigrant adolescents: disruption or maturation?

Gillespie S.<sup>1</sup>, Shiner R.<sup>2</sup>, Masten A.<sup>1</sup>, Motti-Stefanidi F.<sup>3</sup>

<sup>1</sup>University of Minnesota, United States, <sup>2</sup>Colgate University, United States, <sup>3</sup>National and Kapodistrian University of Athens, Greece

### SY-017\_2

#### Borderline personality disorder and antisocial behaviors in adolescence: the role of impulsivity

Van den Berg T.<sup>3</sup>, Dubas J.<sup>2</sup>, Hessels C.<sup>1</sup>, Van Aken M.<sup>2</sup>, Laceulle O.<sup>2</sup>

<sup>1</sup>Center of Expertise on Early Intervention Helping Young People Early (HYPE), GGZCentraal, The Netherlands, <sup>2</sup>Utrecht University, The Netherlands

### SY-017\_3

#### A person-centered approach to resilience and vulnerability in emerging adulthood: predictions from personality traits and parenting in adolescence

De Maat D.<sup>1</sup>, Lucassen N.<sup>1</sup>, Shiner R.<sup>2</sup>, Prinzie P.<sup>1</sup>

<sup>1</sup>Erasmus University Rotterdam, The Netherlands, <sup>2</sup>Colgate University, United States



## HALL SALON DES ROSES A

### 14:15 - 15:45 PAPER SYMPOSIUM SY-018

Quality and impacts of phone-call based parenting support programs to support early childhood development in low and middle-income countries

**Chair: Ramachandran A.**, New York University, New York, USA

#### Integrative Abstract

Since the pandemic, governments and nonprofits have used remote approaches to address the gap in in-person early childhood development (ECD) services. In low and middle-income countries, due to internet limitations, these services have primarily been delivered through phone calls and/or text messages to caregivers and children. While ensuring access to services, as with all ECD programs, it is important to examine their quality to ensure programs have their intended impact. This panel focuses on the theme of quality of phone-call based parenting support programs (PCPSP) for early childhood and presents findings from large-scale data sets of recorded calls, coded for quality, in Bangladesh and Jordan. Ramachandran et al. propose a conceptual framework for quality of PCPSP and explore conceptual and practical differences in measuring quality for remote vs in-person programs. Rafla et al. present results from the first randomized controlled trial to assess the impact of a PCPSP implemented for Syrian refugee and hostcommunity caregivers in Jordan. They explore the extent to which the program's impact on caregiver wellbeing and engagement was moderated by the quality of the phone calls. Yesmin et al. present data from another PCPSP, 'PasheAchhi', delivered to Rohingya refugee and Bangladeshi caregivers. They present psychometric work validating an instrument designed to measure quality of and fidelity to the "PasheAchhi" model. Al Aqra et al present results from the 'Reach up and Learn' program, which was adapted for phone calls. They share findings from periodic application of their fidelity monitoring instrument and describe the evolution of quality in the program. They also discuss implications for professional development and for redesign of the program. Together, these papers contribute to the budding knowledge base for how to best support children's early development post-COVID in an area of programming that has never been investigated relative to observed quality.

**SY-018\_1** **Conceptualizing and measuring quality of phone-call based parenting support programs for early childhood aged children**  
Ramachandran A.<sup>1</sup>, Al Ogaily D.<sup>2</sup>, Rafla J.<sup>1</sup>, Hilgendorf D.<sup>1</sup>, Molano A.<sup>1</sup>, Schwartz K.<sup>1</sup>, Yoshikawa H.<sup>1</sup>  
<sup>1</sup>New York University, New York, United States, <sup>2</sup>Independent Consultant, Abu Dhabi, United Arab Emirates

**SY-018\_2** **Assessing the Impact of a Phone-based Home-visiting Program in Jordan on Caregivers' Engagement and Well-Being: Moderation by Quality of Calls**  
Rafla J.<sup>1</sup>, Ramachandran A.<sup>1</sup>, Hilgendorf D.<sup>1</sup>, Molano A.<sup>1</sup>, Fityan R.<sup>2</sup>, Al Abed M.<sup>2</sup>, Khanji M.<sup>2</sup>, Abu Seriah R.<sup>2</sup>, Sloane P.<sup>2</sup>, Schwartz K.<sup>1</sup>, Yoshikawa H.<sup>1</sup>  
<sup>1</sup>New York University, New York, United States, <sup>2</sup>International Rescue Committee, Amman, Jordan

**SY-018\_3** **Development and validation of fidelity assessment Tool for Pashe Achhi Telecommunication Model**  
Yesmin S.<sup>1</sup>, Begum T.\*<sup>2</sup>, Gani O.<sup>2</sup>, Ramachandran A.<sup>3</sup>, Zahra F.<sup>3</sup>, Yoshikawa H.<sup>3</sup>  
<sup>1</sup>BRAC University, Dhaka, Bangladesh, <sup>2</sup>BRAC Humanitarian Programme, Cox Bazar, Bangladesh  
<sup>3</sup>New York University, New York, United States

**SY-018\_4** **Supporting caregivers during a pandemic through phone-call based services: Measuring quality of remote implementation in Jordan**  
Al Aqra A.<sup>1</sup>, Al Mansour N.<sup>2</sup>, Wilton K.<sup>1</sup>, Ramachandran A.<sup>3</sup>, Sloane P.<sup>1</sup>  
<sup>1</sup>International Rescue Committee, Amman, Jordan, <sup>2</sup>USAID, Amman, Jordan, <sup>3</sup>New York University, New York, United States

### HALL SALON DES ROSES B

14:15 - 15:45 **PAPER SYMPOSIUM SY-019**  
Parents and children in refuge: Impact of trauma and tailoring of parenting interventions for refugee parents and children

**Chair: Eltanamly H.**, Developmental Psychology, Utrecht University, Netherlands

**Discussant: Pluess M.**, Queen Mary University London, United Kingdom

#### Integrative Abstract

Exposure to war and displacement can have detrimental impact on parents and children. In times of war and refuge, parents might suffer from trauma-symptoms which can make it difficult to manage their own emotional states, and those of their children's, negatively impacting family dynamics and child adjustment. The goal of this symposium is to unravel some of the processes underlying the effect of war and refuge on parents' and children's functioning. We further extend this by presenting tailored parenting interventions targeted at refugee parents in high income countries. The symposium supports current topics of global concern such as migration and war, and brings together researchers from different countries (Canada, Netherlands, United States, and United Kingdom) and institutions, who have been carrying out research in this area. The use of empirically-supported prevention strategies to improve the lives of vulnerable populations will be discussed. The first paper presents data from 1596 Syrian children and their caregivers and 1009 at follow-up (a year later) on how specific domains of environmental risk uniquely predict pubertal dysregulation. The second paper documents the modification of After Deployment, Adaptive Parenting Tools (ADAPT online) for refugee families. Using mindfulness strategies, 50 parents in the USA and Europe are trained to regulate trauma triggers while positively engaging with their children (e.g., problem solving, limit setting, and socializing children's emotions). Initial feasibility and acceptability testing, as well as recommendations for parenting interventions with refugee families will be presented. The last paper explores the impact of micro, yet recurring, post-migration stressors (e.g., alienation, discrimination, and language difficulties) on parental self-efficacy among 55 refugee parents in the Netherlands. Using a within-subject experimental design, the temporal associations between post-migration stress, parental self-efficacy and parental autonomy support will be presented. In addition, effects of strengthening parental self-efficacy in a brief intervention will be presented.

**SY-019\_1** **Biological embedding among Syrian refugee children: The role of pubertal development**

Black C., Pluess M.  
Queen Mary University of London

**SY-019\_2** **Development and initial validation of an online parenting program for refugee families: Parenting in the Moment/PIM**

Simenec T.<sup>1</sup>, Banegas J.<sup>1</sup>, Willer M.<sup>2</sup>, Muldrew L.<sup>2</sup>, Gewirtz A.<sup>2</sup>  
<sup>1</sup>University of Minnesota, USA, <sup>2</sup>Arizona State University, USA

**SY-019\_3** **Parenting as it's lived: Moment-to-moment stressors and parental self-efficacy among refugee parents in the Netherlands**

Eltanamly H.<sup>1</sup>, Leijten P.<sup>1</sup>, Van Roekel E.<sup>2</sup>, Mouton B.<sup>3</sup>, Pluess M.<sup>4</sup>, Overbeek G.<sup>1</sup>  
<sup>1</sup>University of Amsterdam, the Netherlands, <sup>2</sup>Tilburg University, the Netherlands, <sup>3</sup>Université Libre de Bruxelles, Belgium, <sup>4</sup>Queen Mary University of London, United Kingdom

## HALL NAFSIKA A

### 14:15 - 15:45 PAPER SYMPOSIUM SY-020

The development of religious beliefs and identity: Antecedents and consequences

**Chair: Kramer H.J.**, Queen's University Belfast, Belfast, United Kingdom

**Co-Chair: Dautel J.**, Queen's University Belfast, Belfast, United Kingdom

#### Integrative Abstract

This symposium brings together data from China, Croatia, Iran, Northern Ireland, and the Republic of North Macedonia to investigate causes and consequences of the development of religious beliefs and identity. These geographic regions are of particular interest because they represent a range of religiosity and religious group division. The first two papers focus on parents' religious socialization: That is, their beliefs and values, and how they transmit this information to their children. The final two papers discuss an important consequence of children's religiosity: The extent to which they exhibit prosocial behaviors, including to whom they choose to behave prosocially. Specifically, Paper 1, examines and documents relations among parents' religiosity, religious and science values, and cultural socialization of ethno-religious identity in Northern Ireland. Especially intriguing, higher religiosity was associated with greater socialization of ethno-religious identity in children. Paper 2 investigates parents' cues to uncertainty when discussing scientific and religious topics with their children in a religious context (Iran) and in a secular context (China). Parents transmit their belief in religious and scientific phenomenon through the type of language they use. Paper 3 is a systematic review of the existing literature on relations between children's strength of religiosity and their prosocial behavior, focusing on how religiosity and prosociality are measured, the direction of the association, and potential moderators. In part, this paper concluded that data on this topic is limited and outlines future directions. In response to this call, Paper 4 investigates minority and majority 7- to 11-year-old's general and outgroup directed prosocial behavior in three religiously divided societies (Northern Ireland, Croatia, and the Republic of North Macedonia), with a focus on how strength of ethno-religious identity shapes these behaviors. Taken together, these studies offer an overview of some antecedents and consequences of the development of religious identity in internationally diverse settings.

### SY-020\_1 Parents' Religiosity, Religious and Science Values, and Ethno-Religious Cultural Socialization in Northern Ireland

Kramer H.J.<sup>1</sup>, McLoughlin N.<sup>2</sup>, Corriveau K.<sup>3</sup>, Dautel J.<sup>1</sup>

<sup>1</sup>Queen's University Belfast, United Kingdom, <sup>2</sup>University of Kent, United Kingdom, <sup>3</sup>Boston University, USA

### SY-020\_2 The cultural transmission of belief in unobservable religious and scientific phenomena in majority and minority communities

McLoughlin N.<sup>1</sup>, Cui Y.K.<sup>2</sup>, Davoodi T.<sup>2</sup>, Payir A.<sup>2</sup>, Clegg J.M.<sup>3</sup>, Harris P. L.<sup>4</sup>, Corriveau K.H.<sup>2</sup>

<sup>1</sup>University of Kent, United Kingdom, <sup>2</sup>Boston University, USA, <sup>3</sup>Texas State University, USA, <sup>4</sup>Harvard University, USA

### SY-020\_3 A systematic review of the association of religiosity to children's prosocial behaviour

Zammit I.<sup>1,2</sup>, Taylor L. K.<sup>2,3</sup>

<sup>1</sup>Malta College of Arts Science and Technology, Malta, <sup>2</sup>University College Dublin, Ireland <sup>3</sup>Queen's University Belfast, United Kingdom

### SY-020\_4 Strength of ingroup identity and prosociality in a legacy of conflict: the effects of cost and recipient identity

Corbett B.<sup>1</sup>, Dautel J.<sup>1</sup>, Humer J.T.<sup>2</sup>, Misoska A.T.<sup>1</sup>, Taylor L.K.<sup>1,4</sup>

<sup>1</sup>Queen's University Belfast, United Kingdom, <sup>2</sup>University of Osijek, Croatia, <sup>3</sup>American University College Skopje, North Macedonia, <sup>4</sup>University College Dublin, Ireland

## HALL NAFSIKA B

14:15 - 15:45 **PAPER SYMPOSIUM SY-021**  
Understanding how Parenting Programs work

**Chair: Kjølbi J.**, Center for Child and Adolescent Mental Health, Oslo, Norway

**Discussant: Gardner F.**, University of Oxford, United Kingdom

### Integrative Abstract

Parenting programs are a key prevention strategy to prevent and reduce children's mental health problems, through optimized family dynamics. Yet, many questions remain about the processes underlying how parenting programs work. This knowledge is vital, first, to learn more about the nature and magnitude of the impact of parenting programs on changes in family dynamics and child development ("what can we realistically expect from these programs?"), and second, to guide efforts to optimize the efficiency and scalability of empirically supported parenting programs ("how can we make sure effective programs are used in clinical practice?"). This symposium brings together researchers committed to shed light on these issues. The first presentation shows how co-creating a parenting program with practitioners and users based on the common elements of effective parenting programs can increase implementation of parenting programs in clinical practice. The second presentation shows that parenting programs designed to reduce children's conduct programs have wider benefits for family well-being, including parental mental health and family income. The third presentation uses individual participant data meta-analysis (i.e., pooled data of 14 randomized trials of the same parenting program) to identify co-occurring change in child and parental mental health. In sum, these presentations use novel methods to unpack the "black box" of parenting programs: they help identify the discrete parenting program elements that drive program effects, and the precise effects these programs produce. Findings help improve our understanding of how parenting programs work, and provide sound guidance on how to optimize program delivery and benefit.

**SY-021\_1** **A Parenting Intervention to Reduce Child Maltreatment Based on Common Elements and Co-creation.**

Kjølbi J.

Regional Centre for Child and Adolescent Mental Health, Oslo, Norway

**SY-021\_2** **Cascading Effects of Generation PMTO: Positive Parent Outcomes**

Forgatch M. S., Sigmarsdóttir M.<sup>2</sup>

<sup>1</sup>Oregon Social Learning Centre, Eugene (OR), USA

<sup>2</sup>University Of Iceland

**SY-021\_3** **Co-Occurring Change in Children's Conduct Problems and Maternal Depression**

Gardner F.

University of Oxford, United Kingdom

### HALL NEFELI A

#### 14:15 - 15:45 PAPER SYMPOSIUM SY-022

The role of age in the effects of youths' and young adults' weapon exposure and weapon use

**Chair: Dubow E.**, Bowling Green State University

**Discussant: Huesmann L.**, University of Michigan

#### Integrative Abstract

Three studies explore the frequency and psychological and behavioral effects of youths' and young adults' exposure to weapons violence, as a function of age. The research teams, from different countries, comprise an interdisciplinary group from the fields of criminology, psychology, and social work; approach the topic from the perspectives of social ecological and social-cognitive theories; and examine weapon exposure and use in various social ecological contexts. The first paper investigates children's exposure to weapon-related political violence, in the context of other forms violence, in the Israel-Palestine conflict. The participants were a random systematic cluster sample of 2,934 Palestinian adolescents ages 12-19 and their parents living in the West Bank and East Jerusalem. Analyses will explore age and gender as moderators of the effects of exposure to weapon-related political violence on post-traumatic stress symptoms. The second paper examines developmental trends from ages 7-27 in exposure to firearms in the neighborhood, firearm use, and weapon-related social cognitions. The research team uses integrative data analysis by combining two longitudinal studies from high-crime communities in the United States (total N=626). Developmental trends suggest the need for prevention programming to begin by early to middle adolescence to reduce the effects of exposure to weapons on weapon use. The third paper presents a systematic meta-analytic review of the association of weapon carrying with bullying perpetration and victimization inside and outside of school. Searches across 20 databases and 46 journals yielded 35 studies. Weapon carrying is associated with bullying perpetration and victimization, and age is examined as a moderator of the relations. Results suggest the best developmental timing of interventions to reduce bullying, weapon carrying, and their relation. The discussant will integrate the findings related to theoretical models of youth weapon exposure and use, and draw implications from developmental trends for informing preventive interventions and public policy.

#### SY-022\_1

#### Exposure of Palestinian adolescents to weapons and other forms of political violence in the Israeli-Palestinian conflict: age, gender, and context

Greenbaum C., Haj-Yahia M.

The Hebrew University of Jerusalem

#### SY-022\_2

#### Age trends in exposure to firearms, firearm use, and weapons-related social cognitions in two urban high-risk communities in the United States

Dubow E.<sup>1</sup>, Huesmann L.<sup>2</sup>, Boxer P.<sup>3</sup>, Docherty M.<sup>1</sup>

<sup>1</sup>Bowling Green State University, <sup>2</sup>University of Michigan, <sup>3</sup>Rutgers University

#### SY-022\_3

#### Bullying and weapon carrying in and out of school: a systematic review and meta-analysis of cross-sectional and longitudinal studies

Tofi M., Valdebenito S., Eisner M., Gaffney H.

Institute of Criminology, University of Cambridge

## HALL NEFELI B

14:15 - 15:45 **PAPER SYMPOSIUM SY-023**  
Effective online co-creation

**Chair: Skipper Y.**, University of Glasgow, Scotland  
**Co-chair: Pepler D.**, York University, Canada  
**Discussant: Watling D.**, Royal Holloway University of London, England

### Integrative Abstract

There has been a growing interest in knowledge mobilization (KM), in which academics and partner organisations work together to co-create knowledge that can have a positive real-world impact. Advantages to this approach include increased relevance of applied research and established pathways to impact. There are also several challenges to be overcome. A key challenge involves researchers moving from an 'independent' approach to research and KM to becoming more 'interdependent', focussing on relationships with others (Skipper & Pepler, 2020). The relational aspect of the co-creation process has been challenged during the pandemic when our interactions moved to a virtual platform. We have had to consider new ways of working. This has been particularly important in online co-creation where everybody's input is equally valued with all voices being heard. In this symposium, we describe diverse projects in which the co-creation process moved online. In the first paper, Skipper et al., report on a project which used online co-creation to develop an intervention to help young people recognise fake news. In the second, Pepler et al., report on a project they have been developing with Indigenous communities in Canada. In the final paper, Boatwright et al., report on an intervention which gives groups of people the opportunity to collaboratively write and publish a novel in a week which had to be modified to work online. The symposium will highlight not only the strategies and challenges of online cocreation, but also its potential for collaboration on projects that are remote or international. We hope our personal experiences will help others to consider their approach to online co-creation.

**SY-023\_1** **Project Real: Co-creating an intervention online to help young people recognise fake news**  
Skipper, Y., Jolley D, Reddington J., Haywood G.  
University of Glasgow, Northumbria University eQuality Time, University of Glasgow

**SY-023\_2** **Walking the Prevention Circle: Community-based Collaborative Research**  
Pepler, D.<sup>1</sup>, Cardinal, S.<sup>2</sup>  
<sup>1</sup>York University, Canada, <sup>2</sup>Canadian Red Cross

**SY-023\_3** **White Water Writers: Collaboratively writing and publishing a book online**  
Boatwright D., Skipper Y., Reddington J.  
University of Strathclyde, University of Glasgow, eQuality Time

## HALL ALPHA

14:15 - 15:45 **PAPER SYMPOSIUM SY-024**  
 Paternal and Romantic Partner Sensitivity across Cultures

**Chair & Discussant: Brown G.L.**, University of Georgia, Athens, Georgia, USA

### Integrative Abstract

Caregiver sensitivity is one precursor of attachment security and other critical outcomes in both parent-child and adult romantic relationships. Past studies have documented that maternal sensitivity predicts attachment security more strongly than paternal sensitivity in the early years (e.g., Lucassen, Tharner, Van IJzendoorn, Bakermans-Kranenburg et al., 2011), and individual differences in adult attachment styles are related to the quality of caregiving sensitivity in adult intimate relationships (e.g., Collins & Ford, 2010). Nonetheless, research to date has not fully elucidated the unique determinants and consequences of paternal sensitivity, or the extent to which sensitivity varies across cultural contexts and family structures. This symposium seeks to address these gaps by considering the following fundamental questions: (1) To what extent is paternal sensitivity in the family of origin related to men's pre-birth preparation for parenting? (2) Does sensitivity and its effects on child attachment security differ among gay, lesbian, and heterosexual two-parent families? (3) Does proactive vs. reactive caregiving sensitivity contribute to adult romantic relationship quality? In these papers researchers from three distinct cultures will seek to address these critical issues. In the first study, Aytuglu and colleagues found that paternal sensitivity in the family of origin predicted fathers' parenting confidence via inter-parental relationship quality among expectant, unmarried African American fathers in the USA. In the second study, Carone and colleagues found greater sensitivity among primary caregiving parents, but a similar pattern of associations between sensitivity and child attachment security among gay, lesbian, and heterosexual couples in Italy. Finally, Kırimer-Aydınlı and Sümer found that partner sensitivity -- especially husbands' proactive sensitivity -- was a critical mediator of Turkish couples' attachment security on their relationship satisfaction. All studies have critical implications concerning caregiving sensitivity in understudied communities, cultures, and family typologies.

**SY-024\_1** **Family of Origin Paternal Sensitivity as a Predictor of Prenatal Parenting Confidence among Unmarried, African American Fathers**  
 Aytuglu A., Brown G.L., Thomas C.R., Howard C.J.  
 University of Georgia, Athens, Georgia, USA

**SY-024\_2** **Parental sensitivity and child attachment security in gay, lesbian, and heterosexual two-parent families through assisted reproduction**  
 Carone N., Barone L.  
 University of Pavia, Pavia, Italy

**SY-024\_3** **Proactive caregiving sensitivity, attachment insecurity, and relationship satisfaction among married couples in Turkey**  
 Kırimer-Aydınlı F.<sup>1</sup>, Sümer N.<sup>2</sup>  
<sup>1</sup>Anadolu University, Turkey, <sup>2</sup>Sabancı University, Turkey

## HALL GAMMA

14:15 - 15:45 **PAPER SYMPOSIUM SY-025**  
Mental state knowledge and morality in multiple contexts

**Chair: Sodian B.**, Ludwig-Maximilian-University, Munich, Germany

### Integrative Abstract

Mental state knowledge and morality are necessary for human interactions and emerge early in development. Recent research has tackled the complex task of investigating how mental state knowledge bears on morally-relevant behavior, interactions, and relationships. Symposium participants have investigated this topic across two continents. In the first paper, the findings of a longitudinal study of N=155 revealed predictive relations of theory of mind (ToM) and morally relevant ToM (MoToM) at the age of 4 to 6 years for moral reasoning and the endorsement of Machiavellian beliefs and tactics at 8 years. The second paper will describe research on the role of false belief understanding in moral judgments related to victim and transgression negligence; past research has only focused on transgressor negligence. Children, N = 117, with false belief understanding (FBU) were more likely to consider both transgressor and victim negligence in judgments of acceptability compared to children without FBU. The third paper, N = 81, will convey new results on developmental processes that guide prosocial behavior. Moral reasoning, moral emotions, moral self-concept and ToM were analyzed in relation to prosocial behavior. The findings indicated that sharing behavior was predicted by moral emotions, and self-reported prosocial behavior by the moral self-concept. ToM was associated with both the moral self concept and with sharing behavior. The findings of these papers contribute to a growing and exciting field of research on the intersection of moral judgment and mental state knowledge in everyday life. They will be discussed with respect to both conceptual development and the prediction of moral behavior.

**SY-025\_1** **Morally relevant theory of mind predicts 8-year-olds' moral reasoning and provides a buffer against machiavellianism**

Sodian B.<sup>1</sup>, Kristen-Antonow S.<sup>1</sup>, Killen M.<sup>2</sup>

<sup>1</sup>Ludwig-Maximilian-University, Munich, Germany.

<sup>2</sup>University of Maryland, MD, USA.

**SY-025\_2** **But, she wasn't being careful! Role of false belief understanding in moral judgments about victim and transgressor negligence**

Mulvey K.L.<sup>1</sup>, Gönültaş S.<sup>1</sup>, Richardson C.B.<sup>2</sup>

<sup>1</sup>North Carolina State University, <sup>2</sup> Pennsylvania State University

**SY-025\_3** **The role of the moral self-concept and moral emotions for prosocial behavior in preadolescence**

Christner N., Paulus M.

Ludwig-Maximilians-Universität München, Munich, Germany

15:45-16:15 **COFFEE BREAK 2**  
**POSTER SESSION 2**



## HALL JUPITER

### 16:15 - 17:15 **KEYNOTE LECTURE KL- 3**

Missing Persons

**Presenter: Harris P.**, Harvard Graduate School of Education, USA

**Chair: Goossens L.**, KU Leuven, Belgium

#### **Integrative Abstract**

A long and influential tradition of research in attachment theory has emphasized the emotional distress that is experienced by young children when they are separated from a caregiver. However, human children are typically looked after by more than one caregiver and they increasingly tolerate separation from one caregiver if they are cared for by another. Indeed, toddlers keep attachment figures in mind despite their absence - and talk about them. I review recent evidence of this early emerging ability to represent missing persons as well as the paradoxical tendency among bereaved children and adults to feel that those they have loved remain present, despite death and departure.

### 17:15 - 18:45 **INVITED SYMPOSIUM IS-5**

Overcoming the Treatment Gap: Reaching Refugee Children through Community-Based Mental Health Intervention

**Chair: Pluess M.**, Queen Mary University of London, UK

#### **Integrative Abstract**

The world is currently witnessing the highest levels of displacement in decades with more than 82 million people forced from home. About 42% of them are younger than 18 years (UNHCR, 2020). Besides having experienced traumatic war events, many refugee children end up living in adverse and challenging conditions. It is well established that refugee children are at risk for the development of mental health problems and in need of psychological support and treatment. However, mental health services in these settings are often very limited and difficult to access. But even in cases where treatment is available, many children with significant mental health problems never get treated. There are various reasons for this treatment gap, such as logistic and financial challenges as well as cultural factors that prevent affected families from seeking help. These challenges are difficult to address with conventional mental health services, which tend to be provided by mental health specialists in centralised primary health care centres.

The four papers included in this symposium focus on the development and evaluation of new community-based mental health approaches that have the potential to significantly reduce the treatment gap in refugee populations. The first paper provides new data on the treatment gap in a large sample of Syrian refugee children living in Lebanon, including information on assessed and perceived need for treatment as well as reasons for not accessing mental health services. The second paper presents two studies on the development and mixed-methods evaluation of a new brief family-focused intervention module in several Middle Eastern settings. The third paper focuses on the development and pilot testing of a new transdiagnostic family intervention for Syrian refugees living in Istanbul, Turkey. Finally, the fourth paper describes the process of engaging young adult Syrian refugees as community mental health workers in Lebanon.

### IS-5\_1

#### High Need but Low Uptake of Available Psychological Services: Predictors and Reasons for the Treatment Gap in Syrian Refugee Children

Pluess M.<sup>1</sup>, McEwen F.<sup>1</sup>, Popham C.<sup>1</sup>, Bosqui T.<sup>2,3</sup>, Hanna E.<sup>2</sup>, Hadfield K.<sup>3</sup>, Chehade N.<sup>4</sup>, Moghames P.<sup>4</sup>, Karam E.<sup>5</sup>

<sup>1</sup>Queen Mary University of London, London, UK, <sup>2</sup>American University of Beirut, Beirut, Lebanon

<sup>3</sup>Trinity College Dublin, Dublin, Ireland, <sup>4</sup>Médecins du Monde, Beirut, Lebanon, <sup>5</sup>Balamand University and Institute for Development, Research, Advocacy and Applied Care (IDRAAC), Beirut, Lebanon

### IS-5\_2

#### Family-focused interventions to reduce distress and promote well-being in adolescents living in adversity

Brown F.L.<sup>1,2</sup>, Bosqui T.<sup>3</sup>, Elias J.<sup>4</sup>, Farah S.<sup>3</sup>, Mayya A.<sup>3</sup>, Ali R.<sup>4</sup>, Meksassi B.<sup>4</sup>, Sayed Ahmad L.<sup>5</sup>, Jordans M.<sup>1,2</sup> on behalf of the Nurturing Families study team, and the Family-Focused Psychosocial Support study team.

<sup>1</sup>Research and Development Department, War Child Holland, Amsterdam, the Netherlands, <sup>2</sup>Amsterdam Institute of Social Science Research, University of Amsterdam, Amsterdam, the Netherlands, <sup>3</sup>American University of Beirut, Beirut, Lebanon, <sup>4</sup>War Child Holland, Beirut, Lebanon, <sup>5</sup>War Child Holland, Amman, Jordan

### IS-5\_3

#### Building Low Intensity Psychosocial Support for Syrian Refugees in Istanbul

Weine S.M.<sup>1</sup>, Polutnik C.<sup>1</sup>, Arënliu A.<sup>2</sup>, Görmez V.<sup>3,4</sup>

<sup>1</sup>Department of Psychiatry, University of Illinois at Chicago, USA, <sup>2</sup>Department of Psychology, Univeristy of Prishtina "Hasan Prishtina", Prishtina, Kosovo, <sup>3</sup>Istanbul Medeniyet University, Istanbul, Turkey, <sup>4</sup>Turkish Red Crescent, Turkey

### IS-5\_4

#### Engaging Syrian refugee young adults as community mental health workers in Lebanon

Nakkash R.<sup>1</sup>, Afifi R.<sup>2</sup>

<sup>1</sup>Global and community Health Department, College of Health and Human Services, George Mason University, USA, <sup>2</sup>Community and Behavioral Health Department, College of Public Health, University of Iowa, USA

### HALL DELPHI

#### 17:15 - 18:45 PAPER SYMPOSIUM SY-026

The school bullying research program: Development and critiques

**Chair: Smith, P.K.**, Goldsmiths, University of London, UK

**Discussant: Salmivalli C.**, Univeristy of Turku, Finland

#### Integrative Abstract

Apart from a few isolated examples, publications on school bullying only started to appear in the scientific literature in the 1970s. After a slow start in the 1970s and 1980s, the number of publications has grown exponentially such that there are now several publications appearing on a daily basis, with authors from across the globe. Thus, one can talk of an international research program, with a very considerable amount of scientific effort going into it. This raises several questions. What characterises this research program? Where is it going? And can the effort be justified? There have been critiques of this body of work, noticeably focussing on two aspects - scientifically, is the hard core of the program defensible? and practically, is there too much focus on bullying to the detriment of other school safety factors? In the first presentation, Smith, Robinson and Slonje use a content analysis of articles published over 4 decades to show what has been the main focus of the research program, and how it has changed and developed over time. They present the hard core of the program as being the concept of bullying as intentional aggressive behaviour, with repetition and imbalance of power. In the second paper, Horton challenges these hard-core assumptions, discussing each criterion (intent to harm; repetition; power imbalance); he concludes that the research program needs renovating and provides suggestions for this. In the third paper, Astor and Benbenishty argue that while research on school bullying has been valuable, it has neglected other aspects of school safety, such as sexual harassment, violence and weapon carrying; they argue for a broader, socioecological perspective on the issues. Discussion will be introduced by Sebastian Wachs, who has researched extensively on school bullying and also related areas such as online hate and cyber grooming.

**SY-026\_1 How the school bullying research program has developed**

Smith P.K, Robinson S., Slonj, R.  
 Goldsmiths, University of London, UK

**SY-026\_2 Questioning assumptions: a critique of the school bullying research program**

Horton, P.  
 Linköping University, Sweden

**SY-026\_3 Bullying, school violence, and climate in evolving context: implications for research**

Astor R. A.<sup>1</sup>, Benbenishty R.<sup>2</sup>  
<sup>1</sup>UCLA, USA, <sup>2</sup>Hebrew University of Jerusalem, Israel

**HALL SALON DES ROSES A**

17:15 - 18:45 **ROUND TABLE RT-1**

Healing for Black American Youth: Clinical, Academic, Community, and Familial Strategies to Combat Inequality

**Chair: Anderson R.**, University of Michigan, Ann Arbor, United States  
**Panelists: Metzger I.**, Minor K., Banarjee M.

**Integrative Abstract**

Children thrive under conditions that value and celebrate their identities, their abilities, their unique experiences, and their cultural backgrounds (Ginwright, 2015, Neblett, Umaña-Taylor, & Rivas-Drake, 2012). However, cultural, political, and historical factors have created systematic differences in the available opportunities and experiences of children based on race and group factors (Garcia Coll et al., 1996; Spencer, Swanson, & Harpalani, 2015). Research has demonstrated the deleterious effects of racism and prejudice on children (Causadias&Korous, 2019; Sanders-Phillips et al., 2009). Yet, even well-meaning adults report feeling ill-equipped to combat these forces and many even unwittingly contribute to the cycle of oppression (e.g. Hagerman, 2018; Larson & Walker, 2010). As such, our roundtable brings together scholars and practitioners to explore evidence-based practices for parents, communities, and schools to promote the well-being of Black American youth under unfavorable societal conditions, particularly in response to the COVID-19 global pandemic and racial uprisings of 2020. Approaching children's development from the bioecological perspective (Bronfenbrenner & Morris, 2006), our panelists will discuss the micro-, meso- and exo-system influences that can make a pivotal and critical difference in children's lives. Drs. Isha Metzger, Kelly Minor, and MeetaBanarjee will discuss their strategies across ecological contexts. Dr. Riana Elyse Anderson will moderate the panel. This roundtable addresses two goals: (1) communicate, exchange, and translate, and (2) integrate diversity. Our discussion will help translate scientific research into specific suggestions and recommendations for practitioners, policymakers as well as parents and researchers who are committed to equity and justice. Our panel highlights diversity in several ways - the diversity of identities of the panelists, the diversity of the strategies we take, and the diversity of the settings in which our racial equity and justice efforts take place.

### HALL SALON DES ROSES B

17:15 - 18:45 **PAPER SYMPOSIUM SY-027**  
Understanding and Promoting Sustainable Development during Adolescence

**Chair: Spitzer J.**, Utrecht University, the Netherlands  
**Co-chair: van de Wetering J.**, Utrecht University, the Netherlands

#### Integrative Abstract

This symposium brings together researchers who explore adolescence as an opportune time for sustainable development. Here, sustainable development broadly refers to individuals' formation of the psychological dispositions and competencies that enable long-term wellbeing for themselves and their societies. In particular, this symposium focuses on understanding and harnessing adolescents' potential for proenvironmental behavior. While most adolescents consider the environmental crisis an important and urgent problem (United Nations Development Program, 2021), past research suggests that adolescents less frequently engage in sustainable behavior than children and adults (Olsson & Gericke, 2015). This symposium intends to evaluate these patterns and explore opportunities for sustainable behavior change in adolescence. The first presentation examines the development of pro-environmental behavior and motivations from childhood through adolescence. The second presentation uses a cross-sequential design to observe nature-connectedness and proenvironmental behavior in the teenage years. The third presentation experimentally tests whether adolescents can be motivated to engage in pro-environmental behavior by presenting such behavior as relevant to their motive for autonomy. The fourth presentation evaluates whether Self-Determination Theory can explain adolescents' varying levels of engagement in environmentalism and reveal a means of promoting their engagement without provoking climate anxiety. Together, these studies offer insight into the psychological drivers of adolescents' responses to climate change and shed light on the conditions that support adolescents in becoming engaged, contributing members of society. We hope this symposium will encourage researchers to identify further opportunities to harness the potential of adolescents so they can lay the foundation for a more sustainable future.

**SY-027\_1** **The development and measurement of children and adolescents' sustainable behavior and motivation based on the ecological domain**

Otto S.<sup>1,2</sup>, Zabel S.<sup>1,2</sup>

<sup>1</sup>Otto von Guericke University Magdeburg, Germany, <sup>2</sup>University of Hohenheim, Stuttgart, Germany

**SY-027\_2** **Nature-connectedness and pro-environmental behavior in adolescence: a cross-sequential study**

Krettenauer T., Goddeeris H.

Wilfrid Laurier University, Waterloo, Canada

**SY-027\_3** **Can we promote adolescents' pro-environmental behavior by harnessing their autonomy motive? a controlled experiment**

van de Wetering J., Grapsas S., Poorthuis A., Thomaes S.

Utrecht University, the Netherlands

**SY-027\_4** **Supporting the person and the environment: motivating adolescent environmentalism by meeting their psychological needs**

Spitzer J., Grapsas S., Poorthuis A., Thomaes S.

Utrecht University, the Netherlands

### HALL NAFSIKA A

#### 17:15 - 18:45 PAPER SYMPOSIUM SY-028

Bias-based bullying and victimization: The importance of individual and school level factors

**Chair: Bayram Özdemir S.**, Örebro University, Sweden

#### Integrative Abstract

Keywords: bias-based bullying, bias-based victimization, moral disengagement, class climate, ethnic diversity Today's youth are growing up in increasingly diverse societies due to significant waves of immigration and globalization. The context provides young people with opportunities to engage in different perspectives and to become familiar with different cultural customs and practices. At the same time, it also poses challenges. Studies from immigrant-receiving countries have shown that youth with immigrant background are at risk of experiencing social rejection and isolation (Plenty & Jonsson, 2017), and bias-based bullying becomes an elevating problem in schools (Bayram Özdemir et al., 2020; Caravita et al., 2020). Thus, there is a need to develop a comprehensive understanding of bias-based bullying and victimization to identify strategies to prevent potential intergroup tensions in schools, and to intervene with the possible consequences of these problems for its victims. The present symposium aims to shed light bias-based bullying from the perspectives of victims, perpetrators, and bystanders. The first paper focuses on adolescents in Germany (N=2354, Mage=15.36, SD=1.77), and examines the associations between bias-based victimization, perceived teacher support for cultural pluralism, and the sense of belonging to school. The second paper includes longitudinal data from adolescents in Italy (N=930, Mage=15.19; SD=.59) and investigates how different forms of victimization, peer and emotional problems developed among adolescents with immigrant background during different stages of the covid-19 pandemic. The third paper focuses on adolescents in Italy (N=242, Mage=16.19; SD=1.86) and examines risk factors for inter-ethnic bullying when perpetrators belong to the ethnic majority or minority group. The final paper includes early adolescents in Sweden (N=1065, Mage=13.12, SD=.42), and investigates the extent to which adolescents' socio-cognitive processes (e.g., moral disengagement) and their class climate contribute to their bystander behaviors. The novel and rich results of the four papers spur theory development on bias-based bullying and victimization and give important insights for prevention and intervention in schools.

#### SY-028\_1 Associations between bias-based victimization, perceived teacher support for cultural pluralism, and sense of belonging to school

Schultze-Krumbholz A., Ohlemann S.  
Technische Universität Berlin, Institute of Education, Germany

#### SY-028\_2 The impact of immigrant background on victimization, cybervictimization and well-being during different stages of the covid-19 pandemic

Basilici, M. C.<sup>1</sup>, Palladino, B. E.<sup>1</sup>, Upadyaya, K. M.<sup>2</sup>, Salmela-Aro, K.<sup>2</sup>, Menesini, E.<sup>1</sup>  
<sup>1</sup>University of Florence (Italy), <sup>2</sup>University of Helsinki (Finland)

#### SY-028\_3 Risk factors for inter-ethnic bullying when adolescents belong to the ethnic majority group or to ethnic minority groups

Noemi, P.<sup>1</sup>, Caravita, S. C. S.<sup>1,2</sup>  
<sup>1</sup>Catholic University of the Sacred Heart, Milan and Brescia (Italy)  
<sup>2</sup>University of Stavanger, Norway

#### SY-028\_4 Reinforcers and passive bystanders of ethnic victimization: the role of moral disengagement and class climate

Bayram Özdemir, S.<sup>1</sup>, Yanagida, T.<sup>2</sup>, Özdemir, M.<sup>1</sup>  
<sup>1</sup>Örebro University, Sweden, <sup>2</sup>University of Vienna, Austria

## HALL NAFSIKA B

### 17:15 - 18:45 PAPER SYMPOSIUM SY-029

Paternal and maternal influences on child development: African, Asian, European, and North American contexts

**Chair: Li X.**, New York University Shanghai, China

#### Integrative Abstract

The developmental science has recently progressed from a narrow focus on mothering and maternal influences to a greater inclusion of fathering and paternal contributions. To go beyond the parent-child dyads and explore the joint, possibly interactive influences of the father and the mother, this symposium gathers the latest evidence on paternal and maternal impact on children's cognitive and socioemotional development from a wide array of sociocultural contexts. The first paper used survey data from 25 low- and middle-income African countries and found strong associations between maternal and paternal engagement in learning activities and children's early literacy skills, with preschool enrollment and maternal education as consistent moderators. The second paper explores how general fathering and mothering practices (instead of explicit socializing) shape Chinese children's gender beliefs. Fathers' authoritarian and sensitive parenting longitudinally and concurrently predicted boys' and girls' gender beliefs when maternal parenting practices are controlled for, whereas mothers' parenting practices showed no significant effects. The third paper draws on the German family panel data and revealed consistent associations between interparental conflict and lack of positive regard and emotional insecurity, but no significant independent contribution of parenting to children's socioemotional adjustment. The study also highlighted the salience of interparental conflict and father-child emotional insecurity in children's prosocial behavior and peer relationships. The fourth paper focused on fathers' and mothers' use of pedagogical questions in everyday life as a potential booster of children's cognitive development. While a similar proportion of maternal and paternal inquiries are pedagogical in nature, mothers were more likely to ask pedagogical questions with the father's presence than without, whereas no such differences were found among fathers' use of pedagogical questions, suggesting that fathers and mothers may assume different parental roles with or without their partner's presence. Taken together, these findings underline the importance of considering multiple socializers in child development research.

### SY-029\_1 Maternal and Paternal Cognitive Engagement and Children's Literacy Skills in 25 African Countries

Yildirim E.D.<sup>1</sup>, Roopnarine J.L.<sup>2,3</sup>

<sup>1</sup>Auburn University, <sup>2</sup>Syracuse University, <sup>3</sup>Anton de Kom University of Suriname

### SY-029\_2 Paternal and maternal influences on children's gender beliefs and self-esteem

Yang R.<sup>1</sup>, Li X.<sup>2</sup>, Zhang C.<sup>3</sup>

<sup>1</sup>New York University, <sup>2</sup>New York University Shanghai, <sup>3</sup>Fudan University

### SY-029\_3 A systemic perspective on children's emotional insecurity in relation to father: links to parenting, interparental conflict and children's social well-being

Lux U.<sup>1</sup>, Walper S.<sup>2</sup>

<sup>1</sup>German Youth Institute, <sup>2</sup>Ludwig-Maximilians University

### SY-029\_4 Comparing mothers' and fathers' pedagogical questioning during everyday conversations with young children

Yu Y.

Centre for Research in Child Development (CRCDD), Office of Education Research (OER), National Institute of Education, Singapore

### HALL NEFELI A

#### 17:15 - 18:45 PAPER SYMPOSIUM SY-030

What happened to the idea development? Countering simplifications, and examples of innovative application of this old idea

**Chair: Boom J.**, Utrecht University, Netherlands

#### Integrative Abstract

In developmental psychology theory (human development theory), in recent decades, the key and founding idea of development has lost its prominent role. Since Piaget promoted a rich definition of stage wise development in 1956, and after initial success, popularity, and adoption of the idea worldwide, the idea of stages has become almost taboo in the scientific literature on development. The meaning of development is often reduced to making age comparisons. Instead of helping the field forward by this tactical retreat the main effect seems to have been that theories of human development have almost disappeared or moved to small niches in theoretical debates. This symposium is meant to bring back a meaningful idea of development as indispensable, as there is ample evidence that the concept was abandoned too early. Two presentations can boast on a remarkable success of empirical studies based on a more meaningful rich idea of what development. With a sophisticated, very large and very long, longitudinal study Hautamäki shows the power of an old Piagetian task. With an overview of studies explicitly including the idea of stages, Commons and Miller, using their Model of Hierarchical Complexity, show also surprisingly good results. Two other presentations offer critical reflection on the sloppy use, and even misuse, of the term development. The problem is that the term has undergone fundamental shifts in meaning since its conception (going back to the 17th century), so there is not one but there are various (incompatible) definitions of development. By focusing on the continuity and discontinuity tension, Boom shows that (an interesting definition of) development involves more than change or growth. Zizek warns that normative aspects such as autonomy and development seem to be increasingly avoided in present day theories and argues for the necessary unity of descriptivity and normativity in studying development.

#### SY-030\_1 Reconciling Continuity and Discontinuity in Development

Boom J.  
 University Utrecht, The Netherlands

#### SY-030\_2 Stage: A central, organizing construct in explaining development

Commons M. L.<sup>1</sup>, Miller P.M.<sup>2</sup>  
<sup>1</sup>Department of Psychiatry, Harvard Medical School, USA., <sup>2</sup>Salem State University, USA

#### SY-030\_3 The 'Background Radiation' of Development: the Long-term Effects of Piagetian Horizontal-Vertical Competence & Control-of-Variables on Math Achievement- from the 1<sup>st</sup> grade to the 9<sup>th</sup> grade

Hautamäki, J.  
 University of Helsinki, Center for Educational Assessment, Finland

#### SY-030\_4 To the necessary unity of descriptivity and normativity in the basic concepts of the sciences of human life and its development

Zizek B.  
 Institut für Erziehungswissenschaft, Leibniz Universität Hannover, Germany

## HALL NEFELI B

### 17:15 - 18:45 PAPER SYMPOSIUM SY-031

The role of family relations and time-sharing arrangements for child wellbeing. Results from three longitudinal studies of children and families

**Chair: Holt T.**, Norwegian Institute of Public Health, Oslo, Norway

**Discussant: Harold, G.**, University of Cambridge, UK

#### Integrative Abstract

Interparental conflict (IPC) has been found to significantly influence child wellbeing in a negative way. IPC may be particularly detrimental if it is destructive, longlasting, involve the child and is not sufficiently resolved. However, we still need more knowledge from longitudinal studies about IPC in samples with small children (i.e., children < 7 years old) and in families where parents are separated and have chosen different time-sharing arrangements. In this symposium, researchers will present findings from three unique samples across three different countries. The studies focus on family relations, both between parents and between children and parents, children's living arrangements, and the interaction between IPC and living arrangement, and how these factors relate to child wellbeing. Two of the papers take a unique glance at the youngest children below the age of 7. Ruth Sellers will present results from two longitudinal cohorts (from Ireland and UK), showing that IPC has an indirect effect (through child-parent relationships) on child emotional and behavioral outcomes. The samples comprise children < 6 years. Tonje Holt will present findings from the Norwegian Dynamics of Family Conflict study, on how different time-sharing arrangements, alone and in interaction with IPC, relate to the wellbeing of children < 7 years. This study uses report from both parents and kindergarten staff. Lastly, Maria Morbech will present findings from children themselves (age 7-16 years) also using data from the Norwegian Dynamics of Family Conflict study. In this paper, Morbech will show how changes in child wellbeing over time are related to time-sharing arrangement and IPC using a sample of families where parents are separated. Professor Gordon Harold, the discussant of the symposium, will discuss main findings, across and between the studies, in line with theory, previous findings and elaborate on potential clinical implications.

### SY-031\_1

#### Examining a cascade model of Inter-parental conflict effects on outcomes for children in two longitudinal general population sample

Harold, G. T.<sup>1,2,3,4</sup>, Sellers R.<sup>1,2,4</sup>, Brown, A.<sup>1</sup>, Browne W. V.<sup>1</sup>, DeGarmo D.<sup>5</sup>, Nixon, E.<sup>3</sup>, Leve, L. D.<sup>5</sup>

<sup>1</sup>University of Cambridge, <sup>2</sup>Cardiff University, <sup>3</sup>Trinity College Dublin, <sup>4</sup>University of Sussex, <sup>5</sup>University of Oregon

### SY-031\_2

#### The interplay between living arrangements, interparental conflict and child wellbeing in a sample of children between 2-6 years old

Holt, T.<sup>1</sup>, Morbech, M.<sup>1</sup>, Helland, M. S.<sup>1</sup>, Larsen, L.<sup>1</sup>, Steinbach, A.<sup>2</sup>, Augustijn, L.<sup>2</sup>

<sup>1</sup>Norwegian Institute of Public Health, Norway, <sup>2</sup>University of Duisburg-Essen, Germany

### SY-031\_3

#### Child wellbeing in different living arrangements when parents live apart

Morbech, M.<sup>1</sup>, Gustavson, K.<sup>1,2</sup>, Holt, T.<sup>1</sup>

<sup>1</sup>Norwegian Institute of Public Health, Norway, <sup>2</sup>University of Oslo, Norway



## HALL ALPHA

### 17:15 - 18:45 PAPER SYMPOSIUM SY-032

New insights into children's emotional functioning: Basic, applied, and cross-cultural perspectives

**Chair: Baardstu S.**, Norwegian Institute of Public Health, Department of Child Health and Development, Oslo, Norway

#### Integrative Abstract

Emerging research suggests that the emotional functioning of children may vary due to individual differences among children and cultural differences across nationalities. Identifying sources of such differences is important as this may advance our understanding of the universality and specificity of children's emotional development and well-being. In this symposium, four researchers will present findings from studies that provide new insights into children's emotional functioning by considering the role of different individual characteristics and by using samples of children from different countries and different sociocultural contexts. The first study examined the influence of culture on children's development of emotion understanding and whether this association was mediated by teachers' cultural beliefs about emotions, using a sample of Norwegian, Russian, and Italian teachers and six- to nine-year-old children. The second study used network analyses techniques to identify the most important components in shyness and examined how these components were related to emotional difficulties among Norwegian four- to seven-year-old children. The third study examined the role of positivity in the link between shyness and emotional difficulties (i.e., internalizing behaviors) among primary school children from the UK, Italy, and Spain during the first wave of the COVID-19 pandemic. The fourth study examined whether children's emotional difficulties (i.e., depressive symptoms) are associated with how many and with whom children share their views and opinions about custody and visitation following parental divorce or separation, using a sample of Norwegian seven- to 15-year-old children. Collectively, by shedding light on which individual and cultural factors that may contribute to variations in the emotional functioning of children, the findings from these studies may have important implications for basic research as well as for applied and clinical practice.

### SY-032\_1 **Teachers' Beliefs about emotions and children's emotion understanding: A cross-cultural study.**

Viana K. M. P.<sup>1</sup>, Gulgarelli D.<sup>2</sup>, Veraksa A.<sup>3</sup>, Pons F.<sup>1</sup>

<sup>1</sup>University of Oslo, Norway, <sup>2</sup>Department of Psychology, University of Turin, Italy, <sup>3</sup>Faculty of Psychology, Lomonosov Moscow State University, Russia

### SY-032\_2 **A network analysis of developmental change in shyness and emotional symptoms structure in early to middle childhood**

Bekkhus M.<sup>1</sup>, Mcvarnock A.<sup>2</sup>, Coplan R. J.<sup>2</sup>, Ulset V.<sup>1</sup>, Kraft B.<sup>3</sup>

<sup>1</sup>University of Oslo Norway, <sup>2</sup>Carleton University, Ottawa, Canada, <sup>3</sup>University of Oslo, Norway

### SY-032\_3 **The role of positivity in the link between temperamental shyness and internalizing behaviors in Primary School children**

Sette S.<sup>1</sup>, Zuffianò A.<sup>2</sup>, López-Pérez B.<sup>3</sup>, McCagh J.<sup>3</sup>, Caprara G.V.<sup>2</sup>, Coplan R. J.<sup>4</sup>

<sup>1</sup>Sapienza University of Rome, Italy, <sup>2</sup>Sapienza University of Rome, Rome, Italy, <sup>3</sup>Liverpool Hope University, Liverpool, UK, <sup>4</sup>Carleton University, Ottawa, Canada

### SY-032\_4 **Depressive symptoms and children's sharing behavior during parental divorce**

Tveit O. B., Helland M. S.

Norwegian Institute of Public Health, Department of Child Health and Development, Oslo, Norway

### HALL GAMMA

17:15 - 18:45 **PAPER SYMPOSIUM SY-033**  
The development of prosociality in early childhood: Social influences and mechanisms

**Chair: Daniel E.**, Tel Aviv University, Israel  
**Co-Chair: Aram D.**, Tel Aviv University, Israel

#### Integrative Abstract

How do young children learn emotional and social skills? Recent research suggests that emotional and social development is multidimensional and begins early in life. Moreover, both individual and social factors play a role in its trajectory. The current symposium includes four studies that add to the literature regarding social influences on emotional and social development. The studies refer to two socialization agents: parents and teachers. They apply a multitude of cutting-edge methodologies: observation of interactions, a meta-analysis, and two intervention studies. Thus, the studies document the association and establish causal relations. The first study investigated shared book reading between parents and their four- to six-year-old children. The study documented socially relevant discourse during these interactions. The second study applied a meta-analysis of eight studies to document an association between parent-child shared book reading and socioemotional development (empathy, sharing, social skills, etc.). The third study presents a shared book reading intervention in an early education program and showed that toddlers displayed more emotion knowledge and prosocial behavior following a two-month intervention, reading stories about prosociality. In the fourth study, two investigations established more knowledge and positive attitudes toward outgroup members following a school intervention of exposure to dolls representing outgroup members. Overall, the symposium features the multidimensionality of social influences on social and emotional development, including family and educational influences.

**SY-033\_1** **Characteristics of parent-child discourse during joint reading of books on sharing**

Aram D., Daniel E.  
Tel Aviv University, Tel Aviv, Israel

**SY-033\_2** **Adult-child shared book reading: exploring the socio-emotional dimension**

López-Escribano C.  
Universidad Complutense Madrid

**SY-033\_3** **Promoting toddlers' emotion knowledge and prosocial behaviors: a training study at nursery.**

Grazzani I., Brazzelli E.  
University of Milano-Bicocca, Italy

**SY-033\_4** **Early childhood intercultural education: socialization in preschool**

Ziv M.<sup>1</sup>, Nasie M.<sup>2</sup>  
<sup>1</sup>Kaye Academic College of Education, Israel, <sup>2</sup>Tel Aviv University, Israel

## HALL JUPITER

08:30- 10:00 **INVITED SYMPOSIUM IS-6**

**EADP - ISSBD joint symposium** - Personality traits in childhood, adolescence, and adulthood

**Chair: Van Aken M.**, Utrecht University, The Netherlands

### Integrative Abstract

Personality traits are conceptualized as relatively enduring patterns of thoughts, feelings, and behaviors that distinguish individuals from one another. Recent research on personality traits has indicated that such individual differences are closely connected with temperament traits assessed earlier in life and are relevant in development during childhood, adolescence, and adulthood. Personality traits have important consequences, in terms of both direct effects on life outcomes and indirect (moderating) effects on the relationships between external variables (such as parenting) and outcomes. Personality also shows clear relationships with dysfunction, in the case of pathological personality traits. And it has become clear that personality traits are not as stable as has been assumed for a long time, not even into adulthood. All of these are compelling reasons to investigate the role of personality traits in development in this invited EADP-ISSBD symposium. In four presentations, recent research on personality development will be illustrated. Addressed will be 'grit' as a personality dimension related to school engagement and academic success; the moderating role of personality in parental influences on resilience; changes in the big five personality traits between childhood and adulthood, and the role of competence and parenting in these changes; and the link between developmental tasks and pathological personality traits in adolescence.

**IS-6\_1**

**The role of grit in academic achievement, school engagement, and burnout in adolescence: Person- and variable-oriented approaches**

Salmela-Aro K., Tang X.

University of Helsinki, Helsinki, Finland

**IS-6\_2**

**Parenting practices and resilience in adolescence: The moderating role of personality**

Kanišonytė G.<sup>1</sup>, Laursen B<sup>2</sup>

<sup>1</sup>Mykolas Romeris University, Vilnius, Lithuania, <sup>2</sup>Florida Atlantic University, Florida, USA

**IS-6\_3**

**Linking pathological personality traits and developmental tasks in vulnerable adolescents**

Laceulle O.M., Koster N., Van Arkel R., Van der Heijden P., Van Aken M.A.G.

Utrecht University, The Netherlands

**IS-6\_4**

**Predicting change in the Big Five personality traits from childhood to adulthood: The roles of academic and social competence and authoritative parenting**

Shiner R.L.<sup>1</sup>, Allen T.A.<sup>2</sup>, Masten A.S.<sup>3</sup>

<sup>1</sup>Colgate University, New York State, USA, <sup>2</sup>Pennsylvania State University, Pennsylvania, USA

<sup>3</sup>University of Minnesota, Minnesota, USA

## HALL DELPHI

### 08:30 - 10:00 **SPECIAL EVENT SE-3 - SYMPOSIUM**

From science to policy and practice: Key factors for successful implementation of innovations

**Chair: Spiel Ch.**, University of Vienna, Austria

**Co-chair: Hatzichristou Ch.**, National and Kapodistrian University of Athens, Greece

#### **Integrative Abstract**

There is an increasing claim for transferring scientific knowledge to public policy and practice. But realizing this transfer is challenging and often fails. As a consequence, the field of implementation research has emerged, several implementation frameworks have been developed and implementation studies conducted. However, despite the large body of empirical evidence referring to the importance of implementation and growing knowledge of the contextual factors influencing implementation, diverse barriers for a successful transfer of scientific knowledge to practice persist. It is the intention of the symposium to discuss these barriers and to illustrate how successful implementation of innovations into public policy and practice across countries and sectors can be realized. In the introductory talk, Christiane Spiel presents recommendations from implementation science: How to implement innovations into public policy and practice. Chryse Hatzichristou focuses in her presentation on the supporting of school communities in times of adversities. She discusses national and transnational considerations. Ersilia Menesini presents the implementation and evaluation of antibullying programs carried out in collaboration with the Ministry of education and other stakeholders. In the fourth talk, Tina Malti discusses the implementation of a social-emotional development training framework into early learning and care services. In the general discussion, key factors for successful implementation of innovations in particular in times of crises are summarized.

### **SE-3\_1 Implementing innovations into public policy and practice - recommendations from implementation science**

Spiel Ch.

University of Vienna, Vienna, Austria

### **SE-3\_2 Supporting school communities in times of adversities: National and international considerations**

Hatzichristou C.

National and Kapodistrian University of Athens, Greece

### **SE-3\_3 Implementation and evaluation of antibullying programs in Italy**

Menesini E.

University of Florence, Italy

### **SE-3\_4 Implementing a social-emotional development training framework across different sectors**

Malti T.

University of Toronto, Canada

## HALL SALON DES ROSES A

### 08:30 - 10:00 PAPER SYMPOSIUM SY-034

Is peer status a predictor or an outcome of aggressive and prosocial behavior in adolescence?

**Chair: Garandeau C. F.**, University of Turku, Finland

#### Integrative Abstract

Attempts at promoting prosocial behaviors and reducing aggression in schools must take into account the potential consequences of such behaviors on peer status - are they rewarding or damaging? - as well as the contribution of peer status to the initiation or maintenance of these behaviors. Much research has been done on the concurrent associations between adolescents' social behaviors and two types of status, including perceived popularity (an indicator of visibility and dominance among peers) and peer acceptance or peer rejection (indicators of the degree to which someone is liked or disliked by peers). However, more longitudinal research is needed to determine the extent to which each type of status predicts versus results from aggression and prosocial behavior. More knowledge is also needed on the individual and contextual moderators of these prospective links. This symposium includes four longitudinal studies conducted with data from Finland (two samples), Chile and Italy, to clarify bi-directional associations between different types of peer status and aggression, defending in bullying situations, and general prosocial behavior among adolescents. Study 1 used random-intercept cross-lagged panel models and found that youth who were more popular at T1 were more likely to bully at T2, which in turn was associated with more popularity at T3. Study 2 also conducted cross-lagged panel analyses, which revealed that prosocial behavior positively predicted future peer acceptance, whereas peer acceptance had no significant effect on future prosocial behavior. Similar analyses were conducted in Study 3, showing that defending contributed to higher peer acceptance and popularity among girls. Moreover, classroom antibullying norms enhanced the extent to which well-liked and popular youth defended victimized peers. Using multilevel analyses, Study 4 showed that higher social preference and popularity predicted more defending over time, and that the negative association between prejudice and defending was stronger when students had higher social preference.

### SY-034\_1 Prospective links among bullying, actual popularity and self-perceived popularity

Malamut, S. T.<sup>2</sup>, Turunen, T.<sup>1</sup>, Garandeau, C. F.<sup>1</sup>

<sup>1</sup>University of Turku, Finland, <sup>2</sup>Radboud University, Nijmegen, Netherlands

### SY-034\_2 Bidirectional associations of prosocial behavior with peer acceptance and rejection in adolescence

Chávez, D. V.<sup>1,2</sup>, Salmivalli, C.<sup>1</sup>, Garandeau, C. F.<sup>1</sup>, Berger, C.<sup>2</sup>, Luengo Kanacri, P.<sup>2</sup>

<sup>1</sup>University of Turku, Finland, <sup>2</sup>Pontificia Universidad Católica de Chile, Santiago, Chile

### SY-034\_3 Bi-directional associations between defending behavior and social status in adolescence: testing individual-level and classroom-level moderators

Laniga-Wijnen, L.<sup>1,2</sup>, Malamut, S. T.<sup>2,3</sup>, Garandeau, C. F.<sup>2</sup>, Salmivalli, C.<sup>2</sup>

<sup>1</sup>University of Groningen, Netherlands, <sup>2</sup>University of Turku, Finland, <sup>3</sup>Radboud University, Nijmegen, Netherlands

### SY-034\_4 When having prejudice is not enough: peer status as moderator of the associations between prejudice and bystander behaviors in inter-ethnic bullying

Papotti, N.<sup>1</sup>, Caravita S. C. S.<sup>1,2</sup>

<sup>1</sup>Catholic University of Sacred Heart, Milan and Brescia, Italy, <sup>2</sup>University of Stavanger, Norway

### HALL SALON DES ROSES B

08:30 - 10:00 **PAPER SYMPOSIUM SY- 035**

Revisiting core constructs in peer relationships

**Chair: Laursen B.**, Florida Atlantic University, USA

**Co-Chair: Güroğlu B.**, Leiden University, the Netherlands

#### Integrative Abstract

After years of stability, the field of peer relationships is in the midst of paradigmatic shifts in the conceptualization and measurement of reputations and relationships. Conceptually, peer social status constructs are in flux. The field was swift to embrace the distinction between likeability/acceptance and popularity, but their form and function remain a source of debate. Papers in this symposium offer a fresh take on the meaning and measurement of peer social status, promising to further shake and already unsettled area of inquiry. Technological innovations in the measurement of proximity and companionship will be described that challenge accepted strategies for assessing likeability and social competence. Statistical innovations in describing associations between reputation and likeability promise to disentangle individual level associations from group level associations, potentially undoing decades of accepted wisdom about the causes and correlates of peer social status. Finally, new work will address the ongoing debate as to whether popularity is a unitary construct or one best described by typologies that differ in terms of the strategies each deploys to attain resources. The topics are controversial, as are the methods proposed to address them. Lively discussion is anticipated, hopefully between the audience and the panel, and almost certainly among members of the panel.

**SY-035\_1**

#### A multi-informant and multi-method study on social competence, peer preference, and social interactions at the playground

da Silva B. M. S.<sup>1</sup>, Veiga G.<sup>2,3</sup>, Endedijk H. M.<sup>4</sup>, Meerhoff L. A.<sup>5</sup>, Rieffe C.<sup>1</sup>, Güroğlu B.<sup>1</sup>

<sup>1</sup>Leiden University, the Netherlands, <sup>2</sup>Departamento de Desporto e Saúde, Escola de Ciências e Tecnologia, Universidade de Évora, Portugal, <sup>3</sup>Comprehensive Health Research Center, University of Évora, Portugal, <sup>4</sup>Leiden University, the Netherlands, <sup>5</sup>Leiden Institute of Advanced Computer Science (LIACS), Leiden University, the Netherlands

**SY-035\_2**

#### Validation of continuous measures of peer social interaction with self- and teacher-reports of friendship and social engagement

Laursen B.<sup>1</sup>, Altman R. L.<sup>1</sup>, Perry L. K.<sup>2</sup>, Messinger D. S.<sup>2</sup>

<sup>1</sup>Florida Atlantic University, USA, <sup>2</sup>University of Miami, USA

**SY-035\_3**

#### Bi-Strategic Control in Chinese Adolescent Leaders: Aggression, Prosocial Behavior and Regulation

French, D. C.<sup>1</sup>, Shen M.<sup>1</sup>, Jin S.<sup>2</sup>, Qu S.<sup>3</sup>

<sup>1</sup>Purdue University, USA, <sup>2</sup>Fuzhou University, China, <sup>3</sup>Northwestern University, USA

**SY-035\_4**

#### Using multilevel modeling to turn sociometry on its side

Bukowski, W. M.<sup>1</sup>, DeLay, D. <sup>2</sup>, Santo, J.<sup>3</sup>

<sup>1</sup>Concordia University, Canada, <sup>2</sup>Arizona State University, USA, <sup>3</sup>University of Nebraska - Omaha, USA

## HALL NAFSIKA A

### 08:30 - 10:00 PAPER SYMPOSIUM SY-036

A focus on adolescent development: The impact of individual, family, school, peer, and culture characteristics

**Chair: Lunetti C.**, Sapienza University of Rome, Italy

#### Integrative Abstract

Adolescence is a critical stage of human development with several implications and negative consequences for youths' psychosocial adjustment (Griffith et al., 2021). Indeed, adolescence can be a period of greater vulnerability to the onset of psychopathology (Ahmed et al., 2015), as well as a window of opportunity for positive development (Steinberg, 2015). This symposium aims to enhance the state of art on how different contexts (Bronfenbrenner & Morris, 2006) affect adolescent development. Four papers examine how multiple contexts are related with different individual and behavioral adolescent characteristics. Two papers contribute to the understanding of adolescent development integrating inputs from the family context. Lunetti et al. focus on Colombian and Italian adolescents' academic performance and the predictive role of both parents' and adolescents' self-esteem over time. De Pauw et al. focus on videogame (over)use and its association with parents' attitudes and strategies toward video-gaming in Flemish and Dutch children and adolescents with and without autism. Two other papers contribute to the understanding of adolescent development integrating inputs from the school and peer contexts. Arbel et al. focus on Israeli early adolescents' reciprocal daily associations between prosocial and aggressive behaviors during school life. Xie et al. focus on US early adolescents' cross-race peer relationships and their association with schools' ethnic compositions. Overall, the results of the four papers show perspectives from a variety of cultural contexts that can contribute to uniquely enhance the debate on how specific contextual and individual factors can promote positive adolescent development. Inputs rely upon advanced longitudinal models on both between and within-person effects and add evidence on cross-race/cultural similarities and differences in how family and school impact typical and atypical adolescent development.

### SY-036\_1

#### Cross-cultural bidirectional longitudinal associations between mothers' and adolescents' self-esteem on adolescents' academic performance

Lunetti C.<sup>1</sup>, Di Giunta L.<sup>1</sup>, Pastorelli C.<sup>1</sup>, Bacchini D.<sup>2</sup>, Uribe Tirado L.M.<sup>3</sup>, Lansford J.E.<sup>4</sup>, Thartori E.<sup>1</sup>, Basili E.<sup>1</sup>, Favini A.<sup>1</sup>, Fiasconaro I.<sup>1</sup>, Cirimele F.<sup>1</sup>, Remondi C.<sup>1</sup>, Gliozzo G.<sup>1</sup>

<sup>1</sup>Sapienza University of Rome, Italy, <sup>2</sup>University of Naples, Federico II, Italy, <sup>3</sup>Universidad de Sanbuenaventura, Medellin, Colombia, <sup>4</sup>Duke University, United States

### SY-036\_2

#### Videogame (over)use in youth with and without autism: exploring parental concerns, attitudes, and mediation strategies

De Pauw S.S.W., Lefebvre, A., Dewitte M., Desimpelaere E., Lippens L.  
Ghent University, Belgium

### SY-036\_3

#### Prosocial behavior and aggression in early adolescents' daily school life

Arbel R.<sup>1</sup>, Maciejewski D.F.<sup>2</sup>, Ben-Yehuda M.<sup>1</sup>, Schneider S.<sup>1</sup>, Ben Ari B.<sup>1</sup>, Benita M.<sup>3,1</sup>

<sup>1</sup>University of Haifa, Israel, <sup>2</sup>Behavioral Science Institute, Nijmegen, Netherlands, <sup>3</sup>Ben-Gurion University of the Negev, Israel

### SY-036\_4

#### Cross-race peer preference among early adolescents

Xie H.  
Temple University, Philadelphia, USA

### HALL NAFSIKA B

08:30 - 10:00 **PAPER SYMPOSIUM SY-037**  
 Mother-child biobehavioral coregulation in the U.S. and Chinese families

**Chair: Feng X.**, The Ohio State University, U.S.A.  
**Discussant: Super C. M.**, University of Connecticut, U.S.A.

#### Integrative Abstract

During early childhood, children and mothers frequently engage in dyadic interactions, in which they regulate each other's emotion, behavior, and physiological states. This process is referred to as parent-child coregulation. It provides crucial support for the development of self-regulatory capacity and parent-child relationships (Lunkenheimer et al, 2017). At the behavioral level, studies have shown that parental guidance coordinated with the child's needs and behaviors leads to positive outcomes. Parent-child coregulation is a complex process that also involves numerous physiological responses. The parasympathetic nervous system (PNS) has been proposed to underlie many facets of the behavioral coregulation during social interactions (Porges, 2001). Much research in this area has focused on infancy and empirical findings generally suggest concordance or synchrony within mother-infant dyads in parasympathetic coregulation (Feldman et al., 2011). However, less is known about mother-child biobehavioral coregulation beyond infancy and in non-Western cultures. In this symposium, we explored mother-child behavioral and parasympathetic coregulation during early childhood in US and Chinese families. This symposium consists of three papers. The first two papers are based on a study conducted in the U.S. Paper 1 examined the temporal, bidirectional relations between preschool-age children's anxiety and mothers' regulation strategies observed in a challenging puzzle task. In Paper 2, we applied a new methodology of obtaining temporal dynamics of PNS activity to explore the concordance between mother's and preschooler's parasympathetic regulation in a challenging situation. Paper 3 investigated the interaction between infant parasympathetic regulation and mother-infant behavioral coregulation at 6 months in predicting infant attachment behaviors at 24 months in a Chinese sample.

**SY-037-1** **Temporal, Bidirectional Relations between Child Anxiety and Maternal Regulatory Strategies**

Chan M. H.<sup>1</sup>, Feng X.<sup>2</sup>, Inboden K.<sup>2</sup>, Hooper E. G.<sup>3</sup>  
<sup>1</sup>University of British Columbia, Canada, <sup>2</sup>The Ohio State University, U.S.A.,  
<sup>3</sup>California Lutheran University, U.S.A

**SY-037\_2** **The Synchrony of Mother-Child Parasympathetic Regulation during a Challenging Situation**

Feng X., Yan J., Gerhardt M., Chan M. H.  
 The Ohio State University, U.S.A.

**SY-037\_3** **Dyadic Flexibility Predicts Infant Attachment Behaviors: The Moderating Role of RSA**

Lan Q., Li H., Wang L.  
 Peking University, China



### HALL NEFELI A

08:30 - 10:00 **PAPER SYMPOSIUM SY-038**  
Cultural differences in children's self-development

**Chair: Tang Y.**, Utrecht University  
**Discussant: Thomaes S.**, Utrecht University

#### Integrative Abstract

Who am I? Over the course of childhood and adolescence, children begin to formulate answers to this question, including self-evaluations in specific domains (e.g., "I'm good at sports") or a global sense of worth as a person (e.g., "I'm happy with myself"). Middle childhood is a critical developmental stage for the development of the self. It witnesses a major developmental acquisition, when children learn to integrate domain-specific self-evaluations into a global sense of self-worth (Harter, 2012). In this symposium we trace the origins and development of the self from middle childhood onwards, and examine how the self is gradually constructed. This process represents a complex interaction between children's developing cognitive capacities and socialization experiences. Accordingly, this symposium brings together research that explores how the self develops over time, and is influenced by the cultural context that children grow up in. The first presentation explores children's contingencies of self-worth in middle to late childhood, and addresses the question of how culture shapes these contingencies. The second presentation explores the developmental trajectories of multiple domains of self-worth from a cross-cultural perspective. The third presentation explores children's future selves, and addresses the question of how children envision themselves in the context of expected and feared possible selves, again from a cross-cultural perspective. By integrating three studies that explore cultural differences in children's self-development, we demonstrate that self-development is marked both by pronounced cultural differences and patterns of developmental universality as well. These studies deepen our understanding of children's self-development across the globe.

**SY-038\_1** **Children's Domain-Specific Self-Evaluations and Global Self-Worth: A Cross-Cultural Meta-Analysis**

Tang Y.<sup>1</sup>, Brummelman E.<sup>2</sup>, Novin S.<sup>1</sup>, Assink M.<sup>2</sup>, Thomaes S.<sup>1</sup>  
<sup>1</sup>Utrecht University, <sup>2</sup>University of Amsterdam

**SY-038\_2** **Developmental Trajectories of Self-Competence in European-American and Chinese Immigrant Children**

Bee Kim Koh J.<sup>1</sup>, Wang Q.<sup>2</sup>  
<sup>1</sup>The Chinese University of Hong Kong, Shenzhen, <sup>2</sup>Cornell University

**SY-038\_3** **Looking into the future from distinct cultures: Chinese and Dutch adolescents' possible selves**

Zhu S.<sup>1</sup>, Novin S.<sup>2</sup>  
<sup>1</sup>The Hong Kong Polytechnic University, <sup>2</sup>Utrecht University

## HALL ALPHA

### 08:30 - 10:00 PAPER SYMPOSIUM SY-040

Towards improving the worlds of children under 3: Innovations in measuring development, home, and child care experiences

**Chair & Discussant: Janus, M.**, McMaster University, Hamilton, Ontario, Canada

#### Integrative Abstract

In 2015, the Sustainable Development Goals (SDG) provided a sharp turn towards the attention on the worlds of very young children with the aim of improving them globally. The importance of monitoring of the early child development was acknowledged in Target 4.2 in SDG4, to be measured by monitoring the proportion of children developmentally on track in health, learning and psychosocial well-being. Child development occurs in a variety of contexts; the two most proximal being home and early learning and care centres. This symposium brings together latest innovative research on three newly established instruments focused on children under 3 years of age: child development measure, Global Scales of Child Development (GSED); a measure of child experiences in early childhood care, Observe, Reflect, Improve Children's Learning (ORICL); and a measure of children's early experiences in their families, Toddler Development Instrument (TDI), that are united by their goal to improve early child development and experiences. The first presentation will describe the development and validation of GSED instruments grounded in evidence from low and middle-income countries, emphasizing the efforts to combine psychometric excellence with cultural inclusivity and sensitivity. The second paper is focused on ORICL, which has been designed in Australia to address individual child's experiences and responses to educational provisions, as a resource to guide and support infant-toddler educators in the cyclical process of observation, reflection, and planning. The third paper describes TDI, which is designed to provide insight about children's early experiences in order to enhance actionable knowledge for intersectoral partnership networks in communities in Canada. The discussant will build on the three presentations, highlighting the three projects' relevance for measurement of the global goals, for professionals working with young children, and for communities where children live, as well as suggest paths for further refinement.

### SY-040\_1 The Global Scale of Early Development (GSED) project: Development and testing of a measure for children under 3 in the global context

Gladstone, M.<sup>1</sup>, and the GSED Team

<sup>1</sup>University of Liverpool, UK

### SY-040\_2 Observe, Reflect, Improve Children's Learning (ORICL) tool for infant-toddler educators: Development and research findings to date

Williams, K.E.<sup>1</sup>, Janus M.<sup>2</sup>, Harrison L.J.<sup>3</sup>, Wong S.<sup>3</sup>, Elwick S.<sup>4</sup>, McFarland, L.<sup>5</sup>

<sup>1</sup>Queensland University of Technology (QUT), Brisbane QLD, Australia,

<sup>2</sup>McMaster University, Hamilton ON, Canada, <sup>3</sup>Macquarie University, Australia,

<sup>4</sup>Charles Sturt University, Australia, <sup>5</sup>University of Melbourne, Australia

### SY-040\_3 Toddler Development Instrument: Early childhood experiences and social contexts

Ritland L., Forer B., Tamba O., Lai R., Guhn M.

University of British Columbia, Vancouver BC, Canada

## HALL GAMMA

08:30- 10:00 **PAPER SYMPOSIUM SY-041**  
Bullying and Cyberbullying: Risk and protective factors for involvement

**Chair: Romera E.M.**, Universidad de Córdoba, Spain

**Discussant: Caravita S.C.S.**, Norwegian Centre for Learning

### Integrative Abstract

This symposium brings together three papers examining bullying and cyberbullying behaviours among young people. Research has consistently shown that bullying and cyberbullying has negative consequences for those involved, therefore it is vital that the potential risk and protective factors for involvement are understood in order to develop evidenced-based interventions. The research presented here has examined experiences of young people from three countries (Spain, United Kingdom and Italy). The first paper (Romera, Camacho and Ortega-Ruiz) is a longitudinal study with Spanish schoolchildren identifying the importance of need for popularity and normative adjustment as potential risks for bullying perpetration. The second paper (Monks & Maunder) also explores social factors in relation to defended during episodes of peer-aggression, studying defending within friendships among UK pupils using reports of who defends whom and examining friendship relationships. The third paper is a study of bullying and cyberbullying in Italy (PalermiBartolo, Musso, Servidio and Costabile). It examines from a person-oriented approach the association between different domains of self-esteem and bullying and cyberbullying. Taken together, these papers explore the risk and protective factors for involvement in bullying and cyberbullying considering both individual and peer group factors, and the importance of intervention/prevention work involving young people themselves.

**SY-041\_1** **Why adolescents are involved in bullying perpetration? The influence of the need for popularity and normative adjustment**

Camacho A., Romera E. M., Ortega-Ruiz R.  
Universidad de Córdoba, Spain

**SY-041\_2** **Defending behaviour in middle childhood and the associations with peer dynamics**

Monks C. P.<sup>1</sup>, Maunder R.<sup>2</sup>

<sup>1</sup>University of Greenwich, United Kingdom, <sup>2</sup>University of Northampton, United Kingdom

**SY-041\_3** **Bullying, cyberbullying and self-esteem**

Palermi A. L.<sup>1</sup>, Bartolo M.G.<sup>1</sup>, Musso P.<sup>2</sup>, Servidio R.<sup>1</sup>, Costabile A.<sup>1</sup>

<sup>1</sup>Università degli Studi della Calabria, <sup>2</sup>Università degli Studi di Bari

## HALL JUPITER

10:15 - 11:15 **KEYNOTE LECTURE KL-4**  
**Joint event ISSBD -ICDSS** - The Implications of the Climate Crisis for Human Development and for Developmental Scholars

**Presenter: Ann V. Sanson**, University of Melbourne, Australia  
**Chair: Jennifer E. Lansford**, Duke University, USA

### Integrative Abstract

No previous generation has grown up in the context of an existential threat comparable to the climate crisis, which poses serious and lifelong threats to their development. From an ecological perspective, climate change can be seen an overarching factor in the macrosystem of children's lives, with impacts filtering through every other system to affect their wellbeing. Seen through the lens of Maslow's motivational theory, it threatens the fulfillment of needs at all five levels, from basic physiological needs (e.g. adequate food, water, shelter) to opportunities for self-actualisation. The climate crisis most obviously affects those who are caught up in the extreme weather events (e.g. hurricanes, wildfires, floods) that are becoming more frequent and ferocious due to climate change. But more gradual changes (e.g. shifts in rainfall patterns, rising temperatures and rising sea levels) also have profound impacts. Besides, awareness that their future holds further climate and ecological disasters and disruptions is a source of deep distress for many young people, even if they are yet to experience climate change firsthand. Research is starting to address the mechanisms through which climate change impacts multiple aspects of development, including the disparities of its impacts across contexts. Knowledge is also starting to accumulate on what children and young people will need in order to thrive in the face of the massive challenges they will encounter. In this talk I will discuss the insights we can draw from current developmental science, and what more we need to know. I will also discuss the implications for those adults whose concern, whether as researchers, educators, practitioners, or parents, is the healthy development of this and future generations, of working in this unprecedented time. I will argue that we have an obligation to seriously engage with the climate crisis, personally and professionally, in order to help ensure that the next generations can survive and thrive on a livable planet.

11:15 - 11:45 **COFFEE BREAK 3**  
**POSTER SESSION 3**

## HALL JUPITER FOYER B

11:45 - 13:15 **POSTER SYMPOSIUM PS-3**  
Improving School Performance and Academic Achievement in rural Cote d' Ivoire

**Chair: Robinson J.**, Flinders University, AU  
**Discussant: Petersen A.**, University of Michigan, US

### Integrative Abstract

This symposium reports on studies designed to improve educational achievement of children in the coco growing region of Côte d'Ivoire. With appropriate permissions, Djalega&Gbogouri identified 380 severely anaemic school age children and then added a newly created micronutrient to children's food. He uses a pre-post design to examine if the improved diet improves their school performance. Anoua, using data from 22 teachers and 132 students in preschools, examines whether teachers' socio-emotional skills and parental supportive practices help children overcome contextual disadvantages to optimize child socioemotional development, for subsequent academic success. Kouamé trained teachers to use guided games to improve children's academic achievement. 300 children were provided a two-month intervention using multiple sources of data (i.e. from students, teachers etc.) to assess student test score improvement as mediated by improvements in student-teacher relationships and student engagement resulting from the targeted guided training. Brou et al. examined how the cultural environment, specifically the chronobiopsychological rhythms, influence developmental outcomes, specifically school performance. Children's sociodemographic characteristics as well as cultural influences on chronopsychological and chronobiological rhythms, biometric tools, grades, school performance and parents' and teachers' perceptions of school performance were considered to examine the relationship between the temporal organization of children's activities and learning. Tokpa highlights the complexity of achieving educational success in a bilingual context. He examines the relative learning success of children taught in their native tongue versus French, hypothesizing superior learning in the former. Seri et al. hypothesized that a lack of entrepreneurial skills were disadvantaging youth. He designed an intervention study (n = 316) to enhance these skills, thereby addressing this limitation. The six projects represent the diverse areas that have potential to improve child achievement. Findings are expected to provide insight into pathways for improving children's school performance in the coco growing region of Côte d'Ivoire as well as other low resourced areas elsewhere in Africa and globally.

**PS-3\_1 Effectiveness of an Intervention to Improve the Nutritional Status and School Performance of Children in Rural Côte d'Ivoire**

Djalega, F. A., Gbogouri, G.A.  
Nangu iAbrogoua University

**PS-3\_2 Do students' home environments influence the effectiveness of pre-schools in promoting their socio-emotional skills? A study in rural Côte d'Ivoire**

Anoua A.L.F.<sup>1,2</sup>, Yoro B.M.<sup>1,3</sup>  
<sup>1</sup>University Félix Houphouët-Boigny (UFHB), Abidjan, Ivory Coast, <sup>2</sup>Pedagogical and Research Unit in Socio-Anthropology

**PS-3\_3 A guided games intervention to improve academic achievement among school students in rural Cote d'Ivoire**

J. Kouamé  
University Félix Houphouët-Boigny (UFHB), Abidjan, Côte d'Ivoire

**PS-3\_4 Culture, Chronobiopsychological Rhythms, and School Performance: A Multi-Site Study in Rural Côte d'Ivoire**

Brou M.A.<sup>1,2,3,4</sup>, Kouadio K.J.<sup>1,2,3,4</sup>, Kouassi K.F.<sup>1,2,3,4</sup>  
<sup>1</sup>Université Félix Houphouët-Boigny (UFHB), Abidjan (Côte d'Ivoire),  
<sup>2</sup>Unité Pédagogique et de Recherches Paléanthropologie, Laboratoire de Biomorphologie et d'Anthropologie physique - UFR Sciences de l'Homme et de la société / Odonto-Stomatologie - UFHB, Abidjan (Côte d'Ivoire),  
<sup>3</sup>Société Ivoirienne de Nutrition (SIN) - Abidjan (Côte d'Ivoire),  
<sup>4</sup>Société d'Anthropologie de Paris (SAP) - Paris (France)

**PS-3\_5 Challenges in Mother Tongue Bilingual Education in African Schools: The Case of Toura, Tonal Language in Côte d'Ivoire**

Tokpa V.  
Felix Houphouët Boigny University of Abidjan, Côte d'Ivoire, Department of Sciences of Language

**HALL JUPITER FOYER B**

11:45 - 13:15 **POSTER SYMPOSIUM PS-4**  
Sanus corpus - Sana mente and sometimes vice-versa: Prospective associations between child lifestyle behaviors and subsequent development

**Chair: Pagani L.S.**, University of Montreal, Canada  
**Discussant: Dubow E.F.**, Department of Psychology, Bowling Green State University, USA & University of Michigan, USA

**Integrative Abstract**

How children spend their leisure time influences development, regardless of nationality/social station.1 Humans are creatures of habit. As such, leisure time pursuits can become either invested/divested time in enriching behaviors.2 For example, watching television at age 2 predicts screen use by age 43 and adolescence.3,4,5 Physically active youngsters are more likely to become healthier adults.1,2 Given developmental continuity in healthy/unhealthy behavioral dispositions, the World Health Organization<sup>6</sup> has derived lifestyle guidelines which are in tandem with those of the American Academy of Pediatrics<sup>7,8</sup> and the Canadian Pediatric Society.<sup>9</sup> For example, WHO lifestyle guidelines suggest one hour of moderate to vigorous physical activity and not more than two hours per day of sedentary (mostly screen) time for children between ages 5 and 17 years.<sup>6</sup> The AAP recommends not more than one hour of screen time in preschool.<sup>7</sup> Remarkably, if parents diligently comply recommendations on children's sedentary behavior from ages 2 onward, the average child will have spent an entire year (of 24-hour days) watching screen media by their eighteenth birthday. Even more noteworthy is that although the relationship between physical activity/health are proportionally axiomatic, WHO guidelines for physical activity in youth through active transport, sport, and household chores are only half of sedentary time.<sup>7</sup> Equally preoccupying is that sleep time is increasingly being eaten away by sedentariness for both children and their parents.<sup>1,6</sup> Those amassed hours of screen time, physical inactivity, and lack of sleep in childhood directly translate into behavioral development and health.<sup>6-10</sup> In this Canadian-American symposium, we address prospective-longitudinal associations between youth lifestyle and subsequent behavioral development, from early to later childhood. Because boys and girls differently experience risk and protective factors due to distinct influences (biological / gender expectations/environmental characteristics), we attempt to stratify most of our analyses by sex. We also aim to prioritize person-centered

approaches to our data.

**PS-4\_1 Who guidelines for physical activity, sedentariness, and sleep: early movement behavior begets later active lifestyle for boys and girls**

Harandian K.<sup>1</sup>, Gauthier B.<sup>1</sup>, Pagani L.S.<sup>1,2</sup>

<sup>1</sup>University of Montreal, Canada, <sup>2</sup>School Environment Research Group, University of Montreal, Canada

**PS-4\_2 Social readiness in boys: childhood extracurricular sport exacerbates long-term behavioral risks associated with preschool bedroom television access**

Necsa B.<sup>1</sup>, Harandian K.<sup>1</sup>, Pagani L.S.<sup>1,2,3</sup>

<sup>1</sup>School of Psychoeducation, University of Montreal, Canada, <sup>2</sup>School Environment Research Group, University of Montreal, Canada, <sup>3</sup>Sainte-Justine's Pediatric Hospital Research Center, University of Montreal, Canada

**PS-4\_3 Long-term influence of early participation in childhood sport on indicators of healthy development in middle childhood in boys**

Kosak L.-A.<sup>1</sup>, Harandian K.<sup>1</sup>, Harbec M.-J.<sup>1,2,3</sup>, Pagani L. S.<sup>1,2,3</sup>

<sup>1</sup>School of Psychoeducation, University of Montreal, Canada, <sup>2</sup>School Environment Research Group, University of Montreal, Canada, <sup>3</sup>Sainte-Justine's Pediatric Hospital Research Center, University of Montreal, Canada

**PS-4\_4 Does participation in high school extracurricular activities predict young adulthood civic behaviors and psychosocial adjustment?**

Le M.<sup>1</sup>, Dubow E.F.<sup>1,2</sup>

<sup>1</sup>Bowling Green State University, USA, <sup>2</sup>University of Michigan, USA

**PS-4\_5 Generating trajectories of early childhood movement behavior in typically developing boys and girls**

Sabourin V.<sup>1</sup>, Pagani L.S.<sup>2,3,4</sup>

<sup>1</sup>School of Psychoeducation, University of Montreal, Canada, <sup>2</sup>School Environment Research Group, University of Montreal, Canada, <sup>3</sup>Sainte-Justine's Pediatric Hospital Research Center, University of Montreal, Canada, <sup>4</sup>School of Psychoeducation, University of Montreal, Canada

HALL JUPITER

11:45 - 13:15 **SPECIAL EVENT SE-4 ROUNDTABLE DISCUSSION**  
Using Big Data for the Study of Individual Behavior Development

**Chair: Schoon I.**, University College, London, UK

**Integrative Abstract**

This round table brings together a panel of experts using big data for the study of individual behaviour development. Based on evidence from diverse data sources, such as national panel and administrative data and pan-national data collections such as OECD and PISA data as well as the GUIDE/EuroCohort we will be discussing the challenges and opportunities in using big data to study variations regarding adaptation and resilience in a changing socio-historical context, socio-emotional learning, and how to use the evidence to support health and wellbeing at the population level as well as for distinct population subgroups. Particular issues to be addressed include access and suitability of diverse big data sources for social research, as well as challenges regarding representativeness, generalizability, harmonization, and data overload. After short presentations of the panel members there will be an open discussion with the audience.

**Panel members:**

**Symonds J.**, University College Dublin, Ireland  
**de Cunha J.**, Universidade Federal do Paraná, Brazil  
**Salmela-Aro K.**, University of Helsinki, Finland  
**Walper S.**, German Youth Institute, Germany  
**Ristikari T.**, National Institute for Health and Welfare, Finland

## HALL DELPHI

11:45 - 13:15 **INVITED SYMPOSIUM IS-7**  
 Socio-Cognitive Competencies and Child-Robot Interaction

**Chair: Itakura S.**, Doshisha University, Kyoto, Japan  
**Co-chair: Marchetti A.**, Università Cattolica del Sacro Cuore, Milano, Italy

### Integrative Abstract

In this symposium, we focus on the socio-competences in infants and children to perceive the relationship among nonhuman agents, such as a robot and geometric figures. We have four contributors. First contribution by Kanakogi present two studies that investigated infant morality, especially a sense of justice. He demonstrates that preverbal infants affirm third-party interventions that protect victims from aggressors. Then he shows investigating the developmental origins of how to behave toward third-party punishment for antisocial others. Finally he discusses the possibility that admiration for justice and disposition to do such action may be engraved in preverbal infant's mind. The cross-cultural study by Manzi and colleagues aims to examine the moral judgment and emotion attribution of a group of 5-year-old, when the violator of the moral norms is another child or a robot, showing that children attribute more positive emotion to the victimizer independent of agency and that children judged the robot victimizer as more "bad" than the human victimizer. In the Miglino's paper he described an example of how Educational Robotics can be useful to foster and assess social relations in Italian students of middle school. The results indicate that educational robotics can effectively foster relations between students and allow to portrait group dynamics in a synthetic and manageable way. The last contribution by Yoshikawa shows the use of a small humanoid robot called CommU (Communication Unity) that is can be a friend of individuals with certain weaknesses (Autism Spectrum Disorders) and children. The use of CommU in a science museum for children show that it can be an effective partner, providing a stronger sense of conversation to users.

**IS-7\_1** **The developmental origins of sense of justice**  
 Kanakogi Y.  
 Otemon Gakuin University, Ibaraki, Japan

**IS-7\_2** **Moral evaluation of human and robot victimizers in Italian and Japanese preschoolers: a cross-cultural study**  
 Manzi F.<sup>1,2</sup>, Di Dio C.<sup>1,2</sup>, Massaro D.<sup>1,2</sup>, Gummerum M.<sup>3</sup>, Itakura S.<sup>4</sup>, Kanda T.<sup>5,6</sup>, Ishiguro H.<sup>6,7</sup>, Marchetti A.<sup>1,2</sup>

<sup>1</sup>Research Unit on Theory of Mind, Department of Psychology, Università Cattolica del Sacro Cuore, Milan, Italy, <sup>2</sup>Human-Robot Laboratory, Department of Psychology, Università Cattolica del Sacro Cuore, Milan, Italy, <sup>3</sup>Department of Psychology, University of Warwick, Warwick, UK, <sup>4</sup>Centre for Baby Science, Doshisha University, Kyoto, Japan, <sup>5</sup>Human-Robot Interaction Laboratory, Graduate School of Informatics, Kyoto University, Kyoto, Japan, <sup>6</sup>Advanced Telecommunications Research Institute International, Hiroshi Ishiguro Laboratories and Intelligent Robotics and Communication Laboratories, Kyoto, Japan, <sup>7</sup>Department of Adaptive Machine System, Osaka University, Toyonaka, Japan

**IS-7\_3** **Educational Robotics to Foster and Assess Social Relations in Students Groups**

Ponticorvo M.<sup>1</sup>, Miglino O.<sup>1,2</sup>  
<sup>1</sup>Natural and Artificial Cognition Lab, Department of Humanistic Studies, University of Naples, "Federico II", Naples, Italy, <sup>2</sup>Institute of Cognitive Sciences and Technologies, National Research Council, Rome, Italy

**IS-7\_4** **Robots as Easy Communication Partners of Children**  
 Yoshikawa Y.  
 Osaka University, Suita, Japan

## HALL SALON DES ROSES A

11:45 - 13:15 **PAPER SYMPOSIUM SY-042**  
New directions in the study of child and adolescent friendships

**Chair: Bukowski W.**, Concordia University, Montreal, Canada

### Integrative Abstract

Decades of findings in the developmental and clinical sciences point to the significant impact of friends on the day-to-day life, development, and health of children and adolescents (Rubin, Bukowski, & Bowker, 2015). The nature of friendship experiences is multi-dimensional, but most work on friendships has tended to focus on only one feature of friendship: mutual friendship involvement (i.e., whether youth have reciprocated friendships). Variability in the positive and negative qualities of youths' friendships can also contribute uniquely to psychosocial adjustment outcomes. In addition, the consideration of the characteristics of friends as well as friend liking may also reveal information about variability in youth outcomes. Yet, these aspects of friendship experiences are rarely considered in studies of child and adolescent well-being. Drawing from multiple theoretical perspectives, the four papers in this symposium will showcase new approaches to advance knowledge of how different features of friendship experiences contribute to and/or provide unique contexts for the development of psychological and social health and well-being. Paper 1 explores whether the order of choice for friends, or liked peers, impacts similarity. Paper 2 considers a new and negative feature of youth friendships: friendship violence. Paper 3 examines whether one friend's characteristics forecast changes in the other friend's perception of the quality of their relationship. Paper 4 evaluates the bidirectional associations between two positive friendship qualities and shyness-withdrawal during early adolescence. This symposium extends research by providing new and more nuanced insight into the characteristics and qualities of youths' friendship experiences, and the complex associations between different types of friendship experiences and intra- as well as interpersonal adjustment. The studies are diverse in their methods and samples, and yet complementary in their questions, and together, provide new information that will set the stage for future research and prevention and intervention efforts

**SY-042\_1** **Order of Choice for Liked Peers Matters**  
Bukowski W.<sup>1</sup>, Castellanos M.<sup>1</sup>, DeLay D.<sup>2</sup>, Santos J.<sup>3</sup>, Velasquez A.<sup>4</sup>, Saldarriaga L.<sup>4</sup>  
<sup>1</sup>Concordia University, Canada, <sup>2</sup>Arizona State University, USA, <sup>3</sup>University of Nebraska, Omaha, USA, <sup>4</sup>Universidad de los Andes, Colombia

**SY-42\_2** **Preliminary Evidence for a Measure of Violence in Friendship During Emerging Adulthood**  
Dryburgh, N.<sup>1</sup>, Martin-Storey, A.<sup>2</sup>, Dirks, M.<sup>1</sup>, Bukowski, W.<sup>3</sup>  
<sup>1</sup>McGill University, Canada, <sup>2</sup>Universite de Sherbrooke, <sup>3</sup>Canada Concordia University, Canada,

**SY-042\_3** **Friend Behavioral Characteristics Foreshadow Changes in Children's Perceptions of Relationship Negativity**  
Laursen B., Valdes O.  
Florida Atlantic University, USA

**SY-042\_4** **How Friendship Quality Contributes to Shyness-Withdrawal during Early Adolescence**  
White H., Bowker J.  
University at Buffalo, The State University of New York, USA



### HALL SALON DES ROSES B

11:45 - 13:15 **PAPER SYMPOSIUM SY-043**

Children's and adolescents' approaches to social and economic inequalities: Insights from diverse cultural contexts

**Chair: Gonul B.**, Eskişehir Osmangazi University, Turkey

**Co-chair: Killen M.**, University of Maryland, College Park, USA

#### Integrative Abstract

As access disparities reached a critical level worldwide (OECD, 2021), unequal access to resources was shown to damage healthy development and drastically impair social cohesion. One of the ways perpetuating the psychological impacts of inequalities includes attitudes towards social and economic status, hierarchy, and expectations about entitlements based on inequalities. A recent line of research has investigated the developmental origins of such attitudes, considering the critical role of childhood years in promoting children's capacity to challenge unfair treatments based on inequalities. This symposium brings together studies from different cultures and contexts addressing children's and adolescents' views and evaluations of social and economic inequalities. The first paper focuses on U.S. youths' views about the societal distribution of resources in relation to their socioeconomic background, beliefs about societal fairness, and redistributive policies. The second paper builds on a similar line of work and examines the role of parental discussions about societal events in children's and adolescents' evaluations about justice, allocation of educational opportunities, and economic mobility. The third paper presents cross-cultural findings of Nepalese and Swiss children's views on fairness. It investigates the interplay between children's advantaged or disadvantaged status and interpersonal, local, and global inequalities. The last paper examines the legitimacy of socioeconomic status (SES) as an intergroup exclusion criterion and presents children's and adolescents' reasoning about exclusion based on SES in Turkey. Together, the symposium aims to provide insights regarding the developmental patterns of children's and adolescents' understanding of and perspectives on social and economic inequalities from different socioeconomic backgrounds and cultural contexts.

**SY-043\_1 Adolescents' conceptions of economic inequality: the influence of socioeconomic status**

Arsenio W., Yeshiva University, USA

**SY-043\_2 Children's and adolescents' views on fairness and economic inequality: exploring parents' contributions**

Elenbaas L.<sup>1</sup>, Mistry R. S.<sup>2</sup>

<sup>1</sup>University of Rochester, USA, <sup>2</sup>University of California Los Angeles, USA

**SY-043\_3 Children's evaluations of global, local and interpersonal inequalities: first insights from Nepal and Switzerland**

Grütter J.<sup>1</sup>, Barth C.<sup>1</sup>, Aréchar A.<sup>2</sup>, Rizzo M.<sup>3</sup>

<sup>1</sup> University of Konstanz, Germany, <sup>2</sup>University of Aguascalientes, Mexico, <sup>3</sup> New York University, USA

**SY-043\_4 Children's reasoning about exclusion based on socioeconomic status in peer groups**

Gonul B.<sup>1</sup>, Sahin-Acar B.<sup>2</sup>, Killen M.<sup>3</sup>

<sup>1</sup>Eskişehir Osmangazi University, Turkey, <sup>2</sup>Middle East Technical University, Turkey, <sup>3</sup>University of Maryland, College Park, USA

## HALL NAFSIKA A

11:45 - 13:15 **PAPER SYMPOSIUM SY-044**  
 Exploring reserve across the life span and across life domains

**Chair: Webster N. J.**, University of Michigan, United States of America  
**Co-Chair: Gonzalez R.**, University of Michigan, United States of America

### Integrative Abstract

The concept of reserve has received less attention in the literature compared to related concepts such as risk and resilience. Reserve, defined generally as a back-up supply of resources for later use is more well understood in some life domains compared to others. There is also need for development of a general language and methods that can be used to study and integrate reserve across a variety of domains and systems. This symposium brings together four papers spanning multiple disciplines and countries to investigate diverse aspects of reserve and their impacts across the life span. Zahodne and colleagues examine life course contributors to cognitive reserve in the U.S. based Washington Heights-Inwood Columbia Aging Project. They discuss the utility of cognitive reserve for advancing understanding of relations among the environment, brain, and behavior during late-life cognitive development. Deindl and colleagues focus on happiness across the life span and how it may serve as a reserve to promote healthy aging. Using life history data from the Survey of Health, Ageing and Retirement in Europe collected in 29 European countries and Israel they investigate links between life events, happiness, and health. Webster and colleagues focus on social reserve using data from the U.S. based longitudinal Social Relations Study in Detroit. Specifically, they test the concept of the support bank by examining if giving support when younger ensures receiving support when older and the impact on later life well-being. Gonzalez and colleagues provide a theoretical approach to modeling reserve and compare it to existing approaches. One benefit of their new approach is that they are able to model separately several interventions to increase reserve. They test this new model on data from the U.S. based Health and Retirement Study. Together these papers demonstrate the importance and impacts of multiple and diverse forms of reserve.

**SY-044\_1** **Advancing research on the concept of cognitive reserve in late-life cognitive development**

Zahodne L.B<sup>1</sup>, Manly J.J.<sup>2</sup>, Brickman A.M.<sup>2</sup>  
<sup>1</sup> University of Michigan, United States of America, <sup>2</sup> Columbia University, United States of America

**SY-044\_2** **Happiness over the life span and health in later life**

Deindl C.<sup>1</sup>, Brandt M.<sup>2</sup>, Wahrendorf M.<sup>1</sup>  
<sup>1</sup>Heinrich-Heine-University Düsseldorf, Germany, <sup>2</sup>TU Dortmund University, Germany

**SY-044\_3** **Does giving support when younger ensure receiving support when older?**

Webster N.J.<sup>1</sup>, Ajrouch K.J.<sup>2</sup>, Antonucci T.C.<sup>1</sup>  
<sup>1</sup>University of Michigan, United States of America, <sup>2</sup> Eastern Michigan University, United States of America

**SY-044\_4** **Modeling Reserve as Capacity across Multiple Domains and Interventions**

Gonzalez R., Smith J.  
 University of Michigan, United States of America

## HALL NAFSIKA B

### 11:45 - 13:15 PAPER SYMPOSIUM SY-045

The intertwined effects of family interactions and adolescent internalizing and externalizing problems

**Chair: Hale III W. W. & Co-chair: Mastrotheodoros S.**, Utrecht University, The Netherlands

**Discussant: Keijsers L.**, Erasmus Universiteit Rotterdam,

#### Integrative Abstract

In this symposium focus will be given to three longitudinal studies that shed new light into the intertwined effects of family interactions and adolescent internalizing and externalizing problems. The first study (The Perception of Support and Conflict in Relationship Quality and Depression Symptoms: A 6-Year Longitudinal Study of Adolescents and their Mothers) explores adolescents' and their mothers' perception of conflict and support in the mother-adolescent relationship. This study found bidirectional longitudinal associations between adolescent depressive symptoms and higher adolescent-reported conflict and lower adolescent-reported support. Additionally, bidirectional longitudinal associations were found between adolescent-reported conflict and maternal-reported conflict and adolescent-reported support and maternal-reported support. The second study (Family Functioning and Adolescent Internalizing and Externalizing Problems: Disentangling Between-, and Within-family Associations) examined the within-family dynamic longitudinal associations among family functioning and adolescent internalizing and externalizing problems. Results revealed mostly between-family associations, showing that adolescents with higher internalizing and externalizing problems compared to their peers, tended to be those who later experienced worse family functioning, but not vice versa. The third study (The Moderating Effect of Attachment Styles on the Relationship between Child Maltreatment and Internalizing and Externalizing Problems) was conducted to explore whether different attachment style profiles are associated with different forms of maltreatment as well as internalizing and externalizing symptoms, and whether attachment styles may moderate the link between different forms of maltreatment and internalizing and externalizing problems. The results showed that different types of attachment style profiles were specifically associated with maltreatment variables and internalizing/externalizing problems. Also, attachment style profiles moderated the relationships between maltreatment and in-

ternalizing problems. The discussant, Dr. LoesKeijsers, is a developmental psychologist, is an expert in the study of the relationship teenagers have with their parents and how parents can optimally contribute to their child's positive development, mental health and well-being.

#### SY-045\_1

#### The Perception of Support and Conflict in Relationship Quality and Depression Symptoms: A 6-Year Longitudinal Study of Adolescents and their Mothers

Hale III W. W.<sup>1</sup>, Nelemans S. A.<sup>1</sup>, Meeus W. H. J.<sup>1,2</sup>, Branje S. J. T.<sup>1</sup>

<sup>1</sup>Utrecht University, The Netherlands, <sup>2</sup>Department of Developmental and Clinical Psychology, Tilburg University, The Netherlands

#### SY-045\_2

#### Family Functioning and Adolescent Internalizing and Externalizing Problems: Disentangling Between-, and Within-family Associations

Mastrotheodoros S.<sup>1</sup>, Canario C.<sup>3</sup>, Gugliandolo M.C.<sup>3</sup>, Merkas M.<sup>4</sup>, Keijsers L.<sup>5</sup>

<sup>1</sup>Utrecht University, Utrecht, The Netherlands, <sup>2</sup>University of Porto, Porto, Portugal, <sup>3</sup>University of Messina, Italy, <sup>4</sup>Catholic University of Croatia, Zagreb, Croatia, <sup>5</sup>Tilburg University, Tilburg, The Netherlands

#### SY-045\_3

#### The Moderating Effect of Attachment Styles on the Relationship between Child Maltreatment and Internalizing and Externalizing Problems

Manna G.<sup>1</sup>, Musso P.<sup>2</sup>, Silletti E.<sup>2</sup>, Cassibba L.<sup>2</sup>, Lo Coco A.<sup>1</sup>, Falgares G.<sup>1</sup>

<sup>1</sup>University of Palermo, Italy, <sup>2</sup>University of Bari, Italy

### HALL NEFELI A

#### 11:45 - 13:15 PAPER SYMPOSIUM SY-046

Stress and social relations in context -Chair: Ajrouch K.J., Eastern Michigan University, USA

**Chair: Ajrouch, K. J.** Eastern Michigan University, USA

**Discussant: Huizink, A. C.** Vrije University Amsterdam, Netherlands

#### Integrative Abstract

Sources of stress vary across contexts, and may influence well-being differentially across the life course. This symposium examines various stress types and social relations at different life stages and in diverse contexts. Hastings and colleagues draw from unique longitudinal data on Mexican-origin adolescents in the U.S. who reported annually from 5th through 11th grades on experiences of discrimination, followed by the collection of saliva samples before and after a stressful task. Findings show that discrimination in early- versus mid-adolescence predicted of stress, suggesting there may be different sensitive periods for the adverse effects of discrimination. Wuermli and Molano conducted exploratory work to better understand social networks and caregiver support structures among parents in preparation for an evaluation of an early parenting program in Jordan. Targeting Syrian refugee and Jordanian caregivers (N=134), results reveal that other female members of the (nuclear and extended) family (84%) were identified as a primary source of support. Challenges included engaging participants to share perceptions of outgroups in their community. Findings will direct next steps to more meaningfully capture social support and networks. Ajrouch and colleagues investigate trauma experiences due to war and political strife in Lebanon. Drawing from a survey of adults aged 18+, links between trauma and psychological distress are examined across age. Results indicate that links between trauma and psychological distress varies by age. Older age is associated with a higher likelihood of having experienced war-related trauma, yet the association with psychological distress is stronger among younger adults. Further analysis will examine whether the buffering effect of social relations varies among younger and older adults to identify the function of social relations at different points in the life course. Together these papers examine various aspects of stress and social relations in several countries using different methods to advance developmental science approaches to well-being.

#### SY-046\_1

**Experiencing ethnic discrimination at school predicts asymmetrical adrenocortical hypo-responsivity and sympathetic hyperreactivity to an acute social stressor in Mexican-American adolescents**

Wuermli A.<sup>5</sup>, Parra L. A.<sup>2</sup>, Weissman D. G.<sup>3</sup>, Johnson L. E.<sup>1</sup>, Hodge R. T.<sup>4</sup>, Gonzales L.<sup>1</sup>, Robins R. W.<sup>1</sup>, Guyer A. E.<sup>4</sup>

<sup>1</sup>University of California Davis, <sup>2</sup>University of Southern California, <sup>3</sup>Harvard University, <sup>4</sup>University of California Davis, <sup>5</sup>New York University-Global Ties for Children, USA

#### SY-046\_2

**Social Support and Caregiver Wellbeing in a Syrian Refugee and Jordanian Sample**

Schwartz K.<sup>1</sup>, Wuermli A.<sup>1</sup>, Molano A.<sup>2</sup>

<sup>1</sup>New York University, USA, <sup>2</sup>Universidad de los Andes, Colombia

#### SY-046\_3

**Trauma and Social Relations over the Life Course: A Focus on Lebanon**

Ajrouch K.J.<sup>1</sup>, Abdulrahim S.<sup>2</sup>, Webster N. J.<sup>3</sup>, Antonucci T. C.<sup>3</sup>

<sup>1</sup>Eastern Michigan University, USA, <sup>2</sup>American University of Beirut, Lebanon, <sup>3</sup>University of Michigan, USA

## HALL NEFELI B

### 11:45 - 13:15 PAPER SYMPOSIUM SY-047

Diversity in context: Intergroup relations and adjustment of majority and minority adolescents

**Chair: Bobba B.**, Alma Mater Studiorum University of Bologna, Italy

**Discussant: Motti-Stefanidi F.**, National and Kapodistrian University of Athens, Greece

#### Integrative Abstract

Although current societies are becoming increasingly multicultural, adolescents from the majority and minority groups might experience these changes differently. Diversity unfolds within continuous dynamic exchanges between individuals and their social contexts (e.g., family, peer group, school). While several studies have highlighted positive effects of increased ethnic diversity (cross-ethnic friendship and positive contact experiences, e.g., Juvonen et al., 2017), challenges have also risen (discrimination, negative intergroup contact, e.g., Munniksmä et al., 2017). Therefore, it is crucial to understand how diversity is experienced in the key social contexts where adolescents develop, and which factors might predict positive and negative adjustment outcomes among majority and minority youth. The current symposium aims to address these issues by focusing on individual (i.e., ethnic prejudice levels) and social-contextual (i.e., discrimination and perceived social support) factors that influence well-being and adjustment of adolescents from majority and minority groups in different countries and continents. First, Civitillo and colleagues present meta-analytical findings on the association between teacher-based discrimination and minority students' adjustment (i.e., well-being and academic outcomes) mainly from the US context. Next, looking specifically at majority adolescents in Italy, Bobba and Crocetti examine the consequences of holding prejudicial attitudes on youth's physical, social, and psychological well-being. Finally, Benbow and colleagues examine common and migration-specific antecedents of perceived social support trajectories and their associations with self-efficacy among two ethnic minority samples (i.e., ethnic immigrants in Germany and Russian Jewish immigrant in Israel) and one majority sample (i.e., non-immigrant German adolescents). Overall, these studies have important theoretical and practical implications. First, they highlight common and unique challenges faced by majority and minority adolescents in dealing with and adjusting to different ethnic and cultural backgrounds. Moreover, by identifying key individual and socio-contextual antecedents of youth's adjustment, they could inform interventions aimed at supporting majority and minority adolescents' development and well-being.

### SY-047\_1 The effects of teacher-based racial/ethnic discrimination on student well-being and academic outcomes: a systematic review and meta-analysis

Civitillo S., Mayer A.M., Jugert P.

University of Duisburg-Essen, Germany

### SY-047\_2 The toll of prejudicial attitudes: examining the associations between ethnic prejudice and well-being

Bobba B., Crocetti E.

Alma Mater Studiorum University of Bologna, Italy

### SY-047\_3 Everybody needs somebody: specificity and commonality in perceived social support trajectories of immigrant and non-immigrant youth

Benbow A. E. F., Aumann L., Paizan M. A., Titzmann P. F.

Leibniz University Hannover, Hannover, Germany

## HALL ALPHA

### 11:45 - 13:15 PAPER SYMPOSIUM SY- 048

Theory of Mind (ToM) in the life-span: Individual differences across different phases of life and promotion of ToM abilities in real life

**Chair: Bianco F.** University of Bergamo, Italy

**Co-chair: Castelli I.**, University of Bergamo, Italy

**Discussant: Di Dio, C.** Catholic University of the Sacred Heart, Italy

#### Integrative Abstract

Theory of mind skills (ToM) are fundamental for personal wellbeing and sociocognitive adjustment across the different stages of development in human life. Recent research has demonstrated that: i) there are individual differences in ToM in both healthy and pathological conditions; ii) there is a decline of ToM skills in ageing; iii) environmental and health factors contribute to generate individual differences in ToM skills. All together these acknowledgments open the way to the intriguing possibility that ToM skills can have significative effects on the quality of life of the subject, and therefore that this ability should be supported during different phases of life through stimulations adjusted to the age, the health of the subject and his/her social contexts. The symposium is made up of three papers. Each of these focuses on a different period/condition of life and presents or how ToM skills impact on the socio-cognitive functioning of the subject, or a proposal of training program which structure and contents have been designed to be ecological and compatible with the key ToM changes occurring in that stage of development. The first paper examines the metarepresentational changes occurring in aging, revealing that ToM skills predict variance in linguistic processes linked to the ability to produce lexicographic definitions. The second paper examines the possibility to foster advanced ToM understanding (both cognitive and affective) in children aged 8/9, through narratives and open choice answers, followed by group discussions. In this paper, authors explore transfer effects of practiced activities and the factors that moderate the effectiveness of the training program. The third contribution analyses the effects of an ecological ToM-training program to foster ToM skills in people with Multiple Sclerosis. Results of this study show improvements in ToM skills and a reduction of the alexithymia traits.

### SY-048\_1 Improving theory of mind in middle childhood: a study of near and far transfer effects of a cognitive and affective theory of mind training

Hoyo Ramiro A.V.<sup>1,2</sup>, Rodríguez-Bailón R.<sup>1,2</sup>, Lecce S.<sup>3</sup>, Guerra S.<sup>1,2</sup>, Bianco F.<sup>4</sup>, Rico-Picó J.<sup>1,2</sup>, Rueda M.R.<sup>1,2</sup>

<sup>1</sup>University of Granada, Spain, <sup>2</sup>University of Granada, Spain, <sup>3</sup>University of Pavia, Italy, <sup>4</sup> University of Bergamos, Italy

### SY-048\_2 A cultural training for the improvement of cognitive and affective theory of mind in people with multiple sclerosis: preliminary findings

d'Arma A.<sup>1,2</sup>, Valle A.<sup>2</sup>, Massaro D.<sup>2</sup>, Baglio G.<sup>3</sup>, Isernia S.<sup>3</sup>, Rovaris M.<sup>3</sup>, Baglio F.<sup>3</sup>, Marchetti A.<sup>3</sup>

<sup>1</sup>IRCCS Ospedale San Raffaele, Milan, Italy, <sup>2</sup>Università Cattolica del Sacro Cuore di Milano, <sup>3</sup>IRCCS, Fondazione Don Carlo Gnocchi, ONLUS, Milano

### SY-048\_3 Theory of mind and metalinguistic competence in the elderly: first empirical evidence

Bianco F.<sup>1</sup>, Castelli I.<sup>1</sup>, Belacchi, C.<sup>2</sup>

<sup>1</sup>University of Bergamo, <sup>2</sup>University of Urbino Carlo Bo

## HALL GAMMA

### 11:45 - 13:15 PAPER SYMPOSIUM SY-049

Advances in the Study of Affective Development and Well-being Across Adulthood: Methodological, Motivational, and Contextual Considerations

**Chair: Luong G.**, Colorado State University, USA

**Co-chair: Riediger, M.**, Friedrich Schiller University Jena, Germany

#### Integrative Abstract

New advances in the study of aging may provide insights into how affect and well-being change across adulthood. Although studies have documented a general trend of greater affective well-being until young-old age (around 65 years of age), the presentations in this symposium offer a more nuanced understanding of how individual and group trajectories may differ when considering methodological, motivational and contextual influences. Schilling and colleagues will discuss how a commonly used method for assessing daily life affect, ecological momentary assessments (EMA), may lead to different response patterns among older adults. These findings suggest that there may be caveats when using EMA surveys but that the method can be robust even for older adults. Next, Riediger and colleagues describe how affective experiences are linked to physical and psychological well-being (i.e., affect-health linkages) across multiple waves of assessments using EMA surveys with a German sample. They find that affect-health linkages are strengthened with age, suggesting affective experiences may be especially important for older adults' health and well-being. Luong & Miller share findings from a U.S. adult sample suggesting that affect-health linkages may be weakened when people are better able to see the value in negative emotional experiences. Further, these effects appear to be moderated by race, such that those who identify as racial minorities in the U.S. tend to show stronger effects. Finally, Blöchl and colleagues will further explore the role of race and educational attainment among U.S. adults and their links to well-being. Racial disparities were largest for life satisfaction and that disparities tended to persist over time. Together, these findings point to other methodological, motivational, and contextual factors that contribute to our understanding of affective development across adulthood.

### SY-049\_1 Measurement Invariance of Momentary Negative Affect in Ambulatory Assessments of Old Adults

Schilling O.<sup>1</sup>, Lücke A.J.<sup>1</sup>, Kunzmann U.<sup>2</sup>, Katzorreck M.<sup>2,3</sup>, Gerstorf D.<sup>3</sup>  
<sup>1</sup>Heidelberg University, Germany, <sup>2</sup>University of Leipzig, Germany,  
<sup>3</sup>Humboldt University Berlin, Germany

### SY-049\_2 Affect-Health Coupling from Adolescence to Old Age: Evidence from a Longitudinal Experience-Sampling Study

Riediger M.<sup>1</sup>, Münch F.<sup>1</sup>, Bellingtier J.<sup>1</sup>, Blanke E.<sup>1</sup>, Wrzus C.<sup>2</sup>, Luong G.<sup>3</sup>  
<sup>1</sup>Friedrich Schiller University Jena, Germany, <sup>2</sup>University of Heidelberg, Germany, <sup>3</sup>Colorado State University, Fort Collins, U.S.A.

### SY-049\_3 Understanding Health Disparities During Adulthood: Ethnic Minorities Show Stronger Buffering of Affect Health Linkages with Greater Valuation of Negative Affect

Luong G., Miller J.  
Colorado State University, United States of America

### SY-049\_4 Social disparities in happiness during aging in the US

Blöchl M.<sup>1,2</sup>, Yeung A.<sup>3</sup>, Weiss D.<sup>4</sup>, Kunzmann U.<sup>1</sup>  
<sup>1</sup>Leipzig University, Germany, <sup>2</sup>Max Planck Institute for Human Cognitive and Brain Science, Germany, <sup>3</sup>Yale University, U.S.A., <sup>4</sup>Martin Luther University of Halle-Wittenberg, Germany

### 13:15 - 14:15 LUNCH BREAK 2 EARLY CARRIER WORKSHOP 2

## HALL JUPITER

### 14:15 - 15:45 INVITED SYMPOSIUM IS-8

The school experiences of LGBTQ+ Children & Youth

**Chair: Russell S.**, University of Texas at Austin, USA

#### Integrative Abstract

There has been growing attention in developmental scholarship to the lives and experiences of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) children and youth. This scholarly attention has been parallel to dramatic shifts in public attention to LGBTQ+ people and lives over recent decades. Today many LGBTQ+ youth come out at school, yet homophobia remains common for individual experiences of victimization as well as in the climate of schools. This symposium includes scholars from around the world who investigate the school experiences of LGBTQ+ students. The four studies come from new large-scale samples, each with distinct design advantages. Each focuses on student attitudes or adjustment, and three directly account for school-level climate. Two are designed based on general samples of students; two on samples of LGBTQ+ students. The first paper investigates knowledge and attitudes about LGBTQ+ people and issues in a general sample of students in Japan. The second paper uses a sample of LGBTQ+ students from the United States to examine how supportive student organizations attenuate depression over the course of a school year. The third paper investigates school and community influences on the wellbeing of LGBTQ+ students in schools across Europe. The fourth paper explores how school climate for diversity shapes the association between homophobic bullying and academic achievement in a large sample of Brazilian schools. The papers in this symposium represent distinct approaches to the use of large-scale surveys and together, advance understanding of the experiences of LGBTQ+ students in schools around the world

### IS-8\_1

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

Kasai M., Naruto University of Education, Naruto, Japan

### IS-8\_2

#### Greater Advocacy by Gender-Sexuality Alliances over the School Year Attenuates Sexual Orientation Disparities in Depression at the Year's End

Poteat V.P.<sup>1</sup>, Finch E.K.<sup>1</sup>, Sherwood S.H.<sup>2</sup>, Rosenbach S.B.<sup>2</sup>, Yoshikawa H.<sup>2</sup>, Calzo J.P.<sup>3</sup>

<sup>1</sup>Boston College, Massachusetts, USA, <sup>2</sup>New York University, New York, USA, <sup>3</sup>San Diego State University, California, USA

### IS-8\_3

#### A European cross-national study on LGBTQ students' experiences

Loverno S., Van Houtte M., Dewaele A., Buysse A.

Ghent University, Ghent, Belgium

### IS-8\_4

#### Homophobic victimization and academic functioning in Brazil: school context matters

Cunha J.<sup>1</sup>, Santo J.B.<sup>2</sup>

<sup>1</sup>Federal University of Parana, Parana, Brazil, <sup>2</sup>University of Nebraska at Omaha, Nebraska, USA



## HALL DELPHI

### 14:15 - 15:45 INVITED SYMPOSIUM IS-9

Protecting the victims and reducing their suffering: A significant challenge for cyberbullying prevention interventions

**Chair: Menesini E.**, Department of Education, Languages, Intercultures, Literatures, and Psychology, Florence University, Italy

**Discussant: Graham S.**, University of California Los Angeles, USA

#### Integrative Abstract

Cybervictimization is now recognized as a significant risk factor that compromises individual wellbeing and adjustment. Victims in the cyber context show high levels of anxiety, depression, suicidal ideation, stress, fear, low self-esteem, feelings of anger and frustration, helplessness, irritability, somatization, sleep disorders, all of which affect their academic performance and social adjustment. Many studies have focused on both bullying and victimization reduction (Gaffney et al.2020) but not so frequently on the impact of these interventions on possible short and long term-outcomes for victimized students. How and to what extent cyberbullying interventions are effective in reducing anxiety, depression and other psychological symptoms of students victimized by their peers in the short and long term? This symposium tries to give an answer to this issue, bringing together scholars working on cyberbullying interventions in different continents with the purpose of studying how they can effectively reduce victims' suffering. Specifically, Cross et al., reporting the results of their intervention in Australia, will explain how to enhance the quality and quantity of teachers' implementation of cyberbullying interventions and reduce the suffering of the victims. Nocentini et al. will illustrate how the reduction of cybervictimization experiences prevents victims' suffering and non suicidal self-injury, as shown in the Italian Notrap! intervention. Hess et al. from Germany will show how the Media Heroes (Medienhelden) program can be effective to reduce cyber- and traditional bullying victimization and in turn internalizing symptoms. The discussion of Sandra Graham will highlight the mechanisms and the new directions in the area of interventions to reduce victim's suffering and potentially buffering the destructive processes associated with the online attacks.

### IS-9\_1

#### Rethinking cyberbullying intervention implementation to support teachers to prevent and help targets of cyberbullying

Cross D.<sup>1,2</sup>, Pearce N.<sup>2</sup>

<sup>1</sup>University of Western Australia, Perth, Australia, <sup>2</sup>Telethon Kids Institute, Nedlands, Australia

### IS-9\_2

#### Cybervictimization and Non-Suicidal Self-Injury: the impact of an antibullying program

Nocentini A., De Luca L., Menesini E.

Department of Education, Languages, Intercultures, Literatures, and Psychology, University of Florence, Florence, Italy

### IS-9\_3

#### Effects of the Preventive Intervention Program "Media Heroes" on Offline and Online Victimization-Related Outcomes

Hess M.<sup>1</sup>, Schultze-Krumbholz A.<sup>2</sup>, Scheithauer H.<sup>3</sup>

<sup>1</sup>German University of Health and Sports, Berlin, Germany, <sup>2</sup>Technische Universität Berlin, Berlin, Germany, <sup>3</sup>Fre Universität Berlin, Berlin, Germany

## HALL SALON DES ROSES A

14:15 - 15:45 **PAPER SYMPOSIUM SY-050**  
Promoting wellbeing and positive development in refugee

**Chair: Hadfield K.**, Trinity College Dublin, Ireland

### Intergrative Abstract

With ~1% of people worldwide forcibly displaced, a substantial proportion of the world's children are directly affected. Experiencing war and displacement can have long-lasting impacts on youth across their lifespan, with substantial negative impacts on mental and physical health (Bogic et al., 2015; Ellis et al., 2019). While there is increasing research on these negative outcomes, much less is known about refugee youths' positive development. This is troubling for several reasons. First, a number of the Sustainable Development Goals specifically target positive aspects of development (SDG3, SDG4, etc). Second, young refugees regularly indicate that they want their strengths and positive development to be assessed, rather than just their ill health or trauma (Panter-Brick et al., 2020). Third, if we want to develop effective interventions to not just treat or prevent negative outcomes in child and adolescent refugees, but also to improve positive ones, we need to understand levels and predictors of positive youth development. In this interdisciplinary symposium, we include one review and three empirical studies. In Presentation 1, Prof Theron will review the extant literature on what is being done to promote child and adolescent refugee positive mental health and wellbeing in Africa. Presentations 2-4 use multiple methods to examine different aspects of positive youth development among Syrian refugees in Jordan and Lebanon: in Presentation 2, Dr Bakhti will discuss the educational trajectories of Syrian refugee children in Jordan and whether a locally developed intervention improves these trajectories; in Presentation 3, Ms Michalek will present on predictors of altruism and egalitarianism in child refugees in Jordan; and in Presentation 4, Dr Bosqui will describe a family-focused program implemented in Lebanon and its impacts on refugee adolescent wellbeing. Together, these presentations will shed light on understudied areas of refugee youth development, building knowledge of levels and predictors of positive functioning.

**SY-050\_1** **Child and adolescent refugee wellbeing in Africa: Why are we doing so little?**

Theron L.<sup>1</sup>, Bantebya Kyomuhendo G.<sup>2</sup>, Gulesci S.<sup>3</sup>, Manson T.<sup>4</sup>, Mareschal I.<sup>5</sup>, Hadfield K.<sup>3</sup>

<sup>1</sup>University of Pretoria, South Africa, <sup>2</sup>Makerere University, Uganda, <sup>3</sup>Trinity College Dublin, Ireland, <sup>4</sup>Tutapona International, Uganda, <sup>5</sup>Queen Mary University of London, United Kingdom

**SY-050\_2** **Exploring the Educational Trajectories of Syrian Refugees in Jordan after Displacement and War**

Bakhti R.<sup>1</sup>, Dajani R.<sup>2,3</sup>, El-Kharouf A.<sup>4</sup>, Michalek J.<sup>1</sup>, Qtaishat L.<sup>3</sup>, von Stumm S.<sup>5</sup>, Hadfield K.<sup>6</sup>, Mareschal I.

<sup>1</sup>Queen Mary University of London, UK, <sup>2</sup>Hashemite University, Jordan, <sup>3</sup>We Love Reading, Taghyeer, Jordan, <sup>4</sup>University of Jordan, Jordan, <sup>5</sup>University of York, Jordan, <sup>6</sup>Trinity College Dublin, Ireland

**SY-050\_3** **Egalitarianism in Syrian refugee children**

Mareschal I.<sup>1</sup>, Michalek J.<sup>1</sup>, Bakhti R.<sup>1</sup>, El-Kharouf A.<sup>2</sup>, Dajani R.<sup>3</sup>, Qtaishat L.<sup>4</sup>, von Stumm S.<sup>5</sup>, Hadfield K.<sup>6</sup>

<sup>1</sup>Queen Mary University of London, UK, <sup>2</sup>University of Jordan, Jordan, <sup>3</sup>Hashemite University, Jordan, <sup>4</sup>We Love Reading, Taghyeer, Jordan, <sup>5</sup>University of York, Jordan, <sup>6</sup>Trinity College Dublin, Ireland

**SY-050\_4** **Family functioning and systemic influences on the mental health and wellbeing of at-risk adolescents in Lebanon**

Bosqui T.<sup>1</sup>, Farah S.<sup>1</sup>, Brown F.L.<sup>2,3</sup>, Mayya A.<sup>1</sup>, Elias J.<sup>4</sup>, Shaito Z.<sup>1</sup>, Jordans M.J.D.<sup>2,3</sup>, on behalf of the Family-Focused Psychosocial Support study team.

<sup>1</sup>American University of Beirut, Lebanon, <sup>2</sup>Research and Development Department, War Child Holland, Amsterdam, the Netherlands, <sup>3</sup>Amsterdam Institute of Social Science Research, University of Amsterdam, Amsterdam, the Netherlands, <sup>4</sup>War Child Holland, Beirut, Lebanon

### HALL SALON DES ROSES B

14:15 - 15:45 **PAPER SYMPOSIUM SY-051**  
**Joint ISSBD- AIP Symposium** - Social behaviour: From assessment to intervention in the life-span

**Chair: Di Nuovo S.**, Universitade gli Studi di Catania, Catania, Italy  
**Co-chair: Marchetti A.**, Università Cattolica del Sacro Cuore, Milan, Italy  
**Discussant: Malti T.**, University of Toronto, Canada

#### Integrative Abstract

In the light of the partnership between ISSBD and the Italian Association of Psychology (AIP) established in 2018, this Symposium proposes an integrated vision of scientific contributions from members of the two Associations dealing with a broad topic in developmental research, i.e., the transfer from assessment methods to intervention practices about social behavior in the life-span. The first contribution by Antonella Marchetti addresses the issue of strategic thinking in decision making and Theory of Mind in primary school age, presenting two sets of studies carried out with primary school children. The first set of studies assessed and trained fairness, altruism, and intertemporal choice; the second set of studies trained advanced Theory of Mind (ToM) abilities by means of different training protocols and different trainers (experimenter vs teacher). The second contribution by Michaela Gummerum presents studies assessing 1) social influence on young people's risk-taking behaviour under either face-to-face or online peer pressure in different domains; 2) social influence on financial risktaking when social pressure is exerted by an interactive vs non-interactive humanoid robot. The third contribution by Santo Di Nuovo discusses assessment and training studies in the elderly with and without neurodegenerative impairments. The first series of studies describes the link between cognitive deterioration and specific psychological factors with impact on quality of life (including the caregiver's well-being), and the positive effects of relative interventions. The second series of studies show how appropriate interventions aimed to enhance the acceptability of humanoid robots may support the use of assistive robots in the psychosocial interventions with the elderly

**SY-051\_1 Strategic thinking and Theory of Mind in primary school age: assessment and training**

Marchetti A.  
Università Cattolica Del Sacro Cuore - Milan

**SY-051\_2 Social influences on young people's risk-taking**

Gummerum M.  
University of Warwick, UK

**SY-051\_3 Cognitive decline in elderly: Assessment and interventions.**

Di Nuovo S.  
Universitade gli Studi di Catania, Italy

## HALL NAFSIKA A

14:15 - 15:45 **PAPER SYMPOSIUM SY-052**

Digital interventions - A promising approach for the future of psychology

**Chair: Strehlke E.**, University of Münster, Germany

**Co-chair: Nieder, C.**, University of Münster, Germany

### Integrative Abstract

Nowadays, digital interventions gain in importance due to several advantages, for instance, they reach a large number of people, need little resources, and are independent of time and place. For users, digital interventions are not only easier to access, but may also encourage them to open up about sensitive issues. Thus, in the last several years, numerous digital interventions were developed. In psychology, digital interventions are used in many different contexts. While digital interventions provide great opportunities for positive change towards developmentally supportive attitudes and behavior, their development comes with challenges. Different mechanisms determine acceptance and success of digital versus face-to-face interventions. Therefore, research on proper development and evaluation is required. In this symposium, we will present four studies that focus on digital interventions (1) to prevent sexual violence against women in India, (2) to support pregnant women quit smoking via stress reduction, (3) to counsel parents regarding socio-emotional development of their children, and (4) to improve family climate via self-care training. Based on the results of these studies, we draw general conclusions on the impact and effectiveness of digital interventions for psychological issues, as well as make recommendations for the future development of effective digital interventions.

**SY-052\_1 Evaluation of an online sexual violence prevention program (rise-on) for female college students in India**

Nieder C.<sup>1</sup>, Thomae K.<sup>2</sup>, Kärtner, J.<sup>1</sup>

<sup>1</sup>University of Münster, Germany, <sup>2</sup>Christoph-Dornier-Clinic for Psychotherapy, Germany

**SY-052\_2 Stress- and smoke free pregnancy study: a randomized controlled trial of a personalized ehealth intervention including heart rate variability-biofeedback to support pregnant women quit smoking via stress reductions**

Van Dijk W.<sup>1</sup>, Oosterman M.<sup>2</sup>, Jansen I.<sup>1</sup>, De Vente W.<sup>3</sup>, Huizink A.C.<sup>1</sup>

<sup>1</sup>Amsterdam Public Health research institute, Vrije Universiteit Amsterdam, the Netherlands, <sup>2</sup>Vrije Universiteit Amsterdam, the Netherlands, <sup>3</sup>University of Amsterdam, Amsterdam, the Netherlands

**SY-052\_3 Development and acceptance of evidence-based parenting counseling through a smartphone application: epistemic and digital trust in the spotlight**

Strehlke E., Bromme R., Kärtner J.

University of Münster, Germany

**SY-052\_4 Development and evaluation of an app-based family and self-care training to improve family climate, parental self-efficacy, and child well-being**

Hartmann D., Vogel F.

Justus-Liebig-University of Giessen, Germany

## HALL NAFSIKA B

### 14:15 - 15:45 PAPER SYMPOSIUM SY-053

Orchids and dandelions - Short-term differential susceptibility towards parenting

**Chair: Bülow A.**, Erasmus University Rotterdam, Netherlands

**Discussant: Pluess M.**, Queen Mary University of London

#### Integrative Abstract

According to the different susceptibility theory (Pluess & Belsky, 2010), children may react differentially towards parenting. Long-term population wide studies indeed suggest that children who are more sensitive towards their environment (Environmental Sensitivity, ES) may be more affected by parenting. But how these stable differences come about is hardly understood. In this symposium we want to better understand these macro-level differences between children by shedding light on the short-term dynamics underneath. The authors have all collected shortitudinal data (i.e., minutes, days, and weeks) and applied novel statistical approaches (e.g., Dynamic Structural Modelling), to unravel shortterm effects across different developmental stages (i.e., infancy & adolescence). The first study (Logrieco), (N = 15, Mage = 3,6,9 months) the moderating role of Environmental Sensitivity on Emotional reactivity and regulation during the Still Face paradigm is investigated among infants, using observational data combined with EEG. The second study (Boele), (N = 259, Mage = 14.8 years) different patterns in reactions towards supportive and unsupportive parenting are investigated among adolescents. Zooming in on within-family dynamics, ES was not related to these patterns, however trait-level ES was related to the perception of parenting as a volatile phenomenon. The third study (Bülow), (N = 159, Mage = 13.3 years) tested the universality of parenting effects on children's well-being. Collecting 100 assessments of each family, allows to test per individual family the day-to-day dynamics and determine for how many and for which children patters are according to theoretical considerations. The moderating role of ES is explored. The role of Environmental Sensitivity in parenting will be discussed by a worldleading expert, and founder of this theoretical line of work: Michael Pluess.

### SY-053\_1

#### The roots of emotion regulation development in dyadic synchrony: The moderating role of Environmental Sensitivity

Logrieco M. G., Spinelli M., Sperati Al., Fasolo M., Garito M. C., Gigliotti G., Guerra G., Nicolì I., Ponzetti S., Lionetti F.

G. D'Annunzio University of Chieti-Pescara, Italy

### SY-053\_2

#### For better, for worse, for both, or neither? Testing patterns of person-specific parenting effects in adolescents

Boele S.<sup>1</sup>, Bülow A.<sup>1</sup>, De Haan A.<sup>1</sup>, Denissen J.J.A.<sup>2</sup>, Keijsers L.<sup>1</sup>

<sup>1</sup>Erasmus University Rotterdam, the Netherlands, <sup>2</sup>Utrecht University, the Netherlands

### SY-053\_3

#### Uniform, universal or unique? Parenting effects on child well-being

Bülow A.<sup>1</sup>, Neubauer A.B.<sup>2</sup>, Soenens B.<sup>3</sup>, Boele S.<sup>1</sup>, Denissen J.J.A.<sup>4</sup>, Keijsers L.<sup>1</sup>

<sup>1</sup>Department of Psychology, Education & Child Studies, Erasmus University Rotterdam, Netherlands, <sup>2</sup>DIPF | Leibniz Institute for Research and Information in Education, <sup>3</sup>Ghent University, Belgium, <sup>4</sup>Utrecht University, Netherlands

### HALL NEFELI A

#### 14:15 - 15:45 PAPER SYMPOSIUM SY-054

Perspectives on emotional reactivity and emotion regulation in old and very old age: Evidence from the multi-time-scale EMIL study

**Chair: Lücke A.J.**, University of Heidelberg, Germany

**Discussant: Hoppmann C.A.**, University of British Columbia, Vancouver, Canada

#### Integrative Abstract

Emotional reactivity and regulation have been studied both in long-term longitudinal studies as well as repeated daily life assessments using adult lifespan and aging samples. Yet, we are only beginning to understand how the dynamics on the different time scales observed in these studies interact. To comprehensively examine the predictors, correlates, and consequences of emotional reactivity and emotion regulation, the EMIL study integrated repeated daily life assessments into a classic long-term longitudinal study design. One hundred and twenty-three young-old (65-69 years) and 47 very old adults (83-89 years) from the ILSE study, who had already contributed four waves of health, cognitive, and psycho-social data over almost 25 years, were assessed six times a day over seven consecutive days as they went about their daily routines (EMIL). We provide an overview of results on predictors and correlates of emotional processes in old and very old age using data from EMIL: Gerstorff et al. examined how long-term cognitive aging affects positive feelings and reactivity to stressors in daily life. Lücke et al. analyzed how daily sleep quality was linked with baseline negative affect and affective reactivity to stressors in daily life, combining data from EMIL and the SOEP Couple Dynamics Study. Kunzmann et al. present results on age differences in the use of emotion regulation strategies in daily life. Hoppmann will discuss the challenges and opportunities associated with integrating long-term longitudinal and intensive longitudinal study designs to study emotional reactivity and regulation.

#### SY-054\_1

#### Long-term cognitive aging trajectories as predictors of daily affect

Gerstorff D.<sup>1</sup>, Schilling O.K.<sup>2</sup>, Katzorreck M.<sup>3</sup>, Luecke A.J.<sup>2</sup>, Wahl H.-W.<sup>2</sup>,

Hoppmann C.A.<sup>4</sup>, Kunzmann U.<sup>3</sup>, Ram N.<sup>5</sup>

<sup>1</sup>Humboldt University Berlin, Germany, <sup>2</sup>University of Heidelberg, Germany, <sup>3</sup>Leipzig University, Germany, <sup>4</sup>University of British Columbia, Vancouver, Canada, <sup>5</sup>Stanford University, CA, USA

#### SY-054\_2

#### Good night - good day? Bidirectional links of daily sleep quality with negative affect and stress reactivity in old age

Lücke A.J.<sup>1</sup>, Wrzus C.<sup>1</sup>, Gerstorff D.<sup>2</sup>, Kunzmann U.<sup>3</sup>, Katzorreck M.<sup>3</sup>, Kolodziejczak K.<sup>2</sup>, Ram N.<sup>4</sup>, Hoppmann C.A.<sup>5</sup>, Schilling O.K.<sup>1</sup>

<sup>1</sup>University of Heidelberg, Germany, <sup>2</sup>Humboldt University Berlin, Germany, <sup>3</sup>University of Leipzig, Germany, <sup>4</sup>Stanford University, Stanford, CA, USA, <sup>5</sup>University of British Columbia, Vancouver, Canada

#### SY-054\_3

#### Three facets of emotion regulation in old and very old age: Strategy use, effectiveness, and variability

Kunzmann U.<sup>1</sup>, Nestler S.<sup>2</sup>, Lücke A. J.<sup>3</sup>, Katzorreck M.<sup>1</sup>, Hoppmann C.A.<sup>4</sup>, Schilling O. K.<sup>3</sup>, Wahl H.-W.<sup>3</sup>, Gerstorff D.<sup>5</sup>

<sup>1</sup>University of Leipzig, Germany, <sup>2</sup>University of Münster, Germany, <sup>3</sup>University of Heidelberg, Germany, <sup>4</sup>University of British Columbia, Vancouver, Canada, <sup>5</sup>Humboldt University, Berlin, Germany

## HALL NEFELI B

### 14:15 - 15:45 PAPER SYMPOSIUM SY- 055

Adolescent ethnic-racial identity development across global cultural contexts

**Chair: Sladek M.R.**, Harvard University, United States

#### Integrative Abstract

Identity formation is a key developmental task of adolescence. In societies characterized by ethnic-racial diversity, identity development includes the processes by which adolescents come to understand the aspects of their identity related to ethnic heritage and/or racial group membership (i.e., ethnic-racial identity, ERI). Significant advances have been made in the conceptualization and empirical study of adolescent ERI development. Recent meta-analyses have demonstrated support for the role of ERI as (a) a promotive factor positively associated with other aspects of adolescents' academic and psychosocial adjustment (Rivas Drake et al., 2014), and (b) a protective factor that can mitigate discrimination-based risks to adjustment (Yip et al., 2019). In order to address important questions of universality and cultural/contextual specificity in the study of ERI, this symposium brings together four novel studies focused on the mechanisms and practical applications of adolescents' ERI development in relation to other identity domains and multiple indices of adjustment, each in a unique cultural context. First, in a study of adolescents in Colombia, preliminary support emerged for a developmental process model, suggesting that ERI development contributes to positive adjustment via personal identity cohesion (i.e., overall sense of self). Second, in a study of U.S. Latinx adolescents, those with higher ERI achievement, ERI affirmation (i.e., positive feelings about one's ethnic-racial group), and U.S. national identity commitment also reported greater personal identity cohesion, which in turn was associated with better psychosocial adjustment. Third, a study of adolescents with immigrant parents in Sweden suggests that experiencing ethnicity-based victimization from peers predicts stronger ethnic identity but weaker identification with Swedish society, in turn associated with lower societal belonging. Finally, a school-based curriculum designed to support ethnic-racial identity exploration has shown positive effects among adolescents in Germany, providing additional evidence for the benefits of learning about one's cultural heritage in school.

### SY-055\_1 Testing a developmental process model of ethnic-racial identity, personal identity cohesion, and adjustment among Colombian adolescents

Umaña-Taylor A.J.<sup>1</sup>, Sladek M.R.<sup>1</sup>, Uribe Tirado L.M.<sup>2</sup>, Tilano Vega L.M.<sup>2</sup>

<sup>1</sup>Harvard University, United States, <sup>2</sup>Universidad de San Buenaventura, Colombia

### SY-055\_2 How ethnic-racial and national identities inform global identity cohesion and adjustment among U.S. Latinx adolescents

Safa M.D.<sup>1</sup>, Umaña-Taylor A. J.<sup>1</sup>, McDermott E.R.<sup>1</sup>, Martinez-Fuentes S.<sup>2</sup>

<sup>1</sup>Harvard University, United States, <sup>2</sup>Arizona State University, United States

### SY-055\_3 Does identity explain the link between ethnic victimization and societal belongingness?

Özdemir M., Bayram Özdemir S.

Örebro University, Sweden

### SY-055\_4 Adapting the identity project intervention in Germany: heritage culture identity is linked to more positive perceptions of self, others, and contexts

Juang L., Schachner M., Pevec S., Moffitt S.

University of Potsdam, Germany

## HALL ALPHA

### 14:15 - 15:45 PAPER SYMPOSIUM SY-056

The role of peers in adolescents' academic functioning and classroom experiences

**Chair: Poorthuis A.**, Utrecht University, the Netherlands

**Co-Chair: Laninga-Wijnen L.**, Utrecht University, the Netherlands

#### Integrative Abstract

Ushered in with pubertal, biological changes, peer relationships take on unique significance when young people reach adolescence. Friendships gain elevated importance and adolescents become increasingly concerned with their position in the larger peer group (such as being popular, liked, or victimized). Adolescent classrooms are inherently social places, and the development of adolescents' academic life is intertwined with their social life. This symposium will provide recent, innovative insights in how peer relations affect students' classroom experiences and academic adjustment. The first paper, presented by Laninga-Wijnen, focuses on how parents play a role in their adolescents' selection of high-achieving friends. The second paper, presented by Poorthuis, examines whether the associations between peer status (popularity, likability) and daily school engagement are mediated by daily experiences of peer praise and peer conflict. The third paper, presented by Berger, investigates to what extent adolescents consider academic and social factors in selecting their academic partners. The fourth paper, presented by McKellar, tests whether adolescents are influenced by their friends in their perceptions of the disciplinary harshness of their teachers. Results from these papers show that individual social reputation plays a vital role in students' academic functioning and this relation is partly explained by the extent to which this reputation elicits praise from peers (Study 2). Also, students' classroom experiences affect their social networks: Adolescents with similar academic performance and similar views on their teachers' disciplinary harshness tend to cluster together (Study 1 and 4). Moreover, they generally prefer their friends as academic partners (Study 3). High achieving students are seen as attractive friends and academic partners, especially for adolescents whose parents try to guide their friendships (Study 1 and 3). Together, results from these papers provide important insights in the dynamical interplay of adolescent social relationships and academic functioning.

### SY-056\_1 The role of parents in adolescent friendship selection and influence processes related to academic achievement

Qin X.<sup>1</sup>, Laninga-Wijnen L.<sup>1</sup>, Steglich C.E.G.<sup>2</sup>, Ren P.<sup>2</sup>, Zhang Y.<sup>2</sup>, Veenstra R.<sup>2</sup>  
<sup>1</sup>University of Groningen, Netherlands, <sup>2</sup>Beijing Normal University, Beijing, China

### SY-056\_2 Adolescents' peer status and school engagement: The role of daily peer experiences

Ruiz Velasco Leyva D., Poorthuis A., Van der Pol J., Thomaes S.  
Utrecht University, the Netherlands

### SY-056\_3 Would you like to study with me? Examining the role of academic performance, prosociality and friendships on adolescents' preferred academic partners

Palacios D.<sup>1</sup>, Berger C.<sup>2</sup>, Luengo Kanacri P.<sup>2</sup>, Veenstra R.<sup>1</sup>, Dijkstra J.K.<sup>1</sup>  
<sup>1</sup>University of Groningen, Netherlands, <sup>2</sup>Pontificia Universidad Católica de Chile, Chile

### SY-056\_4 Classroom friendships and beliefs about teacher-disciplinary harshness in early adolescence

McKellar S.<sup>1</sup>, Laninga-Wijnen S.<sup>2</sup>, Ryan A.<sup>1</sup>  
<sup>1</sup>University of Michigan, United States, <sup>2</sup>University of Utrecht, Netherlands



## HALL GAMMA

### 14:15 - 15:45 PAPER SYMPOSIUM SY-057

Empathy and prosociality from infancy to early childhood: Longitudinal examination of antecedents and correlates

**Chair: Orlitsky T.**, The Hebrew University of Jerusalem, Israel

**Co-Chair: Paz Y.**, The Hebrew University of Jerusalem, Israel

#### Integrative Abstract

Empathy and prosocial behavior are key features of harmonious, healthy social functioning, yet important gaps in knowledge still remain regarding their early development. In particular, better understanding is needed regarding the environmental and child-related factors predicting individual differences in young children's empathy and prosociality, as well as the longitudinal correlates of these individual differences. The current symposium seeks to shed new light on these questions. It consists of four presentations, all addressing longitudinal studies examining empathy and/or prosocial behavior during infancy or early childhood. Each paper further examines different antecedents or correlates of early empathy/prosociality. The papers are versatile, as they cover a variety of methods, address both child-related and environmental predictors, and both antecedents and correlates. Paper1 examines the links between early contingent parenting and infants' subsequent prosociality, and the neural mechanisms mediating these links. It also demonstrates the importance of children's reactive temperament as a moderator of these associations. Paper2 examines a different aspect of parenting - maternal depressive symptoms - and its longitudinal associations with infants' empathic responses both for others' distress and others' joy. It also highlights the role of child's gender as a moderator of these links. In Paper3 individual differences in infants' empathy were examined as predictors: A prospective design with infants at-risk for autism (siblings of children with ASD) and a control group examined infants' empathic responses as potential early markers for a subsequent ASD diagnosis. Finally, using two longitudinal studies, Paper4 examines the development of young children's moral self-concept (MSC) - how children view their own moral behavioral tendencies. Moreover, it sheds light on the directionality of the longitudinal associations between children's MSC and their prosocial behavior. Together, the symposium contributes new perspectives and knowledge regarding the early development of empathy and prosocial behavior, with a focus on pertinent predictors and correlates.

### SY-057\_1

**Predictive relations between maternal contingent responsiveness, infant neural responses and infant social behavior over the first year of life**

Rousseau S.<sup>1,2</sup>, Frenkel T.<sup>1,2</sup>, Bowman L.<sup>3</sup>

<sup>1</sup>Ziama Arkin Infancy Institute, Reichman University, Israel, <sup>2</sup>Baruch Ivcher School of Psychology, Reichman University, Israel, <sup>3</sup>Department of Psychology, University of California, USA

### SY-057\_2

**Links between maternal depressive symptoms and empathy development during infancy**

Orlitsky T.<sup>1</sup>, Davidov M.<sup>1</sup>, Paz Y.<sup>1</sup>, Roth-Hanania R.<sup>2</sup>, Zahn-Waxler C.<sup>3</sup>

<sup>1</sup>The Hebrew University of Jerusalem, Israel, <sup>2</sup>Tel Aviv-Yaffo Academic College, Israel, <sup>3</sup>University of Wisconsin, USA

### SY-057\_3

**Predicting ASD diagnosis from young infants' empathic responding: A prospective study**

Paz Y.<sup>1</sup>, Roth-Hanania R.<sup>2</sup>, Gabis L.<sup>3</sup>, Orlitsky T.<sup>1</sup>, Zilka-Cohen N.<sup>1</sup>, Zahn-Waxler C.<sup>4</sup>, Davidov M.<sup>1</sup>

<sup>1</sup>The Hebrew University of Jerusalem, Israel, <sup>2</sup>Tel Aviv-Yaffo Academic College, Israel, <sup>3</sup>Sheba Medical Centre, Tel-Hashomer, Israel, <sup>4</sup>University of Wisconsin, USA

### SY-057\_4

**Longitudinal relations and stability of the moral self-concept and prosocial behavior in young children**

Christner N.<sup>1</sup>, Söldner L.<sup>1</sup>, Sticker R.<sup>1</sup>, Gniewosz G.<sup>2</sup>, Pletti C.<sup>1</sup>, Mammen M.<sup>1</sup>, Paulus M.<sup>1</sup>

<sup>1</sup>Ludwig-Maximilians-Universität München, Munich, Germany, <sup>2</sup>Paris Lodron Universität Salzburg, Salzburg, Austria

15:45 - 14:15

**COFFEE BREAK 4  
POSTER SESSION 4**

## HALL JUPITER

16:15 - 17:45 **INVITED SYMPOSIUM IS-10**

**An SRA- ISSBD- ICDSS joint symposium** -School: Social spaces for youth risk and opportunities for positive development of youth in the United States and South American through school-based preventive interventions

**Chair: McBride Murry V.**, Vanderbilt University, USA

### Integrative Abstract

Social spaces of youth, including schools, have been and continue to be a key setting and system of influence for youth development. This symposium brings together a group of research scholars from the United States and South America to discuss findings from their school based preventive interventions designed to foster positive developmental outcomes for youth. The first presentation (Barbarin) will discuss ways in which school discipline strategies disproportionately affect African American youth and demonstrate effectiveness of psychosocial interventions and restorative justice practices to reduce the use of exclusionary disciplinary use in schools. The second presentation (Graham & Echols) addresses the lasting effects of peer harassment/bullying for youth and the benefit of Powering Up, an indicated preventive intervention, designed specifically to harness the power of influential prosocial peer friendships to foster positive development among victims of bullying. The third presentation (Luengo-Kanacri, Palacios, Jiménez-Moya, & Berger) demonstrates the efficacy of promoting interpersonal social cohesion and expanding peer friendship networks through school-based interventions to foster friendships to improve attitudes, social acceptance and sense of belongingness among students of different social economic statuses. The fourth presentation (Tolan) will present findings from a longitudinal school-based intervention demonstrating the efficacy of creating compassion and mindfulness in school as a vital pathway to foster personal, educational and social success. Each presenter will also comment on innovative strategies and lessons learned from conducting school-based preventive interventions during COVID-19. Velma McBride Murry will moderate and serve as discussant of the symposium.

**IS-10\_1**

### Reducing racial disparities in school discipline in the US

Barbarin O. A.  
 University of Maryland, College Park, USA

**IS-10\_2**

### Powering up: A social cognitive and contextual intervention for victims of bullying

Graham S.<sup>1</sup>, Echols L.<sup>2</sup>  
<sup>1</sup>University of California, Los Angeles, USA, <sup>2</sup>Missouri State University, USA

**IS-10\_3**

### Promoting interpersonal social cohesion through a school-based prosocial intervention: Friendship selection by socioeconomic status and ethnicity

Luengo-Kanacri P.<sup>1</sup>, Jiménez-Moya G.<sup>1</sup>, Berger C.<sup>1</sup>, Palacios D.<sup>2</sup>  
<sup>1</sup>Pontificia Universidad Católica de Chile, <sup>2</sup>Universidad Mayor, Chile

**IS-10\_4**

### Educating for 21<sup>st</sup> century health skill: The compassionate schools project

Tolan P.  
 University of Virginia, USA

## HALL DELPHI

### 16:15 - 17:45 **SPECIAL EVENT SE-5 SYMPOSIUM**

Views by two: prejudice and biases in childhood and adolescence: a developmental perspective

**Chair: Killen M.**, University of Maryland, USA

**Co-Chair: Rutland A.**, University of Exeter, UK

#### **Integrative Abstract**

Reducing prejudice in childhood and adolescence has implications for healthy development as well as creating a just and civil society. Children who are excluded and victimized due to their gender, race, ethnicity, nationality, and other group membership categories are at risk for negative healthy development. Societies that discriminate against others contribute to social inequalities and contribute to a global crisis regarding crimes against humanity. By adulthood, stereotypes and biases are deeply entrenched and difficult to change. Childhood provides a unique window of opportunity for reducing prejudice. Two approaches to reducing bias are described which, when integrated, can be very effective. Melanie Killen from the University of Maryland, USA, will discuss research that has focused on children's moral reasoning and decision-making about what makes social exclusion wrong based on race, ethnicity, nationality, and gender. Adam Rutland, from the University of Exeter, U.K., will discuss research on the role of group identity and group norms for why children and adolescents display biases. An integrated approach will be discussed which reveals how studying moral and group identity dimensions of prejudice provides a basis for examining when children and adolescents challenge inequalities, resist unfair treatment of others, and reject stereotypical characterizations of their peers based on group identity. The focus will be on the implications of this research for strategies that promote equity and justice from childhood to adulthood.

## HALL SALON DES ROSES B

### 16:15 - 17:45 **PAPER SYMPOSIUM SY-059**

Pro-environmental behaviour, pro-environmental activism and sustainability competence among children, adolescents and young adults

**Chair: Strohmeier D.**, University of Applied Sciences Upper Austria, Linz, Austria

#### **Integrative Abstract**

There is no doubt that climate protection is one of the most important global challenges of humankind. If humans are not able to reduce their greenhouse gas emitting behaviour quickly, such as the burning of fossil fuels, uncontrolled global warming will cause a multitude of negative effects like worldwide natural disasters, a huge loss of biodiversity including the extinction of many species. While young people are very active in advocating the topic publicly via social movements like Fridays4Future, developmental psychological research on this topic is relatively sparse. The main goal of this symposium is to shed light on profiles and developmental trends of pro-environmental behavior that help developing a holistic theoretical understanding. The four papers collected in this symposium comprise large samples from Finland, Canada, Austria, and Germany. Paper #1 applied a person-oriented method of analysis and shows that there are three profiles of young adults: Overburdened by climate change (14 %), eco-anxious ones (42 %) and de-emphasizers of climate change (44 %). Paper#2 underlines the importance of moral development by demonstrating that moral disengagement was substantially correlated with lack of pro-environmental behavior independently of participants' age and even when various confounds were controlled. Paper#3 differentiated collective and individual behavioural strategies to cope with climate change and showed that the two behaviour types were moderately associated with each other and mostly predicted by the same factors in both adolescents and young adults. Paper#4 developed an approach to capture sustainability competence as a holistic outcome of education for sustainable development consisting of the three facets knowledge, motivation and action that were theorized to be linked to the 17 Sustainable Development Goals. Overall, the symposium adds to a better understanding how defining civic responsibilities in a broader societal context and pro-environmental activism are related to pro-environmental behaviour and how the ability to act sustainably might be fostered via education.

**SY-059\_1 Finnish upper secondary school student's climate change related well-being and behavior profiles**

Veijonaho S., Salmela-Aro K.

Faculty of Educational Sciences, University of Helsinki, Finland

**SY-059\_2 Moral disengagement in the context of pro-environmental behavior: Developmental trends in adolescence and beyond**

Krettenauer T., Goddeeris H.

Wilfrid Laurier University, Waterloo, Canada

**SY-059\_3 Environmental activism and pro-environmental behaviour among adolescents and young adults**

Strohmeier D.<sup>1</sup>, Yanagida T.<sup>2</sup>

<sup>1</sup>University of Applied Sciences Upper Austria, Linz, Austria, <sup>2</sup>University of Vienna, Austria

**SY-059\_4 Sustainability competence? A test of the outcome of education for sustainable development from child- to adulthood**

Otto S.<sup>1</sup>, Zabel S.<sup>1</sup>, Overbeck A.<sup>1</sup>, Naumann P.<sup>2</sup>, Günther J.<sup>3</sup>, Muster S.<sup>3</sup>, Tempel B.J.<sup>4</sup>, Schaal S.<sup>4</sup>, Schaal S.<sup>4</sup>

<sup>1</sup>Otto-von-Guericke Universität Magdeburg, Germany, <sup>2</sup>Goethe-Universität Frankfurt, Germany, <sup>3</sup>Acker e.V., Germany, <sup>4</sup>Pädagogische Hochschule Ludwigsburg, Germany

**HALL NAFSIKA A**

16:15 - 17:45 **PAPER SYMPOSIUM SY-060**

Development across preschool years in emotional and executive functioning: Roles of maternal depressive symptoms, emotionality, and emotion coaching

**Chair: Hooper E.**, California Lutheran University, USA

**Co-Chair: Ku S.**, New York University School of Medicine, USA

**Discussant: Harkness S.**, University of Connecticut, USA

**Integrative Abstract**

Maternal characteristics and parenting play a huge role in influencing children's development. Childhood represents a time of great developmental growth in cognitive and emotional functioning. In particular, mothers model and support effective and ineffective emotion expression, emotion regulation, and problem-solving strategies that later predict children's own abilities in these areas. It is important to investigate both the more general maternal characteristics that are being modeled and the more specific parenting behaviors that mothers are utilizing. By considering both maternal and child factors at multiple time points, we can potentially predict the impact that mothers have on children above and beyond child factors, the manner in which children mutually impact mothers and their parenting behaviors, and the trajectories of children's cognitive and social-emotional development. In this symposium, we examine maternal characteristics and parenting factors, including depressive symptoms, emotionality, and emotion coaching, as they relate to children's development in the areas of emotional and executive functioning across the early childhood years. Paper 1 examined associations between maternal depressive symptoms and emotionality and children's internalizing symptoms and emotion expression when children were 3, 4, and 5 years old using data gathered from a community sample. Paper 2 considered maternal emotion coaching behaviors and emotionality when children were 3-4, as well as children's non-compliance and self-evaluations and how they predicted children's anxiety emotion regulation strategies at ages 5-6 using a sample drawn from the data used for Paper 1. In these associations, the moderating role of temperamental anxiety was also examined. Paper 3 identified distinct trajectories of maternal depressive symptom during the first two years of their child's life using a national-level, epidemiological sample from the Family Life Project, and examined how maternal depression trajectory membership interacted with children's cortisol reactivity at 6 months in predicting the growth of preschoolers' executive functioning.

**SY-060\_1 Development and mother-child bidirectional relations: Examining emotion, maternal depressive and child internalizing symptoms across early childhood**

Hooper E.<sup>1</sup>, Feng X.<sup>2</sup>, Kaviya S.<sup>1</sup>

<sup>1</sup>California Lutheran University, USA, <sup>2</sup>The Ohio State University, USA

**SY-060\_2 Maternal emotion socialization in the home and preschooler's regulation of anxiety: moderation by child temperament**

Inboden K.<sup>1</sup>, Feng X.<sup>1</sup>, Chan M.H.<sup>1</sup>, Gerhardt M.<sup>1</sup>, Hooper E.G.<sup>2</sup>

<sup>1</sup>The Ohio State University, USA, <sup>2</sup>California Lutheran University, USA

**SY-060\_3 Longitudinal trajectories of maternal depressive symptoms: Interactions with child cortisol reactivity in predicting the growth of child executive function from age 3 to 5**

Ku S., Werchan D., Blair C.

New York University School of Medicine, USA

**HALL NAFSIKA B**

16:15 - 17:45 **PAPER SYMPOSIUM SY-061**

Prosocial Development in Early Childhood and Diverse Social Contexts

**Chair: Gibhardt S.**, University of Auckland; Co-chair: Henderson A. M. E. University of Auckland

**Integrative Abstract**

From early in ontogeny, children act prosocially towards non-kin others (Aitken et al., 2020; Dunfield & Kuhlmeier, 2013; Svetlova et al., 2010; Warneken & Tomasello, 2006; Zahn-Waxler et al., 1992). However, despite substantial evidence supporting the early emergence of prosocial behavior, it is clear that children's motivation and ability to act prosocially depends on the context in which it occurs (Dunfield, 2014; Paulus, 2014). The four talks in this symposium present new evidence revealing how different social contexts influence children's prosocial behavior. The first talk explores the developmental progression in goal- and emotion-based helping tasks longitudinally when children were 2-, 3-, and 4-years-old. Although children's helping generally increased with age, significant differences within and across tasks suggest that task demands differ not only between helping tasks (i.e., instrumental, emotion-based, altruistic) but also within each task type. The second talk investigates the mechanisms that drive 1- to 2-year-old children's intrinsic motivation to help. Using new technologies (i.e., Kinect method) this study measures children's body posture to examine differences in their emotional gains in neutral-, social-, and helping contexts. While data collection is ongoing, the results will shed novel insights surrounding the motivational mechanisms that support toddlers' helping and social interactions. The third talk examines the evaluative mechanisms of partner-choice based reciprocity in adults and 4- and 6-year-olds. The findings suggest that when choosing a social partner, adults consider multiple factors including character traits and social context, whereas children's choices rely on trait information. The final talk examines how cooperating with an unfamiliar social partner influence 3-year-olds' altruistic sharing with that partner. The findings reveal that children's sharing is impacted by cooperative success, not the quality of the interaction itself. Representing diverse experimental contexts and methodologies, this symposium emphasizes the importance of considering context when examining prosocial development across early childhood.

**SY-061\_1 Context Matters: A Longitudinal Analysis of Preschoolers' Goal-Based and Emotion-Based Helping**

Gibhardt S.<sup>1</sup>, Low R.<sup>2</sup>, Aitken J.<sup>1</sup>, Henderson M. E.<sup>1</sup>

<sup>1</sup>University of Auckland,<sup>2</sup>Auckland University of Technology

**SY-061\_2 Positive affect and its relation to prosociality and joint action in toddlerhood**

Becker N.<sup>1</sup>, Schmidt D.<sup>1</sup>, Gerdemann S.<sup>1</sup>, Michel C.<sup>1</sup>, Hepach R.<sup>2</sup>

<sup>1</sup>Leipzig University, <sup>2</sup>University of Oxford

**SY-061\_3 Helpers or Halos: The Effects of Context and Characteristic on Selective Prosociality**

Dunfield K. A.<sup>1</sup>, Terrizzi B.<sup>2</sup>, Chang X. M.<sup>3</sup>, Isler L.<sup>1</sup>, Beier J.<sup>4</sup>

<sup>1</sup>Department of Psychology, Concordia University, <sup>2</sup>Division of General and Community Pediatrics, Cincinnati Children's Hospital Medical Center, <sup>3</sup>Department of Psychology, University of Toronto, <sup>4</sup>Independent Scholar

**SY-061\_4 We may have worked together, but are you worthy of my stickers?: The role of cooperative success and interaction quality on three-year-olds' altruistic sharing towards an unfamiliar peer**

Henderson A. M. E., Buckley R., Breeland N., Croxford B.

University of Auckland, New Zealand

**HALL NEFELI A**

16:15 - 17:45 **PAPER SYMPOSIUM SY-062**

Environmental sensitivity in the context of school

**Chair: Kahkonen J.**, Queen Mary University of London, UK

**Co Chair & Discussant: Pluess M.**, Queen Mary University of London, UK

**Integrative Abstract**

The Environmental Sensitivity framework (Pluess, 2015) purports that individuals differ in the extent to which they perceive and process environmental influences. The more sensitive individuals tend to be more affected by the quality of their environment in a better-and-for-worse manner; they disproportionately benefit from positive influences but also have more negative outcomes in adverse circumstances. For example, several studies provide evidence of stronger effects of the family environment on more sensitive children, such as greater social performance in families with more supportive resources (Scrimin et al., 2018) and higher externalising and internalising behaviours in families characterised by permissive parenting (Lionetti et al., 2019). However, sensitive children's experiences in another meaningful developmental context, the school, has not yet been researched extensively. Given the influence that the class environment has on children's socioemotional and academic development (Pianta et al., 2012), it is important to understand whether some aspects of school may have a special effect on highly sensitive children who are more attuned to the quality of their environment. This symposium focuses on assessing and exploring environmental sensitivity in the school context. The first paper will discuss the development of a new teacher-report scale to measure environmental sensitivity in children. This new scale allows assessing different ways in which sensitivity can manifest in school, including physical, emotional, cognitive, and interpersonal aspects. The second paper focuses on sensitivity in the primary school context and presents data on how sensitivity relates to school outcomes and how sensitivity interacts with the quality of the primary school environment. The third paper presents findings from a large study on adolescents exploring the effect that teachers have on highly sensitive adolescents and their developmental outcomes.

**SY-062\_1 Sensory processing sensitivity and its manifestation in physical, emotional, interpersonal and cognitive spheres: the development of a new teacher-report scale version**

Baryła-Matejczuk M.  
University of Economics and Innovation in Lublin, Poland

**SY-062\_2 How do individual differences in environmental sensitivity influence children in primary school?**

Kähkönen J.<sup>1</sup>, Lionetti F.<sup>2</sup>, Pluess M.<sup>1</sup>  
<sup>1</sup>Queen Mary University of London, UK, <sup>2</sup>G. d'Annunzio University of Chieti-Pescara, Italy

**SY-62\_3 How do highly sensitive adolescents function in a school environment and what is the role of the teacher?**

Weyn S.<sup>1</sup>, Van Leeuwen K.<sup>1</sup>, Pluess M.<sup>2</sup>, Bijttebier P.<sup>1</sup>  
<sup>1</sup>KU Leuven, Belgium, <sup>2</sup>Queen Mary University London, UK

**HALL NEFELI B**

16:15 - 17:45 **PAPER SYMPOSIUM SY- 063**  
Cyberbullying, interventions across lifespan

**Chair: Finne J. N.**, University of Stavanger, Norway  
**Discussant: Smith P. K.**, Goldsmiths College, University of London, England

**Integrative Abstract**

Bullying and cyberbullying is a great problem throughout the world and throughout life. Students exposed to bullying experience severe negative consequences, including reduced academic performance and development of mental health problems. However, the problems of both those who cause and those who are victimized may lead to the development and maintenance of undesirable patterns. The harm from cyberbullying is a cause for concern for students at each developmental stage and there are continuities in its appearance that need to be challenged at each point in the educational lifespan, from several perspectives.

**SY-063\_1 "It was only a bit of fun" - when bullying and cyberbullying becomes sexual violence among university students - findings from the Violence at University Project**

Myers, C.-A.<sup>1</sup>, Cowie, H.<sup>2</sup>  
<sup>1</sup>City, University of London, UK, <sup>2</sup>University of Surrey, UK

**SY-063\_2 Feasibility of an online group intervention to support parents in mediating their children's Internet use**

Cavallini, M. C.<sup>1</sup>, Caravita, S. C. S.<sup>1,2</sup>, Fandrem, H.<sup>2</sup>  
<sup>1</sup>Catholic University of the Sacred Heart, Italy, <sup>2</sup>University of Stavanger, Norway

**SY-063\_3 Situated rehabilitation after cyberbullying have been stopped**

Finne, J. N., Sjursø, I. R.  
University of Stavanger, Norway

## HALL ALPHA

### 16:15 - 17:45 PAPER SYMPOSIUM SY-064

The combat against bullying: Turning failures of interventions into successes

**Chair: Laninga Wijnen L.**, Affiliations: University of Groningen, The Netherlands and University of Turku, Finland

#### Integrative Abstract

Given the serious and long-lasting mental health consequences of victimization (Arseneault, 2017), preventing bullying has been the focus of many researchers and policy makers. There have been significant advances in developing school-wide antibullying programs, which reduce bullying on average by 19-20% and victimization by 15-16% (Gaffney, Ttofi, & Farrington, 2018). However, this implies that a large part of bullying remains unaddressed. In this symposium, four researchers who study (potentially) successful anti-bullying programs will discuss a burning issue: sometimes we just do not succeed in making the bullying stop. We will look back and look forward: what have been 'failures' of anti-bullying programs, and what can we learn from it? The first presentation by Marloes van Verseveld will be about how the initial intensiveness of the PRIMA anti-bullying program may have hindered from profiting of its full potential, and how the intervention has been adapted to circumvent this issue. The second presentation by Lydia Laninga-Wijnen will explain how the SterkWerk intervention aims at targeting popular bullies, given that those bullies often are hard to stop. The third presentation by Tiina Turunen will discuss the 'real-life' effects of KIVA in light of the general decrease in bullying in Finland since 2009. Christina Salmivalli will provide an overview of the past decades on anti-bullying interventions and research, and will discuss what we may need to leverage our 'antibullying failures' into successes and to optimize the implementation of anti-bullying programs

### SY-064\_1 Effectiveness of the PRIMA anti-bullying program: What are the pitfalls and areas for improvement?

Van Verseveld M. D. A.<sup>1</sup>, Fekkes M.<sup>2</sup>, Fekkink R. G.<sup>1,3</sup>, Oostdam R. J.<sup>1,3</sup>

<sup>1</sup>University of Applied Sciences, <sup>2</sup>TNO Child Health, <sup>3</sup>Research Institute of Child Development and Education, University of Amsterdam, the Netherlands

### SY-064\_2 The "SterkWerk" Intervention": Targeting Popular Bullies

Laniga-Wijnen L.<sup>1,2</sup>, Bloemberg R.<sup>1</sup>, Veenstra R.<sup>1</sup>

<sup>1</sup>University of Groningen, Sociology, <sup>2</sup>University of Turku, Psychology

### SY-064\_3 Victimization and bullying in Finland 2009-2017: Nationwide effects after scaling up the KiVa antibullying program

Turunen T., Salmivalli C.

University of Turku, Finland



### HALL GAMMA

#### 16:15 - 17:45 PAPER SYMPOSIUM SY- 065

Media use and adolescent and emerging adult social development and well-being

**Chair: Cingel D.P.**, University of California, Davis

**Co-chair: Sumter S.R.**, University of Amsterdam

**Discussant: Wartella E.**, Northwestern University

#### Integrative Abstract

Research suggests that effects of social media use on social connection (Pouwels et al., 2021), well-being (Beyens et al., 2020), and self-esteem (Valkenburg et al., 2021) differ from person to person. This underscores the need to research which groups of individuals experience these effects, and how they occur. These questions are more meaningful during the COVID-19 pandemic, as (social) media use increased while providing opportunities for social connection with friends while participating in virtual schooling. This panel brings together researchers from the United States, Belgium, and the Netherlands. Paper 1 explores how adolescents' school context at time 1 (virtual, hybrid, in-person) relates to their time 2 media use for social connection and their problematic media use, as well as how such use relates to their sense of social connection, and mental health. This paper explores both positive and negative pathways of media use to adolescents' social development. Paper 2 examines adolescents' digital flourishing, or positive mediated social interactions that satisfy the basic psychological needs of competence, relatedness, and autonomy. This paper presents data from two surveys of Belgian adolescents to validate a measure of digital flourishing appropriate for adolescents, which can be used to understand how adolescents can use social media to achieve social connection with their peers. Paper 3 explores how emerging adults seek solitude in the digital age. Solitude provides an important context for affective self-regulation and identity development. This study examines Dutch emerging adults' self-reported need for solitude, and how this need can be achieved through media use. These papers will be summarized by Dr. Ellen Wartella, an expert in the field of children, adolescents, and the media. Together, these papers show both positive and negative pathways between media use and aspects of user social development and well-being, a particularly important contribution in an increasingly digitized world.

#### SY-065\_1 Relations between adolescents' media use for social connection and problematic media use during the covid-19 pandemic and mental health: evidence from a longitudinal survey

Cingel, D. P.<sup>1</sup>, Lauricella, A. R.<sup>2</sup>, Wartella, E.<sup>3</sup>

<sup>1</sup>University of California, Davis, Davis, CA, <sup>2</sup>Erikson Institute, Chicago, IL,

<sup>3</sup>Northwestern University, Evanston, IL

#### SY-065\_2 The development and validation of the digital flourishing scale in adolescence

Rosić J.<sup>1</sup>, Janicke-Bowles S.<sup>2</sup>, Carbone L.<sup>1</sup>, Lobe B.<sup>3</sup>, Vandebosch L.<sup>1</sup>

<sup>1</sup>KU Leuven, Belgium, <sup>2</sup>Chapman University, USA, <sup>3</sup>University of Ljubljana, Slovenia

#### SY-065\_3 From me-time to digi-time? How emerging adults seek and find solitude in the digital age

Keessen L., Piotrowski J., Sumter S.R., Van Oosten J.M.F.

University of Amsterdam, The Netherlands

### HALL JUPITER

17:45-18:45 **KEYNOTE LECTURE 5**  
**Presidential Address** What's Behavioral Development Got to Do with It?

**Presenter: Antonucci T.**, University of Michigan, USA  
**Chair: Pulkinen L.**, University of Jyväskylä, Finland

#### Integrative Abstract

We have had the unfortunate opportunity to observe how the world responded to an extraordinary event, the COVID-19 pandemic. We have watched as we tried to school children virtually from home, as adults tried to learn how to work remotely, as governments tried to advise its citizenry on how to navigate life during the pandemic, and as social media helped combat social isolation while simultaneously facilitating the spread of false and misleading information. We have seen front line workers, such as health care providers and grocery clerks put themselves at increased risk of illness and death for the benefit of others while also observing the profound inequity in both the local and world-wide distribution of health and illness. What drives some to go to extraordinary lengths to help others while some are quite complacent about the risks to which others are exposed?

Behavioral Development.

I suggest that we expand our awareness of the degree to which behavioral development is critical for understanding individuals, families and communities. Whether it is because of the pandemic, the experience of a world in lockdown, or the political turmoil extant in so many parts of the world, I have been quite impressed with how scientists and politicians alike have recognized the role behavioral development plays in shaping our world. Whether you study children, adolescents, adults, schools, neighborhoods or governments, I suggest that we have reached a time when we, as experts in behavioral development, must use our science to maximize optimal behaviors and neutralize or prevent negative behaviors at every stage of individual development from infancy to old age and in every human grouping from couples to nations. Not doing so risks the manipulation of some by unknowing or unscrupulous others. At a minimum, I believe we have an obligation to help provide the tools that people need to maximize their behavioral development. In sum: What's behavioral development got to do with it? I would argue - Everything!

### HALL JUPITER

18:45-19:45 **BUSINESS & AWARDS MEETING**

19:45-20:30 **EARLY CARRIER SCHOLARS-RECEPTION**

## HALL JUPITER

### 08:30 - 10:00 SPECIAL EVENT SE-6

Roundtable Discussion- Internationalizing Developmental Science: Ideas for a Roadmap

**Chair: Knafo-Noam A.**, Hebrew University of Jerusalem, Jerusalem, Israel

#### Panel Members

**Knafo-Noam A.**, Hebrew University of Jerusalem, Hebrew University of Jerusalem, Jerusalem, Israel

**Verma S.**, Department of Human Development & Family Relations  
Panjab University, Chandigarh, India

**Marfo K.**, Aga Khan University East Africa & South-Central Asia

**Lansford J.**, Duke University, USA

#### Integrative Abstract

Developmental science, despite progress in recent years, still focuses substantially on children growing up in Western, often English-speaking, cultural contexts. This misrepresentation affects our ability to understand human development in diverse contexts. Moreover, the lack of comparability impedes understanding of the limitation of the research even within the Western contexts in which it is performed. In this roundtable, experts from diverse cultures, who are developmental researchers and editors, will discuss the current status of international research in developmental science. They will describe ongoing and potential efforts for improving representation, mechanisms and platforms for improving international cooperation and crosscultural developmental work, and ideas for integration of research from diverse cultures into a broader theory of human development.

## HALL DELPHI

### 08:30 - 10:00 PAPER SYMPOSIUM SY-066

Conceptions of and challenges to social inequality: Development from childhood to adulthood

**Chair: Rutland A.**, University of Exeter, United Kingdom

**Discussant: Arsenio W.**, Yeshiva University, USA

#### Integrative Abstract

In many societies social inequalities are prevalent and are frequently defined by social relations between groups (e.g., intergroup marriage and social exclusion). Social inequality is often found within hierarchical institutions focused on maintaining social order (e.g., a school principal who has authority over others). However, hierarchies are also generated to maintain power and status, and to block those from particular groups (e.g., race/ethnicity, culture, gender, social class) from accessing opportunities and furthering themselves psychologically and materially. In this symposium, international scholars explore the development across the lifespan of different conceptions of social inequality and the emergence of challenges to social inequality across various cultural contexts (e.g., United States, Nepal, and United Kingdom). Paper #1 discusses the multi-faceted nature of social equality and inequality, and why equality is not always afforded to all groups. An understanding of equality emerges early in life, yet social inequality still exists. An example is given of how adult conceptions of intelligence currently held by many have become associated with racial prejudice within the USA. Paper #2 examines adolescents reasoning about social mobility and intergroup marriage within a socially hierarchical culture (Nepal) and whether it is wrong or legitimate. Findings show experiences of discrimination and parent resistance may hinder social mobility and help maintain social inequality. Paper #3 shows how social inequality can be perpetuated depending on whether British children and adolescents challenge as bystanders the social exclusion of immigrant peers from culturally stigmatized groups. The results show how increased perceived cultural similarity with immigrants and self-efficacy about confronting immigrant exclusion are both key to promoting bystander reactions that challenge social exclusion that perpetuates social inequality. The Discussant is an internationally known scholar of children's, adolescents' and adults' moral judgments and emotions regarding fairness and equality in different social institutions.

**SY-066\_1 The problematic nature of the application of concepts of equality**

Turiel E.  
University of California, Berkeley, USA

**SY-066\_2 Nepalese Adolescents Reasoning about Social Mobility: The Role of Group Status and Experiences with Discrimination**

Grütter J.<sup>1</sup>, Dändliker L.<sup>2</sup>, Archarya A.<sup>3</sup>, Killen M.<sup>4</sup>  
<sup>1</sup>University of Konstanz, Germany, <sup>2</sup>University of Zurich, Switzerland, <sup>3</sup>Tribhuvan University, Nepal, <sup>4</sup>University of Maryland, USA

**SY-066\_3 Challenging cultural exclusion: The development of bystander reactions to the social exclusion of immigrant peers from different nations**

Rutland A.<sup>1</sup>, Gönültaş S.<sup>1,2</sup>, Palmer S.B.<sup>1</sup>, Argyri E.K.<sup>1</sup>, McGuire L.<sup>1</sup>, Killen M.<sup>3</sup>  
<sup>1</sup>University of Exeter, United Kingdom, <sup>2</sup>Bilkent University, Turkey, <sup>3</sup>University of Maryland, USA

**HALL SALON DES ROSES A**

08:30 - 10:00 **PAPER SYMPOSIUM SY-067**

The development of psychopathology amongst children and adolescents in war zones and refugees: Predictors, consequences, and mediating factors

**Chair: Samara M.**, Kingston University London, United Kingdom

**Integrative Abstract**

The following symposium include four abstracts about the development of psychopathology amongst children in war zones (the Gaza Strip, Palestine) and Syrian refugees who were exposed to war-traumatic events in comparison to children who were exposed to non-war-traumatic events. The first study investigates what predicts PTSD looking at various factors following the ecological model including child characteristics, family factors and socioeconomic status. The results give an overview of the strongest predictors of PTSD while adjusting for the significant variables at the same time. The second study looks at the effects of trauma on the development of Mild Trauma Brain Injury (MTBI) and how these predict the development of PTSD and depression. The study also looks at the mediating roles of trait emotional intelligence, parenting and peri-trauma. The third study investigates the effects of the Syrian civil war on Children, adolescents and their parents while investigating what causes the development of PTSD and depression. The study also examines the intergenerational effect of PTSD amongst parents and how can this make their children more at risk of developing psychopathology in comparison to those who did not have PTSD. The fourth study assesses the effect of displacement during the war on the Gaza Strip on mental health and psychopathology amongst children who were exposed to war trauma. The children will be compared to those children and adolescents who were not displaced from their homes during the war but were exposed to traumatic events. The studies give an overview of the development of psychopathology amongst children in war zones and refugees including predictors from various levels, consequences and mediating factors that explain these relationships. The studies can inform intervention development and clinical diagnosis of these disorders.

**SY-067\_1 The bioecological approach to the development of PTSD in adolescents**

Shaltout E.<sup>1</sup>, Samara M.<sup>1</sup>, Morsi H.<sup>2</sup>, Al-Dewik N.<sup>2</sup>

<sup>1</sup>Kingston University London, United Kingdom, <sup>2</sup>Hamad Medical Corporation, Qatar

**SY-067\_2 The relationship between Mild Traumatic Brain Injury (MTBI) and Post-Traumatic Stress Disorder and Depression: The Mediating Role of Trait Emotional Intelligence, parenting, and peri-trauma amongst children in war zones and refugees**

Samara M.<sup>1</sup>, Ganea N.<sup>1</sup>, Jbilou B.<sup>1</sup>, Erkasap Y.<sup>1</sup>, El-Khodary B.<sup>2</sup>, Shaltout E.<sup>1</sup>, Qouta S.<sup>3</sup>, Punamäki-Gitai R.<sup>4</sup>, Aldewik N.<sup>5</sup>, Morsi H.<sup>5</sup>

<sup>1</sup>Kingston University, London, United Kingdom, <sup>2</sup>Islamic University, Gaza, Palestine, <sup>3</sup>Doha Institute for Graduate Studies, <sup>4</sup>Tampere University, Finland, <sup>5</sup>Hamad Medical Corporation, Qatar

**SY-067\_3 The effects of the Syrian war on children, adolescents and parents: Prevalence, predictors, and intergenerational transmission of psychopathology**

Bakir F.<sup>1</sup>, Samara M.<sup>2</sup>

<sup>1</sup>Istanbul Commerce University, Turkey, <sup>2</sup>Kingston University London, United Kingdom

**SY-067\_4 The effect of displacement on mental health amongst children who are exposed to war trauma: comparative study**

El-Khodary B.<sup>1</sup>, Samara M.<sup>2</sup>

<sup>1</sup>Islamic University Gaza, Palestine, <sup>2</sup>Kingston University London, United Kingdom

**HALL SALON DES ROSES B**

08:30 - 10:00 **PAPER SYMPOSIUM SY-068**

Children's understanding of death: Parental, media and cultural influences

**Chair: Panagiotaki P.**, Norwich Medical School, University of East Anglia, United Kingdom

**Discussant: Rosengren K.**, University of Rochester, USA & University of Turku, Finland

**Integrative Abstract**

Death is a complex and emotional topic that fascinates children. From as early as 3 years, they initiate conversations about why people die and what happens to dead people (Renaud et al., 2015). Developmental research focuses on how children understand the universality, finality and causes of death, and how they make sense of biological and metaphysical explanations provided by their social groups and cultures. This research provides insights into children's developing understanding of biology and has important implications for professionals and parents addressing the issues of how to talk to children about their own and others' mortality. This symposium brings together researchers from three countries, to present their recent research on how children's death understanding develops and what influences their reasoning in this domain. The three papers focus on the influence of parental beliefs about - and attitudes towards - death on children's ideas and explanations. We will present quantitative and qualitative data from around 280 3-15 year-old children and 700 parents from Greece, Britain and the US. Christina Kaltsaka explores how Greek parents' religiosity, spirituality, and afterlife beliefs influence the ways in which they discuss death with their children. The relationship between the content of child-parent conversations, and children's own beliefs about death is the focus of Carys Seeley's research with British children and their parents. David Menendez discusses American parents' attitudes towards death in animated films, and the ways they answer their children's questions about death. The papers also test the recently proposed view that different types of beliefs (i.e., biological and metaphysical) might co-exist in children's and adults' minds (Harris & Gimenez, 2012). This symposium provides a unique opportunity to discuss research that contributes to our understanding of the development of children's reasoning about death and some of the factors that influence it.

**SY-068\_1 Parental influences on Greek children's and adolescents' understanding of the concept of death**

Kaltsaka Ch.<sup>1</sup>, Galanaki E.<sup>1</sup>, Panagiotaki G.<sup>2</sup>, Kornilaki E.<sup>3</sup>

<sup>1</sup>National and Kapodistrian University of Athens, Greece, <sup>2</sup>University of East Anglia, UK, <sup>3</sup>School of Education, University of Crete, Greece

**SY-068\_2 Parent-Child discussions and children's developing understanding of death**

Seeley C.<sup>1</sup>, Panagiotaki G.<sup>2</sup>, Nobes G.<sup>1</sup>

<sup>1</sup>University of East Anglia, Norwich, United Kingdom, <sup>2</sup>University of East Anglia, Norwich Medical School, Norwich, United Kingdom

**SY-068\_3 Death in Films: Parents' attitudes and children's questions**

Menendez D.<sup>1</sup>, Bridgewater E.E.<sup>2</sup>, Rosengren K.S.<sup>3</sup>

<sup>1</sup>University of Wisconsin - Madison, USA, <sup>2</sup>Brooklyn College, USA, <sup>3</sup>University of Rochester, USA

**HALL NAFSIKA A**

08:30 - 10:00 **PAPER SYMPOSIUM SY-069**

Cross-cultural influences on the development and socialization of self-regulation in early childhood

**Chair: Mulder H.**, Utrecht University, the Netherlands

**Discussant: Geva R.**, Bar Ilan University, Israel

**Integrative Abstract**

Self-regulation is the ability to adapt oneself to situational demands. Children learn to adapt their behaviour to cultural norms and values through interaction with important adults in their lives, including (but not limited to) their parents (Jaramillo et al., 2017). Through interactions with others that are close, children internalize social norms and expectations over time and develop "a self-regulatory system fostering cultural fit" (Tromsdorff, 2009, p. 687). The current symposium brings together researchers from four different continents studying cultural influences on parent-child interactions in situations challenging self-regulation in early childhood. The first paper presents cultural comparisons on contingency analyses of dyadic interactions between parents and toddlers in a situation challenging child self-regulation between the US, Romania, Turkey, and India. The second paper presents a study on cultural influences on interactional dynamics between parents and children in situations challenging child self-regulation in four-year-olds in Germany and Chile. The third paper presents a comparison of dyadic interactions between parents and toddlers in a situation challenging child self-regulation in the Netherlands and Israel. In their joint focus on detailed video-observations of parent-child interactions in situations challenging child self-regulation, these papers highlight cultural influences on the socialization process of self-regulation in the early years, thereby bridging macro- to micro-level influences on early child development. The discussion will focus on how the studies' findings fit with current theoretical models concerning the influence of culture on parenting in child development.

**SY-069\_1 Bidirectional effects between maternal strategies and toddlers' negative emotions in cultural perspective**

Friedlmeier W.<sup>1</sup>, Kathuria T.<sup>2</sup>, Corapci F.<sup>3</sup>, Benga O.<sup>4</sup>

<sup>1</sup>Grand Valley State University, Allendale, MI, USA, <sup>2</sup>The Maharaja Sayajirao University of Baroda, Vadodara, India, <sup>3</sup>Bogazici University, Istanbul, Turkey, <sup>4</sup>Babes-Bolyai University, Napoca-Cluj, Romania

**SY-069\_2 Using video-microanalysis for assessing regulation in parent-child dyads: a comparison between Germany and Chile**

Mata C.<sup>1</sup>, Pauen S.<sup>2</sup>

<sup>1</sup>Universidad de Chile, Chile, <sup>2</sup>Heidelberg University, Germany

**SY-069\_3 A cross-cultural study on early self-regulation in dyadic interactions: A comparison between Israel and the Netherlands**

Mulder H.<sup>1</sup>, Weinstein M.<sup>2</sup>, Sloeserwij I. M.<sup>1</sup>, Dizitzer, S.<sup>2</sup>, Karkdijk E.M.<sup>1</sup>, Geva R.<sup>2</sup>

<sup>1</sup>Utrecht University, the Netherlands, <sup>2</sup>Bar Ilan University, Israel

**HALL NAFSIKA B**

**08:30 - 10:00 PAPER SYMPOSIUM SY-070**

Is social media use all about the risks for youth today: redirecting our focus to benefits, individual differences, and potential for intervention

**Chair: Dawn W.**, Royal Holloway, University of London, Egham, United Kingdom

**Integrative Abstract**

Social media concerns for youth today often focus on the negative impacts of use on mental health (e.g., anxiety, depression) and the risk of unknowingly being subjected to 'fake news'. Recent research, when discussing the risks of social media use, are shifting the focus from exploring the amount of time being spent online to focus on how youth are using social media. However, much of the work and what is presented within the media focuses on the risk and negative outcomes associated with use for children and adolescents. In this symposium we bring together three research presentations that aim to redirect our focus. First, Dr Beatrice Hayes will present longitudinal work exploring how 7- to 12-year-olds online social media behaviours, such as behaviours to establish new relationships and presenting possible alternative selves, are associated with positive changes in self-esteem and mental health 6 months later. Second, Prof Dawn Watling presents findings that support that 13- to 18-year-olds Instagram related behaviours are not associated with feelings of social anxiety, but the presentation of a false self more often is. Third, Dr Yvonne Skipper presents an evaluation of a co-created intervention, which enhanced 11- to 13-year-olds ability to identify fake news. Following the three presentations, our discussant, Prof Debra Pepler, will lead the discussion of the findings from the three presentations and the implications for the importance of exploring how we can support young people in having positive social media experiences.

**SY-070\_1 Children's use of social networking sites: Risks, benefits and outcomes**

Hayes B.<sup>1</sup>, James A.J.<sup>2</sup>, Barn R.<sup>1</sup>, Watling D.<sup>1</sup>

<sup>1</sup>Royal Holloway, University of London, United Kingdom, <sup>2</sup>University of Reading, United Kingdom

**SY-070\_2 Predicting adolescent feelings of social anxiety: The role of personality and impression management when using instagram**

Norcott H., Watling D.

Royal Holloway, University of London, United Kingdom

**SY-070\_3 Project real: Evaluating an intervention to help young people recognise fake news**

Skipper Y.<sup>1</sup>, Jolley D.<sup>2</sup>, Reddington J.<sup>3</sup>, Haywood G.<sup>1</sup>

<sup>1</sup>University of Glasgow, United Kingdom, <sup>2</sup>Northumbria University, United Kingdom, <sup>3</sup>eQuality Time

**HALL NEFELI B**

08:30 - 10:00 **PAPER SYMPOSIUM SY-072**

The apative test of emotion knowledge for three-to-nine- year-olds: data from Germany and Israel

**Chair: Voltmer K.**, Leuphana University Lüneburg, Germany

**Co-chair: Schapira R.**, Levinsky College of Education, Israel & Tel Aviv University, Israel

**Integrative Abstract**

Children's social-emotional competencies are considered strong predictors of social and academic success. The assessment of children's social-emotional competencies has thus gained importance in recent decades - both in developmental psychology and pedagogical research and in clinical practice. However, there is still a lack of appropriate instruments for assessing these competencies in children objectively, i.e., not in self- or third-party reports, reliably, and for a broad age range. This applies in particular to the measurement of children's emotion knowledge. Therefore, the recently developed Adaptive Test of Emotion Knowledge for three-to-nine-year-olds (ATEM 3-9) is in the focus of this symposium. In the first contribution, Katharina Voltmer introduces the ATEM 3-9 and presents results from the German norming sample regarding psychometric properties and validity of the test. Since previous research has shown that advanced emotion knowledge in particular is associated with executive functions, Corina Möller subsequently presents associations between emotion knowledge, a new measure of sustained attention, and behavioral selfregulation with a short version of the ATEM 3-9 and in a longitudinal perspective. The following contributions present group differences in emotion knowledge: In the third contribution, Rotem Schapira describes the differences in emotion knowledge between German and Israeli children and thus considers cultural differences of the two countries in the research. The division of emotion knowledge into different components offers the possibility of a differentiated view of the two groups in the aspects of emotion knowledge. The same applies to the fourth contribution, in which Judith Bergold provides insight into the clinical-practical applicability of the ATEM 3-9 by comparing children with a disorder from the autistic spectrum with typically developing children. Specific and overarching questions can be exchanged between presenters and audience members in the discussion that follows.



## HALL ALPHA

### SY-072\_1 **The adaptive test of emotion knowledge for three- to nine-year-olds (ATEM 3-9): psychometric properties in the norming sample**

Voltmer K., Von Salisch M.

Leuphana University Lüneburg, Germany

### SY-072\_2 **The relationship between emotion knowledge, behavioral self-regulation, and sustained attention**

Möller C.<sup>1</sup>, Voltmer K.<sup>2</sup>, Von Salisch M.<sup>2</sup>, Aschersleben G.<sup>1</sup>

<sup>1</sup>Saarland University, Germany, <sup>2</sup>Leuphana University Lüneburg, Germany

### SY-072\_3 **A cultural comparison of children's emotion knowledge. Data from Germany and Israel**

Schapira C.<sup>1,2</sup>, Von Salisch M.<sup>3</sup>, Voltmer K.<sup>3</sup>

<sup>1</sup>Levinsky College of Education, Israel, <sup>2</sup>Tel Aviv University, Israel, <sup>3</sup>Leuphana University Lüneburg, Germany

### SY-072\_4 **The development of emotion knowledge in children with an autism spectrum disorder**

Bergold J.<sup>1,2</sup>, Von Salisch M.<sup>2</sup>, Voltmer K.<sup>2</sup>

<sup>1</sup>Academy for Behavior Therapy, Cologne, Germany, <sup>2</sup>Leuphana University Lüneburg, Germany

### 08:30 - 10:00 **PAPER SYMPOSIUM SY-073**

Emotional, social and interactive competences in preschoolers or in children with autism spectrum disorders, in family or school contexts: Protective or risk factors in their development

**Chair:** Nader-Grosbois N., UCLouvain, Belgium

#### **Integrative Abstract**

In family and school environments, in their social interactions with peers and adults, preschoolers and children with developmental disorders, including autism spectrum disorders, are confronted to challenges to adjust themselves in socially way depending on their partners in daily life, play or learning situations. These children could share emotions with others, in certain circumstances: for example in showing empathy or giving comfort when encountering distress in others, or in enjoying pleasant situations with others (Hoffman, 2000). The children are likely to infer cognitive or affective mental states in others and differentiate their own mental states (Theory of mind, ToM, Flavell, 1999). Faced to social ambiguous, frustrating, or conflictual situations, the children are required to solve social problems (Social information processing, SIP, Crick & Dodge, 1994). In different contexts, they need to learn to control their behavior, by means of executive processes, including attention to relevant information, inhibition and flexibility (Diamond, 2013). Their abilities in ToM, SIP or empathy and in executive functions help them to regulate their emotions and adjust their behavior in accordance with social rules (Astington & Baird, 2005; Yeates et al., 2007; Nader-Grosbois, 2011). In addition, socio-communicative abilities and conversations in ecological contexts in their life environments, by using non verbal and verbal behaviors, through various functional dimensions (instrumental, mutual social interest, sharing mental states) in children and their partners, contribute to socio-emotional development. To identify protective and risk factors, it is essential to investigate how these abilities could vary depending on individual factors in children (age, gender, personality, with or without disabilities or autism...), parental factors (educational level, culture, emotional profiles...), socio-communicative factors, emotion-related socialization practices in parents (Eisenberg, Cumberland & Spinrad, 1998) and be improved by socio-cognitive intervention program. This symposium is focused on studies led about typically developing preschoolers and children with ASD.

**SY-073\_1 Empathy and social adjustment in typically developing preschoolers**

Simon P., Nader-Grosbois N.

Chair Baron Frère in special education, Psychological Sciences Research Institute, UCLouvain, Louvain-La-Neuve, Belgium

**SY-073\_2 Training executive functions and social cognition in typically developing children in the classrooms**

Houssa M., Honoré N., Volckaert A., Noël, M.P., Nader-Grosbois N.

Psychological Sciences Research Institute, UCLouvain, Louvain-la-Neuve, Belgium

**SY-073\_3 Atypical developmental trajectories of socio-communicative competences in naturally occurring contexts: systematic direct observation of children with ASD in preschool inclusive units from age 3 to 6**

Tsamitrou S.<sup>1</sup>, Ramos Pereira S.<sup>2</sup>, Briet G.<sup>3</sup>, Le Sourn-Bissaoui S.<sup>2</sup>, Le Maner-Idrissi G.<sup>2</sup>, Plumet M.H.<sup>1</sup>

<sup>1</sup>Université de Paris, France, <sup>2</sup> Université de Rennes<sup>2</sup>, France, <sup>3</sup>Université de Nîmes, France

**SY-073\_4 Mothers' socialization of emotions, theory of mind and emotion regulation in children with autism spectrum disorders from Belgium and Quebec**

Nader-Grosbois N.<sup>1</sup>, Jacobs E.<sup>1</sup>, Mazzone S.<sup>1</sup>, Poirier N.<sup>2</sup>

<sup>1</sup>UCLouvain, Louvain-la-Neuve, Belgium, <sup>2</sup>Université du Québec à Montréal, Montréal, Québec, Canada

**HALL GAMMA**

08:30 - 10:00 **PAPER SYMPOSIUM SY-074**  
Do all parents need to control?

**Chair: Goldner L.**, University of Haifa, Israel

**Discussant: Scharf M.**, University of Haifa, Israel

**Integrative Abstract**

The proposed symposium is designed to take a multidimensional view of parental psychological control (PPC) by exploring the intrapersonal and contextual factors that stimulate PPC use and its harmful consequences through three studies conducted in Italy and Israel. The studies dealt with the possible antecedents and consequences of PPC among parents of children at different developmental stages. The Italian study examined the contribution of work-family conflict and the basic psychological needs to PPC in Italian fathers and mothers. The results indicated that for both mothers and fathers, family-to-work conflicts negatively predicted the satisfaction of basic psychological needs, and that psychological needs were negatively associated with PPC. For mothers, family - work conflicts predicted PPC use. These results highlight how stressful contexts translate into controlling behaviors. The second study examined the contribution of both external and internal parental characteristics to PPC in a sample of 159 Israeli triads of mothers, fathers, and children. The findings indicated a direct effect of fathers' attachment anxiety on PPC, and indirect effects between mothers' attachment avoidance and anxiety and PPC through the mediation of mothers' helplessness. These results suggest how attachment insecurity, child-based self-worth, and obedience can impede parents' responsiveness to their children by increasing the use of PPC. The third study examined the adverse effects of emotional abuse and boundary dissolution in adolescence (PPC, triangulation and parentification) on narcissistic pathology and PTSD symptoms in 668 young Israeli adults. The results indicated a direct link between emotional abuse and PTSD symptoms and an indirect link between boundary dissolution and PTSD symptoms through narcissistic pathology. These results show how PPC can be experienced as a degrading experience that can fuel the illusion of grandiosity or vulnerability and lead to PTSD symptoms. The implications of the results for future studies and for clinical work will be discussed.

**SY-074\_1 Work-Family Conflicts and the use of psychological control with children and colleagues**

De Salvo E.<sup>1</sup>, Costa S.<sup>2</sup>, Cuzzocrea F.<sup>1</sup>, Gugliandolo M.Ch.<sup>3</sup>, Liga F.<sup>3</sup>

<sup>1</sup>University Magna Graecia of Catanzaro, Catanzaro, Italy, <sup>2</sup>University of Campania 'Luigi Vanvitelli', Caserta, Italy, <sup>3</sup>University of Messina, Messina, Italy

**SY-074\_2 "What did I do to deserve this?" on possible predictors of parental psychological control**

Scharf N.

Ben Gurion University, Israel

**SY-074\_3 Understanding PTSD symptoms and narcissistic pathology resulting from childhood emotional abuse and boundary dissolution**

Goldner L., Zrbiv B.

University of Haifa, Israel

**HALL JUPITER**

10:15 - 11:15 **KEYNOTE LECTURE KL-6**

Promoting adolescent adjustment by intervening in ethnic-racial identity development: Considering a global theory of change

**Presenter: Umana-Taylor A.**, Harvard University, USA

**Chair: Malti T.**, University of Toronto, Canada

**Integrative Abstract**

Identity formation is a fundamental developmental process that has significant consequences for youth adjustment during adolescence and beyond. Consistent with these notions, findings indicate that among ethnic-racial minority youth, exploring their ethnic-racial identity and gaining a sense of clarity regarding this aspect of their identity can serve a protective function and promote positive youth development. In this presentation, I will introduce the Identity Project intervention curriculum, which is grounded in developmental theory and focused on engaging adolescents in the processes of ethnic-racial identity exploration and resolution. I will present findings from a randomized controlled trial in which 12-week, 18-week, 1-year, and 2-year follow-up data provide support for program efficacy and its cascading effects on positive youth development. Thus far, the Identity Project intervention is demonstrating promising results that have the potential to significantly shape how we work with youth in school settings to promote identity formation and, in turn, psychosocial adjustment. I will end with a discussion of next steps, including exploring the potential universal nature of the program, which is motivated by the premise that identity formation is a developmental task that confers psychosocial benefits to all youth and the fact that ethnic-racial identity is an increasingly salient social identity to young people in multiple regions of the world.

11:15 - 11:45 **COFFEE BREAK 5**  
**POSTER SESSION 5**

### HALL JUPITER FOYER A

11:45 - 13:15 **POSTER SYMPOSIUM PS-5**  
Embracing a Digital Era- An exploration of child and youth development  
in Southern Africa

**Chair: Kasese-Hara, M.**, University of the Witwatersrand, South Africa  
**Discussant: Mayisela, S.**, University of the Witwatersrand, South Africa

#### Integrative Abstract

The digitization of information and communication has the potential to impact sub-Saharan Africa greatly, whether positively or negatively, and the effects of a digital era are already in process. While the Fourth Industrial Revolution has the capacity to drive Africa forward (Mawasha, 2018; Duncan, 2018), digitization and internet connectivity has the potential to disrupt environments as they liberalize access to technology. Southern Africa as is the rest of sub-Sahara is well known for social and economic complexities including poverty, HIV/AIDS, political instability and other social problems (UNAIDS, 2012); in such contexts the question of how the most vulnerable sector of the population, especially the children, will be impacted by the digital era demands critical attention. To say that Southern Africa is a uniform terrain of socio, cultural, economic and political influences on the developing child would be grossly erroneous, and the diversity of the population has only gotten greater in the 21st century. While privileged youth in Southern Africa can live a life comparable to the affluence of their counterparts in the global North, the poor urban and rural youth bear the brunt of the adversities of living in low income countries. The challenges and opportunities in the digital era intertwine in a somewhat paradoxical fashion for childhood and youth development in Southern Africa, and a painstaking critical analysis is required to untangle and expose these dynamics. The proposed symposium will present research on the how sub-Saharan Africa is engaging with the digital media by critically analysing the complexities of child and youth development in Southern Africa in the unfolding digital era. Both theoretical and empirical work will be presented. Keywords: digital progress; childhood development; resilience model; vulnerable youth; socio-cultural theory.

**PS-5\_1** **Positioning African youth for the fourth industrial revolution - a social-cultural framework."**

Kasese-Hara M., Muhati-Nyakundi L.I, Abdulla F.  
University of the Witwatersrand, South Africa.

**PS-5\_2** **Reflections of the digital media interface among Kenyan youths**

Muhati-Nyakundi L.I.  
University of Johannesburg, South Africa.

**PS-5\_3** **Technology and social media as tools for the expression of agency and altruism by learners in response to corporal punishment in the school setting**

Mayisela S.  
University of the Witwatersrand, South Africa.

**PS-5\_4** **Negative psychosocial effects of the digital media among millennials in urbanized African settings**

Mambwe Kasese-hara  
Wits University

**PS-5\_5** **The impact of unequal access to technological platforms and lock-down on learners' cognitive capabilities**

Mathebula M.  
University of the Witwatersrand, South Africa

### HALL JUPITER FOYER B

11:45 - 13:15 **POSTER SYMPOSIUM PS- 6**  
Human Flourishing Across the Lifespan in African Collectivist Cultures

**Chair:** Antonucci T, University of Michigan  
**Discussant:** Serpell R., University of Zambia

#### Integrative Abstract

This poster symposium presents preliminary data from a multinational study on human flourishing being conducted in Africa. Literature from the minority world adopts an individualistic lens to determine what human flourishing entails and to identify its developmental pathways. Questions have been raised as to whether this lens is appropriate for Africans, who thrive in developmental contexts characterized by communal living where mutual inter-dependence is acknowledged in concepts such as Ubuntu (I am because we are) and Utu (shared humanity, moral goodness) from Southern and Eastern Africa, respectively. The symposium includes five posters from this on-going exploratory study. The first poster presented by Wadende and Ejoo outlines the overall research program which involves multiple studies using similar questions asked in local languages and adapted to the different developmental stages. In poster 2 Opiyo and Tandika describe how African children conceptualize human flourishing, in ways that are both universal and unique to their specific circumstances. In poster 3 Wadende, Mengste and Etchutambe provide preliminary findings concerning adolescents view of flourishing. Their findings show similarities but also significant difference among the adolescents in two different subcultures in Africa, the Turkana arid-land pastoralists in Northern Kenya and urban-dwelling Amhara in central Ethiopia. In poster 4 Zinkeng and Wilson explore the views of adults living in four generational households in Ghana and Cameroon. These families currently are facing very difficult circumstances due for example to political conflict, low resources. Perhaps as a result of their current situation, these adults commonly focused on resilience as the most important element of human flourishing. And finally, the 5th poster by outlines the challenges and opportunities of conducting research in Africa as experienced in this ambitious study designed to elucidate how Africans define and experience human flourishing. Dr. Robert Serpell will serve as the discussant. Key words: life span development, social relations

**PS-6\_1** **Conceptual Frame and Research Design for the African Study of Human Flourishing**

Wadende P.<sup>1</sup>, Ejoo, G.<sup>2</sup>  
<sup>1</sup>Kisii University, Kenya, <sup>2</sup>Kyambogo University, Uganda

**PS-6\_2** **Human Flourishing Conceptualization, Pathways, and Impediments: Children's Perspectives from Kenya, Uganda and Tanzania**

Opiyo, R.<sup>1</sup>, Tandika P.<sup>2</sup>  
<sup>1</sup>Masinde Muliro University of Science and Technology, Tanzania, <sup>2</sup>University of Dodoma, Tanzania

**PS-6\_3** **Promoting human flourishing among adolescents in two collectivist cultures: Pastoral Turkana (Kenya) and urban Amhara (Ethiopia).**

Mengiste, M.<sup>1</sup>, Etchutambe I.<sup>1,2</sup>  
<sup>1</sup>University of Gondar Ethiopia, <sup>2</sup>University of Buea Cameroon

**PS-6\_4** **Human Flourishing in Adulthood from an Afri-centric perspective: The case of Cameroon and Ghana**

Kwcbonti Njungwa Zinkeng, M.<sup>1</sup> Wilson, K.<sup>2</sup>  
<sup>1</sup>University of Buea Cameroon, <sup>2</sup>Komenda College of Education Ghana

**PS-6\_5** **The human flourishing project in selected African countries: Challenges, opportunities and insights of multi-site developmental research**

Njalim V.<sup>1</sup> Lilian F.<sup>2</sup>  
<sup>1</sup>University of Buea, <sup>2</sup>University of Bamenda

## HALL JUPITER

### 11:45 - 13:15 SPECIAL EVENT SE-7

An ISSBD collaboration with the International Consortium of Developmental Science Societies (ICDSS)- Learning to hope: Schools, refugee teens, and the future of integration

**Presenter: Dell'Orto G.**, Associated Press & University of Minnesota, USA  
**Chair: Motti-Stefanidi F.**, National and Kapodistrian University of Athens, Greece

**Discussants: Masten A.**, University of Minnesota, USA  
**Pluess M.**, Queen Mary University of London, UK

#### Integrative Abstract

Into what kind of adults are refugee teens being molded along the world's busiest migration routes? The answer comes from schools - education is the "make it or break it" factor in future integration. And it's crucial not only for the unprecedentedly large number of youths uprooted just when they're most vulnerable developmentally, but for the public in the countries where these teens are going to become either productive citizens or easy prey for criminal networks. This session presents new evidence about the impacts of the education of refugee teens from voices rarely heard before - theirs. Dr. Giovanna Dell'Orto, a journalist, academic, and National Geographic Society grantee, conducted on-the-ground, in-depth interviews with dozens of teens, and their teachers, over more than three years. In Jordan's sprawling desert cities and Guatemala's highland villages, at the start of the migrants' journey; in shelters across Greece and Mexico, transit countries turning into limbo; and in schools in Germany and the United States, the prime destinations, nearly insurmountable barriers exist, from language learning to discrimination to family dysfunction. The pandemic school shutdowns added lasting damage. But in candid detail, the teens also speak of extraordinary resilience, animated by the teachers improvising ways to help them defy the odds. Short excerpts from the documentaries produced in the field will illustrate the presentation, followed by a discussion by Professor Ann Masten, University of Minnesota, and Michael Pluess, Queen Mary University of London, followed by a discussion with the audience.

## HALL DELPHI

### 11:45 - 13:15 PAPER SYMPOSIUM SY-075

Theory of Mind and its nonsocial consequences: Children's reasoning in Science and Mathematics

**Chair: Osterhaus C.**, University of Vechta, Germany  
**Discussant: Harris P.L.**, Harvard University, USA

#### Integrative Abstract

A milestone in children's social-cognitive development is their acquisition of a Theory of Mind (ToM). ToM is related to diverse social outcomes, including prosocial behavior, the ability to form friendships, and moral reasoning. The positive outcomes of ToM are, however, not confined to the social domain: ToM also predicts academic performance (e.g., Lockl, Ebert, & Weinert, 2017). Children with an advanced ToM are more sensitive to criticism (Lecce, Caputi, & Pagnin, 2013) and they better understand their teacher's mental states; therefore, an advanced ToM may result in the use of more effective learning strategies. The three talks in this symposium explore another (mutually not exclusive) explanation for the link between ToM and academic performance, namely the idea that there are common processes and components involved in ToM and reasoning in science and mathematics. Paper 1 presents evidence from a longitudinal study supporting the hypothesis that children's perspective understanding forms the basis for the link between ToM and mathematics competence. Paper 2 shows that children's ToM, their personal epistemology, and their science learning share variance, supporting the hypothesis that they involve a common cognitive-epistemic component (recognizing that beliefs can differ between individuals). Paper 3 argues that advanced ToM is an important precursor for the development of scientific reasoning. In particular, the understanding of the recursive nature of mental states is important for the coordination of hypotheses (beliefs) with beliefs about evidence. A leading expert in the field will discuss the three presentations and highlight advances and issues in the study of the nonsocial consequences of ToM. The symposium will provide new directions for investigating the link between social cognition and reasoning in science and mathematics, which is a line of research that is not only theoretically interesting, but also relevant for the teaching of science and mathematics in the early years.

**SY-075\_1 False belief understanding in preschool predicts mathematics at 8 years when counting skills and working memory are controlled for**

Sodian B.<sup>1</sup>, Kloo D.<sup>1</sup>, Osterhaus C.<sup>2</sup>

<sup>1</sup>Ludwig-Maximilians-Universität München, Germany, <sup>2</sup>University of Vechta, Germany

**SY-075\_2 Using theory of mind and personal epistemology to promote scientific reasoning in observational astronomy**

Kyriakopoulou N.<sup>1</sup>, Vosniadou S.<sup>2</sup>

<sup>1</sup>National and Kapodistrian University of Athens, Greece, <sup>2</sup>Flinders University, Australia

**SY-075\_3 Scientific reasoning and theory of mind: are they linked by recursive reasoning about beliefs or complex perspective taking?**

Osterhaus C.<sup>1</sup>, Koerber S.<sup>2</sup>

<sup>1</sup>University of Vechta, Germany, <sup>2</sup>Freiburg University of Education, Germany

**HALL SALON DES ROSES A**

11:45 - 13:15 **PAPER SYMPOSIUM SY-076**

Socioeconomic disadvantage in times of crisis: impacts on psychosocial competency development from infancy to young adulthood

**Chair: Symonds J.E.**, University College Dublin, Dublin, Ireland

**Discussant: Özdemir M.**, Örebro University, Sweden

**Integrative Abstract**

This symposium focuses on how socioeconomic disadvantage impacts the development of social, emotional, and behavioural competencies from age 9-months to 25-years. Socioeconomic disadvantage occurs within family contexts, and within the broader setting of neighbourhoods, institutions (e.g., low-income schools), and labour markets. As a risk factor, socioeconomic disadvantage is contextually pervasive and has diverse pathways of impact on social, emotional, and behavioural competency development across the life span. Being resilient to socioeconomic disadvantage as a risk factor within this socioecological context is a developmental process of adaptation (Schoon, 2021) that can be observed at both individual and population levels. The symposium explores the role of socioeconomic disadvantage in individual development across large-scale samples, in relation to proximal developmental contexts of families and schools, and the sociohistorical contexts of the Great Recession and the ongoing COVID-19 pandemic. Three papers address this topic sequentially across childhood and young adulthood. D'Urso and Symonds exploit nationally representative longitudinal panel data to examine the impact of socioeconomic disadvantage and parental stress on the cascading interactions between internalising and externalising behaviours from 9-months-old until 9-years-old. Gibbons, Sprong, and Chzhen then explore the longitudinal role of socioeconomic disadvantage on the development of social and behavioural competencies across 9-years-old to 17-years-old. Both studies are set in the sociohistorical context of the Great Recession in Ireland. Finally, Schoon and Henseke identify how socioeconomic disadvantage impacts the social and emotional functioning of 16 - 25-year-olds across the COVID-19 pandemic, considering the protective role of individual resources. The three papers point to the differential impacts of socioeconomic disadvantage on social, emotional, and behavioural competency development according to competency type, individual experiences of strain, age, and gender.

**SY-076\_1** **Developmental cascades of internalizing and externalizing problems from infancy to middle childhood: longitudinal associations with bullying and victimisation**

D'Urso G., Symonds J.E.  
University College Dublin, Ireland

**SY-076\_2** **Growing up in the great recession: the effects of three dimensions of economic well-being on child behavioural difficulties from ages 9 to 17**

Gibbons R.A., Sprong S., Chzhen Y.  
Trinity College Dublin, Ireland

**SY-076\_3** **Social inequalities in young people's mental health during the covid-19 pandemic: Do psychosocial resource factors matter?**

Schoon L., Henseke G.  
University College London, United Kingdom

**HALL SALON DES ROSES B**

11:45 - 13:15 **PAPER SYMPOSIUM SY-077**

Intergenerational transmission of risk for depression: Study designs that examine environmental mechanisms

**Chair: Natsuaki M.N.,** University of California, Riverside, USA

**Integrative Abstract**

Depression runs in families. Depression is partially heritable, but it can also be passed from one generation to the next through environmental pathways, either moderated or unmoderated by genetic influences. Rigorous investigation of environmental processes requires a collaborative effort from creative study designs that allow the disentanglement of environmental processes from other potential confounds. This symposium includes a set of diverse methodological approaches to studying the environmental mechanisms underlying the intergenerational transmission of risk for depression. The first paper (Natsuaki et al.) uses data from a prospective extended adoption study in the US that recruited pairs of siblings, one of whom was adopted at birth, and the other remained in the birth home - known as the siblings-reared-apart design. This paper investigated the similarities and differences in the quality of rearing environments in adoptive and birth homes as they relate to the siblings' depressive symptoms. The second paper (Tavaliere et al.) expands the aforementioned siblings-reared-apart design by adding molecular genetic information. The possibility of Gene X Environment moderation will be tested. The third paper (Leve) applies a randomized intervention design to a sample of high-risk females in the US. The project followed females who, as adolescents, were court-mandated to out of home care; ten years later, most were parents. The association between exposure to adverse childhood experiences, intervention condition, becoming a parent, and depressive symptoms will be discussed. The final paper (Harold et al.) utilizes data from two large longitudinal cohort studies from New Zealand and the United Kingdom to document family processes and their effects on later depression. The general discussion will synthesize innovations and uniqueness aspects of the study designs and analytic strategies in advancing knowledge about environmental pathways underlying the intergenerational transmission of risk for depression.



**SY-077\_1 Similarities and differences between siblings reared apart: Examining how depression clusters within families**

Natsuaki M.N.<sup>1</sup>, Wang J.<sup>1</sup>, Neiderhiser J.M.<sup>2</sup>, Ganiban J.M.<sup>3</sup>, Shaw D.S.<sup>4</sup>, Reiss D.<sup>5</sup>, Leve L.D.<sup>6</sup>

<sup>1</sup>University California,, Riverside, USA, <sup>2</sup>The Pennsylvania State University, USA, <sup>3</sup>George Washington University, USA, <sup>4</sup>University of Pittsburgh, USA, <sup>5</sup>Yale University, USA, <sup>6</sup>University of Oregon, USA

**SY-077\_2 Does positive parenting disrupt intergenerational transmission of depression despite genetic risk**

Oro V.<sup>1</sup>, Tavalire H.F.<sup>1</sup>, Natsuaki M.N.<sup>2</sup>, Ganiban J.M.<sup>3</sup>, Neiderhiser J.M.<sup>4</sup>, Reiss D.<sup>5</sup>, Shaw D.S.<sup>6</sup>, Leve L.D.<sup>1</sup>

<sup>1</sup>University of Oregon, USA, <sup>2</sup>University California, Riverside, USA, <sup>3</sup>George Washington University, USA, <sup>4</sup>The Pennsylvania State University, USA, <sup>5</sup>Yale University, USA, <sup>6</sup>University of Pittsburgh, USA

**SY-077\_3 Becoming a parent can interrupt continuity in depression: Results from a randomized trial of females in the justice system**

Leve L.D.  
University of Oregon, USA

**SY-077\_4 Family relationship influences on adolescent depression: Intergenerational transmission processes among UK and New Zealand population cohorts**

Harold G.<sup>1</sup>, Sellers R.<sup>2</sup>, Nixon E.<sup>3</sup>, Feinstein L.<sup>2</sup>, Leve L.D.<sup>4</sup>

<sup>1</sup>University of Cambridge, United Kingdom, <sup>2</sup>University of Sussex, United Kingdom, <sup>3</sup>Trinity College Dublin, Ireland, <sup>4</sup>University of Oregon, USA

**HALL NAFSIKA A**

11:45 - 13:15 **PAPER SYMPOSIUM SY-078**

Children's and adolescent's social moral decision making in different intergroup contexts

**Chair: Yüksel A.Ş.**, University of Exeter, United Kingdom

**Integrative Abstract**

Across many types of social interactions, children are faced with intergroup contexts that require decision making. With age, these intergroup contexts (i.e., ingroup, outgroups) become increasingly complex. The Social Reasoning Developmental model predicts that from childhood through to adulthood, children weigh concerns about fairness, group identity, and attributions of intentions in their judgments and behaviours (Killen & Rutland, 2011). More specifically, children make decisions about how to distribute resources between ingroup and outgroups, how to respond to ingroup and outgroup peers when they spread misinformation and how to react to intergroup bullying/exclusion as bystanders. The current symposium presents new empirical studies that examine these factors and how group identity impacts the social and moral decisions of children and adolescents in three different countries. Paper 1 examines how U.S children' perceptions of inequality, social preferences, resource allocation decisions and social moral reasoning change from age 3 to 11 based on the group membership of peers' and their own social class and race. Paper 2 assesses how the group membership of an ingroup or an outgroup peer spreading misinformation affects children's and adolescents' evaluation of that peer in a competitive intergroup context. Paper 3 examines how British children's and adolescents' indirect bystander reactions to and reasoning about the social exclusion of immigrant and non-immigrant peers developmentally change and how group membership affects their reactions. Paper 4 investigates Turkish adolescents' evaluations of the intergroup bullying of Syrian refugee peers and how outgroup Theory of Mind relates to their social and moral reasoning of their evaluations. The symposium highlights international research that addresses how children and adolescents increasingly attend to the identity of peers when making social and moral decisions, alongside a growing concern for what their group expects (i.e., group norms) and the status differences between groups (i.e., race, social class, immigrant/refugee status).

**SY-078\_1 Reinforcing or resisting: u.s. children's reasoning about social class, race, and inequality between peers**

Elenbaas L.<sup>1</sup>, Luken Raz K.V.<sup>2</sup>, Ackerman A.<sup>1</sup>, Kneeskern E.<sup>1</sup>

<sup>1</sup>University of Rochester, USA, <sup>2</sup>University of Maryland, USA

**SY-078\_2 Children and adolescents' evaluations of misinformers in an inter-group context: a social reasoning developmental approach**

Farooq A., Argyri E.K., Adlam A., Rutland A.

University of Exeter, United Kingdom

**SY-078\_3 Developmental and contextual differences in indirect bystander reactions to and reasoning about social exclusion**

Yüksel A.Ş., Palmer S.B., Argyri E.G., Rutland A.

University of Exeter, United Kingdom

**SY-078\_4 Bystanders' justifications and reasoning to intergroup bullying of Syrian refugee youth: The role of theory of mind**

Gönültaş S.<sup>1,2</sup>, Mulvey K.L.<sup>3</sup>

<sup>1</sup>University of Exeter, United Kingdom, <sup>2</sup>Bilkent University, Turkey, <sup>3</sup>North Carolina State University, USA

**HALL NAFSIKA B**

11:45 - 13:15 **PAPER SYMPOSIUM SY-079**

Socio-emotional aspects of development in young adulthood

**Chair: Tantaros S.**, National and Kapodistrian University of Athens, Greece

**Discussant: Stavrinos P.**, University of Cyprus

**Integrative Abstract**

Young adulthood is considered to be a critical developmental period for social and emotional development, which is often overlooked, over other prior developmental stages. However, recent evidence supports the extension of adolescent years and the increased importance of young adulthood as a stage which may provide young adults with the sense of integration, emotional maturation, social competence (Malik & Marwaha, 2019). Longitudinal investigations from infancy to young adulthood supported the importance of temperamental characteristics, but also recognized the moderating role of social factors, and the interactive effects of temperament/personality and social competence (Bohlin & Hagekull, 2009). It is recognized that more research is needed on the socio-emotional development of young adults (Hutchison et al., 2016). The proposed symposium includes three presentations, focusing on different socio-emotional aspects of the lives of young adults. The first presentation, titled "Gaining an insight into anxiety during young adulthood and its relation to cybervictimization" focuses on understanding the dimensionality of anxiety over different life aspects of young adults and their longitudinal interactions with the behavioral outcomes of cybervictimization. The second presentation, titled "Identity integration and social support in young adulthood: protective against anxiety" deals with the process of identity integration and its importance as a mechanism enhanced by social support from multiple sources and as a protective factor for the development of anxiety in social interactions. Lastly, the third presentation, titled "Links between interpersonal anxiety, aggression and emotional intelligence" engages with the bidirectional effects of emotional skills on aggressive behavior and anxiety experienced in social interactions of young adults. The three presentations along with the discussion of the symposium will contribute to the literature on the socio-emotional development of young adults and will offer clinical implications for social, emotional and behavioral outcomes during this important developmental stage.

**SY-079\_1 Gaining an insight into anxiety during young adulthood and its relation to cybervictimization**

Stavrinides P.<sup>1</sup>, Tantaros S.<sup>2</sup>, Georgiou S.N.<sup>1</sup>

<sup>1</sup>University of Cyprus, <sup>2</sup>National and Kapodistrian University of Athens, Greece

**SY-079\_2 Identity integration and social support in young adulthood: Protective against anxiety**

Tantaros S.<sup>2</sup>, Stavrinides P.<sup>1</sup>, Georgiou S.N.<sup>1</sup>

<sup>1</sup>University of Cyprus, <sup>2</sup>National and Kapodistrian University of Athens, Greece

**SY-079\_3 Links between interpersonal anxiety, aggression and emotional intelligence**

Georgiou S.N.<sup>1</sup>, Tantaros S.<sup>2</sup>, Stavrinides P.<sup>1</sup>

<sup>1</sup>University of Cyprus, <sup>2</sup>National and Kapodistrian University of Athens, Greece

**HALL NEFELI A**

11:45 - 13:15 **ROUND TABLE RT-2**

Recovering from the Impact of COVID-19: Implications for Research on Adolescent Health and Well-Being

**Chair: Verma S.** Department of Human Development & Family Relations  
Panjab University, Chandigarh, India

**Panelists:**

**Mcbride Murry V.**, Vanderbilt University, USA

**Spiel C.**, University of Vienna, Austria

**Lansford J.**, Duke University, USA

**Makutsa Makila L.**, Kibabii University, Kenya

**Integrative Abstract**

The COVID-19 pandemic has presented long-term challenges beyond physical health, affecting economic, social, and mental health domains. We need new research to understand the evolving needs and vulnerabilities of individuals and communities to recover from the long-term impacts of the pandemic. This panel discussion organized by the Society for Research on Adolescence COVID-19 Response Team brings together developmental scientists working on the impact of the pandemic on adolescent development. Panelists working in different regions of the world will discuss issues pertaining to the impact of the pandemic on learning, mental health, experienced stress and family life. Velma Murry, who has spearheaded the work of the SRA Response Team will share the work carried out by this team and the way forward. Christiane Spiel, is co-chair of the research project "Learning under Covid-19 Conditions". In this project data from school and university students are collected as well as from teachers, school principals, parents, and kindergarten teachers. The learning situation of students was analyzed across 17 countries including e.g., India, Japan, Finland, and Germany. Jennifer Lansford leads the Parenting Across Cultures project, which has been tracking families' responses to the pandemic in China, Colombia, Italy, Jordan, Kenya, Philippines, Sweden, Thailand, and United States. Leonida Makila will share the experiences of adolescents from Africa during the pandemic with the emerging implications for future research. The situation of adolescents in low-and middle-income countries with a special focus on educational inequities, digital divide, gender and marginalization will be highlighted. An agenda for future research will be discussed to study the long-term effects of COVID-19 on adolescent development and the way forward with implications for policy and practice.

## HALL NEFELI B

### 11:45 - 13:15 PAPER SYMPOSIUM SY-080

Examining dynamics of peer and romantic relationships as interpersonal socialization contexts for adolescent development

**Chair:** Ha T., Arizona State University, USA

**Discussant:** Branje S., Utrecht University, Netherlands

#### Integrative Abstract

Adolescence is a critical period in social development, marked by significant changes in close relationships. Friendships become increasingly important and romantic relationships emerge. Friends and romantic partners become central figures in adolescents' lives and primary sources of social support and intimacy (Furman et al., 2002). Given these developmental transformations, friends and romantic partners represent a unique socialization context that is consequential for adolescent development. This symposium brings together research to advance the study peer and romantic relationships by investigating how these relationships impact normative developmental competencies such as the formation of friendships, relationship quality, and sexual health. The three studies used longitudinal data spanning from early adolescence to early adulthood from three countries (Greece, USA, and the Netherlands) and employed advanced statistical methodology (stochastic actor-oriented modeling and dyadic multilevel analyses). Study 1 used a longitudinal network design in a sample of 1118 Greek young adolescents and investigated how romantic status and goals contributed to friendship selection processes and gender differences in these processes. Study 2 used a diary study design and a sample of 97 adolescent couples from the U.S. to examine how dynamics of day-to-day partner support predicted relationship quality. Study 3 conducted qualitative interviews with 29 Dutch late adolescent romantic couples using a newly developed Relational and Sexual History Interview method to investigate the interplay between love and sexual aspects of intimate partnerships. The results of these three international studies showed that relationships with peers and romantic partners impact adolescents' normative developmental competency processes. Dr. Susan Branje is an expert in understanding the developmental changes in adolescents' relationships with parents, friends, and romantic partners. She will discuss how peers and romantic partners can lead to beneficial and harmful outcomes for adolescents' psychosocial adjustment and health.

### SY-080\_1 Romantic status and goals as predictors of friendship network dynamics in early adolescence

Kornienko O.<sup>1</sup>, Ha T.<sup>2</sup>, Motti-Stefanidi F.<sup>3</sup>

<sup>1</sup>George Mason University, USA, <sup>2</sup>Arizona State University, USA, <sup>3</sup>University of Athens, Greece

### SY-080\_2 Daily support dynamics and relationship quality in adolescent romantic relationships: A dyadic ecological momentary assessment study

Ha T.<sup>1</sup>, Iida M.<sup>2</sup>, Rogers A.A.<sup>3</sup>

<sup>1</sup>Arizona State University, USA, <sup>2</sup>Arizona State University, USA, <sup>3</sup>Brigham Young University, USA

### SY-080\_3 Lovely sex or sexy love? A qualitative study on young adults' perspectives on the interrelatedness between love and sex in intimate relationships

Van de Bongardt D.

Erasmus University Rotterdam, Netherlands

## HALL ALPHA

11:45 - 13:15 **PAPER SYMPOSIUM SY-081**  
Accounting for social norms in reasoning and behavior across the developmental trajectory

**Chair: Acar M.**, MEF University, Turkey

**Co-chair: Banas A.**, University of California, Berkeley, USA

### Integrative Abstract

Keywords: social norms, reasoning, moral development, children, adolescents, young adults

While individuals generally have agency in decisions about their own actions, factors in the social environment press on individuals' decisions about such actions, as they must weigh and balance the goals and expectations of these factors in addition to their own personal goals in deciding the best course of action. One significant environmental factor that individuals must consider is the social norms embedded in a group, an activity, or a location. Through the papers in this symposium, we examine the ways that social norms influence (or are accounted for in) human behavior and how individuals navigate these social norms when deciding on a course of action. While each of these papers focuses on social norms and violations in relation to peer-to-peer behavior, they collectively account for a wide range of contexts, spanning across countries and age groups. The first study focuses on the ways Turkish preschoolers use communication to navigate social norm-following during joint action and how these strategies change depending on whether a norm violation already has occurred or has the potential to occur. The second study, using children and adolescents from a sports summer camp in the United States, places two social norms in conflict -- the social norm of inclusion versus the social norm of group functioning -- to see how young individuals navigate social behaviors related to interacting with peers with disabilities. The third study examines how adolescents show or hide their ethnic identity in Turkey as a function of social-contextual norms regarding the salience of certain identities and their status within that social context. The last study focuses on how university students in the United States take into account context-specific social norms when making decisions about the use of physical force by comparing reasoning about physically aggressive actions that take place in both sport and non-sport settings.

**SY-081\_1** **Peer Persuasion During Joint Social Norm Following in Preschoolers: Pre-violation versus Post-violation Strategies**

Sen H.H.  
MEF University, Turkey

**SY-081\_2** **Context Goals and Norms in Children and Adolescents' Reasoning about Social Inclusion**

Manchanda S.  
University of California, Berkeley

**SY-081\_3** **Adolescents' Reasoning about Lying to Hide Minority Status in the Turkish Context**

Acar M.  
MEF University, Turkey

**SY-081\_4** **Sport Experience and Considerations of Social Norms in Young Adults' Decision-Making about Physical Aggression**

Banas K.A.K.  
University of California, Berkeley

## HALL GAMMA

### 11:45 - 13:15 PAPER SYMPOSIUM SY-082

Student agency at work in the classrooms: A focus on the interplay between learners' participation and learning environments

**Chair: Mameli C.**, University of Bologna, Italy

**Discussant: Molinari L.**, University of Parma, Italy

#### Integrative Abstract

Scholars in educational psychology unanimously support the importance for students to be active and agentic authors of their educational pathway. For this active role to be played, however, students' willingness to participate in everyday educational practices is not enough: in the classrooms, all the actors are involved in multiple interactive dynamics that unfold through a complex series of reciprocal influences between teachers and students (Reeve & Shin, 2020). Based on this interdependency, students are not simply affected by the characteristics of the relational contexts in which their learning occurs, but they participate in their environment and actively contribute to define and transform it (Lave & Wenger, 1991). In the light of these considerations, this symposium collects three contributions that, starting from different research questions and sharing a longitudinal methodological approach, examine student agency with a focus on the interplay between students' personal characteristics and participation, and learning environments. The first contribution - offered by scholars from Greece, Turkey and Switzerland - focuses on personal and contextual antecedents of student agentic engagement. The second contribution - presented by scholars from Peru and Australia - concentrates on the reciprocal influences between undergraduate student engagement, including the agentic one, and teacher autonomy support. Finally, the third contribution - offered by scholars from Italy - focuses on the positive and negative emotional aspects of student agency, pointing out that different combinations of student agency and emotions lead to different academic outcomes. Altogether, the three contributions offer meaningful insights for understanding under which conditions student agency fulfills its potential to constructively contribute to make the classroom a good learning environment.

### SY-082\_1

#### Personal and Contextual Antecedents of Student Agency

Michou, A.<sup>1,2</sup>, Mouratidis, A.<sup>3</sup>, Sayil, M.<sup>4</sup>, Alp, A.<sup>5</sup>, Selcuk, S.<sup>6</sup>

<sup>1</sup>Bilkent University, Ankara, Turkey, <sup>2</sup>University of Ioannina, Greece, <sup>3</sup>National and Kapodistrian University of Athens, Greece, <sup>4</sup>TED University, Turkey, <sup>5</sup>University of Zurich, Switzerland, <sup>6</sup>Kastamonu University, Turkey

### SY-082\_2

#### Students' agentic engagement increases teachers' autonomy-support: the squeaky wheel gets the grease

Matos, L.<sup>1</sup>, Reeve, J.<sup>2</sup>, Herrera, D.<sup>1</sup>, Claux, M.<sup>1</sup>

<sup>1</sup>Pontifical Catholic University of Peru, Peru, <sup>2</sup>Australian Catholic University, Australia

### SY-082\_3

#### The emotional faces of student agency

Grazia V.<sup>1</sup>, Mameli C.<sup>2</sup>

<sup>1</sup>University of Parma, Italy, <sup>2</sup>University of Bologna, Italy

## HALL JUPITER

14:15 - 15:45 **SPECIAL EVENT SE- 8- ROUNDTABLE DISCUSSION**  
An ISSBD collaboration with ICDS- Climate Change and Youth Development

**Chair: Thomaes S.**, Utrecht University, the Netherlands

### Panel Members

**Sanson A.**, University of Melbourne, Australia

**Krettenauer T.**, Wilfrid Laurier University, Canada

**Stamatonikolos Y.** youth representative: United Nations Sustainable Development Solutions Network Youth - Greece

**Thomaes S.**, Utrecht University, the Netherlands

### Integrative Abstract

The world faces an unprecedented climate crisis, and human behavior is the root cause. This poses a call to action for developmental scientists. Young people are disproportionately impacted by climate change, and they have potential to be frontrunners in the collective green behavior change that the world needs now. Can we use our expertise to provide deeper understanding of what drives the sustainable, ecological behaviors of young people? Can we find science-based solutions to help young people cope with and contribute to mitigating the climate crisis? We would like to propose a Roundtable to address these questions, and sketch a vision for how the emerging field of climate change and youth development can come of age in the upcoming years. While there is recent evidence on how ecological behavior develops over the course of childhood and adolescence, still little is understood as to the psychological, social, and cultural factors that account for such behavior. And while effective communication about climate change is critical, we do not yet know how to do so in a way that keeps young people from experiencing fear or hopelessness. Answering these questions will not only provide directions for policy and intervention but will also uncover basic developmental processes of societal engagement and contribution among youth. The Roundtable will bring together scientists and a young activist who offer complementary perspectives on the topic. Alcinda Honwana is a social anthropologist whose work examines youth protest and social movements, with a focus on Africa and the Global South. Iason Raissis is an environmental activist and communications coordinator for Fridays for Future in Greece. Ann Sanson is a developmental psychologist

who aims to understand the impact of climate change on young people. Sander Thomaes is a developmental psychologist who seeks to understand and help promote young people's ecological behavior.

Keywords: adolescents, climate change, sustainability, environmentalism, eco-anxiety.

## HALL JUPITER

14:15 - 15:45 **INVITED SYMPOSIUM IS-11**

The Development of Empathy in the Early Years

**Chair: Davidov M.**, Hebrew University of Jerusalem, Israel

### Integrative Abstract

Empathy is essential for adaptive socio-emotional functioning. It plays key roles in facilitating prosocial behavior and harmonious interpersonal relationships, and is implicated in the development of morality (Batson, 1991; Eisenberg, et al., 2015; Malti, et al., 2009; Vaish, et al., 2009). Understanding the development of empathy, particularly during infancy and early childhood, is therefore of great interest, both for gaining better theoretical understanding of how empathic abilities develop in the first years of life, and for prevention and intervention efforts seeking to enhance children's positive social adjustment. This invited symposium presents multiple lines of work, addressing different aspects of empathy and their early development. Mikko Peltola will present projects examining the links between infants' attentional biases to faces and their empathy and subsequent prosocial responding. Maayan Davidov will present the results of a longitudinal study examining the development of empathic concern (for others in distress) and empathic happiness (for other's joy) from 3-months to 36-months. Markus Paulus will present work on how young children think about empathy - whether they view it as a norm and how their perceptions are manifested. And Ariel Knafo-Noam will present findings regarding genetic and environmental contributions to affective and cognitive empathy, in the early years of life and beyond. Together, the symposium will help shed new light on the early development of children's empathic capacity and its multiple forms and expressions, and will highlight promising avenues for future research.

**IS-11\_1**

### Empathy and attention to faces in early childhood

Peltola M.<sup>1</sup>, Leppänen J.<sup>2</sup>, Orlitsky T.<sup>3</sup>, Davidov M.<sup>3</sup>

<sup>1</sup>Tampere University, Tampere, Finland, <sup>2</sup>University of Turku, Finland, <sup>3</sup>The Hebrew University of Jerusalem, Jerusalem, Israel

**IS-11\_2**

### The development of infant's empathy for others' distress and joy from 3 to 36 months

Davidov M.<sup>1</sup>, Paz Y.<sup>1</sup>, Orlitsky T.<sup>1</sup>, Roth-Hanania R.<sup>2</sup>, Uzefovsky F.<sup>3</sup>, Zahn-Waxler C.<sup>4</sup>

<sup>1</sup>The Hebrew University of Jerusalem, Jerusalem, Israel, <sup>2</sup>Tel Aviv-Yaffo Academic College, Israel, <sup>3</sup>Ben-Gurion University of the Negev, Beersheba, Israel, <sup>4</sup>University of Wisconsin-Madison, Madison, Wisconsin, USA

**IS-11\_3**

### Preschool children develop a concept of empathic concern

Paulus M., Christner N., Sticker R., Pletti C., Wörle M.

Ludwig-Maximilians-Universität München, Munich, Germany

**IS-11\_4**

### The genetic and environmental origins of individual differences in empathy

Knafo-Noam A.<sup>1</sup>, Abramson L.<sup>1,2</sup>, Uzefovsky F.<sup>3</sup>, Markovitch N.<sup>1</sup>, Rum Y.<sup>4</sup>, Toccaceli V.<sup>5</sup>

<sup>1</sup>The Hebrew University of Jerusalem, Jerusalem, Israel, <sup>2</sup>Columbia University, New York, USA, <sup>3</sup>Ben-Gurion University of the Negev, Beersheba, Israel, <sup>4</sup>University of Cambridge, Cambridge, UK, <sup>5</sup>Italian National Institute of Health, Rome, Italy



## HALL SALON DES ROSES A

### 14:15 - 15:45 PAPER SYMPOSIUM SY-083

The role of social processes in children's and adolescents' thinking about Science, Technology, Engineering and Mathematics

**Chair: McGuire, L.** University of Exeter, U.K

**Co-chair: Hoffman, A.J.** Cornell University, U.S.A

#### Integrative Abstract

Globally, jobs in the science, technology, engineering and mathematics (STEM) sectors are growing at a rate nearly three times that of jobs in other sectors. At this time of great demand, two crucial factors restrict recruitment. First, there is widespread under-representation based on gender, ethnicity and socioeconomic status. Second, and relatedly, there is a loss of motivation in STEM subjects between childhood and adolescence. To promote greater engagement, it is necessary to recognise the interconnected nature of these issues, as it is those from underrepresented groups who often report a loss of motivation. Social processes (i.e. stereotypes, norms, identification) are one lens through which we can begin to understand how under-representation and loss of motivation can be challenged. This symposium brings together four papers that document the influence of social processes on STEM motivation and achievement. First, Hoffman et al. present longitudinal data documenting that STEM belonging is related to identity, which in turn is related to STEM efficacy. However, evidencing the strong relation between representation and motivation, these relations are only shown for boys. Further demonstrating the role of social processes in children's thinking about STEM, McGuire et al. document that children's and adolescents' more male-biased gender stereotypes play a role in who they seek help from in a STEM context. Third, Beisert et al. present evidence that children's and teachers' evaluations of STEM ability differ based on child gender and migration status, showing us that these social processes not only impact children, but their teachers too. Finally, Mulvey et al. demonstrate that there are ways to challenge these dynamics, documenting the relation between classroom inclusivity, teacher discrimination and STEM engagement/activism. Together these four papers demonstrate the interconnected nature of social processes at the individual, peer, classroom and teacher level in a range of important STEM outcomes.

### SY-083\_1

#### Gendered longitudinal effects of stem identity and belonging on efficacy and interest in stem occupations among adolescents

Hoffman, A.J.<sup>1</sup> McGuire, L.<sup>2</sup>, Rutland, A.<sup>2</sup>, Law, F.<sup>2</sup>, Winterbottom, M.<sup>3</sup>, Joy, A.<sup>4</sup>, Hartstone-Rose, A.<sup>4</sup>, Mulvey, K.L.<sup>4</sup>

<sup>1</sup>Cornell University, U.S.A, <sup>2</sup>University of Exeter, U.K, <sup>3</sup>University of Cambridge, U.K, <sup>4</sup>North Carolina State University, U.S.A

### SY-083\_2

#### Gender stereotypes and peer evaluation in science, technology, engineering and mathematics across childhood and adolescence

McGuire, L.<sup>1</sup>, Hoffman, A.J.<sup>2</sup>, Mulvey, K.L.<sup>3</sup>, Hartstone-Rose, A.<sup>3</sup>, Winterbottom, M.<sup>4</sup>, Joy, A.<sup>3</sup>, Law, F.<sup>1</sup>, Balkwill, F.<sup>5</sup>, Burns, K.P.<sup>6</sup>, Chatton, M.<sup>7</sup>, Drews, M.<sup>9</sup> Eaves, N.<sup>9</sup>, Fields, G.<sup>10</sup>, & Rutland, A.<sup>1</sup>

<sup>1</sup>University of Exeter, U.K, <sup>2</sup>Cornell University, U.S.A, <sup>3</sup>North Carolina State University, U.S.A, <sup>4</sup>University of Cambridge, U.K, <sup>5</sup>Centre of the Cell, Queen Mary, University of London, U.K, <sup>6</sup>Virginia Aquarium & Marine Science Center, U.S.A, <sup>7</sup>The Florence Nightingale Museum, U.K, <sup>8</sup>EdVenture, U.S.A, <sup>9</sup>Thinktank Science Museum, U.K, <sup>10</sup> Riverbanks Zoo & Garden, U.S.A

### SY-083\_3

#### Students' and teachers' (stereotypic) expectations regarding skill in stem domains

Beisert H.<sup>1</sup>, Mulvey, K.L.<sup>2</sup>, & McGuire, L.<sup>3</sup>

<sup>1</sup>DIPF Leibniz Institute of Research and Education in Information, Frankfurt, Germany, <sup>2</sup>North Carolina State University, U.S.A, <sup>3</sup>University of Exeter, U.K

### SY-083\_4

#### Inclusion, discrimination and belonging: pathways to stem class engagement and stem activism orientation

Mulvey, K.L., Mathews, C., Knox, J., Joy, A., Cerda-Smith, J.  
North Carolina State University, U.S.A

## HALL SALON DES ROSES B

### 14:15 - 15:45 PAPER SYMPOSIUM SY-084

Longitudinal investigation of individual and family risk factors associated with peer victimization

**Chair: Larose, M.P.**, University of Turku, Finland

#### Integrative Abstract

Exposure to peer victimization is relatively common and is a public health concern worldwide. Peer victimization is defined as repeated harm caused by peers acting outside of the norms of appropriate conduct. Both genetic and environmental factors have been linked to peer victimization and its long-lasting consequences on mental health. The identification of early individual and familial factors that may forecast the emergence of different patterns of peer victimization should provide information to better tailor preventive interventions. This symposium addresses the question of how individual and family factors are related to peer victimization and to its consequences on child development. The first paper presents evidence that links maternal and child depression via children's peer victimization experiences and examines how childcare attendance may protect children exposed to high levels of maternal psychopathology. Paper 2 focuses on the interdependency between trajectories of peer victimization and mental health problems among young children and took place during the Covid-19 pandemic. Paper 2 also explores how family-related factors might be associated with these trajectories. Paper 3 examines the contribution of genes and environment in the association between language difficulties and peer victimization during adolescence. Finally, paper 4 presents the nonlinear interplay between youths' peer victimization experiences, stress levels (measured with hair cortisol concentration) and youths' use of coping strategies in response to peer victimization. Drawing on work from four different longitudinal studies, this symposium will discuss (1) how peer victimization predictors and consequences are multifaceted (2) the advantage of considering biological factors in the study of peer victimization trajectories, and (3) how educational institutions may protect children who face additional challenges in the home environment. Presenters will conclude with a discussion of future directions for the study of peer victimization and its prevention using existing and new cohort studies

### SY-084\_1

**Maternal depression and children's socio-emotional problems: does childcare attendance prevent victimization by peers and later depressive symptoms**

Larose M. P.<sup>1</sup>, Barker E.D.<sup>2</sup>, Ouellet-Morin I.<sup>3,4</sup>, Salmivalli C.<sup>1</sup>, Côté S. M.<sup>3</sup>

<sup>1</sup>University of Turku, Finland., <sup>2</sup>King's College London, United-Kingdom., <sup>3</sup>Université de Montréal, Canada, <sup>4</sup>The Research Center of the Montreal Mental Health University Institute, Montreal, Canada.

### SY-084\_2

**Peer aggression, victimization and mental health trajectories during the covid-19 pandemic: results from the co-space study in primary school children**

Guzman Holst C.<sup>1</sup>, Oncioiu S.<sup>1</sup>, Creswell C.<sup>1,2</sup>, Bowes L.<sup>1</sup>

<sup>1</sup>Department of Experimental Psychology, University of Oxford, Oxford, UK, <sup>2</sup>Department of Psychiatry University of Oxford, Oxford, UK

### SY-084\_3

**The association of language difficulties at age 12 years with peer victimization- a co-twin control study**

Oncioiu S., Nation K., Bowes L.

Department of Experimental Psychology, University of Oxford

### SY-084\_4

**Association between chronic peer victimization and hair cortisol in a population sample of adolescents: the moderating role of coping strategies**

Ouellet-Morin I.<sup>1,2</sup>, Parnet F.<sup>1</sup>, Cantave C.<sup>1</sup>, Côté S.<sup>3,4</sup>, Boivin M.<sup>5</sup>

<sup>1</sup>School of Criminology, University of Montreal, Montreal, Canada, <sup>2</sup>Montreal Mental Health University Institute, Montreal, Canada, <sup>3</sup>University of Montreal, Montreal, Canada, <sup>4</sup>University of Bordeaux, Bordeaux, France, <sup>5</sup>Laval University, Quebec, Canada

## HALL NAFSIKA A

### 14:15 - 15:45 PAPER SYMPOSIUM SY- 085

Intensive Longitudinal Approaches to Capturing Cognition across the Lifespan

**Chair:** Chaku N. University of Michigan, Ann Arbor, Michigan, USA

**Discussant:** Smith J. University of Michigan, Ann Arbor, Michigan, USA

#### Integrative Abstract

Cognition is dynamic, with changes occurring relatively slowly across the lifespan, but also quite quickly during tasks, interactions, and experiences - and in different ways for different people. Longitudinal studies of cognitive development typically capture the slow, macrolevel (e.g., annual) changes that occur somewhat consistently across people or groups of people. Intensive longitudinal studies, however, have the potential to capture comparatively quick micro-level (e.g., momentary or daily) variations that occur in unique ways for individuals. Unfortunately, there is a paucity of intensive longitudinal studies in the developmental literature, especially from childhood through young adulthood. Thus, the goal of this symposium is to showcase the importance of intensive longitudinal methods for understanding cognitive development in the first three decades of life. Focusing on different stages of the lifespan, three diverse speakers with international affiliations will present papers using intensive longitudinal cognitive data and person-oriented data analysis approaches. The first paper will examine the neural correlates of attention processes in early childhood, utilizing a person-specific network approach to modeling functional near infrared spectroscopy data. The second paper will consider the role of pubertal status and daily relations among inhibitory control and problem behaviors in the prediction of adolescent risk-taking, demonstrating the utility of a 100-day diary study. The third paper will reveal the dynamic interactions between goal setting and performance in early adults, showcasing the usefulness of a novel cognitive modeling technique for intensive repeated assessments. Together, these three papers highlight how intensive longitudinal methods and advanced analytic tools can provide insight into cognitive development at key periods of the lifespan. The discussant - a leading expert in development and cognitive functioning - will synthesize the findings, focusing on novel inferences and future directions. They will also facilitate an interactive discussion on how these micro-level temporal methods can complement traditional macro-level methods to inform development.

### SY-085\_1 Person-Specific Connectivity Mapping Uncovers Differences of Bilingual Experiences in the Child Brain

Arredondo M.M.<sup>1</sup>, Kovelman I.<sup>2</sup>, Satterfield T.<sup>2</sup>, Hu X.<sup>2</sup>, Beltz A.M.<sup>2</sup>

<sup>1</sup>The University of Texas at Austin, <sup>2</sup>University of Michigan

### SY-085\_2 The association between puberty and risk-taking depends on daily inhibition: An adolescent behavioral network perspective

Beltz A.M., Chaku N., Lopez-Duran N.

University of Michigan, Ann Arbor, Michigan, USA

### SY-085\_3 Testing a dynamic model of goal striving and revision processes with longitudinal intensive data

FitzGibbon L.<sup>1</sup>, Murayama K.<sup>2</sup>, Brod G.<sup>3</sup>, Breitwieser J.<sup>3</sup>, Theobald M.<sup>3</sup>

<sup>1</sup>University of Exeter, Exeter EX4 4PY, United Kingdom, <sup>2</sup>University of Tübingen, Tübingen, Germany, <sup>3</sup>Leibniz Institute for Research and Information in Education, Frankfurt am Main, Germany

### HALL NAFSIKA B

14:15 - 15:45 **ROUND TABLE RT-3**

Intervening in Ethnic-Racial Identity: Cultural Adaptations of the Identity Project in Five European Countries

**Moderator/Chair: Umaña-Taylor A.**, Harvard University

**Panelists:**

**Frisén A.**, University of Gothenburg, SWEDEN

**Moscardino U.**, University of Padova, ITALY

**Motti-Stefanidi F.**, National and Kapodistrian University of Athens, Athens, GREECE

**Oppedal B.**, Norwegian Institute of Public Health, Oslo, NORWAY

**Integrative Abstract**

Ethnic-racial inequities are widespread in societies around the world, and what varies is the specific domain (e.g., race, ethno-religious heritage, migration status) on which marginalization occurs (Umaña-Taylor & Rivas-Drake, 2021). One promising approach to reducing disparities involves promoting resilience among minoritized youth by intervening in their ethnic-racial identity development. The Identity Project is a school-based intervention program that was developed in the U.S. and provides adolescents with tools and strategies for engaging in ethnicracial identity development (Umaña-Taylor & Douglass, 2017). The Identity Project curriculum draws on culturally sustaining teaching practices that emphasize the value of embedding students' identities into the classroom (Gay, 2013; Ladson Billings, 1995; Lee, 2017); involves youth in conversations about race and ethnicity, provides them with opportunities to explore their own and learn about others' backgrounds, and facilitates conversations about stereotypes, discrimination, and the marginalization of specific groups in a historical context. In this roundtable discussion, the developer of the Identity Project will moderate a conversation among scholars from five European countries as they discuss their adaptation of the Identity Project intervention to their unique cultural contexts. Panelists will discuss: aspects of the global sociohistorical context that made the focus on this social identity domain relevant and important in their communities; aspects of the Identity Project intervention that translated well to their cultural contexts versus those that required more significant modification due to cultural norms and values; adaptation challenges that were unique to their country's sociocultural context; and the reception they received from educators and administrators for bringing an in-

tervention focused on this social identity domain into the school setting. Panelists and attendees will engage in discussion about crosscultural adaptations, opportunities for leveraging scientific insights and synergistic efforts across countries in Europe and the U.S., and how collaborative efforts such as these can help us achieve maximum domestic and global impact.

## HALL NEFELI A

### 14:15 - 15:45 PAPER SYMPOSIUM SY-086

Financial socialization in a family context: New insights on the interplay between financial parenting and other family processes from four cultures

**Chair: Vosylis R.**, Mykolas Romeris University, Lithuania,

**Co-chair: Ranta M.**, University of Helsinki, Finland

**Discussant: Schwarz B.**, ZHAW School of Applied Psychology, Switzerland

#### Integrative Abstract

Developing financial capabilities, i.e., sufficient skills related to effective management of income is considered a major life task for emerging adults (Serido et al., 2013). Financial capabilities are also important in sustaining financial self-sufficiency, one of the central indicators of reaching adulthood (Arnett, 2000). While educational programs can promote the formation of financial capabilities (Fernandes et al., 2014), effective financial parenting is considered a factor that mostly contributes to the development of these capabilities among young people (Gudmunson et al., 2016). Although family financial socialization (FFS) has been studied quite extensively during the last couple of decades (Gudmunson & Danes, 2010; LeBaron & Kelley, 2020), and there have been successful attempts in identifying the most important dimensions of FFS (e.g., LeBaron et al., 2021), the role of more general family processes in financial parenting and the formation of financial capabilities have received less attention. This paper symposium presents three studies from four cultures and aims to advance the knowledge of financial parenting of emerging adults and more general family processes. The first study (Vosylis & Raižienė) addresses financial parenting from the perspective of Self-Determination Theory. In particular, it focuses on autonomy-, competence-, and relatedness-supportive and -thwarting financial parenting and investigates how family socioeconomic status, family financial stress, and financial assistance provided by parents to emerging adults shape these need-supportive and -thwarting financial parenting practices. The second study (Friedlmeier et al.) addresses the role of more general parenting behaviors, namely parental psychological and behavioral control, autonomy and responsiveness, and their relationship with emerging adults' positive financial behaviors. Lastly, the third qualitative study (Ranta et al.) addresses the reciprocal dynamics of financial relationships between par-

ents and emerging adult children. The three studies also represent four different cultural contexts: Lithuania (first study), the US and Romania (second study), and Finland (third study).

#### SY-086\_1

#### Family economic context, parental financial support, and financial parenting in emerging adulthood

Vosylis R.<sup>1</sup>, Raižienė S.<sup>2</sup>

<sup>1</sup>Mykolas Romeris University, Lithuania, <sup>2</sup>Institute of Psychology, Vilnius University, Lithuania

#### SY-086\_2

#### Positive parenting and family financial socialization: what contributes more to emerging adults' financial outcomes?

Friedlmeier, M.<sup>1</sup>, Negru-Subtirica, O.<sup>2</sup>, & Damian, L. E.<sup>2</sup>

<sup>1</sup>Grand Valley State University, Allendale, MI, USA, <sup>2</sup>Babes-Bolyai University, Cluj-Napoca, Romania

#### SY-086\_3

#### Financial guidance and care - reciprocal financial socialization in families

Ranta, M.<sup>1</sup>, Kortessalmi, M.<sup>1,2</sup>, Autio, M.<sup>1</sup>, Sekki, S.<sup>1</sup>

<sup>1</sup>University of Helsinki, Finland, <sup>2</sup>Laurea University of Applied Sciences, Finland

## HALL NEFELI B

### 14:15 - 15:45 PAPER SYMPOSIUM SY-087

Antecedents and consequences of aggression for at-risk youth: The protective roles of morality and classroom tolerance

**Chair: Colasante T.**, University of Toronto Mississauga, Canada

**Co-chair: Malti T.**, University of Toronto Mississauga, Canada

#### Integrative Abstract

Youth aggression has long-term risks for aggressors and their victims, including mental health challenges and substance abuse. Factors that protect against youth aggression operate at multiple levels of youths' ecological system. At the individual level, youth with stronger moral capacities, such as feeling bad and accepting responsibility after harming others, are less aggressive (Malti, 2020). At the contextual level, tolerant, kind classrooms discourage aggression (Salmivalli, 2010). However, the direct and interactive roles of these protective factors for at-risk youth are less clear. Understanding protective factors in risk contexts is important because at-risk youth experience and commit disproportionately high aggression. This symposium leverages sophisticated methodologies (e.g., multi-level/method, longitudinal) to examine the protective factors and developmental consequences of aggression against and by immigrant and clinically referred at-risk youth. Paper 1 finds that children who show a stronger physiological response while hypothetically harming others are more likely to express moral emotions, and, in turn, have lower odds of membership in a clinically referred aggressive sample. Paper 2 extends to youths' surrounding context and finds that family prejudice against immigrants is less likely to predict youths' aggression against ethnic minorities if they are part of a tolerant classroom. Paper 3 combines the individual and contextual approaches of Papers 1 and 3, respectively, and finds that protective effects of a tolerant classroom do not buffer the link between youth's moral disengagement and perpetration of ethnic aggression. Finally, Paper 4 considers developmental consequences for at-risk youth who are both victimized and aggressive, with such children showing the earliest initiation of smoking and marijuana use within a 4-year period spanning early adolescence. These papers highlight the protective benefits and limitations of core individual and contextual factors for impeding aggression by and against at-risk youth, and prompt discussion of the negative consequences when aggression and victimization remain unmitigated.

### SY-087\_1

#### Physiological underarousal predicts clinically elevated aggression through lower guilt in childhood

Colasante T.<sup>1</sup>, Galarneau E.<sup>1</sup>, Speidel R.<sup>1</sup>, Suri A.<sup>2</sup>, Jambon M.<sup>4</sup>, Andrade B.<sup>3</sup>, Malti T.<sup>1</sup>

<sup>1</sup>University of Toronto Mississauga, Canada, <sup>2</sup>Child Youth and Emerging Adult Program, Centre for Addiction and Mental Health, Canada, <sup>3</sup>Department of Psychiatry, University of Toronto, Canada, <sup>4</sup>McMaster University, Canada

### SY-087\_2

#### Parental prejudice and tolerant class context in ethnic aggression: the role of teachers

Taiti M. C.<sup>1</sup>, Palladino B. E.<sup>1</sup>, Özdemir S. B.<sup>2</sup>, Nocentini A.<sup>1</sup>, Menesini E.<sup>1</sup>

<sup>1</sup>University of Florence, Italy, <sup>2</sup>Örebro University, Sweden

### SY-087\_3

#### Understanding the association between moral disengagement and ethnic aggression: roles of bystanders and openness to diversity in class

Özdemir S. B.<sup>1</sup>, Yanagida T.<sup>2</sup>, Özdemir M.<sup>1</sup>

<sup>1</sup>Örebro University, Sweden, <sup>2</sup>University of Vienna, Austria

### SY-087\_4

#### Peer victimization and aggression as predictors of substance use initiation in an at-risk sample of youth

Hakim E. A.<sup>1</sup>, McDonald K. L.<sup>1</sup>, Lochman J. E.<sup>1,2</sup>, Powell N.<sup>2</sup>, Vernberg E. M.<sup>3</sup>

<sup>1</sup>University of Alabama, United States, <sup>2</sup>Center for Youth Development and Intervention, University of Alabama, US, <sup>3</sup>University of Kansas, US

## HALL ALPHA

14:15 - 15:45 **PAPER SYMPOSIUM SY-088**  
Psychosocial well-being of young children from infancy to adolescence:  
population assessment, mechanisms, and intervention

**Chair: Janus, M.**, McMaster University, Hamilton Ontario, Canada

### Integrative Abstract

Alleviation of suffering from developmental behavioural, psychosocial, and emotional problems among children hinges on precision in two key factors: detection and intervention. Both of these can be seen in global and local perspectives, in population-level and individual contexts, through epidemiology, developmental psychology, and clinical lenses. In this symposium, we bring together an intersection of different perspectives to emphasize the commonalities and differences in approaches, and to address the continuity of seeing the psychosocial and emotional development of young children across settings, ages, and levels of intervention. Our presentations will cover the developmental spectrum from infancy to adolescence in the acknowledgment of the long-term impact of such problems. The first two papers will examine population-level assessment and estimates of young children's mental health, the third will address mechanisms such as parenting, and the fourth the potential of early intervention. Each of the presentations will address opportunities and challenges of specific approaches in relation to the other ones represented by the remaining speakers. In particular, the first presentation will highlight the recognition of behavioural difficulties demonstrated by young children at school entry age in Canada and several Low and Middle Income countries from the perspective of psychological and education epidemiology and their importance in predicting outcomes for older children, but especially the need to detect, prevent and intervene at earlier ages. The second presenter will describe the efforts to construct a psychosocial behaviour caregiver assessment for children under 3 that could be applicable globally and show preliminary data from the US and Tanzania. The third presentation will address how knowledge of family history can assist in prevention efforts. The fourth presentation will close the symposium bringing the developmental and clinical perspective -how successful an early intervention can be, and how challenging it is to adapt one across countries.

**SY-088\_1** **Population-level patterns of early psychosocial development: Results from Early Development Instrument in Canada and beyond**  
Janus, M.<sup>1</sup> Reid-Westoby, C.<sup>1</sup>, Pottruff, M.<sup>1</sup>, Brownell, M.<sup>2</sup>, Duku, E.<sup>1</sup>  
<sup>1</sup>McMaster University, Hamilton, Ontario, Canada, <sup>2</sup>Winnipeg, Manitoba, Canada

**SY-088\_2** **Measuring early emergence of psychosocial problems at the population level: The psychosocial components of World Health Organization's Global Scales of Early Development**  
Waldman, M.<sup>1</sup>, Raikes, A.<sup>1</sup>, Hepworth, K.<sup>1</sup>, Janus, M.<sup>2</sup>  
<sup>1</sup>University of Nebraska Medical Center, Omaha, NE, US, <sup>2</sup>McMaster University

**SY-088\_3** **The intergenerational transmission of risk in a population-based study: Links between parental history of childhood maltreatment and youth outcomes**  
Gonzalez A.<sup>1</sup>, Tanaka M.<sup>1</sup>, Khoury J.<sup>1</sup>, Kimber M.<sup>1</sup>, Boyle M.<sup>1</sup>, Duncan L.<sup>1</sup>, Georgiades K.\*<sup>1</sup>, Affifi T.<sup>2</sup>, MacMillan H.<sup>1</sup>  
<sup>1</sup>McMaster University, Ontario, Canada, <sup>2</sup>University of Manitoba,

**SY-088\_4** **Making the Race Fair for young children at risk of persistent emotional and behaviour problems: A targeted prevention approach in the Canadian context**  
Bennett, T.<sup>1</sup>, Georgiades, K.<sup>1</sup>, Gonzalez, A.\*<sup>1</sup>, Janus, M.<sup>1</sup>, Lipman, E.<sup>1</sup>, Pires, P.<sup>2</sup>  
<sup>1</sup>McMaster University, Hamilton, Ontario, Canada, <sup>2</sup>McMaster Children's Hospital, Hamilton, Ontario, Canada

## HALL GAMMA

14:15 - 15:45 **PAPER SYMPOSIUM SY-089**  
Novel insight into temperament and (epi)gene-environment interplay in externalizing problem behavior

**Chair: Huijzer-Engbreghof M.** University of Amsterdam

**Co-chair: Creasey N.** University of Amsterdam

**Discussant: Goossens L.** KU Leuven

### Integrative Abstract

Although person-environment transactions are known to underlie many developmental phenomena, several questions until now have remained unanswered. First, is children's 'difficult' temperament a stable trait that modulates the effect of parenting, or rather is it part of the outcome of a parenting process - as a relatively mild manifestation of externalizing problem behavior? And relatedly, how does the expression of stress-related genes play a role in the association between parenting externalizing problem behavior? To answer these questions, this symposium features a set of innovative studies and a discussion of new insights into the interplay between children's and adolescents' parenting environments and their temperament and (epi)genome characteristics in the development of externalizing problem behavior. The different studies feature a combination of high-quality randomized control trial (RCT) and longitudinal data designs, cutting-edge analytical approaches, and the inclusion of temperament and (epi)genetic data. Study 1 (Huijzer-Engbreghof et al.) uses child temperament - effortful control, surgency, and negative emotionality - to study whether child temperament moderates parenting intervention effects, or whether child temperament may be a direct outcome of parenting intervention effects, as a relatively mild manifestation of child disruptive behavior. Study 2 presents two-wave longitudinal analyses on a community sample of adolescents, examining whether longitudinal associations from parenting styles to externalizing problem behavior are moderated by methylation of the stress-system related NR3C1 gene. Study 3 (Creasey et al.) investigates DNA methylation variation at key stress-related genes - FKBP5 and NR3C1 - of school-aged children following an RCT of the Incredible Years parenting program. The symposium will close with a critical discussion led by Prof. Luc Goossens that centers on how these studies advance our knowledge of temperament and (epi)gene - environment interactions, focusing also on the practical implications of the findings. Keywords: longitudinal; intervention; parenting; methylation; externalizing behavior.

**SY-089\_1** **The Role of Child Temperament in the Intervention Efficacy of the Incredible Years Parenting Intervention**

Huijzer-Engbreghof M., van Rijn-van Gelderen L., Jorgensen T.D., Overbeek G.

University of Amsterdam, Research Institute Child Development and Education

**SY-089\_2** **NR3C1 Methylation as a Moderator in the Association between Parenting and Early Adolescent Externalizing Problem Behavior**

Calders F., Houbrechts M., Bosmans G., Goossens L., Bijttebier P., Claes S., Van Den Noortgate W., Van Leeuwen K.

KU Leuven, Belgium

**SY-089\_3** **Children's NR3C1 and FKBP5 methylation following a randomized controlled trial of the Incredible Years parenting program**

Creasey N.<sup>1</sup> Leijten P.<sup>1</sup>, Tollenaar M.<sup>2</sup>, Boks, M.<sup>3</sup>, Overbeek G.<sup>1</sup>

<sup>1</sup>University of Amsterdam, Amsterdam, The Netherlands, <sup>2</sup>Leiden University, the Netherlands, <sup>3</sup>Utrecht Medical Center, 3508 GA Utrecht, the Netherlands

20:45 - 20:30 **EARLY CARRIER SCHOLARS RECEPTION**



## HALL JUPITER

16:15 - 17:15 **KEYNOTE LECTURE 7**  
 Context and research capacity enhancement in Africa

**Presenter: Marfo K.**, Retired Professor and Foundation Director of the Institute for Human Development, Aga Khan University (East Africa & South-Central Asia); Professor Emeritus, University of South Florida, USA  
**Chair: Robinson J.**, Flinders University College of Education, Psychology and Social Work, Australia

### Integrative Abstract

Congress is occurring in an era likely to gain historical significance for highlighting new paradoxes with profound implications for how we frame inquiry and prepare future generations of developmental professionals at the highest levels of research education. For example, advances in social media have expanded the tools and confines of information dissemination. Contemporaneously, they also signal the potential demise of knowledge as we know it because the “advancement dividend” latent in the ease and speed of information transmission is compromised by the diminishing distinction between authentic and fake content. During the COVID-19 pandemic, we have similarly witnessed how easily “reason” and “science” can fall from grace, even in so-called wealthy and powerful nations, where pursuit of the common good is now increasingly threatened by the ascendancy of populist, fundamentalist, and nativist ideologies. I will propose that research capacity enhancement in Africa should not be simply about how best to transfer the established theoretical, methodological, and technical conventions developed and sharpened over time in the Euro-American world. At a minimum, it should benefit from: attention to understandings of the philosophical foundations of knowledge and inquiry; modest acknowledgment of the limits of our science; and an ethos of pluralism that advances a global field informed by multiple conceptions of developmental phenomena emanating from different cultural-experiential contexts.

## HALL JUPITER

17:15 - 18:45 **INVITED SYMPOSIUM IS-12**  
 Positive Development in Settings of Political Violence and Armed Conflict

**Chair: Taylor L.K.**, University College Dublin, Ireland

### Integrative Abstract

The widespread, negative effects of political violence and armed conflict on children and adolescents is well documented (Cummings et al., 2017; Jahnke et al., 2021; Kadir et al., 2019). Complementing this work, the symposium focuses on the processes and outcomes related to positive development for children in such settings. The aim is to highlight the resources, strengths and resilience processes at play across different contexts and settings. Paper 1 is a qualitative evaluation of an art-based, participatory peacebuilding intervention with conflict-affected children in Colombia. Across the 120 children, aged 9 to 17, there were improvements in empathy and anger management. Paper 2 presents a within-country comparison of children’s intergroup attitudes and behaviours, comparing contexts that were conflict-affected and not. Analyses of 1,568 elementary and high school students, comparing majority to four ethnic minority groups, found that interethnic attitudes and behavioral intentions were more negative in the setting with the history of conflict in Croatia. Paper 3 adopts a cross-site comparison, considering if majority/minority group status moderates the link from parents to children. More specifically, it finds that parental competitive victimhood (i.e., their ingroup suffered more than the outgroup during the conflict) is negatively associated with children’s intergroup contact intentions in four post-accord societies in Europe: Croatia, Kosovo, Northern Ireland, and Republic of North Macedonia. Paper 4 also adopts a transgenerational approach. This paper examines family functioning and early child development of 197 children born to war-affected youth in Sierra Leone. Together, these four papers weave together findings from the Global North and South, across generations, and comparing multiple contexts to shed light on factors and processes that may promote positive development for the 426 million children living in conflict zones.

IS-12\_1

**Artesanos de paz: a qualitative evaluation of an arts-based intervention for conflict-affected children and youth in Colombia**

Pineda-Marín C., Sandoval Escobar M., Alfonso Murcia D.  
Fundación Universidad Konrad Lorenz, Colombia

IS-12\_2

**Shaping the intergroup attitudes of children and youth: lessons from post-conflict and non-conflict settings in Croatia**

Čorkalo Biruški D., Kapović I.  
University of Zagreb, Zagreb, Croatia

IS-12\_3

**The shadow of war: parental competitive victimhood and children's intergroup contact intentions in four post-accord societies in Europe**

Taylor L. K.<sup>1</sup>, Corbett B.<sup>2</sup>, Malku E.<sup>3</sup>, Tomašić Humer J.<sup>4</sup>,  
Tomovska Misoska A.<sup>5</sup>, Dautel J.<sup>2</sup>  
<sup>1</sup>University College Dublin, Dublin, Ireland,<sup>2</sup>Queen's University Belfast, Belfast, Northern Ireland, <sup>3</sup>Deputy Ministry for Education, Kosovo,<sup>4</sup>University of Osijek, Osijek, Croatia, <sup>5</sup>University American College Skopje, Republic of North Macedonia

IS-12\_4

**Effects of parental risks and positive parenting practices on early child development among offspring of adult war-affected youth in Sierra Leone**

Su S., Desrosiers A., Antonaccio C. M., Brennan R. T., Betancourt T. S.  
Boston College, Massachusetts, USA

HALL DELPHI

17:15 - 18:45 **INVITED SYMPOSIUM IS-13**

Digital use and psychosocial adaptation across the life-span: double-edged sword

**Chair: Salmela-Aro K.**, University of Helsinki, Finland  
**Discussant: Motti-Stefanidi F.**, National and Kapodistrian University of Athens, Greece

**Integrative Abstract**

Three studies focusing on digital use and psychosocial adaptation across the life-span shed light on the complexity of digital use and their outcomes on socio-emotional and motivational functioning revealing both positive and negative findings. The first presentation examines early adolescents' digital use and psychosocial adaptation in Germany. The results show that most early adolescents spend their leisure often at home playing video games, watching TV, listening to music, watching videos or the usage of social media. About half play online-games, with about every fifth of the adolescents being involved in violent computer games - particularly boys. Being very often online during leisure related to lowest positive psychosocial adaptation, while adolescents with moderate use of digital/social media showed the most positive outcomes, pointing to both, developmental advantages, but also to risks of digital/social media use during adolescence, in particular, if digital and social media dominate the lives of adolescents. The second presentation examines digital use and psychosocial adaptation from early adolescents to young adulthood in Finland during late adolescence in a sample of 1750 late adolescents from Finland over a threeyear period. We document the social (loneliness, perceived maternal and paternal behaviors) and individual (sex) antecedents, and the outcome implications (depressive symptoms, substance use, academic achievement) of problematic internet use (PIU) trajectories. Latent curve modeling revealed an initially elevated, but subsequently decreasing trajectory of PIU. PIU was positively predicted by loneliness, paternal overprotection, and being male, and negatively predicted by maternal care. The third presentation examines the associations between internet gaming disorder (IGD), stress and cultural orientation including adult gamers (18-72 years) from the USA, UK and Australia. The results suggests that higher stress symptoms act to increase IGD risk. These studies shed light on the complexity of socio-digital participation and their related outcomes as socioemotional and motivational func-

tioning revealing both positive and negative findings. Professor Frosso Motti-Stefanidi will act as the discussant.

**IS-13\_1** **Leisure, Digital and Social Media Use in Adolescence: Relationships to Psychosocial Adaptation**  
Weichold K., Endler P.  
University of Jena, Germany

**IS-13\_2** **Longitudinal Trajectories, Social Antecedents, and Outcomes of Problematic Internet Use among Late Adolescents**  
Salmela-Aro K<sup>1</sup>, Lauri Hietajärvi L.<sup>2</sup>  
<sup>1</sup>University of Helsinki, Finland, <sup>2</sup>Istvan Toth-Kiraly and Alexandre Morin Concordia University, Canada

**IS-13\_3** **Internet gaming disorder behaviours: a preliminary exploration of individualism and collectivism profiles**  
Stavropoulos V.<sup>1</sup>, Frost T. M. J.<sup>1</sup>, Brown T.<sup>1</sup>, Gill P.<sup>1</sup>, Footitt T. A.<sup>1</sup>, Kannis-Dymand L.<sup>2</sup>  
<sup>1</sup>Victoria University, Melbourne, Australia,<sup>2</sup>The University of the Sunshine Coast, Queensland, Australia

## HALL SALON DES ROSES A

17:15 - 18:45 **PAPER SYMPOSIUM SY-090**  
The key role of the educational relationship in the school context: Theoretical and methodological issues

**Chair: Castelli I.** Università degli Studi di Bergamo, Italy

### Integrative Abstract

Within a systemic perspective of human development that underlines the multidimensionality of the developmental process in different contexts, the educational relationship is conceived as the “architrave of development” (Pianta, 1999). In fact, the quality of student-teacher relationship is a fundamental factor for the good outcome of the teaching-learning process, for the managing of the class, and is a reliable predictor of school adjustment as well as of social competences. Therefore, the educational relationship in the school context has been receiving growing attention both on the research level and on the intervention level (Castelli, 2019). This symposium aims at focusing on the theoretical and on the methodological issues of the educational relationship in the school context, with a special attention to Primary school. Presentation no.1 provides a comprehensive overview of the predictive role of the quality of student-teacher relationships: closeness and low conflict relationships across the first seven years of education are associated with the academic, social, and attainment outcomes of students at age 15. Presentations no. 2 and no. 3 go in line with these findings, focusing respectively on the role of the quality of student-teacher relationship on children well-being, and on the comparison of students’ and teachers’ perceptions of the quality of their relationship. Presentation no. 4 enriches the study of the educational relationship investigating the possible role of mentalizing and of mind-mindedness on the triadic relations child-parent-teacher. Implications for interventions in the schools will be also discussed.

**SY-090\_1 Relationships matter: linking student-teacher relationships in elementary school to student outcomes at age 15**

Ansari A.<sup>1</sup>, Hofkens T.<sup>1</sup>, Castelli I.<sup>2</sup>

<sup>1</sup>University of Virginia, Curry School of Education and Human Development, United States

<sup>2</sup>Università degli Studi di Bergamo

**SY-090\_2 Feeling good at school: evidence from a mixed-method research with primary school children**

Andolfi A.R., Lombardi E., Traficante D.

Catholic University of Milan

**SY-090\_3 How do children depict their relationship with teachers? Comparing teacher's perceptions and children drawings in primary school**

Di Norcia A., Cannoni E., Bombi A.S.

Sapienza University, Rome, Italy

**SY-090\_4 Mentalization and mind-mindedness in children-parents' and student-teachers educational relationships.**

Rinaldi T.<sup>1</sup>, Valle A.<sup>1</sup>, Greco A.<sup>2</sup>, Marchetti A.<sup>1</sup>, Pianta R.<sup>3</sup>, Castelli I.<sup>2</sup>

<sup>1</sup>Università Cattolica del Sacro Cuore, Italy, <sup>2</sup>University of Bergamo, Italy,

<sup>3</sup>University of Virginia

**HALL SALON DES ROSES B**

17:15 - 18:45 **PAPER SYMPOSIUM SY-091**

Peer violence in adolescents: cyberbullying, LGBTQ+ bullying and sexual harassment from diversity-sensitive approaches-

**Chair: Ojeda Perez, M.**, University of Sevilla, Spain

**Integrative Abstract**

Peer violence in adolescence is an issue with multiple manifestations. Some of them are bullying, cyberbullying, and sexual harassment, phenomena considered public health problems distinct but related to each other. All have shown important consequences for adolescents' well-being and mental health, in the medium and long term, having been considered developmental risk factors. Besides, some studies have found co-occurrence of these violence phenomena. Therefore, it is a scientific and ethical imperative to develop effective preventive programmes to eradicate them, which requires proper understanding and evaluation. However, traditional research has been carried out from a general perspective, a heritage of positivist tradition, considering "average" students (regarding socioeconomic background or sexual diversity) as a "neutral" category and therefore assuming the generalizability of the results. In other words, most of the research on these issues has been insensitive to possible differences in minority populations, making a comprehensive understanding of the phenomena difficult. This symposium brings together research presentations that show important advances in recent years in terms of the specific issues studied, as well as the epistemological and methodological approaches taken. Thus, a new method, sensitive to disadvantaged socioeconomic backgrounds, will be presented to assess cyberbullying. Additionally, research presentations on LGBTQ+ bullying will be included using an inclusive approach and a different informant population: students and educators. Furthermore, results from a new intervention program to prevent sexual harassment will be presented. In addition to different approaches and methodologies, the symposium includes research presentations from several countries, including a crossnational study. So, the present symposium allows us to obtain a comprehensive and diversitysensitivity view of some of the main pervasive peer violence problems that adolescents are facing, enriching the knowledge of them, as well as offering new methodological tools to understand, assess, and intervene to eradicate them.

**SY-091\_1 Students' comics to describe cyberbullying: an european co-participatory project**

Guarini A.<sup>1</sup>, Mameli, C.<sup>2</sup>, Menabò, L.<sup>1</sup>, Brighi, A.<sup>3</sup>, Menin, D.<sup>4</sup>, Culbert, C.<sup>5</sup> Hamilton, J.<sup>6</sup>, Scheithauer, H.<sup>7</sup>, Smith, P.K.<sup>5</sup>, Völlink, T.<sup>8</sup>, Willems, R. A.<sup>8</sup>, Purdy, N.<sup>9</sup>

<sup>1</sup>University of Bologna, Bologna, Italy, <sup>2</sup>University of Bologna, Bologna, Italy, <sup>3</sup>Free University of Bozen-Bolzano, Bolzano, Italy, <sup>4</sup>University of Ferrara, Ferrara, Italy, <sup>5</sup> Goldsmiths, University of London, London, England, United Kingdom, <sup>6</sup>Queen's University, Belfast, Northern Ireland, <sup>7</sup>Freie Universität, Berlin, Germany, <sup>8</sup>Open University of the Netherlands, Heerlen, Netherlands <sup>9</sup>Stranmillis University College, Belfast, Northern Ireland, United Kingdom.

**SY-091\_2 Lgbtq+ bullying and cyberbullying: involvement according sexual orientation, identity and gender expression**

Ojeda, M.<sup>1</sup>, Elipe, P.<sup>2</sup>, Del Rey R.<sup>1</sup>

<sup>1</sup>University of Sevilla, Spain, <sup>2</sup>University of Jaén, Spain

**SY-091\_3 Educators' concepts about sexual diversity and lgbtq+ bullying**

Ojeda Perez M.<sup>1</sup>, Elipe, P.<sup>1</sup>, Sutil, D.T.<sup>1</sup>, Mora-Merchán J.A.<sup>2</sup>

<sup>1</sup>University of Jaén, Spain, <sup>2</sup>University of Sevilla, Spain

**SY-091\_4 Facing sexual harassment through virtual reality: a brief intervention trial in adolescents and young adults**

Sánchez-Jiménez V.<sup>1</sup>, Ortega-Rivera F.J.<sup>1</sup> Rodríguez-DeArriba M.L.<sup>1</sup>, Ruiz-Vega L.<sup>1</sup>, Jodar-Marín, J.A.<sup>3</sup>, Muñoz-Fernández N.<sup>2</sup>

<sup>1</sup>University of Sevilla, Spain, <sup>2</sup>Universidad Loyola Andalucía, Spain, <sup>3</sup>University of Granada, Spain

**HALL NAFSIKA B**

17:15 - 18:45 **PAPER SYMPOSIUM SY-093**

Cultural differences in attention: Perspectives on development and underlying mechanisms

**Chair: Jurkat S.**, University of Münster

**Integrative Abstract**

A large amount of research has shown marked differences in the way in which people from different cultures attend to the world surrounding them. From a developmental perspective, relevant questions to consider are, first, when these differences emerge and, second, what the proximal mechanisms are that support this development. In this context, it has been proposed that culture-specific socialization practices and social interactions play an important role in the development of culture-specific attention styles. However, direct empirical evidence linking early socio-cultural experiences to variations in cognitive development is still scarce. The present symposium brings together recent empirical advances that focus on specific socio-cultural experiences that provide the proximal mechanisms underlying culture-specific development of attention styles at different ages. More specifically, the first presentation demonstrates cultural differences in Japanese and Austrian infants' visual cortical processes and identifies culture-specific pedagogical interactions between the infant and the mother as one potential driving force underlying this differential development. The second presentation connects social experiences to cognitive changes by comparing Japanese and US-American 3- to 4-year-old children's attention patterns in an eye-tracking and EEG paradigm before and after interacting with their caregivers. The third presentation follows a related approach and examines European Canadian, Japanese Canadian and Japanese 5- to 9-year-old children's performance in a face judgement task before and after a learning situation with their caregivers. Following a converging evidence approach, the fourth presentation chose a priming and a training approach with German children between 4 and 9 years of age in order to scrutinize the potential causal effect that verbal attention-guidance has on children's context-sensitivity and that may underlie culture-specific attention patterns. In sum, this symposium provides insights into the emergence and stabilization of culture-specific attention styles and sheds light on the proximal social-interactional mechanisms underlying its development.

SY-093\_1

**Culture-specific visual processing in the infant brain**

Köster M.<sup>1,2</sup>, Bánki A.<sup>3</sup>, Yamasaki D.<sup>2</sup>, Itakura S.<sup>2,4†</sup>, Höhl S.<sup>3†</sup>

<sup>1</sup>Freie Universität Berlin, Germany, <sup>2</sup>Kyoto University, Japan, <sup>3</sup>University of Vienna, Austria, <sup>4</sup>Doshisha University, Kizugawa, Japan

SY-093\_2

**Focus! Caregiver-child interaction and the development of attention in preschool children in Japan and the U.S.**

Senzaki S.<sup>1</sup>, Shimizu Y.<sup>2</sup>, Cowell J.<sup>1</sup>

<sup>1</sup>University of Wisconsin - Green Bay/US, <sup>2</sup>Waseda University, Tokyo, Japan

SY-093\_3

**Development of Culturally Unique Patterns of Attention: Comparing the Short-Term Effect of Parent-Child Socialization Process Between European Canadians, Japanese Canadians, and Japanese**

Masuda T.<sup>1</sup>, Lee H.<sup>2</sup>, Hayash N.<sup>3</sup>, Hashiya K.<sup>4</sup>

<sup>1</sup>University of Alberta, Canada, <sup>2</sup>University of Montreal, Canada, <sup>3</sup>University of Calgary, Canada, <sup>4</sup>Kyushu University, Japan

SY-093\_4

**The role of verbal attention guidance in the development of visual attention styles**

Jurkat S., Kärtner J.

University of Münster, Germany

HALL NEFELI A

17:15 - 18:45

**ROUND TABLE RT-4**

Reconsidering the Definition of Bullying

**Chair: Smith P.**

**Panelists:**

**Smith P.**

**Salmivalli C.**

**Horton P.**

**Fandrem H.**

**Strohmeier D.**

**Payne E.**

**Integrative Abstract**

The issue of bullying, and school bullying in particular, has become a major international concern. Publications have increased rapidly, and a vast amount of scholarly endeavour is now devoted to the topic. A key issue is obviously the definition of 'bullying'. The traditional definition, at least in western countries and increasingly internationally, has stemmed from the work of Dan Olweus. He defined bullying as "A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself" (Olweus, 1993). This definition includes three important components: 1. Bullying is aggressive behavior that involves unwanted, negative actions. 2. Bullying involves a pattern of behavior repeated over time. 3. Bullying involves an imbalance of power. However, over the last 2 years there has been some movement to revise the definition of bullying, given the greater knowledge gained over the last 3 decades. UNESCO and the World Anti-Bullying Forum (WABF) have hosted a series of international webinars about school bullying. Four webinars were held between March and September 2021 as steppingstones leading up to the 2021 WABF in November 2021. [https://unesdoc.unesco.org/ark:/48223/pf0000374794]. This led to the presentation of a 'new definition', which however provoked considerable controversy. The proposed new definition differed in several respects, including the omission of the 'repetition' criterion. It has since been clarified that the discussion of definition is 'a work in progress' over a period of perhaps two years. A new working group is being set up to take this forward. The proposed Round Table will provide an excellent opportunity to hear about and discuss the progress of the working group, at around a halfway stage in the process.

## HALL NEFELI B

### 17:15 - 18:45 PAPER SYMPOSIUM SY-094

Resilience and intervention factors supporting executive development in toddlers born premature

**Chair: Weinstein M.**, Bar Ilan University Functional Neurosurgery Unit, Tel Aviv Assuta Medical Center

**Discussant: Geva R.**, Bar Ilan University, Israel, Department of Psychology, The Gonda Multidisciplinary Brain Research Centre, Bar Ilan University, Israel

#### Integrative Abstract

Socio-emotional and cognitive problems are highly prevalent among individuals who were born preterm (< 37 weeks' gestation). The current symposium will explore the complex interplay between biological vulnerabilities and environmental influences, including functional brain alterations, parental stress, non-optimal parenting strategies and their influence on developing socio-emotional and executive functions. The current symposium brings together researchers from different countries who share the interest in the neuro-behavioral outcome of preterm born individuals. Study 1 demonstrates the relation between brain-stem function and parental stress on self-control in preterm born toddlers, examining a longitudinal perspective to the development of self-control. Study 2 demonstrates that amygdala resting-state functional connectivity assessed at term is associated with later socio-emotional outcomes in very preterm children. Specifically, functional connectivity of the amygdala was associated with emotion moderation capacities at ages 4-7 years. Study 3 demonstrates infant-to-childhood temperamental trajectories, and their interaction with parental practices. The study highlights the complexity of these relationships by showing that parenting style can moderate the relationship between infant temperament and childhood negative affect. Integration of these studies bring together findings of neonatal brain function at a very early developmental stage, linking the effects of temperament, parental behavior and cognitive capacities to the outcomes of preterm born individuals. The elucidation of the mechanisms linking preterm birth, socio-emotional and executive function problems could provide the basis for developing new interventions aimed at targeting specific factors found to be precursors of these cognitive and emotional abilities.

### SY-094\_1

#### Neonatal brainstem function and parental stress relation to self-regulation in preterm born toddlers

Weinstein M.<sup>1,2</sup>, Mulder H.<sup>3</sup>, Dizitzer S.<sup>1</sup>, Sloeserwij I.<sup>3</sup>, & Geva R.<sup>1</sup>

<sup>1</sup>Bar Ilan University, Israel, <sup>2</sup>Assuta Tel Aviv Medical Centers, <sup>3</sup>Utrecht University, the Netherlands

### SY-094\_2

#### Neonatal amygdala resting-state functional connectivity and socio-emotional development in very preterm children.

Kanel D.<sup>1,2</sup>, Vanes L.D.<sup>1,2</sup>, Ball G.<sup>4,5</sup>, Hadaya, L.<sup>1,2</sup>, Falconer S.<sup>1</sup>, Counsell S.J.<sup>1</sup>, Edwards A.D.<sup>1,3,6</sup>, Nosarti C.<sup>1,2</sup>

<sup>1</sup>Centre for the Developing Brain, School of Imaging Sciences & Biomedical Engineering, King's College London, London, UK, <sup>2</sup>Department of Child and Adolescent Psychiatry, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, UK, <sup>3</sup>Neonatal Unit, Evelina London Children's Hospital, London SE1 7EH, UK, <sup>4</sup>Developmental Imaging, Murdoch Children's Research Institute, Melbourne, Australia, <sup>5</sup>Department of Paediatrics, University of Melbourne, Melbourne, Australia, <sup>6</sup>MRC Centre for Neurodevelopmental Disorders, King's College London

### SY-094\_3

#### Early childhood temperamental trajectories following very preterm birth and their association with parenting style.

Sacchi C.<sup>1</sup> Lovato I.<sup>1</sup>, Vanes L.<sup>2,3</sup>, Hadaya L.<sup>2,3</sup>, Kanel D.<sup>2,3</sup>, Counsell J.S.<sup>3</sup>, Edwards A.D.<sup>3</sup>, Nosarti C.<sup>2,3</sup>

<sup>1</sup>University of Padova, Padova, Italy, <sup>2</sup>Centre for the Developing Brain, School of Biomedical Engineering & Imaging Sciences, King's College London, London, United Kingdom, <sup>3</sup>Department of Child and Adolescent Psychiatry, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, United Kingdom

## HALL JUPITER

08:30 - 10:00 **INVITED SYMPOSIUM IS-14**  
Constructing supernatural beliefs: The role of cognitive and social factors

**Chair: Makris N.**, Democritus University of Thrace, Greece  
**Co-Chair: Pnevmatikos D.**, University of Western Macedonia, Greece  
**Discussant: Harris P.**, Harvard University, USA

### Integrative Abstract

How children construct supernatural beliefs has attracted the interest of developmental psychologists as this question is considered to be of particular importance for the full explanation of human cognition. Supernatural beliefs are no longer regarded as childish ones which are to be abandoned in the course of maturation. On the contrary, a large body of empirical evidence shows that the construction of these concepts is based on both cognitive and social factors. In the symposium, three studies are presented aiming at revealing the role of these factors on the construction of supernatural beliefs. Specifically, Makris and Pnevmatikos present a study on the role of inhibitory control in the development of children's discrimination between human and supernatural minds. Corriveau and her colleagues present a study on how parental testimony influences the knowledge that children from different cultural backgrounds acquire about unobservable scientific and religious phenomena. Richert presents a study on the effect of religious background in children's attributions of four anthropomorphism's aspects to God. The symposium is discussed by Paul Harris.

**IS-14\_1** **Inhibitory control in children understanding supernatural minds**  
Makris N.<sup>1</sup>, Pnevmatikos D.<sup>2</sup>  
<sup>1</sup>Democritus University of Thrace, Greece, <sup>2</sup>University of Western Macedonia, Greece

**IS-14\_2** **The role of religious exposure in children's conceptualization of the unobservable**  
Corriveau K.H.<sup>1</sup>, Payir A.<sup>1</sup>, McLoughlin N.<sup>2</sup>, Davood T.<sup>3</sup>, Clegg J.<sup>3</sup>, Cui Y.K.<sup>1</sup>  
<sup>1</sup>Boston University, USA, <sup>2</sup>University of Kent, United Kingdom, <sup>3</sup>Texas State University, USA

**IS-14\_3** **Religious Variation in Anthropomorphism of God**  
Richert R.  
University of California, USA

## HALL DELPHI

08:30 - 10:00 **PAPER SYMPOSIUM SY-096**  
Achievement goal orientations and adolescent students' well-being

**Chair: Mädamürk K.**, Tallinn University, Estonia; University of Helsinki, Finland

### Integrative Abstract

Achievement goal orientations are widely acknowledged as an important aspect of students learning motivation and academic success. Although a plethora of studies has examined relations between achievement goal orientations and other indicators that affect learning outcomes, there are still topics that are underrepresented. For example, some achievement goal types are still less observed compared to others (e.g., workavoidance compared to mastery goals). Most of the research includes either homogeneous samples or the diversity of the contemporary classrooms is seldom accounted for. Moreover, there is also a considerable lack of meta-analyses that can help to make further conclusions regarding achievement goal orientations' role in learning and well-being. Accordingly, the current symposium presents four studies that aim to fill these gaps and provide novel information regarding learning motivation. Paper 1 investigates the development of outcome and work-avoidance goals compared to mastery and performance goals in adolescence. Paper 2 focuses on achievement goal orientation profiles and emphasizes the role of immigrant status and economic hardship in maintaining adaptive achievement goal orientation profile types through middle school. Paper 3 presents the relations between achievement goal orientation profiles and immigrant status, well-being, and classroom climate in middle school. Finally, paper 4 introduces the results of a meta-analysis regarding adolescent students' achievement goal orientations and anxiety. Thus, the symposium increases insights on achievement goal orientations and the development of adolescent students' learning motivation and well-being through middle school.



**SY-096\_1** **Mastery, performance, outcome, and work-avoidance goals: longitudinal trajectories and relations to achievement and well-being**

Yu J.<sup>1</sup>, Kreijkes P.<sup>2</sup>, Salmela-Aro K.<sup>1</sup>

<sup>1</sup>University of Helsinki, Finland, <sup>2</sup>University of Cambridge, UK

**SY-096\_2** **Achievement goal orientation profiles related to immigrant status and economic hardship**

Mädamürk K.<sup>1,3</sup>, Motti-Stefanidi F.<sup>2</sup>, Ntalachanis A.<sup>2</sup>, Salmela-Aro K.<sup>3</sup>

<sup>1</sup>Tallinn University, Estonia, <sup>2</sup>National and Kapodistrian University of Athens, Greece, <sup>3</sup>University of Helsinki, Finland

**SY-096\_3** **Achievement goal orientation profiles related to students' well-being, achievement and classroom climate**

Ntalachanis A.<sup>1</sup>, Mädamürk K.<sup>2,3</sup>, Salmela-Aro K.<sup>3</sup>, Motti-Stefanidi F.<sup>3</sup>

<sup>1</sup>National and Kapodistrian University of Athens, Greece, <sup>2</sup>Tallinn University, Estonia, <sup>3</sup>University of Helsinki, Finland

**SY-096\_4** **Achievement goal orientations and anxiety in school students: A meta-analysis**

Kenneally Z.<sup>1</sup>, Symonds J. E.<sup>1,2</sup>

<sup>1</sup>School of Education, University College Dublin, Ireland, <sup>2</sup>Policy Research and Evaluation Unit, Manchester Metropolitan University, United Kingdom

**HALL SALON DES ROSES B**

08:30 - 10:00 **PAPER SYMPOSIUM SY-098**

Understanding bullying: identifying potential mechanisms for intervention using longitudinal research, virtual reality and a social-norm intervention

**Chair: Bowes L.**, University of Oxford, United Kingdom

**Discussant: Salmivalli Ch.**, University of Turku, Finland

**Integrative Abstract**

Our interdisciplinary symposium examines potential mechanisms that link bullying victimization to harmful social and psychological outcomes in children and adolescents from three different countries - Finland, the United Kingdom and Indonesia. Our symposium draws upon evidence from three research designs: longitudinal research, virtual reality experiments and a social-norms intervention. In the first study, Sarah Malamut presents data from an observational study of 2851 students from Finland, providing evidence that among victims of bullying, rumination about past victimization that elicits either anger or sadness may be associated with an increased likelihood of subsequent bullying perpetration. In the second study, Julia Badger presents research findings from a virtual reality experiment to identify students showing enhanced psychological reactivity to a virtual verbal bullying scenario, using data from adolescents in the UK. In our final study, Lucy Bowes presents data from 7,592 adolescents in Indonesia indicating that school-level social norms concerning aggressive behavior correlated with rates of bullying perpetration and victimization. She then presents findings from an anti-bullying intervention designed to target such adolescent social norms to drive behavioral change. Taken together, our interdisciplinary symposia findings highlight key targets for intervention in order to reduce bullying and support children and adolescents at risk of poor social and psychological outcomes.

**SY-098\_1 Rumination mediates the association between childhood victimization and adult adjustment**

Malamut S. T., Salmivalli C.  
University of Turku, Finland

**SY-098\_2 Paranoia, psychosis and bullying: A virtual reality experiment**

Badger J., Rovira A., Bowes L.  
University of Oxford, United Kingdom

**SY-098\_3 Targeting adolescents' aggressive social norms to drive behavioral change: Results from Indonesia**

Bowes L.<sup>1</sup>, Zaneva M.<sup>1</sup>, Aryan F.<sup>2</sup>, Ohan F.<sup>2</sup>, Ulum D.<sup>3</sup>, Minnick E.<sup>3</sup>  
<sup>1</sup>University of Oxford, United Kingdom, <sup>2</sup>Yayasan Indonesia Mengabdi, Indonesia, <sup>3</sup>UNICEF Indonesia, Indonesia

**HALL NAFSIKA A**

08:30 - 10:00 **PAPER SYMPOSIUM SY-099**

Parenting in ethnic minority families in the United States: Considering neighborhoods, discrimination and socialization around race.

**Chair: Varner F.**, University of Texas-Austin, USA

**Co-Chair: Banerjee M.**, University of South Carolina, USA

**Discussant: Walper, S.**, German Youth Institute, Munich, Germany

**Integrative Abstract**

According to Bronfenbrenner (1979), it is important to consider the multiple systems that can influence and shape the individual's parenting practices. This paper symposium highlights the significance of how different contexts can play a role on parenting in ethnic minority families within the United States. This symposium had been accepted for the 2020 ISSBD Conference. In ethnic minority families in the United States, one context that can shape parenting responses and practices is racial discrimination. Racial discrimination has been found to be associated with poorer psychological and physical health in African American communities. The first paper takes into consideration how racial discrimination and other racial stressors influence African American fathers' mental health, parenting practices, and their adolescents' behavioral outcomes. Racial discrimination is not the only factor that influences parenting practices, families also may have to shape their parenting practices in response to the neighborhoods where they reside. Additionally, the ethnicity/race of the family can inform the types of socialization strategies may be shaping their involvement in education. The second paper explores how the associations between ethnicity/race and neighborhood's structural characteristics influence parental involvement in immigrant communities within the United States. In addition to general parenting practices, contexts can influence culturally-responsive parenting such as ethnic socialization strategies. The parenting that individuals received in childhood can influence their own socialization practices. In addition, parents' general parenting practices (e.g., communication and discipline can influence their ethnic socialization strategies. Parents' childhood experiences and their general parenting practices in relation to their ethnic socialization strategies and children's outcomes are highlighted in paper 3 in a multi-ethnic US national sample. This symposium takes into consideration the multiple contexts that can play a role in parenting in ethnic minority and immigrant populations. Implications on the importance of these contexts for parenting around the world will be discussed.

**SY-099\_1 Black American fathers' race-related stressors and adolescents' problem behaviors**

Varner E., Holloway K.  
University of Texas at Austin, USA

**SY-099\_2 Parenting strategies and beliefs among African American and Latino parents in a small, urban new destination area**

Witherspoon D.<sup>1</sup>, May E.<sup>1</sup>, Wei W.<sup>1</sup>, Bámaca-Colbert M.<sup>2</sup>, Boggs S.<sup>3</sup>, Bhargava S.<sup>4</sup>

<sup>1</sup>Department of Psychology, the Pennsylvania State University, USA, <sup>2</sup>Human Development and Family Studies Department, the Pennsylvania State University, USA, <sup>3</sup>Department of Psychology, Juniata College, USA, <sup>4</sup>College of Nursing, the Pennsylvania State University, USA

**SY-099\_3 The relationship between parenting factors and ethnic-racial socialization in ethnic minority families in the United States**

Banerjee M.  
University of South Carolina, USA

**HALL NAFSIKA B**

08:30 - 10:00 **PAPER SYMPOSIUM SY-100**  
Offspring-parent attachment relationships: predictors and outcomes

**Chair: Yan J.**, Utah State University, USA  
**Discussant: Schoppe-Sullivan S. J.**, The Ohio State University, USA

**Integrative Abstract**

The symposium opens with Li and colleagues' study on the flexibility in the infant-caregiver interaction structure offering unique insights into the association between early infant-caregiver interaction dynamics and their attachment relationships later on from a dynamic systems perspective. Using state space grids of dyad-specific interaction trajectories during the Still Face Paradigm, Li and colleagues derived the flexibility indices and found that greater flexibility at 3 months was linked with higher attachment security at 12 months, as measured by the Strange Situation paradigm. Moving on to the middle childhood years, Gao and colleagues' study emphasizes the need to consider children's differential susceptibility to parenting when understanding the development of parent-child attachment relationships. In particular, Gao and colleagues found that parents' supportive emotion socialization was associated with higher-quality parent-child attachment relationships, but only for children with lower resting RSA. Children who had higher resting RSA reported high-quality relationship with their parents regardless of the supportiveness of parents' emotion socialization. Finally, Yan and Chen's work highlights the critical roles of infant-mother attachment in predicting long-term psychosocial outcomes. After accounting for the potential confounding effects, insecure/avoidant attachment style measured at one year predicted higher levels of remorselessness, unemotionality, and callousness at 15 years. As such, their findings provide insights into the long-term outcomes for attachment relationships established in early life. The papers included in this symposium are strong both conceptually and methodologically. They underline the significance of capturing complex dynamics linking parent-child interactions, parent-child attachment, and long-term outcomes. They utilize longitudinal data to examine change over time and state-of-the-art data analysis techniques. Together, with the facilitation of Dr. Schoppe-Sullivan, an internationally recognized expert on attachment, and Professor of Psychology at The Ohio State University, these papers will stimulate conversations regarding the antecedents and sequelae of offspring-parent attachment relationships in the Eastern and Western cultures.

**SY-100\_1 Dynamics of early infant-mother interaction and infant-mother attachment security at 12 months**

Li X., Hu K., Hu Y., McElwain N.L.

University of Illinois at Urbana-Champaign, USA

**SY-100\_2 Emotion socialization and parent-child relationships for chinese school age children: the moderating role of child resting RSA**

Gao M.<sup>1</sup>, Yan J.<sup>2</sup>, Han Z.<sup>1</sup>, Wang H.<sup>1</sup>, Ahemaitijiang N.<sup>1</sup>

<sup>1</sup>School of Psychology, Beijing Normal University, China, <sup>2</sup>Department of Human Development and Family Studies, Utah State University, USA

**SY-100\_3 The long-term outcomes of mother-infant attachment across 14 years: Youth psychopathic behaviors**

Yan J.<sup>1</sup>, Chen J.<sup>2</sup>

<sup>1</sup>Department of Human Development and Family Studies, Utah State University, USA, <sup>2</sup>Department of Psychology, Ohio State University, USA

**HALL NEFELI A**

08:30 - 10:00 **PAPER SYMPOSIUM SY-101**

Moral development: Theoretical and cross-cultural perspectives

**Chair: Myślińska-Szarek K.**, SWPS University of Social Sciences and Humanities, Poland

**Integrative Abstract**

The ability to assess another person as pro-social or anti-social is one of the most basic and important social skills and in recent years, there has been a growing body of research on socio-moral development. However, the vast majority of these studies are carried out on children from Western middle-class families and from a relatively small age range group. This symposium brings together not only theoretical and empirical approaches to moral development but also emphasizes the importance of cross-cultural studies in the field. The symposium's first presentation is dedicated to a new theoretical model on the subject of deception. An innovative three-step model for the development of deception, as well as its relationship with understanding false beliefs will be presented. The second presentation concerns cross-cultural studies. The studies involved children aged 5-11 from Colombia and Great Britain, they demonstrate how the assessment of moral transgressions and the propensity to punish an immoral character differ between Colombian and Spanish children. Our third presenter examines cross-cultural differences in mothers' moral values and their parenting behaviours when shaping basic pro-social behaviours, such as helping, sharing and cooperation, in two different cultural contexts: middle-class families in Münster (Germany) and indigenous families in Cotacachi (Ecuador). Finally, the last paper also explores helping as a basic prosocial behaviour, presenting results in which children up to 5 years of age positively assess the act of helping, regardless of the moral character of the outcome (moral or immoral). This symposium integrates theoretical and empirical approaches to socio-moral development - widening the span of development and crossing cultures.

**SY-101\_1 A new model of the development of deception: disentangling the role of false-belief understanding in deceptive ability**

Jakubowska J., Białocka-Pikul M.  
Stefan Szuman Department of Developmental and Educational Psychology, Institute of Psychology, Jagiellonian University, Poland

**SY-101\_2 Intent-based morality: a cross-cultural and developmental perspective**

Arini L.R.<sup>1</sup>, Aljure J. B.<sup>2</sup>, Fernandez E.<sup>3</sup>, Suárez N.<sup>3</sup>, Bueno-Guerra N.<sup>4</sup>, Wiggs L.<sup>1</sup>, Ingram G.<sup>2</sup>, Kenward B.<sup>1</sup>, González B.<sup>4</sup>  
<sup>1</sup>Oxford Brookes University, Oxford, United Kingdom, <sup>2</sup>Universidad de los Andes, Bogotá, Colombia, <sup>3</sup>Universidad de Oviedo, Oviedo, Spain, <sup>4</sup>Universidad Pontificia Comillas, Madrid, Spain

**SY-101\_3 Cross - cultural differences in the socialization of moral behaviors; insight from material reports in an indigenous community (Ecuador) and in Munster (Germany)**

Giner Torrén M.<sup>1</sup>, Coppens A. D.<sup>2</sup>, Kärtner J.<sup>1</sup>  
<sup>1</sup>University of Münster, Lab of Developmental Psychology, Germany, <sup>2</sup>University of New Hampshire, USA

**SY-101\_4 Is helping always morally good? A study with toddlers and preschool children**

Myślińska-Szarek K.<sup>1</sup>, Bocian K.<sup>1,2</sup>, Wojciszke B.<sup>1</sup>  
<sup>1</sup>SWPS University of Social Sciences and Humanities, Poland, <sup>2</sup>University of Kent, United Kingdom

**HALL NEFELI B**

08:30 - 10:00 **DEVELOPING COUNTRY FELLOWSHIPS WORKSHOP**

**Chair: Smith P.**, Goldsmiths University of London, United Kingdom

**DCF\_1 Bilingual Education : Abidji / French from Preschool year to Grade 4 Primary School, French / English from Grade 5 in Rural Côte d'Ivoire**  
Hager-M'boua A.C.  
Université Alassane Ouattara, Bouaké, Côte d'Ivoire

**DCF\_2 Predictors and perceptions of school bullying among Nigerian adolescents**  
Chika Chukwuorji J.B.  
Department of Psychology, University of Nigeria, Nsukka, Nigeria

**DCF\_3 Individual Protective Factors influencing resilience in school adaptation among children in Post War and Covid context**  
Makutsa L.M.  
Department of Psychology & Early Childhood Studies, Kibabii University, Kenya

**DCF\_4 Perspectives, lived experiences, and needs of Kenyan fathers in child caregiving**  
Ayiro L.  
Masinde Muliro University of Science and Technology, Webuye, Kenya

**DCF\_5 The status of adolescents' family environments: Addis Ababa city secondary school students in focus**  
Abdisa M.H.  
School of Psychology, Addis Ababa University, Ethiopia

**DCF\_6 Cooperation as a tool to promote Turkish children's inclusivity towards Syrian refugee children**  
Gönültaş S.  
Bilkent University, Ankara, Turkey

**DCF\_7 Grandparents raising grandchildren: The perspective from Malaysian grandparents, parents and grandchildren**  
Gan S.W.  
University Tunku Abdul Rahman, Kampar, Perak, Malaysia

**DCF\_8 Grandparents raising grandchildren: The perspective from Malaysian grandparents, parents and grandchildren**

Tanoh T.F.O.  
University Félix Houphouët Boigny-Abidjan Ivory Coast

10.00-10:30 **COFFEE BREAK**  
**POSTER SESSION 7**

**HALL JUPITER**

10:30 - 12:00 **INVITED SYMPOSIUM IS-15**  
Joint Symposium of ISSB and IAGG Life course Influences in later life outcomes / social relations and cognitive functioning

**Chair: Ajrouch K.J.**, Eastern Michigan University, USA  
**Co-Chair: Antonucci T.C.**, University of Michigan, USA  
**Discussant: Tesch-Roemer C.**, German Centre of Gerontology, Germany

**Integrative Abstract**

This symposium explores early influences on later life outcomes from childhood through old age. Schoon & Parsons (University College, London, Centre for Longitudinal Studies, UK) examine intergenerational transmission of trauma, out-of-home care, psychological well-being and loneliness. They use data from the 1970 British Cohort Study (BCS70) 2020 second Covid19 Survey. They found that children of care leavers, that is those who were in care but then left it, did better than those who were themselves in care, although compared to those without care experience both groups had an increased risk of poorer adult outcomes. The findings point to both continuity and discontinuity of disadvantage. Ajrouch, Antonucci, Webster & Zahodne (Eastern Michigan University and University of Michigan) use the Social Relations Study, a regional US sample, to examine life time patterns of cognitive risk by race, class and gender. They find that being female, non-white and having a lower education were all associated with increased cognitive risk from 1992 to 2015, and that the predictability of social position was similar across age. Litwin and Levinsky (The Hebrew University, Israel) use the Survey of Health, Ageing and Retirement in Europe to examine the relative influence of personality traits and social networks on well-being outcomes. They find the former accounts for more variance than the latter but that certain social network characteristics offset dysfunctional personality attributes and improve well-being in late life. In sum, longitudinal data from the United Kingdom, the United States, and Israel clearly indicate the association of early life experiences on later life outcomes. All studies firmly point to the long-term outcome on health and wellbeing in later life.

**IS-15\_1 Intergenerational transmission of trauma, out-of-home care, psychological wellbeing, loneliness, 1970 British Cohort Study**

Schoon L., Parsons S.

Centre for Longitudinal Studies, University College London, United Kingdom

**IS-15\_2 Life-Time Patterns of Cognitive Risk by Race, Class and Gender**

Ajrouch K. J.<sup>1,2</sup>, Antonucci T.C.<sup>2</sup>, Webster N.<sup>2</sup>, Zahodne L.<sup>2</sup>

<sup>1</sup>Eastern Michigan University, USA, <sup>2</sup>University of Michigan, USA

**IS-15\_3 The interplay of personality traits and social network characteristics in the subjective well-being of older adults**

Litwin H., Levinsky M.

Hebrew University, Jerusalem, Israel

**HALL DELPHI**

08:30 - 10:00 **PAPER SYMPOSIUM SY-102**

Immigrants' acculturation and Intergenerational relationships: An European perspective

**Chair: Schwarz B.**, Zurich University of Applied Sciences, Switzerland

**Integrative Abstract**

Immigrants' acculturation is a complex process that refer to the orientation towards the host and the ethnic culture. Additionally, acculturation is a multidimensional construct that comprises changes with respect to practices and behaviors, values and norms, and identity and identification (Schwartz, Unger, Zamboanga, & Szapocznik, 2010). From a developmental perspective, acculturation of first and second-generation immigrants differ remarkably because usually second-generation immigrants have more opportunities to interact with representatives of the host culture in a phase of life with high plasticity (Sam & Oppedal, 2003). The symposium wants to gain insight into these complex processes by providing different approaches to acculturation and including different immigrant populations in three European countries that are characterized by a long history of immigration: Luxemburg, Germany, and Switzerland. Additionally, all presentations consider the interplay of acculturation and intergenerational relationships. The first two presentations refer to different immigrant groups in Luxembourg. Albert and Barros investigated first generation parents and their second-generation adult children with an Portuguese background in Luxembourg. They compared the differences in patterns of bicultural identity construction. Murdock and Arifi concentrate on another area of acculturation: values. In a qualitative approach they investigated the values transmission between first- and second-generation Kosovars. The following presentations both investigated the impact of acculturation in terms of norms and values on intergenerational support exchange. Schwarz and Pfammatter studied the associations between second generation immigrants' reports on their acculturation, their filial obligations and perceptions of their parents' filial obligation, and social support. The data came from immigrants from a variety of cultural backgrounds in Switzerland. Buhl et al. will present data from Germany. The authors compared the family values and norms of immigrant and indigenous adults and asked whether these values and norms explain the differences in social support between the two groups.

**SY-102\_1 Cultural identity in the context of migration - the case of Portuguese first generation immigrants in Luxembourg and their second generation children**

Albert I., Barros S.  
 University of Luxembourg, Luxembourg

**SY-102\_2 Cultural identity in the context of migration - case studies of Kosovar families in Luxembourg**

Murdock E., Arifi E.  
 University of Luxembourg, Luxembourg

**SY-102\_3 Support and family values in families with and without a migration background in Germany**

Buhl H.M., Hoellger C., Sommer S.  
 Paderborn University, Germany

**SY-102\_4 Support of parents in Swiss second-generation immigrants: the role of acculturation and consensus in filial obligations**

Schwarz B., Pfammatter P.  
 Zurich University of Applied Sciences, Switzerland

**HALL SALON DES ROSES A**

10:30 - 12:00 **PAPER SYMPOSIUM SY-103**

The role of biopsychosocial stressors in child development and well-being in Australia, Colombia, Italy, the Netherlands, Poland, Spain, Sweden, and the United States

**Chair: LaRusso M.,** University of Connecticut, USA

**Integrative Abstract**

Child rearing practices, school environments, and an individual's own strengths and vulnerabilities have all been implicated as factors that shape healthy or unhealthy child development and lead to behavioral problems and psychopathology. These factors also vary according to the particular cultural practices and social conditions of the different geographical places where children grow up. To explore factors related to youth mental health and their meaning in particular cultural and national contexts, this symposium brings together researchers from Colombia, Italy, Poland, Spain and the United States. The presenters for this panel are an inter-disciplinary group of scholars bridging pediatric medicine, developmental psychology, and anthropology. The first paper examines differences in circadian patterns of sleep among infants through 8-year-olds in Australia, Italy, the Netherlands, Poland, Spain, Sweden, and the United States and discusses the results in relation to parents' ethnotheories and potential differences in associated stresses and self-regulation. The second paper reports findings linking family dysfunction with juvenile sexual offending and emphasizes the scarcity of resources for impoverished families as critical for understanding family dysfunction and deviant behavior in Colombia. The third paper explores responses to victimization witnessed in schools and associations with internalizing and externalizing symptoms, interpreting results in the context of U.S. culture, including high rates of school and community violence and increasing prevalence of anxiety in youth. The fourth paper investigates the reversal of children's mental health symptoms with the treatment of underlying infections and immune system dysfunction and examines mental health misdiagnosis of children within the context of the ultra-specialized and for-profit culture of the U.S. medical system. Taken together, these papers provide the foundation for discussion and debate of the importance of the cultural and national context of studies conducted on the biopsychosocial determinants of child development and well-being.



SY-103\_1

**Culture, sleep profiles, and pathways to maturity**

Super C.<sup>1</sup>, Harkness S.<sup>1</sup>, Zylicz, O.<sup>2</sup>, Bonichini S.<sup>3</sup>, Rios Bermudez M.<sup>4</sup>, Welles B.<sup>5</sup>

<sup>1</sup>Department of Human Development and Family Sciences, University of Connecticut, United States, <sup>2</sup>WSB University in Warsaw, Poland, <sup>3</sup>University of Padua, Italy, <sup>4</sup>University of Seville, Spain, <sup>5</sup>Fairfield University, USA

SY-103\_2

**Psychological, social and pediatric characterization of adolescent sex offenders in Bogotá, Colombia**

Barrios-Acosta M., Straub G., Romero-Serna C.

Departamento de Pediatría. Facultad de Medicina, Universidad Nacional de Colombia

SY-103\_3

**Take a stand!?: Youth well-being and victimization bystander intervention in the U.S.**

Brenick, A., Zureiqi, M.

Department of Human Development and Family Sciences, University of Connecticut, United States

SY-103\_4

**Confronting new understandings of children's mental health: Families' and physicians' experiences**

LaRusso M.<sup>1</sup>, Abadia C.<sup>2</sup>

<sup>1</sup>Department of Human Development and Family Sciences, University of Connecticut, United States, <sup>2</sup>Department of Anthropology and the Human Rights Institute, University of Connecticut, United States

HALL SALON DES ROSES B

10:30 - 12:00 **PAPER SYMPOSIUM SY-104**

Psychological adjustment in the context of the COVID-19 pandemic: Associations with personal and interpersonal factors across development

**Chair: Pascuzzo K.**, Université de Sherbrooke, Canada

**Discussant: Miljkovitch R.**, Université Paris 8, France

**Integrative Abstract**

While social isolation aimed at restricting the spread of the COVID-19 virus can be a source of stress for the entire population, adolescents and young adults who are at crucial periods in their social development may be particularly at risk. In this context, parental support could be expected to mitigate the repercussions of the pandemic on youth adjustment. But to what extent are parents struggling with their own difficulties? The current situation represents a unique opportunity to investigate the personal and interpersonal factors associated with one's psychological adjustment when social circumstances are unfavorable. This symposium includes three independent papers dealing with this very issue. The first paper addresses the psychosocial adjustment difficulties presented by emerging adults during the pandemic according to their history of conduct problems (CP) and gender. Results show that many difficulties in emerging adulthood are associated with the presence of childhood CP, regardless of the pandemic. Yet, young women, not men, reported more severe anxiety related to the COVID-19 pandemic. The second paper sheds light on the various forms of anxiety reported by high school students by comparing data obtained prior to and during the pandemic. Results reveal that students surveyed during the pandemic reported more symptoms of anxiety, including perfectionism, than those surveyed prior. Lastly, the third paper focuses on the associations between parents' distress and the quality of their intra- and extra-family relationships. Results show that among the distress symptoms assessed in parents, anxiety was the most severe. Furthermore, greater distress was uniquely associated with greater dysfunction with regards to family roles. Together, these papers underscore how individuals across different age groups are struggling with anxiety during the pandemic and provide insight on the associated factors. Given the ongoing nature of the pandemic, a better understanding of these associations is crucial to prevent future difficulties.

**SY-104\_1 Psychosocial adjustment of emerging adults during the pandemic: associations with conduct problems in childhood and gender**

Lapalme M., Chavignon É., Pascuzzo K., Le Corff Y., Martin-Storey A.  
Université de Sherbrooke, Canada

**SY-104\_2 The impact of the covid-19 pandemic on the anxiety of adolescents in Quebec**

Therriault D.<sup>1</sup>, Lane J.<sup>1</sup>, Dupuis A.<sup>1</sup>, Gosselin P.<sup>1</sup>, Smith J.<sup>1</sup>, Ziam S.<sup>2</sup>, Roy M.<sup>1</sup>, Roberge P.<sup>1</sup>, Drapeau M.<sup>3</sup>, Morin P.<sup>1</sup>, Berrigan F.<sup>1</sup>, Thibault I.<sup>1</sup>, Dufour M.<sup>4</sup>  
<sup>1</sup>Université de Sherbrooke, Sherbrooke, Qc, Canada, <sup>2</sup>Université TELUQ, Quebec, Canada, <sup>3</sup>McGill University, Montreal, Canada, <sup>4</sup>Université du Québec à Montréal, Montreal, Canada

**SY-104\_3 Parental psychological distress during the covid-19 pandemic: associations with the quality of parents' interpersonal relationships and family functioning**

Pascuzzo K., Laurier C., Bédard D., Labonté A.  
Université de Sherbrooke, Sherbrooke, Canada

**HALL NAFSIKA A**

10:30 - 12:00 **PAPER SYMPOSIUM SY-105**

Family well-being and predictors of child adjustment in the context of parental separation

**Chair: Lux U.**, Ludwig-Maximilians-University of Munich (LMU), Germany - German Youth Institute, Munich (DJI), Germany

**Co-Chair: Zimmermann J.**, Ludwig-Maximilians-University of Munich (LMU), Germany

**Integrative Abstract**

This symposium addresses divorce or separation, and as a result children growing up with single parent families, as an important context for child development. Many researchers pointed out that divorce is neither a uniform nor a single event, but instead is likely to be embedded in a longer series of events and stressors, which precede or follow from separation and divorce (Hetherington & Stanley-Hagan, 1999). While there is considerable variability in findings across studies, the main result of several meta-analyses report - even though with a small effect size - poorer outcomes for children with separated parents than for children living in nuclear families (e.g. Amato, 2001; Swartz-den Hollander, 2017). Both, the trajectories of parental and child well-being and the consequences of specific parenting arrangements like joint physical custody for child adjustment are much debated, particularly in the context of conflictual separations. Thus, the first contribution in this symposium addresses trajectories of family wellbeing and relationship quality comparing nuclear and (prospectively) separated families using a pooled dataset of parents in a nationwide prospective longitudinal study. The second paper draws attention to the effects of joint physical custody on child well-being by focusing on level of interparental conflict. The third paper from Great Britain takes up the debate about quality vs. quantity of contact and highlights the significance of child reports. The last contribution from Germany sheds light on the children's experiences and wellbeing in families following separation with or without legal disputes. It analyses the influence of parental reciprocal derogation and coparenting conflicts. The session closes with an active discussion in the light of related findings with the involvement of the audience.

Keywords: Parental Separation; Well-Being; Child Adjustment; Contact Arrangements; Parental Conflict

**SY-105\_1 Trajectories of family well-being and relationship quality in nuclear and separated families: Results of a prospective longitudinal study**

Lux U.<sup>1,2</sup>, Walper S.<sup>1,2</sup>, Reim J.<sup>1,2</sup>, Amberg S.<sup>1</sup>, Zimmermann J.<sup>1</sup>

<sup>1</sup>Ludwig-Maximilians-University of Munich (LMU), Germany, <sup>2</sup>German Youth Institute, Munich (DJI), Germany

**SY-105\_2 The effects of child care arrangements on the well-being of children and adolescents, with focus on the role of parental conflict level**

Konrath E., Werneck W.

Department of Developmental and Educational Psychology, Faculty of Psychology, University of Vienna, Austria

**SY-105\_3 Children's reports on contact with parents after separation**

Haux T.

NatCen Social Research, London, United Kingdom

**SY-105\_4 Child's Perspective in families following separation with or without legal disputes**

Zimmermann J.<sup>1</sup>, Reim J.<sup>1,2</sup>, Kindler H.<sup>2</sup>, Walper S.<sup>1,2</sup>, Amberg S.<sup>1</sup>, Lux U.<sup>1,2</sup>

<sup>1</sup>Ludwig-Maximilians-University of Munich (LMU), Germany, <sup>2</sup>German Youth Institute, Munich (DJI), Germany

**HALL NAFSIKA B**

10:30 - 12:00 **PAPER SYMPOSIUM SY-106**

Key influencers in childhood emotion socialisation: The role of parents, peers and teachers

**Chair: Kehoe C.**, University of Melbourne, Australia

**Integrative Abstract**

This symposium explores the roles of parents, peers and teachers in children's emotion socialisation at various stages of development. Emotion regulation refers to the ability to understand emotions and to modulate their expression. These skills are foundational, and underpin lifelong well-being and mental health by determining our ability to form and maintain relationships, manage conflict, and navigate the challenges of daily life. Difficulties with emotion regulation are linked to child internalizing and externalizing problems, and to peer rejection, antisocial behaviour and suicide attempts in later life. These associations are known to persist into adulthood, where adults with poor self-regulation are more likely to have mental health problems. There is increasing evidence that a range of people in a child's life can impact on the development of their emotion regulation skills, including their parents, kindergarten and school teachers, and peers. The four presentations in the symposium draw on longitudinal and intervention datasets to elucidate emotion socialisation processes from these diverse influencers over early childhood to adolescence, to inform future prevention and intervention efforts. Westrupp presents an examination of emotion socialisation from pregnancy through to primary school, drawing on data collected from a range of Western countries to investigate the role of mothers and fathers' own emotional health and competence, and their parenting and beliefs about child emotions. Havihurst then looks at the relative influence of parent and teacher emotion socialisation in kindergarten (age 2-5 years) in Norway. The two remaining presentations examine emotion socialization within secondary school settings. Kehoe presents Australian cross-sectional data and shows that teachers' own emotional responses, insight, and skills are related to how they respond to student emotions. Finally, Dunsmore presents findings investigating associations between parent and friend supportive and non-supportive emotion socialization and adolescents' sense of belonging at the transition to secondary school in the USA.

**SY-106\_1 Mothers and fathers' emotion regulation, beliefs, and parenting practices**

Westrupp E.W.<sup>1,2</sup>, Macdonald J.<sup>1,2</sup>, Youssef G.J.<sup>1,2</sup>, Bennett C.<sup>3</sup>,  
Havighurst S.<sup>4</sup>, Kehoe C.<sup>4</sup>, Berkowitz T.<sup>1,2</sup>, Gabriella G.L.<sup>1,2</sup>

<sup>1</sup>Deakin University, Geelong, Australia, <sup>2</sup>The Centre for Social and Early Emotional Development, Melbourne, Australia, <sup>3</sup>Columbia University Medical Center, New York, United States, <sup>4</sup>University of Melbourne, Australia

**SY-106\_2 The contribution of parent and teacher emotion socialization to children's emotion knowledge, regulation and behavior in a Norwegian kindergarten sample**

Havighurst S.S.<sup>1,2</sup>, Kartushina N.<sup>2</sup>, Tidemann I.<sup>2</sup>, Mayor J.<sup>2</sup>, Nygaard E.<sup>2</sup>,  
Karevold E.B.<sup>2</sup>

<sup>1</sup>University of Melbourne, Australia, <sup>2</sup>University of Oslo, Norway

**SY-106\_3 Teacher emotion socialization in secondary school: what contributes to teachers' ability to respond supportively to students emotions?**

Kehoe C.<sup>1</sup>, Havighurst S.<sup>1,2</sup>, Harley A.<sup>1</sup>

<sup>1</sup>University of Melbourne, Australia, <sup>2</sup>University of Oslo, Norway

**SY-106\_4 Adolescents' sense of belonging in secondary school: roles of peer relations and parent and friend emotion socialization**

Miller-Slough R.L.<sup>1</sup>, Zhu D.<sup>2</sup>, Dunsmore J.C.<sup>2</sup>

<sup>1</sup>East Tennessee State University, Johnson City, USA, <sup>2</sup>Virginia Tech, Blacksburg, USA

**HALL NEFELI A**

10:30 - 12:00 **PAPER SYMPOSIUM SY-107**

Students' perceptions of affective student-teacher relationships: Measurement and associations with students' school adjustment

**Chair: Koomen H.**, University of Amsterdam, Netherlands

**Co-Chair: Chen M.**, University of Amsterdam, Netherlands

**Integrative Abstract**

Numerous studies have shown the importance of the affective quality of dyadic student-teacher relationships for students' school success (Roorda et al., 2011; 2017). Previous research mainly focused on teachers' perceptions of relationship quality. Relationship perceptions of students, however, differ from those of their teachers (Pianta et al., 2003), and make unique contributions to predicting their school adjustment (Hughes, 2011). The present symposium thus focused on the application and psychometric qualities of a promising measure for students' relationship perceptions, that is, the Student Perception of Affective Relationship with Teacher Scale (SPARTS; Koomen & Jellesma, 2015) across different settings. More specifically, this symposium includes data from five countries (Spain, Germany, Belgium, the Netherlands, China), pertaining to both elementary and secondary education, and mainstream as well as special schools. Furthermore, we discuss how students' relationship perceptions link to various aspects of their school adjustment (psychosocial problems, working memory, and engagement). We start with a study showing support for the factorial validity of the Spanish version of the SPARTS among upper elementary school students. The second study examines the convergent validity of the German version of the SPARTS in elementary and secondary education, both in mainstream and special schools. This study further investigates how students' and teachers' relationship perceptions affect students' psychosocial problems. The third study employs the SPARTS to unravel uni- and bidirectional interrelations between students' relationship perceptions and their working memory over time, with a three-wave cross-lagged design in Belgian elementary schools. This study also examines how teacher, child, and family characteristics affect these associations. Finally, the last study shows that the SPARTS can also be used in Eastern countries, and allows meaningful cross-cultural comparisons of students' relationship perceptions. This study further explores whether the link between students' relationship perceptions and school engagement differs across the Netherlands and China.

## HALL JUPITER

### SY-107\_1 **The impact of dyadic perceptions of student-teacher relationships on psychosocial problems in German mainstreaming and special schools**

Bolz T.<sup>1</sup>, Vösgen, M.<sup>2</sup>, Leidig, T.<sup>2</sup>, Casale G.<sup>3</sup>

<sup>1</sup>University of Oldenburg, Germany, <sup>2</sup>University of Cologne, Germany,

<sup>3</sup>University of Wuppertal, Germany

### SY-107\_2 **The association between student-teacher relationships and children's working memory performance**

Sankalaite S.<sup>1</sup>, Huizinga M.<sup>2</sup>, Baeyens D.<sup>1</sup>

<sup>1</sup>KU Leuven, Belgium, <sup>2</sup>Vrije Universiteit Amsterdam, the Netherlands

### SY-107\_3 **How students' perceptions of affective student-teacher relationships link to their school engagement across the Netherlands and China**

Chen M., Zee M., Koomen H., Roorda D.

University of Amsterdam, the Netherlands

### 13:00 - 14:30 **PAPER SYMPOSIUM SY-108**

Immigrant and refugee youths' success factors for positive development and resilience

**Chair: Strohmeier D.**, University of Applied Sciences Upper Austria, Austria

#### **Integrative Abstract**

Children and youth with migration experiences constitute an increasing proportion of the population in many countries. Most families decide to move internationally because of education, work or other personal reasons. Since 2015, the number of children and youth who had to leave their home country because of wars or other disasters increased rapidly, putting the question how to best integrate refugee children in schools on the top of the political agenda. Thus, improving the developmental outcomes of immigrant and refugee children and youth is interrelated to building cohesive and harmonious societies, while a lack of integration is likely to produce a multitude of economic, political, and social costs in the long run. This symposium aims to contribute to a better understanding of the complexity of immigrant and refugee youth' positive development and resilience by shedding light on processes causing average or good adaptation in different developmental domains despite having faced some adversities. While paper#1 and paper#2 investigate factors promoting the educational success of immigrant adolescents, paper#3 examines intra-familial dynamics related to adolescents' support of their parents in media use, and paper#4 investigates individual and societal risk and protective factors affecting Syrian refugee adolescents' psychosocial wellbeing. The papers cover data from 5458 adolescents (50% female, 17% immigrants) collected within PISA 2018 in Sweden, 1155 adolescents (552 girls, 235 first and second generation immigrants aged 12.7 years) collected in Austria, 301 adolescents in Switzerland including 136 German immigrant adolescents (average age = 15.3, 65% female) and 165 native Swiss adolescents (average age = 15.9, 61% female), as well as from 150 Syrian refugee adolescents and their mothers residing in Turkey. Overall, the symposium demonstrates that there is heterogeneity among immigrant and refugee youth and discusses factors that might help creating societies that offer equal opportunities to all children and youth.

**SY-108\_1 Academic resilience and vulnerability among immigrant youth**

Özdemir M., Bayram Özdemir S.  
Örebro University, Sweden

**SY-108\_2 Academic success of immigrant youth: The importance of socio-ecological resilience processes from the perspectives of adolescents and their parents**

Strohmeier D.<sup>1,2</sup>, Wagner P.<sup>1</sup>  
<sup>1</sup>University of Applied Sciences Upper Austria, Linz, Austria, <sup>2</sup>University of Stavanger, Stavanger, Norway

**SY-108\_3 Technical brokering of immigrant adolescents in Switzerland: A developmental-acculturative perspective**

Aumann L., Titzmann P.F.  
Leibniz University Hannover, Germany

**SY-108\_4 Risk and protective factors affecting mental health of Syrian refugee children in Turkey**

Kunuroglu F.<sup>1</sup>, Doğan A.<sup>2</sup>, Algedik Demirayak P.<sup>3</sup>, Şen Demirdöğen E.<sup>4</sup>  
<sup>1</sup>Izmir Katip Çelebi University, Turkey, <sup>2</sup>Ege University, Turkey, <sup>3</sup>Rumeli University, Turkey, <sup>4</sup>Şişli Eftal Araştırma Hastanesi, İstanbul, Turkey

**HALL DELPHI**

13:00 - 14:30 **PAPER SYMPOSIUM SY-109**

An international perspective on intergroup processes which facilitate inclusive and prosocial environments for immigrant and refugee youth

**Chair: Gönültaş S.**, University of Exeter, United Kingdom - University of Bilkent, Turkey

**Co-Chair: Rutland A.**, University of Exeter, UK

**Integrative Abstract**

Immigrant and refugee children and adolescents experience bias-based treatment, social exclusion, and hostility in their peer contexts that lead to serious adverse outcomes in mental health development, psychosocial adjustment, and school adaptation (Gönültaş & Mulvey, 2019; Rutland & Jones, 2018). One way to ameliorate such negative peer climate is promoting inclusive and prosocial intergroup relations. Thus, it is critical to explore the multifaceted nature of intergroup relations by examining attitudes, emotions, reasoning, and responses to provide a safe environment for immigrant and refugee youth. This symposium presents four recent international studies (three empirical studies and one systematic meta-analysis) investigating multiple components of intergroup relations in the context of immigration and refugees. The first paper presents results from a systematic meta-analysis that focuses on intolerant attitudes towards immigrants and openness to diversity in relation to school climate, age, and immigration background (studies from different countries). The second study examined how injunctive peer norms and descriptive peer norms were related to British children's and adolescents' reactions as bystanders to the intergroup exclusion of immigrant peers from an after-school activity documenting the effect of peer norms on participants' prosocial helping responses (England). The third paper examined how Italian children's and adolescents' moral emotions and intergroup contact were related to their prosocial behavior in intragroup (i.e. Italian peer) and intergroup (i.e. refugee peer) contexts (Italy). The fourth paper investigated how ingroup and outgroup peer norms of inclusion and exclusion shaped British pre-adolescents' and adolescents' bystander responses to the social exclusion of Turkish immigrants by demonstrating the interplay between peer norms and developmental patterns (England). Together, with an international lens, these studies identify possible intergroup processes that facilitate prosocial and inclusive peer environments for immigrant and refugee youth by examining different compo-

nents of intergroup relations including attitudes, emotions, evaluations, and responses in different intergroup contexts.

**SY-109\_1 Young citizens in school: school-based effects on youth's intolerant attitudes**

Eckstein K., Schulz S., Lichtwer A., Noack P.  
Friedrich-Schiller-University Jena, Germany

**SY-109\_2 How do injunctive and descriptive peer group norms affect bystander reactions to intergroup social exclusion?**

Yüksel A.Ş., Palmer S.B., Argyri E.G., Smith J., Rutland A.  
University of Exeter, United Kingdom

**SY-109\_3 Moral emotions and prosocial behaviour in intergroup contexts among Italian youth**

Bobba B.<sup>1</sup>, Peplak J.<sup>2</sup>, Malti T.<sup>3</sup>, Caravita S.C.S.<sup>4,5</sup>  
<sup>1</sup>University of Bologna, Italy, <sup>2</sup>University of California Irvine, USA, <sup>3</sup>University of Toronto, Canada, <sup>4</sup>University of Stavanger, Norway, <sup>5</sup>Catholic University of the Sacred Heart, Brescia, Italy

**SY-109\_4 Inclusive or not? How are peer group norms related to bystander responses to social exclusion of immigrant peers**

Gönültaş S.<sup>1,2</sup>, Argyri E. K.<sup>1</sup>, Robbins A.<sup>3</sup>, Palmer S.B.<sup>1</sup>, McGuire L.<sup>1</sup>, Killen M.<sup>4</sup>, Rutland A.<sup>1</sup>  
<sup>1</sup>University of Exeter, United Kingdom, <sup>2</sup>University of Bilkent, Turkey, <sup>3</sup>Cardiff University, United Kingdom, <sup>4</sup>University of Maryland, USA

**HALL SALON DES ROSES A**

13:00 - 14:30 **KEYNOTE LECTURE KL-8**  
Challenges and opportunities in the aged society

**Presenter: Akiyama H.**, Professor Emeritus, University of Tokyo, Japan  
**Chair: Antonucci T.**, University of Michigan, USA

**Integrative Abstract**

Population aging is a global phenomenon. Japan is one of the frontrunners of rapidly aging societies. In 2030, one thirds of the Japanese population will be age 65 +, and 20% will be 75+. The working age population is shrinking. Healthy aging is crucial issue for well-being of individuals and the sustainability of society. Along with biomedical research, the importance of living environment and life style has been long recognized and extensively studied. We already know what issues are. What we need now are solutions and actions—action research.

We launched a social experiment in a community. The existing infrastructure of communities was built when the population was much younger. We are trying to redesign communities for meeting the needs of the highly aged society. We want to build communities where people could live for 100 years staying healthy, active, connected and live with a sense of security. This is not a retirement community. It is an ordinary community for people of all ages. As this is a social experiment, we evaluate the effects of our interventions at an individual level, community level and costs. And we make policy recommendations based on scientific evidence. This kind of social experiment requires not only the collaboration of researchers in different disciplines, but also full collaboration with local governments, business community, NPOs and residents.

A 100 years life society is a gold mine of innovation. There are many issues we need to solve. One strategy is to create a platform for open innovation, co-creation by multi-stakeholders. I will also report the progress of Kamakura Living Lab which we started three years ago.

### HALL SALON DES ROSES B

#### 13:00 - 14:30 PAPER SYMPOSIUM SY-111

Peer influences and students' school adjustment: From preschool to high school

**Chair: Guimond F.-A.**, University of Ottawa, Canada

**Discussant: Laursen, B.**, Florida Atlantic University, United States

#### Integrative Abstract

Dyadic influences, such as friendships and group effects, such as peer acceptance play a crucial role in school adjustment from preschool to high school (Wentzel, 2017). Strong friendships and positive peer relationships can enliven children's and adolescent's overall school experience, which can, in turn, enhance youth psychosocial adjustment and promote healthy relationships (Ladd, 1990). This interdisciplinary symposium includes three longitudinal studies that examine bidirectional effects between peer influences and school adjustment from the beginning and the end of a school year in kindergarten and in the first year of high school in Canada. The first presentation examines the role of friend's influence over time on kindergartener's school engagement and peer acceptance using bivariate ActorPartner Interdependence Models. The second study aims to investigate the role of observed peer interactions quality on kindergartener's school engagement and readiness at the end of the school year. The third and final presentation compares the peer relationships and psychosocial adjustment of students in different art enrichment programs during their first year of high school. These studies highlight how peer influences and positive features of the school environment can promote student's school and psychosocial adjustment over time. Our discussant - who is an expert in peer relationships - will discuss the contribution of each study and then draw conclusions regarding the Canadian findings while making connections with his own experience assessing peer relationship and school adjustment in American and European samples.

#### SY-111\_1 School engagement and peer acceptance in kindergarten: the role of stable friendships

Aucoin P.<sup>1</sup>, Guimond F.-A.<sup>1</sup>, Salvas M.-C.<sup>2</sup>, Vitaro F.<sup>3</sup>, Cantin S.<sup>3</sup>

<sup>1</sup>University of Ottawa, Canada, <sup>2</sup>Université du Québec en Outaouais, Canada, <sup>3</sup>University of Montreal, Canada

#### SY-111\_2 Evaluating the influence of peer interaction quality on school adjustment in kindergarten

Robert-Mazaye C.<sup>1</sup>, Belleau, E.<sup>1</sup>, April J.<sup>1</sup>, Salvas M.-C.<sup>2</sup>, Lehrer J.<sup>1</sup>

<sup>1</sup>Université du Québec en Outaouais, Canada, <sup>2</sup>Université du Québec en Outaouais, Canada

#### SY-111\_3 Peer relationships and psychosocial adjustment of high school students who benefited from art enrichment programs

Smith J.<sup>1</sup>, St-Amand J.,<sup>2</sup> Guimond F.-A. <sup>3</sup>, Gardam O.<sup>3</sup>

<sup>1</sup>University of Sherbrooke, Canada, <sup>2</sup>Université du Québec en Outaouais, Canada, <sup>3</sup>University of Ottawa, Canada



## HALL NAFSIKA A

### 13:00 - 14:30 PAPER SYMPOSIUM SY-112

Parenting Children in Foster care: Reflections on Biological and Foster Parents

**Chair: Poitras K.**, University of Québec at Trois-Rivières, Canada - University Centre for Research on Youth and Families, Canada

#### Integrative Abstract

Placement in foster care is a major intervention that aims to protect and preserve children whose development and security are considered to be compromised in their caregiving environment. Foster children are at increased risk for a variety of developmental difficulties and mental health issues across their lifespan. Furthermore, research shows that lower levels of sensitivity, for biological and foster parents, are associated to a diversity of child negative outcomes, including attachment insecurity and disorganization, as well as behavioral functioning. During the placement, both foster and biological parents face great challenges; parent-child contact being one of the most important issues they must contend with. Actually, out-of-home care context raises questions about if and how to maintain contact with biological parents and these contacts' outcomes on foster children. Consequently, a better understanding of available research data is required as well as reflections about intervention model that responds the children and parents' needs. This symposium aims to present main issues in regard of parenting in child placement context. First, Dr George M. Tarabulsy (Canada) will address how attachment-based intervention with biological parents may impact child placement experiences over several years. Second, Dr Karine Poitras (Canada) will discuss about parent-child contact during placement and present results from a systematic literature review on contact and foster child's adjustment as well as research data on placement trajectories and parent-child contact. Third, Dr Camille Danner Touati (France) will highlight the foster parent's protective role when examining the suicidal risk among adults who have been placed during their childhood. Finally, Dr Isabel M. Bernedo (Spain) will conclude this symposium with a paper that emphasizes the importance of considering contact's quality and will fully demonstrate the strength of an innovative psychoeducative intervention program they developed in their country. This international symposium allows to deepen the discussion about parenting through foster placement context.

Keywords: Parenting, Foster Care, Parent-Child Contact, Child's Adaptation

### SY-112\_1 Attachment-based intervention and foster-placement

Tarabulsy G. M.<sup>1,2</sup>, Pearson J.<sup>1,3</sup>, Baudry C.<sup>2,3</sup>, Huard C.<sup>1,2</sup>, Milot T.<sup>2,3</sup>, Lemelin J.-P.<sup>4</sup>

<sup>1</sup>Laval University, Québec Canada, <sup>2</sup>University Centre for Research on Youth and Families, Québec, Canada, <sup>3</sup>University of Québec at Trois-Rivières, Canada, <sup>4</sup>University of Sherbrooke, Canada

### SY-112\_2 The role of attachment to the foster parent with regard to suicidal risk among adult survivors of childhood abuse

Danner Touati C., Miljkovitch R., Sirparanta A., Deborde A. S.  
 Laboratoire Paragraphe EA 349, Paris 8 University, France

### SY-112\_3 Parent-child contact and foster children's adjustment: Results from a literature review and a case file study

Poitras K.<sup>1,2</sup>, Poirier M.-A.<sup>2</sup>, Buisson C.<sup>1</sup>, Chateaufneuf D.<sup>3</sup>, Simard M.-A.<sup>3</sup>, Porlier S.<sup>1</sup>

<sup>1</sup>University of Québec at Trois-Rivières, Canada, <sup>2</sup>University of Montreal, Canada, <sup>3</sup>University Centre for Research on Youth and Families School of Psychology

### SY-112\_4 Program "visits: a context for family development"

Bernedo I. M., González-Pasarín L., Salas M. D.  
 University of Málaga, Spain

## HALL NAFSIKA B

13:00 - 14:30 **PAPER SYMPOSIUM SY-113**  
Integrating Emotion Coaching Principles into Parenting Interventions

**Chair: Fainsilber Katz L.**, University of Washington, USA

### Integrative Abstract

The importance of parenting practices for children's long-term psychological adjustment has been a central tenet in clinical psychology. For children experiencing psychological disorders, it is standard practice to include parents in the treatment process. Many traditional parent management training interventions focus on teaching parents social learning principles that support children's behavior change. In the last three decades, basic research on parenting has begun to recognize the important socialization role that parents play in helping children learn to express and regulate their emotions. Emotion socialization specifically describes the processes by which parents support children in attaining emotional competence. Emotion coaching is an emotion socialization construct that has been shown to be predictive of a range of positive developmental outcomes for preschoolers, school-aged children, and adolescents. Parents who are emotion coaching are aware of low-intensity emotions in themselves and their children, view children's negative emotion as an opportunity for intimacy or teaching, validate and label emotion, and help children learn strategies for dealing with emotion causing situations. Only recently have emotion coaching principles been integrated into parenting interventions for families with children experiencing psychological difficulties. The current symposium examines several new efforts to incorporate emotion coaching principles into parenting and child-focused interventions. Studies in this symposium describe newly developed interventions that target a variety of at-risk populations, including children with anxiety, callous-unemotional traits, and behavior problems as well as military families. Studies in this symposium use multi-source/multi-method assessments of parenting and child outcomes, including self-report and observational methodologies. They also examine child and family outcomes both concurrently and longitudinally, and test moderators to determine for whom the intervention may be most effective. Study authors reflect the international focus of ISSBD. This exciting body of research reflects a new generation of parenting interventions that have important applications to a variety of at-risk populations.

**SY-113\_1** **Emotion coaching and parent management training for children with callous-unemotional traits: Initial outcomes**

Fainsilber Katz L.<sup>1</sup>, McMahon R.<sup>2</sup>, Kerns S.<sup>3</sup>, Pullman M.<sup>1</sup>, Gurtovenko K.<sup>1</sup>, Pusalich D.<sup>4</sup>, Dorsey S.<sup>1</sup>

<sup>1</sup>University of Washington, USA, <sup>2</sup>Simon Fraser University and BC Children's Hospital, Canada, <sup>3</sup>University of Denver, USA, <sup>4</sup>Australian National University, Australia

**SY-113\_2** **Effects of a mindfulness and emotion coaching-infused parent training program for military families**

Banegas J.<sup>1</sup>, Gupta A.<sup>2</sup>, Zhang N.<sup>3</sup>, Zhang J.<sup>4</sup>, Lijun L.<sup>1</sup>, Gewirtz A.<sup>1,2</sup>

<sup>1</sup>University of Minnesota, USA, <sup>2</sup>Arizona State University, USA, <sup>3</sup>University of Connecticut, USA, <sup>4</sup>University of Delaware, USA

**SY-113\_3** **The Turtle Program: Helping inhibited preschoolers come out of their shells**

Chronis-Tuscano A., Rubin K., Danko C.

University of Maryland, USA

**SY-113\_4** **Comparison of group versus one to one delivery of an emotion coaching program for parents of children with challenging behaviors**

Havighurst S.<sup>1,2</sup>, Kehoe C.<sup>1</sup>, Mastromanno B.<sup>1</sup>, Couper-Johnston R.<sup>1</sup>, Harley A.<sup>1</sup>

<sup>1</sup>University of Melbourne, Australia, <sup>2</sup>University of Oslo, Norway

## POSTER SESSION 1

### P001 GENDER DIFFERENCES IN 100-DAY DEPRESSIVE SYMPTOMATOLOGY IN EARLY AND MIDDLE ADULTHOOD

Yan R., Chaku N., Lopez-Duran N., Deldin P., **Beltz A.**  
*Department of Psychology, University of Michigan*

### P003 SEEKING WILLINGNESS OF RETIRED ELDERLY ON PARTICIPATION FOR HEALTHY ENGAGING IN COMMUNITY

**Chawla R.**  
*Government College of Education, Panjab University*

### P004 THE AGE-RELATED POSITIVITY EFFECT AND EMOTION REGULATION: ASSESSING DOWNSTREAM AFFECTIVE OUTCOMES

**Chukwuorji J.**<sup>1,2</sup>, Allard E.<sup>1</sup>  
<sup>1</sup>*Department of Psychology, College of Sciences and the Health Professions, Cleveland State University,* <sup>2</sup>*Department of Psychology, University of Nigeria*

### P005 GENDER DIFFERENCE IN WORK BURNOUT GROWTH CURVE: A LONGITUDINAL STUDY

**Fang Y.**, Tang X., Salmela-Aro K.  
*University of Helsinki*

### P006 ATTACHMENT, SOCIAL SUPPORT AND MENTAL HEALTH TRAJECTORIES IN THE TRANSITION TO PARENTHOOD

**Guez H.**<sup>1</sup>, Tarabulsy G.<sup>2</sup>, Miljkovitch R.<sup>1</sup>  
<sup>1</sup>*Laboratory Paragraphe, University of Paris 8,* <sup>2</sup>*University of Laval*

### P007 REGULATING BODY AND SOUL: A TWO-FACTOR MODEL OF EMOTION REGULATION CAPACITY FOR OLD AND VERY-OLD AGE

**Katzorreck M.**<sup>1</sup>, Gerstorf D.<sup>2</sup>, Lücke A.<sup>3</sup>, Wahl H.<sup>3</sup>, Schilling O.<sup>3</sup>, Kunzmann U.<sup>1</sup>  
<sup>1</sup>*Leipzig University, Wilhelm Wundt Institute for Psychology,* <sup>2</sup>*Humboldt University Berlin, Institute of Psychology,* <sup>3</sup>*Heidelberg University, Department of Psychological Aging Research*

### P008 HETEROGENEITY IN BELIEFS OF LEGITIMACY OF PARENTAL AUTHORITY DURING EMERGING ADULTHOOD: THE ROLE OF PARENTAL SUPPORT AND DEMAND

**Mellado C.**  
*Universidad Santo Tomás*

### P010 HOUSEHOLDS SUPPORT SYSTEMS STRATEGIES THAT ENHANCE PSYCHOLOGICAL WELLBEING OF CAREGIVERS IN MAKUENI SUB-COUNTY, KENYA

**Munywoki V.**  
*The Catholic University of Eastern Africa*

### P013 SOCIAL ENGAGEMENT AND LONELINESS IN LATER LIFE: THE MEDIATING ROLES OF PERCEIVED SOCIAL SUPPORT AND SELF-RATED HEALTH

**Olawa B.**<sup>1</sup>, Adebayo S.<sup>2</sup>, Mokuolu B.<sup>2</sup>  
<sup>1</sup>*Department of Psychology, Federal University Oye Ekiti,* <sup>2</sup>*Department of Psychology and Behavioural Studies, Ekiti State University*

### P014 HOOK -UP PEER CULTURE IN KENYAN UNIVERSITY CAMPUSES: PREDICTORS, EMOTIONAL COSTS AND PSYCHOLOGICAL INJURIES

**Opiyo R.**<sup>1</sup>  
<sup>1</sup>*Department of Educational Psychology, Masinde Muliro University of Science and Technology*

### P017 DO CRISES BRING PEOPLE TOGETHER OR PULL THEM APART? THE IMPACT OF THE COVID-19 OUTBREAK IN HUMAN COOPERATION AND GROUP COHESION

**Sebastián-Enesco C.**<sup>1,2</sup>, Oliva M.<sup>1,2</sup>, Graña D.<sup>1,2</sup>, Enesco I.<sup>1</sup>  
<sup>1</sup>*Universidad Complutense de Madrid,* <sup>2</sup>*Grupo UCM de Estudio del Comportamiento Animal y Humano*

### P019 EMOTIONAL REGULATION IN THE PERINATAL PERIOD: EVOLUTION AND IMPLICATIONS IN THE CONTEXT OF ANXIETY-DEPRESSIVE DISORDERS

**Toléon C.**<sup>1</sup>, Deborde A.<sup>1</sup>  
<sup>1</sup>*Laboratoire Paragraphe, Paris 8 University*

### P020 LONGITUDINAL MEASUREMENT INVARIANCE OF THE BSI-18 IN BLACK, HISPANIC, AND WHITE WOMEN

**Wiesner M.**<sup>1</sup>  
<sup>1</sup>*University of Houston*

### P025 KINDHEARTED: ETHICAL GUILT AND ETHICAL HEART RATE REACTIVITY CODEVELOP WITH AGGRESSION ACROSS CHILDHOOD

**Colasante T.**<sup>1,2</sup>, Speidel R.<sup>1,2</sup>, Malti T.<sup>1,2</sup>  
<sup>1</sup>*Centre for Child Development, Mental Health, and Policy, University of Toronto Mississauga* <sup>2</sup>*Department of Psychology, University of Toronto Mississauga*

**P026 INFANTS' DIURNAL CORTISOL CHANGE DURING THE TRANSITION TO CENTER-BASED CHILD CARE: EXPLORING ASSOCIATIONS WITH MATERNAL, CHILD CARE AND CHILD FACTORS**

**De Vet S.**<sup>1</sup>, Vrijhof C.<sup>1</sup>, Van der Veek S.<sup>1</sup>, Van Bakel H.<sup>2</sup>, Vermeer H.<sup>1</sup>

<sup>1</sup>Leiden University, <sup>2</sup>Tilburg University

**P027 HOW DO SOCIAL DETERMINANTS OF HEALTH GET UNDER THE SKIN? EFFECTS OF NEIGHBORHOOD CONDITIONS ON HAIR CORTISOL AND SUBSTANCE USE AMONG LATINX ADOLESCENTS**

**Ip K.**<sup>1</sup>, Wen W.<sup>2</sup>, Kim S.<sup>2</sup>

<sup>1</sup>Yale University, <sup>2</sup>University of Texas at Austin

**P029 NEGATIVE PARENTING, MENTAL HEALTH, AND EPIGENETIC AGE: EXAMINING LONGITUDINAL ASSOCIATIONS IN ADOLESCENCE AND YOUNG ADULTHOOD**

**Mastrotheodoros S.**<sup>1</sup>, Boks M.<sup>2</sup>, Rousseau C.<sup>2</sup>, Branje S.<sup>1</sup>

<sup>1</sup>Department of Youth And Family, Utrecht University, <sup>2</sup>Department of Psychiatry, Brain Center Rudolf Magnus, University Medical Center Utrecht

**P031 LINKS BETWEEN PRENATAL DIETARY INFLAMMATION, LANGUAGE PROBLEMS AND INATTENTION-HYPERACTIVITY SYMPTOMS IN 8 YEAR OLDS: A MODERATED MEDIATION MODEL**

Ulset V.<sup>1</sup>, Barker E.<sup>2</sup>, **Bekkhus M.**<sup>1</sup>

<sup>1</sup>Promenta, Department of Psychology, University Of Oslo, <sup>2</sup>Department of Psychology, King's College London, Institute of Psychiatry, Psychology and Neuroscience

**P032 RELIABILITY OF SALIVARY CORTISOL LEVELS IN TODDLERS**

**Wesarg C.**<sup>1,2</sup>, Van den Akker A.<sup>1,3</sup>, Hoeve M.<sup>1,3</sup>, Wiers R.<sup>1,2,4,5</sup>, Oei N.<sup>1,2,4</sup>

<sup>1</sup>Research Priority Area (RPA) Yield, University of Amsterdam, <sup>2</sup>Developmental Psychology (Addiction Development and Psychopathology ADAPT-lab), University of Amsterdam, <sup>3</sup>Research Institute of Child Development and Education, University of Amsterdam, <sup>4</sup>Amsterdam Brain and Cognition (ABC), University of Amsterdam, <sup>5</sup>Institute of Urban Mental Health, University of Amsterdam

**P033 INDIVIDUAL DIFFERENCES IN ENVIRONMENTAL SENSITIVITY AT PHENOTYPICAL AND PHYSIOLOGICAL LEVEL: TWO SIDES OF THE SAME COIN?**

**Weyn S.**<sup>1</sup>, Van Leeuwen K.<sup>3</sup>, Pluess M.<sup>2</sup>, Goossens L.<sup>1</sup>, Claes S.<sup>4</sup>, Bosmans G.<sup>5</sup>, Van Den Noortgate W.<sup>6,7</sup>, Lutin E.<sup>8,9</sup>, Bröhl A.<sup>1</sup>, Chubar V.<sup>4</sup>, Geukens F.<sup>1</sup>, Bijttebier P.<sup>1</sup>

<sup>1</sup>School Psychology and Development in Context, KU Leuven, <sup>2</sup>Department of Biological and Experimental Psychology, Queen Mary University of London, <sup>3</sup>Parenting and Special Education, KU Leuven, <sup>4</sup>Department of Neuroscience, KU Leuven, <sup>5</sup>Department of Clinical Psychology, KU Leuven, <sup>6</sup>Methodology of Educational Sciences, KU Leuven, <sup>7</sup>itec (imec research group at KU Leuven), <sup>8</sup>imec, <sup>9</sup>Electrical Engineering-ESAT, KU Leuven

**P037 SUPPORTING PRESCHOOLERS' VISUAL WORKING MEMORY THROUGH LOCATION CUES**

**Camos V.**<sup>1</sup>, Fitamen C.<sup>1,2</sup>, Blaye A.<sup>2</sup>

<sup>1</sup>Université de Fribourg, <sup>2</sup>Université Aix-Marseille

**P038 THE RELATIONSHIP BETWEEN PARENT STRESS AND PRESCHOOL CHILDREN'S SELF-REGULATION IN FAMILIES WITH LOW-INCOME**

**Carlson S.**<sup>1</sup>, Elliot A.<sup>2</sup>, Karing J.<sup>2</sup>, Bradetich A.<sup>1</sup>, Mercuri F.<sup>2</sup>, Ozenbaugh I.<sup>2</sup>, Ahmadi A.<sup>2</sup>, McClelland M.<sup>2</sup>

<sup>1</sup>North Dakota State University, <sup>2</sup>Oregon State University

**P039 ATTENTION TRAINING EFFECTS IN CHILDREN AND TRANSFER TO OTHER COGNITIVE FUNCTIONS – ATTEMPTING TO PREDICT THE TRANSFER SCOPE BASED ON THE IMPROVEMENT IN TRAINED TASKS**

**Deja M.**<sup>1</sup>, Zając-Lamparska L.<sup>1</sup>, Trempała J.<sup>1</sup>

<sup>1</sup>Department of Psychology, Kazimierz Wielki University in Bydgoszcz

**P040 PROBLEM-SOLVING SKILLS OF INFANTS IN INSTITUTIONAL CARE: TURKISH CARE TYPES STUDY**

**Ertekin Z.**<sup>1,2</sup>, Berument S.<sup>2</sup>, Akkaya S.<sup>2</sup>

<sup>1</sup>Department of Psychology, Ankara Medipol University, <sup>2</sup>Department of Psychology, Middle East Technical University

**P043 DIFFERENCES IN EXECUTIVE FUNCTION SKILLS IN PRESCHOOLERS: THE ROLE OF THE EARLY EDUCATIONAL PRACTICE**

**Guerrero S.**<sup>1</sup>, Núñez M.<sup>2</sup>, Corbacho C.<sup>1</sup>

<sup>1</sup>Facultad de Educación de Toledo, Universidad de Castilla-La Mancha, <sup>2</sup>Facultad de Psicología, Universidad Autónoma de Madrid

#### **P044 EXECUTIVE FUNCTIONS AND ACADEMIC PERFORMANCE IN DIFFERENT EDUCATIONAL APPROACHES**

González L., Rodríguez A., Acosta I., **Guerrero S.**  
*Universidad de Castilla-La Mancha*

#### **P049 FOUR-YEAR-OLDS USE DISCONFIRMING EVIDENCE TO FALSIFY FALSE CAUSAL CLAIMS**

**Köksal Ö.**, Saffran A., Sodian B.  
*Ludwig-Maximilians-Universität München*

#### **P051 WHICH EXECUTIVE COMPONENTS COMPRISE A VIRTUAL VISIT TO A SUPERMARKET?**

**Malegiannaki A.**<sup>1</sup>, Kosmidis M.<sup>2</sup>  
<sup>1</sup>*Department of Psychology, University of Western Macedonia*, <sup>2</sup>*Lab of Cognitive Neuroscience, School of Psychology, Aristotle University of Thessaloniki*

#### **P052 WHICH ATTENTION TEST DOES THE BEST PREDICT INDIVIDUALS' SELF-REPORTED EVERYDAY ATTENTION FAILURES?**

**Malegiannaki A.**<sup>1</sup>, Kosmidis M.<sup>2</sup>  
<sup>1</sup>*Department of Psychology, University of Western Macedonia*, <sup>2</sup>*Lab of Cognitive Neuroscience, School of Psychology, Aristotle University of Thessaloniki*

#### **P053 AFFECTIVE FLEXIBILITY IN ADOLESCENTS: THE CONTRIBUTION OF INHIBITION AND WORKING MEMORY**

**Marcus O.**<sup>1,2</sup>, Visu-Petra L.<sup>2</sup>  
<sup>1</sup>*Human Behaviour and Development Research Lab, Department of Psychology, "Lucian Blaga" University of Sibiu*, <sup>2</sup>*Research in Individual Differences and Legal Psychology (RIDDLE) Lab, Department of Psychology, Babeş-Bolyai University*

#### **P054 AFFECTIVE FLEXIBILITY IN PRESCHOOLERS: THE ROLE OF INDIVIDUAL DIFFERENCES IN ANXIETY**

**Marcus O.**<sup>1,3</sup>, Sassu R.<sup>1</sup>, Visu-Petra L.<sup>3</sup>  
<sup>1</sup>*Human Behaviour and Development Research Lab, Department of Psychology, "Lucian Blaga" University of Sibiu*, <sup>2</sup>*Department of Social and Behavioural Sciences, Maia University Institute – ISMAI/ CPUP*, <sup>3</sup>*Research in Individual Differences and Legal Psychology (RIDDLE) Lab, Department of Psychology, Babeş-Bolyai University*

#### **P056 THE EFFECTS OF MATERNAL TRAUMA AND MENTAL HEALTH ON ATTENTION BIASES IN REFUGEE MOTHER-CHILD DYADS**

**Michalek J.**<sup>1</sup>, Bakhti R.<sup>1</sup>, Al-Kharouf A.<sup>2</sup>, Dajani R.<sup>3,4</sup>, Qtaishat L.<sup>4</sup>, Al-Hamad M.<sup>4</sup>, Von Stumm S.<sup>5</sup>, Hadfield K.<sup>6</sup>, Mareschal I.<sup>1</sup>  
<sup>1</sup>*Queen Mary University of London*, <sup>2</sup>*University of Jordan*, <sup>3</sup>*Hashemite University*, <sup>4</sup>*We Love Reading*, <sup>5</sup>*University of York*, <sup>6</sup>*Trinity College Dublin*

#### **P057 SUSTAINABLE DEVELOPMENT IN GLOBAL SOUTH CONTEXTS: CHILDREN'S ATTENTIONAL PERFORMANCE IN VULNERABLE SCHOOLS WITH DIFFERENT LIGHTING CONDITIONS**

**Monteoliva J.**<sup>1</sup>, Ison M.<sup>1</sup>, Santillán J.<sup>1</sup>, Pattini A.<sup>1</sup>  
<sup>1</sup>*National Scientific and Technological Research Council (CONICET)*

#### **P061 WHO KNOWS BEST? EXPLORING THE LINK BETWEEN METACOGNITIVE SKILLS AND SELECTIVE LEARNING**

**Poulin Dubois D.**<sup>1</sup>  
<sup>1</sup>*Concordia University*

#### **P062 TELLING THE TRUTH WHEN LYING: SECOND-ORDER LYING BEHAVIOR AND COGNITIVE DEVELOPMENT IN MIDDLE CHILDHOOD**

**Prodan N.**<sup>1</sup>, Visu-Petra L.<sup>1</sup>  
<sup>1</sup>*Research on Individual Differences and Legal Studies (RIDDLE Lab), Department of Psychology, Babeş-Bolyai University*

#### **P064 COGNITIVE AND LINGUISTIC UNDERPINNINGS OF HUMOR PRODUCTION AND COMPREHENSION**

**Spanoudis G.**<sup>1</sup>, Stylianou K.  
<sup>1</sup>*Department of Psychology, University of Cyprus*

#### **P066 DEVELOPMENT OF METACOGNITIVE MONITORING DURING THE EARLY STAGES OF READING ACQUISITION**

**Taouki I.**<sup>1</sup>, Soto D.<sup>1,2</sup>, Lallier M.<sup>1</sup>  
<sup>1</sup>*Basque Center On Cognition, Brain And Language*, <sup>2</sup>*Ikerbasque, Basque Foundation for Science*

#### **P069 THE RELATIONS BETWEEN WORKING MEMORY, FLUID INTELLIGENCE AND ELECTROPHYSIOLOGICAL CORRELATES OF CONTROL PROCESSES IN EARLY AND LATE ADULTHOOD**

**Zajac-Lamparska L.**<sup>1</sup>, Deja M.<sup>1</sup>, Bartosz H.<sup>2</sup>, Warchoń Ł.<sup>2</sup>  
<sup>1</sup>*Laboratory of Cognitive Aging Research, Faculty of Psychology, Kazimierz Wielki University*, <sup>2</sup>*ProPsyche*

**P071 PARENTAL EXPECTATIONS IN IMMIGRANT FAMILIES IN GREECE: INTERGENERATIONAL DIFFERENCES**

**Angelopoulou M.**<sup>1</sup>, Pavlopoulos V.<sup>1</sup>

<sup>1</sup>Department of Psychology, National and Kapodistrian University of Athens

**P073 STRIKING A NEW PATH TO STUDY THE ADAPTATION PROCESSES OF IMMIGRANT ADOLESCENTS: CHANGES IN LANGUAGE USE AND FAMILY INTERACTIONS**

**Aumann L.**<sup>1</sup>, Titzmann P.<sup>1</sup>

<sup>1</sup>Department of Psychology, Leibniz University Hannover

**P074 SOCIAL NORMS THAT DRIVE INTIMATE PARTNER VIOLENCE: BASELINE FINDINGS FROM A RANDOMIZED COMMUNITY TRIAL ON INTIMATE PARTNER IN RURAL SOUTHWEST, NIGERIA**

**Awolaransegun O.**<sup>1</sup>

<sup>1</sup>Department of Community Medicine, College of Medicine, University of Ibadan

**P075 MATERNAL POSTPARTUM MOOD RELATED TO MATERNAL SENSITIVITY AMONG MOTHER-INFANT DYADS IN SOUTHERN ETHIOPIA: A MIXED METHODS APPROACH**

**Bader L.**

Institute for Advanced Study in Toulouse

**P076 THE ROLE OF SHAMING AND TEASING IN CULTURAL DEVELOPMENTAL PSYCHOLOGY – CONCEPTUAL INVESTIGATION**

**Bialek A.**

Institute of Psychology, Jagiellonian University

**P077 WHY DO WOMEN AND MEN ENGAGE IN PROBLEMATIC DIGITAL MEDIA USAGE? THE MEDIATING ROLE OF MEDIA MULTITASKING**

**Błachnio A.**<sup>1</sup>, Przepiórka A.<sup>1</sup>, Gorbaniuk O.<sup>1,2</sup>, McNeill M.<sup>3</sup>, Bendayan R.<sup>4,5</sup>, Ben-Ezra M.<sup>6</sup>, Angeluci A.<sup>7</sup>, Abreu A.M.<sup>8</sup>, Benvenuti M.<sup>9,10</sup>, Blanca M.J.<sup>4</sup>, Brkljacic T.<sup>11</sup>, Čuš Babić N.<sup>12</sup>, Durak M.<sup>13</sup>, Gorbaniuk J.<sup>1</sup>, Holdoš J.<sup>14</sup>, Ivanova A.<sup>1</sup>, Makita M.<sup>15</sup>, Malik S.<sup>16</sup>, Mazzoni E.<sup>10</sup>, Milanovic A.<sup>17</sup>, Musil B.<sup>12</sup>, Pantic I.<sup>18</sup>, Rando B.<sup>8</sup>, Seidman G.<sup>19</sup>, Senol-Durak E.<sup>13</sup>, D'Souza L.<sup>20</sup>, Vanden Abeele M.M.P.<sup>21</sup>, Wołonciej M.<sup>1</sup>, Wu A.M.S.<sup>22</sup>, Yu S.<sup>22</sup>

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**P078 SEXUALITY, RELIGION AND YOUNG IMMIGRANTS IN QUÉBEC (CANADA): BELIEFS, PERCEPTIONS AND BEHAVIOR**

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**P079 YOUNG CHILDREN'S AND TEACHERS' PERCEPTIONS OF AFFECTIVE TEACHER-CHILD RELATIONSHIPS: A CROSS-CULTURAL COMPARISON BETWEEN THE NETHERLANDS AND CHINA**

**Chen M.**<sup>1</sup>, Koomen H.<sup>1</sup>, Roorda D.<sup>1</sup>

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**P080 COMPARISON OF US AND TURKISH MOTHERS' WARMTH, AUTONOMY GRANTING AND STRUCTURING IN DIFFERENT INTERACTION CONTEXTS**

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**P082 CHILDREN'S SOCIAL ANXIETY: DIFFERENTIAL ASSOCIATIONS FOR FATHERS' AND MOTHERS' PSYCHOLOGICALLY CONTROLLING AND AUTONOMY-SUPPORTIVE PARENTING**

**Gao D.**<sup>1</sup>, Liu J.<sup>2</sup>, Mesman J.<sup>1</sup>, van Geel M.<sup>1</sup>

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**P085 MALAYSIAN MOTHERS' CONCEPTS OF MALADAPTIVE BEHAVIOUR IN PRE-SCHOOL CHILDREN**

**Heng J.**, Olson S.  
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**P087 HONOR-BASED VIOLENCE IN CANADA: IMMIGRATION PATHWAYS AND LIFE TRAJECTORIES OF IMMIGRANT VICTIMS AND THEIR FAMILIES**

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**P088 EVERYDAY LIVES, ASPIRATIONS AND CHALLENGES OF INDIAN YOUTH FROM A RESOURCE-POOR CONTEXT**

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**P089 Children's emotions and maternal regulation strategies during a wait task: Insights from an urban Indian context**

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**P091 PARENTAL ETHNOTHEORIES ABOUT CHILDREN'S SLEEP IN SIX WESTERN CULTURES**

**Kuang Y.**<sup>1</sup>, Super C.<sup>1</sup>, Harkness S.<sup>1</sup>, Zylicz O.<sup>2</sup>, Bonichini S.<sup>3</sup>, Rios Bermúdez M.<sup>4</sup>, Welles B.<sup>5</sup>, Mavridis C.<sup>1</sup>, Juvino D.<sup>1</sup>  
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**P092 THE EXPERIENCE OF MOTHERS FROM THE ISRAELI ULTRA-ORTHODOX SECTOR AFTER THEIR CHILD'S DISCLOSURE OF SEXUAL ABUSE**

**Lipinsky A.**  
*University of Haifa*

**P093 CONTRASTING EXECUTIVE FUNCTION DEVELOPMENT IN KINDERGARTEN AND PRIMARY SCHOOL CHILDREN FROM GERMANY AND HONG KONG**

**Maehler C.**<sup>1</sup>, Schirmbeck K.<sup>1</sup>, Wang R.<sup>2</sup>, Chan S.<sup>2</sup>, Richards B.<sup>2</sup>, Rao N.<sup>2</sup>  
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**P095 VARIATION IN EARLY CHILD PLAY AND STIMULATION BY QUESTION-TYPE IN A LOW-INCOME COMMUNITY IN THE DOMINICAN REPUBLIC**

**McLennan J.**<sup>1</sup>, Pérez M.<sup>2</sup>, Mosquea M.<sup>3</sup>  
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**P096 DOES THE USE OF PHYSICAL PUNISHMENT OF CHILDREN VARY BY HEAD-OF-HOUSEHOLD RELIGIOUS AFFILIATION IN CAMEROON?**

**McLennan J.**<sup>1</sup>, Dufe K.<sup>1</sup>, Afifi T.<sup>2</sup>, MacMillan H.<sup>3</sup>  
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**P097 PARENTAL BEHAVIORS AND ACTIVITIES WITH YOUNG CHILDREN IN BULGARIA, ISRAEL, SPAIN AND THE UNITED STATES, DURING THE SPRING 2020 COVID-19 LOCKDOWN**

**Meoded Karabanov G.**<sup>1</sup>, Aram D.<sup>1</sup>, Sonnenschein S.<sup>2</sup>, Stites M.<sup>2</sup>, Shtereva K.<sup>3</sup>, López Escribano C.<sup>4</sup>, Asaf M.<sup>5</sup>, Ziv M.<sup>5</sup>  
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**P098 EVALUATION OF A SCHOOL BASED INTERVENTION PROMOTING BICULTURAL IDENTITY INTEGRATION**

**Milevsky I.**, Koslowsky M., Milevsky A.  
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**P099 CULTURAL DIFFERENCES IN LATE ADOLESCENT PERCEPTIONS OF NORMATIVE PEER-TO-PEER AGGRESSION**

**Nelson D.**<sup>1</sup>, Cramer C.<sup>1</sup>, Selçuk B.<sup>2</sup>, Chen J.<sup>3</sup>, Malysheva K.<sup>4</sup>, Morozova-Larina O.<sup>4</sup>, Ruda O.<sup>5</sup>  
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**P100 WHAT MAKES YOU THINK THAT? GENDER ROLE ATTITUDES OF YOUNG REFUGEES IN GERMANY AND THEIR ASSOCIATIONS WITH AGE, GENDER, AND COUNTRY OF ORIGIN**

**Nilles H.**<sup>1</sup>, EL-Awad U.<sup>1</sup>, Kerkhoff D.<sup>1</sup>, Braig J.<sup>2</sup>, Schmees P.<sup>2</sup>, Kilinc Y.<sup>2</sup>, Rueth J.<sup>1</sup>, Eschenbeck H.<sup>2</sup>, Lohaus A.<sup>1</sup>  
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**P102 MEASUREMENT INVARIANCE OF PARENTING DIMENSIONS IN FIVE NON-WESTERN CONTEXTS**

**Ren H.**<sup>1</sup>, Hart C.<sup>2</sup>, Cheah C.<sup>1</sup>, Gao W.<sup>3</sup>, Kawashima A.<sup>4</sup>, Nelson D.<sup>2</sup>, Nelson L.<sup>2</sup>, Porter C.<sup>2</sup>, Selçuk B.<sup>5</sup>, Tan J.<sup>6</sup>, Yavuz-Müren M.<sup>7</sup>

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**P103 GENDER SIMILARITIES AND DIFFERENCES IN EARLY CHILDHOOD DEVELOPMENT ACROSS 71 LOW- AND MIDDLE-INCOME COUNTRIES**

**Rey-Guerra C.**<sup>1</sup>, Yousafzai A.<sup>2</sup>, Dearing E.<sup>1,3</sup>

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**P104 MONIKIM SECRET SOCIETY AND DEVELOPMENT OF SOCIAL COGNITIVE SKILLS AMONG THE GIRL CHILD IN EYUMJOCK OF THE SOUTH WEST REGION OF CAMEROON**

**Roland Daru E.**<sup>1</sup>, Looh J.<sup>1</sup>, Ngiewih C.<sup>2</sup>

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**P107 CONFLICT RESOLUTION STRATEGY AND ADJUSTMENT IN CHINESE AND IN-  
 DONESIAN CHILDREN**

**Wang Z.**<sup>1</sup>, Liu J.<sup>1</sup>, Li D.<sup>2</sup>, Purwono U.<sup>3</sup>, French D.<sup>4</sup>, Chen X.<sup>5</sup>

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**P108 WHY DO YOUNG CHILDREN OVERESTIMATE THEIR TASK PERFORMANCE? A  
 CROSS-CULTURAL EXPERIMENTAL TEST**

**Xia M.**, Poorthuis A., Thomaes S.

Utrecht University

**P109 BEYOND RESOURCES: CHILDREN IN TWO CULTURAL CONTEXTS HAVE A MUL-  
 TIFACETED CONCEPT OF FAIRNESS**

**Yilmaz S.**<sup>1</sup>, Hepach R.<sup>2</sup>, Sunderarajan J.<sup>3</sup>, Kanngiesser P.<sup>4</sup>

<sup>1</sup>Leipzig University, <sup>2</sup>University of Oxford, <sup>3</sup>FLAME University, <sup>4</sup>University of Plymouth

**P110 PARENTS' PERCEPTIONS OF THE NORMALITY OF PARENTING IN POLAND,  
 TURKEY, AND THE NETHERLANDS**

**Zeglen M.**<sup>1</sup>, Lubiewska K.<sup>1</sup>, Głogowska K.<sup>2</sup>

<sup>1</sup>University of Warsaw, <sup>2</sup>Kazimierz Wielki University

**P111 LEARNING CAPACITIES AND SOCIO-EMOTIONAL BEHAVIOR OF REFUGEE AND  
 ROMANIAN CHILDREN IN GERMAN HIGH-POVERTY AREAS DURING PANDEMIC-RE-  
 LATED SCHOOL CLOSURES**

**Chwastek S.**<sup>1</sup>, Leyendecker B.<sup>1</sup>, Graf M.<sup>1</sup>, Busch J.<sup>1</sup>

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**P114 UNDERSTANDING CHANGES IN ACADEMIC ENGAGEMENT AMONGST IMMI-  
 GRANT YOUTH: FINDINGS FROM LONGITUDINAL QUALITATIVE ANALYSES**

**Sirin S.**, Brauer S., Tugberk C.

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## POSTER SESSION 2

### P120 THEY ARE NOT THEIR DIAGNOSTIC! PARENTS PERCEPTIONS OF CHARACTER STRENGTHS OF THEIR CHILDREN WITH DISABILITIES

**Amaral H.**<sup>1,2</sup>, Cunha J.<sup>1</sup>, Weber L.<sup>1</sup>

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### P120A THE TRUTH ABOUT AFRICAN PARENTING: NATURE, IMPACT AND SOCIO-EMOTIONAL ADJUSTMENT

**Roland Daru E.**

University of Buea, Cameroon

### P121 DO THE LONG-TERM PREDICTORS OF READING COMPREHENSION DIFFER BETWEEN YOUNG ADULTS WITH A HISTORY DYSLEXIA AND THOSE WITHOUT?

**Brandenburg J.**<sup>1</sup>, Huschka S.<sup>2</sup>, Schuchardt K.<sup>1</sup>, Maehler C.<sup>1</sup>

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### P124 TOWARDS A BETTER UNDERSTANDING OF THE NETWORK BETWEEN PERSONALITY, PSYCHOSOCIAL DEVELOPMENT, AND AUTISM SYMPTOMS IN YOUTH WITH AND WITHOUT AUTISM

**Dewitte M.**<sup>1</sup>, De Pauw S.<sup>1</sup>, Claeskens G.<sup>2</sup>

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### P125 DEVELOPMENT AND DISABILITY IN A MIDDLE-INCOME COUNTRY: VIETNAMESE ADOLESCENTS WITH VISUAL AND MOTOR DISABILITIES DIFFER IN WELL-BEING

**Dinh P.**<sup>1</sup>, Nguyen H.<sup>2</sup>, Robinson J.<sup>3</sup>

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### P127 INTERACTIVE MULTIMODALITY IN JOINT ATTENTION COMMUNICATION BETWEEN CHILDREN WITH MULTISENSORY IMPAIRMENT AND THEIR MOTHERS

Nunez M.<sup>1</sup>, **Guevara I.**<sup>1</sup>, Sarriá E.<sup>2</sup>

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### P128 EMOTIONAL REGULATION STRATEGIES, AUTISTIC ADOLESCENTS AND THEIR PARENT: PRE-TEST DESIGN

**Hansotte L.**, Galdiolo S.

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### P129 SELF-REGULATION AND ENGAGEMENT IN GROUPS OF YOUNG CHILDREN WITH DISABILITIES AS A PREDICTOR OF ADAPTIVE BEHAVIOUR

**Józefacka N.**

Pedagogical University of Cracow

### P131 QUIET BOOK: AN EDUCATIONAL INTERVENTION FOR CHILDREN WITH AUTISM SPECTRUM DISORDER

**Mathur S.**, Koradia K.

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### P132 RELATIONSHIP BETWEEN SELF-COMPASSION AND WELL-BEING OF PARENTS WITH AN AUTISTIC CHILD

**Mathur S.**, Koradia K.

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### P133 PASSION AND OPTIMAL FUNCTIONING IN AUTISTIC EMERGING ADULTS

**Meilleur A.**<sup>1</sup>, Cusson N.<sup>1</sup>, Vallerand R.<sup>1</sup>, Couture M.<sup>2</sup>, Gilbert E.<sup>3</sup>, Soulières I.<sup>1</sup>, Bussièrès E.<sup>4</sup>

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### P134 GROWING UP ALONGSIDE A SIBLING WITH A DISABILITY: A PHENOMENOLOGICAL EXAMINATION OF THE OCCUPATIONAL, RELIGIOUS AND SOCIAL IMPACTS IN ADULTHOOD

**Milevsky A.**, Singer O.

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### P135 INTERNAL WORKING MODELS OF ATTACHMENT AMONG CHILDREN WITH DOWN SYNDROME

Vanwallegem S.<sup>1</sup>, **Miljkovitch R.**<sup>2</sup>, Vinter A.<sup>3</sup>

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**P137 MATERNAL AGE, AUTISTIC TRAITS AND MENTALIZING SKILLS PREDICT AUTISTIC TRAITS IN THEIR CHILDREN IN A POPULATION-BASED COHORT**

**Sari N.**<sup>1,3</sup>, Jansen P.<sup>1,2</sup>, Blanken L.<sup>2</sup>, Ruigrok A.<sup>6</sup>, Prinzie P.<sup>1</sup>, Tiemeier H.<sup>2,5</sup>, Baron-Cohen S.<sup>6</sup>, Van IJzendoorn M.<sup>1</sup>, White T.<sup>2,4</sup>

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**P138 UNIVERSITY STUDENTS' ATTITUDES TOWARDS STUDENTS WITH AUTISM SPECTRUM DISORDER IN THE UK: THE ROLE OF EXPERIENCE AND KNOWLEDGE**

**Tsermentseli S.**<sup>1</sup>, Atkinson N.

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**P139 A ZAMBIAN PERSPECTIVE: EXPECTATIONS FOR CHILDREN WITH AUTISM SPECTRUM DISORDERS OR INTELLECTUAL DISABILITIES**

**Washington-Nortey M.**<sup>1,2</sup>, Serpell Z.<sup>2</sup>, Serpell R.<sup>3</sup>

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**P140 TYPICALLY HEARING VS. DEAF AND HARD OF HEARING CHILDREN: DIFFERENCES IN LANGUAGE SKILLS, EMOTION REGULATION, PSYCHOSOCIAL FUNCTIONING, AND PARENTAL CO-REGULATION**

**Schiller E.**<sup>1</sup>, Avemarie L.<sup>2</sup>, Hermes K.<sup>3</sup>

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**P141 AN ABR-EEG FEASIBILITY STUDY INVESTIGATING THE INFLUENCE OF MUSIC VS. LANGUAGE ON THE INFANT BRAINSTEM DEVELOPMENT**

**Agapaki M.**<sup>1</sup>, Papatzikis E.<sup>1</sup>, Selvan R.<sup>2,6</sup>, Inocencio S.<sup>3</sup>, ElHalik M.<sup>4</sup>, Dash S., AbouNiaj A., Muhammed F., Haroon N., Bezoni A.

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**P142 RELIABILITY AND VALIDITY OF RETROSPECTIVE REPORTED PUBERTAL TIMING: PROSPECTIVE EVIDENCE FROM ADOLESCENCE TO ADULTHOOD**

**Chaku N.**<sup>1</sup>, Qian Y.<sup>2</sup>, Corley R.<sup>3</sup>, Berenbaum S.<sup>2</sup>, Beltz A.<sup>1</sup>

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**P143 FEASIBILITY, RELIABILITY, AND VALIDITY OF THE BERKELEY PUPPET INTERVIEW WITH PRESCHOOLERS**

**Chan M.**<sup>1</sup>, Feng X.<sup>2</sup>, Inboden K.<sup>2</sup>

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**P145 THEATRE METHODS TO DATA COLLECTION: ALLOWING CHILDREN TO BE CHILDREN WHEN COLLECTING CHILD DEVELOPMENT DATA**

**Ejuu G.**

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**P146 CLARIFYING THE RELATIONSHIP BETWEEN SCHOOL-AGED CHILDREN'S EMPATHY AND PROSOCIAL BEHAVIOR: A MULTI-METHOD APPROACH**

**Ferreira T.**<sup>1</sup>, Cadima J.<sup>1</sup>, Matias M.<sup>1</sup>, Mena Matos P.<sup>1</sup>

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**P147 WORD LEARNING BY PRESCHOOL CHILDREN: THE ROLE OF MEMORY, INSTRUCTIONS AND GRAMMATICAL CATEGORY**

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**P150 ECO-ANXIETY, ECO-GUILT, ECO-GRIEF, COPING AND BEHAVIORAL INTENTIONS RELATED TO CLIMATE CHANGE - A MIXED-METHOD STUDY**

**Ágoston C.**<sup>1,2</sup>, Nagy B.<sup>3,4</sup>, Csaba B.<sup>2</sup>, Munkácsy B.<sup>4</sup>, Kőváry Z.<sup>2</sup>, Dúll A.<sup>1</sup>, Rácz J.<sup>2</sup>, Demetrovics Z.<sup>5,2</sup>

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**P151 LONGITUDINAL EXPLORATION OF THE ROLE OF ADOLESCENTS' INSTRUMENTAL SELF-REPORTED PROSOCIALITY AND ALTRUISTIC FRIEND-REPORTED PROSOCIALITY IN EXPLAINING CARING FOR NATURE**

**Balundé A.**, Kaniušonytė G., Žukauskienė R.

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**P153 HOW DO CHILDREN WITH A MIGRATION BACKGROUND UNDERSTAND THEIR WELL-BEING IN A GLOBAL PANDEMIC CONTEXT?**

**Daoust-Zidane N.**<sup>1</sup>, Gervais C.<sup>2</sup>, Thomson-Sweeny J.<sup>1</sup>, Cote I.<sup>2</sup>

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**P154 LGBTQ+ BULLYING PERCEPTIONS AMONG SECONDARY STUDENTS: AN EXPLORATORY QUALITATIVE STUDY**

**Ojeda Pérez M.**<sup>1</sup>, Espino E.<sup>2</sup>, Del Rey R.<sup>2</sup>

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**P157 THE ROLE OF DIFFERENTIAL ACCESS TO ECONOMIC RESOURCES ON CHILDREN'S WILLINGNESS TO CONTACT WITH PEERS: A QUALITATIVE STUDY**

**Gonul B.**<sup>1</sup>, Sahin-Acar B.<sup>2</sup>

<sup>1</sup>Eskişehir Osmangazi University, <sup>2</sup>Middle East Technical University

**P158 HOW DO CHILDREN PERCEIVE POVERTY AND INTERCULTURALITY? MEASURING GLOBAL COMPETENCE IN MIDDLE CHILDHOOD**

**Guichard S.**<sup>1</sup>, Nata G.<sup>2</sup>, Serra Lemos M.<sup>1</sup>, Cadima J.<sup>1</sup>

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**P160 STAGE 1 REGISTERED REPORT: EFFECTS OF ETHNIC DIVERSITY AND TEACHER SUPPORT ON STUDENTS' SOCIO-EMOTIONAL ADJUSTMENT: EVIDENCE FROM FOUR EUROPEAN COUNTRIES**

**Spiegler O.**<sup>2</sup>, Zingora T.<sup>2</sup>, Jugert P.<sup>1</sup>

<sup>1</sup>University Of Duisburg-essen, <sup>2</sup>University of Oxford

**P161 SCHOOL WEIGHT-RELATED MISTREATMENT NORMS AND ADOLESCENT HEALTH**

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**P163 THE ROLE OF CLASSROOM POLITICAL DISCUSSIONS FOR YOUTH'S ATTITUDES TOWARD IMMIGRANTS**

**Miklikowska M.**<sup>1,2</sup>, Rekker R.<sup>3</sup>, Kurdnac A.<sup>1</sup>

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**P164 CULTURAL COMPETENCE VS CULTURAL HUMILITY: A FRAMEWORK CAPABLE OF PROMOTING CULTURALLY RESPONSIVE PRACTICES IN LEARNING DEVELOPMENTAL CONTEXTS**

**Mokobane Z.**

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**P166 CIVIC COMMUNICATION TO PRESERVE ECOSYSTEMS: AN EXPLORATORY STUDY TO MEDIATION ROLE OF LIFE GOALS ON MARINE ENVIRONMENTAL RESPONSIBILITY**

**Papa F.**<sup>1</sup>, Cannavò M.<sup>1</sup>, Costa S.<sup>2</sup>, Larcan R.<sup>3</sup>, Cuzzocrea F.<sup>1</sup>

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**P167 LEARNING WITH INDIGENOUS COMMUNITIES: A MODEL TO GUIDE INDIGENOUS COMMUNITIES' JOURNEYS FROM VIOLENCE TO WELLNESS BY RESTORING RELATIONAL DETERMINANTS OF HEALTH**

Pepler D., Cardinal S., Ricard D.

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**P287 ATTACHMENT STYLES, RESILIENCE AND ETHNICITY AS PREDICTORS OF ADOLESCENTS' FUTURE ORIENTATION IN NIGERIA**

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**P171 RACIAL DISPARITIES IN BREASTFEEDING BEHAVIORS AND THE ROLE OF PRE-NATAL CARE TIMING**

**Rood P.**<sup>1</sup>, Yan J.<sup>1</sup>, Maxwell M.<sup>2</sup>, Brown J.<sup>2</sup>, Arocho R.<sup>2</sup>

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**P174 AN EXAMINATION OF DETERMINANTS OF ACADEMIC PERFORMANCE OF PUPILS IN THE EFFUTU MUNICIPALITY, GHANA**

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**P175 THE IMPACT OF WAR ON LEARNING OUTCOMES: THE CASE OF ANGLOPHONE CRISIS ON PUBLIC SECONDARY SCHOOLS IN FAKO DIVISION IN CAMEROON**

**Asek Agborndip C.**

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**P177 THE INFLUENCE OF PEER PRESSURE AND PARENTAL PRESSURE ON ACADEMIC SUCCESS**

**Azikiwe J.**

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**P178 MODULE ON HIGH SENSITIVITY IN HIGHER EDUCATION - CRITICAL ANALYSIS OF CONTENT RELATED NEEDS AND A VERIFICATION OF THE FORMAL IMPLEMENTATION POSSIBILITIES**

**Baryła-Matejczuk M.**<sup>1</sup>, Wawrzeńczyk-Kulik M.<sup>1</sup>, Ferrer-Cascales R.<sup>2</sup>, Albaladejo-Blázquez N.<sup>2</sup>, Ruiz-Robledillo N.<sup>2</sup>, Sánchez-SanSegundo M.<sup>2</sup>, Fernández-Alcántara M.<sup>2</sup>, Rubio-Aparicio M.<sup>2</sup>, Lillo-Crespo M.<sup>2</sup>, Fabiani M.<sup>3</sup>, Dumitriu G.<sup>4</sup>

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**P179 A CONSEQUENTIAL PARTNERSHIP: THE ASSOCIATION BETWEEN TEACHERS' WELL-BEING AND STUDENTS' WELL-BEING AND THE ROLE OF TEACHER SUPPORT AS A MEDIATOR**

**Bilz L.**, Fischer S., Hoppe-Herfurth A., John N.

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**P180 PROSPECTIVE ASSOCIATIONS BETWEEN PREESCHOOLERS DIGITAL MEDIA USE AND DEVELOPMENTAL OUTCOMES DURING THE COVID-19 PANDEMIC**

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**P181 PUPILS WHO UNDERESTIMATE THEMSELVES AT SCHOOL: ARE THEIR TEACHERS AWARE OF THAT NEGATIVE BIAS AND DO THEY JUDGE THEM DIFFERENTLY FROM OTHERS PUPILS?**

**Boissicat N.**<sup>1</sup>, Jamain L.<sup>2</sup>, Pansu P.<sup>1</sup>

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**P182 STUDENTS' PERSPECTIVES ON INCLUSION IN GERMAN "GYMNASIUMS". THE RELEVANCE OF DEVELOPING PROFESSIONAL PEDAGOGICAL ATTITUDES IN TEACHERS' EDUCATION.**

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**P183 PARENTS' PERSPECTIVES AND DEMANDS OF DISTANCE EDUCATION FOR CHILDREN AND DIFFERENCES BETWEEN FATHERS AND MOTHERS IN INTERACTIONS WITH CHILDREN DURING COVID-19**

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**P187 CAREER DEVELOPMENT IN EARLY ADULthood: DOES THE SOURCE OF CAREER GUIDANCE REALLY MATTER?**

**Chukwueke I.**, Nwoke M., Eze J.

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**P188 AN INTERNATIONAL COMPARISON OF THE INFLUENCE OF GENDER AND CULTURAL NORMS ON ACADEMIC AND PEER EXPERIENCES AT UNIVERSITY: A FOCUS ON DUBAI**

**England D.**<sup>1</sup>, Hine B.<sup>2</sup>, Field R.<sup>3</sup>

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**P189 ASSOCIATIONS AMONG FOREIGN LANGUAGE ANXIETY, SELF-REGULATION, AND BELIEFS TOWARD FOREIGN LANGUAGE LEARNING**

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**P192 DIRECT AND INDIRECT EFFECTS OF ECEC SOCIAL ENVIRONMENT AND PEER PLAY INTERACTION ON CHILD'S ACADEMIC ABILITIES: A TWO-YEAR LONGITUDINAL STUDY**

**Kang E.**, Choi J., Park Y.

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**P193 DESIGN THINKING AND MATERIAL UTILIZATION CREATIVITY IN EARLY CHILDHOOD TEACHER EDUCATION**

**Katungi J.**, Ejuu G., Lubaale G.

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**P196 FOSTERING MORAL AND PROSOCIAL BEHAVIOUR THROUGH A PEER MEDIATION TEACHING INTERVENTION**

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**P197 ASSESSMENT OF VISUO-SEMIOTIC SKILLS FOR PRE-SERVICE TEACHERS IN CO-ORDINATE GEOMETRY**

**Makamure C.**

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**P198 BOOK IN A WEEK – CAN CREATIVE WRITING ENHANCE ENGLISH LEARNING AND SELF-EFFICACY?**

**Masda Y.**<sup>1</sup>, Skipper Y.<sup>2</sup>

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**P199 COUNTING THE REALITIES: CAUSES AND CONSEQUENCES OF DROPOUT AMONG TRIBAL CHILDREN**

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**P200 EFFECT OF REHABILITATION SCHOOLS ON BOY CHILD ACADEMIC PROGRESSION IN KENYA. A CASE STUDY OF KERICHO COUNTY**

Ngeno V.<sup>1</sup>, **Mutai C.**<sup>2</sup>

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**P201 IMPROVING VOCATIONAL SKILLS AMONG AFRICAN YOUTH: EVALUATION OF A NOVEL PEDAGOGY IN A WOODWORK TRAINING PROGRAM**

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**P202 FRIENDLY FISH, GRUMPY BEARS, AND HARD-WORKING PIGS: AN ANALYSIS OF ANTHROPOMORPHISM IN CHILDREN'S PICTURE STORYBOOKS**

**Nicolopoulou A.**, Lindley C., Cuadra-Arguello B.

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**P203 REVITALIZING TECHNICAL AND VOCATIONAL TRAINING FOR ACQUISITION OF EMPLOYABILITY SKILLS AMONG YOUTHS IN AFRICA**

**Njungwa Zinkeng M.**

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**P205 STUDENTS' NEED TO BELONG: THE ROLE OF TEACHER BELIEFS, CULTURALLY RESPONSIVE TEACHING AND STUDENT-TEACHER PERCEPTIONS**

**Paizan M.**, Benbow A., Titzmann P.

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**P206 TRAJECTORIES OF SELF-REGULATION IN PRE-K AND TEACHER-CHILD INTERACTIONS IN A COLLECTIVISTIC CULTURE**

**Plata-Caviedes T.**, Maldonado-Carreño C.

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**P210 LOOKING BEYOND PRIMARY BARRIERS: SUPPORT WORKERS' PERSPECTIVES ON EARLY SCHOOL LEAVING AMONG STUDENTS WITH A MIGRATION BACKGROUND**

**Van Den Berghe L.**, Pouille A., Vandeveld S., De Pauw S.

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**P211 THE EFFECTIVENESS OF REFUTATIONAL SCIENTIFIC TEXTS IN THE DISPOSE OF MISCONCEPTIONS IN PSYCHOLOGY STUDENTS**

**Varea E.**<sup>1</sup>, Enesco I<sup>1</sup>, Guerrero S<sup>2</sup>, Barrios P<sup>1</sup>

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**P214 CONTEXT MATTERS: CHANGES IN MATERNAL GATEKEEPING BEHAVIOR BY TASK**

**Altenburger L.**<sup>1</sup>, Schoppe-Sullivan S.<sup>2</sup>

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**P215 CHILD EXECUTIVE FUNCTIONS AND SCHOOL ACHIEVEMENT: ROLE OF PARENTS' EQUAL PARTICIPTION IN CHILDCARE ACTIVITIES**

**Brajsa-Zganec A.**<sup>1</sup>, Džida M.<sup>1</sup>, Kaliterna Lipovcan L.<sup>1</sup>, Babarovic T.<sup>1</sup>, Prizmic Larsen Z.<sup>2</sup>

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**P216 ANALYSIS OF TRANSACTIONAL PROCESSES IN SIBLING OF CHILDREN WITH TYPE 1 DIABETES**

**Delannoy P.**, Gaugue J.

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**P218 INTERGENERATIONAL TRANSMISSION OF KINDNESS: INTERACTIVE EFFECTS OF PARENTAL EARLY LIFE ADVERSITY AND PARENTING ON CHILDREN'S SOCIAL-EMOTIONAL OUTCOMES**

**Galarneau E.**<sup>1,2</sup>, Colasante T.<sup>1,2</sup>, Malti T.<sup>1,2</sup>

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**P219 THE CONFLICT RESOLUTION STYLES IN ADOLESCENCE: THE MODELING ROLE OF PARENTS**

**Gallo M.**<sup>1</sup>, Liga F.<sup>2</sup>, Cuzzocrea F.<sup>1</sup>, Larcan R.<sup>2</sup>, Gugliandolo M.<sup>2</sup>

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**P220 THE PATHWAY OF GRANDPARENT'S ROLE IN ASIAN PARENTING: THE PRELIMINARY FINDINGS OF THE GRANDPARENTAL SUPPORT, EXPECTATION AND GP-GC RELATIONSHIPS**

**Gan S.**<sup>1</sup>, Tan J.<sup>2</sup>, Tan S.<sup>1</sup>, Nainee S.<sup>1</sup>, Yap C.<sup>3</sup>

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**P223 PREDICTORS OF COVID-19 RELATED STRESS AMONG PARENTS: DYADIC APPROACH**

**Kaliterna Lipovcan L.**<sup>1</sup>, Brajsa-Zganec A.<sup>1</sup>, Džida M.<sup>1</sup>, Babarovic T.<sup>1</sup>, Prizmic-Larsen Z.<sup>2</sup>

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**P225 ASSESSING CHILDREN'S RELATIONSHIPS WITH PET DOGS: A MULTI-METHOD APPROACH**

**Kerns K.**<sup>1</sup>, van Dulmen M.<sup>1</sup>, Kochendorfer L.<sup>2</sup>, Obeldobel C.<sup>1</sup>, Gastelle M.<sup>1</sup>, Horowitz A.<sup>3</sup>

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**P226 IMPLEMENTING INTENCO: AN INNOVATIVE, TRAUMA FOCUSED, SHARED FAMILY CARE PROGRAM IN BELGIUM**

**Lippens L.**, D'Oosterlinck F.

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**P228 HEALTH-RELATED QUALITY OF LIFE IN PRESCHOOLERS FROM BROKEN FAMILIES: A PILOT STUDY**

**Pardo-Guijarro M.**<sup>1</sup>, Morales Tercero E.<sup>1</sup>, Guerrero-Moreno S.<sup>2</sup>

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**P232 BELONGING TO THE LGBT+ COMMUNITY AND INTERGENERATIONAL RELATIONS: THE ROLE OF FILIAL OBLIGATIONS**

**Pfamatter P.**, Schmid G., Schwarz B.

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**P233 FAMILY DYNAMICS REGARDING ADOLESCENTS' AGENCY FOLLOWING DIVORCE**

**Stolnicu A.**, Meillerais S.

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**P234 ASIAN "GUAN" PARENTING AND FILIAL BEHAVIOUR AMONG ADOLESCENTS IN MALAYSIA**

**Tan S.**<sup>1</sup>, Nainee S.<sup>1</sup>, Tan C.<sup>1</sup>, Tan J.<sup>2</sup>

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**P235 RESILIENCE PROMOTING FACTORS IN THE ASSOCIATION BETWEEN CHILD DIFFICULTIES AND PARENTAL STRESS IN FAMILIES WITH INTERNATIONAL ADOPTED CHILDREN**

**Torgersen L.**<sup>1</sup>, Haukedal C.<sup>1,2</sup>

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**P236 DOES PERSONALITY INFLUENCE BURDEN AND FAMILY FUNCTIONING IN CARETAKING OF OLDER ADULTS?**

**Vera Cruz de Carvalho R.**<sup>1</sup>, Peçanha Cruz T.<sup>2</sup>, Costa Lindolpho M.<sup>3</sup>, Pereira Caldas C.<sup>1</sup>

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### POSTER SESSION 3

#### P237 PSYCHOMETRIC EVALUATION OF MEASURES OF NEUROCOGNITIVE, AND MENTAL HEALTH OUTCOMES AMONG KENYA ADOLESCENTS

**Abubakar A.**<sup>1,2</sup>

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#### P239 THE 5CS OF POSITIVE YOUTH DEVELOPMENT IN BRAZIL DURING COVID-19

**Amaral H.**<sup>1,2</sup>, Da Cunha J.<sup>1</sup>, Weber L.<sup>1</sup>, Batista M.<sup>1</sup>

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#### P240 WHO LIKES BEING ALONE? IDENTIFYING CLUSTERS OF ADOLESCENTS BASED ON THEIR DAILY-LIFE SOCIAL WITHDRAWAL EXPERIENCE

**Bamps E.**<sup>1</sup>, Teixeira A.<sup>1</sup>, Lafit G.<sup>1,2</sup>, Achterhof R.<sup>1</sup>, Hagemann N.<sup>1,3</sup>, Hermans K.<sup>4,5</sup>, Hiekkaranta A.<sup>1</sup>, Lecei A.<sup>6</sup>, Kirtley O.<sup>1</sup>, Myin-Germeys I.<sup>1</sup>

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#### P241 TESTING THE DIRECTIONALITY OF THE RELATIONS BETWEEN NEED SATISFACTION, MOTIVATION AND SELF-ESTEEM: A FOUR-YEAR LONGITUDINAL STUDY AMONG ADOLESCENTS

**Bouffard T.**<sup>1</sup>, Bélanger T.<sup>1</sup>, Parent-Taillon É.<sup>1</sup>, Vezeau C.<sup>2</sup>

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#### P242 HOW EXPERIENCES IN SCHOOL MIGHT CHANGE ADOLESCENTS' VIEWS ON THE PAST, THE PRESENT, AND THE FUTURE

**Buhl M.**, Bregulla M., Kling I., Konowalczyk S., Kuhn H.

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#### P243 SEQUENTIAL AND SIMULTANEOUS MIXED EMOTION EXPERIENCES FOR SELF OR OTHER IN ADOLESCENCE

**Burkitt E.**<sup>1</sup>, Watling D.<sup>2</sup>, Cocks F.<sup>1</sup>

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#### P244 SLEEP PROBLEMS AS A MEDIATOR OF THE ASSOCIATION BETWEEN FAMILIAL CONFLICT AND IMPULSIVITY

**Butler K.**, Yan J., Peterson Z.

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#### P247 ADOLESCENT CONNECTEDNESS: CROSS-CULTURAL CONCEPT AND IMPACT OF DISCONNECTEDNESS IN KENYAN ADOLESCENTS

**Chongwo E.**<sup>1</sup>, Too E.<sup>1</sup>, Mabrouk A.<sup>1</sup>, Angwenyi<sup>1</sup>, Abubakar A.<sup>1,2</sup>

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#### P248 USING COGNITIVE INTERVIEWS TO ADAPT THE SEXUAL AND REPRODUCTIVE EMPOWERMENT SCALE FOR ADOLESCENT GIRLS IN LEBANON

**Dagher M.**, Abdulrahim S., Sieverding M.

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#### P249 THE RELATION BETWEEN ADOLESCENTS' EXPOSURE TO MODELS IN THEIR SURROUNDINGS, AND THE ATTITUDES OF ARAB AND JEWISH ADOLESCENTS TOWARDS GENDER, ROMANTIC RELATIONSHIPS AND SEXISM

**Daw S.**, Sharf M.

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#### P253 HOUSEHOLD AND SOCIOECONOMIC HARDSHIP AND EXECUTIVE FUNCTIONS PREDICT ADOLESCENTS' LONG-TERM MENTAL HEALTH AND FEELINGS OF FUTURE UNCERTAINTY THROUGHOUT THE COVID-19 PANDEMIC

**Green K.**<sup>1</sup>, Becht A.<sup>2</sup>, van der Groep S.<sup>1</sup>, van der Crujisen R.<sup>1</sup>, Sweijen S.<sup>1</sup>, Crone E.<sup>1</sup>

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#### P255 AN ANALYSIS OF RISK FACTORS LINKED TO TRAJECTORIES OF CHRONIC TEEN DATING VIOLENCE

**Hébert M.**, Fortin A., Paradis A., Petit M.

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#### P256 LONGITUDINAL DEVELOPMENT OF EMPATHIC ABILITIES IN ADOLESCENTS: THE ROLE OF SELECTION AND INFLUENCE PROCESSES OF THE PEER ENVIRONMENT

**Hollarek M.**, Sijtsma H., Lee N., Walsh R., van Buuren M., Krabbendam L.

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**P257 ADJUSTMENT BEHAVIORS ACROSS THE TRANSITION TO LOWER SECONDARY SCHOOL: THE ROLE OF TEMPERAMENT AND RELATIONSHIPS WITH PARENTS AND TEACHERS**

**Jaruseviciute V.**, Silinskas G., Kiuru N.  
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**P258 CHARACTERISTICS OF SOCIAL PROBLEM-SOLVING AND NEGATIVE PROBLEM ORIENTATION – HUNGARIAN INVESTIGATIONS WITH QUESTIONNAIRE AND STORY**

**Kasik L.**<sup>1,2</sup>, Gál Z.<sup>2,3</sup>  
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**P259 CHARACTERISTICS OF SOCIAL PROBLEM-SOLVING AND ANXIETY AMONG PERFECTIONIST AND NON-PERFECTIONIST ADOLESCENTS**

Kasik L.<sup>1,2</sup>, **Gál Z.**<sup>1,2</sup>  
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**P260 CYBERBULLYING PERPETRATION AMONG INDIAN ADOLESCENTS: SOCIAL AND EMOTIONAL DIFFICULTIES**

**Kaur K.**  
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**P263 THE PREVALENCE OF MATERIALISTIC VALUES IN CHILDREN FROM DIFFERENT SES BACKGROUNDS**

**Kornilaki E.**  
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**P264 A TEEN'S IQ: DETERMINED BY BOTH BIOLOGICAL AND CHRONOLOGICAL AGE**

**Kovács I.**<sup>1</sup>, Utczás K.<sup>2</sup>, Tróznai Z.<sup>2</sup>, Oláh G.<sup>1</sup>, Pótári A.<sup>3</sup>, Gombos F.<sup>1</sup>  
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**P265 STUDENTS' MOTIVATIONAL BELIEFS AND CLASSROOM CLIMATE IN MATHEMATICS: A LONGITUDINAL EXAMINATION OF THEIR JOINT TRAJECTORIES FROM GRADE 6 TO GRADE 9**

**Leroy N.**  
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**P267 FORMING OF IDENTITY AND EXPERIENCING OF AGGRESSION IN ADOLESCENCE**

**Liberska H.**  
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**P270 RELATIONS BETWEEN GENDER IDENTITY, LONELINESS AND PERCEIVED SOCIAL SUPPORT AMONG ADOLESCENTS**

**Malinauskienė O.**  
*Mykolas Romeris University*

**P272 BEHAVIOUR PLANNING AND INHIBITORY CONTROL CHILDREN WITH ATTENTION-DEFICIT HYPERACTIVITY DISORDER**

**Mokobane M.**<sup>1</sup>, Pillay B.<sup>2</sup>, Meyer A.<sup>3</sup>  
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**P277 THE IMPORTANCE OF SIGNIFICANT PSYCHOSOCIAL FACTORS ON ADOLESCENTS' PHOTO DISCLOSURE ON SNAPCHAT, FACEBOOK AND INSTAGRAM**

**Paluckaitė U.**<sup>1</sup>, Žardeckaitė-Matulaitienė K.<sup>1</sup>  
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**P280 LATENT GROWTH CURVE ANALYSES OF EMOTIONAL AWARENESS AND EMOTION REGULATION: THE ROLE OF ADOLESCENTS' GENDER AND AGE**

**Rueth J.**<sup>1</sup>, Kerkhoff D.<sup>2</sup>, Lohaus A.<sup>1</sup>  
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**P282 PREDICTING ACADEMIC VALUES AND ENGAGEMENT THROUGH BASIC NEEDS SATISFACTIONS AMONG ADOLESCENT STUDENTS IN RISKY AREAS IN NIGERIA**

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**P283 FINANCIAL LITERACY AMONG FINNISH ADOLESCENTS IN PISA 2018: THE ROLE OF FINANCIAL LEARNING AND DISPOSITIONAL FACTORS**

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**P284 THE RELATION AMONG POSSIBLE SELVES, IDENTITY DIMENSIONS AND ANXIETY/DEPRESSION IN ADOLESCENCE**

**Solomontos-Kountouri O.**<sup>1</sup>, Michael L.<sup>1</sup>, Leontari A.<sup>2</sup>, Tsagkaridis K.<sup>1</sup>

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**P286 DIRECT AND INDIRECT LONGITUDINAL ASSOCIATIONS BETWEEN BEHAVIOR PROBLEMS, PARENTAL AND PEER ATTACHMENT AND RISKY SEXUAL BEHAVIORS IN ADOLESCENCE**

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**P288 COMING OF AGE – BIOLOGICAL VERSUS CHRONOLOGICAL**

**Utczás K.**<sup>1</sup>, Tróznai Z.<sup>1</sup>, Gerván P.<sup>2</sup>, Gombos F.<sup>2</sup>, Kovács I.<sup>3</sup>

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**P290 HOW DO PARENTS AND PEERS INFLUENCE DEVELOPING AN ADOLESCENT ROMANTIC RELATIONSHIP OF GOOD QUALITY? THE ROLE OF MIXED FRIENDSHIPS, EARLIER ROMANTIC RELATIONSHIPS, AND INTIMACY MOTIVATION**

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**P291 DIFFERENCES IN ACADEMIC EXPECTATIONS BETWEEN FIRST- AND SECOND-YEAR UNIVERSITY STUDENTS**

**Vleioras G.**<sup>1</sup>, Dermitzaki I.<sup>2</sup>, Roussi-Vergou C.<sup>3</sup>, Chatzistamatiou M.<sup>3</sup>

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**P292 TRANSLATION AND VALIDATION OF A GREEK VERSION OF THE IDENTITY STYLE INVENTORY – 5**

**Vleioras G.**<sup>1</sup>, Berzonsky M.<sup>2</sup>, Dimitriou A.<sup>1</sup>, Gkoltsou A.<sup>1</sup>, Koletas P.<sup>1</sup>, Mante E.<sup>1</sup>

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**P293 PARENTAL PRACTICES, SELF-ESTEEM, AND DEPRESSION IN ADOLESCENTS**

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**P294 DOES PARENTAL EDUCATION MODERATE RELATIONS AMONG FAMILY DEVIANANCE, LOW PARENTAL NURTURANCE, AND TEEN DEVIANT LIFESTYLES?**

**Wiesner M.**, Olvera N.

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**P296 FRIENDSHIP HOMOPHILY IN THE DEVELOPMENT OF THE CHINESE ADOLESCENTS' SELF-VIEWS: A LONGITUDINAL DYNAMIC SOCIAL NETWORK STUDY**

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**P297 UNDERSTANDING THE DEVELOPMENT TREND OF CHILDREN'S STRESS USING TRANSDERMAL OPTICAL IMAGING TECHNOLOGY**

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**P305 GENERATIONAL DIFFERENCES IN PERCEIVED JUSTICE OF TRAFFIC LAW ENFORCEMENT**

**Endriulaitienė A.**<sup>1</sup>, Šeibokaitė L.<sup>1</sup>, Markšaitytė R.<sup>1</sup>, Slavinskienė J.<sup>1</sup>, Vadvilavičius T.<sup>1</sup>, Sullman M.<sup>1,2</sup>

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**P306 THE MODERATING EFFECT OF OPTIMISM IN THE RELATIONSHIP BETWEEN FEAR OF INFECTION AND ANXIETY IN THE CONTEXT OF THE COVID-19 PANDEMIC**

**Janić O.**, Obradović V., Gavrilov-Jerković V., Jerković I., Ljevaja M.

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**P310 INVESTIGATING INDIVIDUAL DIFFERENCES AND THE ROLE OF SES IN INFANT-INITIATED SOCIAL INTERACTIONS IN 18-MONTH-OLD TURKISH INFANTS**

**Karadag D.**<sup>1</sup>, Koskulu S.<sup>3</sup>, Bazhydai M.<sup>1</sup>, Yigit B.<sup>2</sup>, Erdogan M.<sup>2</sup>, Taskiran I.<sup>2</sup>, Alpay B.<sup>2</sup>, Pur B.<sup>2</sup>, Sen H.<sup>2</sup>

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**P312 A NEW TRAINING INTERVENTION TO ENHANCE CHILDREN'S CREATIVE POTENTIAL: THE ROLE OF EMOTIONAL INTELLIGENCE**

Agnoli S.<sup>1,2</sup>, **Pozzoli T.**<sup>3</sup>, Mancini G.<sup>4</sup>, Franchin L.<sup>5</sup>, Mastria S.<sup>2,6</sup>, Corazza G.<sup>2,7,8</sup>

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**P313 THE IMPACT OF WORKING MEMORY ON THE DEVELOPMENT OF NUMERICAL AND LITERACY PRECURSOR SKILLS**

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**P314 RUSSIAN-LANGUAGE TRANSLATION AND ADAPTATION OF BFI-S: CHECKING THE FACTOR STRUCTURE IN A SITUATION PROVOKING SOCIALLY DESIRABLE BEHAVIOR**

**Shepeleva E.**<sup>1</sup>, Valueva E.<sup>2</sup>

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**P315 ATTACHMENT REPRESENTATIONS AND EMOTION REGULATION IN SCHOOL AGE CHILDREN. THE MODERATING ROLE OF ENVIRONMENTAL SENSITIVITY**

**Sperati A.**<sup>1</sup>, Dellagiulia A.<sup>2</sup>, Verderame C.<sup>2</sup>, Lionetti F.<sup>1</sup>, Spinelli M.<sup>1</sup>, Fasolo M.<sup>1</sup>

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**P316 INVESTIGATING SENSITIVITY THROUGH THE LENS OF PARENTS. VALIDATION OF THE HIGHLY SENSITIVE CHILD SCALE-PARENT REPORT VERSION.**

**Sperati A.**<sup>1</sup>, Spinelli M.<sup>1</sup>, Fasolo M.<sup>1</sup>, Pluess M.<sup>2</sup>, Lionetti F.<sup>1</sup>

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**P317 DIFFERENTIAL MOTIVES OF AGGRESSIVE BEHAVIOR IN DIFFERENT CONTEXTS: RAGE, REVENGE, REWARD, AND RECREATION IN OFFLINE AND CYBERBULLYING**

**Yanagida T.**<sup>1</sup>, Graf D.<sup>1</sup>, Runions K.<sup>2</sup>, Spiel C.<sup>1</sup>

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**P318 SELF-PERCEPTION OF ADULthood: THE ROLE OF MEANING IN LIFE BESIDES TRANSITIONAL MARKERS AND IDENTITY**

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**P320 ACQUISITION OF EMOTIONAL RESPONSE VERBS BY GREEK SPEAKING PRESCHOOL CHILDREN**

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**P322 THE CYPRUS GREEK LEXICAL LIST (CYLEX) FOR INFANTS AND PRESCHOOL CHILDREN: PRELIMINARY ANALYSES FROM GREECE AND RELATIONSHIP WITH RECEPTIVE LANGUAGE ASSESSMENT**

**Economou A.**<sup>1</sup>, Petinou K.<sup>2</sup>, Helidoni M.<sup>3</sup>, Okalidou A.<sup>4</sup>, Polykandrioti G.<sup>1</sup>, Fitsiou A.<sup>1</sup>

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**P323 THE HOME LITERACY ENVIRONMENT IS ASSOCIATED WITH PHONOLOGICAL AWARENESS AND EXECUTIVE FUNCTION SKILLS IN PRESCHOOLERS**

**Figuccio M.**, Pimpinella M., Di Cuzzo T., Guardado M., Nistad B.

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**P324 LINGUISTIC INTERACTIONS AT NURSERY SCHOOL AS A PROTECTIVE FACTOR FOR PROMOTING LANGUAGE DEVELOPMENT OF TODDLERS FROM LOW-INCOME FAMILIES**

**Florit E.**, Barachetti C., Majorano M., Lavelli M.

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**P325 GESTURE DEVELOPMENT IN THE NURSERY SCHOOL CLASSROOM: PROXIMAL GESTURES AND EDUCATIVE ACTION**

**Guevara De Haro I.**

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**P327 SELF-REPORTED IRONY USE AND PSYCHOSOCIAL FACTORS IN YOUNG ADULTS IN POLAND**

**Kałowski P.**<sup>1</sup>, Bosacki S.<sup>2</sup>, Branowska K.<sup>3</sup>, Zajączkowska M.<sup>4</sup>, Banasik-Jemielniak N.<sup>4</sup>

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**P328 MISMATCH BETWEEN FAMILIAR LANGUAGE AND LANGUAGE OF INSTRUCTION AMONG PUPILS: EFFECT ON READING COMPREHENSION IN SELECTED PRIMARY SCHOOLS OF LUSAKA DISTRICT, ZAMBIA**

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**P329 A CORPUS-BASED ANALYSIS OF SOCIAL MEDIA LINGUISTIC CHOICES OF BELLIGERENTS OF THE ANGLOPHONE CRISIS IN CAMEROON**

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**P332 THE DYNAMICS OF PRESCHOOL CHILDREN'S PERSUASIVE INTERACTIONS**

**Sen H.**, Demircan N., Temur B.

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**P333 LATENCY IN PEER CONVERSATIONAL INTERACTION: SOCIAL ACTION AND GAZING**

**Sen H.**, Kaya S., Bozkir M.

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**P334 INFORMAL LANGUAGE STIMULATION IS THE KEY TO GOOD LANGUAGE SKILLS**

**Tulviste T.**, Tamm A.

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**P335 EXAMINING CHILDREN'S QUESTIONS AND PARENTS' RESPONSES ABOUT COVID-19 PANDEMIC IN TURKEY**

**Unlutabak B.**<sup>1</sup>, Velioglu İ.<sup>2</sup>

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**P336 PRESCHOOLERS' POSSIBILITY JUDGMENTS AND EXPLANATIONS ABOUT IMPROBABLE AND IMPOSSIBLE EVENTS: EFFECTS OF MOTHER-CHILD CONVERSATIONS AND SES**

**Unlutabak B.**<sup>1</sup>, Nicolopoulou A.<sup>2</sup>, Aksu-Koc A.<sup>3</sup>, Velioglu İ.<sup>4</sup>

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**P339 THE ROLE OF PRENATAL HOUSEHOLD CHAOS ON INFANT DEVELOPMENT**

**Buğan Kısır B.**<sup>1</sup>, Müderrisoğlu S.<sup>1</sup>, Sart Z.<sup>1</sup>, Yeniad N.<sup>1</sup>, Çorapçı F.<sup>1</sup>

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**P340 THE INTERACTION BETWEEN DECISION-MAKING AND YOUTH DEPRESSION AND ANXIETY**

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**P342 THE DEVELOPMENT OF AFTERLIFE BELIEFS ACROSS THE LIFESPAN: THE REPRESENTATIONS OF AFTERLIFE IN RELIGIOUS AND NON-RELIGIOUS CHILDREN AND ADULTS**

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**P343 DOES HELPING MAKE YOUNG CHILDREN HAPPY? THE DEVELOPMENT OF PROSOCIAL EMOTIONS UNDERLYING HELPING IN EARLY CHILDHOOD.**

**Gibhardt S.**, Henderson A.

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**P345 ASSESSMENT OF KEY COMPETENCIES TO DEVELOP LIFELONG LEARNING**

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**P346 THE RELATIONSHIP BETWEEN TRAIT EMOTIONAL INTELLIGENCE AND DEATH UNDERSTANDING**

**Kaltsaka C.**<sup>1</sup>, Panagiotaki G.<sup>2</sup>, Galanaki E.<sup>1</sup>, Kornilaki E.<sup>3</sup>

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**P347 THE INFLUENCE OF PSYCHOLOGICAL DISTANCE AND INJURY TYPES ON FORGIVENESS ACROSS AGES**

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**P353 STUCK ON THE WRONG SIDE OF THE TRACKS: THE LONG-TERM COST OF CRIME ON EXPERIENCES OF NEIGHBOURHOOD DISADVANTAGE**

**Shanahan Somerville M.**<sup>1</sup>, Dickson D.<sup>2</sup>, Serbin L.<sup>1</sup>, Stack D.<sup>1</sup>, Ledingham J.<sup>3</sup>, Schwartzman A.<sup>1</sup>

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## POSTER SESSION 4

### P354 LIVING WITH TYPE 1 DIABETES: CHILDREN'S SELF-DEPICTIONS AND REPORTS WHILE EXPERIENCING DIFFERENT EMOTIONS

Mantziou A.<sup>1</sup>, **Bonoti F.**<sup>1</sup>, Dermitzaki I.<sup>1</sup>, Misailidi P.<sup>2</sup>

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### P354A WHAT IS CORONAVIRUS? AN ANALYSIS OF CHILDREN'S DRAWINGS

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### P355 PREDICTION OF SEXTING BEHAVIOR FROM ASSERTIVENESS AND SEXUAL SENSATION SEEKING IN HETEROSEXUAL ADULTS OF ARGENTINA

**Botto M.**<sup>1</sup>, Padula G.<sup>1</sup>, Chausis R.<sup>1</sup>, Gonzalez Caino P.<sup>1,2</sup>

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### P356 AGE DIFFERENCES IN YOUNG CHILDREN'S STRATEGIES FOR REGULATING FRUSTRATION

**Cardwell G.**<sup>1</sup>, Reed N.<sup>1</sup>, Cole P.<sup>1</sup>, Ram N.<sup>2</sup>

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### P358 FEEDBACK SENSITIVITY, EMOTION REGULATION, AND ADOLESCENTS' ADJUSTMENT IN A LOW-MIDDLE SES COLOMBIAN SAMPLE

Di Giunta L.<sup>1</sup>, Duell N.<sup>2</sup>, Uribe Tirado L.<sup>3</sup>, Ruiz Garcia M.<sup>3</sup>, Gliozzo G.<sup>1</sup>, Comitale C.<sup>1</sup>, Riccioni C.<sup>1</sup>, Virzì A.<sup>1</sup>, Finocchiaro L.<sup>1</sup>, **Lunetti C.**<sup>1</sup>

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### P359 THE ROLE OF PERSONALITY TRAITS IN CHILDREN'S RELATIONSHIPS WITH SIGNIFICANT OTHERS: A SYSTEMATIC REVIEW

**Du Q.**<sup>1</sup>, Koomen H., Roorda D., Zee M.

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### P364 PSYCHOMETRIC PROPERTIES OF THE CHINESE VERSION OF THE HIGHLY SENSITIVE CHILD SCALE ACROSS AGE GROUPS, GENDER, AND INFORMANTS

**Liu D.**<sup>1</sup>, Van Dijk A.<sup>2</sup>, Lin S.<sup>3</sup>, Wang Z.<sup>4</sup>, Deković M.<sup>1</sup>, Dubas J.<sup>1</sup>

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### P367 WELL-BEING FROM PRIMARY TO SECONDARY SCHOOL: EXAMINING THE SCHOOL-RELATED WELL-BEING SCALE (SRW) WITH THE RASCH MODEL

**Raccanello D.**, Vicentini G., Burro R.

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### P373 DO PREDICTORS OF READING ACHIEVEMENT DIFFER BETWEEN CHILDREN WITH GERMAN AS A FIRST OR A SECOND LANGUAGE?

**Cartschau F.**, von Goldammer A., Jägers T., Maehler C.

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### P375 A DAILY DIARY STUDY ON ASSOCIATIONS BETWEEN SCHOOL-BASED ETHNIC DISCRIMINATION AND SCHOOL ENGAGEMENT.

**Civitillo S.**<sup>1</sup>, Jugert P.<sup>1</sup>, Yip T.<sup>2</sup>, Lui P.<sup>3</sup>, Titzmann P.<sup>4</sup>, Uslucan H.<sup>1</sup>

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### P378 ASSESSMENT ACROSS CULTURES: EXAMINING MEASUREMENT EQUIVALENCE OF ACADEMIC ENGAGEMENT AMONG ADOLESCENTS IN COLOMBIA AND THE UNITED STATES

**Jones S.**<sup>1</sup>, Sladek M.<sup>1</sup>, Umaña-Taylor A.<sup>1</sup>, Uribe Tirado L.<sup>2</sup>, Tilano Vega L.<sup>2</sup>

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### P379 LONGITUDINAL SCALE DEVELOPMENT OF A MULTIDIMENSIONAL FAMILY ETHNIC SOCIALIZATION MEASURE FOR CHILDREN

**Kramer H.**<sup>1</sup>, Blaylock D.<sup>1</sup>, Taylor L.<sup>1,2</sup>

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### P380 COLORISM, TRAUMA AND WELL-BEING: MAKING A CASE FOR A THEORY OF SKIN TONE TRAUMA

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**P381 RELATIONS AMONG CHILD-PARENT SEPARATION, PEER INTERACTIONS, AND ADJUSTMENT IN CHINESE AMERICAN CHILDREN**

**Liu M.**, Chen X.  
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**P383 META-ANALYSIS ON THE RELATION BETWEEN ACCULTURATION AND ALCOHOL USE AMONG IMMIGRANT YOUTH**

**Sirin S.**, Choi E., Sin E.  
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**P384 IS ASSESSMENT OF LEARNING DISORDERS FAIR FOR CHILDREN WITH GERMAN AS A SECOND LANGUAGE? – MEASUREMENT INVARIANCE OF A MODEL EXPLAINING READING ABILITY**

**Von Goldammer A.**, Carstachau F., Maehler C., Jaegers T.  
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**P386 RESILIENCE OF WOMEN SURVIVORS OF INTIMATE PARTNER VIOLENCE**

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**P387 PROTECTIVE FACTORS ASSOCIATED WITH SOCIAL ADJUSTMENT IN EARLY ADOLESCENCE AMONG CHILDREN WITH INITIAL CONDUCT PROBLEMS: MODERATING EFFECT OF SEX**

**Chavignon E.**, Lapalme M., Pascuzzo K., Déry M.  
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**P388 RESILIENCE OF HOMELESS YOUTH: IMPACT OF A HOUSING PROGRAM**

**Dashora P.**, Kiara S.  
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**P390 PSYCHOLOGICAL DISTRESS AND ITS MEDIATING EFFECT ON EXPERIENCES OF ONLINE RISKS: THE CASE FOR VULNERABLE YOUNG PEOPLE**

**El-Asam A**  
*Kingston University*

**P395 THE INVESTIGATION OF THE RELATIONSHIP BETWEEN RESILIENCE AND PERCEIVED SOCIAL SUPPORT LEVELS OF SYRIAN CHILDREN: THE MEDIATOR ROLE OF SOCIAL COMPETENCE LEVEL**

**Güney Karaman N.**<sup>1</sup>, Çeber Ç.<sup>2</sup>, Denli Ö.<sup>3</sup>  
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**P397 SCHOOL ADJUSTMENT AMONG RECENTLY ARRIVED IMMIGRANT AND REFUGEE CHILDREN: CAN TEACHER-CHILD RELATIONSHIP QUALITY MAKE A DIFFERENCE?**

**laluna F.**<sup>1</sup>, Civitillo S.<sup>1</sup>, Jugert P.<sup>1</sup>, McElvany N.<sup>2</sup>, Leyendecker B.<sup>3</sup>  
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**P399 ATTACHMENT TYPE AND SCHOOL RESILIENCE IN CHILDREN IN ABIDJAN**

**Kouadio K.**, Koffi K.  
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**P400 MOTHER-INFANT RSA SYNCHRONY MODERATES THE IMPACT OF POSTNATAL DEPRESSION ON CHILDREN'S INTERNALIZING PROBLEMS**

**Lan Q.**, Wang L.  
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**P401 WORDS FROM THE WISE: YOUTH MAKING SENSE OF THE ENTANGLEMENT BETWEEN FOSTER CARE, SUBSTANCE ABUSE AND DELINQUENCY**

**Marcotte J.**<sup>1</sup>, Plourde C.<sup>1</sup>, Dufour I.<sup>2</sup>  
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**P402 EXPLORING THE RELEVANCE OF CULTURE IN RISK ASSESSMENT FOR JUVENILE DELINQUENTS IN MALAYSIA: A FOCUS ON THE ROLE OF RELIGIOSITY AND COLLECTIVE RELIGIOUS ACTIVITIES**

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**P406 PARENTS' PERCEIVED STRESS, RESILIENCE AND ATTITUDES TO CHILDREN'S ONLINE LEARNING DURING THE COVID-19 PANDEMIC**

Antoniou A., Markopoulou E., Christodoulou G., Tziaila V., **Polychroni F.**  
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**P407 ADDRESSING ADULTS TO SUPPORT CHILDREN AND ADOLESCENTS TO COPE WITH PANDEMIC-RELATED EMOTIONS: A PUBLIC COMMUNICATION CAMPAIGN**

**Raccanello D.**<sup>1</sup>, Vicentini G.<sup>1</sup>, Rocca E.<sup>1</sup>, Barnaba V.<sup>1</sup>, Hall R.<sup>2,3</sup>, Burro R.<sup>1</sup>  
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**P408 MITIGATING THE NEGATIVE EFFECTS OF MARITAL PROBLEMS ON CHILDREN OF PARENTS WITH BIPOLAR DISORDER: ORGANIZATION AND CONSISTENCY IN THE HOME AS A PROTECTIVE FACTOR**

**Serravalle L.**, Ellenbogen M.  
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**P410 REFUGEE CHILDREN'S SOCIAL-EMOTIONAL CAPACITIES: LINKS TO MENTAL HEALTH UPON RESETTLEMENT AND BUFFERING EFFECTS ON PRE-MIGRATORY ADVERSITY**

**Speidel R.**<sup>1</sup>, Galarneau E.<sup>1</sup>, Elsayed D.<sup>2</sup>, Mahhouk S.<sup>1</sup>, Filippelli J.<sup>1</sup>, Colasante T.<sup>1</sup>, Malti T.<sup>1</sup>  
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**P411 AN EVIDENCE-BASED TRAINING TO ENHANCE EARTHQUAKE-RELATED BEHAVIOURAL PREPAREDNESS AND EMOTIONAL COMPETENCE**

**Vicentini G.**, Raccanello D., Rocca E., Burro R.  
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**P412 PRELIMINARY DATA ON PANDHEMOT: AN EVIDENCE-BASED WEB-APPLICATION TO PROMOTE CHILDREN AND ADOLESCENTS' RESILIENCE DURING PANDEMICS.**

Raccanello D.<sup>1</sup>, **Vicentini G.**<sup>1</sup>, Rocca E.<sup>1</sup>, Lonardi C.<sup>1</sup>, Carradore M.<sup>1</sup>, Hall R.<sup>2</sup>, Burro R.<sup>1</sup>  
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**P414 LIFETIME POLY-VICTIMIZATION AND INTERNALIZING PROBLEMS: THE MODERATING ROLE OF SELF-EFFICACY AND OUT-OF-HOME-CARE?**

**Wiemann A.**, Werner A., Lohaus A.  
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**P415 THE RELATION OF SCHOOL ACHIEVEMENT AND WELLBEING IN CHILEAN CHILDREN**

**Alvarez C.**, Szűcs D.  
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**P416 CHILDREN'S EXPERIENCES AND PERSPECTIVES ON GENDER-BASED VIOLENCE IN SCHOOLS IN BUSOGA SUB-REGION, UGANDA: A SOCIOCULTURAL EXPLORATION**

**Balikoowa R.**, Kikooma J., Onen D.  
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**P419 WORKING ON PUPIL TEACHERS' PERSPECTIVE ON STUDENTS WITH BEHAVIOURAL PROBLEMS**

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**P420 PLAYING IN THE STREET IN GREAT BRITAIN: RESULTS FROM A NATIONALLY REPRESENTATIVE SURVEY OF PRIMARY-AGED CHILDREN**

**FitzGibbon L.**<sup>1</sup>, Nesbit R.<sup>2</sup>, Dodd H.<sup>2</sup>  
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**P422 To what extent are teachers able to assess environmental sensitivity in children and how do sensitivity behaviours manifest differently across contexts?**

**Kähkönen J.**<sup>1</sup>, Lionetti F.<sup>2</sup>, Pluess M.<sup>1</sup>  
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**P425 THE ROLE OF EMOTIONS BETWEEN SCHOOL CLIMATE AND WELL-BEING EXPERIENCE IN SECONDARY SCHOOL STUDENTS DURING THE CORONAVIRUS PANDEMIC**

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**P427 HOW CHILDREN CONCEPTUALISE AND NEGOTIATE THEIR LIVES AND DAILY EXPERIENCES IN URBAN SETTINGS**

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**P428 PARENTAL INVOLVEMENT IN TEACHING USING EVERYDAY PRACTICES AND ACTIVITIES AND CHILDREN'S MATHEMATICS SKILLS DEVELOPMENT IN LOWER PRIMARY IN WAKISO DISTRICT, UGANDA**

**Nandera M.**  
Kyambogo University

**P430 TEACHERS' AND PARENTS' PERCEPTIONS OF SCHOOL BULLYING EXPERIENCES**

**Petrakos H.**, Anastasiadis K., Monette C.  
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**P431 UNDERSTANDING THE ROLE OF RESILIENT ENVIRONMENTS ON CHILDREN WHO ARE INVOLVED IN BULLYING SITUATIONS IN SCHOOLS**

**Petrakos H.**, Monette C., Anastasiadis K.  
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**P432 ACADEMIC ACHIEVEMENT OF CHILDREN WITH AUTISTIC SYMPTOMS COMPARED TO TYPICALLY DEVELOPING CHILDREN**

**Sari N.**<sup>1,3</sup>, Luijk M.<sup>1,2</sup>, Jansen P.<sup>1,2</sup>, Prinzie P.<sup>1</sup>, Van IJzendoorn M.<sup>1</sup>

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**P433 STUDENTS' EXPERIENCES OF TRANSITIONING TO A MULTICULTURAL HIGH SCHOOL DURING THE COVID-19 PANDEMIC**

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**P434 EFFECTS OF A MINDFULNESS INTERVENTION ON PROSOCIAL BEHAVIOR AND CLASSROOM CLIMATE IN GERMAN PRIMARY SCHOOLS**

**von Salisch M.**, Voltmer K.

Leuphana University

**P437 A SHARED-BOOK READING INTERVENTION TO PROMOTE PRESCHOOLERS' SOCIO-EMOTIONAL EXPRESSION**

**Bergman Deitcher D.**, Aram D., Dwairy M.

Tel Aviv University

**P438 WHAT MAKES A PRESCHOOLER A PROFICIENT PERSUADER?**

Caputi M.<sup>2</sup>, **Bosacki S.**<sup>1</sup>

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**P439 CHILDREN'S IDEAS ABOUT THE INTERNET: WHAT IS THE ORIGIN OF ONLINE INFORMATION AND HOW TRUSTWORTHY IS IT?**

Enesco I.<sup>1</sup>, **Sebastián-Enesco C.**<sup>1</sup>, Guerrero S.<sup>2</sup>, Varea E.<sup>1</sup>

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**P440 CHILDREN CONCEPTUALIZATION OF RESPECT AND ITS ASSOCIATIONS WITH CHILD'S SYMPATHY**

**Cardoso E.**<sup>1</sup>, Fernandes M.<sup>1</sup>, Costa Martins M.<sup>1</sup>, Fernandes C.<sup>1</sup>, Malti T.<sup>2</sup>, Verissimo M.<sup>1</sup>

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**P441 FEELING BAD ABOUT FEELING MAD: ANGER PREDICTS HIGHER NON-AGGRESSIVE DISRUPTIVE BEHAVIOUR BUT NOT AGGRESSION IN CHILDREN WITH HIGHER ETHICAL GUILT**

**Galarneau E.**<sup>1,2</sup>, Colasante T.<sup>1,2</sup>, Malti T.<sup>1,2</sup>

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**P442 SELECTIVE TEACHING: DO CHILDREN TRANSMIT GENERALIZABLE OR SPECIFIC INFORMATION ABOUT COVID-19?**

Karadag D., Bibb M., **Bazhydai M.**

Lancaster University

**P444 THE IMPACT OF PERSONALITY TRAITS, EMPATHY AND THEORY OF MIND ON DECISION MAKING: A STUDY WITH SCHOOL AGE CHILDREN**

**Lombardi E.**<sup>1</sup>, Di Dio C.<sup>1</sup>, Castelli I.<sup>2</sup>, Massaro D.<sup>1</sup>, Marchetti A.<sup>1</sup>

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**P445 PRESCHOOL CHILDREN'S EMOTION REGULATION AND PROSOCIAL BEHAVIOR – THE CASE OF HELPING AND SHARING**

**Lüken L.**, Silkenbeumer J., Holodynski M., Kärtner J.

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**P448 ADOLESCENTS' PLURALISTIC IGNORANCE AND REASONING RELATED TO COVID-19 PUBLIC HEALTH BEHAVIOURS**

**McGuire L.**, Farooq A., Rutland A.

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**P449 THE INFLUENCE OF SELF-REGULATORY COMPETENCIES ON THE MORAL DEVELOPMENT FROM CHILDHOOD TO EARLY ADOLESCENCE: A LONGITUDINAL STUDY**

**Ritgens C.**, Bondü R.

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**P450 HELPING AND HURTING OTHERS: CHILDREN'S NARRATIVES IN RELATION TO PROSOCIAL AND ANTISOCIAL BEHAVIOR**

**Schwyzler I.**<sup>1</sup>, Malti T.<sup>2</sup>

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#### **P452 THE DEVELOPMENT OF REFLECTIVE FUNCTIONING AND EMPATHY: THE ROLE OF CUMULATIVE ATTACHMENT SECURITY**

**Sirparanta A.**<sup>1</sup>, Miljkovitch R.<sup>1</sup>, Zdebik M.<sup>3</sup>, Pascuzzo K.<sup>4</sup>, Moss E.<sup>4</sup>

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#### **P454 INTERINDIVIDUAL DIFFERENCES IN THE DETRIMENTAL EFFECT OF SOCIAL EXPECTATIONS ON PROSOCIAL MOTIVATION IN MIDDLE CHILDHOOD**

**Skrobaneck A.**<sup>1</sup>, Kärtner J.<sup>1</sup>

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#### **P455 THE EARLY EMERGENCE OF THE MORAL SELF-CONCEPT AND ITS RELATION TO PROSOCIAL BEHAVIOR**

**Soeldner L.**, Mammen M., Paulus M.

Ludwig-Maximilians-Universität München

#### **P456 MOTHERS' PROFILE OF PROSOCIAL CHILDREN IN THREE DIFFERENT BRAZILIAN CONTEXTS - EXPLORING INTRACULTURAL VARIANCE**

**Vera Cruz de Carvalho R.**<sup>1</sup>, Reis Fonseca B.<sup>2</sup>, Cavalcante L.<sup>2</sup>, Köster M.<sup>3</sup>, Kärtner J.<sup>4</sup>

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#### **P458A SIMILARITIES AND DIFFERENCES IN DEVELOPMENTAL MILESTONES OF GERMAN AND INDIAN TODDLERS USING AN ADAPTED VERSION OF FREDI 0-3**

**Doennecke N.**, Maehler C.

University of Hildesheim

#### **P459A MIND-MINDEDNESS ACROSS EUROPE: A COMPARISON BETWEEN ITALIAN, GERMAN, AND DUTCH MOTHERS**

**Silletti F.**<sup>1</sup>, Coppola G.<sup>1</sup>, Colonesi C.<sup>2</sup>, Licata M.<sup>3</sup>, Aureli T.<sup>4</sup>, Bögels S.<sup>2</sup>, Sodiani B.<sup>3</sup>

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#### **POSTER SESSION 5**

#### **P461 MALADAPTIVE PERSONALITY TRAITS AND PSYCHOPATHOLOGY AMONG ADOLESCENTS: FINDINGS FROM THE EPIDEMIOLOGICAL BEHAVIOR AND MIND HEALTH (BEMIND) STUDY**

**Beesdo-Baum K.**, Venz J., Pieper L.

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#### **P461A SOCIO-EMOTIONAL CHARACTERISTICS OF ADOLESCENTS SOCIAL ADJUSTMENT PROFILES**

**Ribeiro, O.**<sup>1</sup>, Freitas, M.<sup>1</sup>, Rubin, K.<sup>2</sup>, Santos, A. J.<sup>1</sup>,

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#### **P462 TRAJECTORIES OF PSYCHOPATHIC TRAITS IN CHILDHOOD AND MENTAL HEALTH IN ADOLESCENCE: EFFECTS OF POSITIVE RELATIONSHIPS WITH PARENTS AND TEACHERS**

**Bégin V.**<sup>1</sup>, Fontaine N.<sup>2</sup>, Vitaro F.<sup>2</sup>, Boivin M.<sup>3</sup>, Tremblay R.<sup>2</sup>, Côté S.<sup>2</sup>

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#### **P463 IMPLEMENTATION OF FAMILY SYSTEMIC PROGRAMS IN LOW RESOURCE SETTINGS: FINDINGS FROM A SYSTEMATIC REVIEW**

**Bosqui T.**<sup>1</sup>, Farah S.<sup>1</sup>, Brown F.<sup>2,3</sup>, Mayya A.<sup>1</sup>, Elias J.<sup>4</sup>, Shaito Z.<sup>1</sup>, Jordans M.<sup>2,3</sup>, study team t

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#### **P464 IMPACTS OF PSYCHOPATHIC TRAITS DIMENSIONS ON THE DEVELOPMENT OF INDIRECT AGGRESSION OVER PREADOLESCENCE**

**Boutin S.**<sup>1</sup>, Bégin V.<sup>2</sup>, Déry M.<sup>2</sup>

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#### **P465 ADVERSITY EXPOSURE IS DIFFERENTIALLY ASSOCIATED WITH DEVELOPMENTAL TRAJECTORIES OF PSYCHOPATHOLOGY**

**Brieant A.**, Ip K., Holt-Gosselin B., Gee D.

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**P466 ANXIETY, DEPRESSION AND EXECUTIVE FUNCTIONS AMONG SCHOOLCHILDREN**

**Casari L.**<sup>1,2</sup>, Daher C.<sup>3</sup>, Arroyo M.<sup>1,3</sup>, González D.<sup>2,3</sup>, Ison M.<sup>1,3</sup>

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**P467 SOCIAL INTERACTION ANXIETY AND STRESSFUL LIFE EXPERIENCES AS PREDICTORS OF SUBSTANCE USE DURING EARLY ADULthood**

**Chinweuba D.**, Uche J.

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**P469 WHAT ARE THE DIMENSIONS OF ADVERSE CHILDHOOD EXPERIENCES AND HOW ARE THEY RELATED TO PSYCHOPATHOLOGY? EVIDENCE FROM A UK LONGITUDINAL BIRTH COHORT STUDY**

**Chow A.**, Bowes L.

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**P470 TRAUMATIC LOSS AND POSTTRAUMATIC STRESS DISORDER SYMPTOMS AMONG VICTIMS OF TERRORIST ATTACKS: RUMINATION AS MEDIATOR FOR YOUNGER ADULTS VERSUS OLDER ADULTS**

**Chukwuorji J.**<sup>1,2</sup>, Kaiser B.<sup>3</sup>, Ifeagwazi C.<sup>1</sup>, Eze J.<sup>1</sup>

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**P472 THE ROLE OF PRENATAL DEPRESSION AND INFANT EMOTIONAL REACTIVITY AS PREDICTORS OF TURKISH MOTHERS' MIND-MINDEDNESS TALK**

**Çorapçı F.**<sup>1</sup>, Susa-Erdoğan G.<sup>2</sup>

<sup>1</sup>Boğaziçi University, <sup>2</sup>Babeş-Bolyai University

**P475 TRAJECTORIES AND CORRELATES OF NSSI IN THE TRANSITION FROM MIDDLE TO LATE ADOLESCENCE**

**Esposito C.**<sup>1</sup>, Dragone M.<sup>1</sup>, Affuso G.<sup>2</sup>, De Angelis G.<sup>1</sup>, Bacchini D.<sup>1</sup>

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**P476 ADOLESCENT MEDIA USE AND MENTAL HEALTH: A SHORT-TERM PROSPECTIVE STUDY**

**Fitzpatrick C.**<sup>1</sup>, Lopes Almeida M.<sup>5</sup>, West G.<sup>2</sup>, Bohbot V.<sup>3</sup>, Asbridge M.<sup>4</sup>, Smith J.<sup>1</sup>

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**P477 MENTAL HEALTH OF UNIVERSITY STUDENTS: ANALYZING THE IMPACT OF ECONOMIC ASPECTS**

**Trombini Frick L.**<sup>1</sup>, Cunha J.<sup>1</sup>, Stelko-Pereira A.<sup>1</sup>, Zechi J.<sup>2</sup>

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**P478 ASSOCIATIONS BETWEEN BEHAVIOURAL INHIBITION AND ANXIETY SYMPTOMS DURING THE PRESCHOOL YEARS: DOES CHILDCARE ATTENDANCE MAKE A DIFFERENCE?**

**Guedes M.**<sup>1</sup>, Maia R.<sup>1</sup>, Veríssimo M.<sup>1</sup>, Santos A.<sup>1</sup>, Rubin K.<sup>2</sup>

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**P481 A NETWORK ANALYSIS OF PROLONGED GRIEF SYMPTOMS ACROSS ICD-11 AND DSM-5-TR CRITERIA: SIMILARITIES, DIFFERENCES AND ASSOCIATIONS WITH PERSONALITY TRAITS**

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**P482 ANXIETY, ACADEMIC ACHIEVEMENT, AND ACADEMIC SELF-CONCEPT: META-ANALYTIC SYNTHESIS**

**Kerns K.**<sup>1</sup>, Brumariu L.<sup>2</sup>, Waslin S.<sup>2</sup>, Gastelle M.<sup>1</sup>, Kochendorfer L.<sup>3</sup>

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**P483 A LATENT PROFILE ANALYSIS OF STUDENTS AND TEACHERS' PERCEPTIONS OF STUDENT BEHAVIOR PROBLEMS**

**Kırmızıtaş M.**, Acar İ., Altundal M., Kirbaşoğlu K.

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**P484 TRAJECTORIES OF MATERNAL DEPRESSIVE SYMPTOMS FROM INFANCY THROUGH EARLY CHILDHOOD: THE ROLES OF EARLY SOCIAL SUPPORT AND PERCEIVED ECONOMIC STRAIN**

**Ku S.**<sup>1</sup>, Werchan D.<sup>1</sup>, Feng X.<sup>2</sup>, Blair C.<sup>1</sup>

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**P485 CHILD AND ADOLESCENT MENTAL HEALTH DURING COVID-19: RESULTS FROM A NORWEGIAN LONGITUDINAL STUDY**

**Larsen L.**<sup>1</sup>, Schaubert S.<sup>2</sup>, Holt T.<sup>1</sup>, Sand M.<sup>1</sup>

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**P486 PERSONALITY AND STYLE OF STRESS-COPING IN HEALTHY PEOPLE AND PEOPLE WITH SCHIZOPHRENIA**

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**P489 THE IMPACT OF THE COVID-19 PANDEMIC ON CHILDREN'S MENTAL HEALTH: A META-ANALYSIS**

Bussières E.<sup>1</sup>, Malboeuf-Hurtubise C.<sup>2</sup>, **Meilleur A.**<sup>3</sup>, Mastine T.<sup>2</sup>, Hérault É.<sup>4</sup>, Chadi N.<sup>5</sup>, Montreuil M.<sup>6</sup>, Généreux M.<sup>7</sup>, PRISME-COVID Team, Camden C.<sup>7</sup>

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**P490 THE LONGITUDINAL INVESTIGATION OF INFANT'S BEHAVIOR PROBLEMS IN INSTITUTIONAL CARE: TURKISH CARE TYPES STUDY**

**Memisoglu Sanli A.**<sup>1</sup>, Berument S. K.<sup>1</sup>, Bayram-Gülaçtı H.<sup>2</sup>, Ertekin, Z.<sup>3</sup>

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**P491 UNLOCKING POTENTIAL MENTAL (ILL)HEALTH IN EARLY CHILDHOOD THROUGH PARTICIPATORY CREATIVE ACTION APPROACHES**

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**P493 MEDIATING ROLE OF SELF-CONCEALMENT ON THE RELATIONSHIP BETWEEN PSYCHOLOGICAL FLEXIBILITY AND SUICIDAL IDEATION AMONG ADULTS**

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**P496 ADDICTION, JUDICIALIZATION AND BULLYING: THE PERCEPTION OF YOUNG ADULTS IN THE FACE OF THESE ADVERSITIES IN THEIR LIFE COURSE**

Brunelle A., Plourde C., **Marcotte J.**, Fortin M.

Université Du Québec À Trois-rivières

**P497 INTERNET USE, PSYCHOPATHOLOGY AND BULLYING DURING THE COVID-19 PANDEMIC: RISK FACTORS, EFFECTS OVER TIME AND CONSEQUENCES**

**Samara M.**, Sunnebo E., Hammuda S., Chami R.

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**P499 MENTAL HEALTH DISORDERS IN CHILDREN AND YOUTH IN COMMUNITY BASED INTERDISCIPLINARY OUTPATIENT CLINICS: PREVALENCE, COMORBIDITIES, AND INTERVENTIONS**

**Stefanek E.**<sup>1</sup>, Spiel G.<sup>2</sup>, Bleis T.<sup>2</sup>, Schwarzfurtner D.<sup>2</sup>, Baumgartner T.<sup>2</sup>, Kummer C.<sup>2</sup>

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**P502 PATERNAL SENSITIVITY AND DEPRESSIVE SYMPTOMS AS PREDICTORS OF INFANTS' SOCIOEMOTIONAL PROBLEMS**

**Theriault Couture F.**, Beaupré A., Beaugard-Blouin J., Aubuchon O., Matte-Gagné C.

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**P503 TRAJECTORIES OF CHILDHOOD SOCIAL ISOLATION IN A NATIONALLY REPRESENTATIVE COHORT: ASSOCIATIONS WITH ANTECEDENTS AND EARLY ADULTHOOD OUTCOMES**

**Thompson K.**<sup>1</sup>, Odgers C.<sup>2,3</sup>, Bryan B.<sup>1</sup>, Danese A.<sup>1,4,5</sup>, Milne B.<sup>6,7</sup>, Strange L.<sup>1</sup>, Matthews T.<sup>1</sup>, Arseneault L.<sup>1</sup>

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**P504 THE CO-OCCURRENCE OF EMOTIONAL DIFFICULTIES AND AGGRESSION IN EARLY CHILDHOOD AND THE RISK OF LATER MENTAL HEALTH OUTCOMES: THE NORWEGIAN MOTHER, FATHER AND CHILD COHORT**

**Tsotsi S.**<sup>1</sup>, Goh S.<sup>2</sup>, Czajkowski N.<sup>1</sup>, Smajlagic D.<sup>1</sup>, Coplan R.<sup>3</sup>, Bølstad E.<sup>4</sup>, Bekkhus M.<sup>1</sup>  
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**P509 THE RELATIONSHIP BETWEEN CYBERBULLYING, CYBER VICTIMIZATION, ALEXITHYMIA, AND SOCIAL APPEARANCE ANXIETY AMONG COLLEGE STUDENTS**

**Akdeniz B.**<sup>1</sup>, Aytekin S.<sup>2</sup>, Çoban İ.<sup>2</sup>, Doğan A.<sup>2</sup>  
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**P510 CONTRIBUTION TO A SOCIAL CONTEXT ASSESSMENT MODEL OF SOCIAL COMPETENCE**

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**P511 EXAMINING CHILDREN'S ATTRIBUTIONS OF EMOTIONS TO THE BULLY-VICTIM DYAD: A PARTICIPANT ROLE APPROACH**

**Andreou E.**<sup>1</sup>, Bonoti F.<sup>2</sup>, Mantzari S.<sup>2</sup>, Tsoungou V.<sup>2</sup>  
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**P512 ANIMAL ABUSE AND BULLYING VICTIMIZATION IN SCHOOL AGE CHILDREN**

**Andreou E.**<sup>1</sup>, Vassiou A.<sup>2</sup>, Xafakos E.<sup>1</sup>, Korona A.<sup>1</sup>  
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**P513 AN EXAMINATION OF THE RELATIONSHIP BETWEEN SOCIAL ANXIETY AND COMPULSIVE INTERNET USE**

**Aytekin S.**<sup>1</sup>, Coban I.<sup>1</sup>, Akdeniz B.<sup>2</sup>, Dogan A.<sup>1</sup>  
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**P514 A RECIPROCAL ANALYSIS OF ANXIOUS-WITHDRAWAL AND NEGATIVE PEER BELIEFS DURING EARLY ADOLESCENCE IN INDIA**

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**P515 YOUNG CHILDREN'S BELIEFS ABOUT SOCIAL WITHDRAWAL: COMPARING ATTRIBUTIONS TOWARD SHYNESS AND UNSOCIABILITY IN DIFFERENT SOCIAL CONTEXTS**

**Castillo K.**<sup>1</sup>, Ison M.<sup>2</sup>, Greco C.<sup>1</sup>  
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**P517 BULLYING AND VICTIMIZATION TRAJECTORIES IN THE FIRST YEARS OF SECONDARY EDUCATION: IMPLICATIONS FOR STATUS AND AFFECTION**

**De Vries E.**<sup>1</sup>, Kaufman T.<sup>2</sup>, Veenstra R.<sup>1</sup>, Laninga-Wijnen L.<sup>1</sup>, Huitsing G.<sup>1</sup>  
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**P518 DEVELOPMENT AND VALIDATION OF A MEASUREMENT TOOL FOR ONLINE BEHAVIOR IN (EARLY) ADOLESCENTS**

**De Vries E.**<sup>1</sup>, Veenstra R.<sup>1</sup>, Kaufman T.<sup>2</sup>, Huitsing G.<sup>1</sup>  
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**P519 HOW TO PROTECT VICTIMS FROM INVOLVING IN PERPETRATION? THE BUFFERING ROLE OF SOCIO-EMOTIONAL COMPETENCES**

Espino E.<sup>1</sup>, Guarini A.<sup>2</sup>, Menabò L.<sup>2</sup>, **Del Rey R.**<sup>1</sup>  
<sup>1</sup>Universidad de Sevilla, <sup>2</sup>Università di Bologna

**P520 DEVELOPMENT OF SOCIAL COMPETENCE AND CLASSROOM RELATIONS DURING THE FIRST YEAR OF LOWER SECONDARY SCHOOL: EFFECTS ON ACADEMIC ENGAGEMENT**

**Eriksen E.**<sup>1</sup>, Bru E.<sup>1</sup>, Carla Silvia Caravita S.<sup>2</sup>  
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**P521 PROPINQUITY IN THE PRIMARY SCHOOL CLASSROOM: ASSOCIATIONS BETWEEN FRIENDSHIP AND SEATING DISTANCE**

**Faur S.**<sup>1</sup>, Laursen B.<sup>2</sup>  
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**P522 PERCEPTIONS OF BRAZILIAN STUDENTS ABOUT CAMPUS CLIMATE**

**Trombini Frick L.**<sup>1</sup>, Cunha J.<sup>1</sup>, Stelko-Pereira A.<sup>1</sup>, Zechi J.<sup>2</sup>  
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**P525 INTERACTIONS BETWEEN DIETARY RESTRICTIONS AND SOCIAL LIFE OF GHANAIAN ADULTS**

**Intiful F.**, Aidoo R.  
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**P526 SOCIAL INTERACTIONS DURING COVID-19: INFANTS' RESPONSES TO MASKED AND UNMASKED SMILING FACES**

**Kammermeier M.**, Paulus M.  
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**P527 THE EFFECT OF PERCEIVED CLASSROOM PEER CONTEXT AND VICTIMIZATION ON INTERNALIZED AND EXTERNALIZED PROBLEMS**

**Katulis G.**, Šakinytė D.  
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**P528 GOOD GENES OR GOOD PARENT? WOMEN'S MATE CHOICE IN SITUATION OF GENDER IMBALANCE**

**Yuan J.**, Wang F., Wu Y., Liao Z.  
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**P529 PEER GROUP EFFECTS ON THE DEVELOPMENT OF SOCIAL BEHAVIOUR IN CHILDCARE**

**Lieb J**<sup>1,2</sup>, Reyhing Y<sup>1,2</sup>, Perren S<sup>1,2</sup>  
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**P532 TIME BUFFERS TEASING AND LESSENS TOBACCO USE: THE MODERATING ROLE OF TIME PERSPECTIVE ON BULLYING AND TOBACCO USE AMONG ADOLESCENTS IN THE UNITED STATES**

**Mello Z.**, Moon J., Centeno B., Arredondo A., Bayazitli I.  
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**P533 CULTURAL IN- AND OUTGROUP FRIENDSHIPS IN PRIMARY SCHOOL: PREVALENCE, QUALITY, AND STABILITY**

**Muth J.**<sup>1</sup>, Oczlon S.<sup>1</sup>, Boda Z.<sup>1</sup>, Schwab S.<sup>1</sup>, Bardach L.<sup>1</sup>, Lehofer M.<sup>2</sup>, Lüftenegger M.<sup>2</sup>  
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**P534 MINDREADING AND PEER POPULARITY IN MIDDLE CHILDHOOD AND ADOLESCENCE**

**Osterhaus C.**<sup>1</sup>, Koerber S.<sup>2</sup>, Bosacki S.<sup>3</sup>  
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**P535 THE MEDIATING ROLE OF RESILIENCE BETWEEN EMOTIONAL INTELLIGENCE AND SCHOOL CLIMATE**

**Camacho A.**, Romera E., Gómez-Ortiz O., Ortega-Ruiz R.  
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**P536 THE LINK BETWEEN ONLINE JEALOUSY AND ONLINE CONTROL IN ADOLESCENT DATING: THE MODERATING ROLE OF COGNITIVE AND SOCIO-EMOTIONAL VARIABLES**

Rodríguez-DeArriba M.<sup>1</sup>, Nocentini A.<sup>2</sup>, Menesini E.<sup>2</sup>, Del Rey R.<sup>1</sup>, **Virginia S.**<sup>1</sup>  
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**P537 TEMPERAMENT AND SIBLINGS: DOES IT MATTER FOR THE QUALITY OF PLAY?**

**Santos C.**<sup>1</sup>, Monteiro L.<sup>1</sup>, Ribeiro O.<sup>2</sup>  
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**P538 A NEW INSTRUMENT FOR MEASURING SOCIAL SKILLS IN FIVE-YEAR-OLDS**

**Schults A.**  
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**P539 AN EXPERIMENTAL INVESTIGATION OF BULLYING GROUP PROCESSES: WHAT ARE THE SOCIAL CONDITIONS THAT PROMOTE BYSTANDER DEFENDING AMONG YOUTH?**

**Trach J.**  
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**P541 TEACHER-CHILD CONFLICT TRAJECTORIES AS A PREDICTOR OF DISRUPTIVE BEHAVIOUR IN THE EARLY YEARS OF SCHOOL**

**Walker S.**  
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**P542 EMOTIONALLY FLEXIBLE RESPONDING IN DIFFERENT TYPES OF FRIENDSHIPS**

**Zeman J.**<sup>1</sup>, Hale M.<sup>2</sup>, Marzougui J.<sup>1</sup>, Nelson Z.<sup>1</sup>  
<sup>1</sup>*College of William & Mary*, <sup>2</sup>*University of Georgia*

**P544 COUNSELLORS, COUNSELLOR EDUCATORS AND STUDENT COUNSELLORS' PERCEPTION OF ONLINE COUNSELLING IN GHANAIAN UNIVERSITIES**

**Amos P.**, Duodu A.  
*University of Education*

**P545 DIGITIZING COUNSELLING PRACTICE: A STUDY OF COUNSELLORS' VALUES AND CHALLENGES ASSOCIATED WITH FACE-TO-FACE COUNSELLING AND E-COUNSELLING MODES**

**Amos P.**, Bedu-Addo P., Essuman S.  
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**P546 PROBLEMATIC INTERNET USE AND ITS INFLUENCE ON DEPRESSIVE SYMPTOMS AMONG THE YOUTH IN NAIROBI COUNTY KENYA**

**Asatsa S.**  
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**P547 PARENTS-INFANT INTERACTIONS IN THE PRESENCE OF DIGITAL MEDIA: A MULTIPLE CASE STUDY FROM SOUTHERN BRAZIL**

**Becker D.**, Schneider Donelli T.  
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**P548 LEARNING4KIDS: DIGITAL ASSESSMENTS IN CHILDHOOD RESEARCH THROUGH LOG-FILE ANALYSIS AND VISUALIZATION**

**Birtwistle E.**<sup>1</sup>, Wirth A.<sup>1</sup>, Sürig C.<sup>2</sup>, Niklas F.<sup>1</sup>  
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**P551 HOW CHILDREN USE DIGITAL TECHNOLOGIES MATTERS TO DIGITAL LITERACY: A MULTIGROUP LATENT PROFILE ANALYSIS**

**Chen L.**, Rao N., Law N.  
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**P552 WHAT IF CHILD-ROBOT EMOTIONAL ATTACHMENTS WERE HERE?: STAKEHOLDERS IDENTIFY RISKS**

**Pnevmatikos D.**, Christodoulou P.  
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**P553 THE PERSONALITY OF A SOCIALLY ASSISTIVE ROBOT FOR LEARNING AND INSTRUCTION: REPRESENTATIONS FROM EDUCATION STAKEHOLDERS**

**Christodoulou P.**, Pnevmatikos D.  
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**P554 THE RELATIONSHIP BETWEEN SOCIAL MEDIA AND COMPULSIVE INTERNET USE, AND SOCIAL APPEARANCE ANXIETY AMONG COLLEGE STUDENTS**

**Coban I.**<sup>1</sup>, Akdeniz B.<sup>2</sup>, Aytekin S.<sup>1</sup>, Dogan A.<sup>1</sup>  
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**P555 SHARENTING: HOW MOTHERS EXPRESS THEMSELVES ON SOCIAL MEDIA**

**Coban I.**, Bazkir H., Ozturk A., Kilic A.  
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**P562 CAREGIVING STRATEGIES, PARENTAL PRACTICES, AND THE USE OF FACEBOOK GROUPS AMONG ISRAELI MOTHERS OF ADOLESCENTS**

**Goldberg A.**<sup>1</sup>, Grinshtain Y.<sup>1</sup>, Amichai-Hamburger Y.<sup>2</sup>  
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**P563 ADOLESCENTS' DIGITAL SCHOOL ENGAGEMENT: THE ROLE OF OFFLINE AND ONLINE INDIVIDUAL- AND CLASS-LEVEL VARIABLES, PARENTS' AND TEACHERS' BEHAVIOR**

**Gradinger P.**<sup>1</sup>, Strohmeier D.<sup>1</sup>, Yanagida T.<sup>2</sup>  
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**P459A MIND-MINDEDNESS ACROSS EUROPE: A COMPARISON BETWEEN ITALIAN, GERMAN, AND DUTCH MOTHERS.**

**Silletti F.**<sup>1</sup>, Coppola G.<sup>1</sup>, Colonesi C.<sup>2</sup>, Licata M.<sup>3</sup>, Aureli T.<sup>4</sup>, Bögels M. S.<sup>2</sup>, Sodian B.<sup>3</sup>  
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**P566 PARENTAL PERCEPTIONS OF PRESCHOOLERS DIGITAL MEDIA EXPOSURE DURING THE COVID-19 PANDEMIC**

**Lopes Almeida M.**<sup>1</sup>, Santos da Silva P.<sup>1</sup>, Bitencourt Frizzo G.<sup>1</sup>, Fitzpatrick C.<sup>2</sup>  
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**P567 LONGITUDINAL ASSOCIATIONS BETWEEN PRESCHOOLER SCREEN TIME AND INATTENTION/HYPERACTIVITY SYMPTOMS DURING THE COVID-19 PANDEMIC**

**Lopes Almeida M.**<sup>1</sup>, Garon-Carrier G.<sup>2</sup>, Cinar E.<sup>2</sup>, Bitencourt Frizzo G.<sup>1</sup>, Fitzpatrick C.<sup>3</sup>  
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**P568 ACTIVE AND PASSIVE SELFIE-RELATED BEHAVIORS: A LATENT PROFILE ANALYSIS**

**Obradović V.**, Bojanić M., Bodroža B.

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**P571 IS THE PEN MIGHTIER THEN THE WORD? A HIGH-DENSITY EEG STUDY SHOWING ADVANTAGES OF HANDWRITING OVER TYPING FOR LEARNING**

**Van der Weel R.**, Van der Meer A.

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**P572 THE ASSOCIATION OF SMARTPHONE USE WITH CHILDREN'S WELL-BEING AND SCHOOL ACHIEVEMENT**

**Varga V.**<sup>1</sup>, Merkaš M.<sup>1</sup>, Žulec A.<sup>1</sup>, Bodrožić Selak M.<sup>1</sup>, Kotrla Topić M.<sup>2</sup>, Perić K.<sup>2</sup>, Štefanić L.<sup>1</sup>, Jelovčić S.<sup>1</sup>

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**P573 PSYCHOPATHOLOGICAL SYMPTOMS AND PERSONALITY TRAITS AS PREDICTORS OF PROBLEMATIC SMARTPHONE USE IN DIFFERENT AGE GROUPS**

**Wickord L.**, Quaiser-Pohl C.

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**P575 IS MY DIGITAL DEVICE BRINGING ME DOWN? THE ASSOCIATION OF DIGITAL TECHNOLOGY USE IN CHILDREN AND THEIR DAILY MOOD**

**Žulec A.**<sup>1</sup>, Merkaš M.<sup>1</sup>, Varga V.<sup>1</sup>, Bodrožić Selak M.<sup>1</sup>, Kotrla Topić M.<sup>2</sup>, Perić K.<sup>2</sup>, Jelovčić S.<sup>1</sup>, Štefanić L.<sup>1</sup>

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**P576 I AM IGNORED, AND I FEEL ANGRY! - CHILDREN'S PERCEPTION AND EXPERIENCE OF TECHNOFERENCE IN THE PARENT-CHILD RELATIONSHIP**

**Merkaš M.**<sup>1</sup>, Žulec A.<sup>1</sup>, Varga V.<sup>1</sup>, Bodrožić Selak M.<sup>1</sup>, Kotrla Topić M.<sup>2</sup>, Perić K.<sup>2</sup>, Štefanić L.<sup>1</sup>, Jelovčić S.<sup>1</sup>

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**P576A DEVELOPMENTAL INTERCONNECTIONS BETWEEN TOM AND METACOGNITION. THE ROLE OF EXECUTIVE FUNCTIONS AND LANGUAGE**

**Oikonomakou D.**<sup>1</sup>, Karousou A.<sup>2</sup>, Kazi S.<sup>3</sup>, Bikos T.<sup>1</sup>, Makris N.<sup>1</sup>

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**P186 MEDIATING LEARNING IN THE ZONES OF DEVELOPMENT: ROLE OF TEACHER AND KINDERGARTENER TALK TURNS DURING READ-ALoud DISCUSSIONS.**

Christ T.<sup>1</sup>, Bakhoda I.<sup>1</sup>, Chiu, M.M.<sup>2</sup>, Wang X.C.<sup>3</sup>, Schindel A.<sup>3</sup>, Liu Y.<sup>1</sup>

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## POSTER SESSION 6

### **P578 TO TELL OR NOT TO TELL? EXAMINATION OF EMERGING ADULT CHARACTERS DISCLOSURE OF THEIR VIRGINITY IN FICTIONAL TELEVISION SERIES AND MOVIES**

**Boislard M.**, Morozov M., Fuller M.

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### **P579 COUPLE SATISFACTION DURING THE COVID-19 PANDEMIC AND LOCKDOWN: LONGITUDINAL DYADIC PERSPECTIVE**

**Galdiolo S.**, Culot S., Delannoy P., Mauroy A., Laforgue F., Gaugue J.

*University of Mons, Belgium*

### **P581 EARLY PSYCHOMOTOR DEVELOPMENT IN ALTERNATIVE CARE IN FAMILY FOSTER CARE**

**Moretti M.**<sup>1</sup>, Torrecilla M.<sup>1,2</sup>, Taborda A.<sup>3</sup>

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### **P582 THE LINK BETWEEN DIVORCE AND SICKNESS ABSENTEEISM**

**Pannebakker F.**<sup>1</sup>, Wildeman I.<sup>1</sup>, De Vroome E.<sup>2</sup>, Klein Velderman M.<sup>1</sup>

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### **P584 PARENTAL ETHNOTHEORIES OF CHILDREN'S MORAL DEVELOPMENT AND THE ROLE OF RELIGION: EGYPTIAN PARENTS' APPROACHES TO MORAL "TARBIYA" (UPBRINGING)**

**Akef H.**, Super C.

*University of Connecticut, USA*

### **P586 MIDDLE CHILDHOOD CRISIS: MALTREATMENT EXPERIENCES OF KENYAN CHILDREN**

**Ayiro L.**

*Maseno University, Webuye, Kenya*

### **P587 ADULT ATTACHMENT AS A PREDICTOR OF MATERNAL GATEKEEPING AMONG NEW PARENTS**

**Aytac F.**, Schoppe-Sullivan S.

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### **P588 THE RELATION BETWEEN MATERNAL PSYCHOLOGICAL CONTROL AND CHILD SUSCEPTIBILITY TO PEER INFLUENCE THROUGH EMOTION REGULATION**

**Bakaitytė A.**, Žukauskienė R., Kaniušonytė G.

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### **P589 PERSONALIZING CHILD PROTECTION: THE CLINICAL USABILITY OF A NEEDS ASSESSMENT TOOL**

**Bijlsma A.**, Van der Put C., Assink M.

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### **P592 PARENT EMOTION REGULATION, PARENTING SELF-EFFICACY, AND CHILD EMOTION REGULATION: THE MODERATING ROLE OF COPARENTING**

**Calabrese J.**, Schoppe-Sullivan S.

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### **P593 ARGENTINEAN PARENTS' BELIEFS REGARDING SOCIAL WITHDRAWAL IN EARLY CHILDHOOD**

Greco C.<sup>1</sup>, **Castillo K.**<sup>1</sup>, Ison M.<sup>2</sup>

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### **P594 UNDERSTANDING DIFFERING EXPERIENCES OF IMMIGRANT FATHERS AND MOTHERS HAVING A NEWBORN DURING COVID-19: FINDINGS FROM QUALITATIVE RESEARCH**

**Celik H.**<sup>1</sup>, Tugberk R.<sup>2</sup>, Bolak-Boratav H.<sup>1</sup>

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### **P596 TRANSACTIONAL ASSOCIATIONS OF PARENTING STRESS AND EXTERNALIZING BEHAVIORS FROM 3 TO 15 YEARS OF AGE**

**Cook M.**, Yan J.

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### **P597 SPANKING AND THE DEVELOPMENT OF PRE-ACADEMIC SKILLS IN FIVE LOW- AND- MIDDLE-INCOME COUNTRIES**

**Cuertas J.**<sup>1,2</sup>

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**P598 PATERNAL POSTNATAL DISTRESS ON FATHER-CHILD INTERACTION AND RELATIONAL WITHDRAWAL**

**Culot S.**, Gaugue J.

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**P599 LONGITUDINAL INVARIANCE OF THE BRIEF PARENTAL SCALE IN EARLY ADOLESCENCE**

**Cumsille P.**, Martinez M., Luengo P.

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**P601 ASSESSING THE EFFECTS OF THE FAMILY CHECK-UP IN THE CONTEXT OF FAMILY'S EVERYDAY LIVES USING AN N=20 SINGLE CASE EXPERIMENTAL STUDY: A STUDY PROTOCOL**

**De Mooij B.**<sup>1</sup>, Van Rijn-van Gelderen L.<sup>1</sup>, Veltkamp G.<sup>2</sup>, Broer C.<sup>2</sup>, Overbeek G.<sup>1</sup>

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**P602 SELECTED CONDITIONS OF LIFE SATISFACTION AND SELF-EFFICACY IN YOUNG FATHERS**

Deja M., **Liberska H.**

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**P603 WHY WE SHOULD LISTEN TO WHAT PARENTS ARE SAYING: CAPTURING SIGNS OF PARENTAL BURNOUT IN SPONTANEOUS SPEECH SAMPLES ON PARENTHOOD**

**Desimpelaere E.**<sup>1</sup>, De Pauw S.<sup>1</sup>, Roskam I.<sup>2</sup>, Mikolajczak M.<sup>2</sup>

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**P604 WORK STRAIN AND GAINS ON FATHER INVOLVEMENT: THE MEDIATING ROLE OF PATERNAL STYLES**

**Diniz E.**<sup>1</sup>, Monteiro L.<sup>2</sup>, Torres N.<sup>1</sup>, Veríssimo M.<sup>1</sup>

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**P605 BIDIRECTIONAL EFFECTS OF PARENTAL FEEDING PRACTICES AND CHILDREN'S EXECUTIVE FUNCTION**

**Fernandes C.**<sup>1</sup>, Santos A.<sup>1</sup>, Fernandes M.<sup>1</sup>, Bost K.<sup>2</sup>, Veríssimo M.<sup>1</sup>

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**P607 MATERNAL SENSITIVITY, CHILD ATTACHMENT SECURITY, AND RISK FACTORS IN RURAL ANDEAN PERU**

**Fourment K.**<sup>1,2</sup>, Nóbrega M.<sup>1</sup>, Mesman J.<sup>2</sup>

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**P608 EVALUATING MATERNAL SENSITIVITY IN RURAL ANDEAN PERU: SITUATIONS AND MEASURES MATTER**

**Fourment K.**<sup>1,2</sup>, Nóbrega M.<sup>1</sup>, Mesman J.<sup>2</sup>

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**P609 THE MODERATING ROLE OF NEIGHBORHOOD SAFETY IN THE RELATIONSHIP BETWEEN PARENTING STYLES AND WELL-BEING IN PERUVIAN ADOLESCENTS FROM PERU**

**Gargurevich R.**<sup>1</sup>, Soenens B.<sup>2</sup>, Matos L.<sup>1</sup>

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**P610 CHILD TEMPERAMENT AND SEX-BASED DRIVEN EFFECTS ON MATERNAL FUNCTIONING AND CHILD'S EXTERNALIZING BEHAVIOR PROBLEMS**

Gaudreau W, **Pascuzzo K.**, Garon-Carrie G., Pascal Lemelin J., Déry M.

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**P611 HOW DO HIGHLY SENSITIVE PERSONS PARENT THEIR ADOLESCENT CHILDREN? THE ROLE OF SENSORY PROCESSING SENSITIVITY IN PARENTING PRACTICES**

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**P612 FAMILY LIFE CHANGES DUE TO THE COVID-19 PANDEMIC: INFLUENCES ON MATERNAL PSYCHOLOGICAL HEALTH AND CHILDREN'S EMOTIONAL ADJUSTMENT**

**Gong Y.**<sup>1</sup>, Feng X.<sup>1</sup>, Inboden K.<sup>1</sup>, Chan M.<sup>2</sup>

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**P613 LOW VOLUNTARY SHARING EXPLAINS THE LINK BETWEEN ADOLESCENT ADHD SYMPTOMS AND PARENTAL KNOWLEDGE**

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**P615 A NARROW GATEWAY TO THE VILLAGE FOR MOTHERS WITH A SUBSTANCE USE DISORDER AND THEIR YOUNG CHILDREN – BELONGINGNESS, PARENTING AND DEVELOPMENT**

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**P616 LINKS BETWEEN TRIADIC INTERACTION (FATHER- MOTHER- CHILD), PARENTS' MENTALIZATION, AND CHILD BEHAVIOUR, IN THE CONTEXT OF PARENTS' ANXIETY.**

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**P617 DIFFERENT CAREGIVING ROLES IN CHILD STIMULATION: THE MEDIATING ROLE OF TIME SPENT ON CHILD ACTIVITIES**

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**P618 RACIAL/ETHNIC DIFFERENCES IN THE ASSOCIATIONS BETWEEN ADOLESCENTS' MATERNAL RELATIONSHIP SATISFACTION, RELIGIOUS BELIEFS, AND DEPRESSIVE SYMPTOMS**

**Inboden K.**<sup>1</sup>, Pittman P.<sup>1</sup>, Chan M.<sup>2</sup>, Gerhardt M.<sup>1</sup>

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**P619 PARENT DIGITAL MEDIA USE DURING THE COVID-19 PANDEMIC AND ITS ASSOCIATION TO PRESCHOOLER DEVELOPMENTAL OUTCOMES**

**Johnson A.**<sup>1</sup>, Harvey E.<sup>1</sup>, Béguin M.<sup>2</sup>, Fitzpatrick C.<sup>2</sup>

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**P620 THE EFFECT OF PEER VICTIMIZATION ON EXTERNALIZING AND INTERNALIZING PROBLEMS: THE ROLE OF MOTHER AND FRIENDS**

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**P621 THE BREADTH AND SPECIFICITY OF 18-MONTH-OLD'S INFANT-INITIATED INTERACTIONS IN NATURALISTIC HOME SETTINGS**

**Karadag D.**<sup>1</sup>, Koskulu S.<sup>3</sup>, Bazhydai M.<sup>1</sup>, Erdogan M.<sup>2</sup>, Yigit B.<sup>2</sup>, Taskiran I.<sup>2</sup>, Pur B.<sup>2</sup>, Alpay B.<sup>2</sup>, Sen H.H.<sup>2</sup>

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**P622 TURKISH FATHERS' INVOLVEMENT MATTERS FOR TODDLERS' SOCIAL-EMOTIONAL OUTCOMES IN COVID-19**

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**P623 MATERNAL DISTRESS AND ANXIETY, MINDFULNESS AND MINDFUL PARENTING, AND CHILDREN'S INTERNALIZING AND EXTERNALIZING SYMPTOMS.**

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**P626 MATERNAL EMPLOYMENT AND BREASTFEEDING 6 MONTHS AFTER CHILD-BIRTH: RESULTS FROM GROWING UP IN HUNGARY**

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**P627 INFANT SLEEP PATTERNS AND MATERNAL DEPRESSIVE SYMPTOMS: RESULTS FROM GROWING UP IN HUNGARY**

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**P628 LONGITUDINAL RELATION OF MATERNAL EMOTIONAL AVAILABILITY AND CHILDREN'S LATER ATTACHMENT REPRESENTATIONS**

**Kramer A.**, Christner N., Paulus M.

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**P629 COMBINING PARENTING STYLES INTO PROFILES: A PERSON-CENTERED APPROACH TO CHILD REARING**

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**P630 PARENTING BEHAVIORS DURING TODDLERS' INTERACTION WITH NOVELTY PREDICT CHILDREN'S INTERNALIZING PROBLEMS: MODERATION BY CHILDREN'S RSA**

**Lan Q.**, Wang L.

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**P632 PARENTS' ATTITUDES OR EMOTIONAL RESOURCES - WHAT IS MORE IMPORTANT FOR THE DEVELOPMENT OF EMPATHY AND PROSOCIAL BEHAVIOUR OF THEIR CHILDREN?**

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**P633 WHICH CHARACTERISTICS CONTRIBUTE TO THE QUALITY OF THE RELATION BETWEEN ADDICTED PARENTS AND THEIR CHILDREN?**

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**P638 THE ROLE OF SELF-CONTROL IN MEDIATING THE ASSOCIATIONS BETWEEN CHILD MALTREATMENT AND BEHAVIORAL PROBLEMS AND ACADEMIC PERFORMANCE**

**Liu M.,** Chen X.

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**P639 CHILDHOOD MALTREATMENT AND MENTAL HEALTH DURING COVID-19 OUTBREAK IN BRAZIL**

**Luz Levandowski M.**<sup>1,2</sup>, Munhoz T.<sup>1,2</sup>

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**P641 EMPATHIC ACCURACY OF PARENTS OF TODDLERS DURING TRIADIC INTERACTIONS**

**Mauroy A.,** Galdiolo S., Gaugue J.

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**P642 PATTERNS OF MOTHER-FATHER AGREEMENT ON REPORTED DISCIPLINARY PRACTICES OF CHILDREN IN COLOMBIAN HOUSEHOLDS**

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**P643 DOES THE PHYSICAL PUNISHMENT OF CHILDREN DIFFER BETWEEN HOUSEHOLDS IN HAITI AND THE DOMINICAN REPUBLIC AFTER CONTROLLING FOR SOCIO-ECONOMIC AND DEMOGRAPHIC DIFFERENCES?**

**Bardwell C.**<sup>2</sup>, Dufe K.<sup>1</sup>, McLennan J.<sup>1</sup>

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**P644 NOT ALL NEGATIVE EXPRESSIONS ARE EQUAL: COMPARING THE EFFECTS OF MOTHERS' AVERSION SENSITIVITY AND GENERAL NEGATIVITY IN MOTHER-CHILD INTERACTIONS**

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**P645 MANIPULATING PARENTAL ATTRIBUTIONS ON CHILD BEHAVIOR: AN EXPERIMENTAL STUDY**

**Mouton B.**<sup>1</sup>, Weeland J.<sup>2</sup>, Leijten P.<sup>1</sup>, Overbeek G.<sup>1</sup>

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**P646 REFUGEE PARENTING IN ETHIOPIA AND THE NETHERLANDS: BEING AN ERITREAN PARENT OUTSIDE THE COUNTRY**

**Mouton B.**<sup>1</sup>, Schoenmaekers R.<sup>2</sup>, Van Reisen M.<sup>3</sup>

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**P647 BE CAREFUL, IT'S DANGEROUS OUT THERE": THE ROLE OF PARENTAL DANGER BELIEFS, ANXIETY AND MINDFULNESS IN OVERPROTECTIVE PARENTING**

**Mouton B.**<sup>1</sup>, Zimmermann G.<sup>2</sup>, Antonietti J.<sup>2</sup>, Van Petegem S.<sup>1,3</sup>

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**P648 PARENTAL ROMANTIC ATTACHMENT AND CONFLICT BEHAVIOR: A MEDIATING MODEL FOR INFANT SOCIAL AND BEHAVIORAL OUTCOMES**

**Murray S.**<sup>1</sup>, Nowak A.<sup>3</sup>, O'Neill M.<sup>2</sup>, Wang L.<sup>2</sup>, Cummings E.<sup>2</sup>, Braungart-Rieker J.<sup>1</sup>

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**P650 RELATIONSHIP BETWEEN MATERNAL AUTONOMY SUPPORT AND MATERNAL SENSITIVITY WITH CHILD'S ATTACHMENT SECURITY AND SOCIAL COMPETENCE AMONG PERUVIAN PRESCHOOLERS**

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**P651 PARTICIPATORY ACTION RESEARCH PROJECT ON FAMILY NEEDS: EXPERIENCES OF FORMAL AND INFORMAL SUPPORT SERVICES AVAILABLE AMONG ZAMBIAN PARENTS OF CHILDREN WITH AUTISM SPECTRUM DISORDERS (ASD)**

**Nyoni J.,** McKenzie J., Harty M.

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**P652 MATERNAL AND PATERNAL ANXIETY AND DEPRESSION IN PREGNANCIES USING ASSISTED REPRODUCTIVE TECHNOLOGY COMPARED TO SPONTANEOUS CONCEPTION**

**Oftedal A.**<sup>1</sup>, Tsotsi S.<sup>2</sup>, Kaasen A.<sup>1</sup>, Mayerhofer L.<sup>2</sup>, Smajlagic D.<sup>2</sup>, Tanbo T.<sup>3</sup>, Bekkhus M.<sup>2</sup>

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**P654 HARD TO HANDLE: IS THE EFFECT OF CHILDREN'S DIFFICULT TEMPERAMENT ON DISRUPTIVE BEHAVIOR MEDIATED BY HARSH AND LOW-SUPPORTIVE PARENTING?**

**Overbeek G.**, Sigurðardóttir L., Van Rijn-van Gelderen L.

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**P656 I WASN'T RAISED LIKE THIS: AN INVESTIGATION OF KNOWLEDGE, RECEPTIVITY AND CHALLENGES OF POSITIVE PARENTING PRACTICES IN SOUTH-WEST NIGERIA**

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**P659 MOTHERS' PERSPECTIVE ON THEIR ADAPTATION IN THE CONTEXT OF CHILD'S AUTISM: THE ADDED LAYER OF AUTISM TO THEIR EXPERIENCE OF MOTHERHOOD**

**Périard-Larivée D.**<sup>1</sup>, Bégin J.<sup>2</sup>, St-Laurent D.<sup>1</sup>, Bussi eres E.<sup>1</sup>

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**P660 ASSOCIATIONS BETWEEN QUALITY OF SLEEP AND QUALITY OF ATTACHMENT TO MOTHER AND FATHER**

**Perp etuo C.**<sup>1</sup>, Veppo F.<sup>1</sup>, Fernandes M.<sup>1</sup>, Ribeiro O.<sup>1</sup>, El-Sheikh M.<sup>2</sup>, Ver ssimo M.<sup>1</sup>

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**P662 ASSOCIATED FACTORS WITH MATERNAL SENSITIVITY IN A GROUP OF PRIMIPAROUS IN RIO DE JANEIRO CITY - BRAZIL**

**Ribeiro A.**<sup>1</sup>, Mendes D.<sup>1</sup>

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**P664 MOTHER'S ATTACHMENT STYLE AS A MEDIATOR BETWEEN MOTHER-ADOLESCENT RELATIONSHIP NEGATIVITY AND MOTHER'S STRESS**

** akinyt  D.**,  ukauskien  R., Katulis G.

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**P665 EMOTIONAL CLIMATE DURING INFANCY: CHILD-RELATED BURDEN MORE IMPORTANT THAN MATERNAL DEPRESSIVE SYMPTOMS – RESULTS FROM SPEECH SAMPLES**

**Samdan G.**<sup>1,2</sup>, Reinelt T.<sup>3,4,5</sup>, Rothenfu er S.<sup>1</sup>, Pietrek T.<sup>1</sup>, Pauen S.<sup>2</sup>

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**P666 PROFILES OF FATHER INVOLVEMENT: FATHERS SENSE OF COMPETENCE AND THE CHALLENGES OF BALANCING WORK AND FAMILY**

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**P667 ASSOCIATIONS BETWEEN EMOTION REGULATION, FEEDING PRACTICES, SCREEN TIME, AND CHILDREN'S FOOD CONSUMPTION**

**Santos A.**<sup>1</sup>, Fernandes C.<sup>1</sup>, Cruz C.<sup>1</sup>, Bost K.<sup>2</sup>, Ver ssimo M.<sup>1</sup>

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**P668 THE DIFFERENTIAL EFFECT OF INFANT NEGATIVE AFFECTIVITY ON THE RELATIONSHIP BETWEEN MATERNAL SENSITIVITY AND COGNITIVE DEVELOPMENT IN CHILDHOOD**

**Schmidt J.**<sup>1</sup>, Aschersleben G.<sup>1</sup>, Henning A.<sup>2</sup>

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**P669 INFANT CHARACTERISTICS AND MATERNAL GATEKEEPING BEHAVIOR**

**Schoppe-Sullivan S.**<sup>1</sup>, Sperb Machado M.<sup>2</sup>

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**P670 MATERNAL HOMEWORK ASSISTANCE AND ADOLESCENTS' MATH SKILLS: THE ROLE OF TASK VALUES**

**Silinskas G.**<sup>1</sup>, Viljaranta J.<sup>2</sup>, Lerkkanen M.<sup>1</sup>, Poikkeus A.<sup>1</sup>, Nurmi J.<sup>1</sup>

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**P673 PARENTAL BEHAVIOR AND CHILD DISTRESS DURING PAINFUL PEDIATRIC MEDICAL PROCEDURES: SYSTEMATIC REVIEW AND META-ANALYSIS**

**Sobol M.**, Sobol M.

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**P674 Whom to ask? Whom to trust? Parenting questions on social-emotional development**

**Strehlke E.**, Bromme R., Kärtner J.

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**P678 ASIAN AMERICAN MOTHERS' INVOLVEMENT BUFFERS LONGITUDINAL RISK OF CHILD AGGRESSION FOR TEMPERAMENTALLY ACTIVE CHILDREN**

**Sun Y.**, Cheah C., Cho H., Wang S.

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**P681 PARENTAL RESPONSIVITY AND STRESS AS PREDICTORS OF CHILDREN'S VERBAL ABILITY: PRELIMINARY FINDINGS**

**Tugberk R.**<sup>1</sup>, Yildiz Bicakci M.<sup>2</sup>, Sirin S.<sup>1</sup>, Bengi E.<sup>1</sup>

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**P684 ARE FATHERS MORE VULNERABLE? COPARENTING RELATIONSHIPS AND PARENTAL INVOLVEMENT IN LOW-INCOME FAMILIES**

**Wang J.**<sup>1</sup>, Schoppe-Sullivan S.<sup>1</sup>, Yoon S.<sup>2</sup>

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**P690 WHAT WOULD YOU SAY IN THIS SITUATION? EVALUATION OF A NEWLY DEVELOPED QUESTIONNAIRE ASSESSING CAREGIVERS' MIND-MINDEDNESS**

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**P691 CAREGIVERS' ENGAGED TIME WITH YOUNG CHILDREN DURING COVID-19: PERCEIVED CHANGES IN RELATION TO CHILDREN'S LEARNING AND WELLBEING**

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**P692 ETCH THE EMOTIONAL LIFE: DEVELOPMENTAL TRAJECTORIES OF MOTHER-CHILD EMOTION COACHING FROM AGE 3 TO 6 YEARS**

**Zhu D.**<sup>1</sup>, Terry J.<sup>2</sup>, Talley K.<sup>1</sup>, Bell M.<sup>3</sup>, Dunsmore J.<sup>1</sup>

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**P693 PSYCHOLOGICAL CONTROL AS A MEDIATOR OF BIDIRECTIONAL EFFECTS BETWEEN MATERNAL DEPRESSION AND CHILD'S EXTERNALIZING PROBLEMS**

**Žukauskienė R.**<sup>1</sup>, Bakaitytė A.<sup>1</sup>, Šakinytė D.<sup>1</sup>, Kaniušonytė G.<sup>1</sup>

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**P694 THE RELATIONSHIP BETWEEN PARENTAL STRESS AND ACADEMIC PERFORMANCE DURING ADOLESCENCE**

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**P694\_A POINT OF VIEW OF YOUNG ADULTS ON INFORMAL INTERVENTIONS SUPPORTING THE CRIME DESISTANCE PROCESS**

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## POSTER SESSION 7

### **P698 A QUALITATIVE ANALYSIS OF RISK AND RESILIENCE AMONG BIPOC TRANS YOUTH**

**MacMullin L.**, Mvunga J., VanderLaan D.  
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### **P700 PSYCHO-DEMOGRAPHICS FACTORS PREDICTING ADOLESCENT'S INVOLVEMENT IN DRUG USE IN IBADAN, OYO STATE, NIGERIA**

**Adeladan L.**, Adejuwon G.  
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### **P702 EFFECT OF NEGATIVE AFFECT (DEPRESSION, ANXIETY AND STRESS) ON SUBSTANCE ABUSE AMONG SECONDARY SCHOOL STUDENTS IN IBADAN, NIGERIA**

**Bada V.**  
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### **P703 SCHOOL CHILDREN'S PERCEPTION OF COVID-19 PREVENTIVE MEASURES. TALES FROM RURAL UGANDA**

**Balikoowa R.**, Kikooma J.  
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### **P704 AN ASSOCIATION BETWEEN TEACHER PRACTICES WITHIN A WHOLE-SCHOOL APPROACH ANTI-BULLYING PROGRAMME AND SCHOOL FACTORS**

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### **P705 LEARNING4KIDS: APP-BASED LEARNING FOR KINDERGARTEN CHILDREN AT HOME**

**Niklas F.**, Mues A., Wirth A., Birtwistle E.  
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### **P706 USING STUDENT WELLNESS FACILITATORS IN SCHOOLS TO CONNECT ADOLESCENTS TO COMMUNITY MENTAL HEALTH PROVIDERS: TWO YEARS OF IMPLEMENTATION**

**Carlson S.**, Hektner J.  
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### **P709 EQUIPPING YOUTH TO THINK AND ACT RESPONSIBLY: EFFECTS OF A SCHOOL BASED PREVENTION PROGRAM ON BULLYING BEHAVIOR**

**Dragone M.**, Esposito C., De Angelis G., Nisi E., Bacchini D.  
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### **P710 THE EFFECTIVENESS OF EDUCATIONAL INTERVENTION TO INCREASE CHILDREN'S ROAD SAFETY AND HAZARD PERCEPTION SKILLS: TRADITIONAL VERSUS E-TRAINING**

**Endriulaitienė A.**, Šeibokaitė L., Markšaitytė R., Arlauskaitė J.  
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### **P712 INFLUENCES ON CHANGE IN EXPECTED AND ACTUAL HEALTH BEHAVIORS AMONG UNIVERSITY FRESHMEN DURING THE COVID-19 PANDEMIC**

**Gesualdo C.**, Pinquart M.  
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### **P713 FACTORS INFLUENCING PARENTS' MENTAL HEALTH HELP-SEEKING FOR BEHAVIOURAL INHIBITION DURING EARLY CHILDHOOD**

**Guedes M.**<sup>1</sup>, Maia R.<sup>1</sup>, Veríssimo M.<sup>1</sup>, Santos A.<sup>1</sup>, Chronis-Tuscano A.<sup>2</sup>, Rubin K.<sup>2</sup>  
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### **P714 MOBILE HEALTH PARENTING INTERVENTION IN SOMALI REFUGEE FAMILIES**

**Gulamhussein Q.**<sup>1</sup>, Susman-Stillman A.<sup>1</sup>, Zhou X.<sup>3</sup>, Addo A.<sup>1</sup>, Ahmed F.<sup>2</sup>, Flynn P.<sup>1</sup>, Gunnar M.<sup>1</sup>, Lee R.<sup>1</sup>, Okoro O.<sup>1</sup>, Olson D.<sup>2</sup>, Osman M.<sup>1</sup>, Riggs S.<sup>1</sup>, Sojourner A.<sup>1</sup>, Walker S.<sup>1</sup>  
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### **P715 DEVELOPING A PREVENTIVE TRANSDIAGNOSTIC INTERVENTION FOR ADOLESCENT MENTAL HEALTH PROBLEMS – PART 1: A META-ANALYSIS: MENTAL HEALTH INTERVENTION ELEMENTS ASSOCIATED WITH STRONGER EFFECTS ON EMOTION REGULATION**

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### **P716 EFFECTS OF EMPOWERING AND BLAMING STUDENTS ON THEIR INTENTION TO CHANGE BEHAVIOR AFTER TEACHERS' TARGETED ANTI-BULLYING INTERVENTION**

**Johander E.**, Trach J., Garandeanu C., Salmivalli C.  
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**P717 BLACKPOOL BEATING BULLYING: A WHOLE-SCHOOL APPROACH LED BY YOUNG PEOPLE TO REDUCE BULLYING AND PROMOTE RESILIENCE**

**Kara B.**<sup>1</sup>, Eaglestone H.<sup>2</sup>, Gordon R.<sup>1</sup>, Eryigit-Madzwamuse S.<sup>1</sup>

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**P718 EFFECTIVENESS OF A DIVORCE INTERVENTION PROGRAM IN DUTCH CHILDREN AGED 6 TO 8 YEARS**

**Klein Velderman M.**<sup>1</sup>, van Dommelen P.<sup>1</sup>, Pannebakker F.<sup>1</sup>, Reijneveld S.<sup>1,2</sup>

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**P719 PREVENTIVE INTERVENTION SUPPORTING FAMILIES AFTER DIVORCE OR SEPARATION: GROUPS AND E-HEALTH FOR DUTCH PARENTS**

**Klein Velderman M.**<sup>1</sup>, Pannebakker F.<sup>1</sup>, Huizing A.<sup>1</sup>, Wildeman I.<sup>1</sup>, Reijneveld S.<sup>1,2</sup>

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**P720 PRACTICE ELEMENTS IN RESIDENTIAL CARE PROGRAMS FOR ADOLESCENTS WITH EXTERNALIZING AND INTERNALIZING PROBLEMS: A META-ANALYSIS**

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**P722 CAREGIVERS' PERCEPTIONS OF COMPASSION ABILITY AMONG PAEDIATRIC HEALTHCARE PROVIDERS IN KENYATTA NATIONAL HOSPITAL, NAIROBI, KENYA**

Wanjohi G., **Maingi L.**

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**P723 A DAILY ROUTINE APPROACH TO THE PROMOTION OF PHONOLOGICAL AWARENESS IN KINDERGARTEN - CHANCES AND CHALLENGES**

**Miller L.**, Maehler C.

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**P724 IMPACT OF A PEDAGOGICAL SOCIAL-EMOTIONAL LEARNING INTERVENTION PROGRAM ON CHILDREN WITH DIFFERENT TEMPERAMENTAL CHARACTERISTICS**

**Moazami-Goodarzi A.**, Zarra-Nezhad M.

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**P726 BARRIERS AND FACILITATORS FOR ADVENTUROUS PLAY IN SCHOOL: IMPLICATIONS FOR SCHOOL-BASED INTERVENTIONS**

**Nesbit R.**<sup>1</sup>, Harvey K.<sup>2</sup>, Bagnall C.<sup>3</sup>, Dodd H.<sup>1,2</sup>

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**P728 EXPERIENCES OF NORWEGIAN POLICE'S ACTIVE INTERNET COMMUNICATION WITH TEENAGE GRADUATES, "RUSS", TO PREVENT BULLYING AND NEGATIVE LIFE EVENTS**

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**P729 CONTROL OF DISRUPTIVE BEHAVIORS IN PRIMARY SCHOOL**

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**P730 CULTURAL ADAPTATION STAKES IN ADDICTION INTERVENTION: THE CASE OF THE WISE CHOICES PROGRAM**

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**P731 REDUCED PARENTING STRESS FOLLOWING A PREVENTION PROGRAM DECREASES INTERNALIZING PROBLEMS IN THE OFFSPRING OF PARENTS WITH BIPOLAR DISORDER**

**Resendes T.**, Serravalle L., Iacono V., Ellenbogen M.

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**P733 SIMULATED INTERVIEW AVATARS WITH CHILD SEXUAL ABUSE (VS. NO ABUSE) SCENARIOS ELICIT DIFFERENT EMOTIONAL REACTIONS**

**Segal A.**<sup>1</sup>, Pompèdda F.<sup>2</sup>, Haginoya S.<sup>3</sup>, Kaniušonytė G.<sup>1</sup>, Santtila P.<sup>4</sup>

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**P734 CHANGE IN FAMILIES PARTICIPATING IN PARENT MANAGEMENT TRAINING OREGON: A REPLICATED SINGLE CASE EXPERIMENTAL STUDY**

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**P735 DEVELOPING PROSOCIAL BEHAVIOR IN PRIMARY SCHOOL: A SCHOOL-BASED INTERVENTION**

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**P736 A RANDOMIZED EFFICACY TRIAL OF BLUES, A BRIEF COGNITIVE-BEHAVIORAL PROGRAM TO REDUCE ANXIETY AND DEPRESSIVE SYMPTOMS AMONG COLLEGE STUDENTS**

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**P738 PROFESSIONAL DEVELOPMENT AND CHILDREN'S SOCIAL-EMOTIONAL LEARNING: THE DEVELOPMENT AND IMPLEMENTATION OF POMPEDASENS INTERVENTION PROGRAM**

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**P739 DEVELOPING A PREVENTIVE INTERVENTION FOR ADOLESCENT MENTAL HEALTH PROBLEMS. PART 2: CO-CREATION- SYSTEMATIC USER INVOLVEMENT AND USER PARTICIPATION**

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**Authors Chairs & Discussants index**

<b>A</b>			
Abadia C.	SY-103_4	Ahonen A.	P283
Abdisa M.H.	DCF_5	Aidoo R.	P525
Abdulla F.	PS-5_1	Aishwarya Ganesh A.	SY-095_4
Abdulrahim S.	SY-046_3, P248	Aitken J.	SY-061_1
Abouniaj A.	P141	Ajrouch K. J.	IS-15, IS-15_2, SY-044_3, SY-046, SY-046_3
Abramson L.	IS-11_4	Akdeniz B	P509, P513, P554
Abreu A.	P077	Akef H.	P584
Abu Seriah R.	SY-018_2	Akinsola E.	SY-002_2
Abubakar A.	P237, P247	Akkaya S.	P040
Acar I.	P189, P483	Akram M.	IS-2_1
Acar M.	SY-081, SY-081_3	Aksu-Koc A.	P336
Achterhof R.	P240	Al Abed M.	SY-018_2
Ackerman A.	SY-078_1	Al Aqra A.	SY-018_4
Acosta I.	P044	Al Mansour N.	SY-018_4
Addo A.	P714	Al Ogaily D.	SY-018_1
Adebayo S.	P013	Alarie-Vézina P.	P730
Adejuwon G.	P700	Alatorre I.	P642
Adeladan L.	P700	Albaladejo-Blázquez N.	P178
Adlam A.	SY-078_2	Albert I.	SY-102_1
Affifi T.	SY-088_3	Al-Dewik N.	SY-067_1, SY-067_2
Affuso G.	P475	Alfonso Murcia D.	IS-12_1
Afifi R.	IS-5_4	Algedik Demirayak P.	SY-108_4
Afifi T.	P096	Al-Hamad M.	P056
Agapaki M.	P141	Ali R.	IS-5_2
Agnoli S.	P312	Al-Janaideh R.	SY-010_4
Ágoston C.	P150	Aljure J. B.	SY-101_2
Agyei P.	SY-008_1	Al-Kharouf A.	P056
Ahemaitijiang N.	SY-100_2	Allard E.	P004
Ahmadi A.	P038	Allen T.A.	IS-6_4
Ahmed F.	P714	Alp A.	SY-082_1
		Alpay B	P310, P621

Altenburger L.	P214	Aram D.	SY-033, SY-033_1, P097,
Altman R. L.	SY-035_2		P437
Altundal M.	P483	Arbel R.	SY-036_3
Alvarez C.	P415	Archarya A.	SY-066_2
Alves D.	P510	Aréchar A.	SY-043_3
Amaral H.	SY-016_3, P120, P239	Arënliu A	IS-5_3
Amberg S.	SY-001_2, SY-105_1, SY-	Argyri E.G.	SY-078_3, SY-109_2
	105_4	Argyri E.K.	SY-066_3, SY-078_2, SY-
Amichai-Hamburger Y.	P562		109_4
Amir D.	SE-6	Arifi E.	SY-102_2
Amoah H.	SY-008_2	Arini L.R.	SY-101_2
Amos P. M.	SY-008_2, P544, P545	Arlauskaitė J	P710
Anastasiadis K.	P430, P431	Arocho R.	P171
Anbreen N.	SY-016_1	Arredondo M.M.	SY-085_1
Andaur A.	SY-016_2	Arroyo M.	P466
Anderson P.	SY-016_1	Arseneault C.	P694_A
Anderson R.	RT1	Arseneault L.	P503
Andolfi A.R.	SY-090_2	Arsenio W.	SY-043_1, SY-066
Andrade B.	SY-087_1	Aryan F.	SY-098_3
Andreou E.	P511, P512	Asaf M.	P097
Andresson M.	IS-2_3	Asante M.	SY-008_4
Angelopoulou M.	P071	Asatsa S.	P546
Angeluci A.	P077	Asbridge M.	P476
Angwenyi V.	P247	Aschersleben G.	SY-072_2, P668
Anoua A. L. F.	PS3_2	Asek Agborndip C.	P175
Ansari A.	SY-090_1	Assink M.	SY-038_1, P589
Antonaccio C. M.	IS-12_4	Astor R.A.	SY-026_3
Antonietti J.	P647	Atkinson N.	P138
Antoniou A.	P406	Aubuchon O.	P502
Antoniou Karademitrou N.	P514	Aucoin P.	SY-111_1
Antonucci T.C.	KL5, KL 8, IS-15, IS-15_2	Augustijn L.	SY-031_2
	,PS-6,SY-044_3, SY-046_3	Aumann L.	SY-047_3, SY-108_3, P073
Antwi T.	SY-008_3, P174	Aureli T.	P459A
April J.	SY-111_2	Autio M.	SY-086_3

Avemarie L.	P140	Banerjee M.	SY-099, SY-099_3
Awolaransegun O.	P074	Bánki A.	SY-093_1
Ayiro L.	DCF_4, P586	Bantebya Kyomuhendo G.	SY-050_1
Aytac F.	P587	Barachetti C.	P324
Aytekin S.	P509, P513, P554	Baraldsnes D.	P704
Aytuglu A.	SY-024_1	Barbarin O. A.	IS-10_1
Azikiwe J.	P177	Bardach L.	P533
		Bardwell C.	P643
		Barker E.D.	SY-084_1, P031
		Barn R.	SY-070_1
		Barnaba V.	P407
		Baron-Cohen S.	P137
		Barone L.	SY-024_2
		Barrios P.	P211
		Barrios-Acosta M.	SY-103_2
		Barros S.	SY-102_1
		Barth C.	SY-043_3
		Bartolo M.G.	SY-041_3
		Bartosz H.	P069
		Baryła-Matejczuk M.	SY-062_1, P178
		Basarkod G.	SY-015_1
		Basili E.	SY-036_1
		Basilici M. C.	SY-028_2
		Batista M.	P239
		Batra R.	SY-014_1
		Baudry C.	SY-112_1
		Baumgartner E.	SY-010_3
		Baumgartner T.	P499
		Bayer J.K.	SY-011_1
		Bayram Özdemir S.	SY-028, SY-028_4,
			IS-2_3, SY-055_3, SY-108_1
		Bayram-Gülaçtı H.	P490
		Bazhydai M.	P310, P442, P621
		Bazkir H.	P555

## B

Baardstu S.	SY-032		
Babarovic T.	P215, P223		
Bacchini D.	SY-036_1, P475, P709		
Bada V.	P702		
Bader L.	P075		
Badger J.	SY-098_2		
Baeyens D.	SY-107_2		
Baglio F.	SY-048_2		
Baglio G.	SY-048_2		
Bagnall C	P726		
Bahago B	P282		
Bakaitytė A.	P386, P588, P693		
Bakhoda I.	P186		
Bakhti R.	SY-050_2, SY-050_3, P056		
Bakir F.	SY-067_3		
Balikoowa R.	P416, P703		
Balkwill F.	SY-083_2		
Ball G.	SY-094_2		
Balundè A	P151		
Bámaca-Colbert M.	SY-099_2		
Bamps E.	P240		
Banas K.A.	SY-081, SY-081_4		
Banasik-Jemielniak N.	P327		
Banegas J.	SY-019_2, SY-113_2		



Beaupré A.	P502	Bennett T.	SY-088_4
Beauregard-Blouin J.	P502	Benvenuti M.	P077
Becht A.	IS-1_3, P253	Ben-Yehuda M.	SY-036_3
Becker D.	P547	Berenbaum S.	P142
Becker N.	SY-061_2	Berger C.	IS-10_3, SY-016_2, SY-034_2, SY-056_3
Bédard D.	SY-104_3	Bergman Deitcher D.	P437
Bedu-Addo P.	P545	Bergold J.	SY-072_4
Bee Kim Koh J.	SY-038_2	Berkowitz T.	SY-106_1
Beesdo-Baum K.	P461	Bernedo I. M.	SY-112_4
Bégin J.	P659	Berrigan F.	SY-104_2
Bégin V.	P462, P464	Berument S.	P040
Béguin M.	P619	Berzonsky M.	P292
Begum T.	SY-018_3	Betancourt T. S.	IS-12_4
Beier J.	SY-061_3	Bezoni A.	P141
Beißert H	SY-083_3	Bhangaokar R.	SY-095_3, SY-095_4, SY-095_095
Bekkhush M.	SY-032_2, P031, P504, P652	Bhargava S.	SY-099_2
Belacchi C.	SY-048_3	Białecka-Pikul M.	SY-101_1
Bélanger T.	P241	Bialek A.	P076
Bell M.	P692	Bianco F.	SY-048, SY-048_1, SY-048_3
Belleau E.	SY-111_2	Bibb M.	P442
Bellingtier J.	SY-049_2	Bijlsma A.	P589
Beltz A.M.	SY-085_1, SY-085_2, P001, P142	Bijttebier P.	SY-062_3, SY-089_2, P033
Ben Ari B.	SY-036_3	Bikos T.	P576A
Benbenishty R.	SY-026_3	Bilz L.	P179
Benbow A. E. F.	SY-047_3, P205	Binet M.	P180
Bendayan R.	P077	Birtwistle E.	P548, P705
Ben-Ezra M.	P077	Bishop C.	SY-011_1, SY-011_2
Benga O.	SY-069_1	Biswal R.	P199
Bengi E.	P681	Bitencourt Frizzo G.	P566, P567
Benish-Weisman M.	SY-006, SY-006_2	Bizzego A.	IS-3_2
Benita M.	SY-036_3	Blachnio A.	P077
Bennett C.	SY-106_1	Black C.	SY-019_1

Blair C.	SY-060_3, P484	Bornstein M.H.	IS-3, IS-3_3
Blanca M.	P077	Bosacki S.	P327, P438, P534
Blanke E.	SY-049_2	Bosmans G.	SY-089_2, P033
Blanken L.	P137	Bosqui T.	IS-5_1, IS-5_2, SY-050_4, P463
Blaye A.	P037	Bost K.	P605, P667
Blaylock D.	P379	Botto M.	P355
Bleis T.	P499	Bouffard T.	P241, P629, P736
Bleses D.	SY-001_1, SY-001_4	Bourassa-Dansereau C.	P078
Blöchl M.	SY-049_4	Boutin S.	P464
Bloemberg R.	SY-001_3, SY-064_2	Bowes L.	SY-084_2, SY-084_3, SY-098, SY-098_2, SY-098_3, P469
Boatwright D.	SY-023_3	Bowker J.	SY-042_4, P514
Bobba B.	SY-047, SY-047_2, SY-109_3	Bowman L.	SY-057_1
Bocian K.	SY-101_4	Boxer P.	SY-022_2
Boda Z.	P533	Boyle M.	SY-088_3
Bodroža B.	P568	Bozkir M.	P333
Bodrožić Selak M.	P572, P575, P576	Bradetich A.	P038
Boele S.	SY-053_2, SY-053_3	Braig J.	P100
Bögels S.	P459A	Brajsa-Zganec A.	P215, P223
Boggs S.	SY-099_2	Brandenburg J.	P121
Bohbot V	P476	Brandt L.	SY-002_1
Boislard M.	P578	Brandt M.	SY-044_2
Boissicat N.	P181	Branje S.	IS-1, IS-1_1, IS-1_2, SY-014_2 SY-045_1, SY-080, P029
Boivin M.	SY-084_4, P462	Branowska K.	P327
Bojanić M.	P568	Brauer S.	P114
Boks M.	SY-089_3, P029	Braungart-Rieker J.	P648
Bolak-Boratav H.	P594	Brazzelli E.	SY-033_3
Bølstad E.	SY-012_3, P504	Breeland N.	SY-061_4
Bolz T.	SY-107_1	Bregulla M.	P182, P242
Bombi A.S.	SY-090_3	Breitwieser J.	SY-085_3
Bondü R.	P449	Brenick A.	SY-103_3
Bonichini S.	SY-103_1, P091	Brennan R. T.	IS-12_4
Bonoti F.	P354, P354A, P511	Brickman A.M.	SY-044_1
Boom J.	SY-030, SY-030_1		

Bridgewater E.E.	SY-068_3		042_1
Brieant A.	P465	Bülow A.	SY- 053, SY-053_2, SY-053_3
Briere F.	P736		
Briet G.	SY-073_3	Bunge S.A.	SY-014_1
Brighi A.	SY-091_1	Burkitt E.	P243
Brkljacic T.	P077	Burns K.P.	SY-083_2
Brod G.	SY-085_3	Burro R.	P367, P407, P411, P412
Broer C.	P601	Busch J.	SY-009_1, P111
Bröhl A.	P033	Bussièrès E.	P133, P489 , P659
Bromme R.	SY-052_3, P674	Butler K.	P244
Brou M.A.	PS3_4	Buyse A.	IS-8_3
Brown A.	SY-011_1, SY-031_1	Byun H.	P183
Brown F.	P463		
Brown F.L	IS-5_2, SY-050_4		
Brown G.L	SY-024_1		
Brown J.	P171	Cadima J.	P146, P158
Brown L.G	SY-024	Calabrese J	P592
Brown T.	IS-13_3	Calders F.	SY-089_2
Browne W. V.	SY-031_1	Calzo J.P.	IS-8_2
Brownell M.	SY-088_1	Camacho A.	P535
Bru E.	P520	Camacho A.	SY-041_1
Brumariu L.	P482	Camden C.	P489
Brummelman E.	SY-038_1	Camos V.	P037
Brunelle A.	P496	Campione-Barr N.	SY-003, SY-003_1
Bryan B.	P503	Canário C.	SY-045_2
Buchmann M.	IS-4_1	Cangelosi A.	KL2
Buchmüller T.	SY-009_1	Cannavò M.	P166
Buckley R.	SY-061_4	Cannoni E.	SY-090_3
Bueno-Guerra N.	SY-101_2	Cantave C.	SY-084_4
Buğan Kısır B.	P339	Cantin S.	SY-111_1
Buhl H.M.	SY-102_3	Caprara G.V.	SY-032_3
Buhl M.	P242	Caputi M.	P438
Buisson C.	SY-112_3	Caravita S. C. S.	SY-034_4, SY-028_3, SY-041, SY-063_2, SY-109_3
Bukowski W. M.	SY-035_4, SY-042, SY-		

Carbone L.	SY-065_2	Chavignon É.	SY-104_1, P387
Cardinal S.	SY-023_2, P167	Chawla R.	P003, P419
Cardoso E.	P440	Cheah C.S.L.	IS-4_3, P102, P678
Cardwell G.	P356	Chegade N.	IS-5_1
Carla Silvia Caravita S.	P520	Chen J.	P099
Carlson S.	P038, P706	Chen J.	SY-100_3
Carone N.	SY-024_2	Chen L.	P551
Carradore M.	P412	Chen M	P079
Cartschau F.	P373, P384	Chen M.	SY-107, SY-107_3
Casale G.	SY-107_1	Chen X	P107, P296, P381, P638
Casari L	P466	Chika Chukwuorji J.B.	DCF_2
Cassibba L.	SY-045_3	Chinweuba D.	P467
Castellanos M.	SY-042_1	Chiu M.	P186
Castelli I.	SY-048_3, SY- 048, SY-090, P444	Cho H.	P678
Castillo K.	P515, P593	Choi E.	P383
Cavalcante L.	P456	Choi J.	P192
Cavallini M. C.	SY-063_2	Chongwo E.	P247
Çeber Ç	P395	Chow A.	P469
Ceccon C.	SY-013_1	Christ T.	P186
Celik H.	P594	Christiaens A. H.	IS-1_1, IS-1_3
Cerda-Smith J.	SY-083_4	Christidou V.	P354A
Chadi N.	P489	Christner N.	IS-11_3, SY-025_3, SY-057_4, P628
Chaku N.	SY- 085, SY-085_2, P001, P142	Christodoulou G.	P406
Chami R.	P497	Christodoulou P.	P552, P553
Chan M. H.	SY-037-1, SY-037_2, SY-060_2, P143, P612, P618	Chronis-Tuscano A.	SY-113_3, P713
Chan S.	P093	Chubar V.	P033
Chang X. M.	SY-061_3	Chukwueke I.	P187
Chateauneuf D.	SY-112_3	Chukwuorji J.	P004, P470
Chatton M.	SY-083_2	Chwastek S.	P111
Chatzistamatiou M.	P291	Chzhen Y.	SY-076_2
Chausis R.	P355	Cinar E.	P567
Chávez D. V.	SY-034_2	Cingel D.P.	SY- 065, SY-065_1
		Cirimele F.	SY-036_1

Civitillo S.	SY-047_1, P375, P397	Côté S. M.	SY-084_1, SY-084_4
Claes S.	SY-089_2, P033	Counsell S.J.	SY-094_2, SY-094_3
Claeskens G.	P124	Couper-Johnston R.	SY-113_4
Claux M.	SY-082_2	Couture M.	P133, P180
Clegg J.M.	SY-020_2, IS-14_2	Cowell J.	SY-093_2
Çoban I.	P509, P513, P554, P555	Cowie H.	SY-063_1
Cocks F.	P243	Cramer C.	P099
Colasante T.	SY-010_4, SY-087, SY-087_1, P025, P218, P410, P441	Creasey N.	SY-089, SY-089_3
Cole P.	P356	Creswell C.	SY-084_2
Colonnesi C.	P459A	Crocetti E.	SY-047_2
Comitale C.	P358	Crone E.	P253
Commons M. L.	SY-030_2	Cross D.	IS-9_1
Connell A.	SY-011_4	Croxford B.	SY-061_4
Cook M.	P596	Cruz C.	P667
Coplan R. J	SY-010_3, SY-032_2, SY-032_3, P504	Csaba B.	P150
Coppens A. D.	SY-101_3	Cuadra-Arguello B.	P202
Coppola G.	P191, P459A	Cuartas J.	P597
Çorapçı F.	SY-069_1, P472, P080, P339, P622	Cui Y.K.	IS-14_2, SY-020_2
Corazza G.	P312	Culbert C.	SY-091_1
Corbacho C.	P043	Culot S.	P579, P598
Corbett B.	SY-020_4, IS-12_3	Cummings E.	P648
Čorkalo Biruški D.	IS-12_2	Cumsille P.	P599
Corley R.	P142	Cunha J.	IS-8_4, P120, P477, P522
Cornu C.	RT-4	Čuš Babić N.	P077
Corriveau K.H.	IS-14_2, SY-020_1, SY-020_2	Cusson N.	P133
Costa Lindolpho M.	P236	Cuzzocrea F.	SY-074_1, P166, P219
Costa Martins M.	P440	Czajkowski N	P504
Costa S.	SY-074_1, P166		
Costabile A.	SY-041_3		
Cote I.	P153		
Côté S.	P462		

## D

d'Arma A.	SY-048_2
D'Urso G.	SY-076_1
Da Cunha J.	SY-016, SY-016_3, P239, SE-4

da Silva B. M. S.	SY-035_1	De Vries E.	P517, P518
Dagher M.	P248	de Vroome E.	P582
Daher C.	P466	Dearing E.	P103
Dajani R.	SY-050_2, SY-050_3, P056	Deborde A. S.	SY-112_2, P019
Dalal Safa M.	SY-013_3	DeGarmo D.	SY-031_1
Damian L. E.	SY-086_2	Deindl C.	SY-044_2
Dändliker L.	SY-066_2	Deja M.	P039, P069, P602
Danese A.	P503	Deković M.	P364
Daniel E.	SY-006_3, SY03, 3, SY-033_1	Del Rey R.	SY-091_2, P154, P519, P536
Danko C.	SY-113_3	Delannoy P.	P216, P579
Danner Touati C.	SY-112_2	DeLay D.	SY-035_4, SY-042_1
Daoust-Zidane N.	P153	Deldin P.	P001
Dash S.	P141	Dell'Orto G.	SE-7
Dashora P.	P388	Dellagiulia A.	P315
Dautel J.	IS-12_3, SY-020, SY-020_1, SY-020_4	Demetrovics Z.	P150
Davidov M.	IS-11, IS-11_1, IS-11_2, SY-057_2, SY-057_3	Demircan N.	P332
Dauids E.	P340	Denissen J.J.A.	SY-053_2, SY-053_3
Davood T.	IS-14_2	Denli Ö.	P395
Davoodi T.	SY-020_2	Dermitzaki I.	P291, P354
Daw S.	P249	Déry M.	P286, P387, P464, P610
Dawn W.	SY-070	Desimpelaere E.	SY-036_2, P603
De Angelis G.	P475, P709	Desrosiers A.	IS-12_4
De Haan A.	SY-053_2	Deutsch N.N.	SY-095_1
De Luca L.	IS-9_2	Dewaele A.	IS-8_3
De Maat D.	SY-017_3	Dewitte M.	SY-036_2, P124
De Mooij B.	P601	Di Cuzzo T.	P323
De Moor E. L.	IS-1_2	Di Dio C.	IS-7_2, SY-048, P444
De Pauw S.S.W.	SY-036_2, P124, P210, P603	Di Giunta L.	SY-036, SY-036_1, P358
De Salvo E.	SY-074_1	Di Norcia A.	SY-090_3
De Vente W.	SY-052_2	Di Nuovo S.	SY-051, SY-051_3
De Vet S.	P026	Dickson D.	P353
		Diebold T.	SY-010_2
		Dijkstra J.K.	SY-056_3

Dima N.	P320	Dunsmore J.C.	SY-106_4, P692
Dimitriou A.	P292	Duodu A.	P544
Dinh P.	P125	Dupuis A.	SY-104_2
Diniz E.	P604	Durak M.	P077
Dirks M.	SY-042_2	Dwairy M.	P437
Dizitzer S.	SY-069_3, SY-094_1	Džida M.	P215, P223
Djalega F.A.	PS3_1		
Docherty M.	SY-022_2	<b>E</b>	
Dodd H.	SY-011_1, SY-011_2, P420, P726	Eaglestone H.	P717
Doennecke N.	P458A	Eaves N.	SY-083_2
Doğan A.	SY-108_4, P509, P513, P554	Echols L.	IS-10_2
		Eckstein K.	SY-109_1
Dollberg D.	P616	Economou A.	P322
D'Oosterlinck F.	P226	Edvoll M.	SY-012_3
Doring A.	SY-006_1	Edwards A.D.	SY-094_2, SY-094_3
Dorsey S.	SY-113_1	Eikseth H.C.	SY-012_3
Dragone M.	P475, P709	Eisner M.	SY-022_3
Drapeau M.	SY-104_2	Ejuu G.	PS-6_1, P145, P193
Drews M.	SY-083_2	El-Asam A.	P390
Dryburgh N.	SY-042_2	EL-Awad U.	P100
D'Souza L.	P077	Elenbaas L.	SY-043_2, SY-078_1
Du Q.	P359	ElHalik M.	P141
Dubas J.	SY-017_2, P364	Elias J.	IS-5_2, SY-050_4, P463
Dubow E.F.	SY-022, SY-022_2, PS4, PS4_4	Elipe P.	SY-091, SY-091_2, SY-091_3
		Elizarov E.	SY-006_2
Duell N.	P358	El-Kharouf A.	SY-050_2, SY-050_3
Dufe K.	P096, P643	El-Khodary B.	SY-067_2, SY-067_4
Dufour I.	P401	Ellenbogen M.	P408, P731
Dufour M.	SY-104_2	Elliot A.	P038
Duku E.	SY-088_1	Elsayed D.	P410
Dúll A.	P150	El-Sheikh M.	P660
Dumitriu G.	P178	Eltanamly H.	SY-019, SY-019_3
Duncan L.	SY-088_3	Elwick S.	SY-040_2
Dunfield K. A.	SY-061_3		

Endedijk H. M.	SY-035_1	Feinstein L.	SY-077_4
Endler P.	IS-13_1	Fekkes M.	SY-064_1
Endriulaitienė A.	P305, P710	Feng X.	SY-037, SY-037-1, SY-037_2, SY-060_1, SY-060_2, P143, P484, P612
Enebrink P.	IS-2_3	Fernandes C.	P440, P605, P667
Enesco I.	P017, P211, P439	Fernandes M.	P440, P605, P660
Engels M.C.	SY-005_3	Fernandez E.	SY-101_2
England D.	SY-016_1, P188	Fernández-Alcántara M.	P178
Erdogan M.	P310, P621	Ferreira T.	SY-014_4, P146
Erentaitė R.	IS-1_1	Ferrer E.	SY-014_1, SY-014_3
Eriksen E.	P520	Ferrer-Cascales R.	P178
Erkasap Y.	SY-067_2	Fiasconaro I.	SY-036_1
Ertekin Z.	P040, P490	Field R.	P188
Eryigit-Madzwamuse S.	P717	Fields G.O.	SY-083_2
Eschenbeck H.	P100	Figuccio M.	P323
Espino E.	P154, P519	Filippelli J.	P410
Esposito C.	P475, P709	Finch E.K.	IS-8_2
Esposito G.	IS-3, IS-3_3	Finne J. N.	SY-063, SY-063_3
Essuman S.	P545	Finocchiaro L.	P358
Etchutambe I.	PS-6_3	Fischer S.	P179
Eze J.	P187, P470	Fitamen C.	P037
		Fitsiou A.	P322
		Fityan R.	SY-018_2
		FitzGibbon L.	SY-085_3, P420
Fabiani M.	P178	Fitzpatrick C.	P180, P476, P566, P567, P619
Fainsilber Katz L.	SY-113, SY-113_1	Florit E.	P324
Falconer S.	SY-094_2	Flynn P.	P714
Falgares G.	SY-045_3	Fontaine N.	P462
Fandrem H.	SY-063_2	Footitt T. A.	IS-13_3
Fang Y.	P005	Forer B.	SY-040_3
Farah S.	IS-5_2, SY-050_4, P463	Forgatch M. S.	SY-021_1
Farooq A.	SY-078_2, P448	Fortin A.	P255
Fasolo M.	SY-053_1, P315, P316	Fortin M.	P496
Faur S.	P521		
Favini A.	SY-036_1		

Fourment K.	P607, P608	Gao M.	SY-100_2
Franchin L.	P312	Gao W.	P102
Freitas M.	P461A	Garandean C. F.	SY-034, SY-034_1, SY-034_2, SY-034_3, P716
French D. C.	SY-035_3, P107	Gardam O.	SY-111_3
Frenkel T.	SY-057_1	Gardner F.	SY-021
Freyssinet I.	P729	Gargurevich R.	P609
Friedlmeier M.	SY-086_2	Garito M. C.	SY-053_1
Friedlmeier W.	SY-069_1, P080, P089	Garon-Carrier G.	P180, P567, P610
Frisén A.	RT-3	Gastelle M.	P225, P482
Frost T. M. J.	IS-13_3	Gaugue J.	P216, P579, P598, P641
Frøyland A.	P728	Gauthier B.	PS4_1
Fukkink R. G.	SY-064_1	Gaudreau W.	P610
Fuller M.	P578	Gavrilov-Jerković V.	P306

## G

Gabis L.	SY-057_3	Gbogouri G.A.	PS3_1
Gabriella G.L.	SY-106_1	Gee D.	P465
Gadermann A.	SY-015_2	Généreux M.	P489
Gaffney H.	SY-022_3	Georgiades K.	SY-088_3, SY-088_4
Gál Z.	P258, P259	Georgiadou T.	P342
Gala J.	P088	Georgiou S.N.	SY-079_1, SY-079_2, SY-079_3
Galanaki E.	SY-068_1, P346	Gerbino M.	P735
Galarneau E.	SY-087_1, P218, P410, P441	Gerdemann S.	SY-061_2
Galdiolo S.	P128, P579, P641	Gerhardt M.	SY-037_2, SY-060_2, P618
Gallo M.	P219	Gershby N.	P613
Gan S.	P220	Gerstorff D.	SY-049_1, SY-054_1, SY-054_2, SY-054_3, P007
Gan S.W.	DCF_7	Gervais C.	P153
Ganapathy-Coleman H.	SY-095_2	Gerván P.	P288
Ganea N.	SY-067_2	Gesualdo C.	P712
Gani O.	SY-018_3	Geukens F.	P033
Ganiban J.M.	SY-077_1, SY-077_2	Geva R.	SY-069, SY-069_3, SY-094, SY-094_1
Gao D.	P082	Gewirtz A.	SY-019_2, SY-113_2
		Ghaderi A.	IS-2_3

Gibbons R.A.	SY-076_2	Goossens L.	KL3, SY-005, SY-089, SY-089_2, P033
Gibhardt S.	SY-061, SY-061_1, P343	Gorbaniuk J.	P077
Gigliotti G.	SY-053_1	Gorbaniuk O.	P077
Gilbert E.	P133	Gordon R.	P717
Gill P.	IS-13_3	Görmez V.	IS-5_3
Gill R.	SY-015_2	Gosselin P.	SY-104_2
Gillespie S.	SY-017_1	Goueta N.	P613
Giner Torrén M.	SY-101_3	Gradinger P.	P563
Gislason B.	IS-2_3	Graf D.	P317
Gkavardina M.	P147	Graf M.	P111
Gkoltsou A.	P292	Graham S.	IS-9
Gladstone M.	SY-040_1	Graham S.	IS-10_2
Gliozzo G.	SY-036_1, P358	Graña D.	P017
Głogowska K.	P110	Grandfield E.	PCW1
Gniewosz G.	SY-057_4	Grapsas S.	SY-027_3, SY-027_4
Goddeeris H.	SY-027_2, SY-059_2	Gratton N.	P736
Goh S.	P504	Grazia V.	SY-082_3
Goldberg A.	P562, P611	Grazzani I.	SY-033_3
Goldner L.	SY-074, SY-074_3	Greco A.	SY-090_4
Gombos F.	P264, P288	Greco C.	P515, P593
Gómez-Ortiz O.	P535	Green K.	P253
Gönen M.	SY-012_1	Greenbaum C.	SY-022_1
Gong Y.	P612	Grinshtain Y.	P562
Gonul B.	SY-043, SY-043_4, P157	Grütter J.	IS-4_1, SY-043_3, SY-066_2
Gönültaş S.	DCF_6, SY-025_2, SY-066_3, SY-078_4, SY-109, SY-109_4	Guardado M.	P323
Gonzalez A.	SY-088_3, SY-088_4	Guarini A.	SY-091_1, P519
González B.	SY-101_2	Guedes M.	P478, P713
Gonzalez Caino P.	P355	Guerra G.	SY-053_1
González D.	P466	Guerra S.	SY-048_1
González L.	P044	Guerrero S.	P043, P044, P211, P439
Gonzalez R.	SY-044, SY-044_4	Guerrero-Moreno S.	P228
González-Pasarín L.	SY-112_4	Guevara De Haro I.	P325
Gonzalves L.	SY-046_1		

Guevara I.	P127	Haginoya S.	P733
Guez H.	P006	Haj-Yahia M.	SY-022_1
Gugliandolo M.C.	SY-045_2, SY-074_1, P219	Håkansson U.	P615
Guhn M.	SY-015_2, SY-040_3	Hakim E. A.	SY-087_4
Guichard S.	P158	Hale III W. W.	SY-045, SY-045_1
Guimond F.- A.	SY-111, SY-111_1, SY-111_3	Hale M.	P542
Guimonde M.F.	SY-009_2	Hall R.	P407, P412
Gulamhussein Q.	P714	Hamilton J.	SY-091_1
Gulesci S.	SY-050_1	Hammuda S.	P497
Gulgarelli D.	SY-032_1	Han Z.	SY-100_2
Gummerum M.	IS-7_2, SY-051_2	Hanetz-Gamliel K	P616
Güney Karaman N.	P395	Hanna E.	IS-5_1
Gunnar M.	P714	Hansen M. B.	SY-012_3
Günther J.	SY-059_4	Hansotte L	P128
Guo J.	SY-015_1	Hapunda G	P617
Gupta A.	SY-113_2	Harandian K.	PS4_1, PS4_2, PS4_3
Gürdal M	P189	Harbec M. J.	PS4_3
Güroğlu B.	SY-035, SY-035_1 SE-6	Harkness S.	SY- 060, SY-103_1, P091
Gürsoy H.	IS-4_3	Harley A.	SY-012_4, SY-106_3, SY-113_4
Gurtovenko K.	SY-113_1	Harold G. T.	SY-031, SY-031_1, SY-077_4
Gustavson K.	SY-031_3	Haroon N.	P141
Guyer A. E.	SY-046_1	Harris P. L.	KL3, IS-14, SY-020_2, SY-075
Guzman Holst C.	SY-084_2	Harrison L.J.	SY-040_2
		Hart C.	P102
		Hartmann D.	SY-052_4
		Hartstone-Rose A.	SY-083_1, SY-083_2
Ha T.	SY-080, SY-080_1, SY-080_2	Harty M.	P651
Hadaya L.	SY-094_2, SY-094_3	Harvey E.	P619
Hadfield K.	IS-5_1, SY-050, SY-050_1, SY-050_2, SY-050_3, P056	Harvey K.	P726
Hagemann N.	P240	Hashiya K.	SY-093_3
Hager-M'boua A.C.	DCF_1	Hastings P.D.	SY-046_1

## H

Hatzichristou C.	SE3, SE3_2	Hoellger C.	SY-102_3
Haukedal C.	P235	Hoeve M.	P032
Haux T.	SY-105_3	Hoff E.	PCW4, SY-001, SY-001_4
Havighurst S.S.	SY-012, SY-012_1, SY-012_2, SY-012_3, SY-012_4, SY-106_1, SY-106_2, SY-106_3, SY-113_4	Hoffman A.J	SY-083, SY-083_1, SY-083_2
Hayash N.	SY-093_3	Hofkens T.	SY-090_1
Hayes B.	SY-070_1	Höhl S.	SY-093_1
Haywood G.	SY-023_1, SY-070_3	Højen A.	SY-001_1, SY-001_4
Hébert M.	P255	Holdoš J	P077
Hektner J.	P706	Hollarek M.	P256
Helfrecht C.	P075	Holloway K.	SY-099_1
Helidoni M.	P322	Holme H.	SY-012_3
Helland M. S.	SY-031_2, SY-032_4, P739	Holodynski M.	SY-010_1, P445
Helland S.	P715	Holt T.	SY-031, SY-031_2, SY-031_3, P485
Henderson A. M. E.	SY-061_1, SY-061_4, P343	Holt-Gosselin B.	P465
Heng J.	P085	Honoré N.	SY-073_2
Henning A.	P668	Hooper E. G.	SY-037_1, SY- 060, SY-060_1, SY-060_2
Hennok L.	SY-007_2	Hoppe-Herfurth A.	P179
Henseke G.	IS-4_4, SY-076_3	Hoppmann C.A.	SY- 054, SY-054_1, SY-054_2, SY-054_3
Hepach R.	SY-061_2, P109	Horowitz A.	P225
Hepworth K.	SY-088_2	Horton P.	RT-4, SY-026_2
Hérault É.	P489	Hotulainen R.	SY-007_3
Hermans K.	P240	Houbrechts M.	SY-089_2
Hermes K.	P140	Houssa M.	SY-073_2
Herrera D.	SY-082_2	Howard C.J.	SY-024_1
Hess M.	IS-9_3	Hoyo Ramiro A.V.	SY-048_1
Hessels C.	SY-017_2	Hu K.	SY-100_1
Hiekkaranta A.	P240	Hu X.	SY-085_1
Hilgendorf D	SY-009_2, SY-018_1, SY-018_2	Hu Y	SY-100_1
Hill N.E.	IS-4	Huard C.	SY-112_1
Hine B	P188	Huesmann L.	SY-022, SY-022_2
Hodge R. T.	SY-046_1	Hughes D. L.	IS-4_2

Huijzer-Engbreghof M. SY-089,  
SY-089\_1  
Huitsing G. SY-001\_3, P517, P518  
Huizing A. P719  
Huizinga M. SY-107\_2  
Huizink A. C. SY-046, SY-052\_2  
Humer J.T. SY-020\_4  
Hunhammer M.A. SY-012\_2  
Huschka S. P121  
Hwang J. P183

**J**  
Jackson K. P075  
Jacobs E. SY-073\_4  
Jaegers T. P384, P373  
Jaggy A.-K. SY-010\_2  
Jakobson K. SY-007\_1  
Jakubowska J. SY-101\_1  
Jamain L. P181  
Jambon M. SY-087\_1  
James A.J. SY-070\_1

Janić O. P306  
Janicke-Bowles S. SY-065\_2

Iacono V. P731  
Ialuna F. SY-009\_1, P397  
Ifeagwazi C. P470  
Iida M. SY-080\_2  
Inboden K. SY-037-1, SY-060\_2, P143,  
P612, P618  
Ingram G. SY-101\_2  
Inocencio S. P141  
Intiful F.D. SY-008, SY-008\_4, P525  
Iorfa S. P481  
Ioverno S. IS-8\_3  
Ip K. P027, P465  
Isernia S. SY-048\_2  
Ishiguro H. IS-7\_2  
Isler L. SY-061\_3  
Ison A. SY-097\_3  
Ison M. P515, P057, P466, P593  
Itakura S. IS-7, IS-7\_2, SY-093\_1  
Ivanova A. P077

Jansen P. P137  
Jansen I. SY-052\_2  
Jansen P. P432  
Janus M. SY-088, SY-088\_1, SY-  
088\_2, SY-088\_4, SY-040, SY-040\_2  
Jaruseviciute V. P257  
Jbilou B. SY-067\_2  
Jelovčić S. P572, P575, P576  
Jennifer E. SE2  
Jerković I. P306  
Jimenez E. P087  
Jiménez-Moya G. IS-10\_3  
Jin S. SY-035\_3  
Johander E. P716  
John N. P179  
Johnson A. P619  
Johnson L. E. SY-046\_1  
Jolley D. SY-023\_1, SY-070\_3  
Jones M. H. SY-015\_3  
Jones S. P378  
Jordans M.J.D. IS-5\_2, SY-050\_4, P463

Jorgensen T.D. SY-089\_1  
Joy A. SY-083\_1, SY-083\_2, SY-083\_4  
Józefacka N. P129, P345  
Juang L. SY-055\_4, SY-097\_2  
Jugert P. SY-047\_1, P160, P375,  
P397  
Juhkam M. SY-007\_1  
Jurkat S. SY-093, SY-093\_4  
Justice L. SY-001\_1  
Juvino D. P091

**K**

Kaasen A. P652  
Kähkönönen J. SY-062, SY-062\_2, P422  
Kaiser B. P470  
Kaliterna Lipovcan L. P215, P223  
Kałowski P. P327  
Kaltsaka C. P346  
Kaltsaka Ch. SY-068\_1  
Kamble S. P514  
Kammermeier M. P526  
Kanakogi Y. IS-7\_1  
Kanda T. IS-7\_2  
Kanel D. SY-094\_2, SY-094\_3  
Kang E. P192  
Kaniušonytė G. IS-6\_2, P151, P588, P620,  
P693, P733  
Kanngiesser P. P109  
Kannis-Dymand L. IS-13\_3  
Kapadia S. P088, P089  
Kapenda M. P328  
Kapović I. IS-12\_2  
Kara B. P717

Karadag D. P310, P442, P621  
Karam E. IS-5\_1  
Karan P. P622  
Karevold E.B. SY-012\_2, SY-106\_2  
Karing J. P038  
Karkdijk E.M. SY-069\_3  
Karousou A. P576A  
Kärtner J. SY-010\_1, SY-052\_1, SY-  
052\_3, SY-093\_4, SY-101\_3, P445, P454,  
P456, P674  
Kartushina N. SY-106\_2  
Kasai M. IS-8\_1  
Kasese-Hara M. PS-5, PS-5\_1, PS-5\_4  
Kasik L. P258, P259  
Kathuria T. SY-069\_1, P089  
Katulis G. P527, P664  
Katungi J. P193  
Katzorreck M. SY-049\_1, SY-054\_1, SY-  
054\_2, SY-054\_3, P007  
Kaufman T. M. L. SY-001\_3, P517,  
P518  
Kaur K. P260  
Kaviya S. SY-060\_1  
Kawashima A. P102  
Kaya S. P333  
Kazak Berument S. P490  
Kazi S. P576A, P694  
Keessen L. SY-065\_3  
Kehoe C.E. SY-003, SY-012\_4, SY-  
106\_1, SY-106\_3, SY-113\_4  
Keijser L. SY-003, SY-045, SY-045\_2,  
SY-053\_2, SY-053\_3  
Kenneally Z. SY-096\_4  
Kenward B. SY-101\_2  
Kerkhoff D. P100, P280

Kerns K.	P225, P482	Koerber S.	P534
Kerns S.	SY-113_1	Koffi K.	P399
Khanji M.	SY-009_2, SY-009_3, SY-018_2	Kofi M.	KL7, SE-6
Khng K	P623	Kokou-Kpolou C.	P481
Khoury J.	SY-088_3	Köksal Ö	P049
Kiara S	P388	Koletas P.	P292
Kikas E.	SY-007, SY-007_2	Koller S. H.	PS1
Kikooma J.	P416, P703	Kolodziejczak K.	SY-054_2
Kilic A.	P555	Kömbe Z.	P622
Kilinc Y.	P100	Konowalczyk S.	P242
Killen M.	SE-5, SY-006, SY-025_1, SY-043, SY-043_4, SY-066_2, SY-066_3, SY-109_4	Konrath E.	SY-105_2
Killoren S.E.	SY-003_1	Koomen H.	SY-107, SY-107_3, P079, P359
Kim S.	P027	Kopcsó K.	P626, P627
Kimber B.	IS-2_3	Koradia K.	P131, P132
Kimber M.	SY-088_3	Kornienko O.	SY-080_1
Kindler H.	SY-105_4	Kornilaki E.	SY-068_1, P263, P346
Kio R.	SY-009_2, SY-009_3	Korona A.	P512
Kırbaçoğlu K.	P483	Kortesalmi M.	SY-086_3
Kırimer-Aydınlı F.	SY-024_3	Kosak L. A.	PS4_3
Kirkøen B.	P715	Koskulu S.	P310, P621
Kırmızıtaş M.	P483	Koslowsky M.	P098
Kirtley O.	P240	Kosmidis M.	P051, P052
Kiuru N.	P257	Koster N.	IS-6_3, SY-093_1, P456
Kjøbli J.	SY-021_1, P715, P739	Kotrla Topić M.	P572, P575, P576
Kläger K.	IS-3_2	Kouadio K.J	PS3_4, P399
Klein Velderman M.	P582, P718, P719	Kouamé J.	PS3_3
Kling I.	P242	Kouassi K.F.	PS3_4
Kloo D.	SY-075_1	Kovács I.	P264, P288
Knafo-Noam A.	SE-6, IS-11_4	Kőváry Z.	P150
Knees Kern E.	SY-078_1	Kovelman I.	SY-085_1
Knox J.	SY-083_4	Krabbendam L.	P256
Kochendorfer L.	P225, P482	Kraft B.	SY-032_2
		Kramer A.	P628

Kramer H.	P379	Lapalme M.	SY-104_1, P387
Kramer H.J.	SY-020, SY-020_1	Larcán R.	P166, P219
Kreijkes P.	SY-096_1	Larose M.P.	SY-084, SY-084_1
Krettenauer T.	SY-027_2, SY-059_2	Larsen L.	SY-031_2, P485
Kristen-Antonow S.	SY-025_1	LaRusso M.	SY-103, SY-103_4
Ku S.	SY-060, SY-060_3, P484	Lasota A.	P632
Kuang Y.	P091	Laurent A.	P180
Kuhn H.	P242	Lauri Hietajärvi L.	IS-13_2
Kummer C.	P499	Lauricella A. R.	SY-065_1
Kunuroglu F.	SY-108_4	Laurier C.	SY-104_3
Kunzmann U	SY-049_1, SY-049_4, SY-054_1, SY-054_2, SY-054_3, P007	Laurson B.	IS-6_2, P521, PCW4, SE-2, SY-001_4, SY-035, SY-035_2, SY-042_3, SY-111
Kurdnac A	P163	Lavelli M.	P324
Kvamme L	P720, P739	Laventure M.	P633, P730
Kwcbonti Njungwa Zinkeng M.	PS-6_4	Law F.	SY-083_1, SY-083_2
Kyriakopoulou N.	SY-075_2	Law N.	P551
		Le Corff Y.	SY-104_1
		Le Hénaff B	P729
		Le M.	PS4_4
Labonté A.	SY-104_3	Le Maner-Idrissi G.	SY-073_3
Labranche A.	P629	Le Sourn-Bissaoui S.	SY-073_3
Laceulle O.M.	IS-6_3, SY-017_2	Lecce S.	SY-048_1
Lafit G.	P240	Lecei A.	P240
Laforgue F.	P579	Ledingham J	P353
Laghi F.	SY-010_3	Lee H.	SY-093_3
Lai R.	SY-040_3	Lee K.	P297
Lallier M.	P066	Lee N.	P256
Lan Q.	SY-037_3, P400, P630	Lee R.	P714
Landor A.	P380	Lefebvre A.	SY-036_2
Lane J.	SY-104_2	Lehofer M.	P533
Laninga Wijnen L.	P517, PCW2, SY-056, SY-005_3, SY-034_3, SY-056_1, SY-056_4, SY-064, SY-064_2	Lehrer J.	SY-111_2
Lansford J.	KL4, RT-2, SY-036_1, SE-6	Leidig T.	SY-107_1
		Leijten P.	SY-019_3, SY-021, SY-021_3, SY-089_3, P645



Leitheiser F.	P626	Liu D.	P364
Lemelin J.	P286	Liu J.	P082, P107, P296
Lemelin J.-P.	SY-112_1, P610	Liu M.	P381, P638
Lemos M.	P510	Liu X.	P296
Leontari A.	P284	Liu Y.	P186
Leppänen J.	IS-11_1	Liz M.	PS-1_5
Lerkkanen M.	P670	Ljevaja M.	P306
Leroy N.	P265	Lo Coco A.	SY-045_3
Lessard L.	P161	Lobe B.	SY-065_2
Leve L.D.	SY-031_1, SY-077_1, SY-077_2, SY-077_3, SY-077_4	Lochman J.E.	SY-087_4
Levinsky M.	IS-15_3	Lodder G.	SY-005_2, SY-005_3
Leyendecker B.	SY-009, SY-009_1, P111, P397	Logrieco M. G.	SY-053_1
Li D.	P107, P296	Lohaus A.	P100, P280, P414
Li H.	SY-037_3	Lombardi E.	SY-090_2, P425, P444
Li X.	SY-029, SY-029_2, SY-100_1	Lonardi C.	P412
Liao Z.	P347, P528	Looh J.	P104
Liberska H.	P267, P486, P602	Lopes Almeida M.	P566, P567
Licata M.	P459A	Lopes Almeida M.	P476
Lichtwer A.	SY-109_1	López Escribano C.	P097
Lieb J.	P529	Lopez-Duran N.	SY-085_2, P001
Liga F.	SY-074_1, P219	López-Escribano C.	SY-033_2
Lijun L.	SY-113_2	López-Pérez B.	SY-032_3
Lilian F.	PS-6_5	Lorijn S.J.	SY-005, SY-005_3
Lillo-Crespo M.	P178	Lovato I.	SY-094_3
Lin S.	P364	Low R.	SY-061_1
Lindley C.	P202	Lubaale G.	P193
Lionetti F.	SY-053_1, SY-062_2, P315, P316, P422	Lubiewska K.	P110
Lipinsky A.	P092	Luby J.	SY-011_3
Lipman E.	SY-088_4	Lucassen N.	SY-017_3
Lippens L.	SY-036_2, P226	Lücke A.J.	SY-049_1, SY-054, SY-054_1, SY-054_2, SY-054_3, P007
Lithoxidou A.	P196	Luengo Kanacri P.	IS-10_3, SY-034_2, SY-056_3, P599
Litwin H.	IS-15_3	Lüftenegger M.	P533

Lui P.	P375	Malboeuf-Hurtubise C.	P489
Luijk M.	P432	Maldonado-Carreño C.	P206
Lüken L.	SY-010_1, P445	Malegiannaki A.	P051, P052
Luken Raz K.V.	SY-078_1	Malik S.	P077
Lunetti C.	SY-036_1, P358	Malinauskienė O.	P270
Luong G.	SY-049, SY-049_2, SY-049_3	Malku E.	IS-12_3
Lutin E.	P033	Malti T.	KL-6, SE3_4, SY-010_4, SY-051, SY-087, SY-087_1, SY-109_3, P025, P218, P410, P440, P441, P450
Lux U.	SY-029_3, SY-105, SY-105_1, SY-105_4,	Malysheva K.	P099
Luz Levandowski M.	P639	Mameli C.	SY-082, SY-082_3, SY-091_1
<b>M</b>			
Mabrouk A.	P247	Mammen M.	SY-057_4, P455
Macdonald J.	SY-106_1	Manchanda S.	SY-081_2
Maciejewski D.F.	SY-036_3	Mancini G.	P312
MacMillan H.	SY-088_3, P096	Manly J.J.	SY-044_1
MacMullin L.	P698	Manna G.	SY-045_3
Mädamürk K.	SY-096, SY-096_2, SY-096_3	Mannerström R.	IS-1_4
Maes M.	SY-005_2	Manson T.	SY-050_1
Magenes S.	P425	Mante E.	P292
Mahhouk S.	P410	Mantzari S.	P511
Maehler C.	P093, P121, P313, P373, P384, P458A, P723	Mantziou A.	P354
Maia R.	P478, P713	Manzi F.	IS-7_2
Maingi L.	P722	Marchetti A.	KL-2, IS-7, IS-7_2, SY-048_2, SY-051, SY-051_1, SY-090_4, P444
Majorano M.	P324	Marcotte J.	P401, P496
Makamure C.	P197	Marcus O.	P053, P054
Makita M.	P077	Mareschal I.	SY-050_2
Makris N.	IS-14, IS-14_1, P576A	Mareschal I.	SY-050_1, SY-050_3, P056
Makutsa L.M.	DCF_3, RT-2	Markopoulou E.	P406
Malamut S.T.	SY-034_1, SY-034_3, SY-098_1	Markovitch N.	IS-11_4
		Markšaitytė R.	P305, P710
		Marsh H.	SY-015_1
		Marshall S. K.	SY-003_3
		Martinez M.	P599

Martinez-Fuentes S.	SY-013_3, SY-055_2	Mayya A.	IS-5_2, SY-050_4, P463
Martin-Storey A.	SY-042_2, SY-104_1	Mazzone S.	SY-073_4
Marzougui J.	P542	Mazzoni E.	P077
Masda Y.	P198	McBride Murry V.	IS-10, RT-2
Mason P.	SY-013_3	McCagh J.	SY-032_3
Massaro D.	IS-7_2, SY-048_2, P444	McClelland M.	P038
Masten A.	KL-1, IS-6_4, SE-7, SY-017_1	McDermott E.R.	SY-055_2
Mastine T.	P489	McDonald K.L.	SY-087_4
Mastria S.	P312	McElvany N.	P397
Mastromanno B.	SY-113_4	McElwain N.L.	SY-100_1
Mastrotheodoros S.	P029, SY-045, SY-045_2	McEwen F.	IS-5_1
Masuda T.	SY-093_3	McFarland L.	SY-040_2
Mata C.	SY-069_2	McGuire L.	SY-066_3, SY-083, SY-083_1, SY-083_2, SY-083_3, SY-109_4, P448
Mathebula M.	PS-5_5	McKellar S.	SY-056_4
Mathews C.	SY-083_4	McKenzie J.	P651
Mathur S.	P131, P132	McLennan J.	P095, P096, P642, P643
Matias M.	P146	McLoughlin N.	IS-14_2, SY-020_1, SY-020_2
Matos L.	P609, P650	McMahon R.	SY-113_1
Matos L.	SY-082_2	McNeill M.	P077
Matte-Gagné C.	P502	Mcvarnock A.	SY-032_2
Matthews T.	P503	Meerhoff L.A.	SY-035_1
Maunder R.	SY-041_2	Meeus W.H.J.	SY-045_1
Mauroy A.	P579, P641	Meillerais S.	P233
Mavridis C.	P091	Meilleur A.	P133, P489
Maxwell M.	P171	Meksassi B.	IS-5_2
May E.	SY-099_2	Melandri L.	SE-2
Mayer A.M.	SY-047_1	Mellado C.	P008
Mayerhofer L.	P652	Mellblom A.	P715, P739
Mayisela S.	PS-5, PS-5_3	Memisoglu Sanli A.	P490
Maynard A.	SY-015, SY-015_4	Mena Matos P.	SY-014_4, P146
Mayor J.	SY-106_2	Menabò L.	SY-091_1, P519
		Mendes D.	P662

Menendez D.	SY-068_3	Misailidi P.	P354
Menesini E.	IS-9	Misgav K.	SY-006_3
Menesini E.	SY-028_2	Misoska A.T.	SY-020_4
Menesini E.	IS-9_2, SE3_3, SY-087_2, P536	Mistry R.S.	SY-043_2
Mengiste M.	PS-6_3	Moazami-Goodarzi A.	P724, P738
Menin D.	SY-091_1	Moed A.	P644
Meoded Karabanov G.	P097	Moffitt S.	SY-055_4
Merculief A.	P038	Moghames P.	IS-5_1
Merkaš M.	SY-045_2, P572, P575, P576	Mohammad T.	P402
Mesman J.	P082, P607, P608	Mokobane M.	P272
Messinger D.S.	SY-035_2	Mokobane Z.	P164
Metzger I.	RT-1	Mokuolu B.	P013
Meyer A.	P272	Molano A.	SY-009_2, SY-009_3, SY-018_1, SY-018_2
Michael L.	P284	Molano A.	SY-046_2
Michalek J.	SY-050_2, SY-050_3, P056	Molinari L.	SY-082
Michel C.	SY-061_2	Möller C.	SY-072_2, P690
Michou A.	SY-082_1	Monette C.	P430, P431
Miglino O.	IS-7_3	Monks C.P.	SY-041_2
Mihalopoulos C.	SY-011_1	Monteiro L.	P537, P604, P666
Miklikowska M.	P163	Monteoliva J.	P057
Mikolajczak M.	P603	Montreuil M.	P489
Milanovic A.	P077	Morales Tercero E.	P228
Milevsky A.	P098, P134	Mora-Merchán J.A.	SY-091_3
Milevsky I.	P098	Morbeck M.	SY-031_2, SY-031_3
Miljkovitch R.	SY-104, SY-112_2, P006, P135, P452	Moretti M.	P581
Miller J.	SY-049_3	Morin P.	SY-104_2
Miller L.	P723	Morozov M.	P578
Miller P.M.	SY-030_2	Morozova-Larina O.	P099
Miller-Slough R.L.	SY-106_4	Morsi H.	SY-067_1, SY-067_2
Milne B.	P503	Moscardino U.	SY-013_1, RT-3
Milot T.	SY-112_1	Mosquea M.	P095
Minnick E.	SY-098_3	Moss E.	P452

Motti-Stefanidi F.	KL-1, IS-13, SE-7, SY-013, SY-017, SY-017_1, SY-047, SY- 080_1, SY-096_2, SY-096_3, RT-3	<b>N</b>	
Mouratidis A.	SY-082_1	Nader-Grosbois N.	SY-073, SY-073_1, SY-073_2, SY-073_4
Mouton B.	SY-019_3, P645, P646, P647	Nagy B.	P150
Müderrişoğlu S.	P339	Nainee S.	P220, P234
Mues A.	P705	Nakkash R.	IS-5_4
Muhammed F.	P141	Nandera M.	P428
Muhati-Nyakundi L.I	PS-5_1, PS-5_3, P427, P491	Nasie M.	SY-033_4
Mulder H.	SY-069, SY-069_3, SY- 094_1	Nata G.	P158
Muldrew L.	SY-019_2	Nation K.	SY-084_3
Mulvey K.L	SY-025_2, SY-078_4, SY- 083_1, SY-083_2, SY-083_3, SY-083_4	Natsuaki M.N	SY-077, SY-077_1, SY- 077_2
Münch F.	SY-049_2	Naumann P.	SY-059_4
Mund M.	SY-005_2	Nayak A.	P199
Munhoz T.	P639	Necsa B.	PS-4_2
Munkácsy B.	P150	Neervoort N.	P290
Muñoz-Fernández N.	SY-091_4	Negru-Subtirica O.	SY-086_2
Munywoki V.	P010	Neiderhiser J.M.	SY-077_1, SY- 077_2
Murayama K.	SY-085_3	Nelemans S.A.	SY-045_1
Murdock E.	SY-102_2	Nelson D.	P099, P102
Murphy A.	SY-016_1	Nelson L.	P102
Murray S.	P648	Nelson Z.	P542
Musil B.	P077	Nesbit R.	P420, P726
Musso P.	SY-041_3, SY-045_3	Nese M.	SY-012_2
Muster S.	SY-059_4	Nestler S.	SY-054_3
Mutai C.	P200	Neubauer A.B.	SY-053_3
Muth J.	P533	Neville H.	SY-013_3
Mvunga J.	P698	Ngeno V.	P200
Myers C.-A.	SY-063_1	Ngiewih C.	P104
Myin-Germeyts I.	P240	Nguyen H.	P125
Myślińska-Szarek K.	SY-101, SY-101_4	Ngyah- Etchutambe I.	P201
		Nicoli I.	SY-053_1

Nicolopoulou A.	P202, P336	Obradović V	P306, P568
Nieder C.	SY- 052, SY-052_1	Oburu P.	SY-002_3
Niklas F.	P548, P705	Oczlon S.	P533
Nilles H.	P100	odar-Marín J.A.	SY-091_4
Nisi E.	P709	Odgers C.	P503
Nistad B.	P323	Oei N.	P032
Nixon E.	SY-031_1, SY-077_4	Oerber S.	SY-075_3
Njalim V.	PS-6_5	Oftedal A.	P652
Njungwa Zinkeng M.	P203	Ogba K.	P493
Noack P.	SY-109_1	Ohan F.	SY-098_3
Nobes G.	SY-068_2	O'HigginsNorman J.	RT-4
Nóblega M.	P607, P608, P650	Ohlemann S.	SY-028_1
Nocentini A.	IS-9_2, SY-087_2, P536	Oikonomakou D.	P576A
Noël M.P.	SY-073_2	Oinas S.	SY-007_3
Noemi P.	SY-028_3	Ojeda M.	SY-091_2, SY-091_3
Norcott H.	SY-070_2	Ojeda Pérez M.	P154
Nosarti C.	SY-094_2, SY-094_3	Okalidou A.	P322
Novin S.	SY-038_1, SY-038_3	Okoro O.	P714
Nowak A.	P648	Oláh G.	P264
Nowland R.	SY-005_1	Olawa B.	P013
Ntalachanis A.	SY-096_2, SY-096_3	Oliva M.	P017
Núñez M.	P043, P127	Olson S.	P085
Nurmi J.	P670	Olson D.	P714
Nwoke M.	P187	Olvera N.	P294
Nyarko R.	SY-008_4	Oncioiu S.	SY-084_2, SY-084_3
Nygaard E.	SY-012_3, SY-106_2	O'Neill M.	P648
Nyman L.	SY-007_3	Onen D.	P416
Nyoni J.	P651	Oostdam R.J.	SY-064_1
		Oosterman M.	SY-052_2
		Opiyo R.	PS-6_2, P014
		Oppedal B.	IS-2, IS-2_1, IS-2_3, SY- 013_1, RT-3
		Orlitsky T.	IS-11_1, IS-11_2, SY- 057, SY-057_2, SY-057_3
Obeldobel C.	P225		
Oben Ojongnkpot C.	P329		
Oberle E.	SY-015_2		

Ortega-Rivera F.J.	SY-091_4	Paluckaitė U.	P277
Ortega-Ruiz R	P535	Panagiotaki P.	SY-068, SY-068_1, SY-068_2, P346
Ortega-Ruiz R.	SY-041_1	Pandya N.	SY-095_3
Ortiz J.A.	PS-1_1	Pannebakker F.	P582, P718, P719
Osei C.	SY-008_4	Pansu P.	P181, P729
Osman M.	P714	Pantic I.	P077
Osterhaus C.	SY-075, SY-075_1, SY-075_3, P534	Papa F.	P166
Ota E.	SY-007_4	Papadopoulou P.	P354A
Otto S.	SY-027_1, SY-059_4	Papatzikis E	P141
Ouellet-Morin I.	SY-084_1, SY-084_4	Papotti N.	SY-034_4
Overbeck A.	SY-059_4	Paradis A.	P255
Overbeek G.	SY-019_3, SY-089_1, SY-089_3, P290, P601, P645, P654	Pardo-Guijarro M.	P228
Øverland K.	P728	Parent-Taillon É.	P241
Oyekola A.	P656	Park Y.	SY-013_3
Özdemir M.	IS-2_3, SY-028_4, SY-055_3, SY-076, SY-087_3, SY-108_1	Park Y.	P192
Özdemir S.B.	SY-087_2, SY-087_3	Parker P.	SY-015_1
Ozenbaugh I.	P038	Parnet F.	SY-084_4
Ozturk A.	P555	Parra L.A.	SY-046_1
		Parra P.A.	PS-1_1
		Parsons S.	IS-15_1
		Pasalich D.	SY-113_1
		Pascuzzo K.	SY-104, SY-104_1, SY-104_3, P387, P452, P610
		Passerini E.	P425
Padula G.	P355	Pastorelli C.	SY-036_1
Pagani L.S	PS-4, PS-4_1, PS-4_2, PS-4_3, PS-4_5	Pattini A.	P057
Paizan M.A.	SY-047_3, P205	Pauen S.	SY-069_2, P665
Palacios D.	SY-056_3	Paulus M.	IS-11_3, SY-025_3, SY-057_4, P455, P526, P628
Palacios D.	IS-10_3	Pavlopoulos V.	P071
Palermi A.L.	SY-041_3	Payir A.	IS-14_2, SY-020_2
Palladino B.E.	SY-028_2, SY-087_2	Paz Y.	IS-11_2, SY-057, SY-057_2, SY-057_3
Palmer S.B.	SY-066_3, SY-078_3, SY-109_2, SY-109_4	Pearce N.	IS-9_1

## P

Pearson J.	SY-112_1	Pluess M.	IS-5, IS-5_1, SE-7, SY-019, SY-019_1, SY-019_3, SY-053, SY-062, SY-062_2, SY-062_3, P033, P316, P422
Peçanha Cruz T.	P236	Plumet M.H.	SY-073_3
Peltola M.	IS-11_1	Pnevmatikos D.	IS-14, IS-14_1, P342, P552, P553
Peplak J.	SY-109_3	Poikkeus A.	P670
Pepler D.	SY-023, SY-023_2, P167	Poirier M.-A.	SY-112_3
Pereira Caldas C.	P236	Poirier N.	SY-073_4
Pérez M.	P095	Poitras K.	SY-112, SY-112_3
Périard-Larivière D.	P659	Pollak Y.	P613
Perić K.	P572, P575, P576	Polutnik C.	IS-5_3
Perpétuo C.	P660	Polychroni F.	P406
Perren S.	SY-010_2, P529	Polykandrioti G.	P322
Perry L.K.	SY-035_2	Pompedda F.	P733
Petersen A.	SY-002, SY-002_4, PS-3	Pons F.	SY-032_1
Peterson Z.	P244	Ponticorvo M.	IS-7_3
Petinou K.	P322	Ponzetti S.	SY-053_1
Petit M.	P255	Poorthuis A.	SY-027_3, SY-027_4, SY-056, SY-056_2, P108
Petrakos H.	P430, P431, P433	Popham C.	IS-5_1
Pevec S.	SY-013_2, SY-055_4	Porlier S.	SY-112_3
Pfammatter P.	SY-102_4, P232	Porter C.	P102
Pianta R.	SY-090, SY-090_1, SY-090_4	Pótári A.	P264
Pieper L.	P461	Poteat V.P.	IS-8_2
Pietrek T.	P665	Pottruff M.	SY-088_1
Pillay B.	P272	Pouille A.	P210
Pimpinella M.	P323	Poulin Dubois D.	P061
Pineda-Marín C.	IS-12_1	Powell N.	SY-087_4
Pinquart M.	P712	Pozzoli T.	P312
Piotrowski J.	SY-065_3	Prendergast L.A.	SY-011_1
Pires P.	SY-088_4	Prinzie P.	SY-017_3, P137, P432
Pittman P.	P618	PRISME-COVID Team	P489
Plata-Caviedes T.	P206	Prizmic Larsen Z.	P215, P223
Pletti C.	IS-11_3, SY-057_4	Prodan N.	P062
Plourde C	P496, P730		
Plourde C.	P401		

Przepiórka A. P077 Ranta M. SY-015\_1, SY-086, SY-086\_3  
 Puhl R. P161  
 Pulkinnen L. KL-5 Rao N. P093, P551  
 Pullman M. SY-113\_1 Rapee R. SY-011, SY-011\_1  
 Punamäki-Gitai R. SY-067\_2 Rayson H. SY-011\_1, SY-011\_2  
 Pur B. P310, P621 Reddington J. SY-023\_1, SY-023\_3, SY-070\_3  
 Purdy N. SY-091\_1 Reed N. P356  
 Purwono U. P107 Reeve J. SY-082\_2  
 Reid-Westoby C. SY-088\_1  
 Reijneveld S. P718, P719  
 Reim J. SY-105\_1, SY-105\_4  
 Reinelt T. P665  
 Reis Fonseca B. P456  
 Reiss D. SY-077\_1, SY-077\_2  
 Rekker R. P163  
 Remondi C. SY-036\_1  
 Ren H. P102  
 Ren P. SY-056\_1  
 Resendes T. P731  
 Reuben J. SY-011\_4  
 Rey-Guerra C. P103  
 Reyhing Y. P529  
 Ribeiro A. P662  
 Ribeiro O. P461A, P537, P660  
 Ricard D. P167  
 Riccioni C. P358  
 Richards B. P093  
 Richardson C.B. SY-025\_2  
 Richert R. IS-14\_3  
 Rico-Picó J. SY-048\_1  
 Riediger M. SY-049, SY-049\_2  
 Rieffe C. SY-035\_1  
 Rifkin-Graboi A. P623

## Q

Qian Y. P142  
 Qin X. SY-056\_1  
 Qouta S. SY-067\_2  
 Qtaishat L. SY-050\_2, SY-050\_3, P056  
 Qu S. SY-035\_3  
 Quaiser-Pohl C. P573  
 Qualter P. SY-005\_1, SY-005\_2

## R

Raccanello D. P367, P407, P411, P412  
 Rác J. P150  
 Rafla J. SY-009\_2, SY-018\_1, SY-018\_2  
 Raikes A. SY-088\_2  
 Rainville M. P736  
 Raižienė S. SY-086\_1  
 Ralli A. P147, P320  
 Ram N. SY-054\_1, SY-054\_2, P356  
 Ramachandran A. SY-018, SY-018\_1, SY-018\_2, SY-018\_3, SY-018\_4  
 Ramírez Benítez Y. PS-1\_4  
 Ramos Pereira S. SY-073\_3  
 Rando B. P077

Riggs S. P714 Roth-Hanania R. IS-11\_2, SY-057\_2, SY-057\_3  
 Rinaldi T. SY-090\_4  
 Rios Bermudez M. SY-103\_1, P091 Rousseau C. P029  
 Ristikari T. SE-4 Rousseau S. SY-057\_1  
 Ritgens C. P449 Roussi-Vergou C. P291  
 Ritland L. SY-040\_3 Rovaris M. SY-048\_2  
 Rizzo M. SY-043\_3 Rovira A. SY-098\_2  
 Robbins A. SY-109\_4 Roy M. SY-104\_2  
 Roberge P. SY-104\_2 Rubin K. SY-113\_3, P461A, P478, P713  
 Robert-Mazaye C. SY-111\_2  
 Robins R.W. SY-046\_1 Rubio Azevedo I. PS-1\_2  
 Robinson J. IS-2, PS-3, P125 Rubio-Aparicio M. P178  
 Robinson S. SY-026\_1 Ruda O. P099  
 Rocca E. P407, P411, P412 Rueda M.R. SY-048\_1  
 Rodenburg R. P734 Rueth J. P100, P280  
 Rodríguez A. P044 Ruigrok A. P137  
 Rodríguez-Bailón R. SY-048\_1 Ruiz Garcia M. P358  
 Rodríguez-DeArriba M.L. SY-091\_4, P536 Ruiz Velasco Leyva D. SY-056\_2  
 Rogers A.A. SY-080\_2 Ruiz-Robledillo N. P178  
 Roland Daru E. P104, P120A Ruiz-Vega L. SY-091\_4  
 Romera E. P535 Rum Y. IS-11\_4  
 Romera E.M. SY-041, SY-041\_1 Runions K. P317  
 Romero-Serna C. SY-103\_2 Russell S. IS-8  
 Rood P. P171 Rutland A. SE-5, SY-066, SY-066\_3, SY-078\_2, SY-078\_3, SY-083\_1, SY-083\_2, SY-109, SY-109\_2, SY-109\_4, P448  
 Roopnarine J.L. SY-029\_1 Ryan A. SY-056\_4  
 Roorda D. SY-107\_3, P079, P359 Ryan Z. SY-011\_2  
 Rosenbach S.B. IS-8\_2  
 Rosengren K. SY-068, SY-068\_3  
 Rosič J. SY-065\_2  
 Roskam I. P603  
 Rothenfußler S. P665

## S

Sabourin V. PS-4\_5  
 Sacchi C. SY-094\_3  
 Safa M.D. SY-055\_2

Saffran A.	P049	Sart Z.	P339
Sahdra B.	SY-015_1	Sassu R.	P054
Sahin-Acar B.	SY-043_4, P157	Satterfield T.	SY-085_1
Sajaniemi N.	P738	Satterthwaite-Freiman M.	SY-013_3
Šakinytė D.	P527, P664, P693	Sayed Ahmad L.	IS-5_2
Salas M.D.	SY-112_4	Sayil M.	SY-082_1
Salazar J.G.	PS-1_1	Schaal S.	SY-059_4
Saldarriaga L.	SY-042_1	Schachner M.	SY-055_4
Salmela-Aro K.	IS-1_4, SY-015_1, IS-6_1, IS-13, IS-13_2, SY-028_2, SY-059_1, SY- 096_1, SY-096_2, SY-096_3, P005, SE-4	Schachner M.	SY-013_2, SY-097_2
Salmivalli C.	SY-034_2, SY-034_3, SY- 064_3, SY-084_1, SY-098, SY-098_1, P716	Schapira R.	SY-072, SY-072_3
Salvas M.-C.	SY-111_1, SY-111_2	Scharf M.	SY-074, P611
Samara M.	SY-067, SY-067_1, SY- 067_2, SY-067_3, SY-067_4, P497	Scharf N.	SY-074_2
Samdan G.	P665	Schauber S.	P485
Sánchez-Jiménez V.	SY-091_4	Scheithauer H.	IS-9_3, SY-091_1
Sánchez-SanSegundo M.	P178	Schiller E.	P140
Sand M.	P485	Schilling O.K.	SY-049_1, SY-054_1, SY- 054_2, SY-054_3, P007
Sándor N.	P627	Schindel A.	P186
Sandoval Escobar M.	IS-12_1	Schirmbeck K.	P093
Sankalaite S.	SY-107_2	Schmees P.	P100
Sanson A.V.	KL-4, SE- 8	Schmid G.	P232
Santillán J.	P057	Schmid D.	SY-061_2
Santo J.B.	IS-8_4, SY-016_3, SY- 035_4	Schmidt J.	P668
Santos A.	P461A, P605, P667, P478, P713	Schneider Donelli T.	P547
Santos C.	P537, P666	Schneider S.	SY-036_3
Santos da Silva P.	P566	Schober B.	SY-002_1
Santos J.	SY-042_1	Schoenmaekers R.	P646
Santtila P.	P733	Schonert-Reichl K.	SY-015_2
Sari N.	P137, P432	Schoon I.	IS-4_4, IS-15_1, SE-2, SE-4, SY-016, SY-076_3
Sarriá E.	P127	Schoppe-Sullivan S.J.	SY-100, P214, P587, P592, P669, P684
		Schuchardt K.	P313
		Schults A.	P538
		Schultze-Krumbholz A.	IS-9_3, SY-028_1

Schulz S.	SY-109_1	Shankar A.	SY-005_1
Schwab S.	P533	Sharawi T.	SY-009_2, SY-009_3
Schwartz K.	SY-009_2, SY-018_1, SY- 018_2, SY-046_2	Sharf M.	P249
Schwartzman A.	P353	Sharma D.	SY-002_2
Schwarz B.	SY-086, SY-102, SY-102_4, P232	Shaw D.S.	SY-011_4, SY-077_1, SY- 077_2
Schwarzfurtner D.	P499	Shed E.	SY-013_3
Schwyzer I.	P450	Shen M.	SY-035_3
Sebastián-Enesco C.	P017, P439	Shepeleva E.	P314
Seeley C.	SY-068_2	Sherwood S.H.	IS-8_2
Segal A.	P733	Shimizu Y.	SY-093_2
Šeibokaitė L.	P305, P710	Shiner R.	IS-6_4, SY-017, SY-017_1, SY-017_3
Seidman G.	P077	Shinohara K.	IS-3_1
Sekki S.	SY-086_3	Shockden E.	P282
Selçuk B.	P099, P102	Shtereva K.	P097
Selcuk S.	SY-082_1	Sieverding M.	P248
Sellers R.	SY-031_1, SY-077_4	Sigurðardóttir L.	P654
Selvan R.	P141	Sijtsma H.	P256
Şen Demirdöğen E.	SY-108_4	Silinskas G.	P257, P283, P670
Sen H.H.	SY-081_1, P310, P332, P333, P621	Silkenbeumer J.	SY-010_1, P445
Senol -Durak E.	P077	Silletti F.	SY-045_3, P459A
Senzaki S.	SY-093_2	Simard M.-A.	SY-112_3
Serbin L.	P353	Simenec T.	SY-019_2
Serpell R.	PS- 6, P139	Simon P.	SY-073_1
Serpell Z.	P139	Sin E.	P383
Serra Lemos M.	P158	Singer O.	P134
Serravalle L.	P408, P731	Sirin S.	P114
Servidio R.	SY-041_3	Sirin S.R.	IS-2_2, P383, P681
Setoh P.	SE-6	Sirparanta A.	SY-112_2, P452
Sette S.	SY-010_3, SY-032_3	Sivabalan S.	IS-2_1
Shaito Z.	SY-050_4, P463	Sjursø I.R.	SY-063_3
Shaltout E.	SY-067_1, SY-067_2	Skipper Y.	SY-023, SY-023_3, SY- 070_3, P198
Shanahan Somerville M.	P353	Skoe F.F.	SY-012_2

Skrobaneck A.	P454	Speidel R.	SY-010, SY-010_4, SY-087_1, P025, P410
Sladek M.R.	SY-013_3, SY-055, SY-055_1, P378	Sperati A.	SY-053_1, P315, P316
Slavinskienė J.	P305	Sperb Machado M.	P669
Sloan P.	SY-009_2	Spiegler O.	P160
Sloane P.	SY-018_2, SY-018_4	Spiel C.	SE-3, SE-3_1, SY-002_1, RT-2, P317
Sloeserwij I.	SY-094_1	Spiel G.	P499
Sloeserwij I.M.	SY-069_3	Spinelli M.	SY-053_1, P315, P316
Slonj R.	SY-026_1	Spitzer J.	SY-027, SY-027_4
Smajlagic D.	P504, P652	Sprong S.	SY-076_2
Smetana J.G.	SY-003_2	Stack D.	P353
Smith J.	SY-109_2, SY-111_3, P476	St-Amand J.	SY-111_3
Smith J.	SY-104_2	Stavrinides P.	SY-079, SY-079_1, SY-079_2, SY-079_3
Smith J.	SY-044_4, SY-085	Stavropoulos V.	IS-13_3
Smith P.	RT-4, DCF, SY-026, SY-026_1, SY-063, SY-091_1	Steele-Dadzie R.	SY-008_4
Sobol M.	P673	Stefanek E.	P499
Sobol M.	P673	Štefanić L.	P572, P575, P576
Sodian B.	SY-025, SY-025_1, SY-075_1, P049, P459A	Steglich C.E.G.	SY-056_1
Soeiro I.	P510	Steinbach A.	SY-031_2
Soeldner L.	P455	Stelko-Pereira A.	P477, P522
Soenens B.	SY-053_3, P609	Sticker R.	IS-11_3, SY-057_4
Sojourner A.	P714	Stites M.	P097
Söldner L.	SY-057_4	St-Laurent D.	P659
Solhaug A.K.	IS-2_1	Stolnicu A.	P233
Solomontos-Kountouri O.	P284	Strange L.	P503
Sommer S.	SY-102_3	Straub G.	SY-103_2
Somoza V.	SY-002_1	Strehlke E.	SY-052, SY-052_3, P674
Sonnenschein S.	P097	Strohmeier D.	SY-059, SY-059_3, SY-108, SY-108_2, P563
Soodla P.	SY-007_1	Strouf K.	SY-009_2
Soto D.	P066	study team t	P463
Soulières I.	P133	Stuijzand B.	SY-011_1, SY-011_2
Spanoudis G.	P064	Stylianidi D.	P694
		Stylianou K.	P064

Su S.	IS-12_4	Tanbo T.	P652
Suárez N.	SY-101_2	Tandika P.	PS-6_2
Suhonen K.	P738	Tang X.	IS-6_1, SY-015_1, P005
Sullman M.	P305	Tang Y.	SY-038, SY-038_1
Sümer N.	SY-024_3, P622	Tanoh T.F.O.	DCF_8
Sumter S.R.	SY-065, SY-065_3	Tantaros S.	SY-079, SY-079_1, SY-079_2, SY-079_3
Sun Y.	P678	Taouki I.	P066
Sunderarajan J.	P109	Tarabulsy G.M.	SY-112_1, P006
Sung J.	P183	Taskiran I.	P310, P621
Sunnebo E.	P497	Tavalire H.F.	SY-077_2
Super C.	SY-037, SY-103_1, P091, P584	Taylor L.K.	IS-12, IS-12_3, SY-020_3, SY-020_4, P379
Suri A.	SY-087_1	Teixeira A.	P240
Sürig C.	P548	Tempel B.J.	SY-059_4
Susa-Erdoğan G.	P472	Temur B.	P332
Susman-Stillman A.	P714	Terrizzi B.	SY-061_3
Sutil D.T.	SY-091_3	Terry J.	P692
Sweijen S.	P253	Tesch-Roemer C.	IS-15
Symonds J.E.	SY-015_4, SY-076, SY-076_1, SY-096_4, SE-4	Thakkar M.	P088
Szűcs D.	P415	Thartori E.	SY-036_1
		Theobald M.	SY-085_3
		Therriault Couture F.	P502
		Theron L.	SY-050_1
		Therriault D.	SY-104_2, P286
Taborda A.	P581	Thibault I.	SY-104_2
Tagliabue S.	SY-014, SY-014_3, P318	Thomae K.	SY-052_1
Taiti M.C.	SY-087_2	Thomaes S.	SE-2, SE-8, SY-027_3, SY-027_4, SY-038, SY-038_1, SY-056_2, P108
Talley K.	P692	Thomas C.R.	SY-024_1
Tamba O.	SY-040_3	Thompson K.	P503
Tamm A.	P334	Thomson-Sweeny J.	P153
Tan C.	P234	Tidemann I.	SY-012-3, SY-106_2
Tan J.	P102, P220, P234	Tiemeier H.	P137
Tan S.	P220, P234	Tilano Vega L.M.	SY-055_1, P378
Tanaka M.	SY-088_3		

Tilton-Weaver L.	SY-003_3	Turiel E.	SY-066_1
Titzmann P.F.	SY-047_3, SY-097, SY-108_3, P073, P205, P375	Turnbull M.	SY-005_1
Toccaceli V.	IS-11_4	Turunen T.	SY-034_1, SY-064_3
Tofi M.	SY-022_3	Tveit O.B.	SY-032_4
Tokpa V.	PS-3_5	Tzialla V.	P406
Tolan P.	IS-10_4		
Toléon C.	P019	<b>U</b>	
Tollenaar M.	SY-089_3	Uche J.	P467
Tomašić Humer J.	IS-12_3	Uesaka Y.	SY-007_4
Tomita M.	SY-007_4	Ugwu P.	P287
Tomovska Misoska A.	IS-12_3	Ülker A.	SY-012_1
Too E.	P247	Ulset V.	SY-032_2, P031
Torgersen L.	P235	Ulum D.	SY-098_3
Torrecilla M.	P581	Umaña-Taylor A.J.	KL-6, RT-3, SY-055_1, SY-055_2, SY-097, SY-013_3, P378
Torres I.	PS-1_1	Unlutabak B.	P335, P336
Torres N.	P604	Upadyaya K.M.	SY-028_2
Toupin J.	P286	Uribe Tirado L.M.	SY-036_1, SY-055_1, P358, P378
Trach J.	SY-015_2, P539, P716	Uslucan H.	P375
Traficante D.	SY-090_2, P425	Utczás K.	P264, P288
Trecca F.	SY-001_4	Uzefovsky F.	IS-11_2, IS-11_4
Tremblay R.	P462		
Trempała J.	P039	<b>V</b>	
Trigonakis S.	P433	Vadilavičius T.	P305
Trombini Frick L.	P477, P522	Vainikainen M.-P.	SY-007_3
Tróznai Z.	P264, P288	Valdebenito S.	SY-022_3
Tsagkaridis K.	P284	Valdes O.	SY-042_3
Tsamitrou S.	SY-073_3	Valle A.	SY-048_2, SY-090_4
Tsermentseli S.	P138	Vallerand R.	P133
Tsotsi S.	P504, P623, P652	Valueva E.	P314
Tsongou V.	P511		
Tugberk C.	P114		
Tugberk R.	P594, P681		
Tulviste T.	P334		

Van Aken M.	IS-06, IS-06_3, SE-2, PCW3, SY-017_2	Van Rooij F.	P734
Van Arkel R.	IS-06_3	Van Verseveld M.D.A.	SY-064_1
Van Bakel H.	P026	Vanden Abeele M.	P077
Van Buuren M.	P256	Vandenbosch L.	SY-065_2
Van de Bongardt D.	SY-080_3	VanderLaan D.	P698
Van de Wetering J.	SY-027, SY-027_3	Vandeveld S.	P210
Van den Akker A.	P032	Vanes L.D.	SY-094_2, SY-094_3
Van den Berg T.	SY-017_2	Vanwalleghem S.	P135
Van Den Berghe L.	P210	Varea E.	P211, P439
Van Den Noortgate W.	SY-089_2, P033	Varga V.	P572, P575, P576
van der Cruysen R.	P253	Varner F.	SY-099, SY-099_1
Van der Graaff J.	IS-1_2	Vásquez-Echeverría A.	PS-1, PS-1_2, PS-1_3, PS-1_5
van der Groep S.	P253	Vassiou A.	P512
Van der Heijden P.	IS-6_3	Veenstra R.	PCW2, SY-001_3, SY-005_3, SY-056_1, SY-056_3, SY-064_2, P517, P518
Van der Meer A.	P571	Veiga G.	SY-035_1
Van der Pol J.	SY-056_2	Veijonaho S.	SY-059_1
Van der Put C.	P589	Velasquez A.	SY-042_1
Van der Veek S.	P026	Velioglu İ.	P335, P336
Van der Weel R.	P571	Veltkamp G.	P601
Van Dijk A.	P364	Venz J.	P461
Van Dijk W.	SY-052_2	Veppo F.	P660
van Dommelen P.	P718	Vera Cruz de Carvalho R.	P236, P456
van Dulmen M.	P225	Veraksa A.	SY-032_1
van Geel M.	P082	Verderame C.	P315
Van Houtte M.	IS-8_3	Verissimo M.	P440, P478, P604, P605, P660, P667, P713
Van IJendoorn M.	P137, P432	Verity L.	SY-005_1
Van Leeuwen K.	SY-062_3, SY-089_2, P033	Verma S.	PCW5, SE-2, SY-002, SY-002_4, RT-2, SE-6
Van Oosten J.M.F.	SY-065_3	Vermeer H.	P026
Van Petegem S.	P647	Vernberg E.M.	SY-087_4
Van Reisen M.	P646		
van Rijn-van Gelderen L.	SY-089_1, P290, P601, P654		
Van Roekel E.	SY-019_3		



Vezeau C.	P241 , P736	Walker S.	P714
Viana K.M.P.	SY-032_1	Walper S.	SY-001_2, SY-029_3, SY-099, SY-105_1, SY-105_4, SE-4
Vicentini G.	P367, P407, P411, P412	Walsh R	P256
Viljaranta J.	P670	Wang F.	P528
Vinter A.	P135	Wang H.	SY-100_2
Virginia S.	P536	Wang J.	SY-077_1
Virzi A.	P358	Wang J.	P684
Visu-Petra L.	P053, P054, P062	Wang L.	SY-037_3
Vitaro F.	SY-111_1, P462	Wang L.	P400, P630
Vleioras G.	P291, P292	Wang L.	P648
Vogel F.	SY-052_4	Wang L.	SY-038_2
Volckaert A.	SY-073_2	Wang Q.	SY-038_2
Völlink T.	SY-091_1	Wang R.	P093
Voltmer K	SY-072, SY-072_1, SY-072_2, SY-072_3, SY-072_4, P434	Wang S.	P678
Von Goldammer A.	P373, P384	Wang X.	P186
Von Salisch M.	SY-072_1, SY-072_2, SY-072_3, SY-072_4, P434	Wang X.	P186
Von Stumm S.	SY-050_2, SY-050_3, P056	Wang Z.	P364
Vösgen M.	SY-107_1	Wang Z.	P107
Vosniadou S.	SY-075_2	Wantchekon K.	SY-013_3
Vosylis R.	SY-086, SY-086_1	Warchoń Ł.	P069
Vosylis R.T.	IS-1_1	Wartella E.	SY-065, SY-065_1
Vrijhof C.	P026	Washington-Nortey M.	P139
		Waslin S.	P482
		Watling D.	SY-023 , SY-070_1, SY-070_2, P243
		Wawrzeńczyk-Kulik M	P178
		Weber L.	P120, P239
		Webster N.J.	IS-15_2, SY-044, SY-044_3, SY-046_3
Wachs S.	SY-026	Weeland J.	P645
Wadende P.	PS-6_1	Wei W.	SY-099_2
Wagner P.	SY-108_2	Weichold K.	IS-13_1
Wahl H.-W.	SY-054_1, SY-054_3, P007	Weine S.M.	IS-5_3
Wahrendorf M.	SY-044_2	Weinstein M.	SY-069_3, SY-094, SY-094_1
Waldman M.	SY-088_2	Weiss D.	SY-049_4
Walker S.	P541		

**W**

Weissman D.G.	SY-046_1	Woodruff E.	P297
Welles B.	SY-103_1, P091	Wörle M.	IS-11_3
Wen W.	P027	Wrzus C.	SY-049_2, SY-054_2
Wendt G.	P293	Wu A.	P077
Werchan D.	SY-060_3, P484	Wu Y.	P347, P528
Werneck W.	SY-105_2	Wuermli A.	SY-009, SY-009_2, SY-046_2
Werner A.	P414		
Wesarg C.	P032		
West G	P476		
Westrupp E.	SY-106, SY-106_1		
Weyn S.	SY-062_3, P033	Xafakos E.	P512
White H.	SY-042_4	Xia M.	P108
White T.	P137	Xiao W.	P347
Wickord L.	P573	Xie H.	SY-036_4
Wiemann A.	P414	Xu G.	P296
Wiers R.	P032		
Wiesner M.	P020, P294		
Wiggs L.	SY-101_2		
Wildeman I.	P582, P719	Yamasaki D.	SY-093_1
Willems R.A.	SY-091_1	Yan J.	SY-037_2, SY-100, SY-100_2, SY-100_3, P171, P244, P596
Willer M.	SY-019_2	Yan R.	P001
Williams K.E.	SY-040_2	Yanagida T.	SY-028_4, SY-059_3, SY-087_3, P317, P563
Wilska T.	P283	Yang K.	SY-005_1
Wilson K.	PS-6_4, SY-008_1	Yang P.	P296
Wilton K.	SY-018_4	Yang R.	SY-029_2
Winterbottom M.	SY-083_1, SY-083_2	Yao Y.	P297
Wirth A.	P548, P705	Yap C.	P220
Wiszniewski B.	P486	Yavuz-Müren M.	P102
Witherspoon D.	SY-099_2	Yeniad N.	P339
Wojciszke B.	SY-101_4	Yesmin S.	SY-018_3
Wołośńiej M.	P077	Yeung A.	SY-049_4
Wong S.	SY-040_2	Yigit B.	P310, P621
Wong T.K.Y.	SY-010_4		

**X**

**Y**



Yildirim E.D.	SY-029_1	Zdebik M.	P452
Yildiz Bicakci M.	P681	Zechi J.	P477, P522
Yilmaz S.	P109	Zee M.	SY-107_3, P359
Yip T.	P375	Zeglen M.	P110
Yoon S.	P684	Zeimer Z.	P690
Yoro B.M.	PS-3_2	Zeman J.	P542
Yoshikawa H.	IS-8_2, SY-002_3, SY-009_2, SY-009_3, SY-018_1, SY-018_2, SY-018_3	Zhang C.	SY-029_2
		Zhang J.	SY-113_2
		Zhang N.	SY-113_2
Yoshikawa Y.	IS-7_4	Zhang X.	P691
Yousafzai A.	P103	Zhang Y.	SY-056_1
Youssef G.J.	SY-106_1	Zhou X.	P714
Yu J.	SY-096_1	Zhu D.	SY-106_4
Yu S.	P077	Zhu D.	P692
Yu Y.	SY-029_4	Zhu S.	SY-038_3
Yuan J.	P528	Ziam S.	SY-104_2
Yüksel A.Ş	SY-078, SY-078_3, SY-109_2	Zilka-Cohen N.	SY-057_3
		Zimmermann G.	P647
		Zimmermann J.	SY-105, SY-105_1, SY-105_4
		Zingora T.	P160
Zabel S.	SY-027_1, SY-059_4	Ziv M.	SY-033_4, P097
Zahn-Waxler C.	IS-11_2, SY-057_2, SY-057_3	Ziv Ram K.	SY-033_1
		Ziv Y.	SY-006_2
Zahodne L.	IS-15_2, SY-044_1	Zizek B.	SY-030_3
Zahra F.	SY-018_3	Zong X.	IS-4_3
Zajac-Lamparska L.	P039, P069	Zrbiv B.	SY-074_3
Zajaczkowska M.	P327	Zuffianò A.	SY-032_3, P735
Zambelli M.	SY-014_3, P318	Žukauskienė R.	P151, P588, P620, P664, P693
Zammit I.	SY-020_3	Žulec A.	P572, P575, P576
Zaneva M.	SY-098_3	Zureiqi M.	SY-103_3
Žardeckaitė-Matulaitienė K.	P277	Zylicz O.	SY-103_1, P091
Zarra-Nezhad M.	P724, P738		
Zava F.	SY-010_3, P735		

## Z