

VNOP-CAS Research Days
Researchers in Development

2023

Program and abstracts

Thursday, November 16th and
Friday, November 17th

VNOP

Utrecht Centre for Child
and Adolescent Studies **cas**

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Word of Welcome

Dear guest,

We are very pleased to welcome you to the VNOP-CAS Research Days 2023. With two days of workshops, symposia, papers, posters, and a panel discussion, we have put together a stimulating program for you. We hope everyone will have the opportunity to develop themselves in various ways (academically, socially, culturally, etc.) during these two days.

In this booklet, you will find the final program for both days, including information about the poster session and titles and abstracts of paper presentations.

The first day is organized especially for PhD students and postdocs and includes a round of workshops and a social activity. On the second day, PhD students and postdocs are joined by senior researchers for another interesting program. This includes a keynote by Dr. Lysanne te Brinke (Erasmus University) about adolescents' need to contribute to society, two rounds of paper presentations, a panel discussion, and a poster session.

Enjoy!

Kind regards,

The 2023 organizing committee:

Nathalie Hoekstra (chair)	Radboud University Nijmegen
Nina Chmielowice-Szymanski	Radboud University Nijmegen
Christel Portengen	Utrecht University
Janna Keulen	Utrecht University
Sophie Sweijen	Erasmus University Rotterdam
Ines Lucieer	Erasmus University Rotterdam
Yentl Koopmans	Catholic University Leuven
Nina Krupljanin	Leiden University
Anke Visscher	Tilburg University
Merlin Nieterau	University of Amsterdam

On behalf of the board and committees of VNOP and CAS.

Program

Thursday, November 16th

Location: Marinus Ruppertgebouw, Leuvenlaan 21, 3584CE Utrecht

Timeslot	Activity	Room
12:30 - 13:10	Welcome and registration	Room Pi
13:10 - 13:15	Plenary opening	Room Pi
13:30 – 15:00	Workshops - Part I	
	Workshop 1: <i>Experience Sampling Method</i>	Langeveld- gebouw E1.06
	Workshop 2: <i>Teamwork: Authorship and Your Team Role</i>	Bestuurs- gebouw 0.33C
	Workshop 3: <i>Grant Writing</i>	David de Wiedgebouw M1.01
15:00 - 15:15	Break	
15:15 - 16:45	Workshops - Part II	
	Workshop 1: <i>Experience Sampling Method</i>	Langeveld- gebouw E1.06
	Workshop 2: <i>Teamwork: Authorship and Your Team Role</i>	Bestuurs- gebouw 0.33C
	Workshop 3: <i>Grant Writing</i>	David de Wiedgebouw M1.01
16:45 – 17:00	Closing	Workshop rooms
17:15 – 21:00	Social Activity: Pub Quiz, Drinks, and Diner	Cambridgebar (Cambridge- laan 901, 3584 DW Utrecht)

Friday, November 17th

Location: Het Oude Tolhuys, Weg naar Rhijnauwen 13-15 3584 AD Utrecht

Timeslot	Activity	Room
09:00 – 09:30	Welcome and registrations	Plein
09:30 – 09:45	Opening	Waterliniezaal
09:45 – 10:45	Keynote <i>Dr. Lysanne te Brinke – Adolescents’ Need to Contribute to Society.</i>	Waterliniezaal
10:45 – 11:00	Break	Plein
11:00 – 12:15	Symposia 1 Symposium 1A Symposium 1B Symposium 1C Symposium 1D	Waterliniezaal Waterliniebar Sonneveld Hulstkamp
12:15 – 13:00	Lunch break	Plein
13:00 – 14:00	Poster session	Waterliniezaal
14:00 – 14:15	Break	Plein
14:15 – 15:30	Symposia 2 Symposium 2A Symposium 2B Symposium 2C	Waterliniebar Sonneveld Hulstkamp
15.30 – 16:30	Panel Discussion	Waterliniezaal
16:30– 16:45	Closing	Waterliniezaal
16:45 – 17:30	Reception and Drinks	Plein

Workshops (November 16th)

Timeslot: 13:30 – 16:45

Workshop 1 – Experience Sampling Method (ESM)

Dr. Nessa Ikani & Dr. Dominique Maciejewski

An introductory crash course in the Experience Sampling Method – From conceptualization to analysis

What works for one, doesn't always work for all. Especially questions in the context of health, well-being and adaptation would benefit from studying the mood, thoughts and behaviors of individuals. The Experience Sampling Method (ESM) is an innovative research method that allows to study mood, thoughts and behaviors as they unfold in daily life using smartphone apps. ESM has gained immense popularity, due to recent technological advances and because it has many advantages over more traditional survey methods (e.g., higher ecological validity and lower recall bias).

In this workshop, we want to give you an introductory crash course into ESM. We will cover what ESM is, its advantages and disadvantages, what to consider when you set-up your own ESM study, how to make your data collection a success, and how to analyse time-intensive longitudinal data. Throughout the course, we will use examples from our own ESM studies to create a hands-on experience. At the end of the workshop, you will have the right tools to get started with your own ESM study.

Workshop 2 – Team work: Your team role and authorship

Rutger-Jan Scholtens & Guido Meijer

Part 1: Your team role. As a PhD, you are required to collaborate with students, fellow PhDs, and scientists from your department. And for some of your (extracurricular) research activities, you team up with people and professionals from different (disciplinary) backgrounds. Developing your teamwork skills as a scientist is key to professional success and well-being in the workplace. What role do you prefer to take when working in a team? After the first part of this workshop, you will have a better understanding of group dynamics and your own team role preferences. This can help you make teamwork both more pleasant and productive.

Rutger-Jan works as a career coach and (self-employed) skills trainer at Utrecht University and Erasmus University Rotterdam. He has a background in Business Administration and Cultural Anthropology. Ever since his university teaching days, he has emphasized the importance of personal reflection and development of soft skills for students and PhDs. As a trainer/coach, his mission is to inspire and activate young professionals by challenging them to explore their motivations, qualities, and opportunities.

Part two: Authorship. As the complexity of the questions that we as researchers are trying to answer increases, it is becoming more and more difficult to do so alone. It is therefore not surprising that large collaborations revolving around a single research topic are becoming more prevalent. This practice has a rich history in particle physics, with the most well-known example being the CERN collaboration. In psychology and neuroscience, examples of large collaborations are the International Brain Laboratory, the Many Babies consortium, and the Allen Institute. This new

collaborative way of doing science poses a problem: How does one fairly attribute author contributions? In the second part of this workshop we will discuss the problem of author contributions in large groups and work on one of the possible solutions to this problem: the contribution table.

Guido Meijer worked in the International Brain Laboratory for five years and has inside knowledge about the intricacies of authorship and author contributions while publishing large platform papers with many authors.

Workshop 3 – Grant Writing

Dr. Rónán McLaughlin & Dr. Patty Leijten

What grants to consider at what career stage? How is writing a grant application different from writing a scientific paper? How are CV sections in grant proposal different from lists of publications? (because they are!). Rónán McLaughlin and Patty Leijten (University of Amsterdam) will present on the landscape of grant opportunities in the Netherlands and Europe, share experiences on what does (and what does not) tend to work well in grant applications, ask you to evaluate anonymized/fictional applications to get hands-on experience in evaluating different styles, and will try to answer any question you may have about grant writing.

Rónán McLaughlin works as Research Funding Advisor at the University of Amsterdam. He supports researchers in their grant applications, from deciding what funding agencies best fit their research goals to preparing for grant interviews.

Patty Leijten works as an Associate Professor at the University of Amsterdam. She has experience submitting research proposals to different types of funders and served in this year's NWO Veni committee for the social sciences and humanities.

Keynote (November 17th)

Timeslot: 09:45 – 10:45

Adolescents' need to contribute to society

Dr. Lysanne te Brinke

Adolescents who are growing up in the current decade need to deal with several societal challenges, such as increased inequalities and climate change. These challenges do not only impact youths' mental health, but can potentially also be transformed into opportunities for youth to make meaningful contributions. In this keynote, Lysanne te Brinke will discuss possibilities to harness adolescents' need to contribute to society within policy, education, and research settings. Furthermore, she will discuss the latest insights into the advantages of participatory research methods, where adolescents actively engage across multiple phases of the research process, empowering them to shape a brighter future for themselves and generations to come.

Lysanne te Brinke is an Assistant Professor in Clinical Psychology and Convergence Fellow at the Erasmus School of Social and Behavioural Sciences of Erasmus University Rotterdam. Her research focuses on understanding how the interplay between inter-personal and inter-societal experiences and expectations may lead to adaptive (i.e., community engagement, contributing to society) and maladaptive outcomes (i.e., displaying antisocial behavior, feeling excluded from society). She recently received an individual VENI grant (NWO) to examine how adolescents can become agents of change, by zooming on contributions to close others and contributions to the broader society. As Convergence Fellow of the transdisciplinary Healthy Start Program, she involves the perspective of multiple stakeholders in her work (i.e., Living Lab approaches). Lysanne is also co-leader of the YoungXperts platform for youth participation in research. This platform uses a transdisciplinary perspective to integrate voices and opinions of youth in research. As part of this program, she regularly organizes co-creation sessions with adolescents, young adults, teachers, and youth workers. With the YoungXperts team, Lysanne was awarded an NWA Science Communication and Translation Grant for a 2-year continuation of the YoungXperts program, and a societal engagement award from the Ministry of Education, Culture and Science. As incoming president of the Early Researchers Union of the European Association of Developmental Psychology, she furthermore strives to represent a new generation of early career researchers.

Symposia I (November 17th)

Timeslot: 11:00 - 12:15

Symposia 1A (Waterliniezaal): Exploring Youth's (Problematic) Smartphone and Social Media use

- **P1A.1** Unravelling Problematic Smartphone Use: The Qualitative Perspectives and The Smartphone Use Problems.
Shuang Su (University of Amsterdam)
- **P1A.2** The development of fear of missing out in adolescence and its effects on problematic social media use.
Yanyu Li (Utrecht University)
- **P1A.3** Excessive versus Problematic Social Media Use in Adolescence: Associations with Social Status.
Sanyogita Khare (Radboud University Nijmegen)
- **P1A.4** Need-based Experiences on Social Media.
Marlies Van de Castele (Ghent University)

Symposia 1B (Waterliniebar): Exploring Diversity: Research on Children and Adolescents from Various Minority Backgrounds

- **P1B.1** Autonomy Restrictions, Desires and Family Relationships in Immigrant and Non-Immigrant Adolescents
Ouissam Abattouy (Utrecht University)
- **P1B.2** Disparities in Persistent Victimization for Sexually and Gender Diverse Youth from Early Childhood
Jingyi Huang (Utrecht University)
- **P1B.3** Childhood trauma predicts a population segment with large economic burden
Jana Runze (University of Amsterdam)
- **P1B.4** Identity development in adolescents and emerging adults from a refugee background: A scoping review
Saira Wahid (Utrecht University)

Symposia 1C (Sonneveld): The Effectiveness of Interventions on Youth's Wellbeing and Behavior

- **P1C.1** School-based identification and intervention for children with psychosocial difficulties
Marloes Jaspers-van der Maten (Radboud University Nijmegen)
- **P1C.2** Group-based versus individual parenting programs to compare parenting behaviors and mental health
Louise Mathijs (Université Libre de Bruxelles)
- **P1C.3** The effectiveness of blended versus regular FAST for juvenile antisocial behavior: An RCT
Marjolein van Cappellen (Utrecht University)

- **P1C.4** Addressing Parental Risk Factors for Children's Anxiety: A Factorial Experiment
Karen Rienks (University of Amsterdam)

Symposia 1D (Hulstkamp): Personality Development and Associated Outcomes

- **P1D.1** Genetic and Environmental Contributions to Personality Stability and Change
Paula Bange (Tilburg University)
- **P1D.2** Big Five Personality Traits and Trajectories of Fertility Expectations in Reproductively Aged Adults
İlayda Ozoruc (Tilburg University)
- **P1D.3** Investigating the Role of Personality Similarity in Student-Teacher Relationships
Qingqing Du (University of Amsterdam)
- **P1D.4** Infant curiosity predicts childhood intelligence: a longitudinal study
Eline de Boer (Radboud University Nijmegen)

Poster Session (November 17th)

Timeslot: 13:00 - 14:00

	Name	Title
1.	Anouk Aleva	Adolescence as a peak period of borderline personality features? A meta-analysis
2.	Marije ten Den	Not stages, but variability ranges: Cognitive variability bridging complexity science and ‘Piaget’s new theory’
3.	Suzanne Geurts	Parental Restrictive Mediation and Adolescents’ Problematic Social Media Use: Bidirectional Within-Person Effects
4.	Dominique Troost	Multidimensional support aimed at families living in a context of poverty: a single-case approach
5.	Shanshan Bi	Trust Profiles in Adolescence: Associations with Life Satisfaction
6.	Ethell-Marjorie Dubois	Developmental trajectories of trust and their neural correlates in adolescents of different SES
7.	Yvette Grootjans	A longitudinal study on the development of mental health problems in adolescents
8.	Sophie Sweijen	Neural Mechanisms Underlying Trust to Friends, Community Members, and Unknown Peers
9.	Jiayin Zhao	Do I enjoy my friends? Friendship and enjoyment during school recess in autistic and allistic children
10.	Isabel Koopmanschap	Poverty and youth mental health: Using systems thinking and participatory action research
11.	Lucija Šutić	The Role of Loneliness and Friendship Quality in Positive Mental Health
12.	Mieke Oldeman	TikToxic or TikDoc? A Qualitative Study about Adolescents’ Social Media Use for their Mental Health

	Name	Title
13.	Ines Lucieer	Practice What You Preach? Exploring Parental Attitudes Toward, Modeling of, and Teaching About Lying
14.	Isa Swinkels	SHARE ('Support and Help for Adolescents in Responding to Emotions'): Study design
15.	Aafke Swinkels	The temporal sequence between problematic internet use, FoMO and mental health in students
16.	Céline Henneveld	Cracking the Code? Family-Specific Dynamics between Parental Support and Adolescent Well-being
17.	Qiaochu Hu	Interventions to promote equity and a sense of belonging for autistic children in school
18.	Alia Beydoun	Mediating role of parental self-efficacy in the link between financial scarcity and overprotection
19.	Hamide Avci	A Systematic Review of Social Media Use and Adolescent Identity Development
20.	Hannah Armstrong	Understanding Academic Performance: The Role of Mindset, Meritocracy Beliefs, Effort Beliefs, and School Burnout
21.	Eline de Boer	Measuring curiosity-driven exploration in young children
22.	Lena-Emilia Schenker	Does Your Teacher's Praise Make You Feel Less Smart? A Virtual Reality (VR) Experiment
23.	Rick van Logchem	To each their own? Personalized parenting advice for adolescent well-being
24.	Rebecca van Rijn	Development and Validation of the Prosocial Adolescent Risk-taking Questionnaire (PAR-Q)
25.	Kexin Liu	Connecting online: Autistic adolescents' social connections and the use of social media
26.	Eva Borkhuis	Perspectives on Mental Well-being among Children and Youth: A Systematic Review

	Name	Title
27.	Lonneke Elzinga	Developmental and Societal Trajectories of Reward- and Effort Sensitivity for Self and Others
28.	Wenxuan Hao	The relationship between self-concept and parental stress – a PhD project
29.	Simona Sankalaite	Supporting Primary School Children’s Working Memory Through Teacher-student Interaction
30.	Emily Tang	Family-Centered Attitudes and Actions in Youth Care: Validating a New Measuring Instrument
31.	Elli-Anastasia Lamprianidou	When Sexting Becomes “Sixteen”: Exploring Parental Representations and Regulations of Adolescent Sex

Symposia II (November 17th)

Timeslot: 14:15 – 15:30

Symposia 2A (Waterliniebar): Research on Parent-Child Interactions

- **P2A.1** (Dis)connecting families: A dyadic perspective on mobile technology's role within family dynamics
Nele Janssens (KU Leuven)
- **P2A.2** Parent-child communication about potentially traumatic events: A systematic review
Mèlanie Sloover (Radboud University Nijmegen)
- **P2A.3** A Matter of Timing? Effects of Parent-Adolescent Conflict on Adolescent Ill-being on Six Timescales
Anne Bülow (Erasmus University Rotterdam)
- **P2A.4** Daily Coercive Parent-child Interaction Profiles
Merlin Nieterau (University of Amsterdam)

Symposia 2B (Sonneveld): Adolescent Mental Health

- **P2B.1** Adolescents' Regulation of Positive and Negative Emotions: Moderation of Peer Status and Affiliation
Anke Visscher (Tilburg University)
- **P2B.2** Family-Specific Temporal Networks of Daily Adolescent Affect and Perceived Parenting
Savannah Boele (Erasmus University Rotterdam)
- **P2B.3** How specific social media behaviors may impact adolescents' peer relationships and mental health
Robyn Vanherle (KU Leuven)
- **P2B.4** Different Trajectories of Adolescent Mental Health Problems Before and Over the Course of COVID-19
Coriena de Heer (Utrecht University)

Symposia 2C (Hulstkamp): The Challenge to the Development of Adolescents in Different Contexts and Relevant Interventions

- **P2C.1** Does bullying victimization cause low self-esteem, or does low self-esteem invite bullying victimization? A three-wave longitudinal study in China
Xing Zhao, Leiden University
- **P2C.2** Adverse Childhood Experiences and Social Media Addiction among Chinese Adolescents: A Longitudinal Study
Qijia Cong, Leiden University
- **P2C.3** Building adolescents' resilience: Evaluating the impact of a 20-week inner-city program
Yuhan Hu, Erasmus University Rotterdam

Panel Discussion (November 17th)

Timeslot: 15:30 – 16:30

Bridging the gap between science and society

Dr. Denise Bodden, Dr. Lysanne te Brinke, Dr. Natasha Koper, Dr. Yvonne van den Berg, & Prof. Dr. Leonieke Boendermaker

Introducing a new feature to our program this year: a stimulating panel discussion centered around the theme ‘Bridging the gap between science and society’. We are excited to welcome a panel of expert speakers who will share their insights and experiences on this topic during this discussion.

Symposia abstracts I

Timeslot: 11:00 - 12:15

Symposia 1A (Waterliniezaal): Improving and evaluating the effectiveness of interventions.

P1A.1 Unravelling Problematic Smartphone Use: The Qualitative Perspectives and The Smartphone Use Problems.

Shuang Su, University of Amsterdam

Introduction: Problematic smartphone use (PSU) has gained attention, but its definition remains debated. To grasp PSU and enable comprehensive measurement, our study used a two-fold approach: understanding PSU-related experiences through qualitative research and creating the Smartphone Use Problems Identification Questionnaire (SUPIQ) based on insights from the qualitative inquiry. Methods: In the qualitative phase, semi-structured interviews were conducted with 28 European university students scoring above 33 on the smartphone addiction scale (SAS-SV). In the questionnaire development phase, two samples were studied: a university community (N=292) and the general population (N=397). SUPIQ's validity was assessed through exploratory and confirmatory factor analyses, correlation analyses, and visualized partial correlation network analyses. Results: Qualitative findings showed participants' addiction-like experiences, including craving, preoccupation, negative effects, loss of control, coping, tolerance-like and withdrawal-like symptoms. Questionnaire development yielded a 26-item SUPIQ with seven factors (Craving, Coping, Habitual Use, Social Conflicts, Risky Use, Withdrawal, Tolerance), demonstrating strong validity. Conclusions: Smartphones' unique role in daily life differentiates them from traditional addictions. To understand PSU, broadening its definition beyond addiction criteria is crucial. Our findings highlight SUPIQ's potential as an assessment tool, urging further research to refine its utility and clinical application.

P1A.2 The development of fear of missing out in adolescence and its effects on problematic social media use.

Yanyu Li, Utrecht University

Problematic Social Media Use (PSMU) refers to uncontrollable, addictive-like social media usage that persists over an extended period, mostly at the expense of important life domains. Recently, researchers have started to focus on the Fear of Missing Out (FoMO) and its unique contribution to the development of PSMU among adolescents. However, research on the course of FoMO remains limited, leaving questions about the distinct developmental pathways of FoMO, their relationship with PSMU, and possible predictors of FoMO trajectories. To address these questions, this study utilizes four waves of annual longitudinal data collected from 2015 to 2019 among Dutch adolescents aged 11 to 15 years (n = 1419, Mage =

12.5±0.36, 45.9% girls). We will employ a Latent Class Growth Model (LCGM) to identify different developmental trajectories of FoMO (RQ1). Next, we will investigate relationships between FoMO trajectories and distal outcomes such as PSMU and social media use intensity (RQ2). Moreover (RQ3), we will study predictors of these FoMO trajectories, including life satisfaction, self-esteem, and social vulnerability, while controlling for adolescents' gender and educational level. This study not only contributes to the current body of research but also offers valuable insights for future research, as well as the development of prevention and intervention programs. We intend to present our research plan and preliminary results at the VNOP-CAS Research Day.

P1A.3 Excessive versus Problematic Social Media Use in Adolescence: Associations with Social Status.

Sanyogita Khare, Radboud University Nijmegen

Adolescents spend approximately two to three hours on social media per day. Recent research suggests that spending a lot of time on social media is not necessarily problematic, but may be normative with some positive associations with well-being. Nevertheless, some adolescents exhibit problematic social media use (PSMU) because they cannot regulate their usage, feel preoccupied with social media, or experience that their usage interferes with their daily functioning. There is evidence that adolescents who are less socially adjusted or competent may particularly be at risk for PSMU, though the role of social status in particular has not yet been investigated. Therefore, the current study examined how popularity and social preference are associated with time spent on social media and PSMU. 389 11-16 year-old adolescents self-reported on their time spent on social media and PSMU symptoms, and nominated peers for popularity and social preference. A latent profile analysis was performed to distinguish between excessive and problematic use, revealing three sub-groups of adolescents who: (1) spent relatively less time on social media and showed low PSMU, (2) spent relatively less time on social media but showed elevated PSMU, and (3) spent a lot of time on social media but varied in PSMU levels. A subsequent multinomial regression showed that popular adolescents were more likely to belong to the excessive use profile (3) than the non-excessive use profiles (1 and 2). However, socially preferred adolescents were more likely to belong to the non-problematic, non-excessive use profile (1) than the excessive use profile (3)

P1A.4 Need-based Experiences on Social Media

Marlies Van de Castele, Ghent University

This study examined the impact of social media use (SMU) on adolescents' daily functioning through a 7-day monitoring of objective SMU data and two daily surveys on need-based experiences, goal interference (i.e., guilt, goal conflict, rumination) and affective states (i.e., positive and negative affect). Examining the data of 107 adolescents (M age= 15.28 years, SD= 1.66 , range = 12–19; 53.3% female), multilevel path analyses revealed that, at the daily level, periods characterized by elevated need-

frustrating experiences during SMU were associated with more periodic guilt, goal conflict and worse affective states, while need-satisfying experiences yielded better affective states. Although elevated periodic SMU duration yielded an interfering effect, high periodic need satisfaction mitigated (but not reverse) the negative effects of prolonged time spent on social media. Further, several periodic effects lasted till later in the day, with SMU need satisfaction in the afternoon predicting lower guilt and goal conflict and SMU frustration relating to elevated rumination in the evening. These findings highlight the complex interplay between quantitative aspects and need-based experiences on SMU in influencing adolescents' daily interference and affective well-being.

Symposia 1B (Waterliniebar): Exploring Diversity: Research on Children and Adolescents from Various Minority Backgrounds

P1B.1 Autonomy Restrictions, Desires and Family Relationships in Immigrant and Non-Immigrant Adolescents

Ouissam Abattouy, Utrecht University

Family relationships are important but may suffer when adolescents perceive parental restrictions on their autonomy. The literature often fails to consider that this impact varies depending on adolescents' autonomy desires and whether or not they have an immigration background. Adolescents with stronger autonomy desires may experience less positive family relationships as they feel compelled to cope with these restrictions. Considering that parental autonomy restrictions often serve as a safeguard of the cultural heritage within immigrant families, the efforts of immigrant adolescents to deal with these restrictions may be more damaging to family relationships compared to those without an immigration background. Our study examines the association between autonomy restrictions, autonomy desires, and family relationships while studying variations in this association for adolescents with and without an immigration background. Analyses using data from 1,024 adolescents in The Netherlands between 16- and 25-years-old (Mage = 18.43, SD = 1.79) showed that adolescents with an immigration background perceived more autonomy restrictions and reported lower autonomy desires than adolescents without such a background. In both groups of adolescents, more autonomy restrictions were associated with less positive family relationships. Only among adolescents without an immigration background, a moderating role of autonomy desires was found. These results showed that when autonomy desires were stronger, autonomy restrictions were more strongly associated with conflicts with parents about autonomy. The findings underscore the importance of including adolescents' autonomy desires in research that focuses on autonomy in parenting while also recognizing the relevance of one's background when relating it all to family relationships.

P1B.2 Disparities in Persistent Victimization for Sexually and Gender Diverse Youth from Early Childhood

Jingyi Huang, Utrecht University

Sexually and gender diverse (SGD) youth experience more victimization, especially persistent victimization, compared to their heterosexual, cisgender peers. Using six waves of data from the Millennium Cohort Study in Britain, which followed youth from ages 3 to 17 (N = 10080, 51.3% assigned female at birth), this study explored the disparities in persistent victimization for SGD youth, examined its associated factors, and tested how these disparities explain late adolescent health and well-being. Four victimization trajectories were identified using Latent Class Growth Modeling: decreasing (7.2%), childhood-limited (6.3%), increasing (12.8%), and low (73.6%) rates of victimization. Compared to heterosexuals and cisgenders, when using the low-victimization class as the reference class: 1) Sexually diverse youth had increased odds of being classified in the other three victimization trajectories; 2) youth who identified as mainly heterosexual, mostly other-sex-attracted, or gender diverse were more likely to be in the increasing victimization trajectory. Meanwhile, youth who identified as sexually diverse were more likely than heterosexuals to be classified in the increasing rather than decreasing victimization trajectory. Moreover, mental health factors (e.g., emotional problems, low self-esteem, hyperactive/inattention issues) and interpersonal factors (e.g., peer challenges, parent-child closeness deficits, and diminished social support) were linked to SGD youth's heightened risk of persistent victimization. Further, disparities in persistent victimization partly explained differences in health and well-being outcomes for SGD youth in late adolescence.

P1B.3 Childhood trauma predicts a population segment with large economic burden

Jana Runze, University of Amsterdam

The enormous economic burden for society of mental disorders and detrimental health behaviors in the general population is an issue of paramount concern and childhood trauma may play a role in the size of this burden. Many have argued that 'prevention is the best cure', pushing for the implementation of early (preventive) interventions. A key question in this regard is which population segment to target for risk screenings, and what information these screening should focus on. We aimed to identify which population segment holds the majority of economic burden in society, and whether child abuse before the age of 16 predicts being part of that population segment. We used data from NEMESIS-2, an epidemiological study among 6,646 adults aged 18-64 from the general Dutch population, spanning four time points from 2007 to 2018. Results showed that a 20% population segment explained 85% of smoking, 42% of sleep problems, 100% of excess obese weight, 65% of unemployment and 70% of work absenteeism, 100% of medication intake and 57% of healthcare use, and 100% of mental (depression, anxiety and substance) disorders. Child abuse predicted being member of the high-cost group. Being exposed to child abuse also predicted belonging to a higher number of high-cost groups.

P1B.4 Identity development in adolescents and emerging adults from a refugee background: A scoping review

Saira Wahid, Utrecht University

Adolescence typically marks the start of identity development. While identity development is a complex process and can be challenging for any adolescent, adolescents from refugee backgrounds are confronted with a variety of stressors as they must navigate the development of their identity while becoming a refugee at the same time. However, the factors that foretell or drive the identity development of young refugees are still poorly understood. The aim of this scoping review is therefore to assess the current state of the multidisciplinary literature on identity development in young refugees. The review was conducted according to the PRISMA Extension for Scoping Reviews Checklist. 2820 peer-reviewed studies were identified in four databases (PsycINFO, Scopus, Web of Science, Sociological Abstracts), resulting in 63 eligible studies. Most studies were cross-sectional and qualitative, and all studies took place during either the peri- or post-migration phase. Our findings show that given their contact with and resettlement in foreign countries, ethnic identity and national identity become especially salient for young refugees. For some young refugees, their unique circumstances can result in the construction of a refugee identity. Parenting and peer support seem to be key protective factors for identity development in this population. Post-migration stress such as discrimination based on ethnic background, long asylum procedures and the ‘refugee’ label were identified as risk factors for identity. The findings of this paper can be helpful in developing interventions aimed at young refugees that are tailored to the different refugee phases of peri- and post-migration.

Symposia 1C (Sonneveld): The Effectiveness of Interventions on Youth’s Wellbeing and Behavior

P1C.1 School-based identification and intervention for children with psycho-social difficulties

Marloes Jaspers-van der Maten, Radboud University Nijmegen

Childhood psycho-social difficulties are common, but few affected children access intervention at an early stage. School-based preventive interventions attempt to identify and address risk and protective factors in an effort to mitigate difficulties. While much of the school-based prevention and intervention research has focused on evaluating preventive interventions that either focus on particular types of problems (e.g., anxiety, substance use) or an entire population (i.e., universal prevention), studies of indicated preventive interventions that target a wider range of emerging difficulties, are less prevalent. This leaves the question of whether indicated school-based preventive initiatives succeed in identifying various difficulties and providing the intended population access to early intervention, largely unanswered. For this study, we used data on 1498 interventions reported by specialist child support

workers as part of an indicated prevention initiative, implemented at 43 regular primary schools in Nijmegen over a five-year period (2017-2021). We examined which pupils, with which types of psycho-social difficulties (i.e., social, emotional and behavioral difficulties; SEBDs), accessed the indicated preventive interventions, and which child, school and district-level characteristics were predictive of admittance.

P1C.2 Group-based versus individual parenting programs to compare parenting behaviors and mental health

Louise Mathijs, Université Libre de Bruxelles

Parenting programs aim to motivate change in parents' behaviors, perceptions, and knowledge to promote desirable changes in children's adjustment and behavior. Although parenting programs are typically delivered in a group-based or individual format, it is unknown which format is more effective to enhance parenting behaviors and parent mental health. On the one hand, group-based programs may be more effective since they provide access to peer-based support. On the other hand, individual programs offer an adapted, one-on-one approach. Furthermore, which delivery mode is more effective may depend on the outcome of interest. Therefore, this meta-analysis investigated which delivery format is most effective in optimizing child behavior management, parenting stress, and parental depressive symptoms. Studies were selected from a database of a systematic literature review by Backhaus et al., (2023). Our sample included 118 group-based and 43 individual programs. Effect sizes were expressed in terms of Cohen's d and Robust Variance Estimation was used to test the overall program effects on the three outcomes, and whether group-based or individual programs yield stronger results. Overall, the group-based and individual programs yielded significant effects on the three outcomes. Furthermore, no significant difference was found between group-based and individual programs. However, a difference was found for the depressive symptoms, since the effect size in the individual format was not statistically significant from 0 ($d = -0.11$; 95% CI $[-0.30, 0.07]$). This indicates that both parents and clinicians have the choice to decide which format meets their demands in search for optimizing parenting behaviors or mental health.

P1C.3 The effectiveness of blended versus regular FAST for juvenile antisocial behavior: An RCT

Marjolein van Cappellen, Utrecht University

Juvenile antisocial behavior, including aggression, (domestic) violence, and delinquent behavior, can have long-lasting and devastating effects for victims, society, and juveniles themselves. Evidence-based treatment is vital to counter possible negative consequences. Forensic Outpatient Systemic Therapy (FAST) is a promising treatment for juveniles showing severe antisocial behavior and their caregivers. In addition to the regular version of FAST (FASTr), a blended version (FASTb) has been developed during the Covid-19 pandemic in which face-to-face contact is replaced by at least 50% online contact over the duration of intervention. A randomized controlled trial is conducted to investigate whether FASTb is equally effective as FASTr and to determine mediators and moderators (sample or intervention characteristics) of the effectiveness. Data collection consists of self-report questionnaires for juveniles and caregivers and case file analysis, and includes a pre-test at the start of the intervention, monthly questionnaires during intervention, a post-test immediately after the intervention, and a six month follow-up. Official recidivism data will be collected at two year follow-up. In this presentation the very first findings of this study will be presented. Based on the pre-test data of the sample of FAST clients recruited to date, demographics and severity of problems of our participants will be presented. Furthermore, challenges and opportunities encountered during the data-collection are discussed, aiming for a fruitful conversation on how to reach, obtain, and maintain cooperation of hard to reach, yet largely understudied, populations.

P1C.4 Addressing Parental Risk Factors for Children's Anxiety: A Factorial Experiment

Karen Rienks, University of Amsterdam

Background: Anxiety is one of the most common mental health problems in childhood, and causes severe and persistent impairment in children's lives. Parents can play a key role in the development of children's anxiety symptoms. Yet, the effects of parent-focused interventions are limited and inconsistent. Traditional randomized trials of these 'package deal' interventions provide little insight into what specific parental risk factors should be targeted to most effectively reduce children's anxiety. We will examine the effects of targeting three distinct parental risk factors using specific intervention components.

Methods: We aim to include 266 parents of children aged 7;0 to 11;11 years in a factorial experiment with random allocation to any possible combination and order of components. Assessments will take place at baseline (T₀), after the first component (T₂), after the final component (T₆), and six weeks after the final component (T₁₂). Each component consists of a therapist-led videocall intervention and fourteen daily assignments. Component A aims to reduce family accommodation, Component B aims to increase empathetic reactions, and Component C aims to reduce parental maladaptive cognitions about children's anxiety. Data will be analyzed using ANCOVA-based methods following intention-to-treat principles, with baseline levels of the dependent variable as a covariate.

Future Implications: Knowledge of which parental risk factors should be targeted in treatment can help researchers identify the parental risk factors that are most

influential for children's anxiety. In addition, it can inform the development of more effective prevention and treatment programs and match these to the needs of individual families.

Symposia 1D (Hulstkamp): Personality Development and Associated Outcomes

P1D.1 Genetic and Environmental Contributions to Personality Stability and Change

Paula Bange, Tilburg University

Although personality traits have been found to follow normative change trajectories across the life span, individuals show substantial variation in this change. It is well established that both genetic and environmental sources contribute to these individual differences. However, previous longitudinal studies have primarily focused on studying additive genetic and non-shared environmental influences, while being constrained with regard to their ability to examine possible non-additive genetic effects (i.e., effects resulting from interaction between genes) due to power limitations. The aim of the present study is to specifically examine non-additive genetic effects in addition to additive genetic and non-shared environmental influences on individual differences in stability and change in the Big Five personality traits. Using 9-year longitudinal data of adult monozygotic and dizygotic twins and their non-twin siblings from the Netherlands Twin Register, we will apply biometric latent growth curve models and variance decomposition models. By including non-twin siblings of twins, we increase power to detect non-additive genetic effects. With this, we seek to provide a more precise picture of the genetic and environmental sources underlying personality development in adulthood.

P1D.2 Big Five Personality Traits and Trajectories of Fertility Expectations in Reproductively Aged Adults

İlayda Ozoruc, Tilburg University

Over the past decades, increases in freedom of choice and the development of new fertility regulation technologies have allowed individuals to delay parenthood, opt not to become parents at all, express uncertainty about wanting children, and to change their minds over time.. In the present study, we focus explicitly on the evolution of fertility expectations over time, which sets us apart from most previous studies which center on (short term) fertility intentions or behaviors. Our first aim is to identify different

developmental trajectories of fertility expectations in reproductively aged adults. In a society that grants individuals greater autonomy in making fertility related choices, factors beyond current life circumstances, may play a significant role in shaping long-term fertility expectations. Therefore, our second aim is to explore if Big Five personality traits are related to different trajectories of fertility expectations. We use the Dutch LISS panel (2008–2022) and follow reproductively aged non-parents across time, $N \approx 5,200$. Our key variables of interest are the annual self-reports of fertility expectations (“Do you think you will have children in the future?” with “Yes”, “No”, and “I don’t know” as response options) and the self-report on the Big Five personality traits (the 50-item IPIP) at first observation. We conduct a joint latent class model using Latent GOLD software to identify fertility expectation trajectories, separately for women and men. After classifying people into trajectories, we compare means of each Big Five personality trait across the different trajectories. For complete details, please see the preregistration: <https://osf.io/6ncca>.

P1D.3 Investigating the Role of Personality Similarity in Student-Teacher Relationships

Qingqing Du, University of Amsterdam

Ample evidence suggests that affective student–teacher relationships are important for upper elementary students’ school adjustment. To date, little is known about the role of students’ and teachers’ personality traits in the development of student-teacher relationships. As personality traits impact individuals’ behaviors and reactions in social situations, certain personality traits (e.g., high agreeableness) may promote the development of healthy student-teacher relationships. Furthermore, students and teachers with similar personality traits (personality similarity) may develop better relationships with each other. In the present study, we therefore investigated whether children’s and teachers’ personality traits and personality similarity were associated with the quality of student–teacher relationships. Participants were 4521 third- to sixth- grade students from eight Chinese elementary schools. Students reported on their own personality traits, their teachers’ personality traits, and the relationships with their teachers. Using R version 4.0.5, we fitted a multilevel model to evaluate the unique contribution of personality traits and personality similarity to student–teacher relationships (closeness, conflict). The results showed that children’s personality traits were significantly associated with closeness and conflict (except for the associations of extraversion and conscientiousness with conflict). Teachers’ agreeableness and conscientiousness were significantly associated with closeness and conflict. As expected, similarity in neuroticism was positively associated with closeness, whereas similarity in

conscientiousness was unexpectedly found to be negatively associated with closeness. For conflict, as expected, similarity in conscientiousness was negatively associated with conflict. These findings suggest that personality traits and personality similarity may be important to consider to foster better student–teacher relationships.

P1D.4 Infant curiosity predicts childhood intelligence: a longitudinal study

Eline de Boer, Radboud University Nijmegen

Recent research has shown that infants are curious and actively seek out situations from which they can learn. When presented with different stimulus sequences on a computer screen, babies are more likely to keep attending as long as they can still learn from the stimulus. Interestingly, however, not every infant is equally drawn to stimuli that offer information gain. Interindividual differences in infants' curiosity might have long-term consequences for their cognitive development. We found that the extent to which infants' attention was guided by information gain at 8 months predicted their cognitive capacities at 3½ years of age. These findings are the first to demonstrate the lasting consequences of early existing differences in curiosity-driven exploration for later childhood cognitive development.

Poster abstracts

Timeslot: 13:00 – 14:00

P1. Adolescence as a peak period of borderline personality features? A meta-analysis

Anouk Aleva, Utrecht University

This meta-analysis of cross-sectional data aimed to shed light on the often assumed peak in mean-level of borderline personality features during middle to late adolescence (i.e. age 17–22). Borderline personality features were operationalized through the Structured Clinical Interview for DSM-IV Axis II Personality Disorders (SCID-II). Search terms were entered into PsycINFO and Scopus. A total of 168 samples were included in the analyses, comprising 25,053 participants. Mean age ranged from 14.35 to 51.47 years ($M = 29.01$, $SD = 8.52$) and mean number of borderline personality features from 0 to 8.10 ($M = 4.59$, $SD = 2.34$). The hypothesized peak between age 17 and 22 was not substantiated by the confirmatory ANOVA analysis. However, subsequent exploratory GAM analysis provided evidence for a peak at 29.4 years. Caution is needed in interpreting these findings given that different trends appeared when GAM models were constructed separately for community, patient and borderline personality disorder (BPD) samples. Age differences in community samples indicated a significant linear decline in mean-level of borderline personality features over time. A linear rising trend was found in BPD samples. As a between-person mean-level approach was used in the current study, future longitudinal studies are needed to substantiate if between-person age difference generalize to within-person changes.

P2. Not stages, but variability ranges: Cognitive variability bridging complexity science and ‘Piaget’s new theory’

Marije ten Den, University of Groningen

Cognitive development has been hypothesised to be stagelike (e.g., Piaget). Yet, cognition varies from moment to moment, at every age, in every task, for every child. Cognitive variability is non-trivial, non-random, and meaningful. Cognitive variability refers to the differences in cognitive performance within an individual, such as within a task or between sessions. In the study of complex dynamical systems, variability plays a major role. It is related to a system’s dynamic organisation, and important dynamical features such as predictability, complexity, and rigidity of cognitive skills. In addition, it is related to developmental transitions in various contexts. However, attempts for systematic and large-scale longitudinal measurements of cognitive variability have scarcely been undertaken. Perhaps surprisingly, Piaget acknowledged the limits of developmental stages and worked on improving his theory using the latest scientific discoveries of his time. Piaget’s “new theory”, opens a way to interpret his work dynamically. This project’s goal is to create a detailed empirical and dynamical account of variability in cognitive development of children to improve our understanding of this phenomenon and its connection to early dynamic systems thinking. We aim to do this with a 3-year longitudinal, multimodal data collection starting at 5 years of age. Half-yearly measurements will

be complemented with daily measurements. Our ultimate aim is to build a variability corpus in which we can study variability patterns, the dynamic organisation of developmental systems, and developmental transitions, and to connect our findings to “Piaget’s new theory”. Our poster will present some of our methodology.

P3. Parental Restrictive Mediation and Adolescents’ Problematic Social Media Use: Bidirectional Within-Person Effects

Suzanne Geurts, Utrecht University

Much remains unknown about whether restrictive mediation is an effective parenting strategy to prevent or reduce problematic social media use (PSMU) among adolescents. Therefore, this study examined bidirectional within-person effects between two restrictive mediation practices (rule-setting and reactive restrictions) and PSMU using random-intercept cross-lagged panel modelling. Three-wave survey data collected among Dutch adolescents (T1: N = 1928, Mage = 13.31 years, SD = 0.91, age range: 10-16 years) were used. The results showed that within-person changes in PSMU symptoms predicted subsequent within-person changes in perceived parental restrictive mediation. More specifically, an increase in PSMU symptoms predicted a decrease in rule-setting and an increase in reactive restrictions one year later. Within-person changes in perceived parental restrictive mediation practices did not predict within-person changes in PSMU symptoms. Hence, the relation seems unidirectional. The findings suggest that setting Internet-specific rules and intervening in ongoing Internet use are ineffective in preventing or reducing PSMU during this age phase.

P4. Multidimensional support aimed at families living in a context of poverty: A single-case approach

Dominique Troost, Erasmus University Rotterdam

In the Netherlands, 1 in 16 children grows up in a context of poverty (CPB, 2023). In Rotterdam, the city with the highest poverty rate in the Netherlands, this is 1 in 5 children (Gemeente Rotterdam, n.d.). Growing up in poverty is associated with a range of negative outcomes in language and cognitive development, academic achievement, educational attainment, and physical, mental, emotional, and behavioral health (e.g., Yoshikawa et al., 2012). Multidimensional support (targeting multiple life domains) is a promising approach to decreasing (the negative effects of) poverty (Panhuijzen et al., 2017; Vijlbrief & van Mourik, 2020) and is increasingly used to support families living in poverty (Omlo et al., 2021). However, little is known about what multidimensional support looks like in practice and what its perceived effectiveness is.

Our research program aims to unravel (1) what works, (2) for whom, and (3) through which mechanisms in multidimensional support for families living in a context of poverty. Using a novel single-case approach inspired by Onghena et al. (2019), we are currently collecting detailed information about the multidimensional support provided to families in four neighborhoods in Rotterdam. In our multimethod study, we are collecting data on stress, well-being, experienced support, and self-efficacy of parents, whilst simultaneously collecting data on the support provided by the involved professionals. This in-depth data is supplemented by interviews with parents and professionals and focus groups with professionals. At the Research Days,

our research design and preliminary results of the single-case approach will be presented.

P5. Trust Profiles in Adolescence: Associations with Life Satisfaction

Shanshan Bi, Utrecht University

Trust, fundamental to social relationships, is defined as a positive expectation towards someone or something (OECD, 2017). It plays an important role in individual's well-being, especially for adolescents (Van Lange, 2015). While adult trust profiles have been explored (Liu et al., 2018), no studies examined the co-occurrence of different trust types among adolescents. This study aims to classify adolescents into distinct trust profiles using latent profile analysis and to investigate the relationship between these profiles and life satisfaction. Understanding how specific trust profiles correlate with life satisfaction is paramount, as it provides potential strategies to enhance adolescent well-being. We plan to use the data from the "Young After Corona" study, which includes 3,748 Dutch secondary school students aged 12-16 years, collected in 2022. These identified profiles are expected to be broadly categorized into two overarching patterns: the personality-based trust pattern, where participants score consistently high, moderate, or low on all trust types, and the target-specific trust pattern, where trust scores vary based on different experiences with certain individuals or specific institutions. Furthermore, we hypothesize that adolescents with consistently high score across the three trust types will report the highest life satisfaction. Considering the importance of interpersonal trust for well-being, those with high interpersonal trust, even if they have weaker scores on other trust types, are expected to maintain higher life satisfaction than those with low interpersonal trust, even if they have higher scores on other trust types. At the VNOP-CAS Research Days, we will present the (preliminary) results and conclusions.

P6. Developmental trajectories of trust and their neural correlates in adolescents of different SES

Ethell-Marjorie Dubois, Erasmus University Rotterdam

Adolescence is a period during which social relationships become increasingly important. Trust plays an important role in the successful development and maintenance of these relationships. During adolescence, sociocognitive processes underlying trust such as social learning processes and perspective-taking develop. Trust has consistently been correlated with individuals' socioeconomic status (SES), with high SES individuals reporting higher trust. However, the influence of SES on adolescents' trust and the functioning of the underlying neural mechanisms remain unknown. Hence, we aim to examine whether adolescents' trust varies between different targets of society, how their trust develops, and how adolescents' trust is influenced by their SES, age, and gender. We will employ the modified economic fMRI Trust Game to determine adolescents' trust behavior towards different targets including close (i.e. friends), societal (i.e. authoritative/institutional), and distant others (i.e. unknown peers) in 600 adolescents aged 10 to 20. We expect a positive correlation between adolescents' level of trust and the distance of the target. We also anticipate an age-dependent increase in trust and gender-differences with adolescent males reporting higher trust than adolescent females. Additionally, we hypothesize

that the target differentiation will be more pronounced for low SES adolescents. Lastly, we expect neural activity in social brain regions, including the precuneus and temporal parietal junction, to reflect this target differentiation. As part of the GUTS consortium, this research aims to contribute to determining how adolescents grow up in an increasingly complex society.

P7. A longitudinal study on the development of mental health problems in adolescents

Yvette Grootjans, Erasmus University Rotterdam

Young people encounter many societal challenges while growing up. The Growing Up Together in Society (GUTS) project is a longitudinal study of seven universities in the Netherlands spanning over 10 years. The GUTS project will investigate how neurobiological and social-cognitive factors interact with social and societal opportunities in becoming a contributing member of society. The present study design, as part of the GUTS project, will investigate why some adolescents develop mental health problems while others do not. Electrophysiological activity will be recorded while participants perform the social flanker task, the go/no-go task, and a social reward task, all measuring processes related to self-regulation, such as error processing, inhibition, and reward processing. The error-related negativity (ERN) has been associated with error processing and inhibition and appears to change in magnitude across development. The ERN has shown to be increased in internalizing disorders (e.g. anxiety disorders) and decreased in externalizing disorders (e.g. substance use disorder). Therefore, the ERN might be a useful marker of risk to predict longitudinal increases in several mental health problems. The goal of this poster is to receive feedback on the current study design and inspire collaborations.

P8. Neural Mechanisms Underlying Trust to Friends, Community Members, and Unknown Peers

Sophie Sweijen, Erasmus University Rotterdam

Trust plays an important role during adolescence for developing social relations. While prior studies give us insight into adolescents' development of differentiation between close (e.g., friends) and unknown (e.g., unknown peers) targets in trust choices, less is known about the development of trust to societal targets (e.g., community members).

Using a modified version of the Trust Game, our preregistered fMRI study examined the underlying neural mechanisms of trust to close (friend), societal (community member), and unknown others (unknown peer) during adolescence in 106 participants (aged 12-23).

Adolescents showed most trust to friends, less trust to community members, and the least trust to unknown peers. Recruitment of the medial prefrontal cortex (mPFC) and orbitofrontal cortex was higher for closer targets (friend and community member), particularly during no trust choices for the mPFC. Trust to friends was additionally associated with increased activity in the precuneus and bilateral temporal parietal junction. In contrast, bilateral dorsolateral prefrontal cortex and anterior cingulate cortex were most active for trust to unknown peers. The mPFC showed increased activity with age and consistent relations with individual differences in feeling needed/useful.

P9. Do I enjoy my friends? Friendship and enjoyment during school recess in autistic and allistic children

Jiayin Zhao, Leiden University

To what extent are children's friendships positively related to their time at school? This study aimed to gain a better understanding of how autistic and allistic (non-autistic) children's friendships are related to their enjoyment of the school time spent with peers, i.e. at recess time. A multi-method approach, including self-reports, peer nominations, and objective measures based on sensor data was used. Forty-five autistic children and 45 allistic children participated, aged between 8 to 14 years. Outcomes showed that autistic children had fewer reciprocal friends at school and engaged in fewer interactions with their reciprocal friends during recess at the schoolyard compared to their allistic peers. However, autistic children did not differ from their allistic peers regarding the number of desired friends (i.e. peer nominations that remained unreciprocated), nor the amount of time spent interacting with desired friends during school recess. Unexpectedly, spending more time with desired friends during recess was related to lower levels of enjoyment in both autistic and allistic children. Our findings suggest that autistic children may approach friendships with different priorities or find reciprocity challenging. Furthermore, this study underscores the need to consider broader factors beyond reciprocity when assessing children's social experience at school.

P10. Poverty and youth mental health: Using systems thinking and participatory action research

Isabel Koopmanschap, Utrecht University

In 2017, 8% of the Dutch youth grew up in poverty, and 28% of them reported serious mental health problems. Youth growing up in poverty have an increased risk for poor mental health due to multiple, interacting, poverty-related psychological, social, physical and economic circumstances. Most mental health promotion strategies disregard this complexity of risk factors and mostly apply individual-level interventions. To realize an important breakthrough in youth mental health promotion, we apply complex adaptive systems theory and participatory action methods to 1) gain insight into the complex, multi-layered processes and crucial elements in the system leading to poor mental health among youth growing up in poverty, and 2) to develop an integral approach to improve their mental health. We use a step-wise procedure carried out in two case study neighbourhoods, where we collaborate with advisory groups of youth, parents, professionals and policy makers. The advisory groups meet in co-creation sessions to generate insights in the local complex system, identify important leverage points for mental health improvement, map the planned/current actions on the local complex system, select and implement actions. In the upcoming phase, the research team will evaluate the implementation and working mechanisms of selected actions aimed at changing the system. This procedure generates knowledge that will be integrated and translated into working principles for other municipalities and will be disseminated to relevant stakeholders. We present a poster with an overview of our study and preliminary findings of interviews and co-creation sessions.

P11. The Role of Loneliness and Friendship Quality in Positive Mental Health

Lucija Šutić (University of Zagreb - visiting Tilburg University)

By promoting mental well-being, especially in times of crisis, we can promote adaptive developmental outcomes. While loneliness is a risk factor for both positive mental health and self-esteem, the quality of friendships seems to be a protective factor. The aim of the present study was therefore to investigate whether loneliness and the quality of close friendships predict positive affect. While loneliness was treated as a trait and measured only once, the quality of friendships and positive affect were measured in a daily life study.

A total of 123 adolescents from Croatia (58% were female, the average age was 16 years) participated in this study. After providing their demographic data and completing the UCLA 3-item Loneliness Scale, participants installed the app EARS, which sent them questions seven times a day for seven days. These questions related to their current perception of positive characteristics of their close friendships and their current positive affect.

The results of multilevel modelling suggest that the quality of friendship predicts positive affect at both within and between levels, while loneliness, on the other hand, was not a significant predictor of positive affect. In summary, adolescents who reported more positive characteristics of close friendships experienced more positive affect and positive affect was stronger on days when adolescents reported higher quality of friendships. The present findings suggest that strengthening the interpersonal skills of adolescents may be important in promoting their mental well-being.

P12. TikToxic or TikDoc? A Qualitative Study about Adolescents' Social Media Use for their Mental Health

Mieke Oldeman, University of Amsterdam

Dutch adolescents' mental health is worsening, with more than one in ten adolescents meeting criteria for an anxiety- or depressive disorder. Unfortunately, adolescents face barriers when seeking professional help. Adolescents turn to social media, and lately specifically online short videos (OSVs), to seek support and information. However, it remains unclear how adolescents use social media and OSVs specifically to address their support and information needs. The goals of this study are therefore to understand (1) what needs adolescents have, (2) what motivations and barriers adolescents face when seeking for help online, and (3) whether consumption of mental health content fulfills their needs.

We will therefore conduct semi-structured interviews with 25 adolescents (14-18 years old) who have recently sought professional help for their anxiety- and/or depression complaints. In this presentation, I will explain the study's theoretical underpinnings and the proposed methods.

P13. Practice What You Preach? Exploring Parental Attitudes Toward, Modeling of, and Teaching About Lying

Ines Lucieer, Erasmus University Rotterdam

Children are generally taught from an early age that lying is never acceptable. Moreover, lying to children is usually disapproved of by most parents, except when the lying is intended to benefit the child. However, nearly all parents model lying to children, also in cases where intentions are not necessarily to benefit the child. For instance, parents lie to children to influence the child's behavior or to serve their own self-interests. Nevertheless, given the absence of empirical investigations, the question remains of how attitudes toward modeling and teaching about lying in parents align. In this study, we investigate the associations between parental attitudes toward, modeling of, and teaching about various types of lies (e.g., lies to benefit another, benefit the self, and influence the behavior of another) and how these associations cluster within parents.

Our study was pre-registered on OSF (<https://osf.io/2q6gy>). Cross-sectional data were collected from Dutch parents (n = 312, 79.8% mothers) through an online questionnaire. Correlational and Latent Profile Analyses were performed to examine the level of convergence or discrepancy between parental attitudes toward, modeling of, and teaching about lying on the group level and within parents.

Currently, the analyses are ongoing. However, initial results indicate that while there may be alignment at the group level, within parents, we found significant evidence for discrepancies between their attitudes toward, modeling of, and teaching about lying. In the poster presentation, our results and implications will be discussed.

P14. SHARE ('Support and Help for Adolescents in Responding to Emotions'): Study design

Isa Swinkels, Utrecht University

Introducing SHARE, a low-key one-session intervention to discuss relationships and coping with emotions with young people with Borderline personality disorder (BPD) features and family, a friend or a significant other. BPD features are characterized by impairments in emotion regulation and deficits in interpersonal functioning. Over the last decade, there has been a growing interest in BPD features in young people. This is important, because research indicates that even one BPD feature in a young person is associated with social and interpersonal difficulties during adolescence, and severe problems during adulthood. The problems in social functioning challenge young people in achieving developmental (social) milestones and have impact on young people and the people around them. However, little is known about the development of social relationships and social functioning in young people with BPD features. Therefore, this research project aims (1) to gain more insight into social relationships and social functioning of young people with BPD features, (2) to improve social support, connectedness and social functioning by introducing the SHARE intervention, and to (3) examine whether the SHARE intervention has an effect on experienced quality of life. The study uses a randomized design with a control group (Randomized Controlled Trial; RCT), in which the SHARE intervention will be a one-time additional session in addition to treatment-as-usual. During this session, the young people and the people they brought talk about emotions, relationships with others and coping mechanisms, based on a structured

form in the presence of a clinical practitioner.

P15. The temporal sequence between problematic internet use, FoMO and mental health in students

Aafke Swinkels, Radboud University Nijmegen

There are mixed results about the relationship between problematic internet use (PIU) and mental health in university students. This is the first generation who haven't lived without internet and students seem to be vulnerable for developing mental health problems. There is theory and evidence for mental health problems predicting PIU (as emotion regulation strategy), but also for PIU predicting low mental health. The relationship between PIU and low mental health may be related to feelings of Fear of Missing Out (FoMO). FoMO is the persistent notion that others are having rewarding experiences from which one is absent, characterized by a desire to stay connected with what others are doing. It is not yet clear where FoMO fits in the temporal sequence with PIU and mental health. Therefore, we aim to clarify the longitudinal (potentially bi-directional) associations between PIU, FoMO and mental health (i.e., depressive symptoms and loneliness) in students. The Healthy Student Life data will be used, which is measured at three time points and includes 9063 university students (69.2% female, aged 15.86-30.76 years at wave 1; $M = 21.62$, $SD = 2.68$), who completed questionnaires on depressive symptoms, loneliness, PIU and FoMO. A total of 805 students completed all surveys till the end. With a random-intercept cross-lagged panel model, the research questions will be answered and gender differences in the mentioned relationships will be explored. The results will contribute to gaining a broader understanding regarding PIU and its associations with mental health over time, which may foster improvement of interventions.

P16. Cracking the Code? Family-Specific Dynamics between Parental Support and Adolescent Well-being

Céline Henneveld, Erasmus University Rotterdam

Parental support plays a protective role against emotional problems among adolescents. By providing affection, comfort, and companionship, supportive parents can foster adolescents' well-being. However, the assumption that parental support is universally beneficial has been challenged by suggesting that (too much) support may backfire by taking away opportunities for the growth of individual strengths over time, which may subsequently lead to lower well-being and the onset of anxiety and depression. From a developmental systems point of view, the mechanisms by which parental support influences adolescent well-being may be unique for each family. However, we do not know which families are more prone to unfavorable mechanisms, when support proves counterproductive, and for whom parental support yields predominantly positive outcomes. In response to this knowledge gap, we will conduct an observational study with an intensive longitudinal design. Through participants' smartphones, we will collect real-time, daily diary, and weekly data of 300 Dutch adolescents (between 12 and 18 years) and their parents. We will empirically test in how many families parental support (H1) is linked to better well-being in the short-run and (H2) predicts worse well-being in the longer run, through undermining the adolescent's growth opportunities (i.e., autonomy, coping, self-esteem). We expect each family to have its own unique balance between short-term

dynamics and long-term developmental impact (H3). If our study succeeds in obtaining family-specific theoretical insights, it will open a novel pathway for the prevention of emotional problems of adolescents through personalized parenting advice.

P17. Interventions to promote equity and a sense of belonging for autistic children in school

Qiaochu Hu, Leiden University

Autistic children often experience limited social contact, loneliness, and disconnection during their school days, which in turn can lead to reluctance to attend school. Yet, autistic and allistic (non-autistic) youth deserve equal access to the school environment, both physically and socially, and the question is how to ensure this. Rather than pressuring autistic youth to conform to societal norms to fit in, this Ph.D. project aims to develop interventions that could effectively promote equity and a sense of belonging for autistic children in a school environment. To achieve this, this project will develop a smartwatch-based intervention taking into account the special needs and capacities of autistic youth, in co-design with autistic youth, and incorporating the use of sensor data to measure spatio-temporal-contextual data (e.g., information including location, social behaviors, proximity, and heart rate) and 'ground truth' data (e.g., the degrees of loneliness, sense of belonging) in real-time. This project thus offers a new perspective on how to promote a sense of belonging for autistic children, taking into account their perspective and empowering them.

P18. Mediating role of parental self-efficacy in the link between financial scarcity and overprotection

Alia Beydoun, Université Libre de Bruxelles

Since the 1970s, the public discourse about parenting has emphasized the importance of children's autonomy and, by extension, autonomy supportive parenting. Consequently, practices that hinder children's autonomy development such as parental overprotection—protection that is excessive considering the child's developmental level (Thomasgard et al., 1995), have been the subject of considerable attention. Moreover, extensive research supports its detrimental impact on child's development. Given the substantial body of research on outcomes of parental overprotection, our focus lies in understanding its determinants. Hence, we aim to investigate the potential impact of financial scarcity on parents' overprotective behaviors. According to the Family Stress Model (Masarik & Conger, 2017), parental stress resulting from financial scarcity is shown to affect parenting practices. Specifically, parents experiencing financial stress may exhibit less effective and more negative parenting behaviors, such as overprotection. This is especially true for single parents, who, given their higher risk of financial insecurity, may be even more susceptible to such parenting challenges. Therefore, we postulate that financial scarcity is positively associated with parental overprotection and that this relationship would be stronger for single parents compared with two-parent households.

To deepen our comprehension of this relationship, the second purpose of this study is to understand the underlying mechanisms. We decided to investigate parental self-efficacy as a possible mediator because it has been shown to be a critical factor in

parenting, particularly for more vulnerable parents. We postulate that the relationship between financial scarcity and overprotection could be explained by a decrease in parental self-efficacy.

P19. A Systematic Review of Social Media Use and Adolescent Identity Development

Hamide Avci, University of Groningen

Background: It is well established that youths' social context plays a crucial role in their identity development. While there is a shift in today's youth social context toward online settings, it remains uncertain whether their social media use has an impact on their identity development. **Objective:** To address this gap in knowledge, this paper aims to conduct a comprehensive review of existing literature, aiming to discern whether time spent on social media, online behaviour, excessive use, or a combination of these factors significantly shape adolescents' identity development. **Methods:** In November 2022, we conducted a systematic search across four databases, generating an initial pool of 4,313 records. After removing duplicates and screening, we included 39 studies in our analysis. **Results:** Findings from quantitative studies revealed a complex pattern of associations, whereby post-sharing frequency was positively related to identity exploration. Contrariwise, no associations emerged between normative or excessive social media use and identity distress. Instead, identity distress was found to be associated with youths' social comparison of ability. Findings from qualitative studies further suggest that adolescents consistently utilize social media platforms as a medium for identity exploration and self-presentation, crafting and projecting carefully curated personas to solicit feedback, thereby validating their evolving identities. **Conclusion:** Our findings link online behaviours, not social media time, to identity development.

P20. Understanding Academic Performance: The Role of Mindset, Meritocracy Beliefs, Effort Beliefs, and School Burnout

Hannah Armstrong, University of Amsterdam

Factors impacting academic performance are plentiful, but the relations between them are less known. Mindset and school burnout are often studied in relation to academic performance but effort beliefs and meritocracy beliefs (the idea that success is an indicator of hard work and intelligence) are not well understood. In this preregistered study (N = 142 secondary school students), we compared two different models to better understand how mindset, meritocracy beliefs, effort beliefs, and school burnout are related to academic performance. The first model—the Meritocracy Beliefs Model—examined school burnout and effort beliefs in the relation between meritocracy beliefs and academic performance. The second model—the Mindset Model—examined school burnout, effort beliefs, and meritocracy beliefs in the relation between mindset and academic performance. In addition, this study attempted to replicate findings showing socioeconomic status as a moderator between meritocracy beliefs and academic performance. . Comparing both models revealed that the Mindset Model was the better fitting model. However, there was no evidence showing a mediation or moderation between any of the variables. Potential explanations for these non-significant results include incorrect theory, alternative variables, and a homogeneous sample. Nonetheless, this study furthers our

understanding of predictors of academic performance, specifically variables that have not been studied as extensively such as meritocracy beliefs.

P21. Measuring curiosity-driven exploration in young children

Eline de Boer, Radboud University

This planned study aims to measure the behavioral expression of curiosity in young children. Curiosity is defined as a drive to learn new things. We rely on the learning progress framework which suggests that learning is intrinsically rewarding. While the field has focused on the cognitive underpinnings and neuropsychological substrates of curiosity, it remains unclear how curiosity is expressed in actual behavior. With this study, we build on the above mentioned theoretical underpinnings and computational accounts, to translate them into a more naturalistic study in which we unravel curiosity in children's spontaneous behavior. For this purpose, we are designing toys that allow us to apply computational modelling. During the experiment, children will be able to play freely with these toys and switch between them at their own pace. We will observe and code their behaviors while they are playing with the toys to see what guides their play behavior.

P22. Does Your Teacher's Praise Make You Feel Less Smart? A Virtual Reality (VR) Experiment

Lena-Emilia Schenker, University of Amsterdam

Challenging the common belief that teacher praise makes students feel more competent, we hypothesize that teacher praise can, under certain conditions, make children feel less competent. This poster presents the design of an experiment investigating possible adverse effects of teacher praise on students' academic self-views as part of an NWO-Vidi project.

Research suggests that when children witness one out of two equally performing students receive praise, they perceive the praised child as less smart (Schoneveld & Brummelman, 2023). Building on this finding, we will examine whether receiving praise, while an equally performing classmate does not, undermines children's perception of their own competence.

Children aged 8 – 13 will be immersed in a Virtual Reality (VR) classroom, with a virtual teacher and classmate. The classmate will be portrayed as similar to the child in age, gender, and interests and the teacher as knowledgeable of the child's abilities. Along with the classmate, children complete tasks perceived as diagnostic of their academic abilities, and they receive the same score. In a three-condition between-subjects design, the teacher praises the child, their virtual classmate, or neither for their performance.

Children's self-views (e.g., perceived ability), motivation, and affect will be assessed before and after the praise manipulation to investigate whether the children who received praise while their classmate did not show unfavorable outcomes.

Because negative self-views can undermine academic achievement (Marsh & Craven, 2006), the study may offer insights into how well-intentioned teacher praise can, in certain circumstances, contribute to poorer school performance.

P23. To each their own? Personalized parenting advice for adolescent

well-being

Rick van Logchem, Erasmus University Rotterdam

Despite increasing parental involvement in their children's development, adolescent mental health problems remain highly prevalent. Preventive measures are therefore a promising avenue. One potential target for such preventive measures is addressing the quality of parent-child interactions. The few existing preventive measures are seldomly tailored to the needs of individual families. To tailor parenting advice to the family's unique needs, we will conduct a minimum of six interactive focus groups with 6-8 adolescents (aged 12-18) and parents per group. Interactive sessions will consist of various methods, such as brainstorm activities, designing posters with participants and brief surveys. Inductive thematic analysis will be conducted to describe participants' insights on a semantic and latent level. This design will be preregistered.

At VNOP I will present the very first qualitative insight into the perceived desirability of personalized parenting advice as an avenue for preventing adolescent mental health problems, the content of such advice and the format of delivery. This first study will also set the stage for subsequent work in which novel interventions will be developed and evaluated in the next five years.

P24. Development and Validation of the Prosocial Adolescent Risk-taking Questionnaire (PAR-Q)

Rebecca van Rijn, Free University of Amsterdam

Adolescents are known for taking more risks than adults and children. In the past, research mainly focused on negative and antisocial risk-taking, but following a recent trend more research focuses on positive and prosocial outings of risk-taking. However, validated measurement tools are not yet available. This study focuses on prosocial risk-taking, behavior where an individual takes a risk – social, reputational, physical or financial – to help someone else. The goal of this study is to develop and validate a questionnaire that assesses prosocial risk-taking behavior in adolescents. Data is currently being collected online in two samples (aim sample 1 N = 200, age range 14-18; aim sample 2 N = 300, age range 14-18). The first sample will be used for an exploratory factor analysis, which will give initial information about factor structure and item loading. The second sample will be used to confirm the suggested factor structure by performing a confirmatory factor analysis, and to assess convergent validity, reliability and test-retest variability. In this poster presentation, study setup and process of questionnaire development will be presented, together with the first preliminary results.

P25. Connecting online: Autistic adolescents' social connections and the use of social media

Kexin Liu, Leiden University

Although autistic adolescents might find social interaction challenging, studies have shown that the use of social media helps autistic adolescents to have meaningful interaction with less anxiety and improve their relationships (Gillespie-Smith et al., 2021; Schalkwyk et al., 2017). With the help of social media, teenagers are able to

extend their interactions with their various connections from the real world to the online environment. Additionally, the internet and various online communities give individuals opportunities to interact and make contacts with people who are away from their real lives but share similar hobbies and interests. Thus, when we are trying to understand the meaning of different social connections to autistic adolescents, social media is also an important aspect to look at. There is still more to explore how online interactions with different social connections contribute to their feelings of getting connected. This study wants to focus on autistic adolescents' online interaction and communication with people in their real lives and people whom they only meet online. Through interviews, the aim is to understand how they perceive the meaning of using social media and interacting with people online, how social media influences their online and offline relationships, and finally, how the use of social media or other online platforms influences their feelings of getting connected and loneliness. The study design for the interview has been made and the script is in revision. The presentation of this study is expected to demonstrate the research design and goal and get feedback on the interview settings.

P26. Perspectives on Mental Well-being among Children and Youth: A Systematic Review

Eva Borkhuis, Erasmus University Rotterdam

This study outlines a proposal for a systematic literature review with the objective of deepening our understanding of the mental well-being of children and young people (CYP). Recent qualitative research has stressed the importance of considering CYP's perspectives, shedding light on the unique challenges they face and the vital resources that support their mental well-being. Additionally, the concepts of mental well-being, mental health, quality of life, and happiness are often intertwined and muddled. Prior reviews of literature that include CYP's perspectives have often focused solely on mental health or have concentrated on mental well-being within specific subgroups.

Our proposal suggests a systematic literature review focused on the perspective of all CYP regarding mental well-being. By exploring environmental and cultural factors, we intend to adopt a multidisciplinary approach. Through systematically reviewing research that captures this population's diverse viewpoints, we aim to highlight their unique challenges and the crucial resources underpinning their mental well-being. In doing so, we aspire to reveal the differences and commonalities, pinpoint inconsistencies, and, ultimately, lay the foundation for a clear conceptual framework. This framework will, in turn, facilitate communication among CYP, their immediate surroundings, practitioners, policy makers, and researchers, ultimately contributing to more effective real-world solutions.

P27. Developmental and Societal Trajectories of Reward- and Effort Sensitivity for Self and Others

Lonneke Elzinga, Leiden University

Recent research has started recognizing the role of effort in prosocial behaviour (Contreras-Huerta et al., 2022; Lockwood et al., 2017), but the developmental and societal trajectories of reward- and effort-sensitivity remain poorly understood. This project will use an effort-based decision making task and a vicarious reward task to

investigate prosocial effort on behavioural and neural levels. As part of the Growing Up Together in Society (GUTS) consortium, we will recruit 600 adolescents aged 10-20 years from diverse socioeconomic backgrounds. During the vicarious reward task in the fMRI scanner, participants choose between options with varying levels of possible reward and targets for which the participant is playing. Moreover, in a behavioural effort task, participants will choose to exert effort, or not, using a grip force device for a larger reward. Again, we will manipulate the targets, as well as the amount of effort participants have to exert. The target manipulation will vary between self, a close other (such as a parent of a peer), or more distant societal partner (such as an ombudsperson for children). We expect age-related changes in effort- and reward-sensitivity across adolescence. Additionally, we expect that adolescents from different socioeconomic background will have different social cognitions on these targets, resulting in individual differences in effort- and reward sensitivity. This project will contribute to our understanding of the mechanisms and development of prosocial behaviour, the influence of moderating factors such as socioeconomic background on prosocial behaviour and the influence of these moderating factors on the developmental trajectories.

P28. The relationship between self-concept and parental stress – a PhD project

Wenxuan Hao, Utrecht University

Parental stress entails parents' negative feelings towards themselves and their children, and is often the result of a mismatch between the demands and resources of fulfilling the parental role. Parents' self-concept (i.e., including both content and structure) can be a personal resource and is a non-negligible factor in parental stress that requires further exploration. As the content of self-concept, personality dimensions (e.g., Big-Five) have been linked to parental stress by affecting people's selection, appraisal, and coping styles of stressful events. However, a systematic analysis is still needed as effect sizes differ across studies. As for the structure of self-concept, despite being considered a protective factor against stressors by making people more able to cope with negative appraisals, no study has directly investigated the relationship between self-concept clarity and parental stress. Therefore, to supplement the gaps mentioned above, this project examines how parents' self-concept (both the content and the structure) is related to parental stress. This poster will describe the plans for my PhD project. Firstly, a meta-analysis will be applied to examine the magnitude of the relationship between the content of self-concept (i.e., Big-Five personality) and parental stress, as well as moderators that could dampen or strengthen this association. The second and third studies will examine the role of both the content and structure of self-concept in predicting parental stress using the longitudinal multigenerational RADAR dataset. In the fourth study, a qualitative study will be conducted to explore the role self-concept plays in relieving parental stress.

P29. Supporting Primary School Children's Working Memory Through

Teacher-student Interaction

Simona Sankalaite, KU Leuven

Introduction. Working memory (WM) is crucial for school task completion, learning, and academic success, emphasising the significance of interventions supporting children with poor WM. Given the lack of durable and transferable training effects, recent research acknowledged the importance of context for intervention efficacy, leading to an increased focus on malleable environmental factors like teacher-student interactions (Teaching Through Interactions framework; Hamre et al., 2013). This pilot study explored the impact of improved instructional support on WM-related problematic behaviour in primary school children.

Method. Employing microtrials rendered the manipulation of teacher behaviour and assessment of its immediate effects on children's WM-related behaviour. The intervention, informed by a systematic literature review (Sankalaite et al., 2021), scientific and professional literature, comprised five instructional support strategies. The experimental group (n=35, 42.9% girls, Mage=8.37, SDage=1.66) was compared to a teaching-as-usual control group (n=32, 40.6% girls, Mage=8.67, SDage=2.03) to evaluate changes in behaviour and teacher-student relationships.

Results. Following the four-week intervention, both teachers and parents reported a significant reduction of WM-related problematic behaviour in the experimental group. Furthermore, the intervention led to increased teacher-student closeness (from the teacher's perspective) and decreased conflict and dependency (from the child's perspective) within the experimental group.

Discussion. The current study highlights the effectiveness of an easy-to-implement classroom-level intervention that adjusts teacher practices and, in turn, reduces WM-related problematic behaviour in primary school children. By focusing on children struggling the most, this intervention can contribute to enhancing the quality of the learning environment for all students, with broader implications for educational practice.

P30. Family-Centered Attitudes and Actions in Youth Care: Validating a New Measuring Instrument

Emily Tang, Erasmus University Rotterdam

Family-centered treatment (FCT) emphasizes involving the family system in youth care, considering the well-being of both youth and their families. While this approach has gained traction in social service practice, its empirical research remains limited. Consequently, it remains unclear how FCT may impact family treatment outcomes. This study introduces the Family-Centered Attitudes and Actions Scale (FAAS), a novel instrument designed to assess family-centered attitudes and actions in child welfare and special education. Building on our prior research, FAAS comprises four scales, each representing a facet of the FCT construct: Whole Family Empowerment, Shared Decision Making, Promoting Parent-Child Contact, and Family-Staff Alliance.

Within each scale, 10 items are distributed, with 5 items reflecting family-centered actions and 5 reflecting attitudes.

Data from 279 unique observations collected from iHUB Youth Care and Education professionals serve as the basis for ongoing analyses. We employ Confirmatory Factor Analysis to validate the dimensionality of FAAS and scrutinize our operationalization of FCT. Both a 4- and 8-factor solution (in which scales are divided by actions and attitudes) are considered. Additionally, we will assess internal consistency of each scale using Cronbach's alpha and evaluate convergent validity by correlating youth professionals' perceived organizational support and self-efficacy in practicing family-centered treatment.

As analyses continue, we look forward to presenting our findings, including any preliminary results, at the conference. This research, conducted under ethical approval, addresses the need for a reliable instrument to measure family-centered attitudes and actions in youth care and special education.

Link to Preregistration: <https://osf.io/u89cb/>

P31. When Sexting Becomes “Sixteen”: Exploring Parental Representations and Regulations of Adolescent Sex

Elli-Anastasia Lamprianidou, Université Libre de Bruxelles

Over the past 20 years, adolescent sexting has attracted popular media and scientific interest with research showing the growing participation of adolescents in this emerging trend. Given the popularity but also the frequent portrayal of sexting as comprising several risks for adolescents, parents may be prompted to adopt a variety of practices to regulate their children's potential involvement in sexting. Drawing on semi-structured interviews with 10 Belgian parents (7 mothers and 3 fathers) of adolescents (16-18 years of age), this article contributes to the limited literature on parental representations toward youth sexting, by exploring parents' responses and regulations. Interviews with parents were analyzed using reflexive thematic analysis. Three central themes were identified: (1) “Sexting as surrogate love” illustrates how participating parents see sexting as a form of intimacy that doesn't fully reflect “genuine” intimacy; (2) “Gender and sexting: an ambivalence” explores parents' ambivalent views on the gendered dynamics of sexting ; (3) “The role of an adolescent's parent” includes parents' regulations of youth sexting. Themes are discussed in regard to possible generational differences between parents and adolescents, potential gendered aspects of sexting, as well as developmental needs of adolescence.

Symposia abstracts II

Timeslot: 14:15-15:30

Symposia 2A (Waterliniebar): Research on Parent-Child Interactions

P2A.1 (Dis)connecting families: A dyadic perspective on mobile technology's role within family dynamics

Nele Janssens, KU Leuven

The characteristics of mobile technology devices have drastically transformed family life by allowing new ways of integrating technology in familial interactions. This study explores the evolving role of mobile technology in family life, addressing both its potential for disconnection and its capacity to foster connection.

Using cross-sectional data from 390 parent-child dyads (Mage parent = 43.14; Mage preadolescent = 11.54), this study wants to explore the dual nature of mobile technology in the family context. More specifically, this study investigates (1) differences in perspectives of technoference and family-oriented mobile technology use between parents and children, (2) the relation between parent-child interactions shaped by mobile technology and the quality of the parent-child relationship, and (3) its effect on the well-being of parents and preadolescents separately. After testing for measurement equivalence, a separate parent and child model were analyzed through structural equation modelling in R.

Our findings reveal discrepancies in child technoference perceptions and varying effects of the different types of mobile technology use on relationships and well-being between parents and children. In the child model, both parent and child technoference was detrimental for the parent-child relationship but not the child's well-being, while family-oriented mobile technology use when being physically together was beneficial for the relationship and child's well-being. The parent model, on the contrary, only showed a negative effect of the child technoference on the parent-child relationship and parent's well-being.

Thus, mobile technology use can be both detrimental and beneficial, however, the effects can differ depending on the family member.

P2A.2 Parent-child communication about potentially traumatic events: A systematic review

Mèlanie Sloover, Radboud University Nijmegen

Social support plays an important role in children's well-being after experiencing a potentially traumatic event (PTE). One such source of support is the parent-child relationship, specifically by discussing the event. However, current literature provides no consensus on whether parents and children communicate about PTEs, in what way they might communicate and how this affects the child. Hence the goal of the current study is threefold, to explore: (1) whether parents and children communicate about PTEs, (2) what this communication looks like, and (3) how this affects children's well-being. These questions are answered by means of a systematic literature review. Articles were eligible for inclusion if it was an empirical study on

communication between parents and children about a PTE that the child (under 18) had experienced. Initial searches in electronic databases provided 31233 articles, of which 26 were deemed eligible for inclusion. Results show that most parents and children have discussed PTEs, but that this may depend on cultural background. What the parent-child communication looks like depends on various factors such as, age of the child, tone, and child initiation of discussion. Parental post-traumatic stress symptoms seem to negatively impact communication. The results of the impact of communication are less clear-cut, but it seems to have a predominantly positive effect on the child's well-being, depending on parental sensitivity. Clinicians should be watchful for parental symptoms of PTSD and can focus on promoting parental sensitivity and responsiveness when discussing PTEs with their child or on creating a joint narrative within families.

P2A.3 A Matter of Timing? Effects of Parent-Adolescent Conflict on Adolescent Ill-being on Six Timescales

Anne Bülow, Erasmus University Rotterdam

There is a growing theoretical base that parenting takes place on different timescales, however, it is still unclear which timescales are of interest. This study tested reciprocal associations between parent-adolescent conflict and ill-being on a daily, weekly, bi-weekly, monthly, bi-monthly, and three-monthly timescale, by aggregating data of a daily diary study (N = 159, M = 13.31 years, 62% girls, 89% Dutch) and a meso-longitudinal study (N = 255, M = 14.38 years, 71% girls, 96% Dutch). Conflict predicted subsequent ill-being one and three months later, while reversely ill-being predicted conflict one and two weeks later. Comparing lagged parameters across timescales revealed significant differences. Future research should more explicitly theorize about timescales. In parenting research understudied meso-timescales might be fruitful starting point.

P2A.4 Daily Coercive Parent-child Interaction Profiles

Merlin Nieterau, University of Amsterdam

Coercive parent-child interaction cycles can increase disruptive behavior in children over time. There is evidence for the presence of coercive cycles in families with established disruptive child behavior, but we know little about earlier stages of these cycles. Is the nature of coercive patterns at these earlier stages similar, just milder, or qualitatively different? And how stable are these patterns at the early stages of children's disruptive behavior? To answer these questions, parents of 108 children (3-8 year old) with emerging disruptive child behavior, provided daily reports for 14 consecutive days. We used multilevel latent profile analysis (MLPA) to model profiles of disruptive child behavior, and parental responses (i.e., harshness and giving in to children's demands) in most difficult parenting situations. At the day level, four profiles appeared: 'no coercion' (41%), 'minimal coercion' (33%), 'mild coercion' (19%), and 'moderate coercion' (6%). At the family level,

most families (Class 1; $n = 78$) showed alternating periods with ‘no coercion’ and ‘minimal coercion’; a smaller subgroup of parents (Class 2; $n = 28$) showed ‘mild coercion’ on most of their days. Thus, these outcomes suggest that families with emerging disruptive behavior are not yet “stuck” in a single interaction pattern. Instead, our findings shed light on heterogeneity of coercive parent–child interactions across days, but also on the differences between families in these within–family processes.

Symposia 2B (Sonneveld): Adolescent Mental Health

P2B.1 Adolescents’ Regulation of Positive and Negative Emotions: Moderation of Peer Status and Affiliation

Anke Visscher, Tilburg University

Adolescents who are better at regulating their emotions are likely better able to manage their behavior and thoughts, making them more likely to achieve show positive development (Kuppens et al., 2022). Nevertheless, the way adolescents regulate their emotions is likely highly influenced by their (experienced) social environment (English et al., 2017; Gross, 2013). Especially peers influence how adolescents feel (Laursen & Veenstra, 2021). Peer affiliation and peer status are two important and distinct factors that might influence adolescents’ emotion regulation (ER; Flack et al., 2011). However, there is a lack of research focusing on the dynamic patterns of emotions within specific contexts (Reitsema et al., 2022). Therefore, this study examined to what extent peer status and peer affiliation affect the relationship between the use of positive and negative ER strategies, and positive (PA) and negative affect (NA) in adolescents’ daily life. 81 adolescents in pre-vocational education (Mean age = 15.58, 73% girls, 2% Dutch ethnicity) reported on their momentary positive affect ($M = 22.04$), negative affect ($M = 54.49$), and ER of both positive affect and negative emotions (i.e., rumination, expression, sharing) 3 times per day for a 14-day period. Additional data will be collected in Spring 2024. Although this study is on-going, preliminary results will be presented.

P2B.2 Family-Specific Temporal Networks of Daily Adolescent Affect and Perceived Parenting

Savannah Boele, Erasmus University Rotterdam

Different theories propose that parent-adolescent dynamics are either different between subgroups or unique to each family. We explored whether the daily dynamics between adolescent affective well-being and perceived parenting were shared by subgroups or idiosyncratic. For 100 consecutive days, 129 adolescents ($M_{age}=13.3$, 64% female) reported on daily positive and negative affect, and five parenting practices. As preregistered, we conducted Subgrouping Group Iterative Multiple Model Estimation (S-GIMME), which is a data-driven method that estimates idiographic (family-specific) temporal networks, including contemporaneous and lagged associations among all variables. Additionally, S-

GIMME detected whether associations were shared by the sample (group-level) or subgroups (subgroup-level) or were unique to an individual (individual-level). Concerning the results, one group-level association was detected, such that more positive affect co-fluctuated with less negative affect in most participants. One subgroup emerged (n=45) who shared same-day associations between several parenting practices. However, subgroups did not share similar associations between adolescent affect and parenting. Instead, affect-parenting associations were found at the individual level, with families having unique patterns. That is, which parenting practices and how they were related to adolescent affect was family specific. To conclude, the results stress the idiosyncratic nature of how perceived parenting is linked to adolescents' affective well-being in everyday life, stressing that averaging across families leads to invalid conclusions about the dynamics within individual families.

P2B.3 How specific social media behaviors may impact adolescents' peer relationships and mental health

Robyn Vanherle, KU Leuven

Research shows that 66% of individuals aged 12 to 18 use their smartphone between two and four hours every day. This time is mostly devoted to social media and, in particular, chatting with peers. The fact that adolescents are increasingly using social media to engage in social interactions raises the question of whether this transforms peer relationships, which mostly occurred offline in the past. For example, research argues that social media can positively impact peer relationships (e.g. friends always being available), but also negatively (e.g. lack of non-verbal cues, availability pressure). However, the impact of social media on adolescents' peer relationships remains uncertain because new features constantly emerge that may create different expectations among peers (e.g. 'last seen function' in chat messages). It is, however, important to unravel which social media practices may positively or negatively impact peer relationships because having high-quality peer interactions can positively impact adolescents' mental health (e.g., positive affect, life satisfaction) or serve as a buffer against negative outcomes (e.g., depressive symptoms, negative affect).

This study, therefore, aims to examine which specific social media behaviors positively or negatively impact adolescents' peer relationships and mental health. In particular, we aim to conduct an experience sampling study to provide an accurate overview of how youths use social media in the daily context to interact with peers. This study is currently being set up so all feedback on this work-in-progress would be valuable.

P2B.4 Different Trajectories of Adolescent Mental Health Problems Before and Over the Course of COVID-19

Coriena de Heer, Utrecht University

This study aims to identify and characterize different trajectories of adolescent mental health problems before and over the course of the COVID-19 pandemic. We

used data from 1,522 adolescents (Mage = 17.82) collected at four measurement points: autumn 2019 (pre-COVID-19), spring 2020, autumn 2020, and autumn 2021. Latent class growth analyses identified stable low, stable high, increasing and decreasing trajectories for emotional symptoms, conduct problems, and hyperactivity-inattention problems, and a stable low and stable high trajectory for peer relationship problems. Adolescents with stable high mental health problems reported relatively low levels of family and friend support. Gender, migration background, and family socioeconomic status were not consistently associated with the trajectories across mental health problems.

Symposia 2C (Hulstkamp): The Challenge to the Development of Adolescents in Different Contexts and Relevant Interventions

Symposium Abstract

Adolescence is a critical phase in human development since this stage is characterized by accelerated growth and intense psychological change. Challenges encountered during this period, such as school bullying and problematic social media use may potentially contribute to socio-emotional dysfunction or academic difficulties in later life. Therefore, investigating the related factors regarding these challenges and exploring the potential mitigation strategies is warranted. The studies presented in this symposium explore the predictive factors of the challenges and provide suggestions for positive intervention during adolescents' developmental trajectories. Specifically, school bullying, as a specific form of aggression, is associated with adverse mental health problems. The first three-wave longitudinal study, adopting both self and peer reports, examined the temporal and reciprocal relations between bullying victimization and self-esteem among Chinese adolescents. Furthermore, social media overuse stands out as a critical issue affecting mental health and academic performance of adolescents. The second three-wave longitudinal study was conducted to investigate the relation models between cumulative adverse childhood experiences and social media addiction among Chinese adolescents by using both self and parent reports. More importantly, although adolescents, especially those living in inner-city settings, are likely to face challenges in adverse environments, there is the possibility that they can successfully adapt to these challenging experiences. The third study was conducted to evaluate the effectiveness of a 20-week after-school program specifically designed to enhance resilience among inner-city adolescents in the Netherlands. Findings from these studies may have important implications for interventions.

P2C.1 Does bullying victimization cause low self-esteem, or does low self-esteem invite bullying victimization? A three-wave longitudinal study in China

Xing Zhao, Leiden University

Bullying victimization among schoolchildren refers to a specific type of aggression in which an individual or a group intentionally inflicts, or attempts to inflict, repeatedly and overtime, negative actions on one or other persons. Victims typically have

difficulty in defending themselves. Being bullied is well-recognized as an experience associated with adverse mental health and psychosocial problems. One often studied construct with regard to bullying victimization is self-esteem. Self-esteem refers to a positive or negative evaluation of one's overall worth as a person. Longitudinal studies from western countries suggest that bullying victimization and self-esteem may be related in a transactional manner. However, little is known about these relations in adolescents in China. The present study aims to examine the temporal and reciprocal relations between bullying victimization and self-esteem. A convenience sample was recruited from four ordinary public schools (grades 7 to 9) in two provinces in southwest China. Data were collected at three times with intervals of three months in the school year 2022/2023. Participants completed self-reported bullying and self-esteem scales. Peer-nominations of bullying were also used in this study. Demographic information like sex, age, grade, ethnicity, and socioeconomic status were also collected. At T1, the initial sample comprised 997 adolescents (49.6% males, $M_{age} = 13.2$ years, $SD = 0.89$). A cross-lagged panel model was used in this study and analyses will be conducted separately for models using self-report bullying measures and peer-nominations measures. Preliminary findings will be presented at the VNOP-CAS research days.

P2C.2 Adverse Childhood Experiences and Social Media Addiction among Chinese Adolescents: A Longitudinal Study

Qijia Cong, Leiden University

In recent years, research has been conducted to explore the relations between adverse childhood experiences (ACEs) and social media addiction (SMA). However, few studies have examined this association using a longitudinal method and a multiple informants design. Furthermore, little attention was paid to the cumulative effects of ACEs and the relationship model between cumulative ACEs and SMA. The goal of this three-wave longitudinal study was to test whether exposure to ACEs predicts adolescent SMA in China, and which model (linear or quadratic) fits better between cumulative ACEs and SMA. The sample consisted of 264 junior high school students and their main caregivers in Heilongjiang Province, China. We used both a self- and a parent-report of the Social Media Disorder Scale to measure adolescent SMA at three time points in one year. ACEs exposure and covariates were also measured across three waves. A cumulative ACE score was generated by summing all category scores of the Adverse Childhood Experiences-International Questionnaire for each student. Two sets of multi-level models (MLM) were utilized to separately test the effects of ACEs on adolescent-report and parent-report SMA. First, we included gender, age, number of children in family and family SES into the MLM to test whether these covariates could predict the developmental trajectories of SMA. Second, cumulative ACE scores were entered as a linear term to examine whether exposure to early adversities supplied extra variance over the covariates in predicting SMA. At Step 3, we added a quadratic term of cumulative ACEs besides the linear term to test the quadratic model. Data analysis is in progress and will be reported during the conference.

P2C.3 Building adolescents' resilience: Evaluating the impact of a 20-week inner-city program

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Adolescence constitutes an important phase in human development, characterized by accelerated growth and intense psychological changes. However, for adolescents living in inner-city environments, positive development may be especially difficult. They are more likely to experience sedentary lifestyles, encounter academic dysfunction, and suffer from socio-emotional difficulties due to adverse ecological factors, such as a lack of resources or exposure to violence. To support these adolescents, the current study conducted an after-school program incorporating individual sessions (15 minutes), physical activities (1 hour), and remedial lessons (45 minutes) to enhance their resilience. Each two-hour weekly session was delivered by professionally trained coaches. A total of 134 adolescents from inner-city schools in Rotterdam, the Netherlands, participated in a 20-week program (58% male; Mage = 11.20, SD = 1.04). Two MANCOVA analyses were performed to assess the program's effectiveness, either among all adolescents or among adolescents with low resilience. School, age, and gender were included as covariates. Using the Resiliency Scales for Children & Adolescents (RSCA), the results indicate that this program significantly enhanced adolescents' Sense of Relatedness ($p < .001$), in particular for the subgroup of adolescents with low resilience at To. Taken together, these findings provide preliminary evidence of the effectiveness of our program in enhancing resilience among inner-city adolescents, in particular, adolescents with low resilience.