VNOP-CAS Research Days
Researchers in Development

2026

Program and Abstracts

Thursday, November 19th and
Friday, November 20th

VNOP

Utrecht University

Centre for Child and Adolescent Studies

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Word of Welcome

Dear guest,

We are very pleased to welcome you to the VNOP-CAS Research Days 2026. 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. Margot Peeters (University of Utrecht) about implementing evidence-informed practices in youth development settings, two rounds of paper presentations, a network session, and a poster session.

Enjoy!

Kind regards,

The 2026 organizing committee:

Mèlanie Sloover (Chair)	Radboud University Nijmegen
Anna van Doorn	Utrecht University
Vongai Batidzirai	Erasmus University Rotterdam
Annelies Schipper	Tilburg University
Charlotte Verhagen	Tilburg University
Leandra Zinke	Maastricht University
Yue Sun	University of Amsterdam
Thirsa Stolk	Radboud University Nijmegen

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

Program

Thursday, November 19th

Location workshops: Radboud University Campus
Maria Montessori gebouw (MM; Thomas van Aquinostraat 4, 6525 GD Nijmegen)

Location social activity: TKB (Cafe TweeKeerBellen; In de Betouwstraat 12 6511GC Nijmegen)

Timeslot	Activity	Room
12:30 - 13:10	Welcome and registration	Iris Café MM
13:10 - 13:15	Plenary opening	Iris Café MM
13:30 – 15:00	**Workshops - Part I**	
	Workshop 1: Co-Creation	MM 04.304
	Workshop 2: *Data Visualization in R*	MM 02.304
	Workshop 3: *Your Future Career*	MM 01.620
15:00 - 15:15	Break	
15:15 - 16:45	**Workshops - Part II**	
	Workshop 1: *Co-Creation*	MM 04.304
	Workshop 2: *Data Visualization in R*	MM 02.304
	Workshop 3: *Your Future Career*	MM 01.620
16:45 – 16:50	Closing (at workshops)	
17:00 – 20:00	**Social Activity: Murder mystery, Drinks, and Dinner**	Café TKB

Friday, November 20th

Location: Lindenberg Cultuurhuis, Ridderstraat 23, 6511 TN Nijmegen

Timeslot	Activity	Room
09:00 – 09:30	Welcome and registrations	Foyer
09:45 – 10:00	Opening	Steigerzaal
10:00 – 11:00	**Keynote** *Dr. Margot Peeters: Making Research Work – Implementing Evidence-Informed Practices in Youth Developmental Settings*	Steigerzaal
11:00 – 11:15	Change rooms (grab a coffee to go!)	Foyer
11:15 – 12:30	**Symposia 1**	
	Symposium 1A	Steigerzaal
	Symposium 1B	Yellow room
	Symposium 1C	Blue room
12:30 – 13:15	**Lunch break**	Foyer
13:15 – 14:00	**Poster session**	Foyer
14:00 – 15:15	**Symposia 2**	
	Symposium 2A	Steigerzaal
	Symposium 2B	Yellow room
	Symposium 2C	Blue room
	Symposium 2D	Red room
15:30– 16:45	**Meet the experts & closing**	Steigerzaal
16:45 – 17:30	**Drinks**	Foyer

Workshops (November 19th)

Timeslot: 13:30 – 16:45

Workshop 1 – Research With Children and Youth Through Co-Creation
Dr. Julia Steenwegen

This workshop explores co-creation as an approach to conduct meaningful research with children and youth. We will focus on how researchers can design and conduct studies with young people rather than about them. The session evolves around inclusive methodologies, examines child-centered research designs, and pays particular attention to working with marginalized communities. This interactive workshop will be dialogue-oriented, leaving room to share experiences and to further elaborate on the paper writing process with diverse sets of data.

Dr. Julia Steenwegen is a Senior Researcher at CED-Groep and a Postdoctoral Researcher at Erasmus University Rotterdam. Her work focuses on inclusive and participatory research with children and young people, particularly in marginalised communities. She explores how children can act as co-researchers to strengthen resilience and shape more equitable, sustainable neighbourhoods.

Workshop 2 - Creating Effective Data Visualization in R
Lisette Sibbald & Bram Meijer

Clear and well-designed visualizations are essential for communicating research findings effectively. In this interactive workshop, participants will learn how to create informative, accurate, and publication-ready data visualizations in R. The first part of the workshop introduces key principles of effective data visualization. We will discuss how to select an appropriate type of figure, present patterns and relationships clearly, and avoid common design choices that may obscure or misrepresent results. In the second part, participants will apply these principles in a hands-on session focused on creating and customizing visualizations in R. No prior experience with R is required. Ready-to-use code will be provided, and participants will be guided through each step.

Lisette Sibbald is a PhD candidate in the Department of Methodology and Statistics and at Tranzo, the Scientific Center forCare and Wellbeing, at Tilburg University. Her research combines psychology and data science and focuses on predicting postpartum depression to support earlier identification and prevention. She uses modern quantitative methods, including machine learning and network analysis.

Bram Meijer is a PhD candidate at the Donders Institute, Radboudumc in Nijmegen. In his research, he investigates how night-time caregiving in early childhood impacts the well-being of parents and their newborn. Using machine learning and statistical causality techniques, he aims to identify associations between caregiving patterns on a

minute-to-minute basis in the first six months, long-term parental outcomes and infant development.

Workshop 3 – Your Future Career: Getting to Know Yourself to Design a Career That Fits You
Dr. Maartje Luijten

Completing a PhD opens many career paths, in and beyond academia. But how do you decide what fits you? This interactive workshop starts not with available jobs, but with you: who you are, what matters to you, your strengths, and the working life you want to create. Through reflective and interactive exercises, you will gain insight into the work contexts and directions that align with your values and qualities. In the final part, we turn these insights into action by exploring possible career directions, small experiments, and concrete next steps. You will not leave with a fixed ten-year plan, but with a clearer personal compass and practical ideas for moving towards a working life that fits.

Maartje Luijten is a NIP-registered psychologist, certified coach, and Associate Professor of Wellbeing at Radboud University. She founded Academic Companion to help academics create more space, clarity, and ownership in their work and lives. Drawing on nearly twenty years in academia, Maartje understands both its rewards—curiosity, intellectual freedom, meaningful research—and its pressures. Her work centers on a key question: how can academics not only perform well, but also build a working life that fits who they are?

Keynote (November 20th) - Steigerzaal

Timeslot: 10:00 – 11:00

Making Research Work: Implementing Evidence-Informed Practices in Youth Development Settings
Dr. Margot Peeters

On average, it takes 17 years for a scientific finding to find its way into practice. This takes far too long, especially when it comes to youth development—an area where trends and societal influences change rapidly. How can we accelerate this process, and how can we ensure that our research has a faster impact in practice? Margot Peeters will reflect on these questions and evaluate implementation frameworks and practical applications that could facilitate this acceleration.

Dr. Margot Peeters is an Associate Professor of Youth Studies at the Department of Interdisciplinary Social Science, Utrecht University. Her research examines adolescent development, with a focus on risk behaviors such as substance use, problematic gaming, and externalizing behavior. She studies behavioral change and mental health in young people, with special emphasis on the school context. Her work emphasizes translating scientific insights into practice, using participatory methods to bridge the gap between research and practice. She leads and collaborates on projects like TRAILS, HBSC, and Minding the Gap, and works with organizations such as GGD, Trimbos, and Youth Social Work and Health Care to develop evidence-based prevention strategies.

Symposia 1 (November 20th)

Timeslot: 11:15 - 12:30

Symposium 1A (Steigerzaal): The role of adversity within the developmental context

- **S1A.1** Does a chaotic household causally influence children's ADHD symptoms? (*Alexandra Starr, VU Amsterdam*)
- **S1A.2** Associations between Adverse Childhood Experiences and Prosocial Behaviour: A meta-analysis (*Lisa Loheide-Niesmann, Radboud University*)
- **S1A.3** Clinicians' perspectives on diagnostic assessment and treatment of trauma-related difficulties and PTSD in autistic youth: A qualitative study (*Mèlanie Sloover, Radboud University*)

Symposium 1B (Yellow room): More Than the Sum of Its Parts: Systemic Perspectives on Family Functioning

- **S1B.1** The Expanded Split Alliance: Longitudinally Exploring the (Dis)Similarity of Clients' Alliance Behaviors in Contrasting Cases of Family Therapy (*Andrea Bunge, Radboud University)*
- **S1B.2** A Longitudinal Network Approach to the Family System with Young Children (*Yue Sun, University of Amsterdam*)
- **S1B.3** Families' Patterns of Parenting Stress and Their Relation to the Child's Temperament, Coparenting, and Household Income (*Silke Hoekstra, University of Groningen*)
- Discussant *(Merlin Nieterau, Erasmus University)*

Symposium 1C (Blue room): Child functioning within the school and peer interaction context

- **S1C.1** Peer Status among Indonesian Adolescents: Associations and Behavioral Profiles by Gender, Grade, and Schooltype (*Yunisa Putri Syahriani, Radboud University*)
- **S1C.2** Project Leeskans: Early prediction of reading difficulties (*Leandra Zinke, Maastricht University*)
- **S1C.3** How do children feel during interethnic interactions? Measuring their responses in 2 experiments (*Isabelle Guicherit, Utrecht University*)

Poster Session (November 20th) - Foyer

Timeslot: 13:15 - 14:00

1.	An-Jie Chen	Social Learning Theory-Based Parenting Interventions and Parental Mental Health: A Meta-Analysis
2.	Roos de Jong	Exploring stakeholders' perspectives on responsible implementation of a digital tool for the dynamic
3.	Atefeh Rezaei	Early care-Giving and Adolescent Well-Being: the Moderating Role of functional Connectivity
4.	Yvette Grootjans	Reward processing for self and others across adolescence and the associations with psychopathology
5.	Elise van Triest	Mindset in children with dyslexia: examining novel measures and effort-investment in a spelling task
6.	Lara Vreeswijk & Dagmar Nollet	Beyond the pursuit of happiness
7.	Xiaole Pei	Academic buoyancy and students' academic performance during the transition to secondary school
8.	Anne Snijders	Research proposal: Online risk-taking behavior and social connectedness in adolescence
9.	Guy Cloodt	Classroom Social Norms and Their Impact on Pro-Environmental Donation Behavior in Adolescents
10.	Laura Naemi Alders	Differentiation through teachers' eyes: Teachers' goals, beliefs, and strategies in the classroom
11.	Scarlett Slagter	STRONGER2GETHER (S2G): Strengthening social relationships for students' flourishing and mental well-being
12.	Marthe Wiggers	The Effect of Adverse Childhood Experiences:

		How Do Parents' ACEs Shape Their Parenting?
13.	Selina Burgard van de Beek	Divorce Mediation and Family Outcomes - A Systematic Literature Review
14.	Maria Andrikopoulou	Early Adolescent Emotional Action Control: A Selective Testosterone-Externalising Pattern
15.	Charlotte Verhagen	Mother-Child Physiological Synchrony during Challenge and recovery: The Role of the Sympathetic versus the Parasympathetic Nervous System
16.	Xiaohuan Li	Cross-cultural variability of the development of the Liking Gap in childhood and adolescence
17.	Akemi Watanabe Morales	Finding your own path: Exploring contextual support in the study choice process for higher education

Symposia 2 (November 20th)

Timeslot: 14:00 - 15:15

Symposium 2A (Steigerzaal): Parental involvement in youth digital media use

- **S2A.1** Direct Distractions, Online Salience, and Cognitive Control: Does Parental Involvement Matter? (*Anna van Doorn, Leiden University*)
- **S2A.2** Parents charge up while children's screens light up: Parental self-interest in adolescent media use (*Nele Janssens, KU Leuven*)
- **S2A.3** Exposure to Antisocial Digital Media Content and Changes in Adolescents' Social Behavior and The Role of Gender and Positive Parenting (*Thirsa Stolk, Radboud University*)

Symposium 2B (Yellow room): Exploring bio-social processes underlying child socio-emotional functioning

- **S2B.1** FM-theta tracks negatively biased affective updating in social anxiety from adolescence to adulthood (*Öykü Gürcan, Leiden University*)
- **S2B.2** When Feeling Lonely, Adolescents Socialize Less and Turn to High-Contact Peers, but Feel No Better (*Tak Tsun [Edmund] Lo, Radboud University*)
- **S2B.3** Mother-child autonomic synchrony during challenge in the development of internalizing and externalizing problems across childhood (*Charlotte Verhagen, Tilburg University*)

Symposium 2C (Blue room): Improving youth well-being through targeted interventions

- **S2C.1** The Effectiveness of Guided Internet-Delivered CBT for Depression in Autistic Adults, A RCT (*Kirsten Spaargaren, VU Amsterdam*)
- **S2C.2** The effectiveness of a program targeting social-emotional skills to prevent juvenile delinquency (*Marit van de Mheen, Utrecht University*)
- **S2C.3** Interventions for Problematic Substance Use and Addictive Behaviours among Adolescents in LMICs (*Shruti Dua, University of Amsterdam*)

Symposium 2D (Red room): Supporting parents and grandparents in (early) childcare

- **S2D.1** Supplemental Childcare and Distress: The Role of Satisfaction and Competence among Grandparents (*Gaby van den Hurk, Utrecht University*)
- **S2D.2** Preventing anxiety early in life: Effectiveness and implementation of an online parenting program (*Nina Komrij, Leiden University*)
- **S2D.3** Qualitative research for the development of a matched-care treatment for anxiety-prone preschoolers (*Sanne Kleiborn, Leiden University*)

Meet the experts (November 20th)

Timeslot: 15:30 – 16:45 @Steigerzaal (plenary)

Expert 1 – Dr. Sjoerd van Halem (Researcher at Trimbos Institute)
Sjoerd van Halem has a background in developmental psychology. After he obtained his PhD, he worked at TeamAlert, where he focused on understanding young people's behaviour in traffic and translating research insights into practical interventions that promote positive behavioural change. His work at TeamAlert addressed societal challenges such as youth road safety and risk behaviour. He now works as a researcher at the Trimbos Institute, the Netherlands Institute of Mental Health and Addiction, where he is part of a team that focuses on gambling. Together with his colleagues, he conducts research that informs the work of policymakers and healthcare professionals, providing evidence they can use to shape policy and to recognise and address gambling problems in practice. Sjoerd's career is a good example of how academic expertise can find its place outside of academia.

Expert 2 – Dr. Edmund Lo (Postdoctoral Researcher & Clinical Psychologist)
Edmund Lo combines academic research with clinical practice. He is a postdoctoral researcher in developmental psychopathology at Radboud University, where he also teaches, and runs his own private practice in Rotterdam for international students and expats. Before coming to the Netherlands for his PhD, he worked full-time as a registered clinical psychologist in Hong Kong. Edmund knows first-hand how uncertain the final stretch of a PhD can feel, and is happy to talk about the steps he took to keep his options open: getting his overseas clinical qualifications recognised in the Netherlands, finding clinical work as an internationally trained psychologist, co-writing grant proposals to create his own research position, and navigating postdoc applications.

Expert 3 – Dr. Annette Koens-Custers (Lecturer, psychologist & author)
After a year of studying Corporate Communications, Annette Koens-Custers switched to Psychology, driven from the start by her wish to work with older adults living with dementia. While writing her thesis, she discovered an interest in research and went on to pursue a PhD on the well-being of older adults in nursing homes. After five years in research, she returned to clinical practice as a psychologist working with older adults. For several years, she combined clinical practice with university work. Today, she focusses particularly on strengthening the position of psychologists working with older adults through the education she gives. She combines her role as a lecturer with writing fiction, using storytelling to contribute to a greater understanding of people living with dementia.

Expert 4 – Dr. Anouk Vroegindeweij (Assistant professor & post-doctoral researcher)

Dr. Anouk Vroegindeweij has a background in health psychology. She obtained her PhD at UMC Utrecht (Utrecht University) in 2024, focusing on personalised interventions for persistent fatigue in adolescents and young adults with chronic health conditions. Her research explores fatigue, the relationship between physical and mental well-being, and resilience in young people with chronic health problems. She currently combines two academic positions: as an Assistant Professor at Tilburg University and as a postdoctoral researcher at the Wilhelmina Children's Hospital (WKZ). Her work focuses on understanding individual differences in health and using innovative research methods to improve treatment and quality of life for young people. Her career offers an interesting perspective on pursuing an academic career across different institutions while contributing to research with direct relevance to young people's health and well-being.

Expert 5 – Dr. Sebastián Aravena (Director RID – Organization to support language and math)

After studying developmental psychology and neuropsychology, Sebastián became fascinated by how children learn to read. He started working at a dyslexia institute while pursuing a PhD at the University of Amsterdam, focusing on how children learn to connect letters to speech sounds. Since then, he has continued to bridge the gap between science and practice. Drawing on his PhD research, he developed a serious game that is now used in primary schools. Currently, he is a director at RID Taal Rekenen, a national organization supporting children with learning difficulties and helping schools improve their education. Through collaborations with universities in the Netherlands and abroad, he remains actively involved in research, driven by his belief that scientific knowledge should ultimately benefit everyday practice.

Symposia Abstracts 1

Timeslot: 11:15 - 12:30

Symposium 1A (Steigerzaal): The role of adversity within the developmental context

S1A.1 Does a chaotic household causally influence children's ADHD symptoms? (Alexandra Starr)

"Children growing up in chaotic households, marked by noise, disorganisation, and a lack of routine, tend to show stronger ADHD symptoms. This is often interpreted as an environmental effect. However, parents provide both the home environment and the genes that shape children's ADHD symptoms. Such family-level factors affecting both chaos and ADHD can therefore bias findings from correlational research.
We tested reciprocal effects between child-reported household chaos and ADHD symptoms in N=2,082 twins from the German TwinLife study, assessed between ages 11 and15 years. We triangulated three modelling approaches to strengthen causal inference: a standard cross-lagged panel model (CLPM), a CLPM controlling for parents' ADHD symptoms (i.e., familial control method), and a twin CLPM, which uses the genetically-sensitive twin data to separate genetic and shared family confounding on both household chaos and ADHD symptoms from potential causal cross-lagged effects. At age 11, chaos and ADHD symptoms correlated r=.28. In the standard CLPM, we found significant bidirectional prediction effects between chaos and ADHD symptoms over time (β = .12-.13). Controlling for parental ADHD barely changed these estimates (both β = .11). In preliminary twin CLPM results, effect sizes in either direction were reduced substantially (β = –.02-.08), and did not remain statistically significant. Thus, longitudinal associations between chaos and ADHD symptoms likely reflect mainly shared genetic and environmental factors instead of actual causal effects. Interventions targeting household chaos may therefore be less suitable to reduce children's attention- and behaviour-related difficulties than evidence from correlational studies suggests.

S1A.2 Associations between Adverse Childhood Experiences and Prosocial Behaviour: A meta-analysis (Lisa Loheide-Niesmann)

"Adverse childhood experiences (ACEs) can severely affect survivors physical and mental health and wellbeing, but current research has largely examined negative consequences of ACE exposure, paying little attention to survivors' positive functioning, such as their prosocial behaviour. This multivariate meta-analysis therefore examined the association between ACE exposure and prosocial behaviour. A systematic search of the databases PsycINFO, Pubmed, and Web of Science resulted in the inclusion of 68 studies with a total of 200 effect sizes in the current meta-analysis. Preliminary results revealed a significant, but small, negative association between ACE exposure and prosocial behaviour (r = -.06). This association was moderated by the type of ACE exposure, with significantly stronger effects of adversity on prosocial behaviour for maltreatment (r = -.08) compared to household dysfunction (r = -.04) and for neglect (r = -.13) compared to abuse (r = -.10). Methodological moderators, such as study quality

and the type of adversity or prosocial behaviour measure exerted significant moderating effects as well. These findings do not suggest widespread impairments in prosocial behaviour among ACE-exposed individuals as a whole. Rather, they indicate that the association between ACEs and prosocial behaviour may vary considerably across contexts, populations, and ACE categories. Further research is needed to better understand why some individuals develop impairments in prosociality following ACE exposure, whereas others seemingly succeed in turning their adverse experiences into prosocial behaviour.

S1A.3 Clinicians' perspectives on diagnostic assessment and treatment of trauma-related difficulties and PTSD in autistic youth: A qualitative study (Mèlanie Sloover)

Youth with ASD are at great risk for experiencing (potentially) traumatic events and developing subsequent trauma-related symptoms. Symptoms of post-traumatic stress disorder (PTSD) are highly prevalent among autistic youth, but the way these are expressed may be different than in youth without autism. This provides challenges in recognizing, diagnosing, and treating PTSD for clinicians working with autistic youth. Little is known about how clinicians approach these challenges. The current study aimed to uncover how clinicians approach screening, diagnostics and treatment of PTSD among autistic youth. In this qualitative study, semi-structured interviews with ten clinicians working with autistic youth were carried out. Results were explored using thematic analysis (TA). Ten themes were identified in the data, covering a broad range of topics: PTE risk (1), nature of the PTE (2), development of (3) and expression (4) of trauma-related symptoms, diagnostic assessment of trauma related difficulties (5), clinical decision making in trauma treatment (6), obstacles in treatment (7), tailoring trauma focused treatment (8), treatment effectiveness (9), and strengthening trauma care for autistic youth (10). This study shows how clinicians navigate the challenges of recognizing and treating trauma-related difficulties in autistic youth. Findings highlight that trauma may be overlooked when relying on conventional PTSD presentations and demonstrate the value of contextual assessment and individualized adaptations to support early recognition and intervention.

Symposium 1B (Yellow room): More Than the Sum of Its Parts: Systemic Perspectives on Family Functioning

S1B Integrative Abstract

"The whole is greater than the sum of its parts". This idea is at the heart of our symposium, which brings together three research projects that adopt a (family) systems approach. Systems theory posits that behavior emerges from and is shaped by interacting factors and should thus be studied within its context rather than in isolation. Adopting this approach, we investigated therapeutic alliance, family functioning, and parenting stress whilst taking the interconnectedness of people and their environments into account. The presented projects entail: A.) Novel (and nerdy) longitudinal analyses

of therapeutic alliances in family therapy and how alliance behaviors differ between clients (Andrea Bunge); B.) A network approach that models parenting practices, parental mental well-being, relational and contextual factors, and child characteristics together as one interconnected system (Yue Sun); C.) An analysis of parenting stress and related factors at the level of the family rather than individual parents (Silke Hoekstra). Merlin Nieterau will serve as discussant, integrating the three contributions and reflecting on what a systems perspective adds to developmental research and practice.

S1B.1 The Expanded Split Alliance: Longitudinally Exploring the (Dis)Similarity of Clients' Alliance Behaviors in Contrasting Cases of Family Therapy (Andrea Bunge)

It is common for family members in conjoint therapy to have different perspectives, needs and expectations for the treatment. Building equally strong alliances (therapist-client relationships) with these multiple clients poses a unique challenge for family therapists. Yet, failing to do so can result in unbalanced or split alliances, which have repeatedly been found to negatively impact the treatment in question. Thus far, alliance splits have been measured by comparing the individual clients' alliances with the therapist. Instead, the current study explores an expanded split alliance, which additionally takes into account the clients' alliances with each other. Applying a symbolic analysis, we longitudinally explored (dis)similarities between the family members' observable alliance behaviors. Specifically, we examined how (expanded) split alliances may differ in two cases of family therapy with contrasting treatment outcomes. Our preliminary results and their implications for practice and research will be presented.

S1B.2 A Longitudinal Network Approach to the Family System with Young Children (Yue Sun)

Few influences on child development are as well-established as the early family environment. Decades of theory have cast family as a system, yet this proposition has rarely been examined by modeling multiple domains of family functioning simultaneously. Using network analyses, this study examined contemporaneous and prospective associations among 17 variables spanning parenting practices, parental mental well-being, relational/contextual factors, and child adjustment in 1,071 Norwegian families with children aged 4 to 6. Contemporaneous networks showed stronger within-domain associations and numerous modest cross-domain associations, suggesting a distributed organization. Fathers' parenting stress had the highest and most consistent bridge strength, indicating broad connections between parental mental well-being and other domains. The network was largely stable over time, with only localized changes. In the temporal network, prospective associations from parenting practices, parental mental well-being, and relational and contextual factors to child adjustment were generally stronger and more numerous than associations in the opposite direction. Fathers' parenting stress showed the greatest cross-construct out-prediction. Together, these findings characterize the family system in early childhood as distributed, largely stable, and prospectively asymmetric, which support a system

perspective on family and identify parenting stress as a potential connector across domains of family functioning.

S1B.3 Families' Patterns of Parenting Stress and Their Relation to the Child's Temperament, Coparenting, and Household Income (Silke Hoekstra)

Parenting stress (PS) – stress induced by the demands of the parental role – is linked to lower parental well-being and increased externalizing and internalizing behaviour in children. Longitudinal studies show variability between parents in how PS develops (e.g., increases, decreases, or stability). However, this only informs us about whether there are differences between parents, but not whether there are differences between families (e.g., both parents experiencing high PS levels or one parent experiencing stable PS levels whilst the other experiences an increase). This study aims to identify different subgroups of families based on both parents' PS at two time points. Furthermore, we examine whether the child's temperament, coparenting, and household income are associated with these subgroups. The father and mother of 69 families completed questionnaires when children were approximately 3 and 10 years old. K-means clustering was used to identify subgroups of families based on both parents' PS levels. AN(C)OVAs and logistic regression were used to examine differences between subgroups in the child's temperament, coparenting, and household income, analysed separately for mothers and fathers. We identified the three subgroups of families: (a) parents experiencing matched levels of PS; (b) mothers experiencing higher levels of PS relative to their male partner; and (c) fathers experiencing higher levels of PS relative to their female partner. These families were characterized by fathers' perceptions of the child's temperament and both parents' coparenting experience, but not household income. Thus, there are differences in PS at the family level, and they are relevant for understanding family functioning.

Symposium 1C (Blue room): Child functioning within the school and peer interaction context

S1C.1 Peer Status among Indonesian Adolescents: Associations and Behavioral Profiles by Gender, Grade, and schooltype (Yunisa Putri Syahriani)

"Peer relationship research has consistently shown moderate associations (r = .45) between social preference and popularity and different behavioral profiles for both measures of social status. However, these findings have been primarily reported in Western studies. The current study examined the association between social preference and popularity and their behavioral profiles, including prosocial behavior, leadership, physical aggression, relational aggression, and relational victimization, across gender, grades, and school type in Indonesia, a diverse and multicultural country. Peer-nomination data were collected from 811 Indonesian junior high school adolescents (53% girls). We found a weaker association (r = .20) between social preference and

popularity than prior research, suggesting that the distinction between social preference and popularity is greater in Indonesian adolescents than in other samples. Regression analyses examined how five social behaviors predicted social preference and popularity, and whether these predictions varied by gender, grade, and school type (public vs. private). Gender moderated the predictive effects of relational aggression and relational victimization on social preference and popularity, with stronger effects for girls than boys. In the presence of school and gender interactions, leadership predicted high popularity status for boys and girls, and the strongest effect was found in boys in private school. These findings reveal how social behaviors predict peer status differently across social contexts, expanding knowledge beyond Western samples and emphasizing the role of cultural norms in adolescents' peer relationships.

S1C.2 Project Leeskans: Early prediction of reading difficulties (Leandra Zinke)

"Reading difficulties often affect children's motivation and self-beliefs about whether they can improve their reading abilities with time and effort. Early prediction and support for reading problems are thus essential. In Project Leeskans, we examine whether assessing children's early learning potential with dynamic assessment (DA) of letter/symbol – sound (LSS) association learning can be used to improve early prediction and foster reading and motivational outcomes. Together with children, teachers, and game developers, we developed a digital DA tool ("Wikki's Wondertaal"). At baseline, 241 pre-readers (5-6yrs) completed the DA tool, revealing their within-task LSS learning trajectories. We also administered standard static tests of reading precursors and assessed children's reading-related self-beliefs and motivation. Growth curve modeling of the learning progress within the DA Tool revealed significant learning throughout the task, with most learning occurring in the earlier blocks and significant inter-individual variability in both the latent intercept and slope parameters. Further, we performed latent profile analysis classifying unique profiles of kindergartners combining the DA-derived learning parameters with static reading precursors to identify children who might have an elevated risk of developing reading difficulties. To track the children's actual reading development and to understand how and when individual differences in reading potential interact with reading-related self-beliefs and motivation, we currently follow the children longitudinally until third grade (August 2027). The findings will give insights into how to better predict the dynamic and interrelated developmental pathways of reading, self-beliefs, and motivation in young children, and to create fairer chances for children from diverse backgrounds.

S1C.3 How do children feel during interethnic interactions? Measuring their responses in 2 experiments (Isabelle Guicherit)

"Meeting someone of a different ethnicity can evoke strong feelings, such as nervousness or excitement. Yet we know little about how children experience these moments, and whether their emotional responses may reveal prejudice. Previous research has relied on children's self-reported prejudice in non-interactive contexts, which are limited in capturing children's spontaneous, biased responses. In two preregistered experiments,

we measured 7-12-year-old Dutch children's affective (facial expressions) and arousal (heart rate) responses while watching videos of Moroccan-Dutch and native-Dutch peers (Study 1; N = 94) and while anticipating an interaction with a Moroccan-Dutch or native-Dutch peer (Study 2; N = 117). Children also self-reported their discomfort and stereotypes toward the peers, and parents reported children's level of interethnic contact. In Study 1, children's affect and arousal were similar while watching videos of Moroccan-Dutch and native-Dutch peers, though children did show more self-reported discomfort and stereotyping towards Moroccan-Dutch peers. Because watching a video may not be as engaging as meeting a real peer, Study 2 used a more immersive task: children believed they would video call a real peer. On average, children again showed similar affect and arousal across peer ethnicity. However, exploratory analyses showed that children with more interethnic contact showed more positive affect and less arousal when anticipating an interaction with a Moroccan-Dutch versus native-Dutch peer. These findings suggest that children's emotional responses during cross-ethic encounters differ by interethnic contact, highlighting contact as a promising route to reducing prejudice. Results can further inform efforts to promote inclusive interethnic behaviors in children.

Poster Abstracts

Timeslot: 13:15 – 14:00

P1. Social Learning Theory-Based Parenting Interventions and Parental Mental Health: A Meta-Analysis

An-Jie Chen, University of Amsterdam

Social learning theory-based parenting interventions teach parents principles such as modeling positive behavior and reinforcement to improve parent-child relationships and outcomes. Because parental mental health problems (e.g., depression, anxiety, and stress) can contribute to negative cycle of inadequate parenting and negative child outcomes (e.g., behavior problems), improving parental mental health may be an important benefit of these interventions. However, evidence for their effects on parental mental health remains mixed. This meta-analysis examined whether social learning theory-based parenting interventions improve parental mental health and whether social support and self-directed delivery moderate intervention effects. We included 99 studies from 35 countries, comprising 334 effect sizes. Overall, parenting interventions significantly improved parental mental health (d = −0.26, 95% CI [−0.32, −0.19], τ^2 = 0.08, p < .001). Neither social support (b = 0.07, SE = 0.08, t(327) = 0.85, p = .359, 95% CI [−0.08, 0.22]) nor self-directed delivery (b = −0.04, SE = 0.07, t(300) = −0.64, p = .524, 95% CI [−0.18, 0.09]) significantly moderated intervention effects. These findings suggest that social learning theory-based parenting interventions can improve parental mental health, regardless of whether social support or self-directed delivery is included. However, the broad categories used for these moderators may have obscured differences between specific forms of support and delivery. Future studies should investigate whether more specific subcategories of these intervention components, such as immediate family versus professional support and manuals versus applications, differentially affect parental mental health.

P2. Exploring stakeholders' perspectives on responsible implementation of a digital tool for the dynamic

Roos de Jong, VU Amsterdam

Dynamic assessment that measures children's reading potential, rather than current (static) skills, could help improve early prediction of reading problems. Aim of this qualitative study is to examine how dynamic assessment (DA) technology can be responsibly implemented in early reading education. We explored perspectives on DA of emergent literacy skills by conducting semi-structured interviews with 1) school professionals (n = 13), 2) parents (n = 16), and 3) primary school students (n = 11). During the interviews, we discussed an innovative digital tool for the DA of early reading skills. We analyzed the qualitative data thematically. Deductive coding of data is based on process requirements for Responsible Research & Innovation (RRI). To allow for themes outside of the RRI theoretical framework, inductive analysis was performed

through application of open, axial, and selective coding. Preliminary analysis shows that teachers, special needs coordinators, and reading specialists value DA for children's reading potential differently. Some indicate that school professionals are unequipped to accurately predict early on which students will need more support, while others say that current testing and observational practices suffice. All school professionals stress the importance of guiding schools on how DA outcomes can inform teaching practices. Risks are seen in labeling children's reading potential and in the practical implications of implementation in schools. According to school professionals, responsible implementation of DA technology in schools should involve clear recommendations on how to use DA outcomes in practice, as to prevent teachers valuing DA too little or too much.

P3. Early care-Giving and Adolescent Well-Being: the Moderating Role of functional Connectivity

Atefeh Rezaei, Radboud University

The impact of early childhood experiences has predominantly been examined in relation to negative developmental outcomes. However, positive early experiences may contribute to resilience and adolescent well-being. Individual differences in functional brain organization may also shape susceptibility to environmental experiences, yet this possibility has received limited attention in the context of positive early experiences. This longitudinal study examined whether maternal sensitivity and attachment security during the first 30 months of life were associated with adolescent well-being at ages 14-16. Analyses examined composite measures of PCEs and well-being as well as their individual dimensions. We also examined whether functional connectivity during early adolescence moderated these associations. Participants were 140 low-risk Dutch mother-infant dyads, of whom 89 had both behavioural and resting-state functional magnetic resonance imaging data. Results indicated no evidence of an association between PCEs and overall adolescent well-being. Maternal sensitivity was positively associated with optimism in the total sample and among girls. Moderation analyses showed that a coefficient of the second-order right amygdala-hippocampus connectivity gradient moderated the association between maternal sensitivity and prosocial behaviour. These findings provide preliminary evidence that associations between specific positive experiences and later developmental outcomes may differ depending on individual differences in functional brain organization; however, replication in larger independent samples is needed to determine their robustness.

P4. Reward processing for self and others across adolescence and the associations with psychopathology.

Yvette Grootjans, Erasmus University

During adolescence, sensitivity to rewards increases, while peer relationships become increasingly important. The reward positivity (RewP) is an event-related potential (ERP) component associated with reward processing that develops throughout

adolescence and seems sensitive to the recipient of a reward. The present study aims to examine how age, reward recipient, and internalizing and externalizing symptoms are associated with the RewP in a large community sample of 430 adolescents aged 10 to 20 years old. This study is part of the Growing Up Together in Society (GUTS) project, a longitudinal study examining the role of self-regulation in adolescent development. Electroencephalography was recorded while participants completed a social reward task in which they could win rewards either for themselves or for a peer that they had met beforehand. We hypothesize that RewP increases with age and is greater when winning rewards for oneself than when winning rewards for a peer. Furthermore, we expect higher levels of internalizing and externalizing symptoms to be associated with a reduced RewP amplitude. The study will be pre-registered shortly, and data analysis will be largely completed in time for presentation at the 2026 VNOP Research Days.

P5. Mindset in children with dyslexia: examining novel measures and effort-investment in a spelling task

Elise van Triest

Growth mindset, the implicit beliefs that abilities can be improved through effort, asking questions, and learning from mistakes, has attracted scientific and practical interest. It stands in contrast to a fixed mindset, where abilities are seen as innate and unchangeable. These mindsets shape distinct behavioural patterns: growth mindset is linked to mastery-oriented study behaviours and positive effort beliefs, while fixed mindset is associated with learned helplessness, performance goals, and negative effort beliefs (Dweck, 2000). These mindsets can be measured as general or domain-specific constructs. Children with special educational needs/disabilities (SEND) are more likely to hold a fixed mindset (de Carvalho & Skipper, 2020). Yet, research has relied heavily on self-report questionnaires, which may be poorly suited to these populations. This study focuses on elementary school children with dyslexia, for whom understanding motivational processes is crucial —given that dyslexia treatment is both time- and effort-intensive. The study pursues two aims: (1) Examining the validity of a novel vignette-based mindset measure (Muradoglu et al., 2024), correlating this new approach to the traditional mindset questionnaire, and (2) examining whether mindset predicts effort-investment in a self-adapted spelling task (based on Janssen et al., 2022), and whether this relationship is moderated by number of mistakes made. The poster will present the initial findings of ongoing data collection.

P6. Beyond the pursuit of happiness

Lara Vreeswijk & Dagmar Nollet, Tilburg University

One-third of Dutch youth report low wellbeing, with increasing societal pressures to display constant happiness. Traditional mental health approaches focus on eliminating negative emotions and increasing positive emotions but have limited success. These approaches overlook a fundamental issue this project will address: many adolescents view negative emotions as inherently bad and positive ones as inherently good (global

emotion belief). This is problematic, as all emotions can signal valuable opportunities for behavioral change, and rigid emotion beliefs limit emotional flexibility. In this project, we propose a paradigm shift: to optimize emotion regulation, global emotion beliefs must be replaced by more flexible, momentary emotion beliefs that are adapted to the individual and context. This research addresses two goals:
1. Consequences of global and momentary emotion beliefs.
2. Social origins of emotion beliefs.
Using experience sampling methodology (ESM), we will examine how global and momentary emotion beliefs affect emotion regulation in real-life contexts. Secondly, we will investigate how parental and peer influences in a social media context shape adolescents' emotion beliefs. Integrating state-of-the-art quantitative methods with youth participation ensures that the findings are grounded in adolescents' lived experiences. This project will offer a comprehensive framework for understanding and supporting youth emotional development. Findings will guide the development of scalable interventions for youth, and actionable insights for teachers, schools, and social media influencers to foster healthier emotional beliefs and regulation in adolescents, ultimately improving wellbeing.

P7. Academic buoyancy and students' academic performance during the transition to secondary school

Xiaole Pei, Utrecht University

Academic motivation supports adolescents' academic performance, yet everyday academic hassles may undermine motivation. Academic buoyancy—the capacity to cope with everyday academic setbacks—may help adolescents maintain motivation and support performance during the transition to secondary school. Drawing on self-determination theory, expectancy-value theory, and the transactional theory of stress and coping, this study will examine reciprocal daily associations between academic hassles and motivation, and whether academic buoyancy predicts subsequent school performance. Data will come from 290 Dutch adolescents participating in the INTRANSITION project, followed across four waves from their final year of elementary school to their first year of secondary school. At each wave, participants completed questionnaires assessing academic hassles, autonomous and controlled motivation, and school performance, alongside one week of daily assessments of hassles and motivation. Dynamic structural equation modeling will examine reciprocal day-to-day associations. We hypothesize that greater hassles will predict lower motivation the following day, whereas greater motivation will predict fewer hassles the following day. We will operationalize academic buoyancy as the individual-specific regression coefficient linking hassles to motivation, with less negative coefficients indicating greater motivational maintenance. We further hypothesize that greater buoyancy will predict better school performance at Wave 4, adjusting for Wave 1 performance, hassles, and autonomous and controlled motivation. This study aims to clarify daily motivational processes and the role of academic buoyancy in adolescents' school performance across their transition to secondary school.

P8. Research proposal: Online risk-taking behavior and social connectedness in adolescence

Anne Snijders, Leiden University

Adolescence is marked by a growing drive for exploration, often linked to increased risk-taking, including substance use, delinquency and sexual risk-taking. In today's digital world, some risk opportunities may have shifted to online contexts like social media, giving rise to an underexamined phenomenon: online risk-taking. This includes a wide range of online behaviors such as sexting, online gambling, or sharing sensitive information. Research has shown that social connectedness, or feeling accepted, valued and connected to others, can be a protective factor against a range of adolescent "traditional" risk-taking behaviors (e.g., substance used and delinquency). In addition, studies have linked low social connectedness to problematic online behaviors, including problematic social media use and cyberbullying. However, how social connectedness relates to online risk-taking specifically remains unclear. In this cross-sectional study, we examined whether general feelings of social connectedness (sense of belonging) and social connectedness to specific social targets (e.g., peers, parents) were associated with online risk-taking behavior. We surveyed ~500 participants aged 12–25 from various educational backgrounds. Participants completed questionnaire covering a wide range of online risk-taking behaviors. Social connectedness was assessed using the 8-item Sense of Belonging Scale and items measuring participants' connectedness to various social targets (including, parents, siblings, romantic partner, friends, classmates and school/study environment). In addition, we explore the role of age, social competence measures (e.g., empathy) and social media use in these associations. Together, we aim to identify how social connectedness relates to adolescents' online risk-taking, in order to help adolescents safely explore the online world.

P9. Classroom Social Norms and Their Impact on Pro-Environmental Donation Behavior in Adolescents

Guy Cloodt, Leiden University

Adolescents face the threat of climate change and are concerned about their future. Pro-environmental behaviors, such as recycling and donating to climate charities, can mitigate environmental impact of individual behavior. However, these behaviors often involve personal costs in the form of effort or monetary investments. Therefore, it is crucial to understand which factors contribute to pro-environmental decisions across adolescence. The peer environment is an important source of influence for adolescent decision-making. Therefore, we studied the impact of classroom norms on pro-environmental donation decisions, and whether this relation may be amplified by (1) classroom cohesion and (2) individual peer susceptibility. We hypothesized that positive pro-environmental norms increase the likelihood of donating to climate charities, and that this effect would be stronger for adolescents from more cohesive classrooms and who are more susceptible to peers. Participants (N=542, 8.98–16.43 years, M=12.29,

SD=1.55; 47.3% girls) played an experimental effort-based task with real monetary consequences in which pro-environmental classroom norms were manipulated (positive norm, negative norm, neutral norm). Participants earned coins for themselves, a prosocial and a climate charity. Following the task, participants chose to keep their coins, donate them to a climate or a prosocial charity. Classroom cohesion was obtained from peer nominations and peer susceptibility from self-report. Data are currently being analyzed using multilevel multinomial logistic regression models, controlling for age, gender, and personal pro-environmental norms. The experimental set-up in real classroom settings enables us to causally test how classroom norms and real-life peer dynamics influence pro-environmental decisions across adolescence.

P10. Differentiation through teachers' eyes: Teachers' goals, beliefs, and strategies in the classroom

Laura Naemi Alders, University of Amsterdam

Students enter the classroom with different backgrounds, skills, and prior knowledge. Within-classroom differentiation is a common teacher practice aimed at supporting learning across students' individual needs. Differentiation involves constant decision-making shaped by teachers' goals and beliefs. These decisions, in turn, can have importance consequences for students' self-views, motivation, and achievement. While differentiation is widely discussed, teachers' underlying motives are largely underexplored. Shifting the focus from what teachers do to how they think, we conducted a survey with 188 primary school teachers in the Netherlands (aged 18-73 years, Mage = 41.02, SD = 15.5, 83.51% female). Teachers reported on their motives when responding to differences between students (e.g., selection, equality, comfort), which differentiation strategies they perceive as useful (e.g., grouping, adjusting task difficulty, different types of feedback), and their general beliefs about learning and intelligence (e.g., growth mindset, meritocracy beliefs, paternalism). We explored three main questions: (1) What goals do teachers have when dealing with differences among students?, (2) Which differentiation strategies do they perceive as useful?, and (3) How are teachers' motives and general beliefs about learning and intelligence associated with the differentiation strategies they endorse? Analyses are ongoing and preliminary results will be presented. By shifting the focus from teachers' practices to their underlying goals, we aim to shed light on the reasoning that informs differentiation decisions. These insights can support teacher education and development by encouraging reflection on how teachers' goals and beliefs align with the strategies they use to address diverse learning needs.

P11. STRONGER2GETHER (S2G): Strengthening social relationships for students' flourishing and mental well-being

Scarlett Slagter, VU Amsterdam

"Positive social relationships are essential for adolescents' mental well-being. They provide support, trust, and motivation to grow, both in and beyond school.

STRONGER2GETHER (S2G), a six-year research project, brings together young people, researchers, and professionals to create environments where youth feel seen, supported, and connected. Together, we work towards strengthening social relationships and helping young people flourish. S2G develops the CARES Framework (Child & Adolescent Relationships and Ecological Support; WP1), which integrates existing and emerging knowledge on how different environments can foster positive social relationships. The framework examines how the contexts in which young people grow and interact, including school, neighborhood, and online, influence one another and contribute to positive (peer) relationships. Building on this foundation, S2G redesigns and evaluates existing interventions that can be implemented across these (interconnected) environments (WP2). Youth are actively involved throughout the project. Within Research & Development Communities and Living Labs, young people, professionals (e.g., teachers), and researchers collaborate to integrate diverse knowledge, perspectives, and experiences and to co-create solutions. Insights generated through S2G will be translated into practical tools and recommendations for professionals (WP4). During the poster presentation, we will provide further insights into the development of the CARES framework and share how we involve young people and professionals in shaping the research.

P12. The Effect of Adverse Childhood Experiences: How Do Parents' ACEs Shape Their Parenting?

Marthe Wiggers, University of Amsterdam

Adverse Childhood Experiences (ACEs) are traumatic experiences occurring before the age of 18, for example, abuse, neglect, or a household member experiencing mental illness (Felitti et al., 1998). For parents with ACEs, extra challenges may emerge as they navigate parenthood. Parents with ACEs are more likely to experience difficulties in the parent-child relationship, more negative parenting behavior, more parenting stress, and an increased risk of child maltreatment. Taken together, these factors may increase the risk that children also experience adversity, despite parents' efforts to promote their children's well-being. However, not all parents with ACEs encounter the same difficulties. Why do ACEs lead to parenting challenges for some parents but not others? This project addresses this question in three steps. (1) We will systematically review the literature on the mechanisms and moderators linking ACEs to parenting behavior. (2) We will conduct an ecological momentary assessment (EMA) study to capture the hypothesized mechanisms on a moment-to-moment basis. This study will examine the momentary associations between depressed mood, emotion regulation, and parenting behaviors among parents with ACEs. In addition, we will explore moderating factors, such as protective and compensatory experiences (PACEs) and the timing and duration of ACEs. (3) Using a single-case experimental design (SCED), we will test whether an ACE- and PACE-sensitive intervention module can mitigate the effects of parental ACEs on parenting behavior. By clarifying moderators, mechanisms, and malleability, this project aims to identify which parents may benefit most from targeted interventions and to break the intergenerational cycle of adversity.

P13. Divorce Mediation and Family Outcomes - A Systematic Literature Review

Selina Burgard van de Beek, Utrecht University

Divorce mediation offers separating parents an alternative to litigation, helping them reach agreements through cooperation rather than an adversarial legal process. Yet the potential implications of mediation go beyond reaching an agreement. Particularly for families with children, how parents navigate their separation may have consequences for their wellbeing and relationships long after the divorce. While previous research has largely focused on procedural outcomes, such as agreement rates, costs, and duration, less attention has been paid to outcomes for families. Drawing on family systems theory, this systematic review examines how divorce mediation relates to family functioning across four interconnected domains: parental wellbeing and functioning, children's wellbeing and adjustment, interparental relationships, and parent–child relationships. The review brings together quantitative, qualitative, and mixed-methods studies examining family outcomes following divorce mediation. In addition to providing an overview of the existing evidence, we examine how outcomes compare between mediation and litigation or other dispute-resolution processes, and whether they differ across mediation approaches, including child-focused and child-inclusive mediation. The aim is to provide a clearer picture of how divorce mediation relates to post-divorce family functioning.

P14. Early Adolescent Emotional Action Control: A Selective Testosterone-Externalising Pattern

Maria Andrikopoulou, Radboud University

Emotional action control – the flexible regulation of automatic action tendencies to emotional cues – is particularly relevant during adolescence. The lateral frontal pole (FPl)-amygdala circuit which supports emotional action control undergoes substantial reorganization during adolescence. Understanding this reorganization also requires considering pubertal maturation, for which testosterone provides a physiological indicator. Internalising and externalising symptoms have been linked to neural differences in emotional action control and altered neural maturation. We therefore asked whether these frequently co-occurring symptoms show distinct or shared associations with control-related FPl-amygdala function and structural connectivity across individual differences in pubertal testosterone levels in early adolescence.
We used the fMRI social Approach-Avoidance Task to assess FPl and amygdala recruitment in 12.5-year-old adolescents (n = 92) during emotional action control and relate this to both internalising and externalising symptoms. Probabilistic tractography of the ventral amygdalofugal (AmF) and uncinate fasciculus (UF) tracts was used to assess structural connectivity (n = 88). An interaction between externalising symptoms and testosterone was related to FPl and amygdala recruitment, with higher testosterone attenuating the negative association between externalising symptoms and recruitment.

Higher internalising symptoms were associated with greater FPl recruitment irrespective of testosterone as well as with lower relative FPl connectivity in both the AmF and UF tracts. Structural connectivity was not associated with any symptom x testosterone interactions. These findings suggest that associations between emotional action control circuitry and psychological symptoms in early adolescence may involve different developmental processes, with pubertal testosterone-related variation potentially playing a more prominent role in externalising than internalising symptoms.

P15. Mother-Child Physiological Synchrony during Challenge and recovery: The Role of the Sympathetic versus the Parasympathetic Nervous System
Charlotte Verhagen, Tilburg University

Parent-child physiological synchrony, the matching of biological states, underlies dyadic co-regulation and supports children's regulatory development. Prior research has focused on parasympathetic synchrony in respiratory sinus arrythmia (RSA) between parents and preschoolers. Studies examining sympathetic measures, including the pre-ejection period (PEP) and electrodermal activity (EDA) in school-aged children are lacking. The current study examined physiological synchrony in parasympathetic and sympathetic activity in mother-child dyads (N = 111, children aged 9-11, 53.2% girls) during challenge and recovery and explored whether child sex and puberty symptoms moderated synchrony. RSA, PEP, EDA, and interbeat intervals (IBI) were measured during an interactive, challenging task and recovery period. Multi-level modeling in R was conducted, including within-dyad (WD) and between-dyad (BD) effects across 30-second epochs. Results indicated significant parent-child synchrony in IBI (WD effects), and a significant linkage between average parent-child EDA levels (BD effects). Neither puberty symptoms nor child sex moderated synchrony patterns. Findings suggest that synchrony in RSA and PEP may depend on contextual and methodological factors, emerging only under certain (task) conditions and showing considerable variation across dyads. Our study provides insight into the physiological mechanisms underlying parent-child coregulation in late childhood, highlighting the importance of incorporating both parasympathetic and sympathetic indices.

P16. Cross-cultural variability of the development of the Liking Gap in childhood and adolescence
Xiaohuan Li, Utrecht University

People often underestimate how much others like them after initial conversations, a phenomenon known as the liking gap. This social illusion might reduce individuals' well-being and cause a more negative evaluation of their relationships. Previous research has shown that the liking gap is not only found in adults but also emerges in children around 5 years of age. Yet the question remains whether children's liking gaps are limited to individuals they interact with (specific liking gap), or if they also experience more general liking gaps towards groups such as their classmates (general liking gap). Moreover, all research on the development of the liking gap has been done

in a relatively small US sample, making it difficult to generalize these findings. In the current study we therefore collected data on the Liking Gap in Chinese and Dutch children and adolescents (4-17 years old): Two unfamiliar participants interacted with each others in a cooperative task, after which they reported (1) how much they liked their partner, (2) how much they believed their partner liked them. Although the Dutch sample is currently still being finalized, the Chinese sample (1231 children and 817 adolescents) already shows a specific liking gap emerging later than in the previous US sample, at 7 years instead of 5. Similarly, a general liking gap seemed to emerge at a similar age, around 7 years of age (although, surprisingly, the data suggests that 4-year-olds already show a similar liking gap). Finally, correlation analysis showed that the two liking gaps are correlated, albeit stronger in adolescence than in childhood. These (preliminary) findings provide evidence that both specific and general liking gaps emerge in early childhood, but that there is more variability in the age of emergence than previously thought.

P17. Finding your own path: Exploring contextual support in the study choice process for higher education

Akemi Watanabe Morales, KU Leuven

At the end of secondary school, many students are confronted with a big question: which path will you take into higher education? Participation in higher education has increased but low success rates reveal underlying issues related to the study choice process. This PhD project examines the role of context in this decision process, looking into both social and instrumental sources of support. It includes a school survey study, an intervention study using a micro-trial approach, a longitudinal study on social support, and a peer nomination study. It particularly explores the role of parents, teachers and peers in study choice processes. In addition, it examines (a) the use of Columbus, an online exploration tool implemented in Flanders, within the practices and strategies of career guidance in schools and (b) the effects of a career guidance intervention focused on clarifying values and goals. This ongoing research seeks to advance understanding of the contextual factors that shape the study choice process and to inform career guidance practices. Moreover, it presents the design of a novel intervention fostering study choice processes that are personally meaningful, guided by the own values and goals.

Symposia Abstracts 2

Timeslot: 14:00-15:15

Symposium 2A (Steigerzaal): Parental involvement in youth digital media use

S2A.1 Direct Distractions, Online Salience, and Cognitive Control: Does Parental Involvement Matter?

Anna van Doorn, Maastricht University

Digital media may relate to adolescents' cognitive control through both direct digital distractions and online salience, the tendency for thoughts to drift toward digital content. However, these forms of digital distraction are often studied separately, and it remains unclear whether parental involvement moderates their associations with cognitive control. In this preregistered, cross-sectional study, 1,122 adolescents in the second year of Dutch secondary education (M = 14.61, SD = 0.51; 51% boys) completed self-report measures of digital distractions and cognitive control; a parent reported on the level of parental involvement. Structural equation modelling examined these associations while controlling for age, gender, and education level. Greater direct digital distraction was associated with lower self-reported cognitive control (β = −.34, p < .001), as was greater online salience (β = −.19, p = .048). Although the two distraction measures were strongly correlated, each remained associated with cognitive control when included in the same model. Parental involvement was associated with fewer reported distractions but did not moderate either association. These findings suggest that direct digital distractions and online salience are related but distinct correlates of adolescents' cognitive control.

S2A.2 Parents charge up while children's screens light up: Parental self-interest in adolescent media use

Nele Janssens, KU Leuven

Digital parenting practices are often examined as a key predictor of children's digital media use, mainly conceptualizing digital parenting as child-directed. However, this framing overlooks that, in reality, parents consistently report managing children's media use to serve their own needs, buying themselves time, space, or peace: a phenomenon labeled as parental self-interest in child media use (Geurts et al., 2022). Although prior work shows that such practices are prevalent in families with young children and relate positively to children's time spent on digital media, this aspect of digital parenting has largely been neglected in research on parents of adolescents. Therefore, using latent profile analysis, this study first explores how parental self-interest in adolescent media use occurs in families with adolescent children, taking into account the different underlying motives, such as wanting time to do household tasks or wanting to avoid discussions (Geurts et al., 2022). Second, to understand which families

show which profiles, we examine how child, parent, and family characteristics relate to profile membership. Finally, using longitudinal data from both parents and their children (aged 10 to 18), we examine whether these profiles are associated with adolescents' media use six months later, in terms of both intensity and experienced problematic symptoms (Reference: Geurts, S. M., Koning, I. M., Vossen, H., & Van den Eijnden, R. J. J. M. (2022). A Qualitative Study on Children's Digital Media Use and Parents' Self-interest. Journal of Child and Family Studies, 31(7), 2015-2026. https://doi.org/10.1007/s10826-021-02074-3)

S2A.3 Exposure to Antisocial Elements in Uploader-Generated Content, Films, and Videogames: Associations with Changes in Adolescents' Social Behavior

Thirsa Stolk, Radboud University

Early adolescents are continuously exposed to social cues through digital media, including uploader-generated content (UGC), films and series, and videogames. Much of this content contains antisocial elements, such as physical or verbal aggression. Yet, research on associations between antisocial media content and adolescents' antisocial behavior remains inconsistent, rarely considers associations with prosocial behavior, and typically focuses on one medium at a time. Moreover, despite UGC being among adolescents' most frequently consumed media, it has received little attention in the literature. Therefore, this two-wave longitudinal study among Dutch first-year secondary school students (N = 825) examines whether exposure to antisocial content in UGC is associated with changes in adolescents' antisocial and prosocial behavior one year later, while comparing these associations with exposure through films/series and videogames. We also investigate whether gender and positive parenting moderate these associations. At baseline, adolescents reported their media use, gender, perceived positive parenting, and antisocial and prosocial behavior. Behavior was assessed again one year later. To assess exposure to antisocial content, adolescents reported which UGC they viewed online, which films/series they watched, and which videogames they played. These titles were coded for antisocial content. For films/series and videogames, existing ratings from Kijkwijzer and PEGI were used. Because no (comparable) ratings exist for UGC, we systematically coded YouTube videos using Kijkwijzer's newly developed system for YouTube content (after coder training). At abstract submission, analyses are ongoing. Descriptive statistics and preliminary results will be presented. This preregistered study (https://osf.io/be9tm) is part of the Juveniles, Equality and Digitalization (JEDi) project.

Symposium 2B (Yellow room): Exploring bio-social processes underlying child socio-emotional functioning

S2B.1 FM-theta tracks negatively biased affective updating in social anxiety from adolescence to adulthood

Öykü Gürcan, Leiden University

Negative self-beliefs are a core feature of social anxiety, yet the neurocomputational processes that translate social-evaluative feedback into biased self-beliefs remain poorly understood. Here we examined whether frontal-midline theta (FM-theta) - an EEG signature of performance monitoring – governs how performance-based prediction errors (PEs) are incorporated into updating self-feelings based on performance feedback (i.e., affective updating). A sample of 216 adolescents and young adults (174 female; mean age 18.4 years) participated in a speech performance task during which participants provided a short speech that was evaluated by three judges. After the speech, participants were asked to appraise their own performance on the same evaluative items used by the judges. After their appraisal on each item, participants were provided with the judge's evaluation and were subsequently asked to indicate how they felt based on the feedback received. We found that participants updated their self-feelings more strongly based on positive than negative feedback, and that this positive affective updating bias weakened with age. As hypothesized, participants with elevated social anxiety displayed more negative affective updating, and social anxiety fully mediated the age-related decline in positive affective updating. Critically, in individuals with elevated social anxiety, the magnitude of negative performance feedback was associated with stronger FM-theta modulated negative affective updating. These findings corroborate previous positive affective updating biases in healthy individuals and furthermore underscore a key role of FM-theta oscillations in feedback-guided affective updating, potentially reinforcing negative self-belief in individuals with elevated social anxiety.

S2B.2 When Feeling Lonely, Adolescents Socialize Less and Turn to High-Contact Peers, but Feel No Better

Tak Tsun (Edmund) Lo, Radboud University

Loneliness affects many adolescents and poses serious mental and physical health risks. Upon feeling lonely, adolescents may adjust how they socialize with peers. Sometimes, they may increase the extent of socializing in hope of reconnecting with others; sometimes, if they experience loneliness while socializing, they may withdraw from socializing. At other times, they may change whom they interact with. However, little is known empirically about how adolescents adjust socializing subsequent to experiencing loneliness, whether these adjustments depend on how much adolescents had been socializing when they felt lonely, whether these adjustments reduce loneliness, and for whom these adjustments are helpful. Therefore, we analyzed intensive longitudinal data from 318 Dutch early adolescents (ages 12–14) who completed up to 84 experience

sampling assessments over 28 days. Residual dynamic structural equation models revealed that (a) when adolescents felt lonelier than usual, they subsequently socialized for less time and with fewer peers, and turn to peers they have most contact with; (b) these responses were not conditional on prior socializing duration; (c) none of these responses predicted subsequent changes in loneliness; and (d) the likelihood and benefits of these responses did not differ between adolescents with high and low trait loneliness. In summary, at the approximately six-hour timescale studied, early adolescents socialize less and turn to high-contact peers after momentary loneliness, but these changes show no evidence of relieving loneliness. Future research should examine longer timescales and the quality of social connection to clarify how peer interactions may help lonely adolescents.

S2B.3 Mother-child autonomic synchrony during challenge in the development of internalizing and externalizing problems across childhood

Charlotte Verhagen, Tilburg University

Parent-child physiological synchrony, the matching of biological states, is a co-regulatory process that may shape children's socio-emotional development. Yet, little is known about the longitudinal functional significance of autonomic synchrony for child adjustment. This study examined whether parasympathetic (RSA) and sympathetic (PEP) concurrent synchrony during parent-child interaction moderated the development of internalizing and externalizing problems from early to late childhood. Participating dyads (N = 94, 95.7% Dutch) consisted of mothers (Mage = 42.5, SD = 3.3) and their children (46.8% boys), who participated at two time points; in toddlerhood (age 3) and late childhood (age 9-11). At both time points, mothers completed the Child Behavior Checklist. In late childhood, mother–child RSA and PEP were assessed during a challenging puzzle task, with synchrony operationalized as within-dyad correlations across 30-second epochs. Hierarchical multiple regression analyses, controlling for child sex and puberty symptoms, revealed a buffering role of RSA synchrony: higher positive RSA synchrony weakened the relation between externalizing symptoms in toddlerhood and late childhood. PEP synchrony showed no moderating role. Findings support RSA synchrony as a parasympathetic indicator of parent-child co-regulation, protecting against continuity of externalizing symptoms across childhood.

Symposium 2C (Blue room): Improving youth well-being through targeted interventions

S2C.1 The Effectiveness of Guided Internet-Delivered CBT for Depression in Autistic Adults, A RCT

Kirsten Spaargaren, VU Amsterdam

Depression is common in autistic adults and has detrimental effects on wellbeing. In this randomized controlled trial, we investigated the effectiveness of guided, 5-week,

internet-delivered cognitive behavioral therapy (iCBT) in reducing depression severity and improving other mental health related outcomes. The intervention was adapted to autism in co-creation with autistic adults and compared with a waitlist control condition who received online psychoeducation about depression (autism-adapted). A total of 185 autistic participants took part in this study. Assessments took place at baseline (T0), post-intervention (T1, 6 weeks), and follow-up (T2, 6 months post-baseline, only the intervention group). Outcomes included general depression severity (primary endpoint at T1), autism-specific depressive symptoms, insomnia severity, anxiety, daily functioning, quality of life. Thirty-seven percent of intervention group participants completed all five modules. At post-test, in Intention-to-treat analyses, we observed a significant reduction in general depression severity, insomnia severity, functional impairment related to depression and autism-specific depression symptoms (Cohen's d between -0.38 and -0.71). No effects were found on anxiety and quality of life. The observed effects were maintained at 6-month follow-up. Participants in the intervention group had significantly higher odds of reaching remission (21.3%; PHQ-9 < 5) at post-intervention compared to controls (8.0%), when adjusting for baseline PHQ-9 severity. In conclusion, iCBT appears effective in reducing depression, and improving insomnia and daily functioning among adults with autism, both in the short and longer term. Intervention drop-out was relatively high and remains an important locus of attention in future research and implementation efforts.

S2C.2 The effectiveness of a program targeting social-emotional skills to prevent juvenile delinquency.
Marit van de Mheen, Utrecht University

Given the growing concerns about youth involvement in criminal behavior and the limited evidence on the effectiveness of prevention programs for juveniles, there is a strong need for effective interventions. Therefore, the present study aimed to address this gap by examining the effectiveness of a school-based program designed to prevent youth involvement in crime. Incredibly Strong is a Dutch prevention program designed to improve self-esteem, self-control, and resistance to peer pressure among pupils in elementary schools. By enhancing these social-emotional skills, the program ultimately aims to reduce youths' vulnerability to recruitment and involvement in criminal activities. The effects of Incredibly Strong on juvenile delinquency and other life domains were investigated, using a randomized controlled trial (RCT). A total of 24 school classes were randomly assigned to either the experimental group, which received the program immediately, or a waitlist control group. Data were collected at three points in time: before the start of the program (T0), immediately after the program or waitlist period, approximately five to eight weeks later (T1), and after three months (T2). Self-report questionnaires were used to measure the primary outcomes, including self-esteem, self-control, peer pressure and externalizing behavior. Multilevel analyses were conducted to examine the effectiveness of the program. This presentation discusses the importance of intervention research, the clustered RCT design, and the preliminary results.

S2C.3 Interventions for Problematic Substance Use and Addictive Behaviours among Adolescents in LMICs

Shruti Dua, University of Amsterdam

Background: Substance use and addictive behaviours often emerge during adolescence (Simón Márquez et al., 2025; Yau & Potenza, 2015). Nine in ten adolescents live in low- and middle-income countries (LMICs), yet most intervention research comes from high-income settings (Patton et al., 2016; World Health Organization, 2024). This umbrella review examined intervention effectiveness and implementation in LMICs. Methods: We searched APA PsycInfo, MEDLINE, Embase, Web of Science Core Collection, and Scopus from inception through February 2026 for systematic reviews and meta-analyses of interventions targeting adolescents aged 10–19 years in LMICs. Two reviewers independently screened records, and extracted data were independently verified. We synthesised findings narratively, classified implementation outcomes using Proctor et al.'s (2011) framework, and assessed methodological quality with AMSTAR 2 (Shea et al., 2017). The protocol was prospectively registered (PROSPERO: CRD420251017792). Results: From 2,429 records, 27 reviews were included, mostly addressing substance use rather than digital addictive behaviours. School-based prevention predominated, whereas exercise-based interventions for digital addictions were concentrated in China. No review primarily examined gambling, and low-income countries were scarcely represented. Twelve reviews reported meta-analytic estimates, but effects were rarely compared across subgroups. Only 11 reviews provided implementation-related information, mainly on acceptability and feasibility. Fidelity, cost, and sustainability were rarely assessed. No appraised review achieved high methodological confidence. Conclusions: This review reveals a mismatch between where evidence is generated and where adolescents need support. Even promising interventions cannot improve adolescent health unless they reach underserved populations and can be delivered and sustained in routine practice across diverse LMIC settings.

Symposium 2D (Red room): Supporting parents and grandparents in (early) childcare

S2D.1 Supplemental Childcare and Distress: The Role of Satisfaction and Competence among Grandparents

Gaby van den Hurk, Utrecht University

Due to recent sociodemographic changes, an increasing number of grandparents are acting as supplementary caregivers for their grandchildren. There is, however, no clear empirical consensus whether and how providing supplementary childcare is associated with grandparents' symptoms of distress. Following Lazarus and Folkman's stress model, grandparental symptoms of distress may not only be affected by the amount of

childcare, but also depend on how grandparents experience and evaluate providing childcare, such as satisfaction in their grandparental role as well as their sense of competence as grandparents. In the current study, we examine associations between amount of caregiving and grandparental symptoms of distress, i.e. symptoms of stress, anxiety and depression. Furthermore, we test both the direct association between role satisfaction and sense of competence on symptoms of distress, as well their moderating role in the association between caregiving and symptoms of distress. Questionnaire data of 532 Dutch grandparents (44.2% male , Mage = 64.50, SD = 4.86) were analyzed using hierarchical regression models. Preliminary findings suggest that amount of childcare was not associated with symptoms of distress. Moreover, grandparents tended to experience fewer symptoms of distress when they perceived themselves as competent in their grandparental role. Finally, more hours of childcare was associated with more stress symptoms (but not with anxiety and depression) only when grandparents experienced relatively low role satisfaction. These preliminary results suggest that grandparents' evaluations in combination with the quantity of childcare provided may be more important for their mental wellbeing than the quantity of childcare alone.

S2D.2 Preventing anxiety early in life: Effectiveness and implementation of an online parenting program

Nina Komrij, Leiden University

Anxiety problems often emerge early in life and can have enduring consequences for children and families, while adding pressure on already strained mental health services. This highlights the need for early, effective, and accessible preventive approaches. Targeting parents during early childhood offers a promising opportunity to prevent anxiety problems before they become more persistent, while interactive online delivery may offer unique opportunities to better reach and support families.
This presentation will discuss findings from two complementary studies examining the effectiveness and real-world implementation of an online adaptation of the 'Cool Little Kids' intervention. This interactive, therapist-guided, group-based parenting program aims to prevent the development of anxiety problems in anxiety-prone children aged 3-6 years. The intervention was delivered in a naturalistic setting through collaboration with several mental health organizations and municipal health services. Using a randomized controlled trial (N = 148), embedded within a hybrid effectiveness-implementation design (N = 201), we investigated both intervention effectiveness on child anxiety symptoms and a broad range of implementation indicators, including recruitment, reach, fidelity, satisfaction, and sustainability. Results showed that children in the intervention group had fewer anxiety symptoms than those in the control group (d = -0.31 to -0.46) up to 12 months post-intervention. The implementation study demonstrated the feasibility of delivering the intervention through routine services, while also identifying challenges in reaching families from diverse backgrounds.

Together, these findings provide valuable insights into the potential of early, parent-focused anxiety prevention, with important implications for translating research into meaningful benefits for children and families.

S2D.3 Qualitative research for the development of a matched-care treatment for anxiety-prone preschoolers

Sanne Kleiborn, Leiden University

Preschoolers exhibiting shy and inhibited behavior are at an elevated risk for the development of internalizing problems later in life. It is important that their parents/caregivers receive the appropriate help in time. Because currently there is not yet a program that matches the intervention intensity to the child's specific needs regarding anxiety and inhibited behavior, we introduce a matched-care CBT treatment for anxiety in young children. The program consists of a to-be-developed online psychoeducation webinar for parents/caregivers (step 1), the existing Cool Little Kids parent group training (step 2), and a to-be-developed individual CBT treatment for parents/caregivers and child (step 3). To ensure that the novel treatment program fits the needs of both parents/caregivers and clinicians we used qualitative methods to inform the intervention development. We used qualitative methods, including in-depth interviews and focus groups, to identify the perspectives, needs and barriers reported by parents and professionals to inform the intervention development. The interviews and focus groups are analyzed using Thematic Analysis (Braune & Clarke, 2006). Semi-structured interviews were conducted with 16 parents/caregivers of anxiety-prone young children and 9 professionals working with this target group. The input from these interviews was incorporated in the matched-care program protocol. Subsequently, in two focus groups the perceived acceptability and feasibility of the protocol were discussed. Preliminary qualitative results will be presented. The implications of the qualitative results on the development of the matched-care treatment program will be discussed. Furthermore, we will address the process of integrating different perspectives from both clinicians and parents/caregivers.