



ISSBD 2024

LISBON | PORTUGAL

27TH BIENNIAL MEETING
OF THE INTERNATIONAL SOCIETY
FOR THE STUDY OF BEHAVIOURAL DEVELOPMENT

FULL PROGRAM GUIDE



JUNE 16-20
CENTRO CULTURAL DE BELEM

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Welcome Address

Dear Colleagues and Friends,
 It is my great pleasure to welcome you to the beautiful city of Lisbon for the **27th Biennial Meeting of the International Society for the Study of Behavioural Development (ISSBD)**.

As the president of the ISSBD, I’m thrilled to bring together talented, dedicated, and passionate developmentalists from around the world to share their latest research, discuss current trends, and explore new directions in the field.

Historically, our Society has been committed to supporting research that facilitates a deepened understanding and improvement of positive human development across the lifespan in diverse contexts around the world. Although we currently live in a world that is vulnerable to factors that threaten positive developmental outcomes (e.g., war, famine, social injustice, climate change), a shared sense of humanity, emotional bonding, and deep interpersonal respect remains possible. It is this push-and-pull between positive and negative intrapersonal, interpersonal, intra-cultural, and inter-cultural factors that makes the study of lifespan development both a challenge and a worthwhile joy. With a focus on people, places, and practices, we unite developmentalists of all backgrounds in a science that cares. As such, this conference represents an important and exciting opportunity for us to exchange ideas, engage in lively discussions, and make substantive contributions to reinventing the meaning of the human journey in a new, shared world.

In line with the goals of the ISSBD, Lisbon is a city that embodies the spirit of innovation and progress. With its rich history, vibrant culture, and dynamic academic community, I am confident that this conference will be both intellectually stimulating and socially engaging. I therefore encourage you to take advantage of this opportunity to explore the city, connect with colleagues, and learn from each other.

I look forward to meeting with you in Lisbon and to a productive and engaging Conference.

With Warm Wishes,



Tina Malti
 ISSBD President

Committees

Local Organizing Committee

Ispa – Instituto Universitário

William James Center for Research

Manuela Veríssimo, Chair

António J. Santos, Co-Chair

Carla Fernandes

Carolina Santos

Eva Diniz

Marian Bakermans-Kranenburg

Marília Fernandes

Maryse Guedes

Niccolò Bonacchi

Olívia Ribeiro

Scientific Committee

Amina Abubakar	Aga Khan University	Kenya
Antonella Marchetti	Università Cattolica del Sacro Cuore	Italy
António J. Santos	Ispa-Instituto Universitário	Portugal
Charissa Cheah	University of Maryland, Baltimore County	USA
Frosso Motti-Stefanidi	National and Kapodistrian University of Athens	Greece
Julie Bowker	University at Buffalo	USA
Karen Castillo	National University of Cuyo	Argentina
Kristine Ajrouch	University of Michigan	USA
Liqi Zhu	Chinese Academy of Sciences	China
Luc Goosens	Katholieke Universiteit Leuven	Belgium
Marc Bornstein	National Institute of Mental Health	USA
Manuela Veríssimo	Ispa-Instituto Universitário	Portugal
Melanie Zimmer-Gembeck	Griffith University	Australia
Rita Zukauskienė	Mykolas Romeris University	Lithuania
Silvia Koller	Universidade Federal do Rio Grande do Sul	Brazil
Tina Malti	Leipzig University	Germany
Toni C. Antonucci	University of Michigan	USA

Conference Information

DATE OF THE CONFERENCE

The 27th Biennial Meeting of the International Society for the Study of Behavioural Development (ISSBD) from the 16th of June 2024 to the 20th of June 2024.

OFFICIAL LANGUAGE

English will be the official language of the Conference.

CONFERENCE VENUE

Centro Cultural de Belém - CCB
Praça do Império, 1449-003 Lisboa
<https://www.ccb.pt>

Registration Desk	Main Entrance	Ground Floor
Data Desk	Main Entrance	Ground Floor
Poster Area	Foyer 3	2 nd Floor
Meeting Rooms	Pequeno Auditório	Ground Floor
	Grande Auditório	1 st Floor
	Luís de Freitas Branco	1 st Floor
	Eugénio de Andrade	1 st Floor
	Glicínia Quartín	2 nd Floor
	Vianna da Motta	2 nd Floor
	Amadeo Souza-Cardoso	2 nd Floor
	Daciano da Costa	2 nd Floor
	Cottinelli Telmo	2 nd Floor
	Almada Negreiros	2 nd Floor
	Fernando Pessoa	2 nd Floor
	Sophia de Mello Breyner Andresen	2 nd Floor
	Amália Rodrigues	2 nd Floor
	Lopes-Graça	2 nd Floor
	Maria Helena Vieira da Silva	2 nd Floor
	Carlos Paredes	2 nd Floor
Welcome Reception	Vitorino Nemésio	1 st Floor
Early Career Reception	Vitorino Nemésio	1 st Floor
Farewell Reception	Foyer 3	2 nd Floor
Coffee Breaks	Foyer 1	1 st Floor
	Foyer 2	1 st Floor
	Foyer 4	2 nd Floor

REGISTRATION DESK – OPERATING HOURS

The Registration Desk will be open the following hours:

Sunday, June 16 th , 2024	14:30	18:00
Monday, June 17 th , 2024	08:00	18:00
Tuesday, June 18 th , 2024	08:00	18:00
Wednesday, June 19 th , 2024	08:00	18:00
Thursday, June 20 th , 2024	08:00	18:00

Registration Fees Include:

- Admission to all sessions,
- Coffee breaks during the conference
- Welcome reception
- Farewell reception

CONFERENCE NAME BADGES

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

Wi-Fi CONNECTION

Free Wi-Fi connection is available for the entirety of the Conference. For access, connect to **CCBFree**.

SOCIAL EVENTS PROGRAM

Welcome Reception

Conference Welcome Reception will take place on Sunday, June 16th 2024 at 20:00 at the room Vitorino Nemésio of the Centro Cultural de Belém (CCB).

Gala Dinner [tickets bought separately]

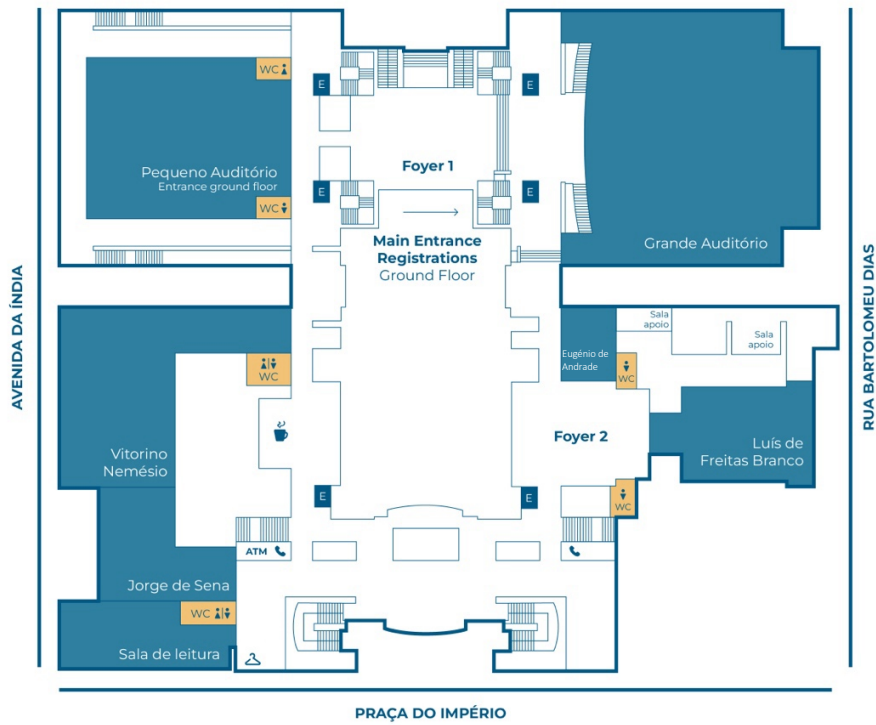
Conference Official Dinner will take place on **Wednesday**, June 19th 2024 at 20:30 at **KAIS** (external Venue – not in CCB). Dress code: Informal.

Address: Cais da Viscondessa, 1200-109 Lisboa
<https://maps.app.goo.gl/4RzpCBChws3G7Q339>

Farewell Reception

Conference Farewell Reception will take place on Thursday, June 20th 2024 at 16:00 at Foyer 3 of the Centro Cultural de Belém (CCB)

Floor Plan



Sponsors

Exhibitors



Program at a Glance

SUNDAY, JUNE 16th, 2024													
	Grande auditorio	Glicinia Quartin		Vianna da Motta		Eugénio de Andrade		Amadeo Souza Cardoso		Daciano da Costa		Cottinelli Telmo	
09:00-18:00		PCW-1 Pre-Conference Workshop 1 <i>Publishing</i>		PCW-2 Pre-Conference Workshop 2 <i>Intervention Research</i>		PCW-3 Pre-Conference Workshop 3 <i>Open Developmental Science</i>		PCW-4 Pre-Conference Workshop 4 <i>Dyadic and Network Approaches to the Study of Peer Relationships</i>		PCW-5 Pre-Conference Workshop 5 <i>Trans-Disciplinary Developmental Science to Address Global Societal Challenges: From Local to International Collaboration</i>		PCW-6 Pre-Conference Workshop 6 <i>Cross-Cultural Research in Human Development</i>	
		Jennifer E. Lansford (Duke University, USA)		Patty Leijten (University of Amsterdam, Netherlands)		Ana Catarina Canário (University of Porto, Portugal) & Marlies Maes (Utrecht University, Netherlands)		Brett Laursen (Florida Atlantic University, USA) & Rene Veenstra (University of Groningen, Netherlands)		Suman Verma (Panjab University, India); Anne Petersen (University of Michigan, USA); Amlina Abubakar (Aga Khan University, Kenya); Sander Thomas (Utrecht University, Netherlands)		Sara Harkness & Charles M. Super (University of Connecticut, USA)	
18:00-18:30	SE-1 OPENING CEREMONY												
18:30-19:30	SE-2 SPECIAL CELEBRATORY EVENT												
19:30-20:30	KL-1 Charissa Cheah A multimethod approach to understanding socialization, identity, and positive development among minoritized youth: a focus on asian and muslim american families												
20:30	RE-1 WELCOME RECEPTION												
LABEL													
						Keynote Lecture - KL	Invited Symposium - IS	Special Event - SE	Paper Symposium - SY	Poster Symposium - PS	Roundtable Discussion - RT		

MONDAY, JUNE 17 th , 2024												
	Grande Auditório	Pequeno Auditório	Almada Negreiros	Lúis de Freitas Branco	Fernando Pessoa	Sophia de Mello Breyner Andresen	Amália Rodrigues	Lopes-Graça	Maria Helena Vieira da Silva	Glicínia Quartín	Eugénio de Andrade	Vianna da Motta
08:30-10:00	KL-2 René Veenstra Social network research and insights in peer influence, relationships, and peer-led interventions	SY-001 Residence arrangements and co-parenting after parental separation and their influence on child wellbeing	SY-002 Applying a multi-stakeholder approach to educational experiences by centering ethnic/racial identities in context	SY-003 Increasing access to evidence-based programs to reduce household violence and improve parenting practices among families in conflict-affected settings	SY-004 Parental burnout: specifically, prevention and intervention	SY-005 School readiness across time and space: insights from research on the Brief Early Skills and Support Index	SY-006 Bridging the gap: understanding gender and ethnic disparities in STEM among children, adolescents, and emerging adults	SY-007 The dynamic development of personality in emerging adulthood	SY-008 Positive youth development, mental health, and contribution among European youth	SY-009 Promoting cultural identity and diversity in European schools: findings from intervention research	SY-010 The effect of unpredictability in maternal interaction behavior on a child's socio-emotional development during early childhood	SY-011 Fostering youth critical consciousness: exploring the school, family, and non-formal education contexts
		Janin Zimmermann, Tonje Holt, Sabine Walper	Juliana Karas, Kristina A. Wantchekon, Naila A. Smith, Adriana Umaña-Taylor	Alethea Desrosiers, Andres Moya, Jorge Cuartas	Dorota Szczypiel, Isabelle Roskam, Marisa Matias, Maria Flomena Gaspar	Claire Hughes, Eilan Fink, Laure Lu Chen, Jiyin Zheng	Fidelia Law, Katharina Fink, Mengya Zhao, Angelina Joy	Rebecca Shiner, Lea Grossman, Peter Prinzie, Marcel van Aken	Nora Wilum, Fitim Uka, Tina Pivec, Ana Kozina	Chiara Ceccon, Gülseli Baysu, David J. Sandberg, Sophie Hölischer	Riikka Korja, Fia Takio, Helen Wefers	Karla Morales, Judith Kehl, Yağmur Güleç, Buno Zhang
10:00-10:30	Coffee Break P1 - POSTER SESSION 1											
10:30-12:00	IS-1 Elizabeth Meins Mind-Mindedness: measures and mechanisms	SY-012 Peer experiences, social standing, and adjustment in children and adolescents	SY-013 Bridging the gap between research and practice through co-creation with everyday experts	SY-014 Buffering political violence to children, adolescents and adults: research on the Arab-Israeli conflict	SY-015 Relational processes underlying children's and adolescents' attitudes about immigrants	SY-016 Teacher-child interactions, relationships and child self-regulation and executive functioning in preschool: longitudinal and causal associations	SY-017 Values and behaviors across the lifespan: adaptive and maladaptive developmental trajectories	SY-018 Cultural development as cultivation of competences. Development of prosocial and cooperative behaviors in childhood	SY-019 Varied interactions and varied behaviours: investigating cooperation, play, and social learning across varied contexts in early childhood	SY-020 Harmonizing measurement with the Global Scales of Early Development: balancing statistical, conceptual, and practical needs for global use	SY-021 Children's perspectives on religion: cognitive and behavioural dimensions	SY-022 Parenting in the digital age: implications for preventing risk and promoting children's healthy technology use
	Elizabeth Meins, Elisabetta Lombardi, Yujin Lee, Daphna Dolberg	Jiayi Zhou, Antonius H. N. Cillessen, Zhe Dong, Chloe L. Richard	Yvonne Skipper, Debra Pepler, Ana Carina Stelko-Pereira, Barbara A. Spears	Charles W. Greenbaum, Muhammad M. Haq-Yahia, Eric Dubow	Laura Etenbaas, Kelly Lynn Mulvey, Alice Lucarini, Seçil Gönültaş, Marta Miklikowska	Janine L. Spilt, Caitlin Dermody, Ren Dierckx, Jennifer K. Finders, Joana Cadima	Elnat Elizarov, Conceita Espósito, Alice Ramos, Ella Daniel, Maya Benish-Weisman	Arkadiusz Bialek, Carlo Vrede, Marta Giner Torrés, Natalia Siekiera	Sarah A. Gerson, Annette M. E. Henderson, Salim Hashmi, Lauren Howard	Magdalena Janus, Stef van Buuren, Iris Eekhout, Jonathan Seiden	Ayşe Payır, Eva E. Chen, Isabelle Zammit, Maliki Ghossainy	Jennifer L. Day, Xiaoqi Ma, Laure Lu Chen
12:00-13:00	LUNCH BREAK						ECW-1 Early Career Workshop 1	LUNCH BREAK				
13:00-14:30	IS-2 Julie C. Bowker ISSBD - SRA Joint Symposium New directions in the study of adolescent friendships	SY-023 Executive function development from infancy through adolescence: innovations in data from locations in 11 countries on five continents	SY-024 Interventions in education in the Middle East: lessons for international education initiatives	SY-025 The possibilities and challenges of technology and remote support to promote parenting and child development	SY-026 Cross-cultural differences in affective teacher-student relationships	SY-027 The influence of significant others on adolescents' and emerging adults' cognitive and emotional development	SY-028 The role of personality traits and personality similarity in school and family outcomes	SY-029 The role of authority figures in supporting children's and adolescents' intergroup interactions	SY-030 Violence from the peers to the dating context in the digital Era: cyber-sexual harassment and cyber-dating violence in adolescence	SY-031 Supporting heritage cultures and school adjustment of minority pupils: the critical role of teachers in culturally diverse schools	SY-032 Relations between aspects of parenting and children's social and emotional adaptation over time	SY-033 Smart homes matter? Associations between home learning environment, executive functioning and academic skills in children
	Julie C. Bowker, Brett Laursen, William M. Bukowski, Melanie A. Dirks	Kirby Deater-Deckard, Pauliina Juntunen, Claire Hughes	Dawn Elizabeth England, Anthony David Murphy, Helen Carr, Pamela Wadende	Joyce Weeland, Sascha Hein, Ana Catarina Canário, Evellen Dietvorst	Debra Roorda, Mengdi Chen, Claudio Longobardi, Canmei Xu, Jijun Mo	Spyridon Tantaros, Elisavet Chrysochoou, Eirini -Spyridoula Mastellou, Panayiotis Stavrinides, Frosso Moti-Stefanidi	Helma M. Y. Koomen, Qingqing Du, Dora Petrović, Monika H. Donker, Marcel van Aken	Aline Hitti, Laura Etenbaas, Ymke de Bruijn, Joanna Peplak, Carmen Barth	Virginia Sánchez-Jiménez, Maria Luisa Rodríguez de Arriba, Sónia Caridade	Jessie Hillekens, Edda Veerman, Sharleen Peve- Zimmer, Nadya Gharaf	Natalie D. Eggum, Chiara Remondi, Laura Gorla	Catherine Gunzenhauser, Henrik Saalbach, Susanne Enke, Frank Nilas
14:30-16:00	IS-3 Kristine J. Arouch Resources and risk-factors across the life course: reimagining a science that cares	SY-034 Developing with artificial agents: relational markers and new frontiers of use	SY-035 Longitudinal and bidirectional indicators of internalizing and externalizing symptoms in childhood and adolescence	SY-036 Understanding maternal distress: exploring the contributors and consequences on child development	SY-037 Self-regulation and executive functions in the early years: predictors and intervention effects	SY-038 The multidimensional nature of prosocial behavior	SY-039 Global perspectives on parenting: unveiling cultural nuances in emotion socialization and child biobehavioral development	RT-1 Michael E. Lamb & Julie Bowker How can we share with parents the research findings they want?	SY-040 How children seek help and respond to receiving help	SY-041 Engaging fathers for early childhood development: programs and evidence from Bangladesh, India, and Turkey	SY-042 Parental mentalization, mindfulness, and emotion socialization in typical and atypical children	SY-043 Social interactions shaping our risk-taking from early adolescence to adulthood
	Kristine J. Arouch, Sawwan Abdulrahim, Velma McBride Murray, Bianca Suaneet, Toni C. Antonucci	Antonella Marchetti, Cinzia Di Dio, Edoardo Datteri, Diane Poulin Dubois, Tony Belpaeme	Ruth Speidel, Katrin Rothmaler, Kelli L. Dickerson	Kianoush Harandian, Francesco Craig, Gabrielle Garon-Carrier, Eric Dubow	Joana Baptista, Amber Feher, Cláudia Ramos, Chiara Pecini	Bethany Corbett, Lena Söldner, Vivian Liu, Sonya Xinyue Xiao	Kai Ip, Jennifer Lansford, Stacey Doan, Lixin Ren	Jelle Sierksma, Sila Cakmak, Hanna Schielhauf	Sneha Bolisetty, Sakila Yesmin, Taslima Begum, Sonali Khan, Suna Hanoz-Penney	Keren Hanez-Gamliel, Kiat Hui Khng, Xiaozhi Gao, Stella Tsotsi	Scarlett K. Slagter, Anna C. van Duijvenvoorde, Ovidia A. Stanoj, Andrea Reiter	
16:00-16:30	Coffee Break P2 - POSTER SESSION 2											
16:30-18:00	IS-4 Marcel Van Aken ISSBD - ICDS5 Joint Symposium Policy implications of developmental research around the world	SY-044 Intervening in victimization by teachers and peers: who benefits and who does not?	SY-045 Alone, together: examining social factors that impact experiences of solitude and loneliness	SY-046 Theory of mind and mental health in childhood and adolescence: new perspectives from cross-sectional, longitudinal and meta-analytic research	SY-047 Towards a transdiagnostic framework: examining the role of emotion regulation in adolescent development and psychopathology	SY-048 Risk and resilience in Ukraine during the Russia-Ukraine war	SY-049 Exploring diverse forms of linked lives	SY-050 War and caregiving systems: towards a holistic child development approach in refugee contexts	SY-051 Emotion socialization: enhancing skills of parents and professionals and exploring associations with child outcomes	SY-052 Mature ToM skills: developmental acquisitions and outcomes	SY-053 Perpetuating gender inequality: socialization processes implicated in child and adolescent gender development	SY-054 Chinese parenting and adolescent emotional wellbeing: a focus on gender roles
	Marcel van Aken, Velma McBride Murry, Pamela Wadende, Simone dos Santos Paludo, Hirokazu Yoshikawa, Sophie Havighurst	Lydia Laninga-Wijnen, Elsje de Vries, Daniel Graf, Stefanie Richters	Tiffany Cheng, Jessica N. Gurbachi, Marlies Maes, Thuuy Nguyen	Rory T. Devine, Cristina Colonnese, Sandra Bosacki, Christopher Osterhaus	Daphna Dolberg, Keren Hanez-Gamliel, Yari Gvion, Tamar Silberg, Alex Desatnik	Ann T. Skinner, Anton Kurapov, Jullia Pavlova	Noah J. Webster, Denis Gerstorff, Anna Domaradzka, Richard Gonzalez	Qusal Khraisha, Catherine Panter-Brick, Sascha Hein, Sakila Yesmin, Tania Bosqui	Susan C. A. Burkhardt, Jana-Elisa Rueth, Catherine Gunzenhauser, Katharina Voltmer	Federica Bianco, Ilaria Castelli, Angelica Manzi, Laura Vissu-Petra, Joanna Smogorzewska	Joyce Johanna Endendijk, Andrea Kočič, Chiara Antonucci, Sonya Xinyue Xiao	Jiayi Liu, Liuqing Jiang, Yuyang Hu
19:00	RE-2 Early Career Reception Sponsored by SAGE											
	LABEL											
				Keynote Lecture -KL	Invited Symposium -IS	Special Event -SE	Paper Symposium -SY	Poster Symposium -PS	Roundtable Discussion -RT			

TUESDAY JUNE 18 th , 2024														
	Grande Auditório	Pequeno Auditório	Almada Negreiros	Luis de Freitas Branco	Fernando Pessoa	Sophia de Melo Breyner Andresen	Amália Rodrigues	Lopes-Graça	Maria Helena Vieira da Silva	Glicínia Quartín	Eugénio de Andrade	Vianna da Motta	Foyer 3	
08:30-10:00	KL-3 Sander Thomaes Climate change and youth development: a global perspective	SY-055 Narrative coherence in children and emerging adults: the role of social context	SY-056 Innovative behavior-based approaches to investigate the interplay of children's emotional competence and social adjustment	SY-057 Supporting language and literacy in children from immigrant families	SY-058 Emotionality, self-regulation, and prosocial behavior as risk or protection for loneliness and internalizing emotions in children and young adults	SY-059 Implications of parenting and child characteristics for social-emotional development in early childhood: evidence from four cultural contexts	SY-060 Daily diary approaches capturing discrimination experiences across the life course	SY-061 Looking beyond physical separation from others: an examination of solitude in context	SY-062 Parenting and screens in infancy, childhood, and adolescence: international perspectives from Australia, Brazil, Hungary, and the Netherlands	SY-063 Impact of play partners, toys, and materials on children's play behaviours	SY-064 The interactions of stress and psychological resources among ethnically minoritized adults and families	SY-065 Student-teacher relationships in secondary education and students' school adjustment: remaining issues		
	RT-2 Introducing Developmental Scientists for Climate Action - developmental scientists respond to climate change Pamela Wardande, Jenna Spitzer, Sander Thomaes, Ann Sanson	Danhusu Zhu, Robyn Frysh, Rachel L. Taffe, Tilmann Habermas	Luisa Lüken, Sonja Perren, Tatjana Diebold	Erika Hoff, Anders Hojen, Chiara Baracchetti, Diane Poulin-Dubois	Jeffrey Liew, Akiko Hayashi, Stefania Sette, Antonio Zuffano	Bumo Zhang, H. Melis Yavuz, Craig H. Hart, Akiko Kawashima	Juan Del Toro, Shanting Chen, Sauro Civitillo	Mallory Millett, Alicia McVarnock, Dan Li, Chloe L. Richard	Caroline Fitzpatrick, Gianna Bitenscur-Frizzo, Sumudu R. Malawaarachchi, Sofia Sebben, Veronika Konok, Susane Geurts	Oztem Cankaya, Jamie Leach, Salim Hashmi, Amy Payne	Fatima A. Varner, Joshua Murillo, Lorraine Scott, Tuyen Huynh	Deborah L. Roorde, Karine Verschuere, Anouck Lubon, Meike Vösgen-Nordloh, Ella Bjerga Pettersen		
10:00-10:30														
Coffee Break P3- POSTER SESSION 3														
10:30-12:00	KL-4 Diane Poulin-Dubois Who knows best? The cognitive foundations of selective trust	SY-067 The development of social anxiety from early childhood through adolescence: biological, interpersonal, and ecological stress processes	RT-3 Marinus van IJzendoorn & Marian Bakermans-Kranenburg Matters of significance: replication, translation, and academic freedom in developmental science	SY-068 Prosocial, pro-environmental behaviors and positive youth development: findings from longitudinal studies and evidence-based interventions	SY-069 The development of bystander intervention towards bias-based bullying across childhood, adolescence and young adulthood	SY-070 Diversity in school: students' and teachers' experiences in multiethnic classrooms and the effectiveness of programs for promoting inclusiveness	SY-071 Redefining adolescence: positive risks, prosocial development, and online connections	SY-072 Children's (emotion) language skills and emotion competence in different contexts and cultures	SY-073 Emotion in central relations across the lifespan	SY-074 Theory of mind and social cognitive competencies: evidence from training and longitudinal studies	SY-075 The transmission of beliefs and actions through children's social learning	SY-076 Responding to a warming world: young people's climate change worry and action	PS-01 Developing Country Fellowships Poster Workshop	
		Heidi Gazelle, Stefanie A. Helemans, Jennifer L. Hudson, Robert Coplan		Federica Zava, Flavia Cirimele, Silvia Caldaroni	Ayşe Sule Yüksel, Adam Rutland, Nicola Abbott, K. L. Mulvey	Maria Chiara Basilici, Janne Sten, Simona Caravita	Natasha Duetl, Joanna Fryt, Sophie W. Swettenham, Alex Lloyd	Henrik Saalbach, Catherine Gussehauser, Liu Zhu, Berit Streubel, Nadia Khammou, Manfred Holodyski	Harriet Tenenbaum, Michaela Gummerum, Mathilde Hallingstad, Prenevoit, M. Loreto Martinez	Zhenlin Wang, Xiao Pan Ding	Jule Bach, Bahar Köymen, Frankie T. K. Fong	Salla Veijola, Jenna Spitzer, Amanda Rikner Martinsson	Peter K. Smith, Waki Asekun, Bilaylaami Biswal, Jiang Etchulambe, Lydiah Mwangi, John Bosco Chukworoji, Lylian Ayiro	
12:00-13:00	LUNCH BREAK							LUNCH BREAK						
13:00-14:30	IS-5 Paul Hastings Developmental psychobiology in the majority world	SY-077 Development of children's moral self-identity	SY-078 From adolescence to adulthood: understanding parenting as it relates to educational outcomes, sense of self, and perceptions of the economy	SY-079 Identity development, wellbeing, and adjustment of diverse youth samples	SY-080 Children's intergroup cognition and behavior: context matters!	SY-081 The complex reality of the antecedents and consequences of parental burnout	SY-082 Developmental and cross-national patterns of adjustment and well-being during the Covid-19 pandemic	SY-083 School readiness in low-and middle-income countries: policy and clinical implications in education	SY-084 Living in a challenging world: understanding and engaging younger generations to enhance climate change adaptation and mitigation plans	SY-085 Internet and social media use, affect, and mental health: uniting international research on youth development in the digital age	SY-086 Fostering prosocial development in forced migration contexts: an intervention study with Rohingya refugee children	SY-087 Mechanisms and predictors of parents' emotion socialization across childhood	PS-02 Challenges to positive development in low-and middle-income countries	
	Paul D. Hastings, Alice J. Wuermli, Jae Hyung Lee, Lois M. D. Aryee, Carolina Pérez	Tobias Krettenauer, Jamie Cahlan, Lena Sjölander, Haley Goddeeris	Nancy E. Hill, Ingrid Schoon, Mikayla My Do, Catherine Cimon-Paqueot, Nigel Gray	Lina Alhaddad, Julia Wenzing, Ughetta Moscardino, Brit Oppedal	Jocelyn Dautel, Vivian Liu, Jellie Sierkma	Isabelle Roskam, Aline Waino, Elaine Desimpelaers, Dorota Szczygiel, Bin-Bin Chen	Ann T. Skinner, Annalaura Nocentini, Kirby Deater-Deckard, Ersilia Menesini	Linda S. Pagani, Suzan Alabidi, Yaser Ramirez-Benitez, Jiang Bin Ngyuh-Etchulambe, Emmanuel Okenwa-Vincent, Alejandro Viquez-Echeverria	Federica Papa, Eugenio Lee David, Teresa Pereira, Alida Lo Coco	Riley Scott, Jaimee Stuart, Erika Maksimeli	Tara Callaghan, Redad Al Janaidh, John Corbit, Bruce Homer	Gabriella King, Danhua Zhu, Henry Teo, Tomer S. Berkowitz	Julle Ann Robinson, Abenin Brou, Phuong Dinh, Joice Talfrenyika, Rose Opiyo, Samson Mhizha, Mabele Nanyama	
14:30-16:00	KL-6 Carla Martins Development of social cognition from infancy through adolescence: individual and relational context contributions	SY-088 Delineating the different pathways by which parenting behaviors can shape children's adjustment problems	SY-089 Parenting in a new age: revisiting the role of parenting in the post-pandemic digital era with cross-cultural perspective	SY-090 A global perspective on adverse life experiences and protective and compensatory experiences: promoting resilience	SY-091 The impact of the Covid-19 pandemic on adolescents' adjustment: a longitudinal perspective	SY-092 Social withdrawal and solitude in adolescence and emerging adulthood	SY-093 Caregiver and service provider practices and perspectives on child learning and education across Africa	SY-094 Young people's online behaviors inside and outside romantic relationships	SY-095 Children's and adolescents' experiences of social class in family and school contexts	SY-096 The role of control and warmth in Asian parenting: evidence for universality and cultural-specificity	SY-097 Adopting a learning through play approach to addressing social inequalities in behavioural science	SY-098 How adolescents experience puberty in a diverse world	PS-03 Local resources to support positive development in low-and middle-income countries	
	Yael Paz, Maayan Davidov, Nicholas J. Wagner, Amanda E. Guyer	Hyoun K. Kim, Eunho Jo, Julie C. Bowker, Jiwon Lee, Coleman York	Ann M. Masten, Gabrielle Mercer, Satoko Matsumoto, Amanda S. Morris	Lisa De Luca, W. Andrew Rothenberg, Dario Bacchini, Ersilia Menesini	Anna Stone, Stefania Sette, Junsheng Liu	Amina Abubakar, Vibian Angwenyi, Melissa Washington-Mortey, Elisa Genevsi	Daphne van de Bongardt, Thao Há, Carmen Viejo, Geertjan Overbeek	Laura Elenbaas, Rashmita S. Mistry, Tina Bagus, Matthew J. Easterbrook, Christia Spears Brown	Hoi Shan Cheung, Yao Sun, Xuan Li, Florrie Pei-Yin Ng	Jorge Cuartas, Jonathan Klapwijk, Hal Cooper, Eloise Stevens	Misaki Natsuaki, Karina Weichold, Rona Carter	Julle Ann Robinson, Phuong Dinh, Ngalm Valentine, Etta Mercy Aki, Richard Balkkora		
16:00-16:30														
Coffee Break P4- POSTER SESSION 4														
16:30-18:00	IS-6 Anne C. Petersen & Rainer K. Selberstein ISSBD's Role in Developmental Science: Symposium from Past Presidents	SY-099 Advances in understanding the role of emotions in prosocial development	SY-100 Digital childhood: screen-based media use as related to executive functions and health behaviors	SY-101 Exploring socioemotional competence in the family: the role of emotion socialization	SY-102 Kindness for self and others across development: a multi-cultural, multi-method perspective on associations with health	SY-103 Peer victimization and psychological adjustment: zooming in and zooming out	SY-104 Addressing cultural diversity practices in primary to higher education: associations with relational and academic outcomes	SY-105 Emotion socialization in different contexts: from basic research to parenting interventions	SY-106 Fathers here and there: looking at fathering in diverse socio-cultural contexts	SY-107 Young people's perspectives on their current and future financial well-being: insights from The U.S., Finland, and Romania	SY-108 Home-based screen exposure: associations with development and well-being indicators among infants and adolescents in Canada, Cuba, and Kenya	SY-109 On the development of child and adolescent self-control in the Chinese context	PS-04 Transitions to young adulthood in diverse cultures: qualitative studies in the Philippines, Sweden, Colombia, and Thailand Liane Peña Alampay, Senvap Gurdal, Laura Di Giunta, Saengduan Yotangmaneechewong PS-05 Parent's report of early attachment: the internal and external validity of a questionnaire Marc Noom, Süheyla Seker, Antonia Longo, Lena Jaggi	
	Anne C. Petersen, Rainer K. Selberstein, Lea Polkkinen, Kenneth H. Rubin, Wolfgang Schneider, Xinyin Chen, Toni Antonucci, Tina Malti	Sina Gihardt, Joanna Peplak, Annette Henderson, Marlene Foersterling	Roma Jusienė, Sorala Cristo, Rina Breidokienė, Joana Rato	Julianna Rose Calabrese, Gabriella L. King, Kathy Ryan, Henry Teo	Reout Arbei, Danielle S. Molnar, Elizabeth Westrupp, Laura Di Giunta	Lydia Laninga-Wijnen, Matteo Giletta, Claire F. Garandeau, Serena Verbena	Savay Karatas, Francesca Ialuna, Jana Vietze, Gülsel Baysu	Lynn Fainsilber Katz, Sameer Bapat, Abigail Gewirtz, Susan C. A. Burkhardt, Sophie S. Havighurst	Ligia Monteiro, Magaly Nóbrega, Rodrigo Cárcamo	Aprilie Benner, Mette Ranta, Mihalea Friedlmeier, Matthew Easterbrook	Gilson Schwartz, Benoit Caspi, Caroline Fitzpatrick, Emmanuel E. Okenwa-Vincent, Yaser Ramirez-Benitez	Jian-Bin Li, Yao Sun, Jun Wei		
LABEL														
			Keynote Lecture - KL	Invited Symposium - IS	Special Event - SE	Paper Symposium - SY	Poster Symposium - PS	Roundtable Discussion - RT						

WEDNESDAY JUNE 19 th , 2024												
	Grande Auditório	Pequeno Auditório	Almada Negreiros	Luis de Freitas Branco	Fernando Pessoa	Sophia de Mello Breyner Andresen	Amália Rodrigues	Lopes-Graça	Maria Helena Vieira da Silva	Glicínia Quartim	Eugénio de Andrade	Vianna da Motta
08:30-10:00	KL-6 Amina Abubakar Scaling up mental health services for adolescents in Sub-Saharan Africa: recent advances	SY-110 Differential susceptibility and attachment: creating bridges towards a more comprehensive understanding of child development	SY-111 Longitudinal examinations of victimization: the role of parents, peers, teachers and school transitions	SY-112 Examining the impact of social, moral and emotional competence on prosocial and aggressive behaviors	SY-113 Developmental neuroscience: expanding knowledge on infant social-emotional development using NIRS	SY-114 Emotion socialization, coupling dynamics, and intergenerational cascades in parent-adolescent conflict interactions	RT-4 Amaranta de Haan Recognizing the underrecognized	SY-115 Peer interaction in preschool: an important context for socio-emotional development	SY-116 Coparenting and father's mental health at transition to parenthood across cultures	SY-117 STEM interventions across developmental periods to promote equity and science identity, empower students and foster activism	SY-118 The Tuning In To Teens* program: examining efficacy and effectiveness of different methods of delivery of an emotion-focused intervention	SY-119 Self-regulation in early childhood: a multimethod approach on associated factors
		Francesca Lionetti, Elena Nava, Guy Bosmans, Stefanos Mastrotheodoros, Marian Bakermans-Kranenburg	Tessa Lansu, Lucy Bowes, Emily F. Brigham, Essi-Volta Tenhunen	Eva M. Romera, Christian Berger, Antonio Cabrera-Vázquez, Paula García Carrera, Maayan Davidov	Adriana Sampaio, Vera Mateus, Camilla Fragooso Ribeiro, Sara Cruz	Tom Hollenstein, Vanessa Martin, Monika H. Donker, Gregory M. Fosco, Erika Lunkenheimer	Amaranta de Haan, Dominique Troost, Hend Etanantly, Loes van Rijn-van Gelderen, Dries van Gasse	Hannah Julia Hermens, Joscha Körner, Paula Döge, Carine Burkhardt Bossi	F. Kubra Aytac, Lígia Monteiro, Michael B. Wells, Sarah J. Schoppe-Sullivan	Kelly Lynn Mulvey, Adam Hartstone-Rose, Pedro Reis	Christiane E. Kehoe, Sylvia Lin, Junxuan Zhao, Janice Zeman	Klara Hermes, Nora Tilda Kunz, Vanessa Nudhan, Ashna Doshi
10:00-10:30	Coffee Break PS- POSTER SESSION 5											
10:30-12:00	IS-7 Rodrigo A. Cárcamo Socio-emotional development: perspectives from Latin America	SY-120 Relationships, emotions, and media: popularity, social interactions, and the roles of daily emotion regulation and coping with stress	SY-121 Prenatal parental mental health. Predictors and outcomes	SY-122 Maltreatment during childhood and sensitivity: new insights into parents' capacity to recognize and interpret children's signals	SY-123 Toward an understanding of parenting from infancy to adolescence: exploring meanings and processes	SY-124 The impact of the Covid-19 pandemic on parent, child, and family functioning: the families and children's experiences (F.A.C.E.) of Covid-19 study	SY-125 The computational and neural bases of reinforcement learning across development	SY-126 Optimizing interventions to improve mental health in children and adolescents - identifying, using, and testing intervention elements	SY-127 Peers and academic adjustment in adolescence	SY-128 The interplay of Chinese students' mental health challenges and social development	SY-129 Theory of mind and social functioning of people in late childhood, adolescents and adults	SY-130 Characteristics, factors and outcomes of loneliness in adolescence
	Rodrigo A. Cárcamo, Magaly Nóbrega, Roberto Posada, Patricia Bravo	Melanie J. Zimmer-Gembeck, Steven Eggermont, Anne Maheux, Riley A. Scott, Bep Uink	Hedvig Svendsrud, Mona Bekkhus, Elizabeth C. Braithwaite, Beate Heimikstøl	Annie Bérubé, Savannah A. Girod, Karine Gagne, Katherine Pascuzzo	Eva Diniz, Tânia Brandão, Carolina Garraio, Carlos Vara-García	Wonjung Oh, Nicholas J. Wagner, Jianjie Xu, Maryse Guedes	Lei Zhang, Gabriele Chierchia, Vanessa Scholz, Livia Tomova	Anneli Melblom, John Kjåbli, Line Solheim Kvamme, Siri S. Helland, Patty Leijten	Astrid M.G. Poorthuis, Sofie J. Lorijn, Anushree Bhatia, Astrid M.G. Poorthuis, Eline Camerman	Lingjun Chen, Dan Li, Bingfei Zhao, Huabing Liu	Joanna Smogorzewska, Sandra Bosacki, Serena Maria Stagnitto, Marcelia Caputi	Luiza Nobre Lima, António J. Santos, Olívia Ribeiro
12:00-13:00	LUNCH BREAK											
13:00-14:30	SY-131 A closer look at social withdrawal and culture during childhood and adolescence	SY-132 Insights into bullying dynamics and antibullying interventions	SY-133 Same, different, or interactive? Mothers' and fathers' contributions to child and adult development within families	SY-134 Cultural aspects of metacognitive development	SY-135 Parent-Child interactions in early childhood: towards a more fine-grained understanding	SY-136 Psychological fallout after the October 7th attacks in Israel and children's adjustment in the ensuing war	SY-137 Enhancing children's emotional competence at different ages through programs integrating emotion discourse in shared book-reading	SY-138 Variations in puberty assessment and consequences for understanding adolescent development: how, when, what, and why?	SY-139 Understanding and enhancing preschool-aged children's social and emotional development in context	SY-140 A comprehensive look at youth development and technology-facilitated sexual violence	SY-141 Multi-layered contexts of parenting practices and child development: the case of China	SY-142 Parental socialization of lie-telling and honesty across the globe: how parents shape children's moral attitudes and moral behavior
	Julie C. Bowker, Xinyin Chen, Matilde Brunetti, Xuechen Ding, Qinglin Bian	Tiina Turunen, Katerina Romanova, Lucy Bowes, Eerika Johander	Peter Zimmermann, Annie Bernier, Carla Fernandes, Raphaële Mijlkovitch	Florian Jonas Buehler, Hanna Schleihauf, Mengtian Xia, Sander Thomaes	Merlin Nieterau, Savannah Girod, Daniel S. Shaw, Jennifer E. Lansford	Yonat Rum, Judah Koller, Mor Nahum, Mor Keleynikov, Ariel Knafo-Noam	Rotem Schapira, Dorit Aram, Ilaria Grazzani, Maria von Saltsch	Dominic P. Kelly, Adriene M. Beltz, Natasha Chaku, Nandita Vijayakumar	Diana Alves, Joana Cadima, Tiago Ferreira, Carla Conceição, David Schultz	Antonella Brighi, Sebastian Wachs, Alberto Amadori, Mónica Ojeda, Jone Martínez-Bacaicoa	Siman Zhao, Xuan Li, Mengting Liu, Lixin Ren	Lisanne Schroer, Rianne Kok, Ipek Isik, Narcisca Prodan
14:30-16:00	SY-143 The effects of prenatal exposures and experiences on postnatal outcomes: prospective longitudinal investigations	IS-8 Brett Laursen The essence of science is independent thinking: a research symposium in honor of Willard W. Hartup and Thomas A. Kindermann	SY-144 Combatting adolescent hate speech: empirical insights and innovative prevention strategies	SY-145 Application of emotion socialisation theory to parenting interventions	SY-146 Adaptations of evidence-based mental health prevention programs (EBPs) for youth and families: addressing culture and context	SY-147 The dynamic interplay of biology and behavior in the early, supportive parent-child interactions that shape children's regulatory development	SY-148 Ethnic-racial socialization in racialized European societies: insights from Germany and the Netherlands	SY-149 Exploring parent-child interaction from the psychological, physiological and neural perspectives	SY-150 It's about time: advancing theory and measurement of time perspective in Brazil, Germany, Portugal, and the United States	SY-151 Navigating social growth: what factors impact young children's social development?	SY-152 Navigating diversity: insights into LGBTQ+ youth experiences in the digital age	SY-153 Peer victimization in childhood and adolescence: insights from contemporary China
	Paul D. Hastings, Anja C. Huizink, Annaleena Holopainen, Alice J. Wuermli	Brett Laursen, William M. Bukowski, Melanie Zimmer-Gembeck, Ellen Skinner	Sebastian Wachs, Federica Stefanelli, Manuel Gámez-Guadix, Julia Kansok-Dusche	Sophie Havighurst, Jo McInnes, Christiane Kehoe, Christina C. Ambrosi, Elizabeth Westrupp	Margret Sigmarsdottir, John Kjåbli, Abigail Gewirtz, Lynn Muldrew	Erika Lunkenheimer, Jill T. Krause, Kutong Zhang, Tom Hollenstein	Tuğçe Aral, Miriam Schwarzenthal, Ymke de Bruijn	Xinmei Deng, Hui Wang, Meng Yang	Zena R. Mello, Monika Buhl, Frank C. Worrell, Maria Paula Palxão	Shaocong Ma, Eva E. Chen, Shuyang Dong, Stephanie W. Y. Chan, Welyi Xie	Antonella Brighi, Alberto Amadori, S. Henry Sherwood, Makiko Kasal, Wouter J. Kiekens	Mengting Liu, Xinyin Chen, Jie Gong, Panpan Yang, Luhao Wei
16:00-16:30	Coffee Break PG- POSTER SESSION 6											
16:30-18:00	SE-3 Presidential Address: Tina Malti											
18:00	SE-4 Business & Awards Meeting											
20:30	Conference Dinner											
	LABEL											
				Keynote Lecture -KL	Invited Symposium -IS	Special Event -SE	Paper Symposium -SY	Poster Symposium -PS	Roundtable Discussion -RT			

THURSDAY JUNE 20 th , 2024												
	Grande Auditório	Pequeno Auditório	Almada Negreiros	Luis de Freitas Branco	Fernando Pessoa	Sophia de Mello Breyner Andresen	Amália Rodrigues	Lopes-Graça	Maria Helena Vieira da Silva	Glúcinia Quartim	Eugénio de Andrade	Vianna da Motta
08:30-10:00	IS-9 Eva Romera The complexity of moral domain in peer aggression	SY-154 Acculturation and development: where is the paradox?	SY-155 Early-life deprivation: understanding the impact of institutionalization and intervention programs for children facing early-life challenges	SY-156 Navigating the transition to parenthood: the impact of family context and couple dynamics on parental outcome	SY-157 One phone fits all? Variability in relations of digital device usage and emotional wellbeing across adolescence	SY-158 Mindful minds in the classroom: exploring the intersections of family, theory of mind, and academic trajectories in child and youth development	SY-159 Multi-faceted insights into adolescent development and well-being: replicating and expanding peer relations research	SY-160 Prevention of disparities in early child development using tiered and integrated strategies linked to health care that support positive parenting	SY-161 Multidimensional perspectives on bullying: theoretical insights and intervention strategies	SY-162 Importance of supporting teachers in dealing with students with externalized and internalized behavior problems	SY-163 Parental scaffolding of child socioemotional development across cultures	SY-164 The impact of culture, identity, and acculturation processes on mental health and well-being among transnational Black youth
	<i>Eva Romera, Simona Caravita, Paula Ferreira, Rita Zúcauskienė</i>	<i>Seicuk R. Sirin, Scott Z. Brauer, Brit Oppedal, Frosso Motti-Stefanidi</i>	<i>Liliana Capitão, Sónia da Silva Sousa, Joana Baptista, Paula Oliveira</i>	<i>Yufei Gu, Mengyu Gao, Xinying Zeng, Sarah Schoppe-Sullivan</i>	<i>Tyler Colasante, Madison Taylor, Katie Faulkner, Eva Teitler</i>	<i>Christopher Osterhaus, Serena Lecce, Rory T. Devine, Megan Jones</i>	<i>Dawn DeLay, Nicole S. J. Dryburgh, Allison H. MacNeil, William M. Bukowski</i>	<i>Alan L. Mendelsohn, Daniel S. Shaw, Chelsea Weaver Krug, Caitlin F. Canfield</i>	<i>Laura Menabò, Joaquín Mora-Merchán, Gianluca Mariano Colella, Laura Rodríguez-Pérez</i>	<i>Danyka Therriault, Mélanie Lapalme, Elizabeth Harvey, Marie-Josée Letarte</i>	<i>Cecil Mata, Feza Corapci, Hilal Sen, Anneliese Skrobaneck</i>	<i>Loretta Eboigbe, Jasmine M. Banegas, Tori Simene, Carolina Gonçalves</i>
10:00-10:30	Coffee Break P7 - POSTER SESSION 7											
10:30-12:00	SY-165 Improving the quality of education in early childhood: from research to public policies	SY-166 New advances in parental racial-ethnic socialization among diverse racial groups	SY-167 Following the norm: the self and the other in children's decisions	SY-168 The development of the early coparenting partnership: correlates and consequences across cultural contexts	SY-169 Understanding factors that affect school experiences of LGBTQ+ youth: challenges and interventions	SY-170 Overprotective parenting, psychological control and supportive parenting: international perspectives of family mental health and social pressures	SY-171 Family dynamics, parenting, child wellbeing and participation: exploring perspectives from children, youth and parents	SY-172 Culture, temperament, and cortisol: interactions and effects on children and their parents	SY-173 Methodological advances in studying peer relationship	SY-174 Supporting parenting across development	SY-175 From snacks to screens: unveiling the influence of parenting, technology, and temperament in Turkish preschoolers' food choices and physical activity	SY-176 Moral judgments about animals across the life span
	<i>Isabel Soares, Raquel Corval, Filipa de Castro, Silvana Martins, Christian Morabito</i>	<i>Rashmita Mistry, Amaesha Duraz, Lauren Kinnard, Linda P. Juang, Lisa Kiang</i>	<i>Hagit Sabato, Carla Sebastián-Enesco, Tehila Kogut, Christina Kellerman</i>	<i>Alp Ayutlug, Geoffrey L. Brown, Michael B. Wells, Sarah Schoppe-Sullivan</i>	<i>V. Paul Poteat, André Gonzales Real, Armin A. Dorri, Haoran Meng</i>	<i>Katherine M. Ryan, Céline Henneveld, Amaranta de Haan, Eliana De Salvo</i>	<i>Silje Baardstu, Olav B. Tveit, Rianne van Dijk, Yvonne Severinsen</i>	<i>Sara Harkness, Olaf Zytlic, Carole A. Mavridis, Charles M. Super, Saskia D. M. van Schaik</i>	<i>Jingu Kim, Takuya Yanagida, Yvonne H. M. van den Berg, Tessa A. M. Lansu, Dawn DeLay</i>	<i>Emily B. Reilly, Rose Aiteno Opiyo, Liane Peña Alampay</i>	<i>H. Melis Yavuz, Ibrahim Acar, Zeynep Beken, Duygu Gurteylik</i>	<i>Luke McGuire, Noemi Thiede, Tina Bagus, Victoria Simpson</i>
12:00-13:00	LUNCH BREAK											
13:00-14:30	IS-10 Vasileios Stavropoulos Developmental psychology revolutionized: risks and opportunities in the digital Era	SY-177 A multi-faceted examination of stress within the caregiver-child dyad: consideration of design and process levels	SY-178 The development and impact of coping across family, academic, and peer contexts in adolescence and adulthood	SY-179 Promoting pro-environmentalism in children and youth	SY-180 Unraveling parenting dynamics: insights from intensive longitudinal data	SY-181 Social relations and health: the role of culture and context	SY-182 Parental experience and parenting from a self-determination theory perspective	SY-183 Highly sensitive people in diverse cultural contexts	SY-184 Exploring temperament and personality profiles of children: insights into parenting and well-being in diverse populations, including autism	SY-185 Capturing the dynamics of developmental and processes of mother-child interactions and child behavior	SY-186 Mother-Child coregulation of emotion in diverse cultural contexts	SY-187 Developing and evaluating support pathways for children with developmental disabilities in low-resource contexts
	<i>Vasileios Stavropoulos, Daniel Zarate, Olympia Palikaras</i>	<i>Fabiola Silletti, Stefanos Mastrotheodoros, Cindy H. Liu, Brian Vaughn</i>	<i>Rebecca Shiner, Melanie J. Zimmer-Gembeck, Reout Arbeil, Sarah S. W. De Pauw</i>	<i>Tobias Krettenauer, Judith van de Wetering, Jenna Spitzer, Olga Viridiana Huerta-Salinas</i>	<i>Anne Bülow, Loes van Rijn-van Gelderen, Joyce Weeland, Hend Eltamamy</i>	<i>Toni C. Antonucci, Elaine Wethington, Jasmine Cooper, Myriam Al Bcheraoui</i>	<i>Tamarha Pierce, Mireille Joussemet, Yaniv Kanat-Maymon, Rachel Perrier</i>	<i>Yuan Yuan Huang, Alessandra Sperati, Andrew K. May, Francesca Lionetti</i>	<i>Zeynep Ertekin, Eve-Line Bussières, Margo Dewitte, Jad Hamaoui, Ayse Busra Iplikci</i>	<i>Wolfgang Friedmeier, Joscha Kärner, Laura Diprossimo, Tripti Kathuria, Cecil Mata</i>	<i>Xin Feng, Li Wang, Qili Lan, Yihui Gong</i>	<i>Rosa Hoekstra, Mekdes Demissie, Elisa Genovesi</i>
14:30-16:00	SY-188 Intervening in bicultural identity integration and positive peer intergroup contact	SY-189 Intergenerational pathways to peace: using developmental science to promote prosociality through positive caregiver-child interactions after war	SY-190 Multiple identities and positive development of Muslim youth in Western contexts: findings from mixed-method studies	SY-191 Conceptualizations, pathways and impediments to human flourishing: voices from the global south	SY-192 Understanding complex brain-behavior relations as a function of individual differences in childhood and adolescence	SY-193 Youths' power in societies: exploring factors related to youth's civic engagement in political and social contexts	SY-194 Unveiling strengths in young people who grow up in challenging conditions	SY-195 Tuning to others during late childhood and adolescence	SY-196 Further probing associations between executive function and school readiness skills in early childhood	SY-197 Empowering childhood resilience: innovative virtual solutions for trauma recovery, and creating safer internet spaces for looked after children	SY-198 Development of self-regulation in environmental context	SY-199 The Identity Project as a lifespan intervention: supporting positive developmental and behavioral outcomes during adolescence and adulthood
	<i>M. Dalal Safa, Mehmet Day, Frosso Motti-Stefanidi, Olga Korniienko</i>	<i>Qusai Khraisha, Sascha Hein, Caroline Hiott, Catherine Panter-Brick, Theresa Betancourt</i>	<i>Hatice Gursoy, Canan Tugberk, Pasquale Musso, Chiara Ceccon</i>	<i>Tina Malti, Sosthene Guei, Godfrey Ejuu, Missaye Mengstie, Ijang Nyagah-Etchutambe</i>	<i>Amanda E. Guyer, Koralay Pérez-Edgar, Erika Forbes</i>	<i>Segil Gönültaş, Jana Fikriová, Andrea Weber, Katharina Eckstein</i>	<i>Sheilda Novin, Stefan Vermeent, Christina Bauer, Sander Thomas</i>	<i>Gabrielle Chierchia, Serena Lecce, Andrea Reller, Livia Tomova</i>	<i>Jennifer Finders, Dieuwert Braak, Blandine Hubert, Robert Duncan, Carolina Guedes</i>	<i>Muthanna Samara, Alaa Albawab, Aliman El-Asam</i>	<i>Natalia Józefacka, Shawn Carlson, Gabriela Kania, Konrad Guzowski</i>	<i>Michael R. Sladek, Amina K. Abdullahi, Sharleen Pevec-Zimmer</i>
16:00-16:30	RE-3 FAREWELL RECEPTION											
LABEL												
				Keynote Lecture -KL	Invited Symposium -IS	Special Event -SE	Paper Symposium -SY	Poster Symposium -PS	Roundtable Discussion -RT			

Scientific Program

Glicínia Quartin

09:00-18:00 **PRE-CONFERENCE WORKSHOP 1**
Publishing
 Jennifer E. Lansford, *Duke University, USA*

Vianna da Motta

09:00-18:00 **PRE-CONFERENCE WORKSHOP 2**
Intervention Research
 Patty Leijten, *University of Amsterdam, the Netherlands*

Eugénio de Andrade

09:00-18:00 **PRE-CONFERENCE WORKSHOP 3**
Open Developmental Science
 Ana Catarina Canário, *Universidade do Porto, Portugal*
 Marlies Maes, *Utrecht University, the Netherlands*

Amadeo Sousa Cardoso

09:00-18:00 **PRE-CONFERENCE WORKSHOP 4**
Dyadic and Network Approaches to the Study of Peer Relationships
 Brett Laursen, *Florida Atlantic University, USA*
 Rene Veenstra, *University of Groningen, the Netherlands*

Daciano da Costa

09:00-18:00 **PRE-CONFERENCE WORKSHOP 5**
Trans-Disciplinary Developmental Science to Address Global Societal Challenges: From Local to International Collaboration
 Suman Verma, *Panjab University, India*
 Anne Petersen, *University of Michigan, USA*
 Amina Abubakar, *Aga Khan University, Kenya*
 Sander Thomaes, *Utrecht University, the Netherlands*

Cottinelli Telmo

09:00-18:00 **PRE-CONFERENCE WORKSHOP 6**
Cross-Cultural Research in Human Development
 Sara Harkness, *University of Connecticut, USA*
 Charles M. Super, *University of Connecticut, USA*

Grande Auditório

18:00-18:30 **SE-1 OPENING CEREMONY**
 Tina Malti, *Leipzig University, Germany*
 Manuela Veríssimo, *WJCR, Ispa-Instituto Universitário, Portugal*

18:30-19:30 **SE-2 - SPECIAL CELEBRATORY EVENT**

19:30-20:30 **KEYNOTE LECTURE 1**
A multimethod approach to understanding socialization, identity, and positive development among minoritized youth: a focus on Asian and Muslim American families
 Charissa Cheah, *University of Maryland, Baltimore County, USA*

In this talk, I will explore the complex socialization processes and identity formation among minoritized youth, with a specific focus on Asian and Muslim American families. The unique socialization practices within Asian American and Muslim American families and how they navigate the challenges of fostering a sense of cultural identity while integrating into the broader society, particularly in the context of experiencing anti-Asian and anti-Muslim sentiments, will be discussed. The presentation will underscore the resilience and adaptability of minoritized youth, showcasing how supportive family dynamics and community resources play a crucial role in their positive development. I will emphasize the value of employing a multimethod research approach, combining qualitative and quantitative methods, to capture the nuanced experiences of these youth populations. The talk is a call to action for scholars, practitioners, and policymakers to consider the diverse experiences of minoritized youth and to implement inclusive strategies that promote their well-being and positive development.

Grande Auditório**Pequeno Auditório**

08:30-10:00

KEYNOTE LECTURE 2**Social network research and insights in peer influence, relationships, and peer-led interventions***René Veenstra, University of Groningen, the Netherlands*

Peer relationships are prominent as children enter adolescence. Peer research has been motivated by an interest in understanding where peer interactions and relationships come from and how these experiences affect multiple aspects of positive and negative development. Recent advances demonstrate the importance of considering variation across contexts in these peer processes. Selection and influence processes vary widely across classrooms, and popular peers in particular set a norm for what behaviors are important for friendship selection and influence processes. Peer influence is an important rationale for peer-led interventions: interventions that involve peers in program delivery. These interventions aim to counteract negative behaviors and promote positive behaviors. They rely primarily on diffusion, with peer leaders trained to facilitate both formal and informal interactions. Potential benefits include better retention of information, establishment of lasting norms, and smoother implementation compared to teacher-led initiatives. Challenges include variability in leadership quality and the risk of sending unintended messages. Unpacking the mechanisms of peer selection and influence holds promise for advancing theory and optimizing peer-led interventions.

08:30-10:00

PAPER SYMPOSIUM SY-001**Residence arrangements and co-parenting after parental separation and their influence on child wellbeing***Chair: Janin Zimmermann, German Youth Institute, Germany***Integrative Abstract**

There has been a change in society over the last decades: Fathers nowadays are more involved in the care and upbringing of their children (BMFSFJ, 2021). Accordingly, they want to continue to play an active role in their children's lives after a separation. However, this generally positive development has the downside that after a separation often (family court) conflicts over child residence and contact arrangements arise. Research is therefore attempting to provide answers to pressing questions about which care arrangements are most beneficial for children, how positive relationships with both parents can be maintained and how separated parents can continue to care for their children together. Thus, the first contribution in this symposium investigates the association between parent-child residence time and the quality of the parent-child relationship in a sample of post-separation families recruited from counselling centers across Norway. The second paper focuses on longitudinal trends in this same Norwegian sample and reports on trajectories of different inter-parental conflict dimensions depending on the child residence arrangement. The third contribution sheds light on the everyday experiences in separating families in Germany. Based on data from an online diary-study, associations between parental co-parenting problems and child wellbeing are reported and the influence of parenting quality will be analyzed. The last paper reports on how taking the child's will into account in contact arrangements affects children's well-being based on the findings of another study of separated families in Germany. The session closes with a discussion about the presented findings and potential interventions for separating families.

SY-001_01 Mothers' and fathers' warm and supportive relationship with their child: the importance of residence time and children's age

Tonje Holt¹, Maria Morbech¹, Siljekvam Bardstu¹, Ruth Sellers², Iris Ji², Linda Larsen¹

¹*Department of Childhood and Families, Norwegian Institute of Public Health, Norway*, ²*Faculty of Education, University of Cambridge, UK*

SY-001_02 Interparental conflict trajectories across various child residence arrangements when parents live apart

Tonje Holt¹, Maren Sand Helland¹, Linda Larsen¹, Kristin Gustavson¹, Bruce Smyth²

¹*Department of Childhood and Families, Norwegian Institute of Public Health, Norway*, ²*Centre for Social Research and Methods, Australian National University, Australia*

SY-001_03 How does parenting behavior influence the association between parental conflict and child wellbeing in separated families: findings from a diary study

Janin Zimmermann¹, Stefanie Amberg², Sabine Walper¹, Heinz Kindler¹, Ulrike Lux¹

¹*German Youth Institute, Germany*, ²*Ludwig-Maximilians-University of Munich, Germany*

SY-001_04 Does children's voice in physical custody and contact arrangements matter for their wellbeing?

Sabine Walper¹, Alexandra Langmeyer¹, Ulrike Lux¹, Heinz Kindler¹, Stefanie Amberg², Peter Büttner³

¹*German Youth Institute, Germany*, ²*Ludwig-Maximilians-University of Munich, Germany*, ³*Projekt Petra, Germany*

08:30-10:00

PAPER SYMPOSIUM SY-002

Applying a multi-stakeholder approach to educational experiences by centering ethnic/racial identities in context

Chair: Juliana Karras, *Department of Psychology, San Francisco State University, USA*

Discussant: Adriana J. Umaña-Taylor, *Harvard University, USA*

Integrative Abstract

Extant research has documented the cascading developmental impacts of children's and adolescents' evolving ethnic-racial identities (ERIs). ERI development has been linked to variability in socioemotional and relational adjustment, which both support academic adjustment. Further, youth's ERI is formed within their sociocultural contexts, of which educational settings are uniquely impactful. The proposed symposium seeks to broaden our understanding of how diverse youth's ERI relates to and is informed by their school contexts, incorporating multiple methods and multiple stakeholder perspectives. The first paper, a qualitative interview study, draws on student and teacher perspectives to understand how and why a teacher's implementation of a school-based ERI development curriculum effectively supported their exploration of and meaning-making around their ERI. The second paper, a quantitative survey-based study, draws from student and parent perspectives on their cultural values to understand how gaps or alignment in cultural values paired with youth's neighborhood contexts support or hinder youth's academic success. The third study, a systematic review, draws on the experiences and perspectives of immigrant-origin youth to understand what elements of school climate best support youth's academic and psychological well-being. Taken together, these studies incorporate an intersectional lens on how place and space inform the cultural, contextual, relational, and developmental dynamics that impact diverse adolescents' experiences in education. Our discussion will offer practical applications and recommendations that educators, families, and youth themselves can consider as they seek to support adolescent adjustment.

Luís de Freitas Branco

SY-002_01 Promoting adolescent ethnic-racial identity development via school racial socializationKristia A. Wantchekon¹, Adriana J. Umaña-Taylor²¹Georgetown University, USA, ²Harvard University, USA**SY-002_02 Parent-adolescent cultural values gap and academic achievement in new destination contexts: the moderating role of neighborhood context**Naila A. Smith¹, Jihee Im², Tiyobista M. Maereg², Dulce M. Gonzalez², Dawn P. Witherspoon², Mayra Bamaca³¹School of Education and Human Development, University of Virginia, USA, ²Department of Psychology, The Pennsylvania State University, USA, ³Department of Psychology, University of California, Merced, USA**SY-002_02 Immigrant-origin students' perceptions of their school climate: a systematic review of what matters and why**Juliana Karras¹, Carola Suárez-Orozco², Reshma Sreekala³, Anakaren Quintero Davalos², Christine Emuka⁴, Madalyn Jayne Loperena¹, Kenzie Bramey⁵¹Department of Psychology, San Francisco State University, USA, ²Harvard Graduate School of Education, USA, ³Department of Counseling & School Psychology, University of Massachusetts, Boston, USA, ⁴School of Education and Human Development, University of Virginia, USA, ⁵Counseling Psychology Department, Dominican University of California, USA

08:30-10:00

PAPER SYMPOSIUM SY-003**Increasing access to evidence-based programs to reduce household violence and improve parenting practices among families in conflict-affected settings****Chair:** Alethea Desrosiers, Brown University, USA**Integrative Abstract**

This paper symposium presents a synthesis of research focused on improving access to evidence-based interventions to promote positive parenting practices, caregiver mental health and violence reduction among vulnerable families from two low-and middle-income countries (LMICs) with histories of armed conflict and displacement: Colombia and Sierra Leone. The focus of this research ranges from piloting an evidence-based behavioral home visiting intervention delivered by community health workers to vulnerable families with young children in Sierra Leone, to conducting a randomized trial of an evidence-based parenting program to promote positive mother-child interactions and early childhood development outcomes in conflict-affected communities in Colombia. Findings from both studies support the feasibility of training non-specialist health workers in communities where access to evidence-based parenting interventions is limited. Findings also support potential benefits of these parenting/family-based interventions for promoting caregiver mental health and caregiver-child interactions and reducing household violence. This research also describes formative work investigating core components of evidence-based violence prevention parenting programs in Colombia as well as barriers and facilitators to implementation of these programs. Taken together, this set of findings highlight the utility of integrating different methodological approaches to identify best practices for increasing access to evidence-based parenting interventions for vulnerable families with young children residing in LMICs with histories of violence and displacement, with the ultimate goal of decreasing household violence and promoting early childhood development.

Fernando Pessoa

SY-003_01 Promoting caregiver mental health and positive caregiver-child interactions among vulnerable families in Sierra Leone's rural regions

Alethea Desrosiers¹, Indrani Saran², Cara Antonaccio¹, Sarah Neville¹, Ariana Albanese¹, Rebecca Esliker³, Musu Jambai⁴, Theresa S. Betancourt²

¹Brown University, USA, ²Boston College School of Social Work, USA, ³University of Makeni, Sierra Leone, ⁴Caritas Freetown, Sierra Leone

SY-003_02 Maternal mental health and early childhood development in Colombia

Andres Moya¹, Alicia Lieberman², Arturo Parker¹, Blasina Nino¹, Juliana Sanchez³, Maria Jose Torres¹, Vilma Reyes²

¹Universidad de los Andes, Colombia, ²University of California, San Francisco, USA, ³Princeton University, USA

SY-003_03 Integrating theory, evidence, and context to inform the design of Apapacho, a violence prevention parenting program

Jorge Cuartas¹, Luciana Beccassino², Helen Baker-Henningham³

¹Harvard University, USA, ²Universidad de los Andes, Colombia, ³University of the West Indies, Jamaica

08:30-10:00

PAPER SYMPOSIUM SY-004**Parental burnout: specificity, prevention and intervention**

Chair: Dorota Szczygieł, Department of Psychology, SWPS University, Poland

Integrative Abstract

The role of parents in children's development and well-being is well established. But in order to contribute fully, parents need to feel fulfilled in their role. Studies on parental stress and, more recently, on parental burnout and parental regret have shown that a worrying number of parents report suffering as fathers or mothers. In this symposium, we will first consider the specificity of parental burnout versus parental regret and their respective consequences for parents themselves (i.e. escape ideation) and for children (i.e. parental neglect and parental violence). Given the prevalence of parental burnout and its worrying consequences, we'll also look at how parental burnout can be identified and prevented. Finally, we'll assess whether parenting programmes that aim to improve child behaviour by increasing positive parenting also have an effect on parental burnout.

Sophia de Mello Breyner Andresen

SY-004_01 Parental regret and burnout profiles, and their worrying consequences on parents and children

Isabelle Roskam¹, Moira Mikolajczak¹, Konrad Piotrowski²
¹*UCLouvain, Psychological Sciences Research Institute, Belgium*, ²*Center for Research on Personality Development, SWPS University, Poland*

SY-004_02 The use of a Brief Parental Burnout Scale in the Portuguese context: replicating studies

Marisa Matias¹, Inês Bessa², Joyce Aguiar³, Anne Marie Fontaine¹
¹*Faculty of Psychology and Educational Sciences & Center for Psychology - University of Porto, Portugal*, ²*Faculty of Psychology and Educational Sciences - University of Porto, Portugal*, ³*Center for Research in Higher Education Policies, University of Porto, Portugal*

SY-004_03 Effects of a group-based parenting program on parental burnout in real-life settings

Maria Filomena Gaspar¹, Maria João Seabra Santos²
¹*University of Coimbra, Faculty of Psychology and Educational Sciences, Centre for Social Studies, Portugal*, ²*University of Coimbra, Faculty of Psychology and Educational Sciences, Center for Research in Neuropsychology and Cognitive and Behavioral Intervention, Portugal*

08:30-10:00

PAPER SYMPOSIUM SY-005**School readiness across time and space: insights from research on the Brief Early Skills and Support Index**

Chair: Claire Hughes, *University of Cambridge, UK*

Integrative Abstract

Gathering information about children is important to identify those who need extra support and maximise teaching effectiveness. Yet formal assessments offer a narrow picture and can be stressful and/or unreliable. Constructing a survey that draws on educators' observational skills and combines brevity with breadth may therefore prove valuable. This is the rationale for the Brief Early Skills and Support Index (BESSI – Hughes et al REF), co-produced with UK educators and aimed at 2- to 5-year-olds. The three symposium papers apply the BESSI to different contexts and objectives. Fink and Gibson demonstrate that the BESSI remains a valuable tool in Year 1 – highlighting the need to view school readiness as a dynamic process that should be measured over years rather than months. In a 'pandemic' study, Chen et al. gathered BESSI ratings for kindergarteners from Hong Kong and mainland China. Their findings demonstrate the conceptual equivalence of BESSI ratings across different contexts and highlight the heterogeneity within 'East Asian' groups. Focusing on the mainland China sample for the above study, Zheng and colleagues report that teachers' relationships with parents and children are linked with BESSI ratings, highlighting the need to view school readiness as a shared responsibility.

Amália Rodrigues

SY-005_01 Stability and predictive utility of the BESSI School Readiness measure between ages 5 and 6Elia Fink¹, Jenny L. Gibson²¹University of Sussex, UK, ²University of Cambridge, UK**SY-005_02 School readiness in early childhood education: cross-cultural alignment in the Brief Early Skills and Social Support Index (BESSI)**Laure Lu Chen¹, Chengyi Xu², Elia Fink³, Claire Hughes¹¹University of Cambridge, UK, ²Tsinghua University, China, ³University of Sussex, UK**SY-005_03 How does parent-teacher-child dynamic contribute to Chinese children's school readiness? A multi-informant multi-method investigation**Jiayin Zheng¹, Chengyi Xu², Laure Lu Chen¹, Michelle R. Ellefson¹, Claire Hughes¹¹University of Cambridge, UK, ²Tsinghua University, China

08:30-10:00

PAPER SYMPOSIUM SY-006**Bridging the gap: understanding and addressing gender and ethnic disparities in STEM among children, adolescents, and emerging adults**Chair: Fidelia Law, University of Bristol, UK**Integrative Abstract**

Women and ethnic minority individuals are still underrepresented in many science, technology, engineering, and mathematics (STEM) fields. One factor contributing to these disparities is the presence of stereotypes that portray certain groups as having lower abilities compared to others. This symposium brings together four international papers investigating stereotypes in STEM which may contribute to lower participation of girls and ethnic minority youth. The first study in Germany examined children's STEM-related stereotypes regarding Turkish (ethnic minority) and German students (ethnic majority) and how these stereotypes are related to peer inclusion and exclusion using vignettes. The second in depth qualitative study explored the perception of gender stereotypes on different STEM careers among adolescents who are involved in STEM in youth programmes based in the US and the UK. The third paper examined US undergraduate students' perceptions of scientists through a newly developed scientist avatar app and explored how these stereotypes are associated with their racial attitudes. The last paper is an experimental research in the UK evaluating how an intervention using role models and growth mindset are related to children's gender stereotypes in STEM. Overall, this symposium presents a comprehensive collection of research aimed at understanding and addressing stereotypes related to gender disparities and the underrepresentation of ethnic minority groups in STEM, spanning from childhood through adolescence to emerging adulthood. This session will provide insightful discussion on how research findings can inform practice, reshape policies, and contribute to a more equitable, diverse, and inclusive future in STEM.

SY-006_01 STEM-related stereotypes regarding Turkish children in Germany

Katharina Fink¹, Luke McGuire², Kelly Lynn Mulvey³, Hanna Beißert⁴

¹Leibniz Institute of Research and Education in Information, Germany, ²University of Exeter, UK, ³North Carolina State University, USA, ⁴Goethe University Frankfurt, Germany

SY-006_02 Perceptions of gender stereotypes surrounding STEM careers among young people

Mengya Zhao¹, Jenna Booth², Fidelia Law³, Emine Ozturk⁴, Channing J. Mathews⁵, Mark Winterbottom⁶, Kelly Lynn Mulvey⁴, Adam Hartstone-Rose⁴, Adam Rutland⁷

¹University of Liverpool, UK, ²Cardiff University, UK, ³University of Bristol, UK, ⁴North Carolina State University, USA, ⁵University of Virginia, USA, ⁶University of Cambridge, UK, ⁷University of Exeter, UK

SY-006_03 Design-a-scientist avatar: a new method for analyzing gender and racial scientist stereotypes

Angelina Joy¹, Channing J. Mathews², Adam Hartstone-Rose³, Kelly Lynn Mulvey³

¹Purdue University, USA, ²The University of Virginia, USA, ³North Carolina State University, USA

SY-006_04 Breaking barriers: role models and growth mindset fostering equitable gender stereotypes in STEM among children

Fidelia Law¹, Luke McGuire², Mark Winterbottom³, Manuela Barreto², Adam Rutland²

¹University of Bristol, UK, ²University of Exeter, UK, ³University of Cambridge, UK

08:30-10:00

PAPER SYMPOSIUM SY-007**The dynamic development of personality in emerging adulthood**

Chair: Rebecca Shiner, Colgate University, USA

Discussant: Marcel van Aken, Utrecht University, the Netherlands

Integrative Abstract

Emerging adulthood—spanning from around age 18 through age 29—may be the most dynamic period for personality development in the life course (Roberts & Davis, 2016). This symposium brings together three talks on personality trait development in emerging adulthood in community samples to address two critical questions: How do young adults' personality traits shape their adaptation, for both good and bad? And, how are emerging adults' personality traits shaped by their life experiences, especially their close relationships with friends, romantic partners, and parents? The first paper investigated longitudinal associations between young adults' Big Five traits and identities and their romantic relationship and friendship quality 3 years later. Extraversion and identity exploration predicted better friendships, and personality traits were linked with positive and negative identity development. Second, in a sample followed from age 20 to age 30, the authors explored whether personality traits predicted change in adaptation (e.g., work competence, friendships) and whether adaptation predicted change in personality. They found more robust evidence for the impact of adaptation on personality change than the reverse. Finally, the third talk examined associations between normal-range personality in adolescence and maladaptive personality in emerging adulthood and discovered that maternal warmth and overreactivity in adolescence moderated the links over time. Taken together, these findings suggest that young people's personality traits respond dynamically to their changing contexts and life experiences and affect the ways they navigate the transition to adulthood. A discussant addresses key themes cutting across the three papers.

Maria Helena Vieira da Silva

SY-007_01 The longitudinal links between personality traits and relationship quality in emerging adults: mediation by identity?Lea Grossmann¹, Koen Luyckx², Ruth Van der Hallen¹, Guus Smeets¹, Peter Prinzie³¹Erasmus University Rotterdam, the Netherlands, ²University of Leuven, Belgium, ³Ghent University, Belgium**SY-007_02 Personality traits and success in the developmental tasks of emerging adulthood: what is the direction of influence?**Rebecca Shiner¹, Ann Masten²¹Colgate University, USA, ²University of Minnesota, USA**SY-007_03 Longitudinal associations between normal and pathological personality in a community sample of emerging adults: moderation by parenting**Peter Prinzie¹, Jule Götter², Ruth Van der Hallen², Guus Smeets²¹Ghent University, Belgium, ²Erasmus University Rotterdam, the Netherlands

08:30-10:00

PAPER SYMPOSIUM SY-008**Positive youth development, mental health, and contribution among European youth****Chair:** Nora Wium, University of Bergen, Norway**Integrative Abstract**

This paper symposium aims at assessing, tracking, and advancing mental health and positive development among youth in three European countries, Kosovo, Norway, and Slovenia. The theoretical perspective of Positive Youth Development (PYD) suggests that youth thriving, and contribution are effects of a dynamic interaction between youth strengths and resources and opportunities in their contexts (e.g., home and school). While thriving indicators, such as the 5Cs of PYD (Competence, Confidence, Character, Caring and Connection) are theoretically supposed to enhance mental well-being and facilitate youth contribution to self and society, empirically, this positive association has not always been clear for some indicators like Caring. The symposium adopts a theoretical and empirical perspective of PYD and comprises four presentations representing youth in three European countries. The symposium begins with a theoretical presentation on an innovative psychotherapeutic approach, developed in the Kosovo context to empower young people and enhance their mental health. This is followed by a presentation on the developmental trajectories of Slovenian adolescents regarding their thriving indicators (i.e., the 5Cs of PYD). The third presentation, also based on data collected from Slovenian youth, reports findings from cross-lagged panel analysis on the association between Caring and anxiety. The final presentation is on how Caring compares to other thriving indicators on its role in youth contribution to local, community and global affairs. The goal of these four presentations is to extend the scope of PYD research as well as to inform policies and programs designed to support the well-being of youth people in Europe and beyond.

Glicínia Quartin

SY-008_01 Empowering youth mental health: crafting an innovative psychotherapeutic approach

Fitim Uka¹, Vanesa Sopjani¹, Veronë Përquku¹, Arlinda Gashi¹, Arvesa Studenica¹, Arian Musliu¹, Lira Baliu¹, Albina Statovci¹, Adela Bajrami¹

¹*Multidisciplinary Clinic "Empatia", Kosovo*

SY-008_02 Changes in the latent profiles of the five Cs of positive youth development over a school year

Tina Pivec¹

¹*Educational Research Institute, Slovenia*

SY-008_03 The interplay between caring and anxiety in a longitudinal research design: positive youth development perspective

Ana Kozina¹, Tina Pivec¹, Margarida Gaspar de Matos²

¹*Educational Research Institute, Slovenia*, ²*University of Lisbon, Portugal*

SY-008_04 Youth contribution to local, community and global affairs: the role of caring as a thriving indicator

Nora Wiium¹

¹*University of Bergen, Norway*

08:30-10:00

PAPER SYMPOSIUM SY-009**Promoting cultural identity and diversity in European schools: findings from intervention research**

Chair: Chiara Ceccon, *University of Padova, Italy*

Integrative Abstract

Achieving a stable cultural identity and learning how to navigate diversity represent core developmental competencies (Umaña-Taylor, 2023). Individual identity formation and positive interethnic relationships can be fostered also in collective contexts such as school, which holds a central role in adolescents' acculturation and socialization (Schachner et al., 2016). Hence, in recent years, several scholars have designed and/or adapted school-based interventions to provide students with effective tools and protected spaces to address topics of cultural heritage, diversity, and discrimination within classrooms (Juang et al., 2020). This symposium will feature four papers on the implementation of two different interventions in various European countries, focusing on the role played by participants' individual as well as socio-contextual factors in enhancing intervention efficacy and psychological adjustment. The first paper (Baysu et al.) investigates the effects of an intervention targeting diversity climate and adjustment in Belgium, via a pretest-posttest experimental-control design. The second paper (Sandberg et al.) examines the impact of personality traits on cultural identity exploration and resolution among Swedish adolescents participating in the Identity Project intervention. The third paper (Schachner et al.) presents findings from a cross-country study exploring the dynamics between the Identity Project and classroom diversity climate in Germany and Italy. Finally, the fourth paper (Ceccon et al.) examines the associations between longitudinal profiles of cultural identity processes and adolescents' psychosocial outcomes one year after participation in the Identity Project in Italy.

Eugénio de Andrade

SY-009_01 Cultivating inclusive school environments: a four-week intervention's impact on diversity climate, intergroup attitudes, and academic adjustment

Gülsele Baysu¹, Jessie Hillekens², Roy Konings³, Karen Phalet³
¹Queen's University of Belfast, UK, ²Tilburg University, the Netherlands, ³KU Leuven, Belgium

SY-009_02 Personality traits as predictors of ethnic-racial identity development during The Identity Project intervention

David J. Sandberg¹, Ann Frisé¹, Py Liv Erikson¹, Moin Syed²
¹University of Gothenburg, Sweden, ²University of Minnesota, USA

SY-009_03 Longitudinal profiles of cultural identity processes and associations with psychosocial outcomes among students participating in The Identity Project

Chiara Cecon¹, Ughetta Moscardino¹, Gianmarco Altoè¹, Francesca Lionetti^{2,3}, Adriana J. Umaña-Taylor⁴
¹University of Padova, Italy, ²University of Chieti-d'Annunzio, Italy, ³Queen Mary University of London, UK, ⁴Harvard Graduate School of Education, USA

SY-009_04 The dynamic interplay of The Identity Project intervention with classroom cultural diversity climate: a comparative study in Italy and Germany

Maja K. Schachner¹, Sophie Hölscher¹, Ughetta Moscardino², Chiara Cecon², Linda Juang³, Massimiliano Pastore²,
¹Martin Luther University Halle-Wittenberg, Germany, ²University of Padova, Italy, ³University of Potsdam, Germany

08:30-10:00

PAPER SYMPOSIUM SY-010**The effect of unpredictability in maternal interaction behavior on a child's socio-emotional development during early childhood**

Chair: Riikka Korja, University of Turku, Finland

Integrative Abstract

In this symposium, we aim to present and discuss the impact of unpredictability and interruptions in parent-child interactions on child socio-emotional development. We'll also explore cross-cultural similarities and differences in parent-child interactions and their effects on children's socio-emotional growth. Our studies encompass various cultures, including datasets from both Western countries (Finland and Germany) and developing nations (Uganda and Ecuador). The first presentation will focus on the effects of maternal sensory signal unpredictability on a child's self-regulation and socio-emotional symptoms from toddlerhood through preschool years. The second presentation will delve into the relationship between exposure to predictable maternal sensory signals and child executive function profiles, utilizing longitudinal data collected at three time points: 8, 30, and 60 months. In the third presentation, the repercussions of maternal childhood maltreatment and unpredictable sensory signals in caregiving behavior on child socio-emotional development will be examined in both rural and urban Uganda. Additionally, unpredictable maternal sensory signals as a potential mechanism for intergenerational transmission will be explored. The fourth presentation will spotlight cultural differences in children's social responsiveness to interruptions in interaction. Also findings on infants' affective reactivity during specific interaction scenarios will be presented. Collectively, these discussions highlight the universal importance of maternal predictability in early caregiving behaviors, significantly influencing various developmental aspects of the growing brain.

Vianna da Motta

SY-010_01 **The effects of unpredictable maternal sensory signals on child's socio-emotional development – Finnbrain birth cohort study**

Riikka Korja¹, Saara Nolvi¹, Eeva Holmberg¹, Hetti Lahtela¹, Elisabeth Nordenswan¹, Linnea Karlsson¹, Hasse Karlsson¹, Eeva-Leena Kataja¹

¹University of Turku, Finland

SY-010_02 **Is exposure to unpredictable patterns of maternal sensory signals in early life associated with the development of child executive functions?**

Fiaa Takio¹, Saara Nolvi¹, Pilvi Peura², Akie Yada², Elisabeth Nordenswan¹, Eeva Holmberg¹, Eeva Eskola¹, Hasse Karlsson¹, Linnea Karlsson¹, Eeva-Leena Kataja¹

¹University of Turku, Finland, ²University of Jyväskylä, Finland

SY-010_03 **Unpredictability of maternal sensory signals and maternal childhood maltreatment are associated with infant emotional reactivity**

María José Garzón¹, Riikka Korja², Herbert Ainamani³, Eunice Ndyareeba³, Philipp Töpfer⁴, Eeva Holmberg⁵, Moritz Köster¹

¹University of Regensburg, Germany, ²University of Turku, Finland, ³Kabale University, Uganda, ⁴University Medicine Greifswald, Germany, ⁵Turku University, Finland

SY-010_04 **The influence of culture on infants' social expectations and affective reactivity**

Helen Wefers¹, Joscha Kärtner¹

¹Universität Münster, Germany

08:30-10:00

PAPER SYMPOSIUM SY-011

Fostering youth critical consciousness: exploring the school, family, and non-formal education contexts

Chairs: Karla Morales, Universität Potsdam, Germany; Judith Kehl, Martin-Luther-University Halle-Wittenberg, Germany

Integrative Abstract

Critical consciousness (CC) is a key developmental competency through which youth recognize systems of inequity and oppression (critical reflection), believe in their capacity to challenge these systems (sociopolitical efficacy), and engage in action aimed towards change (critical action) (Rapa & Godfrey, 2023). As CC relates to positive individual and societal level outcomes and contributes to more equitable societies, it is crucial to investigate how it can be fostered. The symposium delves into salient contexts of youth--the school, family, and non-formal education--and how processes within these contexts support CC development. As CC development is also shaped by sociohistorical contexts, we include studies conducted in Germany and the USA. Drawing on longitudinal data, the first study examines how ethnic racial identity exploration relates to the CC of adolescents in Germany (Mage = 13.05). The second study explores the association between parental cultural socialization and civil and political participation, a form of critical action, among Chinese heritage adolescents in the USA (Mage = 14.1). The third study assesses how the category, breadth, and level of involvement in non-formal education is predictive of CC among youth in Germany (Mage = 20.39). The fourth study, acknowledging the importance of CC development of young adults in the university context, explores the CC of pre-service teachers (Mage = 24.29) in Germany. Cumulatively, these studies contribute to a more comprehensive developmental understanding of CC across adolescence and young adulthood, which can inform practical approaches in supporting youth as they navigate their sociopolitical realities.

- SY-011_01** **Fostering youth critical consciousness: the role of non-formal education**
 Karla Morales¹, Miriam Schwarzenhal², Linda Juang¹, Katharina Eckstein³
¹Universität Potsdam, Germany, ²Bergische Universität Wuppertal, Germany, ³Friedrich-Schiller-Universität Jena, Germany
- SY-011_02** **Cultural identity exploration and adolescents' critical consciousness of systemic racism: a longitudinal study in the context of Germany**
 Judith Kehl¹, Maja Schachner¹, Gülseli Baysu², Miriam Schwarzenhal³
¹Martin-Luther-University Halle-Wittenberg, Germany, ²Queen's University Belfast, UK, ³Bergische Universität Wuppertal, Germany
- SY-011_03** **Why do some students perform worse than others? Examining preservice teachers' attributions, efficacy, and actions against educational inequalities**
 Yağmur Güleç¹, Miriam Schwarzenhal¹, Tuğçe Aral²
¹Bergische Universität Wuppertal, Germany, ²Universität Potsdam, Germany
- SY-011_04** **From heritage culture to civic engagement: examining mediating and moderating mechanisms supporting Chinese American adolescent's civic actions**
 Bumo Zhang¹, Charissa Cheah¹, Anika Aquino¹, Huiguang Ren¹
¹University of Maryland, Baltimore County, USA

10:30-12:00

INVITED SYMPOSIUM IS-1**Mind-mindedness: measures and mechanisms**

Chair: Elizabeth Meins, University of York, UK

Integrative Abstract

This invited symposium focuses on the construct of mind-mindedness—the caregiver's tendency to treat their young child as an individual with a mind of their own. The aim is to explore (a) how best to measure mind-mindedness at different points in development, and (b) the mechanisms via which mind-mindedness predicts children's development.

IS-01_01 **Is the Describe-Your-Child measure a valid assessment of mind-mindedness in infancy?**

Elizabeth Meins¹, Yujin Lee¹, Jean-François Bureau², Audrey-Ann Deneault³, Charles Fernyhough⁴

¹University of York, UK, ²University of Ottawa, Canada, ³University of Montreal, Canada, ⁴Durham University, UK

IS-01_02 **Inter-relations between mind-mindedness, maternal communicative behavior in the context of attachment distress, and infant-mother attachment security**

Elisabetta Lombardi^{1,2}, Cinzia Di Dio², Elizabeth Meins³, Chiara Giovanelli², Franca Crippa⁴, Daniela Traficante², Antonella Marchetti², Lucia Carli⁴

¹eCampus University, Italy, ²Università Cattolica del Sacro Cuore, Italy, ³University of York, UK, ⁴University of Milano-Bicocca, Italy

IS-01_03 **Maternal mind-mindedness and children's sociocognitive development: developmental pathways from mind-mindedness to children's mentalizing abilities**

Yujin Lee¹, Elizabeth Meins¹, Fionnuala Larkin², Amy Fernandez³, Ying Wang⁴

¹University of York, UK, ²University College Cork, Ireland, ³University of Liverpool, UK, ⁴Auckland University of Technology, New Zealand

IS-01_04 **Mind-mindedness as a moderator in the context of marital conflict**

Daphna Dollberg¹, Roga Koren Swisa¹, Keren Hanetz-Gamliel¹

¹The Academic College of Tel Aviv Yaffo, Israel

10:30-12:00

PAPER SYMPOSIUM SY-012**Peer experiences, social standing, and adjustment in children and adolescents**

Chair: Jiayi Zhou, University of Graduate School of Education, University of Pennsylvania, USA

Integrative Abstract

As children transition into adolescence, establishing social standing including leadership and peer acceptance becomes crucial. High social standing of adolescents not only grants them significant influence in peer interactions and group decision-making but also shapes their various adjustment outcomes. Research on the development of social standing helps a better understanding of adolescents' social experiences and has practical implications for education and intervention. This symposium includes studies in four countries: Germany, China, the Netherlands, and the USA. These studies focus on various psycho-social attributes associated with leadership and peer reputations, along with the effectiveness of intervention programs in promoting positive leadership among children and adolescents. The first paper examines how German high school students perceive leadership and its association with social status, personality traits, and peer-perceived behaviors. It highlights the prosocial and antisocial dimensions of leadership. The second paper examines the structure of peer group leadership networks and the roles of social, academic, and psychological characteristics on leadership attainment among Chinese elementary school students. The third paper examines how anti-bullying programs affect the stability and transition of various leadership profiles among Dutch elementary school children, demonstrating the effectiveness of these interventions in fostering positive leadership. The final paper explores how traits such as humor and athleticism affect peer acceptance among young American adolescents, offering insights into how these traits differentially affect acceptance from same- and other-gender peers.

SY-012_01 Perceptions and correlates of leadership in adolescence: the role of social status, social behavior, and personalityLuisa A. Stadtmüller¹, Jamie R. Fehribach¹, Joyce E. Schleu¹, Antonius H. N. Cillessen¹¹*Behavioural Science Institute, Radboud University, the Netherlands***SY-012_02 Leaders of peer groups in Chinese children: the role of social, academic, and psychological characteristics in group leadership**Jiaxi Zhou¹, Xinyin Chen¹, Dan Li², Junsheng Liu³¹*Graduate School of Education, University of Pennsylvania, USA,*²*Department of Psychology, Shanghai Normal University, China,*³*Department of Psychology and Cognitive Science, East China Normal University, China***SY-012_03 Promoting positive leadership: examining the long-term dynamics of anti-bullying programs**Zhe Dong¹, Gijs Huitsing¹, René Veenstra¹¹*Department of Sociology and Interuniversity Center for Social Science Theory and Methodology, University of Groningen, the Netherlands***SY-012_04 Associations between peer perceived humor and Athleticism and same versus other gender peer acceptance during early adolescence**Chloe L. Richard¹, Julie C. Bowker¹¹*Department of Psychology, University at Buffalo, USA*

10:30-12:00

PAPER SYMPOSIUM SY-013**Bridging the gap between research and practice through co-creation with everyday experts****Chairs:** Yvonne Skipper, *University of Glasgow, UK*; Debra Pepler, *York University, Canada***Integrative Abstract**

There is growing interest in knowledge mobilization (KM), in which academics and partners work together to co-create knowledge for real-world impact. Prior to this, impact was generally achieved by passive 'dissemination' in journal publications and reports for potential knowledge 'users' (Lavis et al., 2003). This one-way flow of knowledge from scholarship to practice may not reflect the 'real world' context and be readily applicable to practice. Recent KM models involve partners in early stages to co-create knowledge throughout the research process. This approach increases the relevance of applied research and establishes pathways to impact. A key challenge, however, involves researchers moving from an 'independent' approach to becoming more 'interdependent', which is based on relational values, views of others, behaviours and task choices (Skipper & Pepler, 2020). With bridges built through interdependent research processes, knowledge flows between research experts and those with everyday expertise, such as youth, teachers, clinicians, and parents. In this symposium, we provide an overview of literature on co-creation, then narrow the focus by describing four projects related to behavioural development which have used this approach in four countries. We reflect on how to engage partners in research and mobilise knowledge to effect real world change. We describe our personal experiences including benefits and challenges of this approach, to help others consider their approach to knowledge mobilization.

Luís de Freitas Branco

SY-013_01 Taking the lead from indigenous communities in creating safe environments for children and youthDebra Pepler¹, Shelley Cardinal², Dawn-Lee Ricard¹¹York University, Canada, ²Canadian Red Cross, Canada**SY-013_02 Assessing the acceptance of a MOOC-style course on promoting socio-emotional competencies in students: a comprehensive study with Brazilian education**Ana Carina Stelko-Pereira¹, Loriane Trombini Frick¹¹University Federal University of Paraná, Brazil**SY-013_03 Youth as knowledge brokers to influence policy direction for safer South Australian schools: co-participatory practices in action**Barbara A. Spears¹¹ University of South Australia, Australia**SY-013_04 Project real: co-creating and testing an intervention to help young people recognise fake news**Yvonne Skipper¹, Daniel Jolley², Joe Reddington³¹University of Glasgow, UK, ²University of Nottingham, UK,³eQuality Time, UK

10:30-12:00

PAPER SYMPOSIUM SY-014**Buffering political violence to children, adolescents and adults: research on the Arab-Israeli conflict****Chair:** Muhammad M. Haj-Yahia, Hebrew University of Jerusalem, Israel**Discussant:** Charles W. Greenbaum, Hebrew University of Jerusalem, Israel**Integrative Abstract**

A longstanding theoretical and applied issue in contemporary research on political violence is the identification of factors which may buffer the effects of exposure to political violence (EPV) and thus foster resilience (Cummings et al. 2017; Masten, 2021). This symposium will relate to this issue by presenting data from three studies on the effects of EPV on post-traumatic stress symptoms (PTSS) in the Arab-Israeli conflict. The first paper reports on a 4-wave prospective study of Palestinian and Israeli Jewish youth across 3 age cohorts: 8, 11, and 14 years (W1-W3), and 4 years later (14, 17, and 20 years; W4). This presentation reports that post-traumatic growth may significantly buffer political violence exposure's impact on the maladaptive outcomes of PTSS and aggression. The second paper investigates adolescents' exposure to political violence in the Israel-Palestine conflict. The participants were a random systematic cluster sample of 2,721 Palestinian adolescents ages 12-19 and their parents living in the West Bank and East Jerusalem. The study examines how Social Support and its interaction with gender and age of the participant may act as moderators of the effects of EPV on PTSS. The third paper reviews models of prevention of EPV to children and families, applying the concepts of primary, secondary and tertiary prevention. The presentation reviews research on the gains and risks of prevention strategies, focusing on research on evacuation of children from areas of conflict. The paper describes psychological barriers to successful primary prevention based on previous research and on accounts of the Israel-Hamas Middle East war.

Fernando Pessoa

SY-014_01 The moderating effect of post-traumatic growth on maladaptive outcomes among Israeli and Palestinian youth exposed to political violence

Kaylise Algrim¹, Eric Dubow^{2,3}, Paul Boxer¹, Meagan Docherty², L. Rowell Huesmann³, Simha F. Landau⁴, Shira Dvir Gvirsman⁵, Khalil Shikaki⁶

¹Rutgers University, USA, ²Bowling Green State University, USA, ³The University of Michigan, USA, ⁴The Hebrew University of Jerusalem, Israel, ⁵Tel Aviv University, Israel, ⁶The Palestinian Center for Policy and Survey Research, Palestine

SY-014_02 What factors buffer Palestinian adolescents' exposure to political violence? The effects of gender, age, social support and social capital

Muhammad M. Haj-Yahia¹, Charles W. Greenbaum¹, Shireen Sokar^{1,2}

¹The Hebrew University of Jerusalem, Israel, ²Tel-Hai Academic College, Israel

SY-014_03 Research review of models of prevention of political violence to children: tentative lessons from the current war in Israel and Gaza

Charles W. Greenbaum¹, Muhammad M. Haj-Yahia¹

¹The Hebrew University of Jerusalem, Israel

10:30-12:00

PAPER SYMPOSIUM SY-015**Relational processes underlying children's and adolescents' attitudes about immigrants**

Chairs: Laura Elenbaas, *Purdue University, USA*; Kelly Lynn Mulvey, *North Carolina State University, USA*

Integrative Abstract

Around the world, immigrant youth navigate barriers to interpersonal and societal inclusion. With a focus on children and adolescents in Italy, Turkey, the United States, and Sweden, each speaker will present novel empirical evidence of relational processes underlying developing attitudes about immigrants and immigration. Taking an integrative view of the field, Paper 1 introduces what is known about intergroup contact and collective action for immigrant groups in multiple contexts, outlines key mediators and moderators of contact effects among adolescents in Italy, and emphasizes the importance of a developmental lens. Highlighting the catalyzing role of moral emotions, Paper 2 reveals that Turkish youth who see themselves as more similar to refugee peers feel a greater sense of injustice about refugees' circumstances, motivating anger when these peers are victimized, pride when helping, and guilt when unable to help. Contrasting multiple forms of intergroup contact, Paper 3 reveals that U.S. children's direct interactions with immigrant peers are associated with lower prejudice and higher awareness of social inequalities, but children without direct contact base their attitudes on negative or positive messages gleaned indirectly, such as posts online. Demonstrating the long-term benefits of deliberative discussions, Paper 4 illustrates how Swedish adolescents whose teachers more frequently initiate classroom political conversations develop greater political interest and, over time, lower anti-immigrant attitudes that endure as they move on to new schools. At a time of unprecedented global migration, these talks highlight the relational mechanisms that promote social equality for immigrant youth.

Sophia de Mello Breyner Andrezen

SY-015_01 Using intergroup contact to promote social inclusion and a more equal societyAlice Lucarini¹, Veronica Margherita Cocco², Elisa Bisagno¹, Alessia Cadamuro¹, Loris Vezzali¹¹University of Modena and Reggio Emilia, Italy, ²University of Parma, Italy**SY-015_02 Promoting positive intergroup emotions through perceived similarity, empathy and justice sensitivity**Seçil Gönültaş¹, Serengeti Ayhan¹¹Bilkent University, Türkiye**SY-015_03 Direct and indirect intergroup contact differentially inform American children's interpersonal and societal attitudes about immigrant groups**Laura Elenbaas¹, Kelly Lynn Mulvey², Christia Spears Brown³, Jane Singman¹, Megan N. Norris¹¹Purdue University, USA, ²North Carolina State University, USA, ³University of Kentucky, USA**SY-015_04 The role of classroom political discussions for youth's attitudes toward immigrants**Marta Miklikowska¹, Roderik Rekker², Ales Kurdnac³¹Institute for Globally Distributed Research and Education, Sweden, ²Radboud University, the Netherlands, ³Umeå University, Sweden

10:30-12:00

PAPER SYMPOSIUM SY-016**Teacher-child interactions, relationships and child self-regulation and executive functioning in preschool: longitudinal and causal associations****Chair:** Jantine L. Spilt, *School Psychology and Development in Context Research Unit, Faculty of Psychology and Educational Sciences, KU Leuven, Belgium***Integrative Abstract**

There is ample research on everyday teacher-child interactions and affective relationships as developmental contexts for children's socio-emotional development (SED). Yet, there is far less research focusing specifically on children's executive functions (EF) and self-regulation (SR). In addition, albeit sparse, research shows that both classroom-level interactions and dyadic teacher-child relationships (TCR) are uniquely important (Cumming et al., 2020; Sankalaite et al., 2023; Rucinski et al., 2018). Consequently, this symposium will provide insight into the link between teacher-child interactions and relationships and child SR, EF and SED. The papers include both longitudinal (paper 1, 3 and 4) and experimental studies (paper 2), incorporate multi-method assessments of SR and EF (paper 1, 2, 4), and include socioeconomically (paper 1, 2) and racially/ethnically (paper 3) diverse samples. Paper 1 provides insight into the developmental effects of TCR on EF over three years, including the transition from preschool to kindergarten. Paper 2 presents an experimental study on the (causal) effects of an interaction-based intervention on EF. Paper 3 extends current research by examining the moderating role of teacher-child racial/ethnic congruence in the developmental effects of TCR. Finally, in recognition of the possibility that child behavior also shapes TCR, paper 4 examines whether child SR and engagement predict future TCR. Together, this symposium presents state-of-the-art research on the longitudinal links between teacher-child interactions, relationships, and children's development of SR, EF and SED in preschool in diverse samples. Implications for research and practice will be discussed.

Amália Rodrigues

SY-016_01 **Young children's executive function (EF) in context: examining teacher-child relationships through multiple measurements of EF across time**

Stephanie Jones¹, Lily Fritz¹, Caitlin Dermody¹
¹Harvard University, USA

SY-016_02 **An interaction-based classroom program for teachers to support the executive functions of preschoolers: an experimental study**

Fren Dieusaert¹, Dieter Baeyens², Jantine L. Spilt¹
¹ School Psychology and Development in Context Research Unit, Faculty of Psychology and Educational Sciences, KU Leuven, Belgium, ²Parenting and Special Education Research Unit, Faculty of Psychology and Educational Sciences, KU Leuven, Belgium

SY-016_03 **Teacher-child racial/ethnic congruence moderates the association between perceived relationship quality and prekindergartner's social-emotional skills**

Jennifer K. Finders¹, Angelina Joy¹, Jacqueline E. Sandel¹
¹Department of Human Development and Family Science, Purdue University, USA

SY-016_04 **Teacher-child relationships in toddlers: associations with toddlers' self-regulation and observed engagement in the classroom**

Joana Cadima¹, Carolina Guedes¹, Cecília Aguiar², Clara Barata³
¹Centre of Psychology of the University of Porto, Faculty of Psychology and Educational Sciences, University of Porto, Portugal, ²CIS, ISCTE-IUL, Portugal, ³University of Coimbra, Portugal

10:30-12:00

PAPER SYMPOSIUM SY-017

Values and behaviors across the lifespan: adaptive and maladaptive developmental trajectories

Chair: Einat Elizarov, The University of Haifa, Israel

Discussant: Maya Benish-Weisman, The Hebrew University of Jerusalem, Israel

Integrative Abstract

This symposium delves into the intricate interplay between personal values-individuals' guiding motivations that reflect what is important in their lives (Schwartz, 1994)-and a spectrum of adaptive and maladaptive social behaviors in youth, spanning from early childhood to adolescence. Recognizing that values are fundamental components of the self and play an important role in how youth perceive and navigate their social world during their formative years, the exploration of early and diverse value-behavior trajectories and their potential developmental consequences is of significant importance. The symposium features presentations by scholars from Italy, Portugal, and Israel, each offering novel insights derived from distinct methodological approaches, contributing to a more nuanced understanding of the developmental trajectories of value-behavior relationships in youth. The first study employs Latent Profile Analysis to uncover prevalent value profiles among Italian adolescents. It investigates how distinct values profiles, such as personal-focused, or social-focused profiles, relate to a range of behavioral outcomes, including bullying perpetration and social withdrawal, offering a person-oriented perspective. The second study concentrates on Portuguese children aged 6-14, examining the relationships between children's values and their social justice behaviors while discussing age-related shifts in these behaviors. The third study pioneers the use of a random-intercept cross-lagged panel model to investigate within-individual directionality between self-transcendence and self-enhancement values and prosocial behavior in middle-childhood-aged Israeli children.

SY-017_01 **Basic human values in adolescence: exploring developmental outcomes through a person-oriented lens**
 Concetta Esposito¹, Gaetana², Mirella Dragone³, Dario Bacchini¹
¹University of Naples “Federico II”, Italy, ²University of Campania “Luigi Vanvitelli”, Italy, ³Università “Giustino Fortunato”, Italy

SY-017_02 **The role of values priorities in children’s preferences for resource distribution norms - equality, need, and merit**
 Evelia Alvarez¹, Alice Ramos¹, Ricardo Borges Rodrigues²
¹University of Lisbon, Portugal, ²Instituto Universitário de Lisboa, Portugal

SY-017_03 **Values and pro-social behavior in middle childhood: a developmental perspective**
 Ella Daniel¹, Anat Chomsky¹
¹Tel Aviv University, Israel

10:30-12:00

PAPER SYMPOSIUM SY-018

Cultural development as cultivation of competences. development of prosocial and cooperative behaviors in childhood

Chair: Arkadiusz Bialek, *Institute of Psychology, Jagiellonian University, Poland*

Integrative Abstract

Developmental psychology is still biased towards WEIRD samples. To address this, the symposium presents talks based on informed cross-cultural comparisons of the development of prosociality and cooperation, complemented by theoretical investigations of cultural development. The first contribution investigates the relation between helping and comforting in a longitudinal sample of infants from Uganda and the UK. The collected results, using two classic paradigms, demonstrate the complex cultural influences when attempting to understand the relations between early prosocial behaviours. The second contribution investigates the cooperation between siblings from indigenous Yurakare societies (Bolivia) and Polish families. Children were observed during a tower-building task, and behaviors were microanalytically coded, and qualities of interaction were assessed. Results indicate a difference in children’s conversation levels, visual attention, and ways of interacting. The third talk examines children’s assistance during mealtime preparation in a Kichwa indigenous community (Ecuador) and in Münster, Germany, using video-recordings and analyzing mothers’ socialization practices. Findings reveal that children in Münster helped more and were more controlled by mothers, whereas Kichwa children were involved in more complex tasks, and their mothers trusted them more. The fourth contribution proposes a theoretical model of cultural development. It treats development as occurring through participation in everyday culturally constrained activities. The model takes dynamic system approach and highlights the importance of processes of emergence, multistate stability, and circular causality in cultural development.

Maria Helena Vieira da Silva

SY-018_01 Untangling the links of early prosociality: A cross-cultural exploration of infant helping and comforting behaviours

Carlo Vredin¹, Eunice Ndyareeba², Elizabeth Renner³, Georgia Tuohy¹, Zanna Clay¹
¹Durham University, UK, ²Kabale University, Uganda, ³Northumbria University, UK

SY-018_02 Cultural perspectives on cooperation: a comparative study of sibling dynamics from Indigenous Yurakare societies and middle-class Polish families

Natalia Siekiera¹, Arkadiusz Biatek¹
¹Jagiellonian University, Poland

SY-018_03 Children's helping at home in Kichwa Indigenous families and in middle-class families in Aünster – an observational and interview study

Marta Giner Torróns¹, Andrew Coppens², Mantilla Salgado Jorge³, Kärtner Joscha¹
¹University of Münster, Germany, ²University of New Hampshire, USA, ³University of Otavalo, Ecuador

SY-018_04 Unveiling the inseparability of culture and individual growth: A toy model of children's cultural development

Arkadiusz Bialek¹, Natalia Siekiera¹
¹Jagiellonian University, Poland

10:30-12:00

PAPER SYMPOSIUM SY-019**Varied interactions and varied behaviours: investigating cooperation, play, and social learning across varied contexts in early childhood**

Chair: Sarah A. Gerson, Cardiff University, UK

Integrative Abstract

Social interactions are at the heart of how infants and young children begin to learn about the world around them. Through interacting with others, young children learn language, social cognition, cultural rules, and more (van Leeuwen et al., 2018). Previous research has highlighted the importance of considering both joint engagement (Medina & Sobel, 2020; Striano et al., 2006) and social cognition (e.g., theory of mind) that may contribute to or be a result of various interactions (Carpendale & Lewis, 2004). In the modern world, social interactions take a more varied range of forms than was imaginable even a few years ago (Xu, 2023). Thus, exploring how varied interactive contexts alter and relate to engagement, theory of mind, and learning is an important endeavour for transferring knowledge from more traditional to newer, more nuanced contexts, including interactions that take place in digital contexts or with digital/robotic interaction partners. Across four papers, we investigate infants' and children's interactions with parents, other adults, and robots. These talks include data from over 500 children spanning three continents. Investigating the unique ways in which learning is influenced by interactions with various social partners (parents, imagined, digital/robotic) and contexts (digital, in person) is central across these papers. They provide unique information about how individual differences in terms of social cognitive skills and joint engagement mediate learning. Together, they provide a foundation for thinking about new and emerging contexts within which children engage in social learning.

Glicinia Quartin

- SY-019_01** **Parent-infant cooperation in digital contexts**
Yimei Chuah¹, Kristina Wolsey¹, Annette M. E. Henderson¹
¹University of Auckland, New Zealand
- SY-019_02** **Shaking things up in parent-child interaction research: Comparing a physical and digital Etch-A-Sketch**
Salim Hashmi¹, Amy L Paine²
¹Kings College London, UK, ²Cardiff University, UK
- SY-019_03** **Early learning and social interactions with robot and human teachers**
Lauren Howard¹, Allison Langer², Jason Wilson¹, Peter Marshall²
¹Franklin and Marshall College, USA, ²Temple University, USA
- SY-019_04** **Social processing during and following real and imagined social interactions in children**
Sarah A Gerson¹, Salim Hashmi², Jennifer Keating¹, Rhys Davies¹, Ross E. Vanderwert¹
¹Cardiff University, UK, ²Kings College London, UK

10:30-12:00

PAPER SYMPOSIUM SY-020

Harmonizing measurement with the Global Scales of Early Development: balancing statistical, conceptual, and practical needs for global use

Chair: Magdalena Janus, *McMaster University, Canada*

Integrative Abstract

The Sustainable Development Goals (SDG) were adopted in 2015, with Goal 4 (Quality education) recognizing the importance of children under 5. The need to monitor early child development (ECD) was acknowledged in Indicator 4.2.1, by measuring the “proportion of children developmentally on track in health, learning and psychosocial well-being.” While for technical and logistical reasons this indicator was revised to focus on children 24-59 months, research efforts of the Global Scales for Early Development (GSED) project for children birth to 35 months aim to 1) establish a unified measurement scale suitable for building a globally comparable measure of ECD, 2) increase efficiency of such measurement to ensure wide uptake, and 3) harmonize scores with the Early Child Development Index 2030 (ECDI2030), the recommended tool for monitoring Indicator 4.2.1, to extend monitoring for children under the age of 24 months. This symposium brings together the latest advancements in achieving these 3 goals. The first presentation describes creation of the D-score, a means to equate scores across instruments resulting in a unified scale and shows its comparison with established measures. The second paper focuses on development and validation of an adaptive version of the GSED caregiver-reported and directly-administered forms resulting in a more efficient tool. The third paper describes the GSED’s efforts to link scores across the caregiver-reported GSED and ECDI2030 to create a harmonized score that will facilitate inclusion of children under the age of two in SDG monitoring. The discussant will highlight the challenges and successes in the ongoing efforts to ensure monitoring of ECD globally is inclusive, feasible, and efficient.

Eugénio de Andrade

SY-020_01 The power of a harmonized measurement: statistics meets efficiency meets global comparability in the Global Scales of Early Development (GSED)

Stef van Buuren¹, Iris Eekhout², Gareth McCray³, Gillian Lancaster³, GSED Team⁴

¹University of Utrecht, Utrecht, the Netherlands, ²TNO, the Netherlands Organization for Applied Scientific Research, the Netherlands, ³School of Medicine, Keele University, Staffordshire, UK, ⁴GSED/WHO

SY-020_02 Advancing child development assessment: adaptive testing with GSED

Iris Eekhout¹, Stef van Buuren², Vanessa Cavallera³, GSED Team⁴

¹TNO, the Netherlands Organization for Applied Scientific Research, the Netherlands, ²University of Utrecht, the Netherlands, ³Mental Health and Substance Use Department, World Health Organization, ⁴WHO Geneva, Switzerland

SY-020_03 Equating GSED and ECDI2030 scores to extend sustainable development goals' monitoring for child development under 3 years of age

Jonathan Seiden¹, Magdalena Janus², Iris Eekhout³, Marcus Waldman⁴, GSED Team⁵

¹Harvard Graduate School of Education, USA, ²McMaster University, Canada, ³TNO, the Netherlands Organization for Applied Scientific Research, the Netherlands, ⁴University of Nebraska Medical Centre, USA, ⁵WHO Geneva, Switzerland

10:30-12:00

PAPER SYMPOSIUM SY-021**Children's perspectives on religion: cognitive and behavioural dimensions**

Chair: Ayse Payir, Boston University Wheelock College of Education & Human Development, USA

Integrative Abstract

This symposium presents an integrative exploration of how children from diverse cultural backgrounds perceive and engage with religious concepts. It unites three distinctive studies: the first investigates how Taiwanese children, influenced by Buddhist and Taoist teachings, discern human and supernatural characteristics, unveiling shifts in their understanding with age. The second study delves into the implications of Maltese Catholic children's comprehension of outgroup religions on their social behaviours, highlighting how religious knowledge shapes prosocial behaviours towards peers from different religious groups. The third study from the United States probes into children's discernment of religious, moral, and conventional norms, examining how family religiosity, represented by different religious affiliations, shape these judgments. Collectively, these studies offer profound insights into the intricate ways young minds grapple with the complexities of religious diversity and its moral implications. This symposium aims to enhance our grasp of children's religious cognition and its consequences for intergroup relations, contributing significantly to our knowledge of moral and cognitive development in early childhood.

Monday, June 17th, 2024

Monday, June 17th, 2024

Vianna da Motta

SY-021_01 **What is Buddha like? Examining young Taiwanese children's considerations of human and supernatural agents**Eva E. Chen¹, Chuan-Han Kao¹, Cheng-Ching Lin¹, Hua-Chien Hsu¹, Shaocong Ma^{2,3}¹National Tsing Hua University, China, ²University of Virginia, USA, ³Hong Kong University of Science and Technology, Hong Kong**SY-021_02** **From prayer to practice: Children's religious understanding and prosocial behaviours**Isabelle Zammit¹, Eilis Hennessy¹, Islam Borinca², Laura K. Taylor¹¹University College Dublin, Ireland, ²University of Groningen, the Netherlands**SY-021_03** **Children's understanding of religious, conventional, and moral violations by family religiosity in the United States**Ayse Payir¹, Maliki Ghossainy¹, Kara Weisman^{2,3}, Allison J Williams¹, Rebekah Richert², Kathleen H. Corriveau¹¹Boston University Wheelock College of Education & Human Development, USA, ²University of California, Riverside, USA, ³Stanford University, USA

10:30-12:00

PAPER SYMPOSIUM SY-022**Parenting in the digital age: implications for preventing risk and promoting children's healthy technology use****Chairs:** Jennifer L. Doty, University of Oregon, USA; Xiaoqi Ma, University of Oregon, USA**Integrative Abstract**

Global estimates of behavioral and mental illness in children range from 10-20%, with most disorders initiating prior to adulthood. Digital technologies have deeply intertwined with the lives of pre-adolescent youth, serving as a gateway to activities that promote both mental health and mental illness. Online risk among children and adolescents requires a response across ecological systems to protect young people, but parents are a proximal influence that has not been fully considered in preventative measures. Although parents report feeling overwhelmed by the need to monitor children's technology use, extant literature suggests that several parenting skills contribute to children's healthy technology use, including a balance of media parenting strategies, parents' digital literacy, and warm and consistent positive parenting. However, research across cultures is needed, as much of the current literature is focused on Europe and the United States. Therefore, this symposium highlights the research on parenting influences including media parenting, digital literacy, and positive parenting in Asian countries to understand potential malleable factors to reduce cyberbullying and promote online safety. The first paper focuses on relationships between media parenting and cyberbullying in India and the U.S. The second paper presents the association of different parenting profiles with children's digital literacy in Hong Kong. The third paper focuses on the feasibility of a positive parenting intervention on cyberbullying among children in China. Together, these papers present considerations critical to preventing cyberbullying and promoting children's digital literacy in Asian countries.

SY-022_01 A cross-cultural examination of media parenting in India and the U.S.: associations with cyberbullying perpetration and victimization

Jennifer L Doty¹, Xiaoqi Ma¹, Drishti Sharma², Krista Mehari³,
¹University of Oregon, USA, ²Maulana Azad Medical College, India, ³Vanderbilt University, USA

SY-022_02 Digital parenting over middle childhood: integration of mediation in a longitudinal latent profile analysis

Laure Lu Chen¹, Nirmala Rao², Nancy Law²
¹Centre for Family Research, University of Cambridge, UK, ²Faculty of Education, University of Hong Kong, Hong Kong

SY-022_03 Implementing a positive reinforcement parenting programme to reduce Chinese children's disruptive behaviour: a pilot study

Xiaoqi Ma¹, Patty Leijten², Jennifer Doty¹
¹University of Oregon, USA, ²University of Amsterdam, the Netherlands

13:00-14:30

INVITED SYMPOSIUM IS-2

ISSBD – SRA Joint Symposium

New directions in the study of adolescent friendships

Chair: Julie C. Bowker, University at Buffalo, SUNY, USA

Integrative Abstract

Decades of findings point to the significant impact of friends on the day-to-day life, development, and health of adolescents. The nature of friendship experiences is multi-dimensional, but most work on friendships has tended to focus on only one feature of friendship: mutual friendship involvement (i.e., whether youth have reciprocated friendships). Variability in the positive and negative qualities of youths' friendships can also contribute uniquely to psychosocial adjustment outcomes. In addition, the consideration of the number of friendships as well as the behaviors displayed by friends may also reveal information about variability in youth outcomes. Yet, these aspects of friendship experiences are rarely considered in studies of adolescent well-being. Drawing from multiple theoretical perspectives, the four papers in this symposium will showcase new approaches to advance knowledge of how different features of friendship experiences contribute to and/or provide unique contexts for the development of psychological and social health and well-being. Paper 1 explores the cumulative impact of the number of friends over time. Paper 2 considers number of friends versus friendlessness as a risk factor for peer conformity. Paper 3 examines whether the impact of friendship security depends on socioeconomic equality and culture. Paper 4 evaluates the circumstances surrounding prosocial treatment, a behavior commonly enacted by friends. The studies are diverse in their methods and samples, and yet complementary in their questions, and together, provide new information that will set the stage for future research and prevention and intervention efforts.

Pequeno Auditório

IS-02_01 Examining cumulative effects of friendship involvement over time during early adolescence

Julie C. Bowker¹, Ryan E. Adams², Jonathan B. Santo³
¹University at Buffalo, SUNY, USA, ²Cincinnati Children's Hospital Medical Center, USA, ³University of Nebraska Omaha, USA

IS-02_02 Youth with few friends are at heightened risk for conformity to classroom norms

Sharon Faur¹, Brett Laursen¹
¹Florida Atlantic University, USA

IS-02_03 Friendship effects are moderated by socioeconomic inequality in early adolescence

William M. Bukowski¹, Melissa Commisso¹, Lina Maria Lopez¹, Jonathan B. Santo²
¹Concordia University, Canada, ²University of Nebraska Omaha, USA

IS-02_04 Prosocial treatment in the everyday lives of early adolescents: events, intention, and responses

Melanie A. Dirks¹, Kristen A. Dunfield², Kristina L. McDonald³, Alison Farrell-Reeves⁴, Joo Young Yang⁵, Carolyn E. Gibson⁶
¹Department of Psychology, McGill University, Canada, ²Concordia University, Canada, ³University of Alabama, USA, ⁴McGill University, Canada, ⁵Department of Psychology, University of Nebraska at Omaha, USA, ⁶Department of Behavioral Sciences, Drury University, USA

13:00-14:30

PAPER SYMPOSIUM SY-023

Executive function development from infancy through adolescence: innovations in data from locations in 11 countries on five continents

Chair: Kirby Deater-Deckard, Helsinki Collegium for Advanced Studies, Finland

Integrative Abstract

Executive functions (EF) are cognitive processes that support decision making as part of goal-directed thoughts, emotions and behaviors that are important to self-regulation. There has been substantial international research on the development of EF and its correlates and outcomes, but most of it is cross-sectional and based on volunteer samples in single locations. In addition, most longitudinal research has relied on a small set of EF tasks. The field needs more longitudinal multinational research with diverse samples that tackles challenging measurement issues while addressing developmental changes across a wider variety of contexts. This symposium brings together data from infancy through adolescence, in papers that utilize novel and rigorous methodologies with many distinct EF tasks: 1) a birth cohort study in Finland (longitudinal latent profile analysis from infancy to 5 yrs); 2) a three-country study in Taiwan, Hong Kong, and UK (remote-assessment in homes and measurement invariance models at 5 yrs); and 3) a seven-country study in Colombia, Italy, Jordan, Kenya, Thailand, Philippines, and USA (longitudinal growth models from 10 to 16yrs). Together, the papers present several key developmental questions and novel methods for describing and predicting age-typical and individual difference patterns in growth. Integration of the key findings and ideas from the presentations will be facilitated by the discussant from a 12th country who is a leading expert in EF development and interventions. The main goal of the symposium will be to foster conversation and future international multinational and multicultural longitudinal studies of EF development and its role in cognitive and social-emotional development.

SY-023_01 **Developmental changes in executive functions across adolescence: a longitudinal study in seven countries**

Kirby Deater-Deckard^{1,2}, Ann Folker², Christina Bertrand², Yelim Hong³, Laurence Steinberg^{4,5}, Nathasha Duell⁶, Ann Skinner⁷, Jennifer Lansford⁷, W. Andrew Rothenberg⁷, Dario Bacchini⁸, Marc H. Bornstein^{9,10,11}, Lei Chang¹², Laura Di Giunta¹³, Kenneth A. Dodge⁷, Sevtap Gurdal¹⁴, Daranee Junla¹⁵, Qin Liu¹⁶, Qian Long¹⁷, Paul Oburu¹⁸, Concetta Pastorelli¹³, Emma Sorbring¹⁴, Liliana Maria Uribe Tirado¹⁹, Saengduean Yotanyamaneewong¹⁵, Liane Peña Alampay²⁰, Suha M. Al-Hassan²¹

¹Helsinki Collegium for Advanced Studies, Finland, ²University of Massachusetts Amherst, USA, ³University of Texas Austin, USA, ⁴Temple University USA, ⁵King Abdulaziz University, Saudi Arabia, ⁶California Polytechnic State University-San Luis Obispo, USA, ⁷Duke University, USA, ⁸University of Naples "Federico II", Italy, ⁹NICHHD, USA, ¹⁰UNICEF, USA, ¹¹Institute for Fiscal Studies, UK, ¹²University of Macau, China, ¹³Università di Roma "La Sapienza", Italy, ¹⁴University West, Sweden, ¹⁵Chiang Mai University, Thailand, ¹⁶Chongqing Medical University, China, ¹⁷Duke Kunshan University, China, ¹⁸Maseno University, Kenya, ¹⁹Universidad de San Buenaventura, Colombia, ²⁰Ateneo de Manila University, Philippines, ²¹Abu Dhabi Early Childhood Authority, UAE

SY-023_02 **A new look at East-West differences in children's executive functions**

Claire Hughes¹, Laure Lu Chen¹, Michelle Ellefson², Jean Heng¹, Chengyi Xu³

¹Centre for Family Research, University of Cambridge, UK, ²Faculty of Education, University of Cambridge, UK, ³Department of Psychology, Tsinghua University, China

SY-023_03 **Longitudinal latent profiles of executive functions from infancy to 2.5 and 5 years of age**

Pauliina Juntunen¹, Anniina Karonen¹, Riikka Korja¹, Akie Yada^{1,2}, Elisabeth Nordenswan¹, Kirby Deater-Deckard^{3,4}, Eeva Eskola¹, Fiia Takio¹, Hetti Lahtela¹, Eeva-Leena Kataja¹, David J. Bridgett⁵, Hasse Karlsson¹, Linnea Karlsson¹, Saara Nolvi¹

¹Department of Clinical Medicine, University of Turku, Finland, ²University of Jyväskylä, Finland, ³Helsinki Collegium for Advanced Studies, Finland, ⁴University of Massachusetts Amherst, USA, ⁵Department of Psychology, Northern Illinois University, USA

13:00-14:30

PAPER SYMPOSIUM SY-024**Interventions in education in the Middle East: lessons for international education initiatives**

Chair: Dawn Elizabeth England, University of Birmingham, UK

Discussant: Pamela Wadende, Kisii University, Kenya

Integrative Abstract

This symposium presents four papers on educational interventions in the Middle East, specifically the UAE and Egypt, each aimed at wider regional contributions. Each educational initiative highlights agency and empowerment of the communities they serve using post-colonial perspectives to advance models of traditional interventions and to derive lessons for future international education initiatives, including the utility of a constructivist approach that is relevant to and valued by the community and embedding models of impact assessment throughout. The first paper uses a Community Value Assessment framework (Wenger, Trayner & De Laat, 2011) to assess the research capacity development and impact created by the Action Research Network, a community of 72 educators in the UAE. The second paper uses community psychology to inform school- and family-based interventions for children who experience Adverse Childhood Experiences (ACEs), using Latent Class Analysis (N=922) to determine categories of risk and the prediction of health, psychological, and behavioural risk outcomes, recognizing the increased prevalence of ACEs in the Middle East. The third paper uses historical scholarship to inform the inclusion of complex geopolitical topics in international curricula taught in the Middle East, through teaching the Holocaust in Egypt. The fourth paper develops and assesses an authentic digital literacy intervention for students in transnational higher education environments.

Luís de Freitas Branco

SY-024_01 The action research network to improve education in the UAE: assessing value and impactDawn Elizabeth England¹, Ludan Zhang², Philip Anderson³, Simon O'Connor⁴¹University of Birmingham, UK, ²Ministry of Education School, UAE, ³University of Birmingham Dubai, UAE, ⁴Al Futtaim Education Foundation, UAE**SY-024_02 A person-centered approach to adverse childhood experiences and outcomes in the UAE**Anthony David Murphy¹, Iffat ElBarazzi², Toby Long³, Neal Horen³, Cairo Arafat⁴, Dawn England¹¹University of Birmingham, UK, ²United Arab Emirates University, UAE, ³Georgetown University, USA, ⁴Abu Dhabi Early Childhood Authority, UAE**SY-024_03 The inclusion of sensitive topics in international curricula in the Middle East: lessons and future directions for educational interventions**Helen Carr¹¹University of Birmingham, UK

13:00-14:30

PAPER SYMPOSIUM SY-025**The possibilities and challenges of technology and remote support to promote parenting and child development****Chair:** Joyce Weeland, Erasmus University Rotterdam, Rotterdam, the Netherlands**Integrative Abstract**

The forced and sudden transition from in-person to remote youth and family services during the COVID-19 pandemic presented many challenges across the globe. At the same time, it presented us with opportunities to widely design, implement, and evaluate remote support methods promoting parenting and child development. The knowledge and experience we gained during this period boosted the (further) development of technology and remote support innovations. This is important because, for some youth and families, remote solutions may offer new possibilities and important advantages, including the ability to receive support at remote locations, less self-consciousness about seeking help, and decreased practical obstacles to attending appointments compared to in-person services. This symposium includes three presentations of new, exciting implementations of technology and remote support methods to promote parenting and child development: A study of the psychometric properties of a tool to remotely assess children's foundational skills of learning in hard-to-reach populations of seven low- and middle-income countries. Two systematic reviews and meta-analyses addressing the effectiveness of online parenting programs in improving children's conduct and emotional problems according to the programs' specific components, and comparison to in-person support a feasibility, acceptance, and effectiveness study on a multiplayer serious game app for adolescents aged 12-25 years to promote adaptive coping. In this symposium, we reflect on the diverse possibilities of technological and remote innovations for family and youth services, as well as significant challenges for their development, evaluation, and implementation.

Fernando Pessoa

SY-025_01 **The remote assessment of learning (real): key learnings from the multi-country validation of a remote assessment of foundational skills**

Sascha Hein¹, Elizabeth Hentschel², Clay Westrope³, Julia Taladay³, Liliana Angelica Ponguta², Gillian Valentine⁴, Nan Li⁵, Borin Srey⁶, Sithon Khun⁶, Oscar Mejia Mena⁷, Fabián Antonio Bruno Funes⁸, Adriano Uaciquete⁹, Nelson Zavale¹⁰, Fatime Bachir¹¹, Mohamed Sagayar Moussa¹², Ali Nashat Shaar¹³, Doaa Hamdan¹³, Kevin Santos¹⁴, Ivy Caballes¹⁵, Janet Mugo¹⁶, Elnail Mohamed¹⁶

¹Freie Universität Berlin, Germany, ²Yale University, USA, ³Save the Children US, ⁴Save the Children International, ⁵University of Texas, USA, ⁶Save the Children Cambodia, ⁷Save the Children El Salvador, ⁸Universidad don Bosco, El Salvador, ⁹Eduardo Mondlane University, Mozambique, ¹⁰Save the Children Mozambique, ¹¹Save the Children Niger, ¹²Ecole Normale Supérieure, Niger, ¹³Palestinian Child Institute, Palestine, ¹⁴University of the Philippines, Philippines, ¹⁵Save the Children Philippines, ¹⁶Save the Children Sudan

SY-025_02 **Online parenting programs for child conduct problems: systematic review and meta-analyses on effects, components, and comparison to in-person support**

Ana Catarina Canário¹, Burcu Kömürçü Akik², Koraljka Modić Stanke³, Oana David⁴, Rukiye Kızıltepe⁵, Karen Rienks⁶, Rita Pinto⁷, Marco Martins⁸, Annabeth Groenman⁶, Madhur Anand⁹, G. J. Melendez-Torres¹⁰, Therdpong Thongseiratch¹¹, Patty Leijten⁶

¹University of Porto, Portugal, ²Ankara University, Turkey, ³University of Zagreb, Croatia, ⁴Babeş-Bolyai University, Romania, ⁵Pamukkale University, Turkey, ⁶University of Amsterdam, Netherlands, ⁷University of Porto, Portugal, ⁸University of Porto, Portugal, ⁹MoodForest India, India, ¹⁰University of Exeter, United Kingdom, ¹¹Prince of Songkla University, Thailand

SY-025_03 **Grow It! A feasibility, acceptance, and effectiveness study on a multiplayer serious game app for adolescents (aged 12-25) to promote adaptive coping**

Evelien Dietvorst¹, Lianne de Vries¹, Jeroen Legerstee¹, Annabel Vreeker², Loes Keijsers², Manon Hillegers¹

¹Erasmus MC Sophia Children's Hospital, Netherland, ²Erasmus University Rotterdam, Netherlands

13:00-14:30

PAPER SYMPOSIUM SY-026

Cross-cultural differences in affective teacher-student relationships

Chairs: Debora Roorda, University of Amsterdam, the Netherlands; Mengdi Chen, University of Macau, China

Integrative Abstract

Ample evidence has been found that affective teacher-student relationships are important for students' school adjustment in Western, individualistic countries. Less is known about the quality and importance of teacher-student relationships in Eastern, collectivistic countries. As maintaining harmonious relationships tends to be more important in collectivistic than in individualistic countries, teacher-student relationships may be more positive and influential in collectivistic countries. As findings of previous cross-cultural studies tend to be inconsistent, this symposium includes four cross-cultural studies investigating affective teacher-student relationships in different countries. All studies focused on China as an Eastern country, whereas the Western samples differed across studies (Belgium, Italy, and the Netherlands). The studies include students from different grade levels (kindergarten, primary school, junior high school) and use different methods (interviews, questionnaires, relationship drawings). The first study included teachers and students from Italy and China and investigated differences in teacher-student relationship quality and its associations with bullying victimization. In the second study, teachers from Belgium, Italy, and China were interviewed to explore possible cross-country differences in the interpretation of teacher-student relationships. The third study contained data from the Netherlands and China and examined whether teacher-student relationships were differently associated with aggression and peer relationships across countries. The fourth study investigated cross-cultural differences in young children's relationship drawings across the Netherlands and China.

Sophia de Mello Breyner Andresen

SY-026_01 Cross-cultural comparison of the quality of teacher-student relationships among Chinese and Italian teachers and students and bullying victimizationClaudio Longobardi¹, Shanyan Lin¹, Matteo Angelo Fabris¹¹University of Turin, Italy**SY-026_02 Cultural universality and specificity of teacher-student relationship: A qualitative study in Belgian, Chinese, and Italian primary school teachers**Canmei Xu¹, Mariëtte Huizinga², Giuseppe De Luca^{3,1}, Sophie Pollé¹, Ruwen Liang¹, Simona Sankalaite¹, Debora Roorda⁴, Dieter Baeyens¹¹KU Leuven, Belgium, ²Vrije Universiteit Amsterdam, the Netherlands, ³University of Bologna, Italy, ⁴University of Amsterdam, the Netherlands**SY-026_03 Teacher-student relationships and sixth graders' school adjustment: differences between China and the Netherlands and the role of cultural values**Jiajun Mo¹, Bram Orobio de Castro¹, Andries van der Ark¹, Debora Roorda¹¹University of Amsterdam, the Netherlands**SY-026_04 Young children's drawings of teacher-child relationships: a cross-country comparison between the Netherlands and China**Mengdi Chen¹, Debora Roorda²¹University of Macau, China, ²University of Amsterdam, the Netherlands

13:00-14:30

PAPER SYMPOSIUM SY-027**The influence of significant others on adolescents' and emerging adults' cognitive and emotional development****Chair:** Spyridon Tantaros, National & Kapodistrian University of Athens, Greece**Discussant:** Frosso Motti-Stefanidi, National & Kapodistrian University of Greece, Greece**Integrative Abstract**

Evidence gathered from longitudinal studies spanning infancy to young adulthood underscores the pivotal role played by significant others in shaping adolescents' and emerging adults' cognitive and emotional development. This symposium includes three presentations, each focusing into distinct cognitive and emotional aspects of the lives of adolescents and emerging adults. The first presentation aims to explore familial socialization of moral conscience dimensions in emerging adulthood – a self-focused age of ongoing moral-self systems' integration. The second aims to determine whether such intergenerational transmission occurs by examining the longitudinal relations between mother's self-esteem and her adolescent offspring's self-esteem with the possible mediating role of mother's and her offspring's emotional intelligence. Finally, the third presentation has a two-fold purpose: (a) to explore Parental Alienation, Callous- Unemotional Traits and Impulsivity as the preponderating risk factors and Peer support as a protective factor regarding traditional bullying and victimization and (b) to gain further insight into the way genders adopt bullying and victimization roles. Through these three presentations and the ensuing symposium discussion, this symposium aims to enrich the existing literature on the cognitive and emotional development of adolescents and emerging adults, offering insights into the cognitive, emotional, and behavioral outcomes that characterize these important developmental periods.

Amália Rodrigues

SY-027_01 Cognitive and affective dimensions of moral conscience in emerging adulthood: effects of gender and perceived parenting and sibling relationships

Elisavet Chrysochoou¹, Nikoleta Daikou¹, Lydia Fandridaki¹, Foteini Noti¹

¹*Aristotle University of Thessaloniki, Greece*

SY-027_02 Intergenerational transmission of self-esteem in adolescence: the role of emotional intelligence

Eirini - Spyridoula Mastellou¹, Spyridon Tantaros¹

¹*National & Kapodistrian University of Athens, Greece*

SY-027_03 Bullying and victimization: parenting, peer & psychopathic factors

Styliana Apostolou¹, Georgia Zacharaki¹, Kyriakos Charalampous¹, Panayiotis Stavriniades¹

¹*University of Cyprus, Cyprus*

13:00-14:30

PAPER SYMPOSIUM SY-028

The role of personality traits and personality similarity in school and family outcomes

Chair: Helma M. Y Koomen, *Research Institute of Child Development and Education, University of Amsterdam, the Netherlands*

Discussant: Marcel A. G. van Aken, *Department of Developmental Psychology, Faculty of Social and Behavioral Sciences, Utrecht University, the Netherlands*

Integrative Abstract

Personality traits may influence individuals' behaviors, thoughts and feelings, and hence in the long term may impact various important life domains (e.g., education, work, family). Although personality traits are more frequently explored in adulthood, studies have shown that personality traits can be reliably measured already in middle childhood and thus are relevant to explore also in youth. The present symposium highlights the role of both children's own as well as their significant others' personality traits, and the role of personality similarity in two relevant contexts: schools and families. This symposium includes three studies with data from three different countries (China, Croatia, the Netherlands), pertaining to childhood, adolescence and adulthood. These three presentations examine to what extent personality traits are linked to various outcomes in schools and families (i.e., teachers' wellbeing, student-teacher relationship quality, parental autonomy support). The first study, conducted in Croatia, investigates the role of lower-secondary subject teachers' self-report personality traits and facets in explaining teachers' burnout symptoms. The second study examines the role of personality similarity in student-teacher relationships with a dataset collected in Chinese elementary schools. The third study examines the influence of personality traits of both parents and adolescents as well as personality similarity on parental autonomy support.

- SY-028_01** **The relationship between early-career teachers' personality and burnout symptoms: facet-level analyses**
Dora Petrović¹, Josip Šabić¹, Iris Marušić²
¹*Institute for Social Research in Zagreb, Croatia*, ²*Institute for Social Research in Zagreb, Croatia*
- SY-028_02** **Investigating the role of personality similarity in student-teacher relationships in upper elementary schools**
Qingqing Du¹, Marjolein Zee², Helma M.Y. Koomen¹, Debora L. Roorda¹
¹*Research Institute of Child Development and Education, University of Amsterdam, the Netherlands*, ²*Department of Psychology, Education & Child Studies, Erasmus University Rotterdam, the Netherlands*
- SY-028_03** **Associations between personality, autonomy support, and susceptibility to parental influence in a dilemma task**
Monika H. Donker¹, Esther Bernasco¹, Susan Branje¹
¹*Department of Youth and Family, Utrecht University, the Netherlands*

13:00-14:30

PAPER SYMPOSIUM SY-029**The role of authority figures in supporting children's and adolescents' intergroup interactions**

Chairs: Aline Hitti, *University of San Francisco, USA*; Laura Elenbaas, *Purdue University, USA*

Integrative Abstract

Parents' and teacher's explicit or implicit messages about outgroups can impact children's and adolescents' outgroup attitudes. Spanning various outgroups across multiple international contexts, these presentations provide novel empirical findings on the varying roles that parents and teachers can play to facilitate or hinder children's and adolescents' intergroup experiences. Paper 1 offers a parental perspective by surveying socioeconomically diverse U.S. White and Black parents about discomfort with their children's interactions with gender, race, and social class outgroup members, highlighting instances of stereotyping. Also focusing on the U.S. context but capturing both child and parent attitudes, Paper 2 characterizes the nuanced role played by White parents through children's perceptions of their parents' attitudes toward Black outgroups. However, Paper 3 makes direct connections between parent-child conversations about refugee newcomers and children's sympathy toward outgroup refugees, indicating a positive impact of explicit socialization regarding outgroups. Finally, Paper 4 examines the role of teachers and how both teacher management of social dynamics as well student perceptions of teachers' support can foster inclusive environments for children with learning disabilities. Together these findings offer valuable insights into the kinds of direct and indirect socialization that can occur around intergroup interactions throughout childhood and adolescence and the impact of such socialization on developing intergroup attitudes.

Maria Helena Vieira da Silva

SY-029_01 Parent's discomfort with their children's intergroup interactionsAline Hitti¹, Laura Elenbaas², Mot Dhanaprasidhikul¹, Ellen Kneeskern³, Amanda Ackerman³¹University of San Francisco, USA, ²Purdue University, USA, ³University of Rochester, USA**SY-029_02 White children's empathy toward Black people: the importance of perceived parental attitudes**Ymke de Bruijn¹, Deborah Wu², Sylvia Perry³¹Utrecht University, the Netherlands, ²Stonehill College, USA, ³Northwestern University, USA**SY-029_03 Children's intergroup sympathy may be fostered through parent-child conversations**Joanna Peplak¹, Tina Malti^{2,3}¹Simon Fraser University, Canada, ²University of Toronto, Canada, ³Leipzig University, Germany**SY-029_04 Promoting peer inclusivity in the classroom: the role of teacher-student relations and responsibility for classroom social dynamics**Carmen Barth¹, Esther Krukowski¹, Jeanine Grütter^{1,2}¹University of Konstanz, Germany, ²Ludwigs-Maximilian-University Munich, Germany

13:00-14:30

PAPER SYMPOSIUM SY-030**Violence from the peers to the dating context in the digital era: cyber-sexual harassment and cyber-dating violence in adolescence****Chair:** Virginia Sánchez-Jiménez, Universidad de Sevilla, Spain**Integrative Abstract**

The technological revolution has triggered notable changes in how adolescents socialize with their peers and how they express sexual interest and experience their first romantic relationships. In this context, some risks can emerge, such as cyber sexual harassment and cyber dating violence. This symposium deepens emerging and inconclusive topics on this area or research. Specifically: 1) new forms of cyber sexual harassment, such as non-consensual sharing and its socioemotional and moral correlates from a gender perspective; 2) the prevalence of cyber dating violence and its association with peer cyber sexual harassment; 3) the overlapping between cyber and face to face dating violence victimization and its impact on adolescents' mental health. Altogether, the results point to the need to further explore these new forms of peer and dating aggression, particularly those of a sexual nature, as well as the process underlying gender differences in aggression and the interplay between face to face and dating violence. Key elements for the prevention are addressed.

Glicínia Quartin

SY-030_01 Are the correlates of cyber sexual harassment the same for boys and girls? A gender perspective study

Virginia Sánchez-Jiménez¹, Estrella Durán-Guerrero¹, Noelia Muñoz-Fernández¹, Javier Ortega-Rivera¹, María Luisa Rodríguez-de Arriba¹

¹Universidad de Sevilla, Spain

SY-030_02 Cyber dating violence in Spanish adolescents: prevalence, gender differences and associations with non-consensual sharing

María Luisa Rodríguez-de Arriba¹, Luisa Fernanda Herrera Solarte¹, Virginia Sánchez-Jiménez¹

¹Universidad de Sevilla, Spain

SY-030_03 The digital thread of teen relationships: unveiling (cyber)dating violence in Portugal

Sónia Caridade¹

¹University of Minho, Portugal

13:00-14:30

PAPER SYMPOSIUM SY-031

Supporting heritage cultures and school adjustment of minority pupils: the critical role of teachers in culturally diverse schools

Chair: Jessie Hillekens, *Tilburg University, Netherlands*

Integrative Abstract

Schools are becoming increasingly culturally diverse and how teachers, as key adult authority figures and reference persons for pupils, deal with cultural diversity in school has important implications for minority pupils' developmental outcomes. This symposium brings together four empirical studies that highlight emergent and critical roles of teachers in culturally diverse schools today. First, the mixed-method experiment of Veerman et al. brought the different social and cultural backgrounds of pupils into school using digital teaching approaches. This boosted the school adjustment of pupils as perceived by pupils themselves as well as their teachers. Second, Pevec-Zimmer et al. implemented a school intervention to promote pupils' heritage culture and national identity development, both as potential resources in class. Through the intervention, pupils explored their heritage culture identity more. Third, Hillekens et al. looked at perceived teacher support and acculturation preferences in hyperdiverse schools. Both support and preferences for mainstream, but not heritage cultural orientations boosted national belonging of pupils in these highly segregated contexts. Finally, the study by Gharraei et al. examined when teachers support minority pupils' expressions of their heritage cultures in school: An experimentally induced multicultural norm informed more inclusive teacher views of the national identity, which in turn was linked to more support for heritage culture expression. The four presentations thus showcase multiple ways in which teachers in culturally diverse schools can promote minority pupils' school outcomes, well-being and identity development.

Eugénio de Andrade

SY-031_01 Connecting in and out of school learning experiences through digital mediaEdda Veerman¹, Merlijn Karssen², Monique Volman², Lisa Gaikhorst¹¹University of Amsterdam, the Netherlands, ²Kohnstamm Instituut, the Netherlands**SY-031_02 Pupils' identities are resources – encouraging ethnic and national identity development in schools in Germany through the Identity Project**Sharleen Pevec-Zimmer¹, Linda Juang¹, Maja Schachner²¹University of Potsdam, Germany, ²Martin-Luther-University Halle, Germany**SY-031_03 “I Support You (to Assimilate)”: how teachers promote minority youth's national belonging in hyperdiverse schools**Jessie Hillekens¹, Nadya Gharaei^{2,3}¹Simon Fraser University, Canada, ²University of Toronto, Canada, ³Leipzig University, Germany**SY-031_04 Teacher support of minority pupils' heritage culture expression in school: the role of teacher views of national identity and multicultural norms**Nadya Gharaei¹, Maja Schachner², Kristoffer Kempker³¹German Centre for Integration and Migration Research (DeZIM), Germany, ²Martin-Luther-University Halle-Wittenberg, Germany

13:00-14:30

PAPER SYMPOSIUM SY-032**Relations between aspects of parenting and children's social and emotional adaptation over time****Chair:** Natalie D. Eggum, Arizona State University, USA**Integrative Abstract**

Understanding aspects of parenting and relations with children's adjustment is important, given that parenting is modifiable. The bulk of relevant research has been in populations not representative of the majority of children. More high-quality research using diverse populations will help provide a more accurate and complete view of family dynamics and associated outcomes. This symposium presents quality data collected by interdisciplinary and/or international teams. Data are from 9 countries, many of which are underrepresented in the literature. Longitudinal data combined with sophisticated modeling strengthen our confidence in our findings and improve the quality of inferences. Paper 1 explores mothers' and fathers' parental self-efficacy and children's rule-breaking behavior in Italy. It finds evidence for both parent effects and child effects using random-intercept cross-lagged panel models with 7 time points. Paper 2 examines mothers' perceived social support, maternal parenting, and children's social competence in Mozambique at 2 time points. It finds evidence for a child effect using structural equation modeling. Paper 3 examines aspects of parent-child relationships (e.g., attachment, parenting) and adolescents' romantic relationships in eight countries at two time points. It finds connections between the quality of parent-child relationships and the quality and satisfaction of romantic relationships using mixed models. Together, these three papers emphasize the dynamic interplay between aspects of parenting and children's social and emotional adjustment in diverse contexts.

SY-032_01

Bidirectional longitudinal associations between parental self-efficacy and child rule-breaking behaviors: a random-intercept cross-lagged panel studyChiara Remondi¹, Maria Gerbino¹, Flavia Cirimele², Antonio Zuffianò¹, Eriona Thartori¹, Dario Bacchini³, Laura Di Giunta¹, Elisabetta Beolchini¹, Jennifer E. Lansford⁴¹Sapienza University of Rome, Italy, ²University of Palermo, Italy, ³University of Naples "Federico II", Italy, ⁴Duke University, USA

SY-032_02

Longitudinal relations among mothers' social support, maternal parenting, and children's social competence during middle childhood in MozambiqueNatalie D. Eggum¹, Yen-Lin Lee¹, Jingyi Xu², Danming An³, Brandon N. Clifford¹, M. Dalal Safa⁴, Robert H. Bradley¹, Sarah R. Hayford⁵, Tracy L. Spinrad¹, Jennifer E. Glick⁶, Scott T. Yabiku⁶, Ramos Muanamoha⁷¹Arizona State University, USA, ²University of Texas Southwestern Medical Center, USA, ³Lehigh University, USA, ⁴University of North Carolina at Chapel Hill, USA, ⁵The Ohio State University, USA, ⁶The Pennsylvania State University, USA, ⁷Centro de Pesquisa em População e Saúde, Mozambique

SY-032_03

Adolescents' relationships with parents and partners: findings from a longitudinal multi-country studyLaura Gorla¹, W. Andrew Rothenberg², Jennifer E. Lansford², Dario Bacchini³, Marc H. Bornstein^{4,5,6}, Lei Chang⁷, Kirby Deater-Deckard⁹, Laura Di Giunta⁹, Kenneth A. Dodge², Sevtap Gurdal¹⁰, Daranee Junla¹¹, Qin Liu¹², Qian Long¹³, Paul Oburu¹⁵, Concetta Pastorelli⁹, Ann T. Skinner², Emma Sorbring¹⁰, Laurence Steinberg¹⁶, Liliana Maria Uribe Tirado¹⁷, Saengduean Yotanyamaneewong¹¹, Liane P. Alampay¹⁵, Suha M. Al-Hassan¹⁷¹University of Milano-Bicocca, Italy, ²Duke University, USA, ³University of Naples "Federico II", USA, ⁴NICHD, USA, ⁵Institute for Fiscal Studies, USA, ⁶UNICEF, ⁷University of Macau, China, ⁸University of Massachusetts Amherst, USA, ⁹Università di Roma "La Sapienza", Italy, ¹⁰University West, Sweden, ¹¹Chiang Mai University, Thailand, ¹²Chongqing Medical University, China, ¹³Duke Kunshan University, China, ¹⁴Maseno University, Kenya, ¹⁵Temple University & King Abdulaziz University, Saudi Arabia, ¹⁶Universidad de San Buenaventura, Colombia, ¹⁷Ateneo de Manila University, Philippines, ¹⁷Abu Dhabi Early Childhood Authority, UAE

Vianna da Motta

13:00-14:30

PAPER SYMPOSIUM SY-033**Smart homes matter? Associations between home learning environment, executive functioning and academic skills in children****Chairs:** Catherine Gunzenhauser, Ludwigsburg University of Education, Germany; Henrik Saalbach, Leipzig University, Germany**Discussant:** Frank Niklas, Ludwig Maximilian University of Munich, Germany**Integrative Abstract**

The association between domain-general executive functions (such as inhibitory control, updating, and cognitive flexibility) and domain-specific academic development is well-established. Although children's EF as well as academic precursor skills typically show tremendous growth across the preschool years, considerable individual differences exist at school entry. Children's home environment, and in particular, stimulating activities and interactions with parents, have been discussed as a pivotal resource for supporting both children's EF development and the development of early academic skills. Although the measurement of home learning environment (HLE) is well-established, measures of home executive function environment has only recently been developed. The suggested symposium presents a set of studies that integrate viewpoints from developmental and educational psychology in order to investigate associations between domain-general (EF) and domain-specific aspects of home learning environment and their contributions to children's domain-general and domain-specific skill development. In the first paper, Korucu et al. will report on a novel extended version of the Home Executive Function Environment (HEFE) scale. The paper by Enke et al. integrates measures of HLE with direct assessments of child EF and academic skills. Their findings suggest a mediating role of EF. Contributions will be discussed by Frank Niklas taking into account recent developments and next steps in the field of research on home learning environment.

Grande Auditório

SY-033_01 Investigating a German version of the Home Executive Function Environment (HEFE) ScaleCatherine Gunzenhauser¹, Irem Korucu²¹Ludwigsburg University of Education, Germany, ²Oregon State University, USA**SY-033_02 Ready for school? Relations between preschool children's executive functioning, domain-specific precursor skills, and home learning environment**Susanne Enke^{1,2}, Barbara Hench^{1,2}, Henrik Saalbach^{1,2}, Catherine Gunzenhauser^{2,3}¹Leipzig University, Germany, ²Leipzig Research Center for Early Child Development, Germany, ³Ludwigsburg University of Education, Germany

14:30-16:00

INVITED SYMPOSIUM IS-3**Resources and risk-factors across the life course: reimagining a science that cares****Chair:** Kristine J. Ajrouch, Eastern Michigan University and University of Michigan, USA**Discussant:** Toni C. Antonucci, University of Michigan, USA**Integrative Abstract**

In the complex world in which we live, we are increasingly confronted with difficult and challenging circumstances. Developmental science advancements draw attention to the nexus of social structure and individual agency to enhance understanding of how resources and risk-factors influence positive human development across the life course. However, the nuanced ways in which these factors promote resilience in youth and adulthood, and facilitate growth or lead to decline are best understood when examined in global context. To reimagine a science that cares about global challenges, this invited symposium will bring together scholars from three regions of the world: Middle East, U.S. and Europe. Abdulrahim will examine the social-structure-individual agency nexus in the context of early-marriage among young Syrian women who were forced to seek refuge in Lebanon. McBride Murry will describe impacts of the COVID-19 pandemic on adolescents and their families in social, emotional, and relational development, outlining policies that are needed to promote recovery and foster positive developmental outcomes. Suanet and colleagues consider the "loneliness epidemic" among older adults in Germany, scrutinizing loneliness levels and age-related trajectories in two cohorts. Finally, Antonucci will discuss these papers to facilitate understanding of the social structure-individual agency nexus across global contexts to advances a science that cares in various life course situations. In sum, reimagining a science that cares is meant to facilitate renewed attention to diverse populations, contexts, and methods as a way to spotlight and maximize the ways in which science can address some of the world's most pressing challenges.

Pequeno Auditório

IS-03_01 A life course approach to early marriage: a qualitative study among Syrian Refugees in LebanonSawsan Abdulrahim¹¹*American University of Beirut, Lebanon***IS-03_02 Examining the global effects of Covid-19 pandemic and structural oppression and trauma on children, youth, and families: implications for reimagining economic and social policies to promote recovery and pandemic proof for the future**Velma McBride¹¹*Vanderbilt University, USA***IS-03_03 Historical change in trajectories of loneliness in old age**Bianca Suanet¹, Johanna Drewelies^{2,3}, Sandra Duezel^{2,4}, Peter Eibich⁵, Ilja Demuth⁶, Elisabeth Steinhagen-Thiessen⁶, Gert G. Wagner^{2,7,8}, Ulman Lindenberger^{2,9}, Nilam Ram¹⁰, Paolo Ghisletta^{11,12}, Denis Gerstorf^{3,7}¹*Vrije Universiteit Amsterdam, the Netherlands*, ²*Max Planck Institute for Human Development, Germany*, ³*Humboldt University, Germany*, ⁴*Friede Springer Cardiovascular Prevention Center, Germany*, ⁵*PSL Université Paris Dauphine, France*, ⁶*Charité-Universitätsmedizin, Germany*, ⁷*German Socio Economic Panel Study (SOEP), Germany*, ⁸*Federal Institute for Demographic Research (BiB), Germany*, ⁹*Max Planck UCL Centre for Computational Psychiatry and Ageing Research, UK & Germany*, ¹⁰*Stanford University, USA*, ¹¹*University of Geneva, Switzerland*, ¹²*UniDistance Suisse, Switzerland*

14:30-16:00

PAPER SYMPOSIUM SY-034**Developing with artificial agents: relational markers and new frontiers of use****Chairs:** Antonella Marchetti, *Università Cattolica del Sacro Cuore, Italy*; Cinzia Di Dio, *Università Cattolica del Sacro Cuore, Italy***Integrative Abstract**

Artificial Agents (AA) are becoming an integral part of human activities, including healthcare and education. Recently, scientific attention has been focused on understanding the processes underlying human interactions with these agents, with the aim to enhance sustainable relationships. This Symposium will thus explore the realm of AA through a series of studies that investigate human-AA interaction across the lifespan. The first study outlines an ontological conceptualization of these agents, arguing whether individuals hold the belief that robots really have a mind. The second study delves into 4-year-old children's representation of artificial agents' mind, claiming that, at this age, children ascribe various mental states to a humanoid robot that mirror their attribution of mental states to human agents also on the basis of Theory of Mind reasoning. The third contribution looks into the theme of trust with a focus on the dynamics of trust-building with embodied or virtual AAs from 3-year-olds to adulthood, highlighting the correlation between trust and attachment, Theory of Mind and communicative non-verbal cues when interacting with AAs. The fourth contribution concludes the cycle of presentations situating the child-robot relationship within an educational context. Through this, the potential of these tools in practical and educational application is critically explored.

SY-034_01 Folk-ontological stances towards robotsEdoardo Datteri¹¹*University of Milano-Bicocca, Italy***SY-034_02 Does a robot have a theory of mind? Children's attribution of mental states to humanoid robots based on direct and indirect measures of theory of mind**Diane Poulin-Dubois¹, Elizabeth Goldman², Anna-Elisabeth Baumann¹¹*Concordia University, Canada*, ²*Yeshiva University, USA***SY-034_03 Trusting in artificial agents: exploring the relationship between human and artificial agents across the life-span**Cinzia Di Dio¹, Antonella Marchetti¹, Davide Massaro¹, Federico Manzi¹, Giulia Peretti¹, Hiroshi Ishiguro², Laura Miraglia¹, Michaela Gummerum³, Paul L. Harris⁴, Peter Fonagy⁵, Shoji Itakura⁶, Simone Bigozzi⁷, Takayuki Kanda⁸, Angelo Cangelosi⁹¹*Università Cattolica del Sacro Cuore, Italy*, ²*Advanced Telecommunications Research Institute International, Japan*, ³*University of Warwick, UK*, ⁴*Harvard University, USA*, ⁵*University College of London, UK*, ⁶*Doshisha University, Japan*, ⁷*QuestIT, Italy*, ⁸*Kyoto University, Japan*, ⁹*University of Manchester, UK***SY-034_04 Social robots for language learning**Tony Belpaeme¹, Eva Verhelst¹, Ruben Janssens¹¹*Ghent University, Belgium*

14:30-16:00

PAPER SYMPOSIUM SY-035**Longitudinal and bidirectional indicators of internalizing and externalizing symptoms in childhood and adolescence****Chair:** Ruth Speidel, *University of Toronto Mississauga, Canada***Integrative Abstract**

Understanding the mechanisms that underly internalizing and externalizing symptoms can inform better early detection and intervention related to mental health during childhood and adolescence. In particular, longitudinal research examining prospective and bidirectional effects between mental health and its indicators will improve our understanding of the directional and reciprocal cycles that characterize these associations. This symposium informs such efforts by considering longitudinal and prospective day-to-day effects between various factors (i.e., social-emotional capacities, prosociality, and discrimination) and mental health symptoms in childhood and adolescence using multiple analytical approaches (i.e., cross-lagged panel model, random-intercept cross-lagged panel model, cross-lagged multi-level model). Paper 1 investigates longitudinal and bi-directional annual associations between three social-emotional indicators (emotion regulation, guilt, and sympathy) and externalizing symptoms across four years in early and middle childhood. Paper 2 examines bidirectional annual associations between internalizing and externalizing symptoms and prosocial behavior across six years from middle childhood to adolescence. Paper 3 focuses on more immediate, day-to-day developmental mechanisms by considering how perceptions of discrimination relate to daily mental health symptoms of adolescents across a 14-day period. Together, these papers identify important prospective and bidirectional effects between various factors (i.e., social-emotional capacities, prosociality, and discrimination) and internalizing and externalizing symptoms that hold implications for efforts aimed at promoting mental health for children and youth.

Luís de Freitas Branco

SY-035_01 **Developmental cascades and bidirectional effects of social-emotional capacities and aggression in early and middle childhood**Ruth Speidel¹, H. Melis Yavuz², Marc Jambon³, Tyler Colasante⁴, Tina Malti⁵¹University of Toronto Mississauga, Canada, ²Algoma University, Canada, ³Wilfrid Laurier University, Canada, ⁴Leipzig University, Germany**SY-035_02** **Longitudinal bidirectional associations between mental health and prosociality across early adolescence**Katrin Rothmaler¹, Tyler Colasante¹, Mandy Vogel¹, Ruth Speidel², Wieland Keiss¹, Tina Malti¹¹Leipzig University, Germany, ²University of Toronto Mississauga, Canada**SY-035_03** **Daily discrimination and adolescents' mental health: evidence from an ecological momentary assessment**Kelli L. Dickerson¹, Joshua G. Rivenbark², William E. Copeland³, Anna Gassman-Pines⁴, Rick H. Hoyle⁴, Thomas McDade⁵, Michael A. Russell⁶, Candice L. Odgers¹¹University of California, USA, ²University of North Carolina School of Medicine, USA, ³Duke University School of Medicine, USA, ⁴Duke University, USA, ⁵Northwestern University, USA, ⁶Pennsylvania State University, USA

14:30-16:00

PAPER SYMPOSIUM SY-036**Understanding maternal distress: exploring the contributors and consequences on child development****Chairs:** Kianoush Harandian, University of Montreal, Canada; Francesco Craig, University of Calabria, Italy**Integrative Abstract**

Defined by its depressive and anxious symptomatology, emotional distress in mothers remains the most common long-term complication of bearing and raising children for women. 1 Under-diagnosed and thus under-treated, rates are amplified in low- and middle-income countries and for women experiencing conjugal, financial, and political hardship. 2 Experiencing high levels of distress, mothers with depressive or anxious symptoms predisposed to adopting at-risk attachment and parenting styles with their children. 3 As such, exposure to maternal distress represents an important risk factor for child physical, cognitive, social, and behavioral development. 4 Studies suggest a high risk of persistence beyond a decade following childbirth, without intervention, creating repercussions for maternal mental health and intergenerational transmission of maladjustment. 5 As part of their objectives to promote and prevent maternal mental health conditions, the World Health Organization calls for the identification of social determinants and other risk factors that hinder mental health in mothers. 6 In this symposium, we document the impact of family and financial hardship as well as ethnic political violence on the experiences of depression in mothers. We explore the role of depressive and anxious symptomatology, perceived stress, and bonding with parental figures on prenatal attachment, child-rearing, and long-term psycho-social development in children. Using samples of Canadian, Palestinian, Israeli, and Italian mothers and children, this symposium presents the experiences of maternal distress in various contexts.

Fernando Pessoa

SY-036_01 **Workforce participation status and maternal postpartum depression in a Canadian longitudinal birth cohort**
 Gabrielle Garon-Carrier¹, Laurie-Anne Kosak², Caroline Fitzpatrick¹, Jose Ignacio Nazif-Munoz¹, Rachel Margolis³, Audrey-Ann Deneault⁴, Marie-Josée Letarte¹
¹Université Sherbrooke, Canada, ²Université de Montréal, Canada, ³Western University, Canada, ⁴University of Calgary, Canada

SY-036_02 **A family stress model: parents' depressive symptoms in the context of exposure to political violence**
 Eric Dubow¹, Megan Docherty¹, Paul Boxer², L. Rowell Huesmann³, Simha F. Landau⁴, Khalil Shikaki⁵
¹Bowling Green State University, USA, ²Rutgers University, USA, ³University of Michigan, USA, ⁴The Hebrew University of Jerusalem, Israel, ⁵The Palestinian Center for Policy and Survey Research, Palestine

SY-036_03 **The relationship between psychological distress and maternal-fetus attachment in pregnant Italian women**
 Francesco Craig¹, Maria Cecilia Gioia², Rocco Servidio¹, Maria Giuseppina Bartolo¹, Flaviana Tenuta¹, Annalisa Palermi¹, Antonio Cerasa³, Angela Costabile¹
¹University of Calabria, Italy, ²Greco Ospedali Riuniti - Sacro Cuore Corso, Italy, ³Institute for Biomedical Research and Innovation (IRIB), Italy

SY-036_04 **Maternal depressive symptoms in early infancy predict long-term developmental risks in sons and daughters**
 Linda S. Pagani¹, Kianoush Harandian¹, Beatrice Necsa¹, Marie-Josée Harbec², Sophie Parent¹, Tracie A. Barnett³, George M. Tarabulsy⁴
¹University of Montreal, Canada, ²Institut National de Santé Publique du Québec, Canada, ³McGill University, Canada, ⁴Laval University, Canada

14:30-16:00

PAPER SYMPOSIUM SY-037**Self-regulation and executive functions in the early years: predictors and intervention effects**

Chair: Joana Baptista, ISCTE- IUL, Portugal

Integrative Abstract

The initial years of life, particularly from birth to the age of six, are thought to be critical or sensitive periods for brain development. This is a time when the foundations for many cognitive and emotional abilities, such as self-regulation and executive functions, are laid. According to a vast amount of research, self-regulation and executive functions are crucial for success in various life domains (e.g., academics and social relationships). Self-regulation and executive functions are highly susceptible to environmental effects. Whereas growth-promoting environments have been found to positively shape the development of self-regulation and executive functions, early negative experiences have been shown to hinder the development of those skills. In this symposium, we examine factors linked to early executive functions and self-regulation, both in typically developing and at-risk children, and explore intervention effects. Paper 1 reviews the individual and contextual factors related to the development of self-regulation skills in moderate-to-late preterm children up to the age of three, a group of preterm children who have received less attention. Paper 2 focuses more specifically on early executive functions. It aims to analyze the relationships between child (e.g., sex) and family (e.g., toxic stress) variables and executive functions in typically developing infants and toddlers. Finally, Paper 3 investigates the effectiveness of a low-cost and ecological executive function intervention provided by preschool teachers, engaging children in dialogic reading. The discussion will focus on the clinical implications of the findings as a whole, as well as future research on early self-regulation and executive functions.

Sophia de Mello Breyner Andresen

SY-037_01 Self-regulation in moderate-to-late preterm children: a scoping review

Amber Feher¹, Alfredo F. Pereira², Rita Santos³, Joana Baptista¹
¹Iscte-University Institute of Lisbon, Portugal, ²UNINOVA-CTS, NOVA University of Lisbon, Portugal, ³Ispa-Instituto Universitário, Portugal

SY-037_02 Parents' perceptions of infants and toddlers' early executive functions: associations with child and family factors

Cláudia Ramos¹, Alfredo F. Pereira², Joana Baptista¹
¹Iscte-University Institute of Lisbon, Portugal, ²UNINOVA-CTS, NOVA University of Lisbon, Portugal

SY-037_03 Improving executive functions through a dialogic reading book in preschool age

Chiara Pecini¹, Costanza Ruffini¹, Gian Marco Marzocchi², Laura Traverso³
¹University of Florence, Italy, ²University of Milano-Bicocca, Italy, ³University of Genova, Italy

14:30-16:00

PAPER SYMPOSIUM SY-038**The multidimensional nature of prosocial behavior**

Chair: Bethany Corbett, Ulster University, UK

Integrative Abstract

Ask yourself, "Am I a person that is concerned with the welfare of others and motivated to provide help?" The true answer is that it probably depends. Prosocial behavior is a multidimensional construct, and its occurrence is contingent on a number of factors (e.g., the type and target of behavior). Interestingly, prior work demonstrates that sub-types of prosocial behavior are not consistently correlated developmentally, indicating a need for researchers to consider them separately, to fully understand their nature. Prosocial behavior also varies with respect to target; robust findings demonstrate intergroup biases such that prosocial behaviors are less often directed towards outgroups. Yet, when prosocial behaviors are directed towards outgroups, they can foster social cohesion. Relatedly, prosocial behaviors may vary in their consequences, potentially bringing momentary benefits to individuals, or acting as a lever for systemic change that benefits groups and society at large. Moreover, how one experiences prosocial behaviors (both as a target and an agent) is dependent on their position within systems of power and oppression. Together, the proposed submissions examine these influences (e.g., type, target, consequences, group membership) on youth's prosocial development, using longitudinal and mixed methods, across seven international contexts, a broad age range, and groups that differ in hierarchical status.

Amália Rodrigues

SY-038_01 I help, therefore, I am? - Longitudinal interrelations of the three-dimensional moral self-concept and prosocial behaviors in 4-to 6-year-old childrenLena Söldner¹, Markus Paulus¹¹Ludwig-Maximilians-Universität München, Germany**SY-038_02 Prosocial risk taking in mid-childhood**Bethany Corbett¹, Aidan Feeney², Teresa McCormack²¹Ulster University, UK, ²Queen's University Belfast, UK**SY-038_03 Generation Peace: prosocial behaviour in conflict-affected settings**Vivian Liu¹, Bethany Corbett², Juliana Valentina Duarte Valderrama³, Léila Eisner⁴, Jeanine Grutter⁵, Erin Halperin⁶, Tabea Hassler⁴, Claudia Pineda-Marín³, Ilana Ushomirsky⁶, Laura Taylor¹¹University College Dublin, Ireland, ²Ulster University, UK, ³Konrad Lorenz University, Colombia, ⁴University of Zurich, Switzerland, ⁵University of Konstanz, Germany, ⁶Hebrew University of Jerusalem, Israel**SY-038_04 BIPOC youth's prosocial development: longitudinal predictions from discrimination experiences**Sonya Xinyue Xiao¹, Anne J. Maheux², Brianna A. Ladd³, Erin T. Clancy⁴¹Northern Arizona University, USA, ²University of North Carolina at Chapel Hill, USA, ³University of Maryland College Park, USA, ⁴Arizona State University, USA

14:30-16:00

PAPER SYMPOSIUM SY-039**Global perspectives on parenting: unveiling cultural nuances in emotion socialization and child biobehavioral development****Chair:** Ka I Ip, *Institute of Child Development University of Minnesota, USA*; Jennifer Lansford, *Duke University, USA***Integrative Abstract**

Cultural variations in parenting styles are well-documented, portraying Western parents as "emotion theorists" emphasizing emotion socialization, while Eastern parents, such as the Chinese, are often viewed as "contextual theorists" prioritizing external factors and behavioral control (e.g., tiger parenting) over emotional discussions. However, three crucial gaps warrant exploration. First, as culture evolves with globalization, it is unclear whether there are shifts in parenting concepts. Second, the de-emphasis on emotion socialization research in Eastern cultures raises questions about the generalizability of caregivers' emotional experiences on children's stress regulation across cultures. Third, the relevance and benefit of enhancing emotion socialization practices, often considered a "Western" concept, via intervention for Chinese families remain understudied. Leveraging multiple units of analysis, this symposium addresses these gaps by exploring the intricate relationship between culture, emotion socialization, and child biobehavioral development. The first talk, using a mixed-method design, examines cross-cultural variations in child misbehavior perceptions among parents in China and the US, highlighting stability and shifts in parental attributions over time. The second talk, employing a biological approach, examines parental differences in alexithymia and their impact on children's cortisol level across cultures. The third talk assesses a culturally tailored parental emotion coaching program in the Chinese context using a randomized and mixed-method design. The symposium will conclude by discussing the implications of these findings on our understanding of the evolving dynamics of parenting in a global context.

SY-039_01 **Shifting perspectives: exploring cultural stability and changes in American and Chinese parental ethnotheories on child misbehavior**

Ka I Ip¹, Lixin Ren², Pengmai Qiu¹, Suping Li², Jean Heng³, Sheryl Olson⁴

¹*Institute of Child Development University of Minnesota, USA,* ²*Xi'an Jiaotong-Liverpool University, China,* ³*University of Cambridge, UK,* ⁴*University of Michigan, USA*

SY-039_02 **Cultural differences in maternal mood reactivity and children's cortisol stress response**

Stacey Doan^{1,2}, Ka I Ip³, Twila Tardif⁴

¹*Claremont McKenna College, USA,* ²*City of Hope National Medical Center, USA,* ³*Institute of Child Development University of Minnesota, USA,* ⁴*University of Michigan, USA*

SY-039_03 **Enhancing parental emotion coaching skills through a parent-child reading program**

Suping Li¹, Lixin Ren¹, Jiabin Lyu¹

¹*Xi'an Jiaotong-Liverpool University, China*

14:30-16:00

ROUNDTABLE 2

How can we share with parents the research findings they want?

Chairs: Michael E. Lamb, *University of Cambridge, UK;* Julie Bowker, *University at Buffalo, USA*

Integrative Abstract

Members of the panel and audience will discuss ways of communicating relevant research findings to parents and those working with parents using innovative techniques. The panel will comprise Regional Coordinators, Early Career Scholars with special interest in outreach and application, and representatives of the Child & Family Blog, which has experience disseminating findings beyond academics in accessible ways. The key challenge is to establish means of communication which allow researchers to identify the questions or issues that most vex parents in diverse communities, ensure that the research being communicated is actually relevant to the community involved, and establish means of communication that effectively reach the parents who want the information directly or indirectly (via those working with them). Most dissemination takes place in privileged contexts; the goal of the workshop is to focus on more diverse communities and to stimulate development of one of more pilot projects to be undertaken with the support of ISSBD and the CFB.

Maria Helena Vieira da Silva

14:30-16:00

PAPER SYMPOSIUM SY-040

How children seek help and respond to receiving help

Chair: Jellie Sierksma, *Utrecht University, the Netherlands*

Integrative Abstract

Seeking and receiving help is a fundamental aspect of early childhood and critical for children's academic and social development. The present symposium provides a unique window into how receiving help affects children's development by examining the different kinds of help children seek, the targets they seek help from, and how they respond to receiving help. The first two talks address help seeking. Talk 1 examines from who children (2-8 years) seek out help: Those that discovered solutions by themselves or those that learned through instruction or observation. Talk 2 focuses on understanding the conditions that lead children (7-8 years) to prefer different types of help: Autonomous-oriented (help in learning to solve a problem) or dependent-oriented (help in getting a problem solved). Talk 3 examines how children respond to receiving help. Specifically, this talk addresses whether receiving help can undermine children's (7-9 years) self-perceived ability, task liking, or motivation. The discussant will then tie these talks together and reflect on how help can contribute to positive child development. Taken together, this symposium paints a rich picture of the role help plays in shaping children's learning, academic achievements, and social development. This work has significant implications for how to help children better throughout development in both formal and informal learning contexts.

SY-040_01

Children seek help based on how others learn

Sila Cakmak¹, Azzurra Ruggeri^{1,2}

¹*Central European University, Austria*, ²*Technical University Munich, Germany*

SY-040_02

How children adjust their help-seeking strategies to various contexts

Emily Chau¹, Jan Engelmann¹, Hanna Schleichauf²

¹*University of California, Berkeley, USA*, ²*Utrecht University, the Netherlands*

SY-040_03

“Here, let me do it for you”: psychological consequences of receiving unsolicited help in childhood

Jellie Sierksma¹, Eddie Brummelman²

¹*Utrecht University, the Netherlands*, ²*University of Amsterdam, the Netherlands*

Glicinia Quartin

14:30-16:00

PAPER SYMPOSIUM SY-041**Engaging fathers for early childhood development: programs and evidence from Bangladesh, India, and Turkey****Chair:** [Sneha Bolisetty](#), *New York University, USA***Integrative Abstract**

Father involvement plays a crucial role in children's development throughout the lifespan, but to date the vast majority of parenting interventions have engaged mothers as the primary caretakers (see Jeong et al., 2023), with the relatively few programs for fathers that do exist centering on WEIRD (Western, Educated, Industrialized, Rich Democracies; Henrich, Heine, & Horenzayan, 2010) contexts. In recent years, this is starting to shift. The four papers in this symposium describe three different programs designed to engage fathers for early childhood development, across a diverse set of contexts (including a humanitarian context) in Bangladesh, India, and Turkey. The first paper describes the results of an impact evaluation, using a cluster randomized controlled trial, of a fathers' engagement program in the Rohingya camps and surrounding host communities in Cox's Bazar, Bangladesh; the second uses qualitative methods to explore fathers' responses to the same program. The third paper in the symposium describes a peer-learning model of engaging fathers in low-resourced communities in Lucknow, Uttar Pradesh, with a focus on children's social-emotional development, providing insight into the considerations involved in moving from program development to rigorous evaluation. Finally, the fourth paper describes a nation-wide program for fathers in Turkey, using descriptive survey research, conducted as part of a larger international collaboration, to contextualize this program in terms of male and females attitudes towards caregiving. Taken together, these papers provide insights into the landscape of father engagement programming, as well as the challenges and opportunities afforded by working with families through fathers.

SY-041_01**Impact evaluation of a father engagement program in the Rohingya camps and surrounding host community in Cox's Bazar, Bangladesh**Yeshim Iqbal¹, [Sneha Bolisetty](#)¹, Duja Michael¹, Hirokazu Yoshikawa¹¹*New York University***SY-041_02****Fathers' engagement in caregiving: qualitative findings from Rohingya and host communities of Bangladesh**Sakila Yesmin¹, [Taslima Begum](#)¹, Jakirul Islam¹, Fatema Tuz Zohra¹, Fahmedur Rahman Himel¹¹*BRAC University, Bangladesh***SY-041_03****Increasing engagement of fathers in early childhood development with a focus on socio-emotional wellbeing.**[Sonali Khan](#)¹¹*Sesame Workshop India, India***SY-041_04****State of the world's fathers 2023: descriptive evidence on caregiving and implementation of program on fatherhood in Turkey**[Suna Hanoz-Penney](#)¹¹*Mother Child Education Foundation (AÇEV), Türkiye*

Eugénio de Andrade

14:30-16:00

PAPER SYMPOSIUM SY-042**Parental mentalization, mindfulness, and emotion socialization in typical and atypical children****Chair:** Keren Hanetz-Gamliel, *Academic College of Tel Aviv-Yaffo, Israel***Integrative Abstract**

Considerable research has aimed to identify specific parental practices that significantly contribute to family dynamics and children's socioemotional behaviors. This symposium is in line with this exploration, highlighting three analogous parental practices - mindfulness, reflective functioning, and emotional socialization. Each of these practices focuses on recognizing and supporting children's emotional and psychological needs, which in turn promotes healthy emotional well-being. During the symposium we aim to explore the similarities and differences among these parenting practices and discuss how they complement one another in influencing family dynamics and child socioemotional behaviors. The symposium includes four studies conducted in different cultures and varied contexts. The first abstract introduces mindfulness in parenting, highlighting the importance of being fully present with the child as a predictor of multiple positive and negative child outcomes. The second abstract focuses on parental reflective functioning (RF) showing its role in moderating the indirect association between family SES and child psychosocial functioning mediated by maternal stress. The third abstract discusses parental RF among parents of children with autism spectrum disorder, identifying its significance in understanding and mitigating parental stress. Finally, the fourth abstract examines parental emotion socialization, highlighting differences in supportive and non-supportive emotion socialization between partners in two-parent households and their impact on children's quality of life. These studies shed light on effective parenting practices that positively support children's emotional development in various contexts.

SY-042_01**What is it about mindful parenting? Dimensions of interpersonal mindfulness in parenting in mothers and fathers and child well-being indicators**Kiat Hui Khng¹, Nur Farina Begum Amsah¹¹*National Institute of Education, Nanyang Technological University, Singapore***SY-042_02****Maternal reflective functioning: a moderator in the indirect link between maternal stress, SES, and children's psychosocial functioning**Keren Hanetz-Gamliel¹, Noa Gur Shoval¹¹*Academic College of Tel Aviv-Yaffo, Israel***SY-042_03****Psychometric properties of the Parental Reflective Functioning Questionnaire among parents of children with autism spectrum disorders.**Xiaozi Gao¹, Frank Tian-Fang Ye², Kerry Lee¹, Kuen-Fung Sin¹¹*The Education University of Hong Kong, Hong Kong*, ²*The Hong Kong Polytechnic University, Hong Kong***SY-042_04****Parents' emotion socialization and child quality of life: does similarity between the two parents in the same household matter?**Markus Eriksen¹, Karine Viana^{1,2}, Yvonne Severinsen¹, Rune Flaaten Bjørk¹, Evalill Bølstad¹, Mona Bekkhus¹, Egil Nygaard¹, Stella Tsotsi¹¹*University of Oslo, Norway*, ²*Oslo Metropolitan University, Norway*

Vianna da Motta

14:30-16:00

PAPER SYMPOSIUM SY-043**Social interactions shaping our risk-taking behavior and well-being: from early adolescence to adulthood****Chair:** Scarlett K. Slagter, *University of Amsterdam, the Netherlands***Integrative Abstract**

Adolescents' social interactions with peers significantly impact their risk-taking and health behavior, with important consequences for long-term well-being and success. This integrative abstract presents four papers examining why, when, and how different aspects of the social environment impact risk-taking and health decisions during adolescence and emerging adulthood. Paper 1 addresses how adolescents with and without ADHD (aged 14-22 y) change their risk perceptions in response to peer group norms, which are most pronounced in the presence of peers. Paper 2 shows how different types of classmates (friends versus high-status peers) impact adolescents' risk-taking behavior (aged 11-18 y) in private and public settings. Interestingly, and in contrast to Paper 1, peer conformity levels did not differ between a public and private setting. Paper 3 delves into the effects of status dynamics on student drinking behavior (aged 18-28), revealing a strong link between neural sensitivity to status differences and conformity with group norms of drinking. Paper 4 concludes with an investigation of age-related differences in the impact of social interactions (i.e., peer approval) on self-esteem, showing that peer effects are most pronounced during adolescence. Results from these papers will be discussed in the context of developmental theories, individual differences, and methodological variations between the studies. Together, the papers presented in this symposium will advance our understanding of the social and neural mechanisms through which peer relations shape behavior and well-being.

SY-043_01**Social influence on adolescent risk perception: an examination of peer presence and neural correlates**

Anna C. van Duijvenvoorde¹, Jorien van Hoorn¹, Tycho Dekkers², Iris Koele¹, Arne Popma³, Hilde M. Huizenga⁴, Yehuda Pollak⁵
¹*Leiden University, the Netherlands*, ²*Accare Child Study Center, the Netherlands*, ³*Amsterdam University Medical Centers, the Netherlands*, ⁴*University of Amsterdam, the Netherlands*, ⁵*Hebrew University of Jerusalem, Israel*

SY-043_02**The impact of popular peers and friends on adolescents' risky decision-making in a private and public setting.**

S.K. Slagter¹, Ana da Silva Pinho¹, Anna van Duijvenvoorde², Wouter van den Bos¹
¹*University of Amsterdam, the Netherlands*, ²*Leiden University, the Netherlands*

SY-043_03**Neural valuations of status differences inform drinking decisions in daily life.**

Ovidia A. Stanoi¹, Danielle Cosme², Mia Jovanova², Dani S. Bassett², David M. Lydon-Staley², Peter J. Mucha³, Emily B. Falk², Kevin N. Ochsner¹
¹*Columbia University, USA*, ²*University of Pennsylvania, USA*, ³*Dartmouth College, USA*

SY-043_04**Self-esteem reactivity towards social influences changes from early adolescence to mid-adulthood**

Andrea Reiter^{1,2,3}, Geert-Jan Will⁴, Pia Burkard^{1,2}, Marcel Romanos^{1,2}, Klara Gregorova¹
¹*University Hospital Würzburg, Germany*, ²*German Center of Prevention Research on Mental Health, Germany*, ³*Julius-Maximilians-University of Würzburg, Germany*, ⁴*Utrecht University, the Netherlands*

Grande Auditório

10:30-12:00

INVITED SYMPOSIUM IS-4**Policy implications of developmental research around the world****Chair:** Marcel A.G. van Aken, *Utrecht University, the Netherlands***Discussant:** Velma McBride Murry, *Vanderbilt University, USA***Integrative Abstract**

Conducting vital developmental psychological research with policy implications is essential for enhancing societal well-being. Insights gained from policy-oriented research across diverse cultures can enhance our studies and shape policies that advance equitable education, mental health, and social support globally, fostering inclusive and resilient communities. This symposium focuses on developmental research explicitly aimed at influencing policies related to child and adolescent development. Presentations from four continents exemplify such research, delving into broader issues surrounding policy influence, with a specific regional focus. The first presentation addresses home and school education in Kenya, Africa, providing policy recommendations and stakeholder document dissemination. The second presentation, from Brazil, utilizes national data on youth violence, emphasizing the need for public policies and societal actions. The third presentation examines content restrictions on race, gender identity, and sexual orientation in Florida, USA, exploring policy and advocacy responses based on qualitative data from teachers and parents. The final presentation outlines emotion and attachment-focused parenting programs in Victoria, Australia, demonstrating how these programs reshape societal responses to emotions. In a broader discussion inspired by these presentations, we will underscore the significance of developmental research influencing policies. The insights from these four presentations will guide our understanding of achieving this goal in diverse regions globally.

IS-04_01**Indigenous care and motivation practices as transition strategy into formal school tasks**Pamela Wadende¹¹*Kisii University, Kenya***IS-04_02****From data to action: Brazilian strategies to respond to violence against children and adolescent**Simone dos Santos Paludo¹¹*Universidade Federal do Rio Grande, Brazil***IS-04_03****Effects of content restriction policies on education and learning: evidence from the state of Florida**Hirokazu Yoshikawa¹, Mica Pollock², Kesha Moore³¹*New York University, USA*, ²*University of California, USA*,³*Thurgood Marshall Institute, USA***IS-04_04****Making emotion-focused parenting programs accessible at the population level**Sophie Havighurst¹¹*University of Melbourne, Australia*

Pequeno Auditório

16:30-18:00

PAPER SYMPOSIUM SY-044**Intervening in victimization by teachers and peers: who benefits and who does not?****Chair:** [Lydia Laninga-Wijnen](#), *University of Turku, Finland***Integrative Abstract**

Bullying is a widespread problem with detrimental consequences for youth. The four longitudinal studies in this symposium use various Dutch and Finnish datasets to examine who benefits from intervention attempts of teachers and peers and who does not. The first study evaluated the feasibility of a newly developed Dutch anti-bullying program (GRIPP), aimed at preventing bullying in the challenging phase of adolescence. Though teachers rated the intervention as easy-to-implement, there were no differences between the intervention and waitlist group on self-reported bullying and victimization. The second study examined how teachers should intervene if a bullying case comes to their attention, demonstrating that victimization decreased most if teachers 1) confronted bullies by holding them responsible and 2) raised bullies' empathy for the victim. Using only one of these approaches did not optimally decrease victimization. Next, peers can intervene in bullying as well, although they may be hesitant to do so because they fear a drop in status. Notably, the third study indicated that is generally safe and even beneficial to defend victims: defenders became more popular over time, in particular if they were already popular to begin with. The fourth study examined which victims were most likely to be defended by their peers, indicating that victims' popularity, victimization severity, and victims' self-defense efficacy may determine whether they will be defended or not. Together, these studies demonstrate the complexity of intervening in bullying, and offer insights in the varied benefits of such interventions.

SY-044_01**The development and feasibility testing of an anti-bullying prevention program for secondary education: Gripp**[Elsje de Vries](#)¹, [Tessa Kaufman](#)², [Rene Veenstra](#)¹, [Gijs Huitsing](#)¹
¹*University of Groningen, the Netherlands*, ²*Utrecht University, the Netherlands***SY-044_02****Do targeted interventions stop victimization? Comparing the short- and long-term effectiveness of a confronting, non-confronting & combined approach**[Lydia Laninga-Wijnen](#)¹, [Daniel Graf](#)¹, [Christina Salmivalli](#)¹
¹*University of Turku, Finland***SY-044_03****On risks and rewards: the interplay between status and defending networks in bullying situations**[Stefanie Richters](#)¹, [Christian Steglich](#)², [Chloe Tolmatcheff](#)², [Maarten van Zalk](#)¹, [Rene Veenstra](#)²,
¹*University of Osnabrück, Germany*, ²*University of Groningen, the Netherlands***SY-044_04****Which victimized youth are defended by their peers?**[Lydia Laninga-Wijnen](#)¹, [Claire Garandau](#)¹, [Christina Salmivalli](#)¹
¹*University of Turku, Finland*

Almada Negreiros

16:30-18:00

PAPER SYMPOSIUM SY-045**Alone, together: examining social factors that impact experiences of solitude and loneliness****Chair:** Tiffany Cheng, *Carleton University, Canada***Integrative Abstract**

Solitude and loneliness are ubiquitous phenomena, but the experiences vary across individuals and across different age groups. This symposium focuses on social factors that may influence experiences of solitude and loneliness in samples of adolescents and emerging adults. For the first presentation, Cheng et al. conceptualized, measured, and explored the implications of espousing a social identity of someone who “likes to spend time alone” among adolescents. Gurbacki et al. examined the role of shyness and loneliness in emerging adults’ romantic relationships. Maes et al. investigated whether there are differences between men and women regarding the conceptualization, measurement, and mean levels of loneliness. Finally, Nguyen et al. explored arousal levels as a motivating factor for seeking solitude in an Ecological Momentary Assessments study. Ultimately, this symposium seeks to illuminate the experience of solitude and loneliness across different developmental periods as well as the critical social factors involved in the perception and reception of time alone.

SY-045_01**“Being a loner is cool”: the influence of social identity on experiences of solitude in adolescents**Tiffany Cheng¹, Alicia McVarnock¹, Anna Stone¹, Robert J. Coplan¹¹*Carleton University, Canada***SY-045_02****Romantic relationship qualities, internalizing problems, and shyness during emerging adulthood**Jessica N. Gurbacki¹, Julie C. Bowker¹¹*University at Buffalo, USA***SY-045_03****Gender differences in loneliness**Marlies Maes¹, Margreet de Looze¹¹*Utrecht University, Netherlands***SY-045_04****Investigating solitude as a tool for downregulating daily arousal using ecological momentary assessments**Thuy-vy Nguyen¹, Delali Konu¹, Sam Forbes¹¹*Durham University, UK*

Luís de Freitas Branco

16:30-18:00

PAPER SYMPOSIUM SY-046

Theory of mind and mental health in childhood and adolescence: new perspectives from cross-sectional, longitudinal and meta-analytic research

Chair: Rory T. Devine, *University of Birmingham, UK*

Integrative Abstract

Mental health problems are the leading cause of disability in childhood and are associated with friendlessness, peer rejection, and poor social adjustment (e.g., Huber et al., 2019). Remarkably the mechanisms underpinning these adverse social outcomes remain poorly understood. Rather than being confined to neurodevelopmental conditions such as autism, accumulating evidence suggests that difficulties in understanding the thoughts and feelings of others (called 'theory of mind') are linked with a wide range of mental health conditions (Cotter et al., 2018). This symposium aims to investigate the relations between theory of mind and mental health in children and adolescents. The symposium draws together data from diverse participants spanning childhood and adolescence and speakers from four countries. The symposium harnesses cross-sectional, longitudinal, and meta-analytic evidence to examine the specificity, nature, and strength of associations between theory of mind and mental health in children and adolescents.

SY-046_01

Shaping social understanding and confidence: the association between parental mind-mindedness and children's theory of mind and expressions of shyness

Cristina Colonesi¹, Milica Nikolić¹

¹*University of Amsterdam, the Netherlands*

SY-046_02

Mindreading, shame, blame, and guilt in young adolescent girls and boys: a longitudinal exploration

Sandra Bosacki¹, Victoria Talwar², Melisa Castellanos³

¹*Brock University, Canada*, ²*McGill University, Canada*,

³*Concordia University, Canada*

SY-046_03

Understanding oneself and others: theory of mind, bullying, friendships, and well-being among LGBTQI+ adolescents in Germany

Christopher Osterhaus¹, Salvatore Ioverno²

¹*University of Vechta, Germany*, ²*Università degli Studi Roma Tre, Italy*

SY-046_04

Theory of mind and mental health in children and adolescents: a meta-analysis.

Rory T. Devine¹

¹*University of Birmingham, UK*

Fernando Pessoa

16:30-18:00

PAPER SYMPOSIUM SY-047

Towards a transdiagnostic framework: examining the role of emotion regulation in adolescent development and psychopathology

Chair: Daphna Dollberg, *Academic College Tel Aviv-Yaffo, Israel*

Integrative Abstract

Emotion regulation (ER) encompasses how individuals adjust the intensity and duration of their emotions in response to contextual demands. It involves a repertoire of implicit and explicit socioemotional and cognitive skills influencing adaptive functioning and psychopathology. Recognized as a transdiagnostic concept, difficulties in ER provide a framework for understanding dysfunction across various diagnostic categories. Adolescence stands out as a dynamic phase in the development of ER. Acquiring emerging ER skills becomes crucial for adolescents who navigate rapid social, cognitive, and biological changes and face multiple interpersonal and intrapsychic challenges. This symposium will showcase four studies addressing ER development and functioning relevant to adolescent developing skills and psychopathology. Hanetz-Gamliel and Dollberg's study investigates the relationship between parents' ER, adolescents' ER, and externalizing behavior. Desatik presents evidence from neuroimaging (ERP) and correlational studies, suggesting a continuous ER and social cognition change from early adolescence into young adulthood. Goldstein and colleagues' study delves into the role of non-suicidal self-injury, perceived burdensomeness, and thwarted belongingness and their connection to suicidal behavior among individuals with eating disorders during adolescence and adulthood. Havron and colleagues explore the role of bodily and emotional awareness skills associated with ER among adolescent girls with somatic symptoms disorders. The symposium will explore the potential contributions of the findings to clinical practice and intervention strategies.

SY-047_01

Indirect associations between parental emotion regulation and adolescent emotion regulation and externalizing behavior

Keren Hanetz-Gamliel¹, Daphna Dollberg¹

¹*Academic College Tel Aviv-Yaffo, Israel*

SY-047_02

Suicidal behaviors and its variables among eating disorders: The moderating role of age

Yari Gvion¹, A. Goldstein¹, I. Shachar Lavie², O. Krispin², R. Rom³, R. Gur⁴, N. Horeh-Reinman¹

¹*Bar Ilan University, Israel*, ²*Schneider Children's Medical Center, Israel*, ³*Reichman University, Israel*, ⁴*Sheba Hospital, Israel*,

SY-047_03

Understandings somatic symptoms disorder in adolescent girls: The role of body and emotional awareness

Amit Havron¹, Sharon Barak², Karin Mashevich¹, Maya Gerne³, Etzyona Eisenstein³, Jana Landa³, Tamar Silberg¹

¹*Bar Ilan University, Israel*, ²*Ariel University, Israel*, ³*Sheba Medical Center, Israel*

SY-047_04

Regulating emotions in the brain and the mind – the development of emotion regulation and social cognition through adolescence and beyond

Alex Desatnik^{1,2,3}, Annie Bird^{3,4}, Avi Shmueli¹, Ilya Venger^{5,6}, Peter Fonagy^{1,2}

¹*University College London, UK*, ²*Anna Freud National Centre for Children and Families, UK*, ³*Open Door Young People Service, UK*, ⁴*Royal Holloway, University of London, UK*, ⁵*Weizmann Institute of Science, Israel*, ⁶*Microsoft Israel Development Centre, Israel*

Sophia de Mello Breyner Andresen

16:30-18:00

PAPER SYMPOSIUM SY-048**Risk and resilience in Ukraine during the Russia-Ukraine war****Chair:** Ann T. Skinner, *Duke University, USA***Integrative Abstract**

This symposium presents three empirical papers stemming from data gathered from three projects in Ukraine during the first 22 months following the 2022 Russian invasion of Ukraine. The overall aim of the symposium is to better understand specific predictors of mental health and moderators of the relation between trauma experiences during the war and mental health, identifying both opportunities for growth, and associations with maladjustment. Paper 1 examines the associations between optimism, hope, resilience, post-traumatic growth, and post-traumatic stress using a sample of 593 college students during the first 10 months of the war. These analyses revealed both predictors of risk factors for PTSD (e.g., forced relocation) and associations with resilience (e.g., higher levels of hope and optimism). Paper 2 presents data from 457 adolescents and young adults in four regions of Ukraine during the second year of the war, noting a moderating effect of coping skills/strategies on the relation between trauma experiences and post-traumatic growth. In paper 3, 226 adults living in Ukraine participated in a daily diary study, and associations among anxiety, depression, and sleep quality are discussed. This paper further presents preliminary results of a promising cognitive behavioral therapy intervention to improve sleep quality during the war. Together, these papers provide insight into how the war in Ukraine is impacting adolescent, young adult, and adult mental health and well-being. Results obtained from analyses of these data will be discussed in the context of how they can inform practical applications of interventions to enhance resilience of those living through traumatic events.

SY-048_01**Resilience and distress: assessing sleep quality and mental health amidst war in Ukraine**Anton Kurapov^{1,2}, Manuel Schabus¹, Jens Blechert¹, Frank H. Wilhelm¹¹*Paris Lodron University of Salzburg, Austria*, ²*Taras Shevchenko National University of Kyiv, Ukraine***SY-048_02****Predictors of post-traumatic stress symptoms in youth in Ukraine: the role of hope, optimism, and post-traumatic growth**Iuliia Pavlova¹¹*Lviv State University of Physical Culture, Ukraine***SY-048_03****Trauma exposure, post-traumatic growth, and the moderating role of coping among adolescents and young adults in the second year of the war in Ukraine**Ann T. Skinner¹, Jennifer Godwin¹, Iuliia Pavlova²¹*Duke University, USA*, ²*Lviv State University of Physical Culture, Ukraine*

Amália Rodrigues

16:30-18:00

PAPER SYMPOSIUM SY-049**Exploring diverse forms of linked lives****Chair:** Noah J. Webster, *University of Michigan, USA***Integrative Abstract**

The concept of linked lives, derived from Life Course Theory, articulates how individual lives are shaped by others. Despite being a principle component of the theory, relatively fewer studies have focused on the concept compared to other core concepts, e.g., agency, place. This symposium brings together four complementary papers focusing on diverse forms of linked lives. Gerstorf and colleagues examine historical changes in loneliness in midlife in the United States (U.S.) and Europe. They find middle-aged adults in the U.S., England, and Mediterranean Europe report more loneliness today compared to earlier-born cohorts, whereas no historical changes are observed in other parts of Europe. Domaradzka and colleagues investigate volunteering in Poland in the context of the Ukrainian refugee crisis. They show identification with war victims is a key motivator to help refugees, and level of volunteering engagement is linked with size and activity of personal networks. Gonzalez and colleagues investigate the role of multiple life course contextual factors in influencing older adults' choices regarding transitioning to senior living communities in the U.S. They show that age and marital status operate in different ways to influence this important decision. Webster examines the link between social network members' education and health-related behaviors among a life span sample of adults in the U.S. After controlling for individual education, he finds higher average social network education is associated with more physical activity and reduced odds of smoking. The papers highlight the versatility of the linked lives concept and also help broaden empirical support for it as a key principle of human development.

SY-049_01**Loneliness in midlife: historical increases and elevated levels in the United States compared with Europe**Denis Gerstorf¹, Frank J. Infurna², Nutifafa E. Y. Dey², Tita Gonzalez Avilés¹, Kevin J. Grimm², Margie E. Lachman¹¹*Humboldt University, Germany*, ²*Arizona State University, USA*, ³*Brandeis University, USA***SY-049_02****Trajectories of volunteering in the context of the ongoing refugee crisis**Anna Domaradzka¹, Magdalena Roszczynska-Kurasinska¹, Agnieszka Rychwalska¹¹*University of Warsaw, Poland***SY-049_03****Utilizing life course theory to understand decision making in older adults: the role of linked lives and endogenous agency**Richard Gonzalez¹, Noah J. Webster¹, Toni C. Antonucci¹¹*University of Michigan, USA***SY-049_04****Linked lives and health-related behaviors**Noah J. Webster¹¹*University of Michigan, USA*

Lopes-Graça

08:30-10:00

PAPER SYMPOSIUM SY-050**War and caregiving systems: towards a holistic child development approach in refugee contexts****Chairs:** Qusai Khraisha, *Trinity College Dublin, Ireland*; Catherine Panter-Brick, *Yale University, USA***Integrative Abstract**

Caregiving research and interventions in conflict-affected areas have traditionally focused on individual caregivers, such as mothers, in isolation from the other family members. Our symposium takes a more holistic approach, considering how couple dynamics, mental health, and environmental influences all play a role in 'refugee parenting.' The opening paper presents the first dyadic analysis of coparenting and caregiver mental health in protracted refugee situations. The second paper extends this examination to refugee and migrant families resettling in Germany, offering a comparative analysis of coparenting and caregiver mental health in resettlement. The third and fourth papers transition from theoretical and conceptual understanding to practical intervention, with a focus on refugee father involvement on overall family dynamics in Lebanon and Bangladesh. These studies examine how fathering can not only impact mothering but also contribute to the overall well-being and dynamics of the family system.

SY-050_01**Coparenting, mental health, and the pursuit of dignity: a systems-level analysis of refugee father-mother narratives**Qusai Khraisha¹, Lama Sawalha², Kristin Hadfield¹, Rana Dajani³, Majd Soliti⁴, Catherine Panter-Brick⁵¹*Trinity Centre for Global Health, Trinity College Dublin, Dublin, Ireland, School of Psychology, Trinity College Dublin, Dublin, Ireland*, ²*Jordan Hospital, Jordan, Wellstar Cobb Hospital, USA*, ³*Hashemite University, Jordan, Tahgyeer Foundation, Jordan*, ⁴*Department of Psychiatry, Mayo Clinic, USA, Tahgyeer Foundation, Jordan*, ⁵*Department of Anthropology, Yale University, USA, Jackson School of Global Affairs, Yale University, USA, Conflict, Resilience, and Health Program, Yale University, USA***SY-050_02****More than breadwinners: perspectives on Arab fatherhood**Sascha Hein¹, Nora Fiedler¹, Omar Hasson¹, Israa Alassi², Charlotte Prokop², Jiam Mohamad²¹*Department of Education and Psychology, Free University of Berlin*, ²*International Rescue Committee, USA***SY-050_03****BRAC humanitarian play lab for enhancing caregivers' well-being and engagement for child development**Taslina Begum¹, Jakirul Islam¹, Abdur Rahman¹, Bipasha Chakma¹, Sakila Yesmin¹¹*BRAC Institute of Educational Development, BRAC University, Bangladesh***SY-050_04****No adolescent is an island: using a whole family approach to support at-risk adolescents in Lebanon**Tania Bosqui¹¹*Department of Psychology, American University of Beirut, Lebanon*

Maria Helena Vieira da Silva

16:30-18:00

PAPER SYMPOSIUM SY-051

Emotion socialization: enhancing skills of parents and professionals and exploring associations with child outcomes

Chairs: Susan C. A. Burkhardt, *University of Teacher Education in Special Needs, (HfH), Zürich, Switzerland*; Jana-Elisa Rueth, *Bielefeld University, Germany*

Integrative Abstract

Research has demonstrated the importance of children's emotional competence (e.g., emotion knowledge, vocabulary, and regulation) for their mental health and well-being. In this context, it is desirable to better understand the role and dynamics of emotion socialization processes in order to improve preventive interventions. Within this symposium, four paper presentations shed light on different aspects of emotion socialization of parents and professionals as well as associations with child outcomes. Paper 1 explores the links between parental emotion socialization beliefs and children's adjustment. Based on the Tripartite Model (Morris et al., 2007), the mediating roles of socialization practices, verbal expression of emotions, and children's emotion regulation are examined. Paper 2 focuses on the Tuning in to Kids (TIK) parenting program offered for teachers and highlights its potential to enhance empathy among professionals, thereby potentially influencing classroom dynamics and students' emotional development. Paper 3 offers insights into language-based emotional skills and examines the effects of participation in the TIK parent training on both parents' and children's emotion-specific vocabularies. Lastly, Paper 4 focuses on emotion talk within primary school settings and analyzes associations between children's emotion knowledge and language skills. The collection of studies sheds light on various determinants and consequences of children's emotional competence, especially on emotion socialization processes and ways of enhancing the skills of parents and professionals. The symposium aims to stimulate discussion on theoretical assumptions, methodological challenges, and practical implications.

SY-051_01

Links between parental emotion socialization beliefs and children's adjustment: mediated by emotion socialization practices and emotion regulation?

Jana-Elisa Rueth¹, Kim Opdensteinen², Carolin Raihala²
¹*Bielefeld University, Germany*, ²*Trier University, Germany*

SY-051_02

The Tuning In To Kids parenting program applied for teachers enhances empathy in a first evaluation as a webinar in Switzerland

Susan C. A. Burkhardt¹, Patrizia Röösl¹
¹*University of Teacher Education in Special Needs, (HfH), Zürich, Switzerland*

SY-051_03

Influence of participation in The Tuning In To Kids® parent training on parents' and children's emotion vocabulary

Catherine Gunzenhauser¹, Berit Streubel²
¹*University of Freiburg and Ludwigsburg University of Education, Germany*, ²*Leipzig University and Leipzig Center for Early Childhood Development, Germany*

SY-051_04

Emotion talk in primary school: foundations in children's emotion knowledge and language skills

Katharina Voltmer¹, Maria von Salisch¹
¹*Leuphana University Lüneburg, Germany*

Glicinia Quartin

16:30-18:00

PAPER SYMPOSIUM SY-052**Mature Tom skills: developmental acquisitions and outcomes**

Chairs: Federica Bianco, *University of Bergamo, Italy*; Ilaria Castelli, *University of Bergamo, Italy*

Integrative Abstract

The symposium offers an opportunity for debate on the topic of mature theory of mind (ToM) in childhood. If the developmental acquisition toward the mastering of 1st order false-belief understanding around 4 years of age, in the ToM domain, is well documented in literature, less is known about how the understanding of inner states improves during school years, and how this mature knowledge is linked to social/emotional/cognitive outcomes. To fill this gap, the work by Bianco and collaborators provides first evidence on developmental acquisitions from first- to second-order recursive thinking with a new ToM scaling task. The contribution by Manzi and colleagues helps in enriching the picture on Mature ToM skills in primary school children by providing longitudinal data and showing trajectories of changes over a period of two years on a battery of ToM advanced tasks. Besides, the work by Visu-Petra and colleagues shows the interplay in middle childhood across interpretive ToM, constructivist ToM, anxiety symptoms and parental practices. Interestingly, the contribution by Smogorzewska and colleagues shows that inclusive education is a more nurturing context for the growth of Mature ToM skills than education in general classrooms. Starting from these contributions, implications for future research and interventions will be discussed.

SY-052_01**Desires and beliefs: the development of second-order reasoning in preschoolers and in school-age children**

Federica Bianco¹, Alessia Cornaggia¹, Antonella Marchetti², Davide Massaro², Ilaria Castelli¹

¹*University of Bergamo, Italy*, ²*Università Cattolica del Sacro Cuore di Milano, Italy*

SY-052_02**The development of theory of mind during middle childhood: a four time points longitudinal study**

Angelica Manzi¹, Rory Devine², Luca Ronchi¹, Serena Lecce¹

¹*Università degli Studi di Pavia, Italy*, ²*University of Birmingham, UK*

SY-052_03**Interpretive diversity understanding, anxiety symptoms, and parental practices in middle childhood**

Laura Visu-Petra¹, Narcisa Prodan¹, Melania Moldovan¹

¹*Babeş-Bolyai University, Romania*

SY-052_04**Theory of mind in inclusive education – does the classroom diversity matter?**

Joanna Smogorzewska¹, Grzegorz Szumski¹, Paweł Grygiel²

¹*University of Warsaw, Poland*, ²*Jagiellonian University, Poland*

Eugénio de Andrade

16:30-18:00

PAPER SYMPOSIUM SY-053**Perpetuating gender inequality: socialization processes implicated in child and adolescent gender development****Chair:** *Joyce Johanna Endendijk, Utrecht University, the Netherlands***Integrative Abstract**

There is persistent gender inequalities across the world in how men and women are evaluated, treated, and paid, and in their occupations and appearance. Gender socialization (e.g., how children learn the social expectations associated with gender) is assumed to play a role in perpetuating gender inequalities. The goal of this symposium is to provide insight into the different gender socialization processes implicated in the gender development of children and adolescents. We bring together studies from four countries differing in societal gender equality (Netherlands, Italy, UK, USA). The studies span a wide developmental period from preschool into early adolescence. Kočič et al. found evidence for specific aspects of parental gender socialization (i.e., low encouragement of, and skills-expectations for, feminine-stereotyped careers) that create barriers for boys to enter feminine-typed careers. Endendijk et al. showed that both parent socialization (parents' gender-typical appearance) and child self-socialization (gender-identity typicality) were associated with children's gender-typical appearance, particularly for girls. Antonucci et al. demonstrated that boys might experience more gender conformity pressures from parents than from the self, as parents perceived their boys as more gender typical than boys perceived themselves. Xiao et al. found that gender discrimination from peers and adolescents' self-socialization (gender-identity typicality) were linked to early adolescents' attitudes about boys and girls. Together, these studies shed light on how societal gender norms translate into unique socialization processes, and whether commonalities can also be observed.

SY-053_01**Exploring parents' expectations and encouragement for children's masculine- and feminine-stereotyped careers***Andrea Kočič¹, Afife Hopkins-Doyle¹, Harriet R. Tenenbaum¹*¹*University of Surrey, UK***SY-053_02****'Twinning is winning' versus 'this is so me!': parental and self-socialization of children's gender-typical appearance***Joyce Johanna Endendijk¹, Chiara Antonucci², Christel Portengen¹, Faye Chadwick-Brown¹, May Ling Halim³*¹*Utrecht University, the Netherlands*, ²*Sapienza University of Rome, Italy*, ³*California State University Long Beach, USA***SY-053_03****Gender-typicality through generations: a study within a group of Italian families***Chiara Antonucci¹, Jessica Pistella¹, Roberto Baiocco¹*¹*Sapienza University of Rome, Italy of Rome***SY-053_04****The link between adolescents' gender discrimination and gender attitudes about peers: does gender similarity matter?***Sonya Xinyue Xiao¹, Flóra Faragó², Erin T. Clancy³, Anne J. Maheux⁴, Kasandra Bermúdez¹*¹*Northern Arizona University, USA*, ²*Stephen F. Austin State University, USA*, ³*Arizona State University, USA*, ⁴*University of North Carolina at Chapel Hill, USA*

Vianna da Motta

16:30-18:00

PAPER SYMPOSIUM SY-054**Chinese parenting and adolescent emotional wellbeing: a focus on gender roles****Chair:** Jiayi Liu, Michigan State University, USA**Integrative Abstract**

Historically, Chinese parenting has been characterized by distinct maternal and paternal roles: fathers typically assumed the role of the breadwinner and authority figure, whereas mothers predominantly managed household tasks and provided emotional support to the child (Chao & Tseng, 2019). Because of the gender roles, Chinese mothers and fathers differently impact their adolescents' emotional wellbeing (Shek, 1995). However, contemporary societal shifts are blurring these traditional gender roles, creating more complex contexts for parents and adolescents (Xie & Li, 2019). Understanding these dynamics is crucial, as adolescence is a period marked by a heightened risk of mental health problems (Shek, 1996). Therefore, more research is needed to assess the gender differences in parenting practices and their impacts. The proposed symposium includes three papers that compare Chinese maternal and paternal practices in different contexts. Paper 1 investigates the impacts of maternal and paternal emotion socialization behaviors on urban adolescents' depressive symptoms, highlighting mothers' significant influence. Paper 2 examines mothers' and fathers' filial piety values, moderated by parental warmth and behavior control, on rural left-behind adolescents' emotional wellbeing, revealing fathers' critical role. Finally, Paper 3 focuses on a specific parenting practice, parental warmth, and identifies its measurement bias towards mothers, as reported by Chinese international students with an established scale. Collectively, this symposium offers valuable insights into the interplay of gender roles, cultural values, and contexts in understanding parental impact on Chinese adolescent development.

SY-054_01**Longitudinal associations between paternal and maternal emotion socialization behaviors and adolescents' depressive symptoms in China**

Liuqing Jiang¹, Keman Yuan², Mingming Zhang², Yufang Bian²
¹Hefei Normal University, China, ²Beijing Normal University, China

SY-054_02**Filial piety and well-being in Chinese left-behind adolescents: roles of parental warmth, behavior control, and parent gender**

Yuyang Hu¹, Junsheng Liu², Tong Zhou², Dan Li³, Xinyin Chen⁴
¹University of Connecticut, USA, ²East China Normal University, China, ³Shanghai Normal University, China, ⁴University of Pennsylvania, USA

SY-054_03**Do Chinese mothers express more warmth: the measurement gap in perceived paternal and maternal warmth among Chinese international students**

Jiayi Liu¹, Yemo Duan¹, Desiree Baolian Qin¹
¹Michigan State University, USA

Grande Auditório

08:30-10:00

KEYNOTE LECTURE 3**Climate change and youth development: a global perspective**Sander Thomaes, *Utrecht University, the Netherlands*

Today's children and adolescents are the first generation to grow up in a world where they are faced with impacts of climate change, such as heatwaves, floods, storms, and droughts. Not surprisingly, growing numbers of youth see their futures as uncertain or frightening. At the same time, while they are not responsible for climate change, many young people are motivated to be part of the solution. They work actively to make a difference, such as by engaging in protests, social media activities, or civic engagement initiatives. How can we understand the impacts of climate change on the development of young people from around the world? How can we promote youth's resilience in the face of an uncertain future? And how can we support youth's potential to engage in individual and collective action? In this presentation I will present an overview of the budding, global field of research on climate change and youth development. I will outline emerging theory and research evidence along with the rudiments for a research agenda that, I hope, will contribute to the field's development in the upcoming years.

ROUNDTABLE 2**Introducing Developmental Scientists for Climate Action - developmental scientists respond to climate change**Pamela Wadende¹, Jenna Spitzer², Sander Thomaes², Ann Sanson³¹*Kisii University, Kenya*, ²*Utrecht University, the Netherlands*,³*University of Melbourne, Australia***Integrative Abstract**

The climate crisis is a defining challenge of our time, threatening to impact on all aspects of human development at all stages of the lifespan and across the globe. Developmental science is uniquely positioned to inform and promote necessary responses to climate change. But until recently very little attention has been given to the effects of climate change on human development. This Conversation Hour will introduce Developmental Scientists for Climate Action (DevSCA), which seeks to fill this critical gap. It is a global community of researchers, educators, and practitioners who believe that we, as developmental scientists, have a responsibility to use our knowledge and skills to help combat climate change and lessen its impacts. We will describe the origins, vision, and aims of DevSCA., whose mission is to: 1) facilitate communication and collaboration amongst developmental scientists on climate-related issues; 2) advance empirical and theoretical understanding of climate change's impact on human development; and 3) employ this knowledge to advocate for and implement meaningful action. We will outline current work focusing on research, education, practice and advocacy, and highlight the many opportunities for new members. In conversation amongst attendees, we hope to identify new directions and new ideas about how we as developmental scientists can help safeguard human development and the planet during this time of climate emergency. We also hope to recruit new members for our rapidly growing group.

Pequeno Auditório

08:30-10:00

PAPER SYMPOSIUM SY-055**Narrative coherence in children and emerging adults: the role of social context****Chair:** Danhua Zhu, *University of California, Irvine, USA***Discussant:** Tilmann Habermas, *Goethe University Frankfurt, Germany***Integrative Abstract**

Personal narratives are essential to multiple aspects of identity and well-being, and coherent narratives – stories that make sense and convey content and meaning in a cohesive manner – positively influence developmental outcomes across the lifespan (e.g., self-concept, socioemotional functioning, mental health). Narrative coherence is a multidimensional construct where each facet emerges at various developmental stages and contributes to overall coherence in various ways. Thus, studies are needed to assess global coherence and key coherence dimensions in individuals of different ages. Furthermore, narrative coherence emerges within social contexts where individuals craft narratives in conversations with social partners. Situating narrative coherence in both developmental and social contexts may reveal mechanisms and inform interventions aiding coherence in the service of broader positive development. This symposium approaches these needs with three papers: The first examines emerging adults' overall coherence and identity exploration in the context of the COVID-19 pandemic. The second focuses on how child temperament moderates the relation between the familial context of parent-child reminiscing and children's narrative coherence dimensions in early to middle childhood. The final paper examines interviewer supportiveness and narrative coherence dimensions with children in middle childhood. Altogether, our symposium contributes to a better understanding of narrative coherence in childhood and emerging adulthood in the social context and has prevention and intervention implications. An esteemed scholar in the study of narratives across the lifespan will synthesize emerging themes and identify future research directions.

SY-055_01**Covid narrative coherence and emerging adults' identity exploration**Robyn Fivush¹, Jordan Booker², Andrea Follmer³, Kate McLean⁴, Monisha Pasupathi⁵, Cecilia Wainryb⁵¹*Emory University, USA*; ²*University of Missouri, USA*; ³*University of Kansas, USA*; ⁴*Western Washington University, USA*; ⁵*University of Utah, USA***SY-055_02****Parent-child reminiscing frequency and children's narrative coherence: the moderating role of child temperament**Danhua Zhu¹, J. Zoe Klemfuss¹¹*University of California, Irvine, USA***SY-055_03****Coherence in children's narratives of cognitive and emotional experiences: examining the potential role of interviewer support**Rachel L. Taffe¹, J. Zoe Klemfuss²¹*New York University, USA*, ²*University of California, Irvine, USA*

Almada Negreiros

08:30-10:00

PAPER SYMPOSIUM SY-056

Innovative behavior-based approaches to investigate the interplay of children's emotional competence and social adjustment

Chairs: Luisa Lüken, *University of Münster, Germany*; Sonja Perren, *University of Konstanz, Germany*

Integrative Abstract

Preschool and early school age is a critical period during which children not only encounter increasing social and emotional challenges, but also develop fundamental skills to deal with them. As emotions are closely intertwined with social interactions, development of emotional competence is particularly important for children's ability to meet the social demands of everyday life and is considered foundational for their social adjustment. While existing studies on the interplay of children's social and emotional competencies often rely on questionnaire data, studies using behavior-based measures are scarce. This symposium brings together recent methodological advances in behavior-based approaches to the assessment of emotional and social competence and discusses findings on the association of children's emotional competence with their social adjustment in different contexts. Based on behavioral data, the first study illustrates the role of kindergarten children's emotional and task-oriented self-regulation for their cooperation with peers during a challenging group task. Also focusing on peer interactions, the second study relates preschoolers' emotion regulation in dyadic play situations and emotion knowledge with their peer relationship quality. The third study examines preschoolers' emotion regulation flexibility in standardized tasks and explores its associations with problem behavior, prosocial behavior and peer group integration, as well as with children's cooperation with caregivers and play behavior. Overall, this symposium provides insights into the relation between emotional competence and social adjustment and provides ideas for behavior-based assessments in preschool and early school age.

SY-056_01

The impact of emotional and task-oriented self-regulation skills in kindergarten children on their cooperative behavior in a group setting

Sonja Perren¹, Johanna Lieb²

¹*University of Konstanz, Germany*, ²*Thurgau University of Teacher Education, Switzerland*

SY-056_02

The role of emotional competence for peer relationship quality in preschool age

Tatiana Diebold¹, Pablo Nischak¹, Sonja Lorusso¹, Carine Burkhardt Bossi¹, Sonja Perren²

¹*Thurgau University of Teacher Education, Switzerland*, ²*University of Konstanz, Germany*

SY-056_03

Flexible use of emotion regulation strategies across situations – relations with age and preschoolers' social competence

Luisa Lüken¹, Judith R. Silkenbeumer¹, Manfred Holodynski¹, Joscha Kärtner¹

¹*University of Münster, Germany*

Luís de Freitas Branco

08:30-10:00

PAPER SYMPOSIUM SY-057**Supporting language and literacy in children from immigrant families****Chair:** Erika Hoff, Florida Atlantic University, USA**Discussant:** Diane Poulin-Dubois, Concordia University, Canada**Integrative Abstract**

This symposium brings together researchers from three different countries, Denmark, Italy, and the United States. Each will present findings from their research program on the language and literacy development of children from immigrant families in their respective countries. Each country is unique in the backgrounds of the immigrants and in the new language and culture the children confront. But there are commonalities as well. Across countries, there is a national interest in helping children from immigrant families acquire the language and literacy skills they need to succeed in school and in the workplace. Today's immigrant children are a substantial portion of tomorrow's workforce. Across countries, many immigrant children and children of immigrant parents lag behind monolingual native children in their acquisition of the majority language. Across countries, first- and second- generation immigrant children often struggle in school. Each of the papers in this symposium presents findings from a research program that has identified factors that support the language and literacy of bilingual children from immigrant families. A discussant, expert in bilingualism and internationally known for bringing the science of bilingualism to parents, teachers, and policy makers, will comment on the three papers.

SY-057_01**Bilingual children in Denmark: who are they? Do they succeed? How can their language development be supported?**Anders Hojen¹, Dorte Bleses¹¹Aarhus University, Denmark**SY-057_02****Vocabulary development in children from immigrant families in Italy and the effects of environmental factors**Marinella Majorano¹, Valentina Persici¹, Tamara Bastianello², Chiara Barachetti¹, Elena Florit¹¹University of Verona, Italy, ²University of Padua, Italy**SY-057_03****Dual language use in immigrant families, effects on children's bilingual development, and consequences for literacy: evidence from the United States**Erika Hoff¹, David Giguere², Michelle Tulloch¹¹Florida Atlantic University, USA, ²California State University, USA

Fernando Pessoa

08:30-10:00

PAPER SYMPOSIUM SY-058

Emotionality, self-regulation, and prosocial behavior as risk or protection for loneliness and internalizing emotions in children and young adults

Chairs: Jeffrey Liew, *Texas A&M University, USA*; Akiko Hayashi, *Keio University, Japan*

Integrative Abstract

Loneliness is associated with poor well-being and with anxiety and depression across childhood and early adulthood (Maes et al., 2019). While feelings of disconnectedness at school, loneliness, anxiety, and depression are not new concerns for parents, school professionals, and mental health practitioners, levels and prevalence of these internalizing emotions and symptoms have increased in children and youth since the COVID-19 pandemic (Farrell et al., 2023). Indeed, loneliness and isolation have been identified as a priority public health problem that serve as threats to the health and well-being of children and adults. This symposium will include three studies that examine the risk or protective factors for loneliness and internalizing emotions and internalizing symptoms. The first two papers focus on temperament dimensions as risk or protective factors in children while the third paper examines prosocial behavior as a protector factor against loneliness for young adults. Specifically, Paper 1 examined the moderating role of children's effortful control in the link between their experiences of loneliness and social relationships and internalizing emotions at school. Paper 2 examined how emotionality and self-regulation contribute to children's school connectedness, anxious-depressive symptoms, and loneliness. Paper 3 explored the protective role of prosocial behavior on the day-to-day feelings of loneliness in young adults across a 3-week period. Discussion will center on emotion and self-regulation processes in the school context and on how young adults could counteract their feelings of loneliness through engaging in prosocial behavior in their daily lives.

SY-058_01

The moderating role of effortful control in children's loneliness and their social relationships and internalizing emotions at school

Stefania Sette¹, Matilde Brunetti¹, Akiko Hayashi², Fiorenzo Laghi¹, Emiddia Longobardi¹, Jeffrey Liew³

¹*Sapienza University of Rome, Italy*, ²*Keio University, Japan*, ³*Texas A&M University, USA*

SY-058_02

Emotional reactivity and self-regulation as risk and protective factors in school disconnectedness, anxious-depressive symptoms, and loneliness

Jeffrey Liew¹, Xin Li¹, Tyler Prochnow¹, Michele Lease², Jamilia Blake¹

¹*Texas A&M University, USA*, ²*University of Georgia, USA*

SY-058_03

Prosocial behavior and loneliness during young adults' everyday life

Antonio Zuffianò¹, Fulvio Gregori¹, Lucia Manfredi¹, Silvia Caldaroni¹, Elisabetta Beolchini¹, Maria Gerbino¹, Concetta

¹*Sapienza University of Rome, Italy*

Sophia de Mello Breyner Andresen

08:30-10:00

PAPER SYMPOSIUM SY-059

Implications of parenting and child characteristics for social-emotional development in early childhood: evidence from four cultural contexts

Chairs: Bumo Zhang, Department of Psychology, University of Maryland, Baltimore County, USA; H. Melis Yavuz, Department of Psychology, Algoma University, Canada

Integrative Abstract

Early childhood is a key developmental period when children are particularly susceptible to parental influence. This symposium brings together research across different cultures employing diverse methodological approaches to elucidate how various factors (i.e., culture, marital relationships, child characteristics) shape parenting and child social-emotional development (SED). Using a person-centered approach, Paper 1 shows how mainland Chinese mothers in the 1990s adopted parenting styles that align with contemporary Chinese parenting conceptualizations. Latent profile analysis revealed five parent-child dyadic classes that include culturally meaningful child SED behavior patterns. Paper 2 highlights the importance of marital dynamics for child development in Japan by uncovering four dyadic marital adjustment patterns that were differentially related to parenting styles and child SED. To further contextualize the role of parenting and child characteristics as related to SED, Paper 3 examined the interaction between maternal negative control and child self-regulation in predicting Turkish preschoolers' behavioral problems and prosocial behaviors. Results showed that having higher levels of self-regulation buffered children against the effects of negative parenting. Paper 4 provides more insights into the dynamic nature of parent-child interactions by examining bidirectional linkages involving parent cognitions, behaviors, and child aggression in Chinese American families. A reciprocal relation between parent attributions and power-assertive parenting and a child-driven effect on parent attributions was found. This symposium underscores the interdependent and interconnected nature of parenting in diverse cultural contexts.

SY-059_01

Historical profiles of Chinese maternal parenting and child behavior: a latent profile analysis

Craig H. Hart¹, Huiguang Ren², Charissa S. L. Cheah², Chris L. Porter¹, Larry J. Nelson¹

¹*School of Family Life, Brigham Young University, USA,*
²*Department of Psychology, University of Maryland, Baltimore County, USA*

SY-059_02

Latent classes of marital adjustment in Japanese couples: relationships with parenting and child behavior

Akiko Kawashima¹, Jun Nakazawa², Richard B. Miller³, Craig H. Hart³

¹*University of Yamanashi, Japan,* ²*Uekusa Gakuen University, Japan,* ³*School of Family Life, Brigham Young University, USA*

SY-059_03

The buffering roles of child self-regulation and parenting for social-emotional development

H. Melis Yavuz¹, Bilge Selcuk², Craig H. Hart³, Charissa S. L. Cheah⁴

¹*Department of Psychology, Algoma University, Canada,*
²*Department of Psychology, MEF University, Türkiye,* ³*School of Family Life, Brigham Young University, USA,* ⁴*Department of Psychology, University of Maryland, Baltimore County, USA*

SY-059_04

Understanding the reciprocal relations between parental attributions, practices, and child reactive aggression

Bumo Zhang¹, Charissa S. L. Cheah¹, Huiguang Ren¹, Yao Sun¹

¹*Department of Psychology, University of Maryland, Baltimore County, USA*

Amália Rodrigues

08:30-10:00

PAPER SYMPOSIUM SY-060**Daily diary approaches capturing discrimination experiences across the life course****Chair:** Juan Del Toro, *University of Minnesota, Twin Cities, USA***Integrative Abstract**

Discrimination is a daily experience that impacts healthy human development. Daily diaries, or intensive longitudinal data, reflect an approach that captures discrimination as a daily experience to understand its implications for healthy human development. The present studies reflect state-of-the-art daily diary approaches conducted across multiple stages of human development, including adolescence and adulthood. Paper 1 is a systematic review of 18 daily diary studies and finds the negative effects of experiencing ERD on a daily basis, but also that variations exist depending on the moderators accounted for in the analyses. Paper 2 finds that such daily discrimination experiences were associated with heightened momentary sympathetic nervous system arousal among those with heightened emotional reactivity. Paper 3 integrates both intensive and non-intensive longitudinal data among adults to find that discrimination based on multiple social categories is linked with worse mental health, and this discrimination-mental health relation predicts more accelerated epigenetic age acceleration. These studies altogether highlight the utility of daily diaries to understand the etiology and consequences of discrimination across human development.

SY-060_01**Do emotional reactivity moderate sympathetic arousal to racial discrimination exposure in a natural setting?**Shanting Chen¹, Jacob E. Cheadle², Aprile Benner², Bridget J. Goosby²¹*University of Florida, USA*, ²*University of Texas, Austin, USA***SY-060_02****Zooming in on everyday ethnic-racial discrimination: a review of experiencing sampling methodology studies in adolescence**Sauro Civitillo¹, Philipp Jugert²¹*Utrecht University, the Netherlands*, ²*University of Duisburg-Essen, Germany***SY-060_03****Capturing 'wear' in 'wear and tear': the daily mental health impact of daily discrimination predicts DNA methylation**Juan Del Toro¹, Connor Martz²¹*University of Minnesota, Twin Cities, USA*, ²*University of Texas, Austin, USA*

Lopes-Graça

08:30-10:00

PAPER SYMPOSIUM SY-061**Looking beyond physical separation from others: an examination of solitude in context****Chairs:** Mallory Millett, *Behavioral Science Institute, Radboud University, the Netherlands*; Alicia McVarnock, *Carleton University, Canada***Integrative Abstract**

Past research on solitude has primarily considered solitude as physical separation from others. However, the experience of solitude is complex. Recent evidence suggests that to fully understand when and how experiences of solitude may be associated with adjustment vs. maladjustment, it is important to consider individual (e.g., motivations for solitude) and contextual (e.g., culture/race, environmental context) factors. In this symposium, four researchers will present findings from studies in four different countries that aim to look beyond physical separation from others to assess aspects of solitude in context. These aspects include, environment, time-period, culture, race, and one's individual motivations for solitude. The first study used hypothetical vignettes to examine emerging adults' experiences of being alone versus with others in natural and indoor environments, while considering the role of affinity for solitude. The second study will explore how different motivations for social withdrawal (i.e., shyness, avoidance, unsociability) are associated with emerging adults' observed social behaviors during Zoom meetings. The third piece of research, which includes two historical cohorts (2012 and 2022), examines how shyness relates to socio-emotional and academic adjustment outcomes in rural Chinese children. Lastly, the fourth study examined what happens when emerging adults of different racial backgrounds do not spend enough time alone (i.e., psychological outcomes associated with feelings of loneliness). Together, findings paint a more complete picture of the specific aspects of solitude that predict better functioning in children and emerging adults.

SY-061_01**Is solitude in our nature? Emerging adults' anticipated affective responses to spending time alone vs. with others in natural vs. indoor environments**Alicia McVarnock¹, Robert Coplan¹, Budyanee De Zoysa Siriwardene², Anna Stone¹¹*Carleton University, Canada*, ²*Ottawa University, Canada***SY-061_02****Behavioral correlates of shyness, avoidance, and unsociability in emerging adulthood: an observational study**Mallory Millett¹, Yvonne H. M. van den Berg¹, William J. Burk¹, Tessa A. M. Lansu¹, Nina S. Chmielowice-Szymanski¹, Antonius H. N. Cillessen¹¹*Behavioral Science Institute, Radboud University, the Netherlands***SY-061_03****Shyness and social, school, and psychological adjustment in rural Chinese children at different historical times**Dan Li¹, Jing Hui¹, Junsheng Liu², Min Wu³, Xinyin Chen⁴¹*Shanghai Normal University, China*, ²*East China Normal University, China*, ³*Gannan Normal University, China*, ⁴*University of Pennsylvania, USA***SY-061_04****Impact of solitude and loneliness on internalizing problems in a racially diverse emerging adult sample**Chloe L. Richard¹, Julie C. Bowker¹¹*University at Buffalo, USA*

Maria Helena Vieira da Silva

08:30-10:00

PAPER SYMPOSIUM SY-062

Parenting and screens in infancy, childhood, and adolescence: international perspectives from Australia, Brazil, Hungary, and the Netherlands

Chairs: *Caroline Fitzpatrick, Université de Sherbrooke, Canada; Giana Bitencourt Frizzo, Universidade Federal do Rio Grande do Sul, Brazil*

Integrative Abstract

According to ecological theories of development, child media use habits and their consequences are unlikely to occur in a vacuum. As such, the aim of our symposium is to shed light on the role of family media ecologies on children digital media use and its associated consequences. The present symposium presents data from four studies focusing on children and families ranging in developmental stages from infancy to adolescence. Our symposium also draws on multinational samples of children and families from Australia, Brazil, Hungary, and the Netherlands. The first study explored Australian parents' motives for using mobile devices with toddlers and preschoolers and found that parents experience significant cognitive tension in their attempts to manage young children's use of mobile devices. A second paper examines parent-child interactions during maternal mobile devices use and indicates more emotional variation in mothers and more attention seeking by children during maternal mobile device use. The third study examines mobile devices use by Hungarian preschoolers and their parents and suggests detrimental effects on parent-child interactions. Finally, a fourth study examines bidirectional developmental links between parental restrictive mediation and adolescent problematic media use in a sample of Dutch adolescents. This symposium will highlight family circumstances linked to detrimental and beneficial child, adolescent, and family outcomes.

SY-062_01

“You’re damned if you do, you’re damned if you don’t”: a qualitative exploration of parent motives for provision of mobile devices in early childhood

Sumudu R. Mallawaarachchi¹, Merrilyn Hooley², Wendy Sutherland-Smith¹, Sharon Horwood¹

¹Deakin University, Australia, ²Australian Research Council Centre of Excellence for the Digital Child, Australia

SY-062_02

Mother-child interaction quality during maternal smartphone use: an observational study

Sofia Sebben¹, Manoela Yustas Mallmann¹, Caroline Fitzpatrick², Giana Bitencourt Frizzo¹

¹Universidade Federal do Rio Grande do Sul, Brazil, ²Université de Sherbrooke, Canada

SY-062_03

Association between digital media use and parent-child interaction in Hungarian preschoolers

Veronika Konok¹, Ákos Pogány¹, Krisztina Liszkai-Peres¹, Ádám Miklósi¹

¹Eötvös Loránd University, Hungary

SY-062_04

Bidirectional within-person effects of restrictive mediation practices and adolescents' problematic social media use

Susane Geurts¹, Ina Koning², Helen Vossen¹, Regina van den Eijnden¹

¹Utrecht University, the Netherlands, ²Vrije Universiteit Amsterdam, the Netherlands

Glicinia Quartin

08:30-10:00

PAPER SYMPOSIUM SY-063**Impact of play partners, toys, and materials on children's play behaviours****Chair:** Ozlem Cankaya, *MacEwan University, Canada***Integrative Abstract**

This symposia focuses on the diverse aspects of children's play, exploring how different play materials and social interactions, including interactions with various toys (e.g., everyday items, play sets, dolls) and playmates (e.g., adults, parents, siblings, friends), influence children's behaviors and development. The first study focuses on children's communication during play with siblings and friends, revealing nuanced insights into how they initiate, sustain, and end connectedness, and the role of playsets in shaping these interactions. The second study examines the impact of open-ended, natural, or manufactured materials on children's play engagement. It compares the types of play children engage in with loose parts versus single-purpose toys, considering children's executive function and parental education. The third study explores children's play behaviors as they play with dolls on their own and with an adult play partner considering parent-reported peer problems. The final study investigates pretend play in children with emotional, behavioral, or educational difficulties, analyzing the themes expressed during parent-child play. It underscores the significance of pretend play in emotional development and its potential protective effects against emotional problems. Together, our work aims to contribute to a broader understanding of the complexities of social play, the influence of play materials and environments, and the potential of play, providing an understanding of the dynamics shaping children's play patterns and developmental outcomes.

SY-063_01**The impact of materials on children's communication strategies and connectedness during play with siblings and friends**Jamie Leach¹, Nine Howe², Ganie DeHart³¹*Mount Saint Vincent University, Canada*, ²*Concordia University, Canada*, ³*GENESEO SUNY, USA***SY-063_02****Young children's play types and engagement with loose parts and its relationship to cognitive development**Ozlem Cankaya¹, Jamie Leach², Karen Buro¹, Keirsten Taylor¹¹*MacEwan University, Canada*, ²*Mount Saint Vincent University, Canada***SY-063_03****Exploring features of children's play when playing with dolls alone and with an adult partner**Salim Hashmi¹, Rhys Davies², Jennifer Keating², Ross J. Vanderwert², Catherine Jones², Sarah A. Gerson²¹*King's College London, UK*, ²*Cardiff University, UK***SY-063_04****Pretend play themes and emotional development in a high-risk group**Catherine Sheehan¹, Amy Paine¹, Salim Hashmi², Katherine Shelton¹¹*Cardiff University, UK*, ²*King's College London, UK*

Eugénio de Andrade

08:30-10:00

PAPER SYMPOSIUM SY-064**The interactions of stress and psychological resources among ethnically minoritized adults and families****Chair:** Fatima A. Varner, *The University of Texas at Austin, USA***Integrative Abstract**

This symposium features three papers that focus on interactions between stressors (discrimination, financial strain, and academic stress) and psychological resources (i.e., ethnic-racial identity, psychological identity, and reflective capacity) in ethnically minoritized individuals and families. The authors explore how adults' beliefs and reflective capacities in the face of stress are related to individual health outcomes, family interactions, and intergenerational responses to stress. In paper 1, the authors explore how Black American college students' personality identity and ethnic-racial identity moderate the links between college stressors (financial and academic stress) and students' depressive symptoms, psychological well-being, and alcohol abuse. In paper 2, the implications of ethnic-racial identity are also explored intergenerationally. The authors find that Black American parents' private regard (i.e., positive feelings about their own race) moderated the link between their own racial discrimination experiences and their adolescents' activism. Paper 3 also focuses on the role of racial discrimination in families. In a sample of minoritized families, the authors explore whether parents' racial discrimination experiences moderated the links between parental reflective capacities (parents' ability to understand their own and their children's mental states) and the parent-child relationship. These papers overall underscore that stress can undermine individual and family functioning but also demonstrate that individual and familial psychological resources can disrupt the deleterious impact of stress for ethnic minority individuals and families.

SY-064_01**Embracing identity: a path to maintaining health amidst college stress for Black American emerging adults**Aerika Brittian Loyd¹, Joshua Murillo¹, LeNisha Williams¹, Nia Williams², Marisha Humphries³¹*University of California, Riverside, USA*, ²*University of California, Riverside, USA*, ³*University of Illinois Chicago, USA***SY-064_02****Black American parents' racial stressors and racial identity shape adolescents' activism**Lorraine Scott¹, Fatima Varner¹¹*The University of Texas at Austin, USA***SY-064_03****Parents' perceived discrimination moderates the link between parental reflective capacities and parent-child relationship quality**Tuyen Huynh¹, Meeta Banerjee¹¹*University of South Carolina, USA*

Vianna da Motta

08:30-10:00

PAPER SYMPOSIUM SY-065**Student-teacher relationships in secondary education and students' school adjustment: remaining issues**

Chairs: Debora L. Roorda, *University of Amsterdam, the Netherlands*; Karine Verschueren, *KU Leuven, Belgium*

Integrative Abstract

Previous research has frequently shown that the affective quality of student-teacher relationships is important for secondary students' school adjustment (Endedijk et al., 2022; Roorda et al., 2017). There are, however, some issues that have remained unexplored: We don't know much about opportunities to change student-teacher relationships in secondary school and about whether they play a different role in special than in regular education. Furthermore, less is known about how students' peer status impacts the development of student-teacher relationships and most studies don't distinguish between individual teachers when measuring secondary students' relationship perceptions. This symposium includes four secondary school studies, each aiming to fill one of these research gaps. Our symposium contains data from different countries (Belgium, Germany, Norway, the Netherlands), different educational contexts (regular and special education), and studies with different designs (cross-sectional, experimental) and informants (students, teachers, external observers). In the first presentation, an experimental vignette study examines how peer status impacts the student-teacher relationship quality. The second study investigates whether student-teacher relationship quality is differently associated with students' behavioral adjustment in regular and special education contexts. The third study conducted an experiment to increase the quality of student-teacher interactions and, consequently, students' school engagement. The last study examines whether secondary school students develop qualitatively different relationships with each of their teachers rather than a global perception of relationships with teachers in general.

SY-065_01**Rejected by peers, rejected by teachers too?! Peer status effects on the teacher-student relationship and the role of teacher attributions**

Anouck Lubon¹, Nina Steenberghs¹, Karlien Demol¹, Jantine Spilt¹, Karine Verschueren¹, Hilde Colpin¹
¹*KU Leuven, Belgium*

SY-065_02**Externalizing or internalizing problems and teacher-student relationships in secondary schools: differences between raters and school types**

Meike Vösgen-Nordloh¹, Gino Casale², Tijs Bolz³, Thomas Hennemann¹, Tatjana Leidig¹
¹*University of Cologne, Germany*, ²*University of Wuppertal, Germany*, ³*University of Oldenburg, Germany*

SY-065_03**Change in situational engagement in a video-based and web-mediated teacher coaching intervention on teacher-student relationships and interactions**

Ella Bjerga Pettersen¹, Sigrun K. Ertesvåg¹
¹*University of Stavanger, Norway*

SY-065_04**How unique are they? Relationships with different teachers and secondary students' school adjustment**

Debora Roorda¹, Suzanne Jak¹
¹*University of Amsterdam, the Netherlands*

Grande Auditório

10:30-12:00

KEYNOTE LECTURE 4**Who knows best? The cognitive foundations of selective trust***Diane Poulin-Dubois, Concordia University, Canada*

Selective social learning corresponds to the ability to select from whom to learn new information. Over the past decade, research has revealed that even infants possess social learning strategies that allow them to distinguish informants who are reliable sources of information from those who are not. In this talk, I will review the empirical evidence that selective trust emerges in infancy and that preschool children gradually prioritize competence over social cues, even when the competent informant is a social robot. I will also discuss the cognitive mechanisms that underly this foundational ability, including theory of mind and metacognition.

Pequeno Auditório

10:30-12:00

PAPER SYMPOSIUM SY-067**The development of social anxiety from early childhood through adolescence: biological, interpersonal, and ecological stress processes****Chair:** *Heidi Gazelle, Florida State University, USA***Discussant:** *Robert Coplan, Carleton University, Canada***Integrative Abstract**

This symposium features three longitudinal investigations of the development of social anxiety in community samples that span three continents. Collectively, the investigations test biological, interpersonal, and ecological stress-related processes in the development of anxiety from early childhood through mid-adolescence. The first presentation suggests that social anxiety symptoms are related with baseline hypoactivity of the HPA-axis (cortisol) as well as hyperreactivity of the HPA-axis to stress over a one-year period in early adolescence. The second presentation found that behaviorally inhibited preschoolers were more likely to demonstrate social anxiety symptoms over the course of childhood through mid adolescence in the context of maternal anxiety and overinvolvement. The third presentation modeled transactions between anxious solitude/withdrawal and social anxiety symptoms from middle childhood through early adolescence. Results indicate that anxious solitude predicted an incremental increase in social anxiety symptoms after the middle school transition, a significant ecological transition that corresponds to reorganization of youths' interpersonal relations. Our discussant will comment on results of the three investigations, highlighting common and novel themes, and potential diathesis-stress processes in the development of social anxiety in childhood and adolescence.

Almada Negreiros

SY-067_01 The role of stress-reactivity in the etiology and persistence of social anxiety symptoms in early adolescence

Stefanie A. Nelemans¹, Yentl Koopmans², Luc Goossens²
¹Utrecht University, the Netherlands, ²KU Leuven, Belgium

SY-067_02 Predicting social anxiety disorder in childhood and adolescence

Jennifer L. Hudson¹, W. Chen¹, Helen F. Dodd²
¹University of New South Wales, Australia, ²University of Exeter, UK

SY-067_03 Transactions between anxious solitude and social anxiety symptoms from middle childhood to early adolescence: impact of the middle school transition

Heidi Gazelle¹, Joanna Qiong Wu¹
¹Florida State University, USA

10:30-12:00

ROUNDTABLE 3**Matters of significance: replication, translation, and academic freedom in developmental science**

Chairs: Marinus van IJzendoorn, University College London, UK; Marian Bakermans-Kranenburg, WJCR, Ispa-Instituto Universitário, Portugal

Presenters: Sophie Havighurst, University of Melbourne, Australia; Rebecca Shiner, Colgate University, USA; António J. Santos, Ispa-Instituto Universitário, Portugal; Eva Romera, University of Cordoba, Spain; Jennifer Lansford, Duke University, USA; Ariel Knafo-Noam, Hebrew University, Israel

Integrative Abstract

In their recent book, *Matters of Significance*, Marinus van IJzendoorn and Marian Bakermans-Kranenburg draw on their work in parenting and child development research to highlight the complex relations between replication, translation and academic freedom. Application of scientific findings to effective practice and informed policymaking is an aspiration for much developmental research. Parenting interventions are a prime example of such a technical approach for which replicated evidence from randomized controlled experiments is needed. But too often translations of science to practice are conceptually narrow, lack ethical grounding, and are quickly developed to address an urgent problem. An alternative way to translate developmental science is busting popular myths about parenting and child development. The authors argue that academic freedom is currently under attack but is a paramount condition for this adversarial, critical role. Without academic freedom, unwelcome findings or critique may elicit repercussions, silencing, or cancellation.

Luís de Freitas Branco

10:30-12:00

PAPER SYMPOSIUM SY-068

Prosocial, pro-environmental behaviors and positive youth development: findings from longitudinal studies and evidence-based interventions

Chairs: Federica Zava, *Department of Education, University of Roma Tre, Italy*; Flavia Cirimele, *University of Palermo, Italy*

Integrative Abstract

The UN 2030 Agenda for Sustainable Development aims to improve the living conditions of people, communities, and societies by considering three dimensions economic, social, and ecological. With this aim, the present proposal adopts Positive Youth Development (PYD; Lerner et al., 2015) as a reference paradigm, which considers youth as individuals endowed with skills and resources, able to interact with the different contexts in which they live, focusing on enhancing their strengths and providing opportunities for bidirectional, constructive youth-context interactions across school, and community environments. In this symposium, prosocial (i.e., voluntary, and spontaneous actions intended to benefit others) and pro-environmental (i.e., actions aimed at benefiting the environment) behaviors will be analyzed both as possible protective factors and as positive developmental outcomes in children, adolescents, and young adults. Cirimele et al. analyzed the bidirectional associations between prosocial behaviors and school performance in adolescents. Zava et al. analyzed the effect of the CEPIDEAS Junior program on empathy and prosocial behaviors in primary school children. Caldaroni et al. analyzed the results of a pro-environmental encouragement intervention on eudaimonic well-being in young adulthood. Finally, Luengo Kanacri et al. analyzed the role of prosocial behaviors in improving attitudes towards peers belonging to different social groups and promoting their interpersonal social cohesion. The contributions try to highlight the role of personal, social, and organizational factors, to structure interventions that can promote the well-being of children, adolescents, and young adults from a prevention perspective.

SY-068_01

Bidirectional associations between prosocial behavior and school performance: a longitudinal study in low-, middle-, and high-income countries

Flavia Cirimele¹, Concetta Pastorelli², Antonio Zuffianò², Remondi Chiara², Jennifer E. Lansford³, Dario Bacchini⁴, Laura Di Giunta², Marc H. Bornstein⁵, Lei Chang⁶, Kirby Deater-Deckard⁷, Kenneth A. Dodge³, Darane Junla⁸, Paul Oburu⁹, Ann T. Skinner³, Emma Sorbring¹⁰, Laurence Steinberg¹¹, Liliana Maria Uribe Tirado¹², Saengduean Yotanyamaneewong⁸, Liane Peña Alampay¹³, Suha M. Al-Hassan¹⁴

¹*University of Palermo, Italy*, ²*University of Rome Sapienza, Italy*, ³*Duke University, USA*, ⁴*University of Naples "Federico II", Italy*, ⁵*NICHD, USA*; ⁶*UNICEF, USA*; ⁷*Institute for Fiscal Studies, UK*, ⁸*University of Macau, China*, ⁹*University of Massachusetts Amherst, USA*, ¹⁰*Chiang Mai University, Thailand*, ¹¹*Maseno University, Kenya*, ¹²*University West, Sweden*, ¹³*Temple University, USA*; ¹⁴*King Abdulaziz University, Saudi Arabia*, ¹²*Universidad de San Buenaventura, Colombia*, ¹³*Ateneo de Manila University, Philippines*, ¹⁴*Abu Dhabi Early Childhood Authority, UAE*; *Hashemite University, Jordan*

SY-068_02

Effectiveness of CEPIDEAS junior program: results on children's empathy, empathic self-efficacy, and prosocial behaviors

Federica Zava¹, Paola Perucchini¹, Giovanni Maria Vecchio¹

¹*Department of Education, University of Roma Tre, Italy*

SY-068_03

Pro-environmental behavior and eudaimonic well-being in daily life: a within-person encouragement design intervention for young adults

Silvia Caldaroni¹, Fulvio Gregori¹, Lucia Manfredi¹, Elisabetta Beolchini¹, Maria Gerbino¹

¹*Department of Psychology, Sapienza University of Roma, Italy*

SY-068_04

Sharing behaviors and interpersonal social cohesion: selection networks in a school-based prosocial intervention

Paula Luengo Kanacri¹, Diego Palacios², Silvia Caldaroni³

¹*Universidad católica de Chile, Chile*, ²*Centro de Investigación en Sociedad y Salud, Facultad de Humanidades, Universidad Mayor, Chile*, ³*Department of Psychology, Sapienza University of Roma, Italy*

Fernando Pessoa

10:30-12:00

PAPER SYMPOSIUM SY-069

The development of bystander intervention towards bias-based bullying across childhood, adolescence and young adulthood

Chair: Ayşe Sule Yuksel, Ministry of National Education in Türkiye, Türkiye

Discussant: Kelly Lynn Mulvey, North Carolina State University, USA

Integrative Abstract

Current research highlights that marginalized youth, such as refugees, immigrants, and LGBTQ+ individuals, often experience victimization rooted in discriminatory practices like bias-based bullying. Considering the adverse effects associated with victimization, it becomes crucial to investigate the responses of bystanders who have the potential to intervene and prevent such victimization. This symposium presents three studies providing a comprehensive exploration of bystander intervention towards biased-based bullying, examining its development across childhood, adolescence, and young adulthood. Each study offers a unique lens through which we explore how different factors (i.e., group membership, group norms, shared knowledge, stereotypes, intergroup contact, empathy) influence bystander intervention and how these responses shift with age, paving the way for targeted interventions. The first paper examines the role of group norms in shaping children's bystander responses to the exclusion of Syrian and Ukrainian peers. Moving into adolescence, the second paper introduces shared knowledge and stereotypes as key factors influencing children and adolescents' bystander reactions to the intergroup exclusion of immigrants. Finally, the third paper explores how the factors of intergroup contact, identity, empathy, and peer norms affect young adults' bystander reactions towards LGBTQ+ cyberbullying. Together, these studies identify developmental and intergroup processes that facilitate bystander intervention to victimization and positive outcomes for victims. Dr. K. L. Mulvey, as the discussant, will enrich the dialogue by providing a critical analysis and synthesis of the three studies, offering insights into the implications.

SY-069_01

The effect of group norms on children's bystander challenging reactions to the exclusion of Syrian and Ukrainian peers

Ayşe Sule Yuksel¹, Adam Rutland², Tracey Warren³, Jenna Booth²
¹Ministry of National Education in Türkiye, Türkiye, ²University of Exeter, UK, ³University of Kent, UK

SY-069_02

What factors are related to the bystander responses of British children and adolescents to the exclusion of immigrants within peer groups?

Adam Rutland¹, Ayşe Sule Yuksel², Secil Gonultas³, Sally Palmer¹, Luke McGuire¹, Melanie Killen⁴
¹University of Exeter, UK, ²Ministry of National Education in Türkiye, Türkiye, ³Bilkent University, Türkiye, ⁴University of Maryland, USA

SY-069_03

Cyber-defenders to LGBTQ+ bullying among young people: the impact of intergroup contact, social identity, empathy and norms

Nicola Abbott¹
¹University College London, UK

Sophia de Mello Breyner Andresen

10:30-12:00

PAPER SYMPOSIUM SY-070

Diversity in school: students' and teachers' experiences in multiethnic classrooms and the effectiveness of programs for promoting inclusiveness

Chair: Maria Chiara Basilici, *University of Florence, Italy*

Integrative Abstract

Globalization and worldwide waves of migration have led to an increase in ethnically diverse classrooms around the world (IOM, 2022). However, it remains unclear how both students and teachers cope with integrations of immigrant students and peer relationships in multiethnic classrooms, which often become sites of conflict and ethnic bullying (e.g., Plenty & Jonsson, 2017). In this regard, the literature lacks interventions aimed at promoting positive relationships and contrasting ethnic bullying between native and immigrant students (Xu et al., 2020). Within this framework, the purpose of the symposium was twofold: 1) To understand how both students and teachers cope with integration of immigrant students and peer relationships in multiethnic classrooms through a multimethod approach; 2) To test the effectiveness of implementing an anti-bullying program (i.e., NoTrap+Ethnic) to promote prosocial behaviours and counteract ethnic bullying and its underlying mechanisms among native and immigrant students. The first contribution presented students' and teachers' experiences of school integration of immigrant students in the Norwegian context, using a qualitative approach. Second, changes over time in problematic peer relationships for native and immigrant students in multiethnic Italian high school classrooms were analyzed. Finally, findings were presented on the effectiveness of implementing the NoTrap!+Ethnic anti-bullying program on promoting prosocial behavior and contrasting ethnic bullying and its underlying mechanisms in a sample of Italian middle school students.

SY-070_01

Inclusion of newly arrived migrant students in Norwegian schools: students' and teachers' experiences of inclusion of newly arrived immigrant students

Janne Støen¹, Ni Hildegunn Fandrem¹, Øystein Lund Johannessen², Lene Vestad¹, Cathrine Berntsen³

¹*University of Stavanger, Norway*, ²*VID Specialized University, Norway*, ³*Stavanger, Norway*

SY-070_02

Diversity and peer relationships problems in multiethnic classrooms

Maria Chiara Basilici¹, Federica Stefanelli¹, Ersilia Menesini¹

¹*University of Florence, Italy*

SY-070_03

The effect of Notrap!+Ethnic program on prosocial behavior in middle school students

Simona Caravita¹, Maria Chiara Basilici²

¹*Norwegian Centre for Learning Environment and Behavioural Research in Education, Norway*, ²*University of Florence, Italy*

Amália Rodrigues

10:30-12:00

PAPER SYMPOSIUM SY-071**Redefining adolescence: positive risks, prosocial development, and online connections****Chair:** [Natasha Duell](#), *Cal Poly San Luis Obispo, USA***Integrative Abstract**

Most research on adolescent development takes a deficit perspective, focusing on undesirable behaviors to be prevented or developmental shortcomings that lead to suboptimal development. But despite the various vulnerabilities of adolescence, it is also a time of great opportunity. This symposium aims to shift the narrative around adolescent development by focusing on contexts in which common characteristics of adolescence, such as heightened risk propensity and susceptibility to social influence, evince benefits to young people. The symposium will start with a paper introducing the concept of positive risk taking in adolescence and exploring links between risk taking with decision-making on an experimental learning task among Polish youth. Following are findings from a longitudinal study of Dutch youth on the development trajectories of prosocial behaviors (i.e., behaviors intended to benefit others) and associations with puberty. The third presentation focuses on a study of teens in the UK examining the influence of peers on adolescents' exploratory behaviors on an experimental task. Finally, the symposium will end with findings demonstrating the link between positive online interactions and reduced loneliness among Peruvian adolescents during the COVID-19 pandemic. Together, findings from this cross-national group of presenters offer a strengths-based perspective on adolescent decision-making and development. We hope to engage the audience with fruitful discussion about the importance of taking a strengths-based approach to studying adolescent development and the significance of extending these findings to youth with diverse backgrounds and identities.

SY-071_01**Positive and negative risk-taking and decision-making in the balloon emotional learning task (belt)**[Joanna Fryt](#)¹, [Natasha Duell](#)²¹*Krakow, Poland*, ²*Cal Poly San Luis Obispo, USA***SY-071_02****A longitudinal study of multidimensional prosocial behavior during adolescence**[Sophie W. Sweijen](#)¹, [Lysanne W. te Brinke](#)¹, [Suzanne van de Groep](#)¹, [Eveline A. Crone](#)¹¹*Erasmus University Rotterdam, the Netherlands***SY-071_03****Adolescents' and adults' exploration behavior is susceptible to social influence while foraging**[Alex Lloyd](#)¹, [Ryan McKay](#)², [Nicholas Furl](#)²¹*University College London, UK*, ²*Royal Holloway, University of London, UK*

Lopes-Graça

10:30-12:00

PAPER SYMPOSIUM SY-072**Children's (emotion) language skills and emotion competence in different contexts and cultures****Chairs:** [Henrik Saalbach](#), *Leipzig University, Germany*; [Catherine Gunzenhauser](#), *Ludwigsburg University of Education, Germany***Discussant:** [Manfred Holodynski](#), *Muenster University, Germany***Integrative Abstract**

Language matters for children's emotional development. There is ample empirical evidence of positive relations between children's language skills on one hand and their emotion regulation knowledge and emotional self-regulation on the other hand. This evidence indicates that children with well-developed domain-general and domain-specific (i.e., emotions-specific) language skills are able to regulate their emotion expression and impulsive behavior more efficiently than children with weaker language skills. This proposed symposium will shed light on (emotion-specific) language skills, how they may differ across ages and cultures, and how they are related to parent-child activities as well as to emotion regulation and behavior. The symposium presents a set of three papers and one discussion. In paper 1, Zhu et al. examine features of the emotion lexicon of children of different age groups and different languages (Chinese and German) and how usage-based factors influence the ease of learning emotion words. In paper 2, Streubel et al. explore the relations between (German) parent-child-interactions and children's emotion-specific vocabulary, and whether this vocabulary mediates the relation between family activities and preschoolers' emotion regulation knowledge and socio-emotional adaptation. In paper 3, Khammous et al. investigate the role of general and emotion-specific language skills in German children's ability to successfully apply distraction and reappraisal strategies to down-regulate emotional reactions in unpleasant situations. The symposium concludes with an integrative discussion by Manfred Holodynski on the different roles of language in children's emotional development.

SY-072_01**Children's emotion-specific vocabulary: differences and similarities across ages and languages**[Liqi Zhu](#)¹, [Yibo Peng](#)¹, [Luyi Yan](#)¹, [Yiqun Chen](#)¹, [Berit Streubel](#)², [Henrik Saalbach](#)²¹*Institute of Psychology, Chinese Academy of Sciences, China*; *University of Chinese Academy of Sciences, China*, ²*Leipzig University, Germany***SY-072_02****Exploring the links between preschoolers' emotion vocabulary, emotion regulation knowledge, behavior, and parent-child-interactions**[Berit Streubel](#)¹, [Catherine Gunzenhauser](#)², [Tanja Poulain](#)³, [Wieland Kiess](#)³, [Henrik Saalbach](#)¹¹*Leipzig University, Germany*, ²*Ludwigsburg University of Education, Germany*, ³*Leipzig University, University Hospital for Children and Adolescents, Germany***SY-072_03****The role of language in children's cognitive emotion regulation strategies: a comparison between distraction and reappraisal**[Nadia Khammous](#)¹, [Berit Streubel](#)², [Catherine Gunzenhauser](#)¹¹*Ludwigsburg University of Education, Germany*, ²*Leipzig University, Germany*

Maria Helena Vieira da Silva

10:30-12:00

PAPER SYMPOSIUM SY-073**Emotion in central relations across the lifespan**

Chairs: [Harriet Tenenbaum](#), *University of Surrey, UK*; [Michaela Gummerum](#), *University of Warwick, UK*

Integrative Abstract

In this symposium, we will discuss everyday emotion processes between young people ranging in age from infancy to late adolescence/emerging adulthood and people central in their lives (parents, peers, and siblings). The first talk describes a study that found that adolescents were more willing to regulate the negative emotions of their peers than their mothers. Similarly focused on emotion regulation, the second talk reports that siblings' poor emotion regulation was related to co-rumination in older and younger siblings. In the third talk, young people with secure attachment with peers and romantic partners were more likely to use help-seeking behaviours than young people with insecure attachment. Finally, parental sensitivity varied with family configuration (immigration, overcrowding, income level) and was related to infants' cognitive and behavioural outcomes. Across different cultural communities in Europe, Asia, and South America, these studies suggest that emotional interactions with others play an important role in a host of individuals' outcomes and also how they interact in their relationships with others. The findings suggest that we need to understand young people's emotions as they are enacted with others.

SY-073_01**How do adolescents regulate the emotions of parents and peers?**

[Gamze Er-Vargün](#)¹, [Lysanne te Brinke](#)², [Michaela Gummerum](#)³
¹*Anadolu University, Türkiye*, ²*Erasmus University Rotterdam, the Netherlands*, ³*University of Warwick, UK*

SY-073_02**Co-rumination and emotion regulation in sibling dyads**

[Harriet Tenenbaum](#)¹, [Mark Cropley](#)¹, [Ana Aznar](#)², [Jessica Riley](#)¹
¹*University of Surrey, UK*, ²*REC Parenting, UK*

SY-073_03**Information seeking and attachment across cultures**

[Mathilde Hallingstad Prenevost](#)¹, [Francisco Pons](#)¹
¹*University of Oslo, Norway*

SY-073_04**Quality of family interactions an infant developmental outcomes in Chilean families**

[M. Loreto Martínez](#)¹, [Patricio Cumsille](#)¹, [Marigen Narea](#)¹
¹*Pontificia Universidad Católica de Chile, Chile*

Glicinia Quartin

10:30-12:00

PAPER SYMPOSIUM SY-074**Theory of mind and social cognitive competencies: evidence from training and longitudinal studies****Chair:** Zhenlin Wang, Massey University, New Zealand**Integrative Abstract**

Theory of mind (ToM), the ability to infer others' mental states, enables children to detect other's intentions, better understand complex social scenarios, and be strategic in their social interactions. While earlier research focused on the correlational nature between ToM and children's social cognitive competencies, more rigorous research designs such as training and longitudinal studies that emerged in recent years highlight the causal role of ToM in children's social functioning. The three papers in the current symposium adopted either a training approach or a longitudinal design to identify how ToM facilitates various social cognitive competencies in early and middle childhood. The first paper built on previous research showing that training ToM caused previously honest young children to lie and demonstrated that advanced ToM training in middle childhood prompted children to tell better prosocial white lies immediately after the training, but the training effect was not sustained at a six-month follow-up. The second paper demonstrated that ToM training protected young children from being allured away by strangers. The third paper identified a bidirectional relation between narrative text comprehension and both cognitive and affective ToM in school-aged children. In contrast, only earlier cognitive ToM predicted later expository text comprehension. Together, these papers provided strong evidence based on rigorous designs demonstrating the pivotal role of ToM in children's social and cognitive functioning.

SY-074_01**Advanced theory of mind training and children's prosocial lie-telling in middle childhood: a training study**Qiyang Gao¹, Peiyao Chen², Zhenlin Wang³¹Shaoxing University, China, ²South China Normal University, China, ³Massey University, New Zealand**SY-074_02****Theory-of-mind training improves children's resistance to being lured away by strangers**Xiao Pan Ding¹, Yujia Zhai², Qinggong Li²¹National University of Singapore, Singapore, ²Zhejiang Normal University, China**SY-074_03****Bidirectional association between theory of mind and narrative (but not expository) text reading comprehension: a longitudinal cross-lagged study**Zhenlin Wang¹, Qiyang Gao²¹Massey University, New Zealand, ²Shaoxing University, China

Eugénio de Andrade

10:30-12:00

PAPER SYMPOSIUM SY-075**The transmission of beliefs and actions through children's social learning****Chair:** Jule Bach, *University of Heidelberg, Germany***Integrative Abstract**

Humans extraordinary adaptability to novel environments is facilitated by their social learning. When growing up, children use various social strategies to internalize the (a) beliefs and (b) behaviors of others. As a child's belief understanding guides their behavioral decisions, this symposium offers an integrative perspective by featuring two contributions on belief transmission and two on behavioral transmission in various social contexts. The first contribution investigates children's false belief understanding in a task which involves children's active participation. Three-year-olds were able to track what their partner beliefs and consequently correct them in a collaborative task (Köymen et al.). The second contribution investigates if the ability to exchange reasons develops similarly or differently beyond the scope of WEIRD contexts. Five-to-9-year-old Children from Kenya, China and the United States supported their beliefs with reason and did so more frequently with increasing age (Schleithauf et al.). The third contribution compared overimitation across ritualized and non-ritualized contexts. Four- to 6-year-old children were more likely to imitate a costly method if it was presented in a ritualistic way but otherwise maximized reward retrieval by imitating less when the task was not ritualized (Fong et al.). The fourth contribution comprises two studies exploring children's overimitation outside of the laboratory. Four-to-7-year-old children imitated their caregiver at home just as much as an experimenter in the laboratory. The use of normative cues enhanced overimitation only in laboratory but not in the home environment (Bach & Pauen).

SY-075_01**Do young children understand the false beliefs of a collaborative partner?**Bahar Köymen¹, Yasmin Green¹, Sophie Bennett², Michael Tomasello³¹*University of Manchester, UK*, ²*Lancaster University, UK*, ³*Duke University, USA***SY-075_02****Children from three diverse cultural contexts resolve disagreements by exchanging reasons**Hanna Schleithauf¹, Antonia F. Langenhoff², Zhen Zhang³, Yuhan Wang³, Esther Herrmann⁴, Bahar Köymen⁵, Henriette Zeidler⁶, Jan Engelmann⁷¹*Utrecht University, the Netherlands; German Primate Center, Leibniz Institute for Primate Research, Germany*, ²*University of California, Berkeley, USA*, ³*Chinese Academy of Sciences, China*, ⁴*University of Portsmouth, UK*, ⁵*Aston University, UK*, ⁶*University of Manchester, UK*, ⁷*University of California, USA***SY-075_03****Preschool children's imitation of rituals at the expense of material rewards**Mingxuan Zhao¹, Frankie T. K. Fong², Andrew Whiten³, Mark Nielsen¹¹*University of Queensland, Australia*, ²*Max-Planck-Institute for Evolutionary Anthropology, Germany*, ³*University of St Andrews, UK***SY-075_04****Young children's overimitation varies with age and task framing only in laboratory settings, but not in a home setting**Jule Bach¹, Sabina Pauen¹¹*University of Heidelberg, Germany*

Vianna da Motta

10:30-12:00

PAPER SYMPOSIUM SY-076**Responding to a warming world: young people's climate change worry and action****Chairs:** Salla Veijonaho, *University of Helsinki, Finland*; Jenna Spitzer, *Utrecht University, the Netherlands***Integrative Abstract**

Around the world, today's young people are growing up amid climate change and its associated ecological crises. Developmental psychologists are increasingly acknowledging the importance of understanding how young people are responding to their changing, warming world. This symposium includes four presentations of empirical research involving samples of young people from Canada, Colombia, Finland, The Netherlands, and Sweden. The first presentation reports on factors associated with adolescents' sense of moral responsibility to address climate change, including their parents' social norms and adolescents' own climate change worry and nature connectedness. The second study uses a longitudinal design to investigate the relationships between climate change distress, pro-environmental behavior, and coping strategies (including emotion-focused, problem-focused, and meaning-focused coping) at the within-person level. The third presentation investigates the associations between individual factors (pro-environmental behavior and attitudes, emotional regulation, civic engagement, and youth empowerment) and eco-anxiety in high school youth. The fourth presentation reports on three studies examining the association between adolescents' climate anxiety and engagement in pro-environmental behavior, investigating whether high levels of climate anxiety become "paralyzing", thus inhibiting pro-environmental engagement. Together, these studies offer insight into how young people are responding to climate change and an uncertain, yet likely challenging, future.

SY-076_01**Late adolescents' moral responsibility concerning climate change: what roles do moral emotions, parental influence, and distancing play?**Amanda Rikner Martinsson¹, Maria Ojala¹, Terese Glatz¹
¹*Örebro University, Sweden***SY-076_02****Climate change distress, coping strategies and pro-environmental behavior: a three-wave longitudinal study among Finnish comprehensive school students**Salla Veijonaho¹, Lauri Hietajärvi¹, Maria Ojala², Katariina Salmela-Aro¹
¹*University of Helsinki, Finland*, ²*Örebro University, Sweden***SY-076_03****Feeling anxious in a warming world: climate anxiety and adolescents' pro-environmental behavior**Jenna Spitzer¹, Andrik Becht¹, Stathis Grapsas¹, Judith van de Wetering¹, Astrid Poorthuis¹, Anouk Smeekes¹, Sander Thomas¹
¹*Utrecht University, the Netherlands*

Foyer 3

10:30-12:00

POSTER SYMPOSIUM PS-01

Developing Country Fellowships Poster Workshop

Chair: Peter K. Smith, Goldsmiths, University of London, UK

PS-01_01

Kenyan fathers' perspectives, challenges and needs in childcare amidst social changesLylian Ayiro¹, Dina Shisia Were²¹Moi University, Kenya, ²Kaimosi University, Kenya

PS-01_02

Predictors and outcomes of school bullying among Nigerian adolescentsJohnBosco Chika Chukwuorji^{1,2,3}, Chinonso L. Nwanosike¹, Peter Smith⁴¹Department of Psychology, University of Nigeria, Nigeria, ²CS Mott Department of Public Health, Michigan State University College of Human Medicine, USA, ³Center for Translation and Implementation Research (CTAIR), University of Nigeria, Nigeria, ⁴Department of Psychology, Goldsmiths, University of London, UK

PS-01_03

Risk and protective factors associated with resilience among adolescents facing maternal cancer in KenyaLydia Maingi¹¹Kenyatta University, Kenya

PS-01_04

Giving hope in hopeless times through nurturing employability skills among Internally Displaced Youths (IDYs) in Buea, South West Region of CameroonIjang Bih Ngyah-Etchutambe¹¹Department of Educational Psychology, University of Buea, Cameroon

PS-01_05

"I couldn't control myself": impact of an emotional intelligence program on adolescent impulsivity and the associated factors in juvenile homes in Lagos, NigeriaWakil Ajibola Asekun¹¹University of Lagos, Nigeria

PS-01_06

Mental distress and help-seeking behaviours among marginalized caste students in Indian universities: an exploratory qualitative studyBijayalaxmi Biswal¹¹Sangath Goa, India

Grande Auditório

13:00-14:30

INVITED SYMPOSIUM IS-5**Developmental psychobiology in the majority world****Chair:** Paul D. Hastings, *University of California Davis, USA***Integrative Abstract**

There continues to be urgent need to globalize research in the developmental sciences. ISSBD has long been at the forefront of these efforts, yet until recently, progress has lagged for the subfield of developmental psychobiology. Most studies of the connections between co-developing neurophysiological systems and psychosocial functioning have been conducted in Western, high-income countries. Whether the findings from such studies can be applied to children and families in the majority world is debatable, as psychobiological development is shaped by the contexts, cultures and resources within which families raise their children. Arguably, though, we are at a turning point. This symposium highlights four exemplars of developmental psychobiology research in the majority world, united in their common focus upon the autonomic nervous system (ANS), yet diverse in their representations of geography, communities, ages and focal topics. The presentations will describe developmental psychobiological research being conducted in Africa, Asia, the Middle East and South America, within stable and forcibly displaced communities, and with participants ranging from early childhood to adult parents. The ANS is examined as (a) a mechanism of the intergenerational transmission of trauma from mothers to their infants, (b) a feature of mother-child synchrony during problem solving, (c) a socialized aspect of young adolescents' executive function capabilities, and (d) a component of emerging adults' multi-system stress reactivity and regulation.

IS-01_01**Psychobiological methods to investigate the effects of maternal trauma and mental health on offspring development in the Rohingya context, Bangladesh**

Alice J. Wuermli¹, Elisa Ugarte¹, Fahmida Tofail², Kazi Istiaque Sanin², M Sajjadur Rahman², Mahbub Elahi², Eamam Hossain², Shakil Ahmed², Scarlet Lopez-Aguilar³, Paul D. Hastings³
¹*New York University, USA*, ²*icddr,b, Bangladesh*, ³*University of California, Davis, USA*

IS-01_02**Mother-child physiological synchrony during a frustration situation: average vs time-segment analysis of families in the United Arab Emirates**

Antje von Suchodoletz¹, Jae Hyung Lee¹, Aleksandrina Dimova¹
¹*New York University Abu Dhabi, UAE*

IS-01_03**ANS regulation of 10-year-old children in Ghana is predicted by earlier home environments and associated with inhibitory control***

Lois M. D. Aryee¹, Seth Adu-Afarwuah², Elizabeth L. Prado³, Amanda E. Guyer³, Charles D. Arnold⁴, Benajmin Amponsah², Adom Manu², Brietta Oaks⁵, Helena J. Bentil³, Helena Nti², Fatimah B. Ayete Labi², Mavis O. Mensah², Ebenezer Adjetey², Paul D. Hastings⁴
¹*University of Ghana, Ghana*, ²*University of Ghana, Ghana*, ³*University of California Davis, USA*, ⁴*University of California, Davis, USA*, ⁵*University of Rhode Island, USA*

*The authors would like to acknowledge the tragic loss of our co-presenter, colleague and friend Elizabeth Prado. The work we are conducting could not have happened without her.

IS-01_04**Concordance in the physiological and subjective responses to stress in Chilean young adults with different temperamental profiles**

Carola Pérez¹, Jaime Silva¹, Daniela Aldoney¹, Soledad Coe¹, Olga Fernández²
¹*Universidad del Desarrollo, Chile*, ²*Universidad de Chile, Chile*

Pequeno Auditório

13:00-14:30

PAPER SYMPOSIUM SY-077**Development of children's moral self-identity****Chair:** Tobias Krettenauer, *Wilfrid Laurier University, Canada***Integrative Abstract**

In moral psychology, research on moral self-identity has been playing an important role for many years. In the context of children's development, this research faces three eminent questions: (a) What dimensions and profiles characterize the moral self-identity of children? (b) What factors contribute to its development? and (c) How does children's moral self-identity relate to their moral emotions and behaviour? This symposium brings together researchers from three different countries who conjointly set out to tackle these questions in their presentations employing various methods. Gahtan and colleagues take a person-centred approach to studying different profiles of preschoolers' moral selves in relation to changes in reactive and proactive aggression over time. In a longitudinal study, Söldner and Paulus demonstrate how early parent-child interaction and prosocial behaviour (sharing, comforting but not helping) predict the moral self of 5-year-olds. Goddeeris and Krettenauer present cross-sectional data that document age-related shifts in the moral identity motivation of 4- to 10-year-old children while also demonstrating that higher internal motivation is associated with stronger emotional responses to moral transgressions. Collectively, these presentations provide an overview of the most current research on the development of children's moral self-identity and invite a discussion of the developmental precursors of moral identity maturity in adulthood.

SY-077_01**Impoverished preschoolers' moral self-concept profiles predict their subsequent, but not concurrent, aggression**Jamie Gahtan¹, Erin Ruth Baker¹, Sumaita Salim¹, Rong Huang², Sojung Park¹¹*University at Albany, USA*, ²*University of Connecticut, USA***SY-077_02****The moral self in formation: the impact of mother-child interaction quality and prosocial behavior on the early moral self-concept**Lena Söldner¹, Markus Paulus¹¹*Ludwig-Maximilians-Universität München, Germany***SY-077_03****Internal versus external moral identity motivation in children: relationship with age and forecasted moral emotions**Hailey Goddeeris¹, Tobias Krettenauer¹¹*Wilfrid Laurier University, Canada*

Almada Negreiros

13:00-14:30

PAPER SYMPOSIUM SY-078

From adolescence to adulthood: understanding parenting as it relates to educational outcomes, sense of self, and perceptions of the economy

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

Discussant: Ingrid Schoon, *University College London, UK*

Integrative Abstract

The transition to adulthood is often fraught with anxieties about realizing one's dreams and succeeding in educational and economic contexts. Although youth become more autonomous through adolescence, parents play a key role in helping youth develop the dispositions that lead to success. This set of papers examines parenting and dispositional factors such as self-efficacy, purpose, and expectations, along with mitigating pessimism, among youth from Canada, the USA, and Vietnam. The USA and Canadian papers are longitudinal, and the US-Vietnam comparison is cross-sectional. Paper 1, based on US and Vietnamese high school students, tested mediational models of parenting related to wellbeing, anxiety, and self-efficacy, with purpose commitment, engagement, and exploration as mediators. There were cross-national differences in associations between purpose and the outcomes. The association between parenting and purpose were similar across nationalities. Paper 2, based on a Canadian sample, examined how parental nurturance and expectations during childhood and adolescence were related to educational attainment in early adulthood, while accounting for grades and children's emotionality, and found that parenting mattered for educational attainment. Paper 3, based on a USA sample, tested longitudinal trajectories of youths' pessimism about the economy and parenting. Pessimism increased between ages 16 to 23. Parental warmth and purpose mitigated increases in pessimism. Across all three national contexts, parents played a protective role, but through different mechanisms. We will discuss how parenting and these dispositional factors are culturally embedded and how to best support youth on the journey to adulthood.

SY-078_01

Cross-cultural associations between parenting and wellbeing and the mediating role of purpose development among U.S. and Vietnamese adolescents

Mikayla My Do¹, Nancy E. Hill¹

¹*Harvard University, USA*

SY-078_02

From parental nurturance in early adolescence to educational attainment: a developmental cascade

Catherine Cimon-Paquet¹, Marie-Hélène Véronneau¹, Laetitia Gendron¹, Lisa A. Serbin², Dale M. Stack²

¹*Université du Québec à Montréal, Canada*, ²*Concordia University, Canada*

SY-078_03

Evolving perspectives of job market pessimism: insights from a longitudinal study across 16 years

Nigel Gray¹, Mikayla My Do¹, Nancy E. Hill¹

¹*Harvard University, USA*

Luís de Freitas Branco

13:00-14:30

PAPER SYMPOSIUM SY-079**Identity development, wellbeing, and adjustment of diverse youth samples**

Chair: Brit Oppedal, *Norwegian Institute of Public Health, Norway*

Integrative Abstract

The symposium "Identity Development, Wellbeing, and Adjustment of Diverse Youth Samples" brings together four studies that shed light on the intricate process of identity development, wellbeing, and adjustment of diverse youth samples across different European contexts, namely Germany, Italy, and Sweden. In the first study, Alhaddad et al. examine the resilience of newly arrived Arabic-speaking refugee youth in Germany. Specifically, exploring associations between resilience, socio-demographic variables and mental health outcomes. Next, Wenzing et al. delve into the religious identity development of Muslim ethnic minority adolescents in Germany, highlighting the promotive role of religious identity for the youth's psychological adjustment. In the third study, Moscardino et al. explore the adaptation and implementation of the Identity Project for unaccompanied immigrant minors in Italy, emphasizing the cultural appropriateness and potential efficacy of the program. Lastly, in the fourth study Özdemiir et al. present preliminary findings from an ongoing randomized controlled trial in Sweden, showcasing the user acceptability and effectiveness of the PIA Youth Program in promoting integration and adjustment among newly arrived youth. Together, these studies underscore the importance of tailored interventions that consider cultural nuances in supporting the diverse identities, well-being, and adjustment of refugee youth and youth of immigrant descent navigating various life challenges in three European countries.

SY-079_02**Religious identity development and psychological adjustment among Muslim adolescents: results from the Identity Project intervention in Germany**

Julia Marie Christina Wenzing¹, Maja Katharina Schachner¹, Savaş Karataş¹, Linda Juang²
¹*Martin Luther Universität Halle-Wittenberg, Germany,*
²*University of Potsdam, Germany*

SY-079_03**Piloting the identity project with unaccompanied immigrant minors in Italy: implementation outcomes and preliminary efficacy**

Ughetta Moscardino¹, Chiara Ceccon¹
¹*University of Padova, Italy*

SY-079_04**Preliminary findings from an ongoing RCT of a program to promote integration and adjustment of newly arrived youth (the PIA Youth Program)**

Metin Özdemiir¹, Brit Oppedal², Layan Amouri¹, Sandra Altebo Nyathi¹, Sevgi Bayram Özdemiir¹, Ata Ghaderi³
¹*Örebro University, Sweden,* ²*Norwegian Institute of Public Health, Norway,* ³*Karolinska Institutet, Sweden*

Fernando Pessoa

13:00-14:30

PAPER SYMPOSIUM SY-080**Children's intergroup cognition and behavior: context matters!****Chair:** Jocelyn Dautel, *Queen's University Belfast, UK***Integrative Abstract**

There is a robust literature exploring ingroup bias in children's intergroup cognition and behavior. Yet, research and theory in this field often oversimplifies the vast repertoire of intergroup contexts and relationships into a dichotomized 'us' versus 'them.' Developmental scientists may overlook subtle, but important, distinctions between different types of intergroup relations that vary by context. This symposium includes studies with children from four countries reasoning about 14 different social targets to highlight that 4- to 12-year-old children attend to specific characteristics of contexts and relationships in intergroup frameworks. Paper 1 finds that Northern Irish children in an intergroup context of competition, both experimentally induced, and with reference to real societal conflict-related groups, demonstrate greater dislike of the outgroup relative to the ingroup. Paper 2 finds that U.S. children take into account the context in which transgressors act when reasoning about morality; and goes on to study how such context interacts with transgressors' group membership in moral reasoning. Paper 3 investigates Irish children's prosocial behavior towards 6 different culturally-relevant outgroups, finding that understanding children's unique relationships and histories with target groups is essential for studying prosocial behavior. Paper 4 further investigates Dutch children's prosocial behavior, finding that they provide different types of help based on the context, but not based on the race of the target. Together, these papers highlight children's attention to both social context and salient group relationships in intergroup frameworks; effective interventions must go beyond simply 'us' versus 'them.'

SY-080_01**Competition shapes children's attitudes toward us versus them in both minimal and real group contexts in Northern Ireland**Jocelyn Dautel¹, Tara Pouryahya¹, Bethany Corbett², Harriet Over³, Niamh McLoughlin⁴¹*Queen's University Belfast, UK*, ²*Ulster University, UK*, ³*York University, UK*, ⁴*MIT Blueprints Lab, USA***SY-080_02****Irish children's prosocial giving by target: the importance of socially relevant outgroups**Vivian Liu¹, Bethany Corbett², Mary-Jane Emmett¹, Laura K. Taylor¹¹*University College Dublin, UK*, ²*Ulster University, UK***SY-080_03****To give a fish or teach to fish: how do children help ethnic in-group and out-group peers?**Jellie Sierksma¹, Astrid Poorthuis¹¹*Utrecht University, the Netherlands*

Sophia de Mello Breyner Andresen

13:00-14:30

PAPER SYMPOSIUM SY-081**The complex reality of the antecedents and consequences of parental burnout**Chair: Isabelle Roskam, *UCLouvain, Belgium***Integrative Abstract**

Parental burnout results from a chronic imbalance between the stressors parents face and the resources available to cope with them. According to its etiological model, the number and type of stressors are of little importance, but it is their accumulation, in the absence of resources to counterbalance their effects, that leads to an increased risk of parental burnout. A growing body of research over the last 15 years has demonstrated the relationship between parental burnout and a range of socio-demographic, personal, family and cultural correlates. Current research attempts both to better understand the complex relationships between stressors and/or resources, to test processes of mediation and moderation, and to test directions of causality that will enable us to disentangle the antecedents and consequences of parental burnout. In this symposium, we will document the role of factors related to the child (i.e., internalised and externalised behaviours, special needs, level of emotionality), the parent (i.e., parenting styles, perfectionism, emotional intelligence, psychological needs), and the family (i.e., marital satisfaction, partner relationships, co-parenting, and social network), and their complex interactions.

SY-081_01**Parental burnout and the child's externalized and/or internalized behaviors: what role do parental neglect, parental violence and parenting styles play**Aline Woine¹, Moira Mikolajczak¹, Isabelle Roskam¹¹*UCLouvain, Belgium***SY-081_02****Parental burnout in parents raising children with and without complex care needs: exploring the complex interplay of parent, child, and context factor**Eline Desimpelaere¹, Bart Soenens¹, Peter Prinzie², Sigrid Vancorenland³, Hervé Avalosse⁴, Els Ortibus⁵, Sarah de Pauw¹¹*UGent, Belgium*, ²*Erasmus University Rotterdam, the Netherlands*, ³*CM, Belgium*, ⁴*MC, Belgium*, ⁵*UZLeuven, Belgium***SY-081_03****Parental perfectionism, parental burnout, and emotional intelligence: a network approach**Dorota Szczygieł¹, Gao-Xian Lin²¹*SWPS University, Poland*, ²*UCLouvain, Canada***SY-081_04****The association between marital satisfaction and parental burnout: a moderated mediation model of parents' and grandparents' coparenting**Bingjie Lu¹, Jian Sun², Feng Sun³, Jifen Yang¹, Bin-Bin Chen¹¹*Fudan University, China*, ²*University of Michigan, USA*, ³*Changji Road Kindergarten*

Amália Rodrigues

13:00-14:30

PAPER SYMPOSIUM SY-082**Developmental and cross-national patterns of adjustment and well-being during the Covid-19 pandemic****Chair:** Ann T. Skinner, *Duke University, USA***Discussant:** Ersilia Menesini, *University of Florence, Italy***Integrative Abstract**

Typical patterns of development were disrupted around the world during the COVID-19 pandemic and associated lockdowns. The literature is lacking longitudinal studies that examine patterns of adjustment over time. This symposium includes three quantitative studies of trajectories and patterns of adjustment, well-being, and/or substance use during different developmental periods: childhood, adolescence, and young adulthood. Paper 1 includes 571 primary school children who participated in a 4-wave study of well-being and school adjustment. Using LGCA, findings reveal two profiles of emotional school well-being: a Medium Decreasing Class, and a High Stable Class. Paper 2 measured adjustment and substance use from a sample of young adults in eight countries across eight time points from March 2020-December 2022. Initial models across all sites show a three-class model of co-occurring adjustment and substance use patterns. Paper 3 followed participants from ages 12-20 in 5 countries; the final time point was during the COVID-19 pandemic. Well-being was measured with the EPOCH questionnaire, and initial regression and latent growth modeling showed a modest gradual decrease in average well-being over time, with little change during the pandemic. Longitudinal stability of individual differences in well-being were significantly higher pre-COVID and varied by site. Together, these papers provide information across three developmental periods about how adjustment and well-being changed over time in cross-national context. Our findings will be discussed in the context of typical developmental trajectories, and how these findings can be used to target support services in communities experiencing community-wide stressors.

SY-082_01

The impact of developmental trajectories of emotional school well-being during the pandemic on children's social-emotional and school adjustmentAnnalaura Nocentini¹, Lisa De Luca¹, Ersilia Menesini¹¹*University of Florence, Italy*

SY-082_02

Social support predictors of patterns of young adult substance use and psychosocial adjustment during Covid-19 in eight countriesAnn T. Skinner¹, Jennifer Godwin¹, Jennifer Lansford¹, Liane Peña Alampay², Suha M. Al-Hassan³, Dario Bacchini⁴, Marc H. Bornstein⁵, Lei Chang⁶, Kirby Deater-Deckard⁷, Laura Di Giunta⁸, Kenneth A. Dodge¹, Sevtap Gurdal⁹, Daranee Junla¹⁰, Qin Liu¹¹, Qian Long¹², Paul Oburu¹³, Concetta Pastorelli⁸, W. Andrew Rothenberg¹⁴, Emma Sorbring¹⁵, Laurence Steinberg¹⁶, Liliana Maria Uribe Tirado¹⁷, Saengduean Yotanyamaneewong¹⁸¹*Duke University, USA*, ²*Ateneo de Manila University, Philippines*, ³*Abu Dhabi Early Childhood Authority, UAE*, ⁴*University of Naples "Federico II", Italy*, ⁵*NICHD; UNICEF, USA; Institute for Fiscal Studies, UK*, ⁶*University of Macau, China*, ⁷*University of Massachusetts Amherst, USA; Helsinki Collegium for Advanced Studies, Finland*, ⁸*Università di Roma "La Sapienza", Italy*, ⁹*University West, Sweden*, ¹⁰*Chiang Mai University, Thailand*, ¹¹*Chongqing Medical University, China*, ¹²*Duke Kunshan University, China*, ¹³*Maseno University, Kenya*, ¹⁴*Duke University, USA*, ¹⁵*University West, Sweden*, ¹⁶*Temple University, USA; King Abdulaziz University, Saudi Arabia*, ¹⁷*Universidad de San Buenaventura, Colombia*, ¹⁸*Chiang Mai University, Thailand*

SY-082_03

Adolescent well-being preceding and during the Covid era: longitudinal data from 12 to 20 years in multiple countriesKirby Deater-Deckard¹, Giovanna Fonseca², Ann T. Skinner³, Jennifer Lansford³, Dario Bacchini⁴, Marc H. Bornstein⁵, Lei Chang⁶, Laura Di Giunta⁷, Kenneth A. Dodge³, Sevtap Gurdal⁸, Daranee Junla⁹, Qin Liu¹⁰, Qian Long¹¹, Paul Oburu¹², Concetta Pastorelli⁷, Emma Sorbring⁸, Laurence Steinberg¹³, Liliana Tirado¹⁴, Saengduean Yotanyamaneewong⁹, Liane Peña Alampay¹⁵, Suha M. Al-Hassan¹⁶, W. Andrew Rothenberg³¹*Helsinki Collegium for Advanced Studies, Finland; University of Massachusetts Amherst, USA*, ²*Instituto Israelita Albert Einstein de Educação e Pesquisa, Brazil*, ³*Duke University, USA*, ⁴*University of Naples "Federico II", Italy*, ⁵*NICHD; UNICEF, USA; Institute for Fiscal Studies, UK*, ⁶*University of Macau, China*, ⁷*Università di Roma "La Sapienza", Italy*, ⁸*University West, Sweden*, ⁹*Chiang Mai University, Thailand*, ¹⁰*Chongqing Medical University, China*, ¹¹*Duke Kunshan University, China*, ¹²*Maseno University, Kenya*, ¹³*Temple University, USA; King Abdulaziz University, Saudi Arabia*, ¹⁴*Universidad de San Buenaventura, Colombia*, ¹⁵*Ateneo de Manila University, Philippines*, ¹⁶*Abu Dhabi Early Childhood Authority, UAE*

Lopes-Graça

13:00-14:30

PAPER SYMPOSIUM SY-083**School readiness in low-and middle-income countries: policy and clinical implications in education**

Chairs: [Linda S. Pagani](#), *Université de Montréal, Canada*; [Suzan Alabidi](#), *Al Ain University, UAE*

Integrative Abstract

Many children begin schooling inadequately prepared and risk struggling throughout their academic journey and subsequent labor market participation. Researchers operationalize school readiness by how well a factor predicts long-term achievement. In a trail-blazing longitudinal study of children from six high income countries, Duncan et al. (2007) concluded that early math skills had the greatest power in predicting later achievement, followed by reading and attention skills. Low- and middle-income countries (LMICs) use such findings to make policy decisions, according to distinct cultural and lifestyle concerns (Glewwe et al., 2021). The objective of this symposium panel, spanning four continents, is to highlight concerns regarding children's preparedness for formal schooling in LMICs. Over the past three decades, Cuba has set in motion numerous economic reforms that aim to correct macroeconomic disequilibria and enhance economic growth (Alonso & Vidal, 2023). Its policies underscore stimulating cognitive skills. In Africa and South America, industrialization is at record levels and technology has entered the equation (Hadders-Algra, 2022). Nevertheless, wide economic disparities remain. Cameroonian research investigates the promise of giving home responsibilities as preschool enrichment. In Kenya, health/education professionals are concerned with associations between screen-time and school readiness. Representing one of South America's most stable democracies, Uruguay researchers are ingeniously using the pandemic/post pandemic data as a natural educational experiment that has implications for its fellow continental LMICs. This panel informs global policy initiatives in LMIC early childhood education.

SY-083_01**Cognitive school readiness and later achievement: longitudinal analysis in Cienfuegos, Cuba**

[Yaser Ramírez-Benítez](#)¹, [Emmanuel E. Okenwa-Vincent](#)², [Linda S. Pagani](#)³

¹*Universidad de Cienfuegos, Cuba*, ²*Kaimosi Friends University, Kenya*, ³*Université de Montréal, Canada*

SY-083_02**Home tasks and cognitive readiness of preschool children in North West and South West regions of Cameroon**

[Ijang Bih Ngyah-Etchutambe](#)¹, [Fai Lilian Wiysahnyuy](#)²

¹*University of Buea, Cameroon*, ²*University of Bamenda, Cameroon*

SY-083_03**Influence of home media exposure on school readiness among toddlers/preschool children in Kakamega County, Kenya**

[Rose Opiyo](#)¹, [Emmanuel Okenwa-Vincent](#)², [Benoit Gauthier](#)³, [Ijang Bih Ngyah-Etchutambe](#)⁴, [Yaser Ramírez-Benítez](#)⁵, [Linda S. Pagani](#)³

¹*Masinde Muliro University of Science and Technology, Kenya*, ²*Kaimosi Friends University, Kenya*, ³*Université de Montréal, Canada*, ⁴*University of Buea, Cameroon*, ⁵*Universidad de Cienfuegos, Cuba*

SY-083_04**Losses and recovery in school readiness during and after the pandemic**

[Alejandro Vásquez-Echeverría](#)¹, [Meliza Gonzalez](#)¹

¹*Universidad de la República, Uruguay*

Tuesday, June 18th, 2024

Tuesday, June 18th, 2024

Maria Helena Vieira da Silva

13:00-14:30

PAPER SYMPOSIUM SY-084

Living in a challenging world: understanding and engaging younger generations to enhance climate change adaptation and mitigation plans

Chair: Federica Papa, *Magna Graecia University of Catanzaro, Italy*

Discussant: Alida Lo Coco, *University of Palermo, Italy*

Integrative Abstract

In the context of the 21st century, climate change represents a significant threat to global health requiring urgent plans for mitigation and adaptation. The proposed symposium focuses on understanding the impacts of climate change on young people and aims to explore the psychological factors that may drive pro-environmental intentions in this demographic group. The first contribution captures information on perceptions of the role climate change plays in shaping the health and well-being of South African emerging adults, using photovoice. The results could provide valuable insights for climate change adaptation plans in developing countries. The second contribution investigates the influence of socialization agents (parents and peers) on adolescents' pro-environmental behaviors, summarizing their role through systematic synthesis. The results provide guidelines for overcoming research limitations and designing educational programs in line with this stage of development. Lastly, the third contribution explores a positive developmental perspective for pro-environmental behaviors in the context of climate change. Specifically, it investigates the frequency of climate-friendly behaviors in daily life and examines whether positive youth development, as measured by the 5Cs approach and ecological identity, predicts these behaviors in a sample of Portuguese adolescents and emerging adults. The results highlight the significant role of the 5Cs and show how building a positive ecological identity could enhance youth engagement in addressing the challenges of climate change.

SY-084_01

Picturing the climate crisis: the perceptions of climate change on health and well-being of emerging adults using photovoice

Eugene Lee Davids¹

¹*Department of Psychology, Faculty of Humanities, University of Pretoria, South Africa*

SY-084_02

A systematic review on interpersonal factors and pro-environmental behaviors across adolescence: the role of parents and peers

Federica Papa¹, Francesca Cuzzocrea¹, Marco Cannavò¹, Francesca Liga², Maria Cristina Gugliandolo²

¹*Magna Graecia University of Catanzaro, Italy*, ²*University of Messina, Italy*

SY-084_03

Positive youth development and ecological identity as predictors of climate-friendly behaviors

Teresa Pereira¹

¹*School of Psychology, University of Minho, Portugal*

Glicinia Quartin

13:00-14:30

PAPER SYMPOSIUM SY-085

Internet and social media use, affect, and mental health: uniting international research on youth development in the digital age

Chairs: Riley Scott, *University of Southern Queensland, Australia*; Jaimee Stuart, *United Nations University Macau (SAR), China*

Integrative Abstract

A growing body of research in recent years has aimed to understand the impacts of internet and social media use on youth mental health and well-being, with the overall aim of supporting healthy development. Recent reports suggest that half of young people use the internet “almost constantly” (e.g., Anderson et al., 2023). In response to such routine online engagement, researchers have called for a shift away from the pervasive focus on links between time spent online and youth mental health, to examine individual and contextual factors. Thus, to provide a rich understanding of the impacts of online engagement on youth development, the proposed symposium examines for whom and how online engagement is beneficial or risky. This symposium draws together international research conducted in four countries (Finland, Malaysia, Australia, and Macau (SAR), China) on online engagement and youth affect, mental health, and well-being. The papers in this symposium present both survey and ESM methodologies that explore well-being outcomes including flourishing and social connectedness, affective states such as boredom and loneliness, and mental health indicators of depression and anxiety. A range of distinct factors are discussed that may explain youth mental health online, including need satisfaction on social media, uses of the internet such as social engagement, self-presentation, and escaping reality, cyberaggression, problematic social media use, and stress and uncertainties regarding the impacts of Generative Artificial Intelligence on everyday life. Taken together, the results presented will provide important and novel implications concerning the impacts of internet and social media use for youth well-being and development.

SY-085_01

AI-anxiety and its influence on general anxiety and flourishing among young adults

Jaimee Stuart¹

¹*United Nations University Macau (SAR), China*

SY-085_02

Using a situation- and person-oriented approach to assess within- and between-person variation in momentary social media use and affective states

Erika Maksniemi¹, Jussi Järvinen¹, Katariina Salmela-Aro¹

¹*University of Helsinki, Finland*

SY-085_03

Young adults' internet use and mental health: an investigation of uses and gratifications

Riley Scott¹, Jaimee Stuart², Bonnie Barber³

¹*University of Southern Queensland, Australia*, ²*United Nations University Macau (SAR), China*, ³*Griffith University, Australia*

Eugénio de Andrade

13:00-14:30

PAPER SYMPOSIUM SY-086

Fostering prosocial development in forced migration contexts: an intervention study with Rohingya refugee children

Chair: Tara Callaghan, *St. Francis Xavier University, Canada*

Integrative Abstract

In this symposium, we present the findings from a study assessing the effectiveness of an intervention designed to foster prosocial development in Rohingya children (5-12 years) whose families fled genocidal violence in Myanmar and now live in the largest refugee camp in the world. The research represents a collaborative partnership between developmental researchers, humanitarian practitioners, and Rohingya community members with lived experience. The intervention design was based on evidence from studies with non-refugee children (Corbit et al., 2017; Hamann et al., 2011; Paulus & Moore, 2015; Yan et al., 2020) that collaboration, emotional perspective, and executive function skills improve prosocial levels in some tasks. To examine changes resulting from the intervention, children's baseline prosocial levels were assessed, followed by a 10-day intervention and a post-intervention assessment of the same prosocial indicators. The symposium begins with a brief overview of the circumstances surrounding the Rohingya forced migration in August 2017 (S. Muhammad), followed by an outline of the study design and hypotheses (Callaghan). The presentation of research findings will focus on the impact of the intervention on social-emotional outcome measures that examined helping and empathy responses in children (Al Janaideh) and on outcome measures that explored fairness concerns (Corbit). The symposium will conclude with the implications of the findings for developmental theory, educational/MHPSS supports in emergencies, and global social policy (Homer).

SY-086_01

An overview of the rohingya migration and the research partnership to foster prosociality in Rohingya children

Tara Callaghan¹, Saifullah Muhammad², Tyler Colasante³

¹*St. Francis Xavier University, Canada*, ²*The Rohingya Centre of Canada, Canada*, ³*University of Leipzig, Germany*

SY-086_02

Developmental and trauma-level effects on the effectiveness of a prosocial intervention on Rohingya refugee children's social-emotional responses

Redab Al Janaideh¹, Melis Yavuz-Muren², Tyler Colasante³, John Corbit⁴

¹*Research and Assessment Department, York Region District School Board, Canada*, ²*Algoma University, Canada*, ³*Leipzig University, Germany*, ⁴*St. Francis Xavier University, Canada*

SY-086_03

Developmental and trauma-level effects on the effectiveness of a prosocial intervention on Rohingya refugee children's sharing

John Corbit¹, Tyler Colasante², Charles Raffaele³

¹*St. Francis Xavier University, Canada*, ²*Leipzig University, Germany*, ³*Educational Communication and Technology Program, NYU Steinhardt, USA*

SY-086_04

Lessons from an intervention study with Rohingya children: implications for developmental theory, education in emergencies, and social policy

Bruce Homer¹, Ann Cameron², Tina Malti³, Tara Callaghan⁴

¹*Program in Educational Psychology, CUNY Graduate Center, USA*, ²*University of British Columbia, Canada*, ³*Leipzig University, Germany*, ⁴*St. Francis Xavier University, Canada*

Vianna da Motta

13:00-14:30

PAPER SYMPOSIUM SY-087**Mechanisms and predictors of parents' emotion socialization across childhood**

Chair: Gabriella King, School of Psychology, Deakin University, Australia; Centre for Social and Early Emotional Development, Deakin University, Australia

Integrative Abstract

The manner in which parents support children's emotion competence is known to shape child developmental outcomes across childhood and adolescence. This symposium advances our understanding of trajectories over time, and predictive mechanisms, examining the influence of a range of contextual and individual parent and child factors on parent emotion socialisation processes. We include four presentations representing multi-national samples of parents. Presenter 1 presents findings from a latent transition analysis of emotion socialization profiles in parents of children aged 4-12 years within English-speaking countries (N=869) and examines factors predicting change in parent profiles over 12 months. Presenter 2 examines temporal relations between maternal emotion coaching and child emotion regulation within a sample (N=156) of US mothers with children when they were at age 6 and age 9 years. Data were observed from videorecorded mother-child interactions. Presenter 3 examines associations between parent acculturation and parents' beliefs about children's emotions and emotion-related parenting practices, within a sample (N=329) of Australian Chinese migrant families with children aged 4-12 years. Presenter 4 presents findings from an ecological momentary assessment approach, which measured the psychometrics of emotion regulation items for parents and children, as well as parent engagement and in-the-moment parent and child emotion dysregulation. Australian parents (N=89) of children aged 2-4 years completed five-times-daily EMA surveys for one week, reporting on both their and their children's emotion dysregulation.

SY-087_01**Latent transition analysis of parent emotion socialization profiles**

Gabriella L. King¹, Jacqui A. Macdonald^{1,2}, Jackie A. Nelson³, Julie C. Dunsmore⁴, Sophie S. Havighurst⁵, Christiane E. Kehoe⁵, Elizabeth M. Westrupp^{1,6}

¹School of Psychology, Deakin University, Australia; Centre for Social and Early Emotional Development, Deakin University, Australia, ²Department of Paediatrics, The University of Melbourne, Australia; Murdoch Children's Research Institute, Australia, ³Department of Psychology, University of Texas at Dallas, USA, ⁴Human Development and Family Sciences, Department of Psychological, Health, and Learning Sciences, University of Houston, USA, ⁵Mindful, Department of Psychiatry, The University of Melbourne, Australia, ⁶Judith Lumley Centre, La Trobe University, Australia

SY-087_02**Within-interaction sequences between maternal emotion socialization and child regulation in middle childhood: the role of child gender**

Danhua Zhu¹danhuuz¹, Cynthia L. Smith², Martha Ann Bell², Julie C. Dunsmore³

¹University of California, Irvine, California, USA, ²Virginia Tech, USA, ³University of Houston, USA

SY-087_03**Emotion socialization in Chinese migrant families and associations with children's emotional and psychological functioning**

Henry Teo¹, Lata Satyen¹, Anna Klas², Gabriella L. King¹, Elizabeth M. Westrupp¹

¹School of Psychology, Deakin University, Australia; Centre for Social and Early Emotional Development, Deakin University, Australia, ²School of Psychology, Deakin University, Australia

SY-087_04**Momentary assessment of parent and child emotion regulation to inform the design of a new emotion-focussed parenting app**

Tomer S Berkowitz¹, John Toumbourou², Subhadra Evans², Matthew Fuller-Tyszkiewicz¹, Elizabeth M Westrupp²

¹School of Psychology, Deakin University, Australia, ²School of Psychology, Deakin University, Australia; Centre for Social and Early Emotional Development, Deakin University, Australia

Foyer 3

13:00-14:30

POSTER SYMPOSIUM PS-02**Challenges to positive development in low- and middle-income countries**

Chair: [Julie Ann Robinson](#), *College of Education, Psychology and Social Work, Flinders University, Australia*

Integrative Abstract

Many research priorities in low- and middle-income countries (LMIC) are poorly represented in developmental science. This impedes the dissemination of evidence needed to improve outcomes for the majority of the world's population, which live in these countries. It also constrains progress in developmental science, since insights into many underlying processes can be gained only from studying contexts and populations available exclusively in LMIC. This symposium focuses on 3 research priorities in LMIC. Almost 1 in 4 of the world's population of children under 5 years of age has stunted growth; 98% of these live in LMIC (FAO, 2023). In this symposium, Brou et al. examine socio-cognitive development prior to school entry among stunted children in Cote d'Ivoire, while Dinh & Robinson track cognitive skills and psychological wellbeing across the school years for children in Vietnam who experienced early stunting. Most research on young children with a disability is conducted in high-income countries. These are home to less than 5% of the world's population of children under 5 years of age who have vision loss, hearing loss, an intellectual disability or epilepsy (GRDDC, 2018). Tafirenyika, Mhizha & Ejuu provide insights into the challenges faced by caregivers of young disabled children in the low-resource context of rural villages in Zimbabwe. Rates of adolescent pregnancy and childbirth are also highest in LMIC. In 2023, WHO estimated that about 10% of 15- to 19-year-old girls and 0.5% of 10- to 14-year-old girls in Sub-Saharan Africa give birth each year. Opiyo & Nanyama identify some of the challenges these girls face in Kenya despite government policies designed to ensure that they can continue their schooling.

PS-02_01**Stunting, cognitive stimulation, and the acquisition of social-cognitive skills in early childhood: nation-wide data from Côte d'Ivoire**

[Abenin Mathieu Brou](#)¹, [Franck Adjé Djalega](#)², [Venance Tokpa](#)³, [Gbala Edy Constant Seri](#)⁴, [Apie Léa Fabienne Anoua](#)¹, [Julie Ann Robinson](#)⁵

¹*Institute of Anthropological Development Sciences (ISAD), University of Félix Houphouët-Boigny, Côte d'Ivoire*, ²*Laboratory of Nutrition and Food Security of the Department of Food Science and Technology, University of Nangui Abrogoua, Côte d'Ivoire*, ³*Department of Language Sciences, University of Félix Houphouët-Boigny, Côte d'Ivoire*, ⁴*Ivorian Center for Studies and Research in Applied Psychology, University of Félix Houphouët-Boigny, Côte d'Ivoire*, ⁵*College of Education, Psychology and Social Work, Flinders University, Australia*

PS-02_02**Early stunting is a challenge to cognitive development and life satisfaction: insights from a multi-site longitudinal study in Vietnam**

[Phuong Thi Thu Dinh](#)¹, [Julie Ann Robinson](#)²

¹*College of Education, Hue University, Vietnam*, ²*College of Education, Psychology and Social Work, Flinders University, Australia*

PS-02_03**Identifying constraints on early education for children with disabilities in low-resource settings: exploring a mitigation strategy in rural Zimbabwe**

[Joyce Tafirenyika](#)¹, [Samson Mhizha](#)¹, [Godfrey Ejuu](#)²

¹*University of Zimbabwe, Zimbabwe*, ²*Department of Early Childhood and Pre-primary Education, Kyambogo University, Uganda*

PS-02_04**Adolescent motherhood as a multidimensional challenge to positive development: Kenyan stakeholders' show why school re-entry policies are not enough**

[Rose Atieno Opiyo](#)¹, [Mabele Elizabeth Nanyama](#)¹

¹*Masinde Muliro University of Science and Technology, Kenya*

PS-02_05**Supporting street-involved children: implementation challenges faced by an education-based community reintegration intervention in Zimbabwe**

[Samson Mhizha](#)¹

¹*University of Zimbabwe, Zimbabwe*

PS-02_06**Life circumstances of street-connected youth living outside metropolitan areas: a study in Kenya**

[Mabele Elizabeth Nanyama](#)¹

¹*Masinde Muliro University of Science and Technology, Kenya*

Grande Auditório

14:30-16:00

KEYNOTE LECTURE 5**Development of social cognition from infancy through adolescence: individual and relational context contributions***Carla Martins, Universidade do Minho, Portugal*

Social cognition refers to how we think about ourselves, about other individuals and their behaviour, about social relationships, and how we interpret that information and behave accordingly. Its emergence in infancy and rapid development during early childhood, is one of the most defining features of development, and brings about numerous advantages in children's everyday social situations, including superior language and play skills, better relationships with peers, or increased popularity. In this talk, I will be presenting and reflecting on the results of our longitudinal studies focusing on the individual and relational context contributions in promoting children's social cognition from infancy to preschool age.

Pequeno Auditório

14:30-16:00

PAPER SYMPOSIUM SY-088**Delineating the different pathways by which parenting behaviors can shape children's adjustment problems****Chair:** *Yael Paz, University of Pennsylvania, USA***Integrative Abstract**

Parents have a central role in shaping children's adjustment; hence many interventions aim to promote children's wellbeing by targeting parental behaviors. Yet parenting is not homogenous, involving many facets. A better understanding of how different aspects of parenting may affect different behavioral problems across development is thus needed. The current symposium seeks to shed new light on this topic. It consists of four presentations, all addressing the directionality of associations between aspects of parenting and children's adjustment, using longitudinal or intervention studies. The papers are versatile, covering a variety of methods and addressing different dimensions of parenting and different types and levels of children's behavioral symptoms. Paper1 examines the links between different observed parental behaviors assessed in early infancy, children's empathy development, and their internalizing and externalizing problems in early childhood. Paper2 examines parenting in early childhood in the context of an intervention study, showing how changes in the interaction can lead to better regulation of fear and anxiety. Paper3 utilizes machine learning to identify the most relevant parenting behaviors in childhood to callousness-unemotional traits in early adolescence, qualities related to severe aggression. Paper4 shows longitudinal links between maternal behaviors during conflict and their daughters' emotional regulation ability, using both questionnaires and neural measures across adolescence. Together, the symposium contributes new perspectives and knowledge regarding the ways in which parenting can shape children's development and adjustment, with implications for intervention and prevention programs.

SY-088_01 **Trajectories of early empathy development, dimensions of parenting, and young children's behavioral difficulties**
Maayan Davidov¹, Yael Paz¹, Tal Orlitsky¹, Ronit Roth-Hanania², Maia Ram Berger¹, Lital Yizhar¹, Lital Yizhar¹, Carolyn Zahn-Waxler³
¹The Hebrew University of Jerusalem, Israel, ²Academic College Tel Aviv-Yaffo, Israel, ³University of Wisconsin – Madison, USA

SY-088_02 **Examining the role of vagal flexibility in response to an early multi-component intervention for inhibited young children**
Nicholas J. Wagner¹, Nila Shakiba¹, Hong N.T. Bui², Danielle R. Novick², Kathy Sem¹, Christina M. Danko², Kenneth H. Rubin², Andrea Chronis-Tuscano²
¹Boston University, USA, ²University of Maryland, USA

SY-088_03 **Utilizing machine learning methods to identify parenting behaviors that predict callous-unemotional traits across infancy and early childhood**
Yael Paz¹, Sarah Vogel², Anthony. J. Rosellini², Roger Mills-Koonce³, Michael T. Willoughby⁴, Emily R. Perkins¹, Nila Shakiba², Alexis Broussard¹
¹University of Pennsylvania, USA, ²Boston University, USA, ³University of North Carolina, USA, ⁴Research Triangle Institute (RTI International)

SY-088_04 **Early adolescent girls' processing of negative emotions: contributions from maternal emotion socialization and neurobiology**
Amanda E. Guyer¹, Erika E. Forbes², Alison E. Hipwell², Kate Keenan³
¹University of California, Davis, USA, ²University of Pittsburgh, USA, ³University of Chicago, USA

14:30-16:00

PAPER SYMPOSIUM SY-089

Parenting in a new age: revisiting the role of parenting in the post-pandemic digital era with cross-cultural perspective

Chair: Hyoun K. Kim, Yonsei University, South Korea

Integrative Abstract

Parenting in the post-COVID-19 era poses distinct challenges due to unique stresses during the pandemic and the accelerated digitalization surrounding children. To support families in this rapidly evolving world, there is an urgent need to revisit the role of parenting. However, despite this, parenting remains culturally constructed, with these influences shaping parental approaches, and consequently leading to variations in children's outcomes. In an effort to shed light on the complexities of parenting, this symposium was organized under the theme Parenting in a New Age, focusing on two sub-topics: (1) parenting during a pandemic, and (2) digital parenting, parental practices for regulating/supporting children's online activity or digital gadgets. Paper #1 investigates the mediating role of parenting daily hassles across 3 countries during COVID-19 in explaining the association between parental pandemic-related stress/emotional burdens and children/parents' mental health difficulties. Paper #2 focuses on India, exploring the buffering effect of parenting in the association between COVID-19 stress and child mental health. Paper #3 investigates the heterogeneous profiles of digital parenting and their distinctive associations with children's problem behaviors among Korea's Generation Alpha, using prospective longitudinal data. Paper #4 examines the preventive role of digital parenting in mitigating children's engagement in cyberbullying. Together, this symposium aims to illuminate the universal and culturally specific aspects of parenting in the post-pandemic digital era, highlighting practical implications and future directions for parents, children, and families.

Luís de Freitas Branco

SY-089_01 Parenting daily hassles during Covid-19: a cross-cultural study across 3 countries

Hyoung K. Kim¹, Eunho Jo¹, Mi Yeon Park¹, Jiwon Lee¹, Wonjung Oh², Manuela Veríssimo³, António J. Santos³, Maryse Guedes³, Nicholas J. Wagner⁴, Julie C. Bowker⁵, Kristina L. McDonald⁶, Polina Perelstein⁴, Stephanie Pham⁷, Kenneth H. Rubin⁸

¹Yonsei University, South Korea, ²Texas Tech University, USA, ³Ispa-Instituto Universitário, Portugal, ⁴Boston University, USA, ⁵University at Buffalo, USA, ⁶The University of Alabama, USA, ⁷Virginia Tech, USA, ⁸University of Maryland, USA

SY-089_02 Covid-19 and child mental health in India: role of parenting behaviors

Mazneen Havewala¹, Julie Bowker², Kenneth Rubin¹, Cixin Wang¹, Sudipta Roy³, Shubha Dube⁴

¹University of Maryland, USA, ²University at Buffalo, USA, ³Psy Lens Center, India, ⁴University of Rajasthan, India

SY-089_03 Parenting for the digital future: a dyad-centered approach for understanding digital parenting and generation Alpha children's problem behaviors

Jiwon Lee¹, Yesul Lee¹, Seo Jin Oh¹, Hyoung K. Kim¹

¹Yonsei University, South Korea

SY-089_04 The role of digital parenting among children with dysregulated anger: a moderated mediation model

Yesul Lee¹, Dahae Kim¹, Susanna Joo¹, Coleman Yorke¹, Hyoung K. Kim¹

¹Yonsei University, South Korea

14:30-16:00

PAPER SYMPOSIUM SY-090**A global perspective on adverse life experiences and protective and compensatory experiences: promoting resilience**

Chair: Ann M. Mastergeorge, Texas Tech University, USA

Integrative Abstract

This proposed paper symposium will describe three papers studying effects of Adverse Life Experiences (ACEs) across three global contexts: the United States, Japan, and The Netherlands. Several studies have documented how ACEs impact the wellbeing of individuals (e.g., Felitti, 1998; Hays-Grudo & Morris, 2020; Massetti et al., 2020) and have intergenerational implications (Narayan et al., 2021). The papers describe various methodologies to highlight the importance of documenting ACEs as well as Protective and Compensatory Experiences (PACES) in order to promote resilience and healthy outcomes across cultural contexts. Paper 1 uses data from a quantitative retrospective case file to describe ACEs in Dutch youth as well as using the WHO guidelines for translating and adapting PACES across cultures; Paper 2 will describe the translation and analysis of a large-scale survey of PACES in Japanese mothers and infants as well as in the general population and will examine these results in the context of interventions; Paper 3 will describe the relationship between childhood experiences and youth mental health within a PACES framework using cross-generational data to understand mediators and predictors of building resilience within a PACES framework. The chair of the symposium is a developmental scholar with expertise in identifying adverse life experiences and implementing protective factors in prevention and intervention programs in families experiencing poverty and trauma. The discussant is an expert on the application of developmental science and resilience research in youth across the globe with a focus on closing the gap between science and practice.

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Fernando Pessoa

SY-090_01 **The prevalence of Aces in Dutch youth with emotional, behavioral, and learning difficulties and the importance of assessing protective experiences**

Gabriëlle Mercera¹, Jessica Vervoort-Schel²

¹Maastricht University, the Netherlands, ²University of Amsterdam, the Netherlands

SY-090_02 **The study of paces in Japan: development of the Japanese version and its introductory analysis**

Satoko Matsumoto¹, Hiroto Murohash², Masumi Sugawara³

¹Ochanomizu University, Institute for Education and Human Development, Japan, ²Kanazawa Gakuin University, Japan, ³Shirayuri University, Japan

SY-090_03 **Childhood and current experiences build resilience across cultures**

Jennifer Hays-Grudo¹, Amanda S. Morris², Lana Beasley¹, Jens E. Jespersen¹, Jennifer N.H. Watrous²

¹Oklahoma State University Center for Health Science, USA, ²Oklahoma State University, Japan

14:30-16:00

PAPER SYMPOSIUM SY-091

The impact of the Covid-19 pandemic on adolescents' adjustment: a longitudinal perspective

Chair: Lisa De Luca, University of Florence, Italy

Discussant: Ersilia Menesini, University of Florence, Italy

Integrative Abstract

Over the past few years, the COVID-19 pandemic has undoubtedly been a significantly stressful life event for many people, particularly adolescents, affecting mental health and increasing the risk of negative short- and long-term outcomes (Branje & Morris, 2021). The mental health effects of the COVID-19 pandemic have been widely reported; in particular, increasing rates of depression, anxiety, and risky behaviors as well as a decrease in school adjustment among young people have received widespread attention and calls for action (Nadeem & Van Meter, 2023). However, there are large interindividual differences in this process and there is a clear need to best assess coping mechanisms to provide tailored interventions in times of crisis. Moreover, the crucial role of interpersonal and intrapersonal factors in influencing adolescents' vulnerability to negative outcomes has been well emphasized (World Health Organization, 2014). The current symposium will address different aspects of adolescents' adjustment - risk behaviors (i.e., substance abuse and self-injury), academic efficacy, and motivation - in three studies conducted in different countries around the world. Using a longitudinal approach, inter-individual differences across the different phases of the COVID-19 pandemic will be explored using dynamic models. Additionally, different risk and protective factors influencing adolescents' adjustment will be examined. Implications for future interventions will be addressed, focusing on what type of mechanisms could be promoted and how new knowledge can be generated to prevent negative outcomes for adolescents' lives in future pandemics.

Sophia de Mello Breyner Andresen

SY-091_01 **How mental health and substance use risk disrupted adolescents' lives during the Covid-19 pandemic: a longitudinal investigation in 9 nations**

W. Andrew Rothenberg¹, Ann T. Skinner¹, Jennifer E. Lansford¹, Dario Bacchini², Marc H. Bornstein³, Lei Chang Kirby Deater-Deckard⁵, Laura Di Giunta, Kenneth A. Dodge¹, Sevtap Gurdal⁷, Daranee Junla⁸, Qin Liu⁹, Qian Long¹⁰, Paul Oburu¹¹, Concetta Pastorelli⁶, Emma Sorbring¹², Laurence Steinberg¹³, Liliana Maria Uribe Tirado¹⁴, Saengduean Yotanyamaneewong⁸, Liane Peña Alampay¹⁵, Suha M. Al-Hassan¹⁶

¹Duke University, USA, ²University of Naples "Federico II", Italy, ³NICHD, USA; UNICEF, USA; Institute for Fiscal Studies, UK, ⁴University of Macau, China, ⁵University of Massachusetts Amherst, USA, ⁶University of Rome, Italy, ⁷University West, Sweden, ⁸Chiang Mai University, Thailand, ⁹Chongqing Medical University, China, ¹⁰Duke Kunshan University, China, ¹¹Maseno University, Kenya, ¹²University West, Sweden, ¹³Temple University, USA; King Abdulaziz University, Saudi Arabia, ¹⁴Universidad de San Buenaventura, Colombia, ¹⁵Ateneo de Manila University, Philippines, ¹⁶Abu Dhabi Early Childhood Authority, UAE; Hashemite University, Jordan

SY-091_02 **Internalizing symptoms and NSSI profiles among adolescents during the pandemic: the impact of social support and regulatory emotional self-efficacy**

Lisa De Luca¹, Annalaura Nocentini¹, Ersilia Menesini¹
¹University of Florence, Italy

SY-091_03 **Exploring how academic self-efficacy and motivation changed in the context of online learning: a three-wave longitudinal study with adolescents**

Dragone Mirella¹, De Angelis Grazia², Esposito Concetta³, Colella Alessandra⁴, De Masi Federica⁴, Di Martino Lucia⁵, Dario Bacchini⁴

¹Giustino Fortunato University, Italy, ²Unipegasos, Italy, ³University of Naples "Federico II", Italy, ⁴University of Naples "Federico II", Italy, ⁵University of Foggia, Italy

14:30-16:00

PAPER SYMPOSIUM SY-092

Social withdrawal and solitude in adolescence and emerging adulthood

Chair: Anna Stone, Carleton University, Canada

Integrative Abstract

There are both costs (e.g., loneliness) and benefits associated with spending time alone (e.g., autonomy), which seem to depend on motivations for seeking solitude. Choosing to spend time alone (i.e., unsociability) is linked to positive outcomes, whereas avoiding stressful social situations (i.e., shyness) may lead to negative outcomes (Bowker et al., 2021; White et al., 2022). In this symposium, four researchers will present findings that examine how motivations for solitude are associated with both costs and benefits in adolescence and emerging adulthood. First, Stone et al. will describe the development and validation of a new measure that examines Canadian adolescent's solitary activities (e.g., meditating, ruminating), and how they relate to well-being. Next, Sette et al. will present a person-oriented analysis of social withdrawal in Italian emerging adults, which highlights how different motivations for spending time alone are differentially associated with well-being and internalizing difficulties. Then, Liu et al. will examine the impact of teachers' empathetic attitudes in the relation between shyness and internalizing problems among Chinese adolescents. Finally, Weinstein will present findings from two intervention studies that explored how crafting positive solitude experiences can promote well-being among emerging adults in the United Kingdom. Solitude appears to be particularly important for positive development in adolescence and emerging adulthood (Hoppmann & Pauly, 2022; Weinstein et al., 2021). Considering that solitude can be linked to both positive and negative well-being outcomes, it is important to further understand how adolescents and emerging adults can utilize the benefits of solitude.

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Amália Rodrigues

SY-092_01 What do adolescents do when they are alone? Development and validation of the Solitary Activities Scale

Anna Stone¹, Robert Coplan¹, Alicia Mcvarnock¹, Tiffany Cheng¹, Megan Degroot¹

¹Carleton University, Canada

SY-092_02 Social withdrawal motivations, internalizing difficulties, and life satisfaction in emerging adults

Stefania Sette¹, Giulia Pecora¹, Fiorenzo Laghi¹, Robert Coplan²

¹Sapienza University of Rome, Italy, ²Carleton University, Canada

SY-092_03 The role of teacher attitudes in the association between shyness and internalizing problems among rural Chinese adolescents

Junsheng Liu¹, Yan Sun², Xiaohua Bian³, Robert J. Coplan⁴, Dan Li⁵, Xinyin Chen⁶, Biao Sang⁷

¹School of Psychology and Cognitive Science, East China Normal University, China, ²East China Normal University, China, ³School of Educational Science, Zhengzhou Normal University Zhengzhou, China, ⁴Department of Psychology, Carleton University, Canada, ⁵Shanghai Normal University, China, ⁶University of Pennsylvania, USA, ⁷Lab for Educational Big Data and Policymaking, Shanghai Academy of Educational Sciences, China

14:30-16:00

PAPER SYMPOSIUM SY-093**Caregiver and service provider practices and perspectives on child learning and education across Africa**

Chair: Amina Abubakar, Institute for Human Development, Aga Khan University, Kenya

Integrative Abstract

Previous research has demonstrated that there are cultural differences in conceptualizations of child development and learning. Parenting practices, and perspectives on children's capacity to learn, and views on the role that parents and service providers can play to scaffold a child's learning can shape child outcomes. This symposium considers perspectives from caregivers and service providers on child learning and education across three different African contexts, with a view to inform the development and implementation of childhood interventions. The first presentation explores caregiving practices for young children in informal settlements in Nairobi, Kenya. The second presentation reports on research from Ghana, comparing expectations of parents and service providers in developmental outcomes for children with developmental disabilities including autism and intellectual disability. The third paper explores caregivers' and other stakeholders' perspectives on inclusive education for children with developmental disabilities in the Ethiopian context. The panel will reflect on how these views shape the learning opportunities of children and will consider priorities for the development of interventions to improve optimal child development.

SY-093_01 **Caregiving experiences and practices for young children: a qualitative exploratory study among Kenyans and refugees in Nairobi's informal settlements**

Vibian Angwenyi¹, Amina Abubakar¹, Margaret Kabue¹, Eunice Njoroge¹, Carophine Nasambu², Derrick Ssewanyana³, Stephen Mulupi¹, Joyce Marangu¹, Eunice Mercy Moraa Mokaya¹, Emmanuel Kepha Obulemire¹, Linlin Zhang⁴, Greg Moran⁵, Kerrie Proulx³, Tina Malti⁶, Marie-Claude Martin³, Stephen Lye³, Kofi Marfo¹

¹Institute for Human Development, Aga Khan University, Kenya,

²Neuroassessment Group, KEMRI/Wellcome Trust Research Programme, Centre for Geographic Medicine Research, Kenya,

³Alliance for Human Development, Lunenfeld-Tanenbaum Research Institute, Canada, ⁴Key Laboratory of Learning and Cognition, School of Psychology, Capital Normal University, China, ⁵Department of Psychology, Western University, Canada,

⁶Centre for Child Development, Mental Health and Policy, and Department of Psychology, University of Toronto, Canada

SY-093_02 **Ghanaian care provider's expectations for their children with autism spectrum disorders or intellectual disabilities**

Melissa Washington-Nortey¹, ZewelANJI Serpell²

¹King's College London, UK, ²Virginia Commonwealth University, USA

SY-093_03 **Inclusive education for children with developmental disabilities in Ethiopia: stakeholder views on benefits, disadvantages and priorities for action**

Elisa Genovesi¹, Olivia Burningham², Amanda Chen³, Winini Belay⁴, Ikram Ahmed⁴, Moges Ayele⁴, Fikirte Girma⁴, Liya Tesfaye Lakew⁵, Charlotte Hanlon¹, Rosa A. Hoekstra¹

¹King's College London, UK, ²London School of Economics and Political Science, UK, ³St Andrew's Mission School, Singapore, ⁴Addis Ababa University, Ethiopia, ⁵Nia Foundation Joy Center for Autism, Ethiopia

14:30-16:00

PAPER SYMPOSIUM SY-094

Young people's online behaviors inside and outside romantic relationships

Chair: Daphne van de Bongardt, Erasmus University Rotterdam, the Netherlands

Discussant: Geertjan Overbeek, University of Amsterdam, the Netherlands

Integrative Abstract

Growing up in an ever more digitalized world, a rapidly growing proportion of adolescents and young adults are using online dating apps for dating, having sex, or to interact with their romantic partner (Castro & Barrada, 2020; De Graaf et al., 2017; Tolman, & McClelland, 2011). Worldwide, many adolescents also use the technological possibilities of social media to exchange sexually explicit images, videos, or text messages ('sexting'), and often within established, committed relationships (Mori et al., 2020; Van Ouytsel et al., 2020). Hence, the phenomenon of 'intimate social media use' has become a trend and can be considered the new norm in adolescent dating and mating. This new norm creates unprecedented needs for relational and sexual health education (Morris & Rushwan, 2015; World Health Organization, 2018), and digital media literacy skills (Ehrenreich et al., 2021). To be effective, educational strategies need to match young people's lived experiences (Allen, 2001; Van de Bongardt et al., 2013). Yet, as science struggles to keep up with rapid technological changes, we know very little about exactly how, when, and why youth use social media in their intimate relationships, and what they need for healthy and positive intimate social media use. In this international symposium, three studies are presented to shed more light on contemporary young people's online sexual behaviors, both inside and outside of committed relationships. Presenting multi-method data from three countries, these studies highlight the normative, positive and risky aspects of these experiences.

Maria Helena Vieira da Silva

SY-094_01 Computer love? A dyadic longitudinal study of online behaviors in young couplesDaphne van de Bongardt¹¹*Erasmus University Rotterdam, the Netherlands***SY-094_02 Sexting in adolescent romantic relationships and daily negative and positive affect: a dyadic diary study**Thao Ha¹, Selena I. Quiroz¹, Dan McNeish¹¹*Arizona State University, USA***SY-094_03 Cyberdating violence in adolescent couples: interpretation of violence and relation with relationship quality**Carmen Viejo¹, María Sánchez-Zafra¹, Rosario Ortega-Ruiz¹¹*University of Cordoba, Spain*

14:30-16:00

PAPER SYMPOSIUM SY-095**Children's and adolescents' experiences of social class in family and school contexts****Chairs:** Laura Elenbaas, *Purdue University, USA*; Christia Spears Brown, *University of Kentucky, USA***Discussant:** Christia Spears Brown, *University of Kentucky, USA***Integrative Abstract**

As economic inequality continues to rise globally, youth experience social class locally through their social interactions in family, school, and other contexts. With a focus on diverse samples from three countries, each speaker will present novel empirical evidence of how social class shapes children's and adolescents' relationships with their parents and teachers, with implications for youths' social and academic wellbeing. Drawing on qualitative interviews with diverse parents in the U.K. and the U.S., Paper 1 identifies proactive, reactive, instrumental, and evasive strategies through which parents convey the meaning and implications of their family social class to their children and adolescents. Integrating two experimental studies, Paper 2 shows how teachers in Germany stereotype low-SES students as incompetent and punish their misbehavior in the classroom more harshly than that of high-SES students, with implications for youths' self-concept and academic performance. However, evaluating a bespoke intervention with low-SES early adolescents in the U.K., Paper 3 reveals that reducing teachers' negative stereotypes and improving teacher-student relationships increases school attendance, particularly for students with more experiences of bias at baseline. Integrating across papers, a discussant internationally known for their research on developing intergroup attitudes, social identities, and perceptions of social and economic inequalities will contextualize these contributions and identify cross-cutting questions for further study. Together, these papers explore how parents, teachers, and youth navigate interactions around social class, highlighting novel paths to greater equity in our unequal societies.

Glicinia Quartin

SY-095_01 **Communicating class: how and what socioeconomically diverse U.K. and U.S. parents communicate about social class with their children and adolescents**

Rashmita S. Mistry¹, Laura Elenbaas², Luke McGuire³, Amanda Ackerman⁴, Aqsa Farooq⁵, Lauren Kinnard¹, Ellen Kneeskern⁴, Fidelia Law⁶, Damilola Makanju³

¹University of California at Los Angeles, USA, ²Purdue University, USA, ³University of Exeter, UK, ⁴University of Rochester, USA, ⁵University of Amsterdam, the Netherlands, ⁶University of Bristol, UK

SY-095_02 **The role of SES for teachers' behavior regarding students**

Tina Bagus¹, Marie Kleffner², Hanna Beißert³

¹University of Würzburg, Germany, ²University of Mannheim, Germany, ³DIPF Leibniz Institute for Research and Information in Education, Germany

SY-095_03 **A tailored psychological intervention targeting teacher-student relationships and stereotype threat reduces the socioeconomic attendance gap by 60%**

Matthew J. Easterbrook¹, Ian R. Hadden¹

¹University of Sussex, UK

14:30-16:00

PAPER SYMPOSIUM SY-096**The role of control and warmth in Asian parenting: evidence for universality and cultural-specificity**

Chair: Hoi Shan Cheung, National Institute of Education, Nanyang Technological University, Singapore

Discussant: Florrie Fei-Yin Ng, Chinese University of Hong Kong, Hong Kong

Integrative Abstract

Although current evidence provides support for the commonality principle in parenting research, a sizeable body of literature has also demonstrated the cultural specificity of parenting practices in form (behavior) and function (meaning; Bornstein, 2012). Chao's (1994) seminal study on the concept of training among parents of Chinese descent provided evidence for such cultural specificity, where parenting characterized by a high level of control but low level of warmth/ responsiveness may not yield the same negative effect on children that is generally observed in Western societies. Indeed, parental control may be construed as positive guidance and enforcement of family rules among Asian parents (Leung & Shek, 2019); while warmth may be expressed differently with an emphasis on instrumental support rather than physical affection and praises (Cheah et al., 2015). To document evidence for commonality and specificity in Asian parenting, this symposium discusses findings on the role of parental control and warmth among three diverse Asian populations – Mainland China, Singapore, and US Chinese immigrants – involving children (preschool- and elementary school-aged) and adolescents. Longitudinal and mixed-methods designs are employed, and the roles of both mothers and fathers are examined. Overall, the findings underscore the protective and detrimental effects of different types of parental control, with parental warmth playing a central role in the interpretation of control in all cultures. This holds even as parental warmth may be construed differently by children. The symposium invites discussions on the importance of cultural context in parenting research, and how universality can be attained without uniformity.

Eugénio de Andrade

SY-096_01 A cross-lagged moderation examination of maternal psychological control and responsiveness on Chinese immigrant children's aggression

Yao Sun¹, Charissa S. L. Cheah¹, Craig H. Hart², Shuyan Sun¹, Bumo Zhang¹

¹University of Maryland, Baltimore County, USA, ²Brigham Young University, USA

SY-096_02 The role of maternal control and warmth in children's self-regulation and externalizing behavior in Singapore: a mixed-methods investigation

Hoi Shan Cheung¹, Jungup Lee², Jace Chia³, Jay Han³, Tzy Hyi Wah², Charlene S. L. Fu³, Charissa S. L. Cheah⁴, Rebecca P. Ang¹

¹National Institute of Education, Nanyang Technological University, Singapore, ²National University of Singapore, Singapore, ³Singapore Children's Society, Singapore, ⁴University of Maryland, Baltimore County, USA

SY-096_03 Gender revolutionaries or traditionalizers? Longitudinal associations between fathering and adolescent gender role beliefs in urban China

Xuan Li¹, Yannan Gao²

¹University of Copenhagen, Denmark; New York University Shanghai, China, ²New York University Shanghai, China

14:30-16:00

PAPER SYMPOSIUM SY-097

Adopting a learning through play approach to addressing social inequalities in behavioural science

Chair: Jamie Lachman, University of Oxford, UK

Integrative Abstract

This symposium presents three papers showcasing novel approaches to investigating the effectiveness of playful learning interventions. 1. "Please spend more time with us": Qualitative insights into caregiver-adolescent playful engagement in low-income households in South Africa," explores perceptions, practices and barriers to playful engagement in low-income households in South Africa. It positions play as a pivotal tool to foster meaningful interaction and development in adolescent-caregiver relationships. It explores the co-creation of contextually relevant, cost-effective home activities to be included in a digital parenting intervention. 2. "Pilot factorial trial to optimise a hybrid digital and in-person parenting intervention delivered within the Malaysian preschool system to improve early childhood learning outcomes and reduce social disparities," presents findings from a feasibility study conducted in collaboration with the Universiti Putra Malaysia and two government ministries. The trial explored program acceptability for key stakeholders, parents' program engagement, the relative effectiveness of different versions of the intervention, and important determinants of program scalability. 3. "Playtime with Books: Transforming an effective early educational intervention for virtual delivery," examines the development, feasibility and optimisation of an evidence-based book-sharing program for digital delivery. This programme, adapted from an effective in-person intervention designed in South Africa, aims to support language and cognitive development in young children. Using Rapid Cycle Design and Testing, the paper explores the value of collaborating with families and practitioners when adapting for optimisation.

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SY-097_01 **'Please spend more time with us': qualitative insights into caregiver-adolescent playful engagement in low-income households in South Africa**

Jonathan Klapwijk¹, Abigail Ornellas², Lucie Cluver¹, Jamie Lachman¹

¹University of Oxford, UK, ²University of Cape Town, South Africa

SY-097_02 **Pilot factorial feasibility study for a hybrid human-digital playful parenting programme delivered within the Malaysian preschool system**

Hal Cooper¹, Rumaya Juhari², Jamie Lachman¹, Frances Gardner¹

¹University of Oxford, UK, ²Universiti Putra Malaysia, Malaysia

SY-097_03 **Playtime with books: transforming an effective early educational intervention for virtual delivery**

Eloise Stevens¹, Paul Ramchandani¹, Christine O'Farrelly¹, Aiman Kamarudin¹

¹University of Cambridge, UK

14:30-16:00

PAPER SYMPOSIUM SY-098

How adolescents experience puberty in a diverse world

Chairs: Misaki Natsuaki, University of California, Riverside, USA; Karina Weichold, Friedrich Schiller University of Jena, Germany

Integrative Abstract

Puberty is a universal biological phenomenon that occurs irrespective of where one grows up. However, adolescents' subjective experiences of puberty are shaped by psychosocial contexts, creating a large variability in how adolescents experience this biological transformation. By applying this "puberty in context" perspective to quantitative and qualitative data from ethnically, racially, and culturally diverse samples of adolescents worldwide, this symposium seeks to illustrate the intricate dynamics of culture, ethnicity, race, and gender as adolescents navigate the pubertal transition. By doing so, we aim to highlight the importance of appreciating diversity in puberty research. The first paper (Weichold et al.) offers a global perspective by exploring adolescents' perceptions of puberty across 16 countries from Africa, America, Europe, and Asia. The second paper (Mahama et al.) reports findings from Kenya and Ghana to illustrate the importance of African sociocultural and meso-contextual influences in adolescents' pubertal experiences and body image appraisals. The third paper (Carter et al.) adopts a qualitative approach to data from the U.S. to examine the delicate navigation of gender and ethnic-racial identity development during the pubertal transitions for girls and their mothers. The final paper (Natsuaki et al.) uses data from a racially diverse sample from the U.S. to shed light on the social implications of pubertal synchrony and skin color. Together, the symposium will synthesize the uniqueness and universality of how adolescents around the world navigate the pubertal transition and advance knowledge and awareness about human diversity in this uniquely universal biological phenomenon.

SY-098_01 **The personal perceptions of puberty: insights from youth around the world**
 Karina Weichold¹, Sheriffa Mahama², Nora Fehmer¹
¹Friedrich Schiller University of Jena, Germany, ²University of Ghana, Ghana

SY-098_02 **Pubertal status and body image: an inquiry into experiences of adolescents in Ghana and Kenya**
 Sheriffa Mahama¹, Karina Weinhold², Nora Fehmer², Eunice N. Mvungu³, Misaki N. Natsuaki⁴
¹University of Ghana, Ghana, ²Friedrich Schiller University of Jena, Germany, ³Kenyatta University, Kenya, ⁴University of California, Riverside, USA

SY-098_03 **Exploring the intersections of ethnic-racial and gender identity during the pubertal transition in mother-daughter dyads**
 Rona Carter¹, Joonyoung Park¹, Jessica Pitts¹, Anushree Bhatia¹, Ha Bui¹
¹University of Michigan, USA

SY-098_04 **The social implications of pubertal synchrony among American adolescents**
 Misaki Natsuaki¹, Erick V. Perez¹, Tuppert M. Yates¹
¹University of California, Riverside, USA

14:30-16:30

POSTER SYMPOSIUM PS-03**Local resources to support positive development in low-and middle-income countries**

Chair: Julie Ann Robinson, College of Education, Psychology and Social Work, Flinders University, Australia

Integrative Abstract

Today, deficit perspectives on developmental contexts and practices in low- and middle-income countries are rarely made explicit. However, they continue to permeate many cross-cultural research programs and international development projects that import ways of parenting and educating children and young people that are practiced in high-income countries. Such a perspective fails to recognise the alternative sources of cognitive stimulation, socialization, and ways of developing livelihood skills that are indigenous to these countries and might be leveraged to improve outcomes for individuals and communities. This symposium focuses on two low-middle-income countries, Vietnam and Cameroon, to highlight locally available resources that support positive development at different life stages. Dinh will report on the long-term outcomes of the national preschool program in Vietnam. This program uses a curriculum and pedagogical practices that are informed by both traditional Confucian values and Vietnam's socialist politics. Valentine will then discuss parents' and teachers' attitudes towards the use of traditional folktales as a learning resource in primary schools in the Nso kingdom in North-West Cameroon. Aki will report on the potential that the informal apprenticeships that spontaneously emerge in many communities hold for addressing the undersupply of formal vocational training opportunities for unemployed youth. Her presentation draws on data from South-West Cameroon. Finally, Tchombe will outline an Afrocentric perspective on parenting practices. The Mediated Mutual Reciprocity theory can be applied across a range of child ages and the reciprocal processes it emphasizes also contribute to development among parents.

PS-03_01 Attendance at Vietnam's national preschool program is associated with long-lasting positive outcomes in cognitive development and life satisfaction

Puong Thi Thu Dinh¹, Julie Ann Robinson²

¹College of Education, Hue University, Vietnam; Kinder in Wien, Austria, ²College of Education, Psychology and Social Work, Flinders University, Australia

PS-03_02 Folktales as indigenous pedagogic tools and development of cognitive skills among school children in Nso Cameroon

Lilian F. Wiyahnyuy¹, Ngalim Banfegha Valentine²

¹Department of Guidance and Counselling, Higher Teacher Training College, The University of Bamenda, Cameroon, ²Department of Philosophy, Higher Teacher Training College, The University of Bamenda, Cameroon

PS-03_03 Informal apprenticeships as a resource for developing sustainable livelihood skills among unemployed youths: evidence from Cameroon, Central Africa

Ijang Bih Ngyah-Etchutambe¹, Etta Mercy Aki¹, Suzan Ebai Mbi¹, Ndang Gilbert Farinkia¹

¹University of Buea, Cameroon

PS-03_04 Community as a key resource for improving learning in rural schools: lived experiences and perceptions of Ugandan children

Richard Balikoowa¹

¹Makerere University, Uganda

16:30-18:00

INVITED SYMPOSIUM IS-6

ISSBD's Role in Developmental Science: Symposium from Past Presidents

Anne C. Petersen, University of Michigan, USA; Rainer K. Silbereisen, University of Jena, Germany; Lea Pulkkinen, University of Jyväskylä, Finland; Kenneth H. Rubin, University of Maryland, USA; Wolfgang Schneider, University of Würzburg, Germany; Xinyin Chen, University of Jena, Germany; Toni Antonucci, University of Michigan, USA; Tina Malti, Leipzig University, Germany

This invited symposium with past Presidents will involve each participant discussing some way ISSBD has played a role in the emergence of developmental science. We believe that there are many ways ISSBD has impacted research on human development. It has progressively expanded to more of the world, from the initial expansion from Western Europe and the US to Eastern Europe, and then “going global” with regional workshops in Africa, South America, and Asia, now achieving membership from over 70 countries across six continents. Also ISSBD was established to be multidisciplinary and has become increasingly so, embracing education, psychology, sociology, anthropology, among other fields. Finally, a major emphasis from the outset has been on applied research, especially implications for policy and programs. Intervention research has long been a major feature, including programs for education, social programs, as well as programs for special age groups such as children, youth, and the elderly. Longitudinal research designs have been a hallmark with variations such as cohort-sequential designs and more elaborate multi-level, multi-time, and multivariable designs. Behavior has been a central focus but increasingly social structures and cultural contexts have been a consistent feature of research. The session will focus on what difference we made on the field with our perspectives. How has multinational or multi-cultural research informed our knowledge of human development? All Past Presidents will participate. Each panelist will be asked to comment on a contribution they observed or stimulated during their tenure as an officer of ISSBD. Was influencing developmental science an explicit aim or was it simply an interest that had implications for the field? Which specific achievements were they able to implement in policy or practice? Was the emphasis continued? Were any special approaches (e.g., workshops, communique) useful in continuing the emphasis? Overall, which opportunities and/or obstacles occurred in changing the agenda to a broader understanding of development-in-context?

Pequeno Auditório

16:30-18:00

PAPER SYMPOSIUM SY-099**Advances in understanding the role of emotions in prosocial development****Chair:** [Sina Gibhardt](#), *Leipzig University, Germany***Integrative Abstract**

Prosocial emotions—emotions that are elicited in social contexts—act like a compass for navigating social relationships and are predictive of prosocial behavior (Bowles & Gintis, 2002; Malti & Dys, 2015; Vaish & Hepach, 2020). Thus, exploring the spectrum of prosocial emotions and how they relate to different types of prosocial behavior is crucial to understand their underlying role in prosocial development and to promote positive development in children. The four talks in this symposium will present new evidence on how prosocial emotions, both positively and negatively valenced, promote helping, sharing, and cooperating in early to middle childhood. The first talk examines the other-praising emotions of elevation and admiration and its distinct emotional characteristics and behavioral outcomes in 6.5- to 8.5-year-old children. Adopting new technologies to objectively measure children's emotion expressions, the second talk investigates how 3- to 10-year-old children's postural emotional expression changes dependent on the valence of the induced emotion and how this may affect children's sharing behavior. The third talk explores cultural differences in children's emotions in response to sympathy-inducing contexts in Canadian and Japanese 6-, 9-, and 12-year-old children, and cross-cultural links between sympathy and prosocial behavior. The final talk reports a longitudinal study examining how negative emotions and emotion regulation processes influence subsequent cooperative interaction. Representing international work and diverse experimental methodologies, this symposium highlights the importance of considering emotions as a key factor influencing prosocial behavior across early development.

SY-099_01**Observing prosociality versus talent: the emotional characteristics and behavioural outcomes of elevation and admiration in 6.5- to 8-year-old children**[Sina Gibhardt](#)¹, [Robert Hepach](#)², [Annette Henderson](#)³¹*Leipzig University, Germany*, ²*University of Oxford, UK*,³*University of Auckland, New Zealand***SY-099_02****Children's emotional responses to the harm of others: cross-cultural differences and associations with prosocial action**[Joanna Peplak](#)¹, [Mari Hasegawa](#)², [Tina Malti](#)³¹*Simon Fraser University, Canada*, ²*Tohoku University, Japan*,³*University of Toronto, Canada; University of Leipzig, Germany***SY-099_03****Social interaction spillover: the role of emotions and emotion regulation spillover on preschoolers' affiliative and antagonistic behaviours**[Annette M.E. Henderson](#)¹, [Harriet Thomas](#)¹, [Nickola Overall](#)¹, [Rachel Low](#)², [Valerie Chang](#)¹, [Kristina Wolsey](#)¹¹*University of Auckland, New Zealand*, ²*Victoria University Wellington, New Zealand***SY-099_04****Exploring the role of positive emotions underlying children's prosociality**[Marlene Foersterling](#)¹, [Robert Hepach](#)¹¹*University of Oxford, UK*

Almada Negreiros

16:30-18:00

PAPER SYMPOSIUM SY-100**Digital childhood: screen-based media use as related to executive functions and health behaviors**

Chair: Roma Jusienė, *Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania*

Discussant: Joana Rato, *Universidade Católica Portuguesa, Portugal*

Integrative Abstract

Recently digital technologies have become ubiquitous in lives of children, even the young ones. Although some benefits of age-appropriate and high-quality educative screen-based media use have been reported in previous studies, excessive and inappropriate screen time has been associated with negative behavioral and cognitive outcomes. The main researchers' concern is that screens reduce time spent for interactions with parents and peers, creative play, and physical activities, therefore, affecting early development of executive functions. Also, the widespread and extensive use of screen-based media is influencing everyday eating and sleeping behaviors, and therefore general health and psychological wellbeing in children. In proposed symposium findings from several studies aiming to analyze screen-based media use in the context of children's health-related behaviors, parenting practices and child's behavioral, cognitive, emotional and health outcomes, are presented and discussed. First, Soraia Cristo presents results of screen-based media use and health outcomes in comparative samples of Lithuanian and Portuguese preschoolers during the Covid-19 lockdown. The cultural differences of the parenting role are also in the scope of this presentation. Next, Rima Breidokienė presents on the impact of various health-related behaviors (screen time, sleep and physical activity) on executive functions in middle childhood. Finally, Roma Jusienė presents the results of two large sample studies revealing the significant interactions of children's screen use during meals, overweight and emotional and behavioral problems, and together with Joana Rato proceed with a discussion on parenting role for healthy development in digital childhood.

SY-100_01**Children's screen time, health, emotional wellbeing and parental practices in Portuguese and Lithuanian preschoolers during Covid-19 lockdown**

Soraia Cristo¹, Inês Peceguina², Lauryna Rakickienė³, Roma Jusienė³, Joana Rato⁴

¹*Faculty of Health Sciences and Nursing, Universidade Católica Portuguesa, Portugal*, ²*Associação Movimento Educação Livre (MEL), Portugal*, ³*Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania*, ⁴*Center for Interdisciplinary Research in Health, Universidade Católica Portuguesa, Portugal*

SY-100_02**Screen-based media use, health-related behaviors and executive functions in middle childhood**

Rima Breidokienė¹, Roma Jusienė¹, Edita Baukienė¹

¹*Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania*

SY-100_03**Screen use during meals as the risk for overweight in preschoolers: the role of behavioral and emotional problems**

Roma Jusienė¹, Rima Breidokienė², Lauryna Rakickienė², Vaidotas Urbonas³

¹*Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania*, ²*Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania*, ³*Clinic of Children's Diseases, Institute of Clinical Medicine, Faculty of Medicine, Vilnius University, Lithuania*

Luís de Freitas Branco

16:30-18:00

PAPER SYMPOSIUM SY-101**Exploring socioemotional competence in the family: the role of emotion socialization****Chair:** Julianna Rose Calabrese, *The Ohio State University, USA***Integrative Abstract**

Over the past two decades, our understanding of children's socioemotional competence has been shaped by seminal research on family-level emotion processes, particularly emotion-related socialization behaviors (ERSBs), defined as parental reactions to child emotion, such as dismissing, emotion coaching, and modelling good emotion regulation. We present four studies based in emotion socialization theory that highlight relations between ERSBs and child socioemotional competence. The symposium opens with Calabrese and Schoppe-Sullivan's study on parent and child emotion regulation in U.S. families with middle childhood-aged children, exhibiting the role of parental cognitive reappraisal in both adaptive ERSBs and child emotion regulation during a disappointment paradigm. In a multinational sample of families with children aged 4 to 14 years, Achilles et al. report that child emotion regulation mediated relations between parental ERSBs, specifically emotion coaching and dismissing, and child internalizing and externalizing symptoms. Campbell et al. highlight diverse parental factors that contribute to maladaptive ERSBs. Maladaptive emotion beliefs, decreased reactivity to positive emotion, and burnout were predictive of less adaptive ERSBs in Australian parents with preschool-aged children. Finally, the symposium closes with a cross-cultural study by Teo et al., examining differences in ERSBs and parenting style between Chinese migrant and non-migrant families in Australia with children aged 4 to 12 years. Overall, the papers in this symposium build upon emotion socialization theory and illustrate how ERSBs interplay with parent gender, mental health, and ecological factors to impact child socioemotional competence.

SY-101_01**When gifts disappoint: unwrapping the effect of parent emotion socialization on child emotion regulation and social competence**Julianna Rose Calabrese¹, Sarah Schoppe-Sullivan¹¹*The Ohio State University, USA***SY-101_02****Associations between parents' emotion-related practices and later child internalizing and externalizing problems via children's emotion regulation**Melinda R. Achilles¹, Gabriella L. King², Christiane E. Kehoe³, Sophie S. Havighurst³, Elizabeth M. Westrupp⁴¹*School of Psychology, Deakin University, Australia; Black Dog Institute, Prince of Wales Hospital, Australia*, ²*School of Psychology, Deakin University, Australia; Centre for Social and Early Emotional Development, Deakin University, Australia*, ³*Mindful, Department of Psychiatry, The University of Melbourne, Australia*, ⁴*School of Psychology, Deakin University, Australia; Centre for Social and Early Emotional Development, Deakin University, Australia; Judith Lumley Centre, La Trobe University, Australia***SY-101_03****Maladaptive beliefs and upregulating positive feelings: key targets to enhance how parents socialise children to emotions and regulation**Shawna Campbell^{1,2,3}, Kathy Ryan^{2,3}, Melanie Zimmer-Gembeck^{2,3,4}, Matt McKenzie², Tanya Hawes^{2,3}, Kellie Swan^{2,3}, Melissa Wotton^{2,3}¹*Institute Faculty of Science and Design, Bond University, Australia*, ²*School of Applied Psychology, Griffith University, Australia*, ³*Family Interaction Program, Griffith University, Australia*, ⁴*Centre for Mental Health, Griffith University, Australia***SY-101_04****Longitudinal associations between Chinese migration status and parent emotion socialization beliefs and practices in Australian families**Henry Teo^{1,2}, Lata Satyen^{1,2}, Anna Klas¹, Gabriella L. King^{1,2}, Elizabeth M. Westrupp^{1,2,3}¹*School of Psychology, Deakin University, Australia*, ²*Centre for Social and Early Emotional Development, Deakin University, Australia*, ³*Judith Lumley Centre, La Trobe University, Australia*

Fernando Pessoa

16:30-18:00

PAPER SYMPOSIUM SY-102

Kindness for self and others across development: a multi-cultural, multi-method perspective on associations with health

Chair: Reout Arbel, *The University of Haifa, Israel*

Integrative Abstract

Kind and compassionate relationships with self and close others are central for mental and physical health throughout the life span (Robles, 2021). However, individual and cultural differences in these relationships have been understudied, as have their underlying mechanisms across development. This symposium investigates inter- and intra-individual variability in kind and compassionate relationships with self and others within the family context and the association with health over the life course. We explore these relationships across cultures, from toddlerhood to late adulthood, using a multi-method approach, with a focus on clinical implications. Starting in toddlerhood, our first study co-designed a model of care for a new parenting app, Daily Growth, aiming to embody kindness and connection to self, others, and the Earth, to support emotion regulation and prevent mental health problems in Australian children 2-4 years. Progressing to adolescence, our second study adopted a within-person longitudinal design to explore prospective associations between Canadian pairs of mothers and daughters' self-compassion and their physical health during the COVID-19 pandemic. Moving beyond illustration, our third study examined the emotion-socialization practices used by parents in two cultures – Italian and Colombian– to support their school-age children. Taking a life span perspective, the fourth study typified subgroups of older adult couples based on their early life and current perceived support and strain in close relationships and their associations with health in two large representative American samples.

SY-102_01

The role of self-compassion in physical health: a prospective longitudinal study of mothers and daughters

Danielle S. Molnar¹, Melissa Blackburn¹, Hanna Puffer¹, Dawn Zinga¹

¹*Brock University, Canada*

SY-102_02

Co-designing a model of care for a new emotion-focused community-based parenting app to prevent child mental health problems

Elizabeth Westrupp¹, Kelsie Bufton¹, Melody Popple¹, Sara Jones², Jem Stone², Justine Tarrant², Tomer Berkowitz¹, Sophie Havighurst³, Christiane Kehoe³, Melissa O'Shea¹, Subhadra Evans¹, Matthew Fuller-Tyszkiewicz¹, Maria Bates¹

¹*Deakin University, USA*, ²*Wayapa Wuurrk (Connect to Earth), Australia*, ³*University of Melbourne, Australia*

SY-102_03

Assessing parental emotion socialization and child adjustment across countries

Chiara Riccioni¹, Laura Di Giunta¹, Clementina Comitale¹, Giulia Gliozzo¹, Carolina Lunetti², Liliana Maria Uribe Tirado³, Maryoris Zapata Zabala³

¹*Sapienza University of Rome, Italy*, ²*Guglielmo Marconi University, Italy*, ³*Universidad San Buenaventura, Colombia*

SY-102_04

Longitudinal perspective on support and strain in older adulthood and links to health

Reout Arbel¹, Dikla Segel-Karpas¹

¹*The University of Haifa, Israel*

Sophia de Mello Breyner Andresen

16:30-18:00

PAPER SYMPOSIUM SY-103**Peer victimization and psychological adjustment: zooming in and zooming out****Chair:** Lydia Laninga-Wijnen, *University of Turku, Finland***Integrative Abstract**

The four longitudinal studies in this symposium use data from Finland, the Netherlands and Italy to examine the link between victimization and psychological adjustment by either zooming in on daily dynamics or zooming out on moderating classroom- or even community-level factors. The first ecological momentary assessment study examined how a history of peer victimization may shape within-person associations between daily stressful events, emotion regulation, and negative affect. Participants with higher victimization reported increased daily negative affect and experienced daily life as more stressful, but these stress appraisals predicted within-person increases in negative affect irrespectively of adolescents' history of victimization. The second daily diary study demonstrates that on days that adolescents are victimized, being defended in bully-oriented ways buffers against mood problems whereas being defended in victim-oriented ways poses a risk for more mood problems. The third study puts to the test a vulnerability-by-context model for peer victimization by investigating the moderating effects of classroom-level anxiety and depression on the prospective effects of anxiety and depression at the beginning of the school year on victimization 4 months later, detecting no role of classroom-level anxiety and depression. The final study examines whether different social capital-related resources, measured at various levels (i.e., individual, school and community), may buffer against emotional symptoms in occasional and systematic victims of ethnic bullying.

SY-103_01**How does peer victimization affect adolescents' daily life experiences?**Matteo Giletta¹, Gillian Debra¹, Elisabeth Schreuders², Noemi Schuurmans³, Nathalie Michels¹¹*Ghent University, Belgium*, ²*Leiden University, the Netherlands*, ³*Utrecht University, the Netherlands***SY-103_02****Feeling better now?! The role of being defended in the daily mood of victims of bullying**Lydia Laninga-Wijnen¹, Loes Pouwels², Matteo Giletta³, Christina Salmivalli¹¹*University of Turku, Finland*, ²*Radboud University, the Netherlands*, ³*Ghent University, Belgium***SY-103_03****Does the classroom context moderate the prospective effects of internalizing problems on peer victimization? Testing a vulnerability-by-context model**Claire F. Garandeau¹, Sarah T. Malamut¹, Lydia Laninga-Wijnen¹, Christina Salmivalli¹¹*University of Turku, Finland***SY-103_03****Unpacking social capital-related resources for ethnic victimization: a multilevel study**Serena Verbena¹, Maria Francesca Morabito¹, Valentina Tocchioni¹, Benedetta E. Palladino¹¹*University of Florence, Italy*

Amália Rodrigues

16:30-18:00

PAPER SYMPOSIUM SY-104

Addressing cultural diversity practices in primary to higher education: associations with relational and academic outcomes

Chair: [Savaş Karataş](#), *Martin Luther University Halle-Wittenberg, Germany*; [Francesca Ialuna](#), *University of Duisburg-Essen, Germany*

Discussant: [Gülseli Baysu](#), *Queen's University Belfast, UK*

Integrative Abstract

Educational environments are witnessing growing cultural and ethnic diversity (OECD, 2019). The extent to which diversity is valued, ignored, or rejected in educational settings holds important implications in terms of relational experiences and academic outcomes (Celeste et al., 2019; Phalet & Baysu, 2020). The present symposium presents crucial insights into how handling of ethnic-cultural diversity in different educational settings (i.e., elementary school, high school, university) is associated with relational and academic outcomes of ethnic minority and majority students. First, utilizing multi-informant teachers' and students' data gathered from primary schools, Ialuna et al. explore the link between teachers' culturally responsive teaching self-efficacy, students' school belongingness, and both teachers' and students' perceptions of the teacher-student relationship. Next, Karataş et al. examine the longitudinal associations between distinct facets of cultural pluralism climate and outgroup orientation among high school students. Finally, in their mixed-methods study, Vietze et al. investigate the extent to which diversity-related elements of the curriculum (i.e., learning goals, content integration) are associated with university students' individual academic performance over an academic year. Altogether, this symposium combines studies employing distinct yet complementary methodological approaches to enhance our understanding of creating more equitable educational settings that foster harmonious relations and academic success. These findings can advance our understanding of how to effectively engage with ethnic and cultural diversity in order to facilitate the thriving of all youth together.

SY-104_01

Culturally responsive teaching, teacher-student relationship and school belongingness: a multi-informant study in ethnically diverse classrooms

[Francesca Ialuna](#)¹, [Sauro Civitillo](#)², [Philipp Jugert](#)¹

¹*University of Duisburg-Essen, Germany*, ²*Utrecht University, the Netherlands*

SY-104_02

Exploring cultural pluralism climate in schools: dynamic interplay with outgroup orientation

[Savaş Karataş](#)¹, [Maja K. Schachner](#)¹, [Linda P. Juang](#)²

¹*Martin Luther University Halle-Wittenberg, Germany*, ²*University of Potsdam, Germany*

SY-104_03

The student-curriculum interplay: exploring diversity-related learning goals, content integration and higher education students' academic performance

[Jana Vietze](#)¹, [Joran Jongerling](#)², [Rinotha Senathirajah](#)³, [Regina Sutrisno](#)¹, [Marieke Meeuwisse](#)¹

¹*Erasmus University Rotterdam*, ²*Tilburg University, the Netherlands*, ³*Avans University of Applied Sciences, the Netherlands*

Lopes-Graça

16:30-18:00

PAPER SYMPOSIUM SY-105**Emotion socialization in different contexts: from basic research to parenting interventions****Chair:** Lynn Fainsilber Katz, *University of Washington, USA***Integrative Abstract**

In the last three decades, basic research on parenting has begun to recognize the important socialization role that parents play in helping children learn to express and manage their emotions. Emotion socialization refers to the processes by which parents support children in attaining emotional competence. Since supportive emotion socialization practices predict a range of positive developmental outcomes for children, more recent efforts have focused on developing parenting interventions that incorporate emotion socialization principles for both community and at-risk populations. Only recently has the role of context been considered in both basic research and parenting interventions on emotion socialization. The current symposium examines several new efforts to consider the importance of context in studies of emotion socialization. Studies in this symposium examine emotion socialization in different stressful contexts including families experiencing domestic violence, families of children diagnosed with cancer, and military families, and with diverse parent populations (fathers and mothers). Different contexts for intervention delivery are also examined, including face-to-face group and individual delivery, facilitator-delivered individual online methods and self-directed online delivery. Studies in this symposium also use multi-source/multi-method assessments of parenting and child outcomes, including self-report and observational methodologies. Authors reflect the international focus of ISSBD and study participants span three continents. This exciting body of research reflects a new generation of emotion socialization research that has important applications to supporting families in a variety of contexts.

SY-105_01**Comparing links between emotion socialization strategies and psychopathology in children with cancer and children exposed to domestic violence**Sameen Boparai¹, Cara Guthrie¹, Lynn Fainsilber Katz¹¹*University of Washington, USA***SY-105_02****Intervention effects of a parenting program on parental emotion socialization in military families – a comparative effectiveness study**Abigail Gewirtz¹, Qiyue Cai¹¹*Arizona State University, USA***SY-105_03****Supporting child behavior development: the first RCT with the emotion-focused Tuning In To Kids parenting program as a webinar in Switzerland**Susan C. A. Burkhardt¹, Susan C. A. Burkhardt¹, Patrizia Roosli¹, Xenia Muller¹¹*University of Teacher Education in Special Needs (HfH), Switzerland***SY-105_04****Dads Tuning In To Kids: preliminary findings from a dissemination trial**Sophie S. Havighurst¹, Nikki Boswell¹, Deborah Kane¹, Christiane Kehoe¹¹*University of Melbourne, Australia*

Maria Helena Vieira da Silva

16:30-18:00

PAPER SYMPOSIUM SY-106

Fathers here and there: looking at fathering in diverse socio-cultural contexts

Chair: Lígia Monteiro, *Iscte-Instituto Universitário de Lisboa, Cis-lul, Portugal*; Magaly Noblega, *Pontifical Catholic University of Peru, Peru*

Integrative Abstract

Although today fathers are more involved in their children's lives (Cabrera et al., 2018), worldwide there is still a general expectation that family and care is a women's work, and economically providing for the family is a men's role (Promundo, 2019). Variability regarding fathers' roles, how they perceive themselves, how involved they are in their children's daily lives, the quality of their behaviors and interactions within the family, as well as their impact on child development has received increased attention from researchers during the last decades (Cabrera et al., 2018). Nonetheless, most data on fathers originates from North American and European samples (Diniz et al., 2021), overlooking that parenting and fathering are imbedded in the sociocultural context where they enfold. So, the proposed symposium aims to contribute to this discussion by including samples from different socio-cultural contexts in southern Europe (Portugal) and Latin America (Chile and Peru), focusing on fathers and their involvement in their children's lives, considering multiple potential influences at the individual, family and contextual levels, framed overall by Cabrera et al. (2014) propose model of the ecology of father-child relationships. The first study, from Chile, aims to analyze father involvement across different dimensions (from care to play) looking at potential sociodemographic predictors. The second, from Peru, focus on father's own rearing history and work-family conflict as predictors of father involvement, namely, engagement with their children. The last study aims to identify father's engagement profiles and characterize them regarding the quality of fathers parenting practices and coparenting relationships.

SY-106_01

Sociodemographic predictors of paternal involvement in a Chilean sample

Rodrigo Cárcamo¹, Jessica Vidal²

¹*Universidad San Sebastián, Chile*, ²*Universidad del Desarrollo, Chile*

SY-106_02

Father's engagement in a Peruvian sample. Associations with father's own rearing history and family/work conflict

Magaly Nóblega¹, Marisut Guimet¹, Francesco Marinelli¹, Andrea Ugarte¹

¹*Pontifical Catholic University of Peru, Peru*

SY-106_03

Profiles of father's engagement in a sample of Portuguese families: quality of parenting practices and coparenting relationships

Lígia Monteiro¹, Carolina Santos¹, Madalena Ramos²

¹*Universidad San Sebastián, Chile*, ²*Universidad del Desarrollo, Chile*

Glicinia Quartin

16:30-18:00

PAPER SYMPOSIUM SY-107

Young people's perspectives on their current and future financial well-being: insights from the U.S., Finland, and Romania

Chair: [Aprile Benner](#), *University of Texas at Austin, USA*

Discussant: [Matthew Easterbrook](#), *University of Sussex, UK*

Integrative Abstract

Adolescence and young adulthood are critical times in the life course wherein individuals must navigate numerous life course transitions as they gain independence and begin to adopt adult roles and responsibilities (Benner et al., 2021). This growing independence, however, is impacted by young people's financial status and stability. This symposium brings together three studies investigating adolescents' and young adults' perspectives on their current and future financial well-being. The studies included span the U.S., Finland, and Romania, and they examine the precursors of perceptions of financial well-being (e.g., societal agency) as well as the consequences of these perceptions for mental and physical health and financial and general well-being. More specifically, Study 1 used daily diary data from adolescents in the southern U.S. to disentangle how perceived financial needs versus financial wants impact adolescents' sleep and psychological well-being. Study 2 used cohort data from Finland from 1997 to 2020 to examine how societal agency relates to young people's financial situations and their perspectives on their future prospects in relation to expected work and income levels. Finally, Study 3 used a sample of 360 American college students and 100 Romanian college students and employed a mixed methodology to explore predictors of emerging adults' financial behaviors and financial and general well-being, revealing unique variation cross-culturally. The Discussant will highlight the cross-cutting themes and key areas for future inquiry.

SY-107_01

Unmet financial needs versus wants, social isolation, and U.S. adolescents' daily mood and sleep

[Aprile Benner](#)¹, [Rashmita Mistry](#)², [Mei-ki Chan](#)³

¹*University of Texas at Austin, USA*, ²*UCLA, USA*, ³*Utah State University, USA*

SY-107_02

Increasing societal agency of young people in Finland

[Marilla Kortessalmi](#)¹, [Mette Ranta](#)²

¹*Laurea University of Applied Sciences, Finland*, ²*University of Helsinki, Finland*

SY-107_03

Parents' financial support of their children during college: cultural differences in expectations and consequences for emerging adults' well-being

[Mihaela Friedlmeier](#)¹, [Lavinia E. Damian](#)², [Oana Negru-Subtirica](#)²

¹*Grand Valley State University, USA*, ²*Babes-Bolyai University, Romania*

Eugénio de Andrade

16:30-18:00

PAPER SYMPOSIUM SY-108

Home-based screen exposure: associations with development and well-being indicators among infants and adolescents in Canada, Cuba, and Kenya

Chairs: Gilson Schwartz, *University of São Paulo, Brazil*; Benoit Gauthier, *University of Montreal, Canada*

Integrative Abstract

Multiple types of portable screen devices invaded households all over the world in the last decade. The resulting rapid increase in screen exposure among children and adolescents has raised concerns about its impact in childhood. Parents, practitioners, researchers and policy makers have questioned whether exposure could harm cognitive, emotional, affective, and physical development. This international symposium panel aims to highlight research about the links between exposure to screens in home environments and different facets of development and well-being of children/adolescents in North America, Central America and Africa. In Nova Scotia (Canada), a first study focuses on the bidirectional relationships that may exist over time between tablet use at a young age and impaired emotional regulation. A second study, with families and toddlers of Kakamega County (Kenya), examines links between home media environments, sleep sufficiency, and early childhood development. A third study investigates whether different types of screen exposure in early adolescence prospectively predict well-being indicators by the end of high school, among boys and girls from Quebec (Canada). Finally, a descriptive study with parents and 4-year-old children in Cienfuegos (Cuba), examines using screens as a means to stimulate preschool counting skills in the family environment. Passive stimulation, like television and cellphones, are compared with more active parent-child interactions. This symposium informs global policy initiatives.

SY-108_01

Preschooler tablet use and later emotional regulation: preliminary evidence of a vicious circle

Caroline Fitzpatrick¹, Pedro Mario Pan Neto², Elizabeth Harvey³, Gabrielle Garon-Carrier¹

¹*University of Sherbrooke, Canada*, ²*Universidade Federal de São Paulo, Brazil*, ³*Université Sainte-Anne, Canada*

SY-108_02

Influence of home media environment and sleep sufficiency on childhood development: a study of toddlers and preschoolers in Kakamega County, Kenya

Emmanuel E. Okenwa-Vincent¹, Rose Opiyo², Ijang Bih Nyah-Etchutambe³, Yaser Ramirez-Benitez⁴, Suzan Alabid⁵, Linda S. Pagani⁶

¹*Kaimosi Friends University, Kenya*, ²*Masinde Muliro University of Science and Technology, Kenya*, ³*University of Buea, Cameroon*, ⁴*Universidad de Cienfuegos, Cuba*, ⁵*Al Ain University, UAE*, ⁶*University of Montreal, Canada*

SY-108_03

What matters most about screen time in early adolescence: risks associated with types of screen exposure on well-being among Canadian teenagers

Benoit Gauthier¹, Linda S. Pagani², Gilson Schwartz³, Tracie Barnett⁴

¹*University of Montreal, Canada*, ²*University of Montreal, Canada*, ³*University of São Paulo, Brazil*, ⁴*McGill University, Canada*

SY-108_04

Home environment and counting skills in Cuban preschoolers: the role of screen time

Yaser Ramirez-Benitez¹, Emmanuel Okenwa-Vincent², Linda S. Pagani³

¹*Universidad de Cienfuegos, Cuba*, ²*Kaimosi Friends University, Kenya*, ³*University of Montreal, Canada*

Vianna da Motta

16:30-18:00

PAPER SYMPOSIUM SY-109**On the development of child and adolescent self-control in the Chinese context****Chair:** Jian-Bin Li, *The Education University of Hong Kong, Hong Kong***Integrative Abstract**

Scholars and practitioners have been striving to facilitate the development of child and adolescent self-control, as good self-control in childhood and adolescence robustly predicts a wide range of positive life outcomes in adulthood (Moffitt et al., 2011). However, recent meta-analytic findings have shown that the overall effectiveness of the existing approaches to enhance self-control is around zero (Friese et al., 2017), thereby questioning to what extent self-control as a personality trait is changeable over time. To better understand this issue to inform practices, it is paramount to delve into the development of child and adolescent self-control in more depth, particularly among under-representative populations (e.g., Chinese) as studies have revealed significant cultural differences in self-control ability between people in the individualistic and collectivistic cultures (Li et al., 2018). With four papers, this symposium aims to add to the literature by examining the said topic among Chinese children and adolescents. In particular, using linear growth models, cross-lagged panel models (CLPM), and random-intercept CLPM, the papers in this symposium provide unique insights on how self-control develops in relation to parenting, mental health, life meaning, and aggression, all being common and important contextual factors in adolescents' everyday life. Altogether, this symposium not only sheds light on to what extent self-control is stable/changeable, but it also reveals the importance of ecological correlates in predicting self-control development and how self-control, once developed, sustains over time.

SY-109_01**Trajectories and predictors of Chinese American children's development of inhibitory self-control**Yao Sun¹¹*University of Maryland, Baltimore County, USA***SY-109_02****The longitudinal associations between stress and self-control in Chinese adolescents**Jianbin Li¹, Rui Zhang²¹*The Education University of Hong Kong, Hong Kong*, ²*The University of Hong Kong, Hong Kong***SY-109_03****The reciprocal relations between self-control and meaning in life among Chinese university students**Jun Wei¹, Cong Yi¹¹*Institute of Education, Tsinghua University, China*

Foyer 3

16:30-17:15

POSTER SYMPOSIUM PS-04

Transitions to young adulthood in diverse cultures: qualitative studies in the Philippines, Sweden, Colombia, and Thailand

Chair: Liane Peña Alampay, *Ateneo de Manila University, Philippines*

Integrative Abstract

Developmental theories posit that young adults are expected to grow in autonomy, consolidate their identities, and shift their relationships and roles in the family in this period of life. These processes have largely been examined in Western societies and much remains to be understood about the transition to adulthood as shaped by diverse cultural contexts and historical events. This symposium aims to illuminate various aspects in the experiences and perspectives of young adults, along with their mothers and fathers, in four cultures and during the particular time of the Covid-19 pandemic. The first paper describes emergent identities of Filipino youth in their early 20s as they lived through the pandemic in the Philippines, where the lockdowns and school closures were among the longest in the world. The second paper examines perceptions of autonomy and how this is negotiated with parents from the perspectives of Swedish young adults, majority of whom begin to live apart from their families in their 20s. Related to this, family decision-making processes, roles, and levels of agreement are examined among youth and their mothers and fathers in Colombia. The fourth paper focuses on perceptions of adulthood, and whether the child is considered an adult, among young adults, mothers, and fathers in Thailand. The rich perspectives gleaned from the qualitative approaches in these papers deepen our understanding of the complex processes of becoming an adult in diverse contexts and in the present sociohistorical time.

PS-04_01

Emerging identities of Filipino young adults in the Covid-19 pandemic

Marenel C. Vargas¹, Liane Peña Alampay¹
¹*Ateneo de Manila University, Philippines*

PS-04_02

Young adults and their parents in Sweden: how autonomy is negotiated

Sevtap Gurdal¹, Emma Sorbring¹
¹*University West, Sweden*

PS-04_04

Is the child an adult? The different perspectives of mothers, fathers and young adults in Thailand

Saengduean Yotanyamaneewong¹, Daranee Junla¹
¹*Chiang Mai University, Thailand*

Foyer 3

17:15-18:00

POSTER SYMPOSIUM PS-05**Parent's report of early attachment: the internal and external validity of a questionnaire**

Chair: Marc Noom, *University of Amsterdam, Dept. of Child Development and Education, the Netherlands*

Integrative Abstract

The quality of the attachment relationship between children and their caregivers in early childhood has often been measured by family observations or parental interviews. Questionnaires have the advantage to be rather straightforward, practical, and economical instruments. Observational measures and interviews are rather time consuming or require extensive training. Both clinicians and researchers have expressed the need for a straightforward, practical attachment relationship instrument, and a questionnaire might be able to fulfill this need. Therefore the Attachment Relationship Inventory-Caregiver Perception 2-5 years (ARI-CP 2-5) was developed to measure parents' perception of their children's attachment. The ARI-CP 2-5 is a questionnaire containing 48 statements about the parent-child attachment relationship which can be evaluated on a 5-point Likert scale (1 = does not apply, 5 = fully applies). An example of such a statement is "My child and I like to cuddle each other". There are four subscales, as revealed by a confirmatory factor analysis: secure (13 statements), avoidant (11 statements), ambivalent (11 statements) and disorganized (13 statements) attachment. The ARI-CP 2-5 has been translated in English, Spanish, German and Italian. In this symposium the psychometric characteristics of these translated versions of the questionnaire will be presented. Furthermore, correlations with other related concepts will be presented. And finally, the first experiences with the ARI-CP 2-5 to measure the outcome of attachment related interventions will be presented. In this symposium we will discuss the internal and external validity of this instrument. Can attachment be measured with a questionnaire?

PS-05_01**The validation of the German Attachment Relationship Inventory – Caregiver Perception (2-5) among preschool-aged Swiss children**

Süheyla Seker¹, Cyril Boonmann², Marc Schmid¹, Lena Jäggi³, Noortje Vriends⁴, Marc Noom⁵

¹*Department of Child and Adolescent Psychiatry Research, Psychiatric University Clinics, University of Basel, Switzerland,* ²*LUMC Curium—Department of Child and Adolescent Psychiatry, Leiden University Medical Center, the Netherlands,* ³*Department of Epidemiology and Public Health, Swiss Tropical and Public Health Institute, Swiss TPH, Switzerland,* ⁴*Educational Department, Switzerland,* ⁵*Department of Child Development and Education, University of Amsterdam, the Netherlands*

PS-05_02**Developing a culturally validated short form of the Attachment Relationship Inventory - Cp (ari-cp 2-5) for use in the Peruvian Andes**

Lena Jäggi¹, Kristen Hinckley², Milagros Alvarado Llatance², Dana Charles McCoy³, Günther Fink¹, Stella Hartinger Pena², Daniel Mäusezahl¹, Marc Noom⁴

¹*Department of Epidemiology and Public Health, Swiss Tropical and Public Health Institute, Switzerland; University of Basel, Switzerland,* ²*Department of Epidemiology and Public Health, Swiss Tropical and Public Health Institute, Switzerland; University of Basel, Switzerland; School of Public Health and Administration, Universidad Peruana Cayetano Heredia, Peru,* ³*Harvard Graduate School of Education, USA,* ⁴*Department of Child Development and Education, University of Amsterdam, the Netherlands*

PS-05_03**Attachment in early childhood: a preliminary study on the Italian version of the Attachment Relationship Inventory-Caregiver Perception 2-5 years**

Antonia Lonigro¹, Cristina Colonnesi², Susanna Pallini¹

¹*Department of Education, Roma Tre University, Italy,* ²*Research Institute of Child Development and Education, University of Amsterdam, the Netherlands*

Grande Auditório

Pequeno Auditório

08:30-10:00

KEYNOTE LECTURE 6**Scaling up mental health services for adolescents in Sub-Saharan Africa: recent advances***Amina Abubakar, Aga Khan University, Kenya*

It has been estimated that globally, one in seven adolescents lives with a mental health problem, which accounts for 13% of the total burden of diseases (WHO, 2021). Mental health problems are associated with significant psychosocial, economic, and physical burdens to the affected adolescents, their caregivers, and host communities. Adolescents in sub-Saharan Africa present with a high burden of mental health problems due to various risk factors. Despite this high burden, traditionally, mental health needs have remained mainly unattended. Consequently, there has been a shortage of services to address the mental health problems of adolescents in SSA. This talk will highlight recent efforts to evaluate and scale up different mental health interventions in SSA. Furthermore, I will discuss future opportunities to address these needs, including leveraging technology, working with community-based organisations and intensifying capacity-building efforts to increase the number of professions.

08:30-10:00

PAPER SYMPOSIUM SY-110**Differential susceptibility and attachment: creating bridges towards a more comprehensive understanding of child development***Chair: Francesca Lionetti, G. d'Annunzio University of Chieti Pescara, Italy**Discussant: Marian Bakermans-Kranenburg, Ispa-Instituto Universitário, Portugal***Integrative Abstract**

Differential susceptibility theory (Belsky et al., 2007; Belsky & Pluess, 2009) has substantially altered our understanding of how inborn, temperament-related individual differences affect children's development. In contrast to the traditional focus on difficult temperament as a vulnerability factor, we now understand better that differences in temperament reflect differences in sensitivity to the environment, for better and for worse. Yet, research also showed the interplay between children's differential susceptibility and environmental factors becomes more complicated as children grow older (Slagt et al., 2018). To expand this line of research, we present a series of contributions in children and adolescences across countries and research contexts that considered as environment the quality of attachment relationships. The first contribution delves into the role of self-reported security in attachment relationships and its interaction with child-reported sensory processing sensitivity in Italian primary school children to understand children's coping with negative emotions. The second contribution focuses on Belgian pre-adolescents, investigating how internalized representations of secure base scripts interact with daily stressors and children's sensory processing sensitivity in predicting emotional adjustment over time. Lastly, the third contribution explores Greek adolescents, examining how interpersonal sensitivity interacts with the family environment in longitudinally predicting attachment anxiety and avoidance over time. Findings will contribute to address the gap in joint exploration of individual differences in sensitivity and attachment in relation to child.

Almada Negreiros**SY-110_01 The role of attachment and sensory processing sensitivity in the development of emotion regulation and prosocial behaviour in primary school children**Elena Nava¹¹*University of Milan Bicocca, Italy***SY-110_02 Secure attachment for better and worse? Predicting sensitive children's depressive symptoms development**Guy Bosmans¹, Francesca Lionetti², Melisse Houbrechts¹, Sofie Weyn³, Wim Van den Noortgate¹, Karla Van Leeuwen¹, Patricia Bijttebier¹, Luc Goossens¹¹*KU Leuven, Belgium*, ²*G. d'Annunzio University of Chieti - Pescara, Italy*, ³*Universitat Bern, Switzerland***SY-110_03 Family functioning and romantic attachment during adolescence: bidirectional associations and moderation by interpersonal sensitivity**Stefanos Mastrotheodoros¹¹*Department of Psychology, University of Crete, Greece; Department of Youth and Family, Utrecht University, the Netherlands*

08:30-10:00

PAPER SYMPOSIUM SY-111**Longitudinal examinations of victimization: the role of parents, peers, teachers and school transitions****Chair:** Tessa Lansux, *Radboud University Nijmegen, the Netherlands***Integrative Abstract**

Bullying in school is a major problem with devastating consequences for victims (Olweus & Breivik, 2014). Victimization is a complex process, with factors at multiple levels and residing with multiple agents involved in the dynamic, affecting the process. The papers in this symposium all provide insight into longitudinal processes related to victimization by looking into a diverse set of factors. The role of parents, peers, teachers and school transitions are examined. The first paper examines in a sample of twins the role of environmental and genetic factors in the relation between negative parenting behavior and children's risk for peer victimization. The second paper examines how classroom peers' implicit and explicit attitudes and behaviors toward victims are related to well-being and continuation of victimization over time. The third paper examines factors that predict whether victims increase or decrease reliance on a major source of socioemotional support - the teacher - during the school year. The fourth paper examines the diversity in mindsets of frequently victimized students transferring to a new school, as well as whether a school transition helps them escape their plight. These studies have numerous strengths, including samples from different countries (US, UK, Finland and the Netherlands) using both qualitative and quantitative methods, and large samples. Two of the studies specifically focus on common interventions used to combat victimization such as seeking assistance of the teacher and changing schools. Rigorous testing of the effectiveness of such interventions as well as acknowledging the many different factors impacting victimization is crucial to lessen the plight of victims of bullying world-wide.

Luís de Freitas Branco

SY-111_01 Does harsh parenting lead to later peer victimisation? A longitudinal twin difference studyAmber Korde¹, Co- Sînziana I. Oncioiu², Christoph H. Klatzka³, [Lucy Bowes](#)⁴¹Department of Experimental Psychology, University of Oxford, UK, ²Department of Experimental Psychology, University of Oxford, UK; Magdalen College, University of Oxford, UK, ³Department of Psychology, Saarland University, Germany, ⁴Department of Experimental Psychology, University of Oxford, UK; INVEST Flagship, University of Turku, Finland**SY-111_02 How classmates' evaluation of and behavior toward (victimized) children impacts their wellbeing: an examination of implicit and explicit processes**[Tessa A. M. Lansu](#)¹, Hannah K. Peetz¹, Nathalie A. H. Hoekstra¹, Yvonne H. M. van den Berg¹¹Behavioural Science Institute, Radboud University, the Netherlands**SY-111_03 Should i go to my teacher for help? Associations between teacher-child relationship, perceived teacher responses, and victims' help-seeking behavior**[Emily F. Brigham](#)¹, Karl Christensen¹, Wendy Troop-Gordon¹¹Auburn University, USA**SY-111_04 Should they stay, or should they go?" Can changing schools help peer victimized students escape their plight**[Essi-Lotta Tenhunen](#)¹, Inka-Liisa Kuusiahö², Christina Salmivalli¹¹INVEST Research Flagship, Department of Psychology, University of Turku, Finland, ²Faculty of Education and Psychology, Department of Education, University of Jyväskylä, Finland

08:30-10:00

PAPER SYMPOSIUM SY-112**Examining the impact of social, moral and emotional competence on prosocial and aggressive behaviors**Chair: [Eva M. Romera](#), Universidad de Córdoba, Spain**Integrative Abstract**

Being involved in emotional and social difficulties is described as a precursor of maladjustment. Despite the important advances to understand the impact of social, emotional and moral competence on children's adjustment, there are still important questions about its development and maintenance regarding aggression and prosocial behaviors. Whereas there is ample evidence that victims tend to show difficulties in their social relationships, the findings regarding defenders, reinforces and aggressors' competence are less clear. The symposium presented examine experiences of young people from three countries (Spain, Israel and Cuba). The four studies shed light on the question of the peer prosocial and aggressive behavior with a special focus on the role of social, emotional and moral competence. Study 1 showed how emotional comprehension dimensions impact in reactive aggression. Study 2 found that moral disengagement mediated the relationship between sympathy and bystanders' behaviors (defending, reinforcing and passive). Study 3 found that previous experiences of victimization was associated with aggressive defending with important differences between gender and educational stage. Study 4 considered that children's perceptions moderated the links between parental use of harsh discipline methods and children's adjustment problems. Taken together, these papers explore strategies that inhibit or promote involvement in externalizing problems.

Fernando Pessoa

SY-112_01 Dimensions of emotional comprehension and its association with aggression among Cuban childrenLisandra Angulo Gallo¹, Vivian Guerra Morales¹, Christian Berger¹
¹Pontificia Universidad Católica de Chile, Chile**SY-112_02** Sympathy, moral disengagement and bystander behaviour in bullyingAntonio Cabrera-Vázquez¹, Daniel Falla¹, Eva M. Romera¹
¹Universidad de Córdoba, Spain**SY-112_03** Why do victims defend aggressively? The moderating role of stage of education and genderPaula García Carrera¹, Eva M. Romera¹, Rosario Ortega Ruiz¹
¹Universidad de Córdoba, Spain**SY-112_04** Children's perceptions of harsh parental discipline strategies and their role in the socialization processMaayan Davidov¹
¹The Hebrew University of Jerusalem, Israel

08:30-10:00

PAPER SYMPOSIUM SY-113**Developmental neuroscience: expanding knowledge on infant social-emotional development using fNIRS****Chair:** Vera Mateus, Center for Research in Neuropsychology and Cognitive Behavioral Intervention, Faculty of Psychology and Educational Sciences, University of Coimbra, Coimbra, Portugal**Integrative Abstract**

Integrating behavioral and neuroscience methodologies can offer crucial insights into infant development. We will present three studies aimed at characterizing the neural correlates of two important dimensions of early social-emotional functioning - touch processing and joint attention – using functional near-infrared spectroscopy. The first study, conducted in Brazil, aims to compare the neural processing of touch perceived as originating from the mother versus an unfamiliar female at 6 and 10 months. Preliminary results at 6 months suggest adult-like lateralization in response to maternal touch. N = 30 at both timepoints is expected at the event. The second study, conducted in Portugal, showed that at 18 months (N = 21), infants' temporal region responded differently to affective and discriminative touch. Furthermore, mothers' self-reported touch avoidance was also linked to variation in infant temporal cortex responses to affective touch. Together, both studies highlight how maternal touch may impact infants' neural processing of tactile stimuli in the first two years of life – a critical period for the development of attachment relationships. The third study, conducted in Portugal, aims to characterize the brain regions activated during infant involvement in joint attention, when the ability is just emerging at 10 months. Pre-frontal, temporal and temporo-parietal regions will be assessed in three conditions: joint attention; non-joint attention interaction; non-interaction baseline. Data collection is starting Jan 2024 and a sample of at least N=10 is expected. If confirmed, increased brain activation in these regions may offer the first neural signatures of joint attention at this early age.

SY-113_01**Infant brain responses to mother versus stranger touch at 6 and 10 months**Ana Alexandra Caldas Osório¹, Camila Fragoso Ribeiro¹, Livia Branco Campos¹, Aline Abreu Lando¹, Renata Pereira de Felipe¹, Sergio Luiz Novi Junior², Rogério de Oliveira³, Vera Lucia Esteves Mateus⁴, Sarah Lloyd-Fox⁵, Borja Blanco Maniega⁵, Adriana da Conceição Soares

June16-20 2024, Centro Cultural de Belém, Lisboa, Portugal

Shopia de Mello Breyner Andresen

08:30-10:00

PAPER SYMPOSIUM SY-114**Emotion socialization, coupling dynamics, and intergenerational cascades in parent-adolescent conflict interactions****Chair:** [Tom Hollenstein](#), Queen's University, Canada**Discussant:** [Erika Lunkenheimer](#), Penn State, USA**Integrative Abstract**

It is normative for adolescents and parents to engage in emotionally charged conflict from time to time. However, it is not merely the occurrence of conflict but the way that parents and adolescents navigate moment-to-moment conflict dynamics that impact relationship quality and future outcomes. The 3 presentations in this symposium use cutting-edge developmental research methods to illuminate features of parent-adolescent dynamics from the real-time scale to cascades across 3 generations. Presentation 1 uses Dynamic Structural Equation Models (DSEM) to show that maternal supportive, but not unsupportive, emotion socialization is dynamically and reciprocally related to variation in adolescent affect. Presentation 2 uses real-time Recurrence Quantification Analysis (RQA) dynamics of parent and adolescent agency and communion to show that greater predictability during conflict was associated with more positive outcomes. Presentation 3 uses a Random Intercept Cross-Lag Panel Model (RI-CLPM) to depict cascades from parents' experience of being parented when they were an adolescent to their subsequent parenting practices with their own child. The discussant is a world-renowned expert on parent-child interaction dynamics and the implications for development and well-being. Taken together, this symposium leverages innovative and theory driven techniques to deepen and extend our understanding of how real-time processes give rise to long-term developmental outcomes.

Sampaio⁶, Helga Miguel⁷, Laura Pirazzoli⁸, Simone Shamay-Tsoory⁹, Rickson Coelho Mesquita¹⁰

¹Human Developmental Sciences Graduate Program and Mackenzie Center for Research in Childhood and Adolescence, Center for Biological and Health Sciences, Mackenzie Presbyterian University, Brazil, ²Department of Physiology and Pharmacology, Western University, Canada, ³Department of Computer Science, Mackenzie Presbyterian University, Brazil; & Computer Engineering, Mauá Technology Institute, Brazil, ⁴Center for Research in Neuropsychology and Cognitive Behavioral Intervention, Faculty of Psychology and Educational Sciences, University of Coimbra, Portugal, ⁵Department of Psychology, University of Cambridge UK, ⁶Psychological Neuroscience Lab, CIPsi–Psychology Research Center, School of Psychology, University of Minho, Portugal, ⁷Independent Researcher, Portugal, ⁸Charité-Universitätsmedizin, Germany, ⁹Faculty of Social Sciences, Department of Psychology, University of Haifa, Israel, ¹⁰University of Birmingham, School of Computer Science, UK

SY-113_02

Neural processing of affective touch at 18 months and links to maternal touch avoidance

[Sara Cruz](#)¹, Helga Miguel², Vera Lucia Esteves Mateus³, Ana Alexandra Caldas Osório⁴, Adriana Sampaio²

¹The Psychology for Development Research Center, Lusíada University of Porto, Portugal, ²Psychological Neuroscience Laboratory, Research Center in Psychology, University of Minho, Portugal, ³Center for Research in Neuropsychology and Cognitive Behavioral Intervention, Faculty of Psychology and Educational Sciences, University of Coimbra, Portugal, ⁴Human Developmental Sciences Graduate Program and Mackenzie Center for Research in Childhood and Adolescence, Center for Biological and Health Sciences, Mackenzie Presbyterian University, Brazil

SY-113_03

Neural correlates of emerging joint attention abilities in 10 month-old infants

[Vera Mateus](#)¹, Beatriz Pinto², Ana Ganho Ávila¹, Mónica Sobral^{1,3}, Sara Cruz⁴, Ana Osório³

¹Center for Research in Neuropsychology and Cognitive Behavioral Intervention, Faculty of Psychology and Educational Sciences, University of Coimbra, Portugal, ²Faculty of Psychology and Educational Sciences, University of Coimbra, Portugal, ³Human Developmental Sciences Graduate Program and Mackenzie Center for Research in Childhood and Adolescence, Center for Biological and Health Sciences, Mackenzie Presbyterian University, São Paulo, Brazil, ⁴The Psychology for Development Research Center, Lusíada University of Porto, Portugal

Amália Rodrigues

SY-114_01 A dynamic structural equation model of mutual influences of maternal emotion socialization and adolescent affectVanessa Martin¹, Tom Hollenstein¹¹Queen's University, Canada**SY-114_02 Using recurrence quantification analysis to characterize parent-adolescent conflict interactions**Monika H. Donker¹, Yi Huang², Fred Hasselman³, Susan Branje¹¹Utrecht University, the Netherlands, ²Masaryk University, Czech Republic, ³Radboud University, the Netherlands**SY-114_03 Cascading effects of the family context in adolescence: implications for young adult antisocial behavior and intergenerational transmission of risk**Gregory M. Fosco¹, Mark van Ryzin², Mark E. Feinberg¹¹Pennsylvania State University, USA, ²University of Oregon, USA

08:30-10:00

ROUNDTABLE 4**Recognizing the underrecognized****Chair:** Amaranta de Haan, Erasmus University Rotterdam, the Netherlands**Presenters:** Dominique Troost, Erasmus University Rotterdam, the Netherlands; Hend Eltanamly, Utrecht University, the Netherlands; Loes van Rijn-van Gelderen, University of Amsterdam, the Netherlands; Elisabeth De Schauwer, University of Ghent, Belgium; Dries van Gasse, University of Antwerp, Belgium**Integrative Abstract**

In this roundtable discussion, we will discuss from a diversity-sensitive, intersectional perspective how parents from underrecognized groups can be involved and represented in research, and why it is necessary to do so. The roundtable starts from a basic premise: Researchers need to be keenly aware of the large diversity in families in current societies, many of which are underrecognized in current research. Only by including these 'missing voices' can researchers truly generalize research findings to the population they aim to study, and will they be able to draw valid conclusions about processes occurring within the large and heterogeneous population of current-day families. The roundtable consists of scholars who have expertise in conducting research with diverse families: Hend Eltanamly conducts research with refugee parents, Amaranta de Haan and Dries Van Gasse with single parents, Dominique Troost with parents living in a context of poverty, Loes van Rijn - van Gelderen with queer parents, and Elisabeth De Schauwer with parents of children with a disability. The contributors will discuss how to co-create research with parents, which is vital to give agency to parents. We will further discuss which (qualitative and quantitative) research designs can be used to help us understand the challenges and opportunities these families face. The roundtable discussion will be concluded with several key takeaways for the audience on how they can design and co-create their research, to best capture and represent parents' own lived experiences. By recognizing and giving agency to the currently underrecognized, research can contribute substantively to the well-being of all parents - and their families.

Lopes-Graça

08:30-10:00

PAPER SYMPOSIUM SY-115**Peer interaction in preschool: an important context for socio-emotional development**

Chairs: [Hannah Julia Hermens](#), *University of Münster, Germany*; [Joscha Kärtner](#), *University of Münster, Germany*

Integrative Abstract

Preschool age poses a crucial phase in the socio-emotional development of children. Beyond the influence of caregivers, previous research has proposed peers as an important part of the developmental system for socio-emotional development. Interactions with peers provide opportunities for children to advance their social, emotional and problem-solving skills as well as to understand social rules and norms for socially appropriate behaviors in different settings. However, observational studies examining the underlying mechanisms as well as individual and situational characteristics influencing these interactions and their impact on development are still rare. The present symposium brings together recent empirical advances that focus on the dynamics of preschool peer interactions and their association with central aspects of children' socio-emotional development, namely emotion regulation and constructive conflict resolution. More specifically, the first presentation analyzes peer conflict behavior and the associations of (other-oriented) conflict behavior, children's age and socio-emotional competences with peer conflict outcomes. The second presentation focuses on peers' co-regulation of emotions in emotionally challenging situations occurring during everyday routines at preschool and their impact on children's self-regulation. The third presentation links peer behavior to children's emotions and emotion regulation competence, focusing on standardized dyadic peer play situations. In sum, this symposium provides insights into the influence and importance of peer interactions for socio-emotional development in preschool, particularly focusing on emotion regulation as well as conflict resolution competence.

SY-115_01**Preschool children's peer conflict – other-oriented strategy use, conflict resolution and associations with age and socio-emotional competence**

[Hannah Julia Hermens](#)¹, [Paula Döge](#)², [Luisa M. Lüken](#)¹, [Manfred Holodynski](#)¹, [Joscha Kärtner](#)¹

¹*University of Münster, Germany*, ²*Free University of Bozen-Bolzano, Italy*

SY-115_02**Preschool peers as emotion socialization agents: examining emotion regulation in naturalistic situations in everyday preschool life**

[Paula Döge](#)¹, [Judith Silkenbeumer](#)², [Manfred Holodynski](#)², [Luisa M. Lüken](#)², [Joscha Kärtner](#)²

¹*Free University of Bozen-Bolzano, Italy*, ²*University of Münster, Germany*

SY-115_03**Exploring the dynamics of emotions and responses to emotion-related behaviors between preschool children in dyadic play**

[Carine Burkhardt Bossi](#)¹, [Tatiana Diebold](#)¹, [Pablo Nischak](#)¹, [Sonja Lorusso](#)¹, [Sonja Perren](#)²

¹*Thurgau University of Teacher Education, Switzerland*, ²*University of Konstanz, Germany*

Maria Helena Vieira da Silva

08:30-10:00

PAPER SYMPOSIUM SY-116**Coparenting and father's mental health at transition to parenthood across cultures****Chair:** F. Kubra Aytac, *The Ohio State University, USA***Discussant:** Sarah J. Schoppe-Sullivan, *The Ohio State University, USA***Integrative Abstract**

Theoretical models focusing on predictors of parenting and coparenting (Belsky, 1984; Bornstein, 2015; Feinberg, 2003) suggest that parents' psychological functioning is an essential aspect of their efficacy in parenting and coparenting. In the Ecological Model of Coparenting proposed by Feinberg in 2003, the primary significance of coparenting within family dynamics and overall wellbeing is emphasized, especially during the transition to parenthood when families form and transform relationships. Given that differences in cultural norms, expectations, and practices are influential in fathers' roles and involvement in children's lives (Lamb, 1987; Lamb et al., 1987; Marsiglio, 1991), it is important to explore the relationship between coparenting and fathers' mental health across diverse cultures. This symposium includes three studies from Portugal, Sweden, and the United States. The first study identified coparenting profiles using fathers' perspectives and characterized these profiles considering the father's, mother's, and child's sociodemographic variables, father's parental leave, nurturance, and wellbeing with a Portuguese sample. The second study assessed the suitability of the Brief-Coparenting Relationship Scale (B-CRS) as a screening tool for detecting paternal postnatal depression symptoms in Swedish fathers. The third study examined whether maternal gatekeeping and coparenting competition and cooperation predict new fathers' mental health (i.e., anxiety, depressive symptoms, and subjective wellbeing) with a sample from the United States. Results from the three studies across diverse cultures support coparenting as a core family process that influences fathers' mental health.

SY-116_01**Profiles of coparenting relationships in a sample of Portuguese families: father's nurturance and well-being**Lígia Monteiro¹, Carolina Santos¹, Madalena Ramos¹¹*Iscte-Instituto Universitário de Lisboa, Portugal***SY-116_02****Coparenting as a clinical tool: discovering postnatal depression symptoms in fathers via coparenting screenings**Michael B. Wells¹, Weiman Xu²¹*Women's and Children's Health, Karolinska Institutet, Sweden,*²*University of Nebraska-Lincoln, USA***SY-116_03****Coparenting and fathers' mental health during the transition to parenthood**F. Kubra Aytac¹, Sarah J. Schoppe-Sullivan¹¹*The Ohio State University, USA*

Glicínia Quartin

08:30-10:00

PAPER SYMPOSIUM SY-117**STEM interventions across developmental periods to promote equity and science identity, empower students and foster activism****Chair:** Kelly Lynn Mulvey, North Carolina State University, USA**Integrative Abstract**

There is a need for both local STEM (science, technology, engineering and math) activism as well as larger engagement from the STEM workforce to address the challenges we face in our contemporary world, such as climate change. Moreover, there is a persistent disparity in who perceives themselves as belonging in the STEM community and empowered to make change using STEM skills. This symposium presents data from STEM interventions targeted students from primary school through university, and in a range of settings from North America, South America, Europe and Africa. Paper 1 presents findings of an international STEM research experience to promote science identity, research self-efficacy and foster STEM career interest in biological sciences for college students historically excluded from STEM. Paper 2 examines fostering active citizenship skills focused on socio-scientific and socio-environmental controversies for students as young as 5th grade, with findings revealing increases in students' perceptions that they can take action to address STEM problems. Paper 3 centers on outdoor science education in Chile to encourage collective action to address environmental conflicts with attention to the social, historical and political contexts within which these conflicts function. Paper 4 presents data on a virtual STEM intervention that partnered adolescents in the US and Ghana to address local STEM issues building on the UN's Sustainable Development Goals, revealing growth in global competence skills, STEM activism orientation and STEM ability self-concept. Together, these papers present a snapshot of STEM interventions centered on fostering a range of key outcomes needed to address the global environmental challenges we face.

SY-117_01**The impact of an international research experience for historically minoritized undergraduates on science identity and career interest**Adam Hartstone-Rose¹, Jacqueline Cerda-Smith¹¹North Carolina State University, USA**SY-117_02****We act' initiatives: empowering students for societal change**Pedro Reis¹¹Instituto de Educação da Universidade de Lisboa, Portugal**SY-117_03****The world smarts STEM challenge: fostering STEM and global competence skills for adolescents in the US and Ghana**Kelly Lynn Mulvey¹, Esther Kim¹, Martha Batul¹, Sarah Bever², Amaris Mohammed², Amanda Nepomuceno², Harrison Owusu², Adam Hartstone-Rose¹¹North Carolina State University, USA, ²IREX, USA

Eugénio de Andrade

08:30-10:00

PAPER SYMPOSIUM SY-118**The Tuning In To teens® program: examining efficacy and effectiveness of different methods of delivery of an emotion-focused intervention**

Chair: Christiane E. Kehoe, *Mindful, Centre for Training and Research in Developmental Health, The University of Melbourne, Australia*

Integrative Abstract

Adolescence is a vulnerable stage of development characterised by heightened emotionality and social sensitivity. Parents and peers can play an important protective role by supporting emotional development during this time through healthy co-regulation within supportive relationships. The Tuning in to Teens® (TINT) program is an emotion-focused intervention that teaches skills in identifying, understanding, and managing emotions to facilitate healthy emotional communication and strengthen relationships. This symposium presents findings from three separate randomised control trials conducted in Australia and the US that examined the impact of TINT on relationships and on adolescent internalizing and externalizing problems. The first presentation reports on an efficacy trial of TINT, delivered in its original form (i.e., as a six-session group parenting program) to a community sample of parents of adolescents. Then, two presentations report on the effectiveness of the TINT program when delivered via an adapted one-to-one method to mothers of anxious pre-adolescent girls, including also an examination of program effects on adolescent neurodevelopment. The fourth presentation reports on the effectiveness of a brief three-session seminar version of TINT delivered online to parents whose adolescents also participated in a six-session-version of TINT that targets peer emotion socialization. The presentations within this symposium will describe different versions of the TINT program, present results of the studies, and highlight implications for enhancing emotional competency and emotion socialization with parents and adolescents.

SY-118_01**Tuning In To Teens: evaluating efficacy and moderators of an emotion-focused group parenting program for parents of adolescents**

Christiane E. Kehoe¹, Jonathon Little¹, Ann E. Harley¹, Marie Yap², Alexandra Radovini¹, Sophie S. Havighurst¹

¹*Mindful, Centre for Training and Research in Developmental Health, The University of Melbourne, Australia*, ²*Monash University, Australia*

SY-118_02**A randomized controlled pilot trial of the Tuning In To Teens parenting program, delivered one-to-one to reduce adolescent internalizing symptoms**

Sylvia Lin¹, Christiane E. Kehoe², Elena Pozzi¹, Sophie S. Havighurst², Orli Schwartz¹, Marie Yap³, Sarah Whittle¹

¹*The University of Melbourne, Australia*, ²*Mindful, Centre for Training and Research in Developmental Health, The University of Melbourne, Australia*, ³*Monash University, Australia*

SY-118_03**The effect of the Tuning In To Teens program on improving adolescents' emotion regulation capacity**

Junxuan Zhao¹, Sylvia Lin¹, Elena Pozzi¹, Christiane E. Kehoe², Sophie S. Havighurst², Orli Schwartz¹, Marie Yap³, Sarah Whittle¹

¹*The University of Melbourne, Australia*, ²*Mindful, Centre for Training and Research in Developmental Health, The University of Melbourne, Australia*, ³*Monash University, Australia*

SY-118_04**Program delivery approach differences in Tuning In To Teens: comparison of USA adolescent-parent versus adolescent only versus waitlist participation**

Janice Zeman¹, Skylar Raynor¹, Julia Zhou¹, Maryclaire O'Brien¹

¹*College of William & Mary, USA*

Vianna da Motta

08:30-10:00

PAPER SYMPOSIUM SY-119**Self-regulation in early childhood: a multimethod approach on associated factors**Chair: Klara Hermes, *University of Bamberg, Germany***Integrative Abstract**

Self-regulation (SR) is a multi-faceted construct that refers to a variety of skills including executive functions, emotion regulation and effortful control amongst others. SR development especially during the preschool years is considered vital for various outcomes, such as language and socio-emotional development. Current evidence suggests that parenting behaviors and language skills contribute to better SR development. The symposium will present findings from a series of studies that investigate factors (i.e., language skills or parental behavior) associated with the development of SR and the effect of SR on developmental outcomes (i.e., social development or behavioral problems). One study makes comparisons between hearing vs hard of hearing/deaf children, where it is expected that children's varying access to language and communication would influence their SR development. Another study examined the association between SR profile membership and parental behaviors and children's problem behaviors. The symposium will also presents the mediating role of child language between maternal behaviors and SR. Overall, the symposium adds to the understanding of SR development in early childhood by providing an array of associations between SR and the above-mentioned factors (i) in various countries (New Zealand, Germany, and Switzerland), (ii) using different study designs (cross-sectional, longitudinal, and quasi-experimental) and (iii) analytical plans (growth curve modelling, person-centered latent profile analysis, and mediation analysis).

SY-119_01**Self-regulation in kindergarten children - a latent profile analysis**Nora Tilda Kunz¹, Niamh Oeri¹
¹*University of Bern, Switzerland***SY-119_02****Relations between maternal behaviours and child executive function: investigating the mediating role of child language ability**Vanessa Nathan¹, Louise Keown¹, Deborah Widdowson¹
¹*University of Auckland, New Zealand***SY-119_03****Associations between executive functions and language skills in deaf and hard-of-hearing versus typical hearing 3-year-old children**Klara Hermes¹, Sabine Weinert¹
¹*University of Bamberg, Germany***SY-119_04****Self-regulation in the preschool years and later social development in the preschool and elementary years**Aashna Doshi¹, Sabine Weinert¹, Wei Huang¹
¹*University of Bamberg, Germany*

Grande Auditório

10:30-12:00

INVITED SYMPOSIUM IS-7**Socio-emotional development: perspectives from Latin America**

Chair: Rodrigo Cárcamo, *Faculta de Psicología y Humanidades, Universidad San Sebastián, Chile*

Integrative Abstract

This symposium brings together studies conducted on Latin American samples. Four samples, two from Chile, one from Peru and one from Colombia, identify key aspects of development in infancy and childhood, both in socioemotional and moral development and their relationship with mental health and well-being.

IS-07_01**Is children's socio-emotional development associated to caregivers' mental health and parenting practices in Peruvian infant and preschooler samples?**

Magaly Nóbrega¹, Juan Nuñez del Prado¹, Olenka Retiz¹, Ramón Bartra¹, Daniel Uchuya¹

¹*Pontifical Catholic University of Peru, Peru*

IS-07_02**He made me feel less than nothing, so I did what it takes to even things out" Colombian adolescents make sense of their interpersonal conflicts**

Roberto Posada¹, Héctor Aguirre¹

¹*Universidad Nacional de Colombia, Colombia*

IS-07_03**Infant attachment to mothers and fathers and its association to socioemotional development in a Chilean Sample**

Rodrigo A. Cárcamo¹, Jessica Vidal¹

¹*Faculta de Psicología y Humanidades, Universidad San Sebastián, Chile*

IS-07_04**Understanding children's mental health trajectories in the Latin American context: Does the early family environment have a buffering effect?**

Patricia Bravo^{1,2}, Rodrigo A. Cárcamo³, Manon Hillegers², Pauline Jansen^{2,4}

¹*The Generation R Study Group, Erasmus MC University Medical Center Rotterdam, the Netherlands*, ²*Department of Child and Adolescent Psychiatry/Psychology, Erasmus MC, University Medical Center Rotterdam, the Netherlands*, ³*Universidad San Sebastián, Chile*, ⁴*Department of Psychology, Education and Child Studies, Erasmus University Rotterdam, the Netherlands*

Pequeno auditório

10:30-12:00

PAPER SYMPOSIUM SY-120

Relationships, emotions, and media: popularity, social interactions, and the roles of daily emotion regulation and coping with stress

Chair : Melanie J. Zimmer-Gembeck, Griffith University, Australia

Integrative Abstract

One major motivator of youth's digital media use is the social connections and interactions that occur in these spaces, which can aid to their stress, but can also be sources of support for emotion regulation and coping. This means that a contemporary researchers have begun to address how youth's engagement with media can be influenced by their stress experiences and social and belongingness needs to and, in turn, how use patterns may impact on their mental health. In general, one purpose of this research is to inform programs that help youth navigate their social and emotional development through their use of digital media. This symposium includes 4 papers that draw on cross-sectional or intensive longitudinal study (ILS) designs. The first paper (Belgium) is one of the first studies of popularity seeking online, interaction online, and feelings of connection overload. They find evidence that popularity seeking has direct and moderating effects (involving interaction online) on connection overload. The second paper from the USA identified profiles of adolescents who find social media positive for their social interactions or otherwise, showing profiles link to mental health. The third and fourth papers draw on ILS from two datasets (Australia). These studies investigated adolescents' digital media use as related to social and other stress and socioemotional outcomes, with one study of adolescents' media use to downregulate negative emotion (digital emotion regulation) and the effects on threat and distress from peer, family, and school stressors over days, and the other study of adolescents differing profiles of online coping behavior, linking profiles to offline support, mental health, and emotions within and across days.

SY-120_01

Navigating the always-on culture: understanding digital stress and connectivity in young adults

Jolien Trekels¹, Steven Eggermont²

¹University of North Carolina, USA Chapel Hill, ²KU Leuven, Belgium

SY-120_02

Opportunities and challenges: profiles of online social experiences and adolescent well-being

Anne Maheux¹, Kaitlyn Burnell¹, Jacqueline Nes², Sophia Choukas-Bradley³

¹University of North Carolina at Chapel Hill, USA, ²Brown University, USA, ³University of Pittsburgh, USA

SY-120_03

Daily use of technology to feel better: adolescents' digital emotion regulation and links to stressors and psychological need threats

Riley A. Scott¹, Melanie J. Zimmer-Gembeck²

¹University of Southern Queensland, Australia, ²Griffith University, Australia

SY-120_04

Latent profiles of disadvantaged adolescents' online coping via ambulatory assessment of technology use and emotion

Bep Uink¹, Kathryn L Modecki², Megan Duvenage³, Bonnie L. Barber², Helen Correia⁴

¹Murdoch University Australia; Telethon Kids Institute, Australia, ²Griffith University, Australia, ³Catholic Education QLD, Australia, ⁴Australian College of Applied Professions, Australia

Almada Negreiros

10:30-12:00

PAPER SYMPOSIUM SY-121**Prenatal parental mental health. Predictors and outcomes****Chair:** Hedvig Svendsrud, *University of Oslo, Norway***Integrative Abstract**

Stressful life events, as becoming a parent, may heighten susceptibility for mental health problems, a known risk factor for adverse child development. Knowledge about prenatal parental mental health trajectories may inform early intervention strategies. Four researchers using data from three different Norwegian samples of expectant parents present findings providing new insights into prenatal parental mental health, by considering the role of individual characteristics and prenatal conditions and how these relates to variations in parent and child outcomes. The first study use a prospective observational design to examine acute and long-term traumatic stress and depression in men and women, after detection of fetal anomaly leading to pregnancy termination. The second study investigated lifetime history of depression in pregnant women, and whether this could influence breastfeeding problems and DNA methylation at the oxytocin receptor gene (OXTR), using a large sample of Norwegian mothers. The third study examined whether partner-related attachment style and prenatal depression in expecting fathers are associated with paternal embodied mentalizing, using father-infant observational data at 12 months. The fourth study examined whether maternal prenatal risk factors, including mental health, substance use, and biological and sociodemographic risks, predict dysregulation differentially at child age 18 months and 3 years. Collectively, by shedding light on how prenatal parental mental health may contribute to variations in pre- and postnatal developmental trajectories for parents and their children, findings from these studies may have important implications for basic research as well as for applied and clinical practice.

SY-121_01**Acute symptoms of depression and traumatic stress in men and women who terminate pregnancy after detection of fetal anomaly**Mona Bekkhus¹¹*Promenta Research Centre, University of Oslo, Norway***SY-121_02****Does DNA methylation at the OXTR gene mediate associations between maternal lifetime history of depression and poor breastfeeding outcomes?**Elizabeth Braithwaite¹¹*Department of Psychology, Faculty of Health and Education, Manchester Metropolitan University, UK***SY-121_03****The antecedents of fathers embodied mentalizing: does partner-related attachment style or prenatal depression play a role?**Hedvig Svendsrud¹¹*University of Oslo/Vestfold Hospital Trust, Norway***SY-121_04****Developmental changes and maternal prenatal predictors of regulatory problems across early childhood**Beate Helmikstøl¹¹*Department of Psychology, Ansgar University College, Norway*

Luís de Freitas Branco

10:30-12:00

PAPER SYMPOSIUM SY-122

Maltreatment during childhood and sensitivity: new insights into parents' capacity to recognize and interpret children's signals

Chair: Annie Bérubé, *Université du Québec en Outaouais, Canada*

Discussant: Katherine Pascuzzo, *Université de Sherbrooke, Canada*

Integrative Abstract

The long-term benefits of sensitive parenting translate into societal costs that are 13 times lower than those associated with the health, social care, and educational needs of children exposed to low parental sensitivity (Bachmann et al., 2022). Parental history of childhood maltreatment has been repeatedly associated with greater difficulties in sensitive parenting (Leite Ongilio et al., 2022). However, the mechanisms relating maltreatment during childhood to sensitivity are still to be explored. This symposium examines how a history of maltreatment influences the prerequisites to a sensitive response: perceiving (recognizing adequately) and interpreting signals from children. The first paper by Bérubé documents the relation between parental history of maltreatment and parents and children's emotion recognition abilities. Results indicate that children's emotional abilities can, in some cases, act as a protective factor against the negative influence of maltreatment on sensitivity. The two other papers discuss the interpretation of children's signals. Girod's paper examines maternal emotional responses and beliefs about infant crying and demonstrates that the history of maltreatment is indirectly related to lower sensitivity via beliefs that are more mother-oriented and less infant-oriented. Finally, the paper from Gagné highlights the mediating role played by maternal mind-mindedness on changes in sensitivity following an intervention offered to children from child protection services. Together, these presentations shed light on mechanisms essential to a sensitive response.

SY-122_01

Recognizing and reacting to children's facial emotional expression: a challenge for parents with a history of severe maltreatment during childhood

Annie Bérubé¹, Émilie St-Pierre¹, Caroline Blais¹

¹*Université du Québec en Outaouais, Canada*

SY-122_02

Maternal childhood maltreatment predicts maternal sensitivity via mother's beliefs about crying

Savannah A. Girod¹, Esther M. Leerkes²

¹*The Pennsylvania State University, USA*, ²*University of North Carolina at Greensboro, USA*

SY-122_03

Mediating roles of mind-mindedness and sensitivity in an attachment based-intervention among parents-child followed by child protection services

Karine Gagné¹, George M. Tarabulsky², Jessica Pearson³, Claire Beaudry⁴, Jean-Pascal Lemelin⁵

¹*Université de Montréal, Canada*, ²*Université Laval, Canada*, ³*Université du Québec à Trois-Rivières, Canada*, ⁴*Université du Québec à Trois-Rivières, Canada*, ⁵*Université de Sherbrooke, Canada*

Fernando Pessoa

10:30-12:00

PAPER SYMPOSIUM SY-123**Toward an understanding of parenting from infancy to adolescence: exploring meanings and processes**

Chairs: Eva Diniz, *William James Center for Research, Ispa-Instituto Universitário, Portugal*; Tânia Brandão, *William James Center for Research, Ispa-Instituto Universitário, Portugal*

Integrative Abstract

Parenting is acknowledged as one of the most rewarding experiences, but also as one of the most challenging ones. Parenting is multifaceted, referring to the process of raising a child over the developmental stages. It plays a critical role on child's development, but its quality is influenced by (inter)personal aspects. This symposium aims to uncover some of these antecedents and their consequences to child development, starting on pregnancy and transition to parenthood, early years of the child, and up to adolescence, relying on different methodologies and life stages. Participants are parents from Portugal and Spain. The first paper of Garraio et al. explored through longitudinal-dyadic interviews, how fathers' involvement in care and paid work roles was (co)constructed with their partners during the transition to parenthood. Next, Diniz et al. relying on a dyadic sample of parents of a focal child (aged 2 to 6 years old) sought to examine individual (mothers' and father's education, parenting stress, work-family conflict) and familiar characteristics (household income, number of children, coparenting) related to father involvement. The third paper, from Vara-García et al. analyzed the association of work and leisure interferences with family, guilt, parental stress, anxiety, and depressive symptoms in parents of children (aged 0 to 6 years old). Finally, Brandão et al. examined how parenting stress influences adolescents' social skills and if adolescent emotion regulation acts as an explanatory mechanism of this association. These four papers will shed light on diverse aspects of parenting, illuminating psychosocial aspects related to it, uncovering interpersonal processes and meanings.

SY-123_01**First-time fathers navigating care and paid work roles: a dyadic and longitudinal qualitative study**

Carolina Garraio¹, Paula Mena Matos¹, Marc Grau-Grau², Marisa Matias¹

¹*Faculdade de Psicologia e de Ciências da Educação da Universidade do Porto, Centro de Psicologia da Universidade do Porto, Portugal*, ²*Facultat de Ciències de l'Educació, Universitat Internacional de Catalunya, Spain*

SY-123_02**A multilevel approach to father involvement: the importance of father's coparenting, available time and education**

Eva Diniz¹, Dora d'Orsi¹, Tânia Brandão¹, Manuela Veríssimo¹

¹*William James Center for Research, Ispa-Instituto Universitário, Portugal*

SY-123_03**Role conflict and guilt: a source of stress and distress in parents of an infant**

Carlos Vara-García¹, Celia Nogales-González¹, Ariadna de la Vega Castelo¹, María del Sequeros Pedroso-Chaparro¹, Rosa Romero-Moreno¹

¹*Departamento de Psicología de la Universidad Rey Juan Carlos, Spain*

SY-123_04**Parenting stress, emotion regulation, and social skills in adolescents**

Tânia Brandão¹, Eva Diniz¹

¹*William James Center for Research, Ispa-Instituto Universitário, Portugal*, ²*Ispa-Instituto Universitário, Portugal*

Sophia de Mello Breyner Andresen

10:30-12:00

PAPER SYMPOSIUM SY-124

The impact of the Covid-19 pandemic on parent, child, and family functioning: the families and children's experiences (F.A.C.E.) of Covid-19 study

Chair : Wonjung Oh, *Texas Tech University, USA*

Integrative Abstract

The COVID-19 pandemic has presented myriad challenges globally. This symposium takes a multi-faceted, cross-cultural approach to studying longitudinal processes of parent, child, and family functioning in diverse cultural contexts during the pandemic. The first paper examines pandemic stressors and resilience with a focus on distinct trajectories of parental mental health symptoms, leveraging longitudinal data from the USA, South Korea, and Portugal. Findings highlight cultural commonality, as well as cultural specificity in the differential effects of pandemic stressors on parental mental health. The second paper examines the impact of nurturing and restrictive parenting on trajectories of children's emotion regulation across three months of the pandemic in six countries, with a focus on the moderating role of cultural "tightness." The third paper investigates longitudinal changes in restrictive parenting practices and their associations with child psychosocial functioning in samples of North American and Chinese families, thereby shedding light on culture-specific associations between restrictive parenting and child functioning. The final paper is focused on distinct profiles of maternal perceptions of pandemic stress, delineating moderated mediation processes by which maternal stress profiles were (in)directly associated with children's socioemotional problems through daily parental stressors in Italy and Portugal. Findings and discussions of this symposium will highlight longitudinal processes of pandemic stressors and resilience with common and differential implications for parent, child, and family functioning in diverse cultural contexts.

SY-124_01

Pandemic stressors and changes in parental mental health: a cross-cultural study

Wonjung Oh¹, Seowon Song¹, Emily Swinney¹, Hyoun, K. Kim², Manuela Verissimo³, Antonio J. Santos³, Maryse Guedes³, Nicholas J. Wagner⁴, Julie C. Bowker⁵, Kristina L. McDonald⁶, Polina Perelstein⁴, Stephanie Pham⁷, Kenneth H. Rubin⁸

SY-124_02

¹Texas Tech University, USA, ²Yonsei University, South Korea, ³Ispa-Instituto Universitário, Portugal, ⁴Boston University, USA, ⁵University at Buffalo, USA, ⁶The University of Alabama, USA, ⁷Virginia Tech, USA, ⁸University of Maryland, USA

Parenting practices and child emotion regulation over three months of the pandemic: the moderating role of cultural tightness

Nicholas J. Wagner¹, Polina Perelstein¹, Stephanie Pham², Lixin Ren³, Zhuo Rachel Han⁴, Hyoun K. Kim⁵, Wonjung Oh⁶, Özge Metin⁷, Menekşe Boz⁸, Manuela Verissimo⁹, Antonio J. Santos⁹, Maryse Guedes⁹, Julie C. Bowker¹⁰, Kristina L. McDonald¹¹, Gabrielle Coppola¹², Alida LoCoco¹³, Maria Grazia Lo Cricchio¹⁴, Francesca Liga¹⁵, Kenneth H. Rubin¹⁶

¹Boston University, USA, ²Virginia Tech, USA, ³Xi'an Jiaotong-Liverpool University, China, ⁴Beijing Normal University, China, ⁵Yonsei University, South Korea, ⁶Texas Tech University, USA, ⁷Alanya Alaaddin Keykubat University, Türkiye, ⁸Hacettepe University, Türkiye, ⁹Ispa-Instituto Universitário, Portugal, ¹⁰University at Buffalo, USA, ¹¹The University of Alabama, USA, ¹²University of Bari, Italy, ¹³University of Palermo, Italy, ¹⁴Universita degli Studi della Basilicata, Italy, ¹⁵University of Messina, Italy, ¹⁶University of Maryland, USA

SY-124_03

Changes in parental restrictiveness matters for child psychosocial functioning during Covid-19: a comparison between American and Chinese families

Jianjie Xu¹, Lu Chen¹, Haining Ren², Zhuo Rachel Han¹, Lixin Ren³, Nicholas Wagner⁴, Julie Bowker⁵, Leanna Closson⁶, Stephanie Pham⁷, Kenneth H. Rubin⁸

¹Beijing Normal University, China, ²Arizona State University, USA, ³Xi'an Jiaotong-Liverpool University, China, ⁴Boston University, USA, ⁵University at Buffalo, USA, ⁶Saint Mary's University, Canada, ⁷Virginia Tech University, USA, ⁸University of Maryland, USA

SY-124_04

Profiles of maternal perceptions about the Covid-19 crisis, parenting daily hassles and children's socioemotional problems in Italy and Portugal

Maryse Guedes¹, Olívia Ribeiro¹, António J. Santos¹, Rosalinda Cassibba², Gabrielle Coppola², Alida Lococo³, Sonia Ingoglia³, Cristiano Inguglia³, Francesca Liga³, Mariagrazia Lo Cricchio⁴, Nicholas J. Wagner⁵, Stephanie Pham⁶, Kenneth H. Rubin⁷

¹William James Center for Research, Ispa-Instituto Universitário, Portugal, ²University of Bari, Italy, ³University of Palermo, Italy, ⁴University of Basilicata, Italy, ⁵Boston University, USA, ⁶Virginia Tech, USA, ⁷University of Maryland, USA

Amália Rodrigues

10:30-12:00

PAPER SYMPOSIUM SY-125**The computational and neural bases of reinforcement learning across development****Chair:** Lei Zhang, *University of Birmingham, UK***Integrative Abstract**

Reinforcement learning (RL) is a core capacity involved in learning to navigate complex and uncertain environments based on rewards and punishments. Understanding how RL changes from childhood over adolescence to adulthood is thus critical to understand human development. Further, the computational reinforcement learning framework allows formally quantifying how learning changes between individuals, across ages and in psychopathology. In this symposium, we present and discuss recent empirical findings regarding the development of reinforcement learning. In the first talk, data will be presented suggesting that, whilst adults are frequently better reinforcement learners than adolescents, their learning might also be more biased, learning more from confirmatory than disconfirmatory outcomes. The second talk relies on a two year longitudinal study in children investigating how the development of feedback-based learning covaries with changes in brain structure. The third presentation focuses on how specific developmental changes in reinforcement learning, e.g. in model-based reinforcement learning, could be mediated by unspecific developmental changes in decision noise. In the final presentation, evidence is presented that social isolation alters distinct reinforcement learning processes in adolescence. Overall, the symposium will provide recent insights into how RL changes over development, discussing implications on how to optimise learning environments for clinical populations and young individuals.

SY-125_01**Changes in confirmatory reinforcement learning during adolescence**

Gabriele Chierchia¹, Magdaléna Soukupová², Emma J. Kilford³, Cait Griffin³, Jovita Leung³, Stefano Palminteri², Sarah-Jayne Blakemore⁴

¹*University of Pavia, Italy*, ²*École Normale Supérieure, France*, ³*University College London, UK*, ⁴*University of Cambridge, UK*

SY-125_02**Longitudinal changes in value-based learning in middle childhood: distinct contributions of hippocampus and striatum**

Johannes Falck¹, Lei Zhang², Laurel Raffington³, Johannes J. Mohn⁴, Jochen Triesch⁵, Christing Heim⁶, Yee Lee Shing⁷

¹*Goethe University Frankfurt, Germany*, ²*University of Birmingham, UK*, ³*Max Planck Institute for Human Development, Germany*, ⁴*Max Planck School of Cognition, Germany*, ⁵*Frankfurt Institute for Advanced Studies, Germany*, ⁶*Charité Institute of Medical Psychology, Germany*, ⁷*Goethe University, Germany*

SY-125_03**Biased or noisy? How decision noise mediates specific biases in reinforcement learning during development**

Lorenz Deserno¹, Vanessa Scholz¹, Maria Waltmann¹

¹*University Hospital Würzburg, Germany*

SY-125_04**Effects of social isolation on reward learning in human adolescents**

Livia Tomova¹, Emily Towner¹, Kirsten Thomas¹, Lei Zhang², Stefano Palminteri³, Sarah-Jayne Blakemore¹

¹*University of Cambridge, UK*, ²*University of Birmingham, UK*, ³*École Normale Supérieure, France*

Lopes-Graça

10:30-12:00

PAPER SYMPOSIUM SY-126

Optimizing interventions to improve mental health in children and adolescents - identifying, using, and testing intervention elements

Chairs: [Anneli Mellblom](#), *Centre for Child and Adolescent Mental Health (RBUP)*; [John Kjøbli](#), *Centre for Child and Adolescent Mental Health (RBUP)*

Discussant: [Patty Leijten](#), *Research Institute for Child Development and Education, University of Amsterdam, the Netherlands*

Integrative Abstract

Children and adolescents' mental health problems are increasing world-wide, with significant consequences for academic, social, and health development. To prevent later adverse outcomes, a vast number of evidence-based interventions (EBIs) have been developed. However, the population-level impact from such interventions appears to be limited, and their overall effect size is moderate and not increasing. Studies have found that the effects of adolescent's mental health interventions often drop when they move from research to practice contexts. One reason for the limited effects may be that the EBIs are not accessible to a large part of the population as interventions are often lengthy, costly, and time-consuming to implement, reducing the feasibility. We know little about what drives the effects of EBIs and which elements contribute most to effect. Knowledge about how such elements are associated with effects may help optimize EBIs by removing ineffective elements or by replacing content with elements more likely to strengthen effects. In this symposium we explore different ways of studying elements with the overall goal of optimizing interventions to improve mental health in children and adolescents. Subsequently, practitioners can learn and retain evidence-informed elements covering a broader range of needs with effective help more implementable.

SY-126_01

Identifying common elements and their effects in interventions targeting mental health and wellbeing in adolescents: two systematic reviews

[Line Solheim Kvamme](#)¹, [Siri S. Helland](#)¹, [Anneli Mellblom](#)¹, [John Kjøbli](#)¹, [Thomas Engell](#)¹

¹*Centre for Child and Adolescent Mental Health (RBUP), Norway*

SY-126_02

The use of intervention elements in clinical practice, “what matters to you?” investigating the association between adolescents' goals for treatment and what elements they are given in school health services

[Anneli Mellblom](#)¹, [Line Solheim Kvamme](#)¹, [John Kjøbli](#)¹, [Thomas Engell](#)¹, [Siri S. Helland](#)¹

¹*Centre for Child and Adolescent Mental Health (RBUP), Norway*

SY-126_03

Testing the potential effect of intervention elements using intensive longitudinal data

[Siri S. Helland](#)¹, [John Kjøbli](#)¹, [Anneli Mellblom](#)¹, [Line Solheim Kvamme](#)¹, [Emily Vira](#)²

¹*Centre for Child and Adolescent Mental Health (RBUP), Norway,*

²*Norwegian Institute of Public Health, Norway*

Maria Helena Vieira da Silva

10:30-12:00

PAPER SYMPOSIUM SY-127**Peers and academic adjustment in adolescence**

Chair: Astrid M. G. Poorthuis, *Utrecht University, the Netherlands*

Integrative Abstract

Peers take on unique significance for young people when they reach adolescence. Two major theoretical frameworks have been proposed in order to understand why and how peers matter for adolescents' academic adjustment (Kilday & Ryan, 2022). First, peers can be sources of social support, helping adolescents to flourish academically. Second, peers can act as socializing agents: through day-to-day interactions, classmates can influence one another's academic beliefs, behaviors, and emotions. This symposium brings together scholars from the fields of developmental psychology, educational psychology, and sociology, who will present novel insights in how peers affect adolescents' academic adjustment from both the social support perspective (Paper 1 and 2) and the socialization perspective (Paper 3 and 4). The first paper studies how adolescents' acceptance and popularity relate to the development of behavioral disengagement across the secondary school transition. The second paper investigates the relative importance of tangible and emotional peer support as compared to parent support for African American and Caribbean Black adolescents' school bonding. The third paper reports on the reciprocal effects between peer academic reputation and both adolescents' academic self-concept and behavioral engagement in a four-wave longitudinal study. Using experience sampling, the fourth paper examines how peer classroom emotions during mathematics classes are related to adolescents' own emotions. Together, the papers in this symposium add to the evidence base showing that peers contribute to the academic adjustment of adolescents both by the provision of social support and through socialization of competence beliefs and academic emotions.

SY-127_01**How peer status and ability track shape behavioral disengagement over the transition from primary to secondary school**

Sofie J. Lorijn¹, Lydia Laninga-Wijnen², Allison M. Ryan³
¹*University of Groningen, the Netherlands*, ²*University of Turku, Finland*, ³*University of Michigan, USA*

SY-127_02**Invisible ties: how family and peer support predict school bonding in African American and Caribbean Black adolescents**

Anushree Bhatia¹
¹*University of Michigan, USA*

SY-127_03**Reciprocal effects between peer academic reputation, academic self-concept, and behavioral engagement**

Astrid M. G. Poorthuis¹, Anouk Duyvendak¹
¹*Utrecht University, the Netherlands*

SY-127_04**Classroom emotions: emotional crossover effects between students in natural classrooms and the moderating role of gender and need to belong**

Eline Camerman¹, Jeroen Lavrijsen¹, Peter Kuppens¹, Karine Verschueren¹
¹*KU Leuven, Belgium*

Glicinia Quartin

10:30-12:00

PAPER SYMPOSIUM SY-128**The interplay of chinese students' mental health challenges and social development****Chair:** Lingjun Chen, School of Education, Shanghai Jiao Tong University, China**Integrative Abstract**

In the Chinese cultural and educational context, academic achievement holds enduring value, and fostering students' social skills remains a key educational goal. This symposium, comprising 4 studies focused on Chinese students, sheds light on the unique challenges and resources shaping their social development and psychological well-being. Study 1, centered on Chinese elementary schoolers, unveils the longitudinal relations between parental warmth, children's group orientation, and prosocial behaviors. It shows the mediating role of group orientation, linking parental warmth to prosocial behavior. Moving into adolescence, Study 2 explores the negative impact of affiliating with aggressive peer groups among Chinese middle and high school students. However, individual autonomy emerges as a protective factor, mitigating deviant behaviors and learning problems. Study 3, involving Chinese high school and college students, reveals a negative relationship between visual imagery vividness (VVI) and depression. It also identifies an interaction effect of VVI and rumination in predicting depression. Study 4 conducts a systematic review, offering insights into the psychological well-being of Chinese doctoral students, such as how they try to navigate academic pressure and social clock expectations simultaneously. Collectively, these studies present a comprehensive perspective on social dynamics and mental health across school stages in China. Academic activities are embedded in the social context, as they can reinforce cultural values, foster key cognitive abilities such as VVI, or be indicators of adjustment. The findings also stress the need for culturally sensitive and stage-specific educational strategies and support systems.

SY-128_01**Longitudinal relations between parental warmth and children's prosocial behaviors: the role of group orientation in Chinese elementary schoolers**Xianguo Han¹, Guomin Jin², Dan Li¹, Qin Wu¹¹School of Psychology, Shanghai Normal University, China,²School of Psychology and Cognitive Science, East China Normal University, China**SY-128_02****Affiliation with aggressive peer groups, autonomy, and adjustment in Chinese middle and high school students**Lingjun Chen¹, Xinyin Chen²¹School of Education, Shanghai Jiao Tong University, China,²Graduate School of Education, University of Pennsylvania USA**SY-128_03****The relationship between visual imagery vividness and depression in Chinese college and high school students: a moderation model of rumination**Jiaxue Du¹, Catherine Xie¹, Ziyi Feng², Min Zhang², Binglei Zhao¹¹Institution of Psychology and Behavioral Science, Shanghai JiaoTong University, China, ²Institution of Psychology and Behavioral

Science, Shanghai Jiao Tong University, China; Shanghai Mental

Health Center, Shanghai Jiao Tong University School of Medicine,

China

SY-128_04**Chinese doctoral students and psychological well-being: a systematic review and meta-analysis from 1990-2023**Huabing Liu¹, Yanmin Gao¹¹School of Education, Shanghai Jiao Tong University, China

Eugénio de Andrade

10:30-12:00

PAPER SYMPOSIUM SY-129**Theory of mind and social functioning of people in late childhood, adolescents and adults****Chair :** *Joanna Smogorzewska, University of Warsaw, Poland***Integrative Abstract**

Theory of mind (ToM), social functioning, and loneliness are quite popular topics of current publications. However, much of the extant research focuses on young children and lack consistent results. Therefore, the aim of the four papers in this symposium is to present current research on ToM and social functioning in diverse group of children and youth. Bosacki et al. explores young adults' ToM abilities, feelings of loneliness, and social media habits in UK. It turned out that people who were proficient in ToM were less likely to feel disconnected from others, and use social media to engage with others. Stagnitto et al.'s study shows the longitudinal associations between individual differences in Italian adolescents' ToM and peer relationships within the classroom context. They found that peer rejection significantly impacts later lower ToM abilities. Caputi and Bosacki explored the association between Italian children's ToM skills and loneliness. They found significant age and gendered patterns in the relations between ToM and loneliness. Smogorzewska et al. captures longitudinal, significant relations between ToM, social skills and loneliness among school age children in Poland. Taken together, the results from these four papers illustrate significant relations between theory of mind and social skills and highlight its importance for everyday functioning in the society.

SY-129_01**Social media habits, mentalization, and loneliness in youth and adults***Sandra Bosacki¹, Kangning Du², Leila Phipps-Thomas³, Ted Ruffman³**¹Brock University, Canada, ²University of Otago, New Zealand, ³University of Otago, New Zealand***SY-129_02****Peer relationships and theory of mind: evidence of short-term longitudinal association in adolescence***Serena Maria Stagnitto¹, Gabriele Chierchia¹, Serena Lecce¹**¹University of Pavia, Italy***SY-129_03****Theory-of-mind and loneliness in late childhood: when and how does gender make a difference?***Marcella Caputi¹, Sandra Bosacki²**¹Department of Life Sciences, University of Trieste, Italy, ²Brock University, Canada***SY-129_04****More social – less lonely? Relationships between tom, social skills and loneliness***Joanna Smogorzewska¹, Grzegorz Szumski¹, Paweł Grygiel², Sandra Bosacki³**¹University of Warsaw, Poland, ²Jagiellonian University, Poland, ³Brock University, Canada*

Vianna da Motta

10:30-12:00

PAPER SYMPOSIUM SY-130**Characteristics, factors and outcomes of loneliness in adolescence**

Chairs: Luiza Nobre Lima, *University of Coimbra, Centre for Research in Neuropsychology and Cognitive Behavioral Intervention, Faculty of Psychology and Educational Sciences, Portugal*, António J. Santos, *William James Center for Research, Ispa-Instituto Universitário, Portugal*

Integrative Abstract

Loneliness is a painful experience caused by a sense of absence of emotional connections with others, i.e. an isolation that stems from unsatisfactory support networks due to a sense of physical or emotional separation (Nishimura et al, 2017). For most adolescents, loneliness is usually a transitory experience (Hsieh & Yen, 2019). It can be understood as a multidimensional concept, in which a distinction is made between social loneliness, related to the feeling of lacking a network of social relationships (family, group of friends, etc.) and emotional loneliness, related to the feeling of lacking a close and intimate attachment to another person (e.g. parent, friend, romantic partner) (Maes et al, 2019; Ribeiro et al, 2019). In this symposium, loneliness will be approached from a developmental point of view and an attempt will be made to identify associated factors and outcomes. Loneliness profiles throughout adolescence will be explored, as will their association with the individual characteristics of the adolescent and the socio-emotional difficulties they face in their relationships with their peer group. Loneliness in relation to peers will also be analyzed in terms of its impact on the adolescent's quality of life. As loneliness in adolescence can also manifest itself in relation to parents, this symposium will seek to identify factors that lead to this type of loneliness, namely parental neglect.

SY-130_01**Stability and changes on adolescents' loneliness profiles: effects of intraindividual characteristics on profile transitions across time**

Olívia Ribeiro¹, Kenneth H. Rubin², António J. Santos¹

¹*William James Center for Research, Ispa-Instituto Universitário, Portugal*, ²*University of Maryland, USA*

SY-130_02**The moderating role of nomophobia in the relation between loneliness in peer relationships and quality of life in adolescence**

Luiza Nobre Lima¹, Beatriz Grunho², Alice Morgado¹

¹*University of Coimbra, Centre for Research in Neuropsychology and Cognitive Behavioral Intervention, Faculty of Psychology and Educational Sciences, Portugal*, ²*University of Coimbra, Faculty of Psychology and Educational Sciences, Portugal*

SY-130_03**Associations of loneliness profiles, attachment security and friendship quality in adolescence**

Olívia Ribeiro¹, Manuela Veríssimo¹, Kenneth H. Rubin², António J. Santos¹

¹*William James Center for Research, Ispa-Instituto Universitário, Portugal*, ²*University of Maryland, USA*

SY-130_04**How parental neglect predicts adolescents' loneliness towards parents**

Luiza Nobre-Lima¹, Carolina Guimarães¹

¹*University of Coimbra, Centre for Research in Neuropsychology and Cognitive Behavioral Intervention, Faculty of Psychology and Educational Sciences, Portugal*

Grande Auditório

13:00-14:30

PAPER SYMPOSIUM SY-131**A closer look at social withdrawal and culture during childhood and adolescence**

Chairs: Julie C. Bowker, *University at Buffalo, SUNY, USA*, Xinyin Chen, *University of Pennsylvania, USA*

Integrative Abstract

Withdrawing from and avoiding peers (or social withdrawal) is one of the strongest individual risk factors for psychosocial difficulties. That said, not all socially withdrawn youth experience significant difficulties; growing evidence indicates that the degree of risk associated with socially withdrawn behavior depends, in part, on the larger cultural context in which the behavior is displayed. The majority of research published in this area, however, continues to be from North America. There is also a paucity of research on social withdrawal that focuses on within-country variability. This symposium extends research by providing new and more nuanced insight into the ways in which the larger cultural context impacts the intra- and inter-personal adjustment concomitants of social withdrawal (and related constructs). The first paper explores whether motivations for social withdrawal moderate associations between time alone and internalizing difficulties during childhood and adolescence in Italy. The second considers whether the socio-emotional correlates associated with shyness, unsociability, and avoidance in China differ in suburban and urban contexts. The third paper examines religion as a moderating source of influence on the linkages between social withdrawal and negative peer beliefs during adolescence in India. The last paper evaluates shyness in China and whether developmental stage (childhood vs adolescence) explains variability in psychosocial outcomes. These papers all consider social withdrawal constructs with a cultural lens and together provide new information that set the stage for future culturally-sensitive research and prevention and intervention efforts.

SY-131_01**Role of social withdrawal motivations in the links between time spent alone and internalizing difficulties among Italian children and adolescents**

Matilde Brunetti¹, Stefania Sette², Giulia Pecora², Fiorenzo Laghi², Emiddia Longobardi¹, Robert J. Coplan³

¹*Department of Dynamic and Clinical Psychology, and Health Studies, Sapienza University of Rome, Italy*, ²*Department of Developmental and Social Psychology, Sapienza University of Rome, Italy*, ³*Carleton University, Canada*

SY-131_02**Relations between social withdrawal subtypes and socio-emotional adjustment in urban and suburban Chinese children**

Xuechen Ding¹, Alicia McVarnock², Mingxin Li¹, Robert J. Coplan³, Laura L. Ooi³, Jie Yu¹, Biao Sang⁴

¹*School of Psychology, Shanghai Normal University, China*, ²*Department of Psychology, Carleton University, Canada*, ³*Department of Psychology, Carleton University, Canada*, ⁴*Lab for Educational Big Data and Policymaking, Ministry of Education, Shanghai Academy of Educational Sciences, China*

SY-131_03**Stability of anxious-withdrawal: significance of peer beliefs and religious diversity**

Julie C. Bowker¹, Rebecca G. Etkin², Shanmukh V. Kamble³

¹*University at Buffalo, SUNY, USA*, ²*Yale University, USA*, ³*Karnatak University Dharwad-03, India*

SY-131_04**Self-reported shyness and social and school adjustment in Chinese children and adolescents**

Qinglin Bian¹, Xinyin Chen¹, Junsheng Liu², Dan Li³

¹*Graduate School of Education, University of Pennsylvania, USA*, ²*School of Psychology and Cognitive Science, East China Normal University, China*, ³*School of Psychology, Shanghai Normal University, China*

Pequeno Auditório

13:00-14:30

PAPER SYMPOSIUM SY-132**Insights into bullying dynamics and antibullying interventions****Chair:** [Tiina Turunen](#), *University of Turku, Finland***Integrative Abstract**

This symposium combines findings from four studies focused on bullying and anti-bullying interventions. Together, these studies offer a comprehensive perspective on bullying, encompassing its longitudinal effects, the role of empathy in bullying dynamics, and the effectiveness of anti-bullying interventions and teachers' strategies to tackle bullying. Study 1 explores the longitudinal effects of peer-reported bullying in middle childhood on various adverse and adaptive outcomes in adolescence, considering also the role of the KiVa antibullying intervention in Finland as a moderator of the associations. Study 2 uses data from the Stand Together trial with primary school children and examines how affective and cognitive empathy predict victim, bully, and bully-victim roles one year later. Study 3 will share the main results from a large, multi-centre randomised controlled trial of KiVa in the UK presenting results of the impact of KiVa in reducing self-reported bullying victimization, perpetration, and the impact on student mental health and emotional wellbeing. Study 4 focuses on guilt, shame, and sadness as potential mediators of targeted teacher interventions to stop bullying and presents results of an experimental study, in which students view video vignettes of teacher intervening in bullying in different ways and report how likely they would stop bullying after the intervention.

SY-132_01**Is bullying perpetration in middle-childhood associated with psychosocial and academic adjustment in adolescence?**[Tiina Turunen](#)¹, [Christina Salmivalli](#)¹¹*University of Turku, Finland***SY-132_02****Do cognitive and affective empathy predict later involvement in bullying as victims, bullies and bully-victims?**[Katerina Romanova](#)¹, [Lucy Bowes](#)¹, [Eleanor Leigh](#)¹, [Julia Badger](#)¹, [Susan Clarkson](#)², [Matthew Broome](#)³, [Richard Hastings](#)⁴, [Judy Hutchings](#)²¹*University of Oxford, UK*, ²*Bangor University, UK*, ³*University of Birmingham, UK*, ⁴*Warwick University, UK***SY-132_03****The effects and costs of an anti-bullying programme (kiva) in UK primary schools: a multicentre cluster randomised controlled trial**[Lucy Bowes](#)¹, [Tamsin Ford](#)², [Richard P. Hastings](#)³, [Rachel Hayes](#)⁴, [Judy Hutchings](#)⁵¹*University of Oxford, UK*, ²*University of Cambridge, UK*, ³*University of Warwick, UK*, ⁴*University of Exeter, UK*, ⁵*University of Bangor, UK***SY-132_04****Teachers' targeted interventions to stop bullying: guilt, shame, and sadness as potential mediators**[Eerika Johander](#)¹, [Tiina Turunen](#)¹, [Claire Garandeau](#)¹, [Christina Salmivalli](#)¹¹*University of Turku, Finland*

Almeida Negreiros

13:00-14:30

PAPER SYMPOSIUM SY-133**Same, different, or interactive? mothers' and fathers' contributions to child and adult development within families**Chair : Peter Zimmermann, *University of Wuppertal, Germany***Integrative Abstract**

Recent research on child development increasingly includes fathers as influential caregivers. Such research often investigates similarities or differences in maternal and paternal caregiving characteristics or the separate influences of attachment to mother and father as single effects on children's developmental outcomes. However, from a family systems perspective, reciprocal effects of caregiving and attachment within the same families may offer additional insights as parents and children influence each other's daily interactions with potential effects on mothers' and fathers' caregiving, attachment security to mother and father, and developmental outcomes even beyond early childhood. The four papers in this symposium address this topic with samples from Germany, Switzerland, Canada, Portugal and France. The first paper examines precursors of attachment to mother and father and actor-partner effects of attachment to mother and father on mental health problems in preschool children. The second paper investigates the longitudinal effects of relationship quality to mother and father on later friendship quality in middle childhood focusing on interactive effects of mothers and fathers. The third presentation compares the effects of attachment security to mother and father in middle childhood with concurrent self-esteem and social acceptance examining age-dependant effects of attachment to each parent within families in two age-groups. Finally, the fourth paper examines the longitudinal and concurrent associations of attachment on reflective functioning in emerging adults emphasising the interactive effect of attachment to mother and father even in adulthood.

SY-133_01**Attachment to mother and father: longitudinal precursors and consequences**Peter Zimmermann¹, Laura Mühling¹, Lucie Lichtenstein¹, Céline Stadelmann², Fabienne Forster², Guy Bodenmann², Alexandra Iwanski¹¹*University of Wuppertal, Germany*, ²*University of Zurich, Switzerland***SY-133_02****Interactions between quality of mother-child and father-child relationships in the prediction of children's relationship with a best friend**Annie Bernier¹, Rose Lapolice Thériault¹, Camille Marquis-Brideau¹, Marie-Noëlle Lortie¹¹*University of Montreal, Canada***SY-133_03****Relations between attachment to mother and father, peer acceptance, and self-esteem in school-age children**Carla Fernandes¹, Marília Fernandes¹, António J. Santos¹, Manuela Veríssimo¹¹*Ispa-Instituto Universitário, Portugal***SY-133_04****The development of reflective functioning: the role of attachment to mother and father**Raphaële Miljkovitch¹, Aino E. Sirparanta¹, Magdalena A. Zdebik², Katherine Pascuzzo³, Julia Garon-Bissonnette⁴, Ellen Moss⁵¹*University of Paris 8, France*, ²*Université du Québec en Outaouais, Canada*, ³*Université de Sherbrooke, Canada*, ⁴*Vanderbilt University, USA*, ⁵*Université du Québec à Montréal, Canada*

Luís de Freitas Branco

13:00-14:30

PAPER SYMPOSIUM SY-134**Cultural aspects of metacognitive development****Chair:** Florian Jonas Buehler, *University of Bern, Switzerland***Discussant:** Sander Thomaes, *Utrecht University, the Netherlands***Integrative Abstract**

Metacognition, the ability to evaluate and control cognitive processes, is crucial for children's academic achievement and self-regulated learning (Roehbers et al., 2017). While recent theories (Heyes et al., 2020) emphasize that metacognitive development is shaped by culture, cultural aspects of metacognition are understudied. Most empirical research focused on WEIRD (Western, Educated, Industrialized, Rich, and Democratic) samples and research with non-WEIRD samples are lacking. The planned symposium will bring together cutting-edge (cross-)cultural research on metacognition. In all three contributions, we will focus on the metacognitive development of primary school children (5 to 12 years) by applying different methodological approaches (experimental and meta-analysis). Two experimental studies will present cross-cultural data, adding to the sparse research on non-WEIRD samples. One contribution compares the developmental trajectory of overconfidence in Kenyan and American children. Another contribution will discuss the consequences of epistemic injustice for Kenyan and Swiss children's metacognition. Finally, a meta-analysis of American and European children's self-estimations will show how an increased cultural emphasis on "standing out" may impact children's self-evaluations. All three contributions add to the sparse understanding of the role of culture in metacognitive development. A discussant and expert in metacognitive development will critically integrate the presented findings.

SY-134_01**Looking smart or learning more? Cross-cultural components and consequences of overconfidence in childhood**Hanna Schleihauf¹, Antonia F. Langenhoff², Carolyn Baer³, Esther Herrmann⁴, Henriette Zeidler⁵, Mahesh Srinivasan⁶, Jan M. Engelmann⁶¹*Geman Primate Center, Germany*, ²*UC Berkeley, USA*, ³*University of British Columbia, Canada*, ⁴*University of Portsmouth, UK*, ⁵*Aston University, UK*, ⁶*UC Berkeley, USA***SY-134_02****The effect of epistemic injustice on Swiss and Kenyan children's metacognition: a cross-cultural study**Florian Jonas Buehler¹, Colin Jacobs², Henriette Zeidler³, Claudia M Roehbers¹, Jan M Engelemann⁴¹*University of Bern, Switzerland*, ²*UC Berkely, USA*, ³*Aston University, UK*, ⁴*UC Berkeley, USA***SY-134_03****Children's overestimation of performance across age, task and historical time: a meta-analysis**Mengtian Xia¹, Astrid M. G. Poorthuis², Sander Thomaes²¹*Radboud University Nijmegen, the Netherlands*, ²*Utrecht University, the Netherlands*

Fernando Pessoa

13:00-14:30

PAPER SYMPOSIUM SY-135**Parent-child interactions in early childhood: towards a more fine-grained understanding****Chair:** Merlin Nieterau, *University of Amsterdam, the Netherlands***Discussant:** Jennifer. E. Lansford, *Duke University, USA***Integrative Abstract**

Parent-child interactions can play a key role in the development of child psychopathology. Traditional research methods, such as longitudinal studies with year measures, or randomized trials with post and follow-up measures have allowed for a good understanding of the more general aspects of parenting that matter most for children's development. Recent advances in technology and analyses offer the opportunity to gain a more fine-grained understanding of parent-child interaction processes. They allow for new insights into not only how parent-child interactions vary between families, but also how parent-child interactions vary from moment to moment. This symposium brings together studies using different timescales and measurement techniques, to yield new insights into how parent-child interaction patterns differ between mothers and fathers, the stability of parent-child interaction patterns over time, and how short-term changes in parent-child interaction dynamics may affect long-term developmental outcomes. Specifically, the first presenter demonstrates findings of individual respiratory sinus arrhythmia (RSA) and parent-child RSA synchrony patterns based on second-by-second analyses across different contexts and family dyads. The second presenter discusses results from a daily diary showing how parent-child coercion varies within families from day to day. The last presenter will illustrate how improvements in positive parent-child interactions may set in motion positive cascading effects yielding multiple prosocial child outcomes years later. The discussant will synthesize findings from the three presentations and discuss the generalizability and implication of these findings for future studies and interventions.

SY-135_01**Parent-child individual RSA and RSA synchrony varies by task and harsh parenting**Savannah Girod¹, Longfeng Li¹, Erika Lunkenheimer¹¹*The Pennsylvania State University, USA***SY-135_02****Daily coercive parent-child interaction profiles in families with emerging disruptive child behavior**Merlin Nieterau¹, G.J. Melendez-Torres², Geertjan Overbeek¹, Daniel S. Shaw³, Patty Leijten¹¹*University of Amsterdam, the Netherlands*, ²*University of Exeter, UK*, ³*University of Pittsburgh, USA***SY-135_03****Long-term cascading intervention effects of early positive parenting on multiple domains of children's prosocial behavior**Daniel S. Shaw¹, Hyein Chang², JD Smith³¹*University of Pittsburgh, USA*, ²*Sungkyunkwan University, South Korea*, ³*University of Utah, USA*

Sophia de Mello Breyner Andresen

13:00-14:30

PAPER SYMPOSIUM SY-136**Psychological fallout after the October 7th attacks in Israel and children's adjustment in the ensuing war****Chair :** Yonat Rum, *The Hebrew University of Jerusalem, Israel***Integrative Abstract**

This symposium explores the impact of war on four samples, with Hamas' October 7th attacks on Israel and the ensuing war as the context. Examining the psychological consequences of the attacks and war, the symposium provides a multifaceted perspective on challenges faced in such contexts and potential mechanisms of support. The first paper focuses on autistic children and their parents and points to heightened trauma in autistic children relative to non-autistic peers. Parents of autistic children indicated levels of stress, depression, and anxiety 2-4 times higher than those reported by an independent cohort before October 7th. The second paper investigates university students who, post-October 7th, report high psychological distress, with nearly half experiencing moderate anxiety. Factors such as lower depressive symptoms, higher resilience, and active participation in reserve military duty, among others, contributed to quality of life. The third paper, focusing on parental emotion regulation strategies, shows that parents' tendencies to rumination were associated with heightened psychological distress in parents and increased internalizing and externalizing difficulties in children. Rumination and suppression predicted higher levels of parental burnout, while greater use of reappraisal strategies was linked to lower levels of burnout. The final paper examines changes in values and worldviews in adolescents and parents, suggesting that during such conflicts, anxiety-based values may increase in importance, while people may perceive the world as less safe and less good than before the war. The study notes increased volunteering, donations, and calls for unity during the recent war, which may shape values and worldviews.

SY-136_01**Effects of the October 7th attacks and the ensuing war on autistic children in Israel and their parents**

Judah Koller¹, Shir Rozenblat¹, Tanya Nitzan², Tamar Matz Vaisman¹, Ronit Shusel³, Yonat Rum¹, Ofer Golan⁴, Ilan Dinstein²
¹*The Hebrew University of Jerusalem, Israel*, ²*Ben Gurion University of the Negev, Israel*, ³*ALUT, Israel*, ⁴*Bar-Ilan University, Israel*

SY-136_02**Well-being of students after the October 7th attacks in Israel: the contribution of mental health, psychological resilience, and occupations**

Lena Lipskaya-Velikovsky¹, Yafit Gilboa¹, Mor Nahum¹
¹*The Hebrew University of Jerusalem, Israel*

SY-136_03**Emotion regulation and psychological distress among Israeli parents and children during the "Swords of Iron" war**

Mor Keleynikov¹, Joy Benatov¹, Reuma Gadassi-Polack², Dana Lassri³, Noga Cohen¹
¹*University of Haifa, Israel*, ²*Tel Aviv-Yaffo Academic College, Israel*, ³*The Hebrew University of Jerusalem, Jerusalem*

SY-136_04**Effects of war on change in values and worldviews in adolescents and parents**

Ariel Knafo-Noam¹, Dana Katsoty¹, Yaakov Greenwald¹, Noa Levy¹, Tamar Machlev¹, Yonat Rum¹, Ella Daniel²
¹*The Hebrew University of Jerusalem, Israel*, ²*Tel Aviv University, Israel*

Amália Rodrigues

13:00-14:30

PAPER SYMPOSIUM SY-137**Enhancing children's emotional competence at different ages through programs integrating emotion discourse in shared book-reading****Chair:** Rotem Schapira, *Levinsky-Wingate Academic College, Israel; Tel Aviv University, Israel***Integrative Abstract**

Shared Book reading (SBR) is a daily activity that allows adult caretakers to engage in conversations that promote children's socio-emotional competence. Books for young children frequently deal with activities and interactions of people or animals. These books invite children to identify with characters while also experiencing distance from them. As such, they can relate to and discuss social-emotional situations in the story and in their own lives. Few studies recently examined the contribution of emotional dialogue between teachers and children during SBR to children's social-emotional competence. The symposium presents the contribution of programs that include discourse during SBR to children's emotional competencies, implemented in different educational frameworks. First, Dorit Aram focuses on the discourse during SBR with human versus animal main characters. Second, Ilaria Grazzani introduces the Emotion "Language Game" Intervention (ELGI) after reading a book and its impact on toddlers' emotional competence. Third, Rotem Schapira spotlights an intervention program aimed at promoting empathy in preschoolers through SBR. Finally, Maria von Salisch discusses the Feeling Thinking Talking in Primary school (FTT-P) intervention program, which aims to enhance children's language, emotion knowledge, and Theory of Mind through emotion talk in SBR. The symposium highlights the significance of emotion discourse during SBR as a powerful tool for teachers to improve children's emotional competence in frameworks for children ranging from toddlerhood to elementary school.

SY-137_01**Discourse during shared book reading: the meaning of the characteristics of the book characters (animal versus human)**Dorit Aram¹, Inbar Avman Wolff¹, Sigalit Aviram¹, Anat Zaidman-Zait¹¹*Tel Aviv University, Israel***SY-137_02****Shared book reading, language games and emotional competence in toddlerhood: an intervention study**Ilaria Grazzani¹¹*Department of Human Sciences for Education, Lab-PSE, University of Milano-Bicocca, Italy***SY-137_03****Promoting empathy in preschools through shared book reading - an intervention program**Rotem Schapira¹, Deborah Bergman Deitcher², Ariel Knafo-Noam³¹*Levinsky-Wingate Academic College, Israel; Tel Aviv University, Israel*, ²*Tel Aviv University, Israel*, ³*The Hebrew University of Jerusalem, Israel***SY-137_04****Feeling thinking talking in primary school – the effect of a teacher intervention program on second graders' emotion knowledge**Maria von Salisch¹, Katharina Voltmer¹¹*Leuphana University Lueneburg, Germany*

Lopes-Graça

13:00-14:30

PAPER SYMPOSIUM SY-138

Variations in puberty assessment and consequences for understanding adolescent development: how, when, what, and why?

Chair: Dominic P. Kelly, *University College London, UK*

Integrative Abstract

Experiences of puberty have been linked to persistent individual differences in health, well-being, and even cognition, but specific inferences have been inconsistent between studies. This symposium demonstrates how different operationalisations of puberty could distort our knowledge of adolescence and explain discrepancies in the field. The first paper consists of a systematic review of research derived from the Adolescent Brain Cognitive Development study. It suggests there can be notable limitations in how pubertal status measures are being derived from item-level data and highlights the inferential implications of this in illustrative analyses. The second paper further explores the importance of when puberty is measured by exhibiting newly collected cognitive data. It suggests that inferences about the effects of puberty on learning are strongly related to the pubertal stage; thus, single measurements might be misleading. The third paper then clarifies what specific dimensions of puberty operationalisation (i.e. instruments used, longitudinal design, analytic approaches) matter for inferences about puberty and adjustment. It uses a 'multiverse' approach across multiple largescale datasets to make these conclusions. The final paper addresses why the operationalisation of puberty matters in a crucial context for policymakers: the relationship between childhood adversity and puberty. It provides insight into existing inconsistencies, clarity into underlying mechanisms and emphasises the importance of measurement. Overall, this symposium provides a roadmap for optimal, multidimensional measurement of puberty to benefit future longitudinal research on the intricacy of individual differences in adolescent development.

SY-138_01

On how puberty data are used in the ABCD study: a systematic review and empirical illustration

Adriene M. Beltz¹, Holly Pham², Tristin Smith¹, Esmeralda Hidalgo-Lopez¹, Hannah Becker¹, Mary Heitzeg¹, Chelsea M. Kaplan¹, Sheri A. Berenbaum²

¹*University of Michigan, USA*, ²*The Pennsylvania State University, USA*

SY-138_02

Understanding learning during puberty: when are effects most evident?

Natasha Chaku¹, Zinah George¹, Ritika Gandhi¹, Jasmine Bigelow¹, Taylor Drazan¹

¹*Indiana University, USA*

SY-138_03

What matters for measuring puberty: utilising multiverse analyses and leveraging secondary data to determine how operationalisations affect inferences

Dominic P. Kelly¹, Jasmine Bigelow², Natasha Chaku²

¹*University College London, UK*, ²*Indiana University, USA*

SY-138_04

Understanding the impact of childhood adversity on puberty: why our operationalization of pubertal timing matters

Nandita Vijayakumar¹, Michelle Shaul¹, Tim Silk¹, Sarah Whittle²

¹*Deakin University, Australia*, ²*University of Melbourne, Australia*

 Maria Helena Vieira da Silva

13:00-14:30

PAPER SYMPOSIUM SY-139**Understanding and enhancing preschool-aged children's social and emotional development in context**

Chairs: *Diana Alves*, University of Porto, Faculty of Psychology and Education Sciences, Center for Psychology at University of Porto, Portugal, *Joana Cadima*, University of Porto, Faculty of Psychology and Education Sciences, Center for Psychology at University of Porto, Portugal

Discussant: *David Schultz*, University of Maryland, Department of Psychology, USA

Integrative Abstract

There is broad agreement that children benefit from developing strong social-emotional competence (Domitrovich et al., 2017). Preschool social and emotional skills such as understanding and managing emotions, sharing and helping others, or solving social problems have been shown to promote positive adjustment and academic achievement (Durlak et al., 2011; Jones et al., 2019). However, as the field moves forward, important issues related to conceptualization and measurement continue to persist. Social-emotional competencies are highly susceptible to features of the immediate environment and may vary in meaningful ways depending on how, where and when they are measured (Jones et al, 2016). This symposium attempts, through a set of diverse methodological approaches, to contribute to the study of social-emotional development in particular contexts, namely, in the family (paper 1) and preschool settings (paper 2 and 3). The first paper examines the longitudinal trajectories of children's prosocial behavior considering both mother- and father-child relationships, contributing to understand the nonlinear change rates over a five-years-period. The second paper focuses on the development of assessment tools to measure empathy and social problem solving skills in close partnership with teachers, contributing to create contextually relevant measures. The third paper presents a quasi-experimental trial of a socio-emotional intervention in preschool that has been evaluated for the first time in Portugal, showing promising effects. Altogether, the three presentations, along with the integrative discussion, will offer new insights for understanding socio-emotional development in context during this important developmental stage.

SY-139_01**Prosocial development during early childhood: contribution of children's gender, mother- and father-child attachment quality**

*Tiago Ferreira*¹, *Filipa Nunes*¹, *Paula Mena Matos*¹

¹University of Porto, Faculty of Psychology and Education Sciences, Center for Psychology at University of Porto, Portugal

SY-139_02**Assessing empathy and social problem-solving in preschool: a collaborative approach**

*Joana Cadima*¹, *Ana Camacho*², *Gabriela Silva*², *Patrícia Moreira*², *Catarina Grande*², *Diana Alves*², *Teresa Leal*²

¹University of Porto, Faculty of Psychology and Education Sciences, Center for Psychology at University of Porto, Portugal, ²University of Porto, Faculty of Psychology and Education Sciences, Center for Psychology at University of Porto, Portugal

SY-139_03**Testing the effectiveness of a social and emotional skill program for preschool children**

*Carla Conceição*¹, *Claudia Adão*¹, *Diana Alves*², *Joana Cadima*²

¹University of Porto, Faculty of Psychology and Education Sciences, Portugal, ²University of Porto, Faculty of Psychology and Education Sciences, Center for Psychology at University of Porto, Portugal

Glicinia Quartin

13:00-14:30

PAPER SYMPOSIUM SY-140**A comprehensive look at youth development and technology-facilitated sexual violence**

Chair : Antonella Brighi, *Free University of Bozen-Bolzano, Italy*, Sebastian Wachs, *University of Münster, Germany*

Integrative Abstract

In this symposium, we will focus on the interplay between youth's use of digital technologies and the impact on their development and well-being. Specifically, this symposium features four studies on technology-facilitated sexual violence (TFSV) among diverse samples of youth, delivering new insights: Amadori and Brighi focus on non-consensual intimate image distribution (NCII) among Italian youth, highlighting the heightened victimization of sexual minorities. Their study emphasizes the role of sexting, decision-making, and online disinhibition in NCII prevalence. Wachs and Wright examine the longitudinal effects of different types of sexting on mental health and sexual risk behaviors in youth. It distinguishes between consensual, non-consensual, and pressured sexting, linking the latter two to mental health issues and riskier sexual behaviors but not consensual sexting. Ojeda et al. analyze sexting behaviors among youth and its associations with quality of life and mental health. It identifies three sexting profiles, showing, for example, that youth who engage in consensual and non-consensual sexting showed decreased quality of life and higher mental health problems. Finally, Martínez-Bacaicoa et al. delve into the prevalence, temporal stability, and effects of TFSV among youth. They found that girls and older youth experience higher TFSV rates, stability in TFSV experiences over time, and associations between TFSV with depression and anxiety. Overall, the symposium sheds light on the relationship between youth, digital technology, and sexual violence, underlining the urgent need for educational and preventive measures.

SY-140_01**Sexting, non-consensual intimate images diffusion, and decision-making: a study of Italian youth and sexual minority disparities**

Alberto Amadori¹, Antonella Brighi¹

¹Free University of Bozen-Bolzano, Italy

SY-140_02**Moving toward a normalcy discourse: longitudinal associations between different types of sexting, mental health problems, and sexual risk behaviors**

Sebastian Wachs¹, Michelle F. Wright²

¹University of Münster, Germany, ²Indiana State University, USA

SY-140_03**Sexting among young people: profiles, quality of life and mental health**

Mónica Ojeda¹, Daniela Villa-Henao¹, Esperanza Espino², Rosario Del Rey¹

¹Universidad de Sevilla, Spain, ²Universidad Loyola Andalucía, Spain

SY-140_04**Technology-facilitated sexual violence (TFSV) among adolescents: prevalence, age and gender differences, temporal stability, and mental health outcome**

Jone Martínez-Bacaicoa¹, Mariana Alonso¹, Estibaliz Mateos-Pérez², Manuel Gámez-Guadix¹

¹Autonomous University of Madrid, Spain, ²University of Basque Country, Spain

Eugénio de Andrade

13:00-14:30

PAPER SYMPOSIUM SY-141**Multi-layered contexts of parenting practices and child development: the case of China****Chair :** Siman Zhao, *University of Dayton, USA***Discussant:** Xuan Li, *University of Copenhagen, Denmark***Integrative Abstract**

The impact of parenting on child development is well established, yet research on culturally unique parenting styles or cultural perceptions of parenting practices remains inconclusive, and investigations that capture multiple layers of contexts for parenting are scarce. The present symposium uses Chinese families as an example to showcase how parenting practices and their developmental implications are embedded in familial, socioeconomic, and broader cultural contexts. The first paper examines how maternal parenting impacts school-aged Chinese children based on multi-sourced data and found that high warm and high power-assertive parenting profile was longitudinally related to both positive and negative developmental outcomes, highlighting culturally specific functions of particular parenting practices. The second paper systematically included fathers, who have been severely understudied in non-Western contexts, in the identification of family-level parenting profiles. The results not only revealed between-parent consistency in parenting styles but also the relations between Chinese mothers' and fathers' performance as parents and their functioning in the marital and coparenting subsystems. The third paper uses observational data to investigate the rural-urban divide, a salient factor in social stratification in China, and found significant differences between rural and urban mothers' behaviors during free-play as well as their school-aged children's responses. These findings indicate within-culture variance by modernization and urbanization status. Taken together, these papers jointly inform us of the embeddedness of parenting behaviors in family systems, socioeconomic strata, and cultural macrosystem.

SY-141_01**Profiles of maternal parenting and their relations with adjustment outcomes in Chinese children**Mengting Liu¹, Xinyin Chen¹, Dan Li², Junsheng Liu³¹*University of Pennsylvania, USA*, ²*Shanghai Normal University, China*, ³*East China Normal University, China***SY-141_02****Typology of parenting styles in Chinese families: reconsideration from a family systems perspective**Lixin Ren¹, Yeqing Li², Xuan Li³, Jiayi Li⁴¹*Xi'an-Jiaotong Liverpool University, China*, ²*University of Wisconsin-Madison, USA*, ³*University of Copenhagen, Denmark*, ⁴*East China Normal University, China***SY-141_03****Behaviors and emotion expressions in interactions of mothers and children from rural and urban families in China: an observational study**Siman Zhao¹, Xi Chen², Xinyin Chen³¹*University of Dayton, USA*, ²*East China Normal University, China*, ³*University of Pennsylvania, USA*

Vianna da Motta

13:00-14:30

PAPER SYMPOSIUM SY-142

Parental socialization of lie-telling and honesty across the globe: how parents shape children's moral attitudes and moral behavior

Chair: Lisanne Schroer, *Department of Psychology, Education and Child Studies, Erasmus University Rotterdam, the Netherlands*

Discussant: Rianne Kok, *Department of Psychology, Education and Child Studies, Erasmus University Rotterdam, the Netherlands*

Integrative Abstract

In our society, honesty is highly valued and expected. However, most of us, including children, still tell lie(s) almost every day. Although influential theoretical models, such as the domain-specific theory of socialization, make a strong case that parents can play an important role in the socialization of lie-telling, the exact mechanisms are underexplored. This symposium contains pioneering studies from three countries testing different mechanisms of parental socialization of children's lie-telling and honesty using different methodologies. Study 1 examines the direct effect of observing parental lie-telling on children's white lie-telling in an experimental study in Dutch families. This study tests whether children learn to use white lies via the role model behaviour of their parents. In contrast, Study 2 focuses on how parental feedback influences lie-telling and honesty in North American children. A more detailed understanding was obtained by using a daily diary study and qualitative thematic analysis. In Study 3, the role of parental dishonesty, so-called parenting-by-lying, was examined in a sample of Romanian parents and children. This study explored how lying by parents to their own children relates to children's understanding of lies. In our symposium, we will summarize the results of these studies testing different mechanisms of parental socialization in children's moral development. We will provide an integrative account of the evidence of how parents influence their children's lie-telling and honesty as the building blocks of moral development.

SY-142_01

Pinocchio's child: an experimental study on the direct effect of parental lies on children's white lying

Lisanne Schröer¹, Rianne Kok¹

¹*Department of Psychology, Education and Child Psychology, Erasmus University Rotterdam, the Netherlands*

SY-142_02

Exploring parental feedback to children's honesty using a diary method

Ipek Isik¹, Victoria Talwar¹

¹*Department of Educational and Counseling Psychology, McGill University, Canada*

SY-142_03

Parenting by lying and young children's evaluations of truths and lies in a Romanian sample

Narcisa Prodan¹, Iulia Pinte², Laura Visu-Petra³

¹*Research in Individual Differences and Legal Psychology (RIDDLE) Laboratory, Babeş-Bolyai University, Romania*, ²*Regional Centre for Resources and Educational Assistance, Cluj-Napoca, Romania*, ³*Research in Individual Differences and Legal Psychology (RIDDLE) Laboratory, Babeş-Bolyai University, Romania; Department of Social and Human Research, Romanian Academy, Romania*

Grande Auditório

14:30-16:00

PAPER SYMPOSIUM SY-143**The effects of prenatal exposures and experiences on postnatal outcomes: prospective longitudinal investigations****Chair:** Anja C. Huizink, *Vrije Universiteit Amsterdam, the Netherlands***Discussant:** Paul D. Hastings, *University of California, Davis, USA***Integrative Abstract**

A substantial body of literature evidences the effects of various prenatal exposures on the development of offspring with implications for life-course health and development (O'Donnell & Meaney, 2017). This has been demonstrated in the case of maternal mental health and stress, acute famine, extreme weather conditions, natural disasters, and exposure to toxins and pollutants. At the same time, the heterogeneity in and magnitude of these associations, and the mechanisms are in many cases poorly understood. It is further unclear how prenatal circumstances (e.g., maternal mental health) carries over to affect postnatal processes (e.g., parenting) that have been shown to significantly predict offspring development. There remain many questions regarding the generalizability across countries, populations, and individuals. The three papers in this symposium present several perspectives to the study of prenatal factors contributing to postnatal development, beginning to disentangle the mechanisms by which this happens using data from longitudinal studies starting prenatally. Paper 1 presents findings from a randomized controlled trial of a smoking cessation and stress reduction intervention. Paper 2 investigates the relation of fear of childbirth and birth experiences on observed parenting. Paper 3 explores the association of exposure to high ambient temperatures on birth and offspring outcomes accounting for a number of confounding variables. This set of 3 studies adds to the growing literature on prenatal exposures and life-course development and provide a diverse set of perspectives that yield the potential to inform programs and policy.

SY-143_01**Heart rate variability – biofeedback and a personalized-stop-smoking program as e-health intervention for tobacco cessation in pregnancy in a sample o**Anja C. Huizink¹, Willeke van Dijk¹, Wieke de Vente², Imke Jansen¹, Matthijs Blankers³¹*Vrije Universiteit Amsterdam, the Netherlands*, ²*University of Amsterdam, the Netherlands*, ³*Trimbos Institute, the Netherlands***SY-143_02****The role of fear of childbirth and birth experiences for observed maternal parenting behavior at 12 months postpartum in a sample of Dutch women**Annaleena Holopainen¹, Marije L. Verhage¹, Carlo Schuengel¹, Anne Tharner¹, Mirjam Oosterman¹¹*Vrije Universiteit Amsterdam, the Netherlands***SY-143_03****Seasonal effects on birth outcomes and a neurocognitive assessment at 28 days postpartum in Rohingya and host communities in Bangladesh**Alice J. Wuermli¹, Elisa Ugarte¹, M Sajjadur Rahman², Mahbub Elahi², Eamam Hossain², Shakil Ahamed², Kazi Istiaque Sanin², Fahmida Tofail²¹*New York University, USA*, ²*icDDR, Bangladesh*

Pequeno Auditório

14:30-16:00 **INVITED SYMPOSIUM IS-8**
The essence of science is independent thinking: a research symposium in honor of Willard W. Hartup and Thomas A. Kindermann

Chair: Brett Laursen, *Florida Atlantic University, USA*

IS-08_01 **Why peer networks matter**
William M. Bukowski, *Concordia University, Canada*

IS-08_02 **Friendship and the search for common ground: acknowledging and extending Willard W. Hartup's insights into the most important peer relationship**
Brett Laursen, *Florida Atlantic University, USA*

IS-08_03 **Peers are fabulous: the legacy of Thomas Kindermann's scrutiny of naturally-occurring peer groups in the development of children and youth**
Melanie Zimmer-Gembeck, *Griffith University, Australia*

IS-08_04 **Reflections on the lives and contributions of Willard W. Hartup and Thomas Kindermann**
Melanie Zimmer-Gembeck, *Griffith University, Australia*; Ellen Skinner, *Portland State University, USA*; Brett Laursen, *Florida Atlantic University*

Almeida Negreiros

14:30-16:00 **PAPER SYMPOSIUM SY-144**
Combatting adolescent hate speech: empirical insights and innovative prevention strategies

Chairs: Sebastian Wachs, *University of Münster, Germany*, Federica Stefanelli, *University of Florence, Italy*

Integrative Abstract

This symposium presents four cutting-edge research studies that collectively address the critical issue of hate speech among adolescents. The first study by Gámez-Guadix et al. explores bystander intervention against hate speech. Utilizing the Bystander Intervention Model, the research aims to develop a scale for measuring adolescent intervention behaviors, focusing on identifying and interpreting hate speech events, accepting responsibility, and executing interventions. Anticipated outcomes include the correlation between intervention steps and empathy levels. The second presentation, by Stefanelli et al., investigates the relationship between online hate speech exposure and traditional bullying, highlighting the moderating role of moral disengagement. This study highlights how moral disengagement influences this association. Kansok-Dusche et al.'s third research in the series delves into teachers' political didactical beliefs (PDB) and their responses to hate speech in schools. The study assesses how PDBs influence teachers' strategies in handling hate speech, examining their impact on educational approaches and student collaborations. The final study, presented by Wachs, evaluates the effectiveness of the "HateLess: Together Against Hatred" program. This intervention aims to reduce online hate speech perpetration and victimization among adolescents, enhancing their ability to counter such speech. The program's success is linked to increased empathy and self-efficacy among participants. Together, these presentations offer a comprehensive view of the dynamics of hate speech in adolescent environments and provide practical insights for developing strategies to combat this growing concern.

Luís de Freitas Branco

- SY-144_01** **Bystander intervention against hate speech among adolescents: unraveling its components and dynamics**
Manuel Gámez-Guadix¹, Estíbaliz Mateos-Pérez², Jone Martínez Bacaicoa¹, Mariana Alonso¹, Sebastian Wachs³
¹Autonomous University of Madrid, Spain, ²University of Basque Country, Basque Country, ³University of Münster, Germany
- SY-144_02** **Online hate speech exposure and bullying perpetration: the moderating role of moral disengagement**
Federica Stefanelli¹, María Dolores Pacheco Romero², Ersilia Menesini¹, Izabela Zych²
¹University of Florence, Italy, ²Universidad de Córdoba, Spain
- SY-144_03** **Political didactical beliefs of teachers and their handling of hate speech in school**
Julia Kansok-Dusche¹, Alexander Wettstein², Ludwig Bilz¹, Sebastian Wachs³
¹Brandenburg University of Technology Cottbus-Senftenberg, Germany, ²Bern University of Teacher Education, Switzerland, ³University of Münster, Germany
- SY-144_04** **From hate speech to hateless. evidence for an effective prevention program against hate speech among adolescents**
Sebastian Wachs¹
¹University of Münster, Germany

14:30-16:00

PAPER SYMPOSIUM SY-145**Application of emotion socialisation theory to parenting interventions****Chair:** Sophie Havighurst, *The University of Melbourne, Australia***Integrative Abstract**

Delivering effective parenting programs that use an emotion socialisation approach and that overcome barriers for reach, access and effectiveness is the focus of this symposium. Jo McInnes will present data from a study of an emotion socialisation program, Tuning in to Kids, examining the relations between parent reflective functioning (the capacity to be curious about and understand one's own and one's child's internal world) and whether this is related to parent emotion coaching (or conversely emotion dismissing) responses to children's discussion about emotions. Christiane Kehoe will report on what factors moderate the effectiveness of the Tuning in to Kids program, including whether children or parents with greater difficulties are more or less responsive to either a one-to-one, group or self-paced, online delivery of the program. Christina Ambrosi will present a pilot of Tuning in to Kids Together – for co-parents as they learn how to respond to emotions in their children and each other. Elizabeth Westrupp will present pilot data on Daily Growth, a new parenting app that provides brief parental guidance delivered at key moments during the day.

Fernando Pessoa

SY-145_01 Investigating the relationship between parental reflective functioning and emotion socialisation in a sample of parents of children with behaviour problems

Jo McInnes¹, Christiane Kehoe¹, Sophie Havighurst¹
¹The University of Melbourne, Australia

SY-145_02 Tuning In To Kids delivered to parents of children with behaviour problems via group, one-to-one, and online methods: who does best with which?

Christiane Kehoe¹, Shaminka Mangelsdorf¹, Jonathon Little¹, Ann Harley¹, Alessandra Radovini¹, Sophie Havighurst¹
¹The University of Melbourne, Australia

SY-145_03 Tuning In To Kids Together: piloting an emotion-focused coparenting program

Christina C. Ambrosi¹, Phillip S. Kavanagh², Subhadra Evans³, Sophie Havighurst¹
¹The University of Melbourne, Australia, ²University of Canberra, Australia, ³Deakin University, Australia

SY-145_04 Randomised controlled pilot of a tailored emotion-focused parenting smartphone app to prevent child mental health problems

Elizabeth Westrupp¹, Stefanie Ewald¹, Tomer Berkowitz¹, Storm Hiskens-Ravest¹, Kelsie Bufton¹, Gabriella Louise King¹, Sophie Havighurst², Christiane Kehoe², Maria Bates¹
¹Deakin University, Australia, ²The University of Melbourne, Australia

14:30-16:00

PAPER SYMPOSIUM SY-146**Adaptations of evidence-based mental health prevention programs (ebps) for youth and families: addressing culture and context**

Chair : Margret Sigmarisdottir, University of Iceland, Iceland

Integrative Abstract

Adaptations of evidence-based mental health prevention programs are most likely to be successful when they retain core principles of the adapted program and make adjustments that address the needs of specific groups, contexts, and culture. In this symposium, we present findings from adaptations of a parenting program (GenerationPMTO; parent management training-Oregon) and a youth transdiagnostic intervention for diverse families in Europe and the US. The first presentation describes the co-design and adaptation of a school-based transdiagnostic intervention for youth at risk for mental health problems. The second presentation reports on a trauma-informed adaptation of GenerationPMTO for refugees in Europe, called Strengthening Parenting Among Refugees in Europe (SPARE), an adaptation and feasibility collaboration between four European nations. The third and fourth presentations report the development, feasibility, and evaluation of the Parenting in the Moment/PIM program for refugees and migrants to the US, available in four languages: Spanish, French, Arabic and English. The third presentation describes the findings of focus group discussions with Syrian, Congolese, and Hispanic refugees/migrants regarding the relevance and acceptability of the program. The final presentation documents early findings from a randomized controlled trial of this self-directed online parenting program for forcibly displaced families to the US. In sum, all presentations report on novel methods to reach families needing support. Findings help improve our understanding of program adaptations to fit different groups and culture and provide sound guidance on how to optimize program delivery.

Sophia de Mello Bryener Andresen

SY-146_01 **Adapting a transdiagnostic mental health intervention for adolescents: using co-design - systematic user involvement and user participation**

John Kjøbli¹

¹Centre for Child and Adolescent Mental Health (RBUP), Norway

SY-146_02 **Strengthening parenting skills among refugees in Europe: an adaptation of Generationpmto**

Margret Sigmarisdottir¹

¹University of Iceland, Iceland

SY-146_03 **Evaluation of parenting in the moment, an online program for refugee and migrant families**

Abigail Gewirtz¹, Lynn Muldrew¹

¹Arizona State University, USA

SY-146_04 **Acceptability of a contextually adapted trauma-informed digital parenting program for displaced families: a mixed methods study**

Lynn Muldrew¹, Abigail Gewirtz¹

¹Arizona State University, USA

14:30-16:00

PAPER SYMPOSIUM SY-147

The dynamic interplay of biology and behavior in the early, supportive parent-child interactions that shape children's regulatory development

Chair: Erika Lunkenheimer, Pennsylvania State University, USA

Discussant: Tom Hollenstein, Queens University, Canada

Integrative Abstract

It is theorized that parents externally regulate infants and young children to support their basic needs and compensate for regulatory skills children have not yet internalized. Further, theory and research highlight the importance of early physiological stress regulation as a critical mechanism in the development of children's self-regulation and socioemotional skills. However, it is not yet clear how active parental support interfaces with individual and dyadic stress physiology in real time during early parent-child interactions, and whether such dynamics are related in expected ways to children's socioemotional and behavioral competence. This symposium addresses this issue in three unique studies using multilevel time series models that offer exciting new information on the regulatory dynamics of supportive parent-child interactions. Paper 1 shows that dyadic mother-infant RSA growth trajectories reflecting maternal engagement and buffering of infant stress over time are related to higher infant socioemotional competence. Paper 2 shows that expected quadratic reactivity patterns of child RSA withdrawal and recovery across a stressful task are related to children's better behavioral regulation, but that RSA recovery only manifests when concurrent maternal support is also higher. Paper 3 shows maternal support increases in real time when children show co-occurring behavioral cues and sympathetic-parasympathetic coordinated arousal, support which then leads to decreases in children's physiological arousal and behavioral cues. A known expert in parent-child interaction dynamics and RSA regulation will discuss the etiological and practical implications of this innovative work. Our speakers represent three countries.

Amália Rodrigues

SY-147_01 Infant development is associated with mother-infant RSA coregulation during a stress-inducing paradigmJill T. Krause¹, Erika Lunkenheimer², Savannah Girod², Samantha M. Brown¹¹Colorado State University, USA, ²Pennsylvania State University, USA**SY-147_02 Observed child self-regulation and supportive parenting are associated with concurrent dynamic RSA reactivity in preschoolers**Erika Lunkenheimer¹, Longfeng Li¹, Kivilcim D. Engel¹¹Pennsylvania State University, USA**SY-147_03 Parental responsivity to child cues of regulatory needs: parent-supported regulation across behavioral and physiological dynamics**Xutong Zhang¹, Pamela M. Cole², Lisa M. Gatzke-Kopp², Nilam Ram³¹East China Normal University, China, ²Pennsylvania State University, USA, ³Stanford University, USA

14:30-16:00

PAPER SYMPOSIUM SY-148**Ethnic-racial socialization in racialized European societies: insights from Germany and the Netherlands****Chairs:** Tuğçe Aral, University of Potsdam, Germany, Miriam Schwarzenthal, University of Wuppertal, Germany**Integrative Abstract**

Children and youth growing up in multicultural and inequitable societies are constantly exposed to explicit and implicit messages regarding the meaning of ethnicity, culture, and racism (i.e., ethnic-racial socialization). Historically, the ethnic-racial socialization literature emerged in the U.S. in the 1980s, with 539 articles on ethnic-racial socialization published between 1980 and 2022, and a stark rise over the last 7 years (Hughes, 2023). Only approximately 10 of the published articles focus on the European context. However, due to the legacy of the Nazi regime and the colonial history, as well as the ethnic-racial and cultural diversity of Europe, there is a need to understand the nuances of these messages in European contexts as well. This symposium aims to advance the literature by bringing together research exploring ethnic-racial socialization in Europe. The studies are situated in different societal contexts, namely Germany (Study 1, Study 2) and the Netherlands (Study 3). They focus on different agents (Study 1, 2, 3: Parents, Study 3: Peers, School) and target groups of ethnic-racial socialization (Study 1 & 3: ethnically and racially minoritized participants; Study 2 & 3: white majority participants). Moreover, they feature both qualitative (Study 1, 2) and quantitative (Study 3) methods. By combining research situated in different societal contexts within Europe, focusing on different socialization agents and target groups, and employing various methods, we hope to stimulate an inspiring discussion on the nuances and complexities of ethnic-racial socialization in Europe.

SY-148_01 Ethnic-racial socialization and discrimination through the lens of German young adults of Turkish, Kurdish, East- and Southeast-Asian heritage

Tuğçe Aral¹, Linda Juang¹
¹University of Potsdam, Germany

SY-148_02 White German young adults' accounts of parental socialization around race, ethnicity, culture, and national identity

Miriam Schwarzenthal¹, Tuğçe Aral², Linda Juang²
¹University of Wuppertal, Germany, ²University of Potsdam, Germany

SY-148_03 Color-evasiveness and white normativity: examples set by parents in parent-child interactions in the Netherlands

Ymke de Bruijn¹, Rosanneke Emmen², Judi Mesman²
¹Utrecht University, the Netherlands, ²Leiden University, the Netherlands

14:30-16:00

PAPER SYMPOSIUM SY-149

Exploring parent-child interaction from the psychological, physiological and neural perspectives

Chair : Xinmei Deng, Shenzhen University, China

Integrative Abstract

Early in development, parents and children forge a profound attachment, synchronizing behavioral, physiological, and neurological activities to establish a coordinated parent-child bond. A nuanced understanding of the dynamics of interactions and the identification of synchronic patterns are pivotal for nurturing healthy relationships. This symposium addresses these aspects from psychological, physiological, and neural viewpoints, presenting four studies on parent-child interactions in natural settings. Novel indicators (i.e., physiological synchrony and brain-to-brain synchrony) and protective factors (i.e., parental emotional support, mindful parenting, positive parenting styles, and family adaptability) of the studies of parent-child interaction are discussed. The first study assesses parent-child respiratory sinus arrhythmia (RSA) synchrony during conflict discussions and its changes post-parental stress. The second employs EEG-based hyperscanning to explore the relationship between mindful parenting and interbrain synchrony (IBS) during emotional interactions between parents and adolescents. The third study investigates the impact of parental overprotection and overinvolvement on parent-adolescent IBS during joint emotional video processing. The fourth delves into interbrain neural mechanisms underlying family adaptability's protective role in parent-child encounters with failure. Together, these studies provide diverse perspectives on parent-child interactions, underscoring the importance of integrating multimodal signals. This symposium forms a cohesive exploration, connecting physiological and neural perspectives to deepen comprehension of intricate parent-child relationships.

Maria Helena Vieira da Silva

SY-149_01 Respiratory sinus arrhythmia synchrony under stress moderates relationships between parental emotion socialization and child externalizing problemsHui Wang¹, Jianjie Xu², Zhuo Rachel Han²¹Beijing Normal University at Zhuhai, China, ²Beijing Normal University, China**SY-149_02 The role of mindful parenting on parent-adolescent's gamma interbrain synchrony in an emotional co-experiencing situation**Xinmei Deng¹, Mingping Lin¹, Meng Yang²¹Shenzhen University, China, ²East China Normal University, China**SY-149_03 Disentangling the effects of maternal and paternal negative parenting style: evidence from parent-adolescent interbrain synchrony**Xinmei Deng¹, Yangdi Chen¹, Xinqi Li¹¹Shenzhen University, China**SY-149_04 Brain-to-brain synchrony in adolescent-parent dyads during cooperation and the relationship with family adaptability: an EEG based hyperscanning study**Meng Yang¹, Biao Sang², Xinmei Deng³¹East China Normal University, China, ²Shanghai Academy of Educational Sciences, China, ³Shenzhen University, China

14:30-16:00

PAPER SYMPOSIUM SY-150**It's about time: advancing theory and measurement of time perspective in Brazil, Germany, Portugal, and the United States****Chairs:** Zena R. Mello, San Francisco State University, Monika Buhl, Heidelberg University, Germany**Integrative Abstract**

Understanding the nuances of how young people think about time can offer crucial insights into their health and well-being. Time perspective refers to the orientations one has toward the past, present, or future (Zimbardo & Boyd, 1999). This psychological construct extends prior work on future orientation (Nurmi, 1991) by including multiple time periods. Robust evidence indicates that time perspective significantly predicts human development (Stolarski et al., 2015). However, there is a need for conceptual and measurement models to comprehensively understand how time perspective is experienced by young people around the globe. To address this knowledge gap, our symposium will present new research from four countries (Brazil, Germany, Portugal, and the United States) across three continents (Europe, North America, and South America). First, Buhl et al. demonstrate how German adolescents reported distinct time perspective profiles and how such profiles were associated with social responsibility. Second, Worrell et al. show how time perspective was associated with life satisfaction and perceived stress among Brazilian adolescents. Third, Paixão et al. present findings from studies in Brazil and Portugal that introduce a new scale that integrates future orientation and time perspective. Finally, Mello et al. show how time perspective moderates the association between racism and tobacco use among racial/ethnic minority adolescents in the United States. Together, these studies advance our understanding of time perspective and development across contexts.

Glicínia Quartin

SY-150_01 The moderating role of time perspective on racism and tobacco use among Asian American, Pacific Islander, and Latinx adolescents in the United States

Zena Mello¹, Vani Kakar¹, Sharon Lipperman-Kreda², Dayanne Herrera-Suarez¹, Busra Dogru¹, Manuel Nicolas Abundis-Morales¹, Adam Suri¹, Tiffany Chiem¹

¹San Francisco State University, USA, ²Prevention Research Center, Pacific Institute for Research and Evaluation, USA

SY-150_02 Measuring time attitudes in Brazil

Umbelina do Rego Leite¹, Frank C. Worrell², Maria G. Carelli³

¹Universidade Federal de Pernambuco, Brazil, ²University of California, Berkeley, USA, ³Umeå Universitet, Sweden

SY-150_03 Time perspective profiles of German Adolescents – stability and change in association with responsible and delinquent behavior in school

Monika Buhl¹, Ines Kling¹, Katharina Reschke¹, Hans Peter Kuhn¹

¹Heidelberg University, Germany

SY-150_04 The future time orientation scale: reflecting on the relevance of a new measure to assess key features of the psychological future

Maria Paula Paixão¹, Vinicius Coscioni², José Tomás da Silva³, Marco Antônio Pereira Teixeira⁴

¹University of Coimbra, Faculty of Psychology and Educational Sciences, CINEICC, Portugal, ²Utrecht University, the Netherlands, ³University of Coimbra, Faculty of Psychology and Educational Sciences, CES, Portugal, ⁴Universidade Federal do Rio Grande do Sul, Brazil

14:30-16:00

PAPER SYMPOSIUM SY-151**Navigating social growth: what factors impact young children's social development?**

Chair : Shaocong Ma, Hong Kong University of Science and Technology, Hong Kong; Eva E. Chen, National Tsing Hua University, Taiwan

Integrative Abstract

Understanding early social development is essential for equipping individuals to navigate various social challenges, as it can help nurture resilience and foster adaptive behaviors. Through four papers, this symposium explores the intricate interplay between individual and environmental factors influencing children's early social development. Paper 1 examines how young Chinese children's shyness longitudinally predicts their later cooperative behaviors, revealing the developmental trajectories of individuals' social development. Paper 2 explores how the COVID-19 pandemic shapes young Chinese children's socioemotional development, uncovering the consequences of unprecedented societal changes on children's social development. Paper 3 investigates how the cultural norm of showing modesty impacts Chinese children's evaluations of lying behaviors, highlighting the impact of the cultural environment on social development. Paper 4 compares how emotional dependency on teachers impacts children's socioemotional development differently in China and Greece, further demonstrating the role of cultural variations in children's social development. Taken together, these papers contribute nuanced findings to our understanding of the interplay among individual, societal, and cultural factors that profoundly shape early social development. Ultimately, this symposium provides comprehensive and valuable insights that can inform educational practices, interventions, and policies globally to nurture children's social development from early childhood.

SY-151_01 Associations between behavioral inhibition/shyness and social competence in young Chinese children: socio-historical imprint on three samples

Shuyang Dong¹, Yue Song², Judith Semon Dubas³, Zhengyan Wang⁴

¹The University of Hong Kong, Hong Kong, ²Nanjing Normal University, China, ³Utrecht University, the Netherlands, ⁴Capital Normal University, China

SY-151_02 Exploring the impact of the Covid-19 pandemic on Chinese preschoolers' socioemotional development: comparing between two cohorts

Stephanie W. Y. Chan¹, Zeyi Li¹, Nirmala Rao¹

¹The University of Hong Kong, Hong Kong

SY-151_03 Chinese children and adults' evaluations of peers engaging in achievement-related lying

Shaocong Ma¹, Eva E. Chen², Michelle Yik¹

¹Hong Kong University of Science and Technology, Hong Kong, ²National Tsing Hua University, Taiwan

SY-151_04 Young Chinese and Greek children's emotional dependency on teachers and psychosocial adjustment: a cross-cultural study

Weiyi Xie¹, Athanasios Gregoriadis², Xiao Zhang¹, Anastasia Vatou³, Katerina Krousorati³

¹The University of Hong Kong, Hong Kong, ²The Aristotle University of Thessaloniki, Greece, ³International Hellenic University, Greece

14:30-16:00

PAPER SYMPOSIUM SY-152

Navigating diversity: insights into LGBTQ+ youth experiences in the digital age

Chair: Antonella Brighi, Free University of Bozen, Italy

Integrative Abstract

Today's youth, shaped by the omnipresence of the internet since their earliest memories, view it as an integral part of everyday life. The rapid integration of new technologies has fundamentally transformed the adolescent experience, especially for LGBT youth facing stigma and harassment in school. This shift brings both advantages and risks, marking a significant juncture in their journey. In this symposium, panelists outline the challenges and opportunities faced by LGBT youth in the online sphere, sharing novel research findings on this subject. The first speaker will explore the prevalence and predictors of homophobic cyberbullying among Italian adolescents, aiming to identify risk and protective factors associated with the phenomenon. The second presenter will describe the relationship between school outness, bias-based cyberbullying, and protective factors among Sexual and Gender Minority Youth across 12 EU countries, highlighting the roles of self-esteem, resilience, and school support. The third speaker will unveil changes in bullying patterns in Japanese schools, focusing on hidden bullying and the impact of social networking sites, while reflecting evolving societal attitudes towards LGBTQ+ issues. Lastly, the fourth speaker will assess differences in social support and online communication preferences between heterosexual and sexually diverse adolescents, identifying distinct profiles and emphasizing the impact of lower support on sexual orientation-based differences. This symposium is aimed at enhancing knowledge for promoting positive development among today's LGBTQ+ youth navigating the complexities of digital spaces.

Vianna da Motta

SY-152_01 Risk and protective factors of homophobic cyberbullying in a sample of Italian adolescents: the mediating role of social dominance orientationAlberto Amadori¹, Henry Sherwood², Stephen T. Russell³, Antonella Brighi¹¹Free University of Bozen, Italy, ²University of Texas Austin, USA, ³University of Texas at Austin, USA**SY-152_02 Sexual and gender minority youth, outness, and bias-based cyberbullying**S. Henry Sherwood¹, Alberto Amadori², Stephen T. Russell¹, Salvatore Ioverno³¹University of Texas at Austin, USA, ²Free University of Bozen, Italy, ³Università Degli Studi Roma Tre, Italy**SY-152_03 Is bullying really declining in Japanese schools? Hidden bullying and social networking sites**Makiko Kasai¹¹Naruto University of Education, Japan**SY-152_04 A latent profile analysis of support, online contacts, and preference for online communication among sexually diverse and heterosexual adolescents**Wouter J. Kiekens¹, Tessa M. L. Kaufman², Laura Baams¹, Jennifer de Lange¹, Margreet E. de Looze², Gonneke W. J. M. Stevens², Henny M. W. Bos³¹University of Groningen, the Netherlands, ²University of Utrecht, the Netherlands, ³University of Amsterdam, the Netherlands

14:30-16:00

PAPER SYMPOSIUM SY-153**Peer victimization in childhood and adolescence: insights from contemporary China****Chairs:** Mengting Liu, University of Pennsylvania, USA, Xinyin Chen, University of Pennsylvania, USA**Integrative Abstract**

Peer victimization has become a pervasive concern globally, yet research indicates that the correlates and outcomes of peer victimization may differ across contexts. In collectivistic societies, such as China, where social harmony and cohesion are prioritized, although peer victimization may be generally prohibited, the rapid social changes have given rise to a coexistence of mixed values and lifestyles, which may have implications for social interaction and individual development associated with the experiences of peer victimization. This proposed symposium, centered on contemporary China and comprising four empirical studies, aims to enhance our understanding of peer victimization during childhood and adolescence across different contexts within the country. The first presentation is concerned with the role of grit and self-compassion in the longitudinal relations between peer victimization and school engagement. The second presentation explores the interactive effects of peer victimization and parental migration on later psychological and academic functioning in left-behind adolescents in rural China. The third presentation focuses on examining the relations between Body Mass Index (BMI) and the developmental pattern of peer victimization and how the relations are moderated by grade, gender, and academic performance in adolescents. The final presentation is about how victimization by same- and opposite-sex perpetrators differently influences the later social and psychological adjustment of Chinese children. Taken together, these papers provide insights into the antecedents and consequences of peer victimization in the context of social change.

Grande Auditório

- SY-153_01** **The longitudinal association between peer victimization and school engagement among Chinese adolescents: the role of grit and self-compassion**
Jie Gong¹, Yan Sun¹, Xiaohua Bian², Guomin Jin¹, Junsheng Liu¹, Biao Sang³
¹East China Normal University, China, ²School of Educational Science, Zhengzhou Normal University, China, ³Lab for Educational Big Data and Policymaking, Shanghai Academy of Educational Sciences, China
- SY-153_02** **Peer victimization and parental migration: implications for school and psychological adjustment of left-behind adolescents in rural China**
Mengting Liu¹, Qinglin Bian¹, Xinyin Chen¹, Junsheng Liu², Dan Li³
¹Graduate School of Education, University of Pennsylvania, USA, ²East China Normal University, China, ³Shanghai Normal University, China
- SY-153_03** **Non-linear relationship between Bmi and the developmental trajectory of peer victimization: grade, gender, and academic achievement as moderators**
Panpan Yang¹, Luhao Wei², Dan Li³, Jing Lv⁴
¹Department of Psychology, School of Mental Health, Wenzhou Medical University, China, ²Human Development and Family Science, Purdue University, USA, ³Shanghai Normal University, China, ⁴Wenzhou Medical University, China
- SY-153_04** **Associations between social and psychological adjustments and victimization by same- and opposite-sex perpetrators in Chinese children**
Luhao Wei¹, Keqin Zhang², Panpan Yang³, Dan Li⁴, Junsheng Liu⁵, Doran French², Xinyin Chen⁶
¹Human Development and Family Science, Purdue University, USA, ²Human Development and Family Science, Purdue University, USA, ³Department of Psychology, School of Mental Health, Wenzhou Medical University, China, ⁴Shanghai Normal University, China, ⁵East China Normal University, China, ⁶Graduate School of Education, University of Pennsylvania, USA

16:30-18:00

SE-3 PRESIDENTIAL ADDRESSTina Malti, Leipzig University, Germany

18:00

SE-4 – BUSINESS & AWARDS MEETING

Grande Auditório

08:30-10:00

INVITED SYMPOSIUM IS-9**The complexity of moral domain in peer aggression****Chair:** Eva M. Romera, *Universidad de Córdoba, Spain***Discussant:** Rita Žukauskienė, *Mykolas Romeris University, Lithuania***Integrative Abstract**

Morality has received special attention over the last decade to understand the unfair and immoral nature of peer aggression. When children and adolescents make moral responses to different aggressive situations, like bullying, they may be under conflicting pressure not only to consider their own emotions, motivations, interests, and values but also to seek the approval and support of their peer group. This symposium addresses from a multidimensional and practical perspective the relevance of moral competence in the prevention of peer aggression, examining the experiences of young people from three different countries. The first paper (Romera, Camacho, Bravo & Ortega-Ruiz) is a study with Spanish schoolchildren analyzing the impact of moral sensitivity on defending and aggressive behavior. The second paper (Caravita, Belacchi & Altoé) explores how moral disengagement impacts on different natural groups in bullying in Italian adolescents. The third paper (Ferreira, Veiga Simão & Rodrigues) explores the mechanisms of moral (dis)engagement that motivated Portuguese adolescents' passive, aggressive, and pro-social bystanders' behavior in cyberbullying. Finally, Rita Žukauskienė will discuss these papers to facilitate understanding of the moral processes that intervene in peer aggression to introduce intervention keys in the design of holistic models to promote moral competence. This understanding from different methodologies and cultures can guide evidence-based recommendations for educational practice.

IS-09_01**Moral sensitivity in the framework of peer prosocial and aggressive behavior**Eva M. Romera¹, Antonio Camacho¹, Ana Bravo¹, Rosario Ortega Ruiz¹¹*Universidad de Córdoba, Spain***IS-09_02****Morality of natural groups with different involvement in bullying: a factor mixture analysis study among Italian adolescents**Simona C. S. Caravita¹, Carmen Belacchi², Gianmarco Altoé³¹*University of Stavanger, Norway*, ²*University of Urbino "Carlo Bo", Italy*, ³*University of Padua, Italy***IS-09_03****Uncovering moral (dis)engagement mechanisms in bystanders' aggressive, passive and pro-social behavior**Paula Ferreira¹, Ana Margarida Veiga Simão¹, Inês Rodrigues¹¹*University of Lisbon, Portugal*

Pequeno Auditório

08:30-10:00

PAPER SYMPOSIUM SY-154**Acculturation and development: where is the paradox?****Chair:** [Selcuk R. Sirin](#), *New York University, USA***Discussant:** [Frosso Motti-Stefanidi](#), *National and Kapodistrian University of Athens, Greece***Integrative Abstract**

Acculturation is a dynamic process of adaptation after migration that involves both maintaining connections to immigrants' heritage cultures and building connections to the new host culture (Sam & Berry, 2010). Theoretical models have emphasized both direct and indirect effects of acculturation on key developmental outcomes, including education, health, and psychological domains (Suarez-Orozco et al, 2018). While the field is dominated by the "immigrant paradox" (i.e., the phenomenon that first generation immigrants tend to have better developmental outcomes compared to second and later generations despite limited resources), recent studies have found mixed findings (Lee et al, 2023; Marks & Garcia-Coll, 2012; Motti-Stefanidi et al, 2021). This symposium therefore explores how acculturation is differentially related to key developmental outcomes depending on the context of acculturation, population of interest, and research methodology employed in the study. The first paper uses an extensive meta-analysis to directly test the immigrant paradox hypothesis in the field of education. The second paper employs a novel person-centered approach among immigrants in Greece to determine a) whether there are distinct latent profiles of acculturation and b) how these profiles predict key educational outcomes (i.e., academic achievement, school engagement, absenteeism) over time. Finally, the third paper uses latent growth curve modeling to explore how a) heritage culture and host culture connections develop over time and b) whether these connections predict mental health over time among unaccompanied refugee youth in Norway.

SY-154_01**Meta-analysis on the relation between acculturation and educational outcomes in US samples**[Selcuk R. Sirin](#)¹, [Esther J. Sin](#)¹¹*New York University, USA***SY-154_02****Acculturation profiles of immigrant-origin youth living in Greece: longitudinal links with academic adjustment**[Scott Z. Brauer](#)¹, [Selcuk R. Sirin](#)¹, [Frosso Motti-Stefanidi](#)²¹*New York University, USA*, ²*National and Kapodistrian University of Athens, Greece***SY-154_03****Longitudinal trajectories of heritage and majority culture competence among unaccompanied refugee youth in Norway**[Brit Oppedal](#)¹, [Serap Keles](#)²¹*Norwegian Institute of Public Health, Norway*, ²*University of Stavanger, Norway*

Almada Negreiros

08:30-10:00

PAPER SYMPOSIUM SY-155**Early-life deprivation: understanding the impact of institutionalization and intervention programs for children facing early-life challenges****Chair:** Liliana Capitão, *University of Minho, Portugal***Integrative Abstract**

Governments worldwide implement measures to protect children facing early-life maltreatment or neglect, or for those whose parents are incapable of providing sufficient care. These strategies may involve options like institutional or family foster care, with additional support provided through diverse forms of social work practices aimed at assisting foster families and promoting children's welfare. Despite the well-intentioned efforts of those overseeing institutional care and of foster families, children and adolescents placed in such environments frequently face challenges, including developmental delays in physical growth and in cognitive and social functioning. Furthermore, children frequently suffer from complex disorders such as posttraumatic stress and attachment difficulties, which warrant special attention and interventions. In the context of this symposium, we will present results on: i) the impact of institutionalization on how adolescents process emotions, using explicit and implicit paradigms; ii) the design and implementation of specific programs, emphasizing the importance of evaluating their relevance for the complex population of foster families with social worker involvement; and iii) how the implementation of tools to assess motives for fostering might aid professionals in their daily work and support them in the decision-making processes involved in selecting foster families. We hope this symposium will shed light on additional measures that can be adopted to better inform decision-making and improve prevention and intervention programs for these children.

SY-155_01**The impact of early life adversity in emotion processing in adolescents**Marlene Nogueira¹, Sónia da Silva Sousa¹, Isabel Soares¹, Liliana Capitão¹, Ana Mesquita¹, Adriana Sampaio¹¹*University of Minho, Portugal***SY-155_02****A new scale to assess reasons for becoming a foster family: a contribution from the All4children project**Joana Baptista¹, Helena Grangeia², Mariana Negrão³, Luísa Pereira¹, Cláudia Camilo¹, Isabel Pastor⁴, Ana Gaspar⁴, Isabel Soares⁵, Stephanie Alves⁶¹*Iscte - University Institute of Lisbon, Portugal*, ²*ProChild CoLAB, Portugal*, ³*Catholic University, Portugal*, ⁴*SCML, Portugal*, ⁵*University of Minho, Portugal*, ⁶*Lusófona University/HEI-Lab, Portugal***SY-155_03****Evaluation of intervention programmes for children and families with social worker involvement: the value of feasibility designs**Paula Oliveira¹, Meryl Westlake¹, Maddie Rawlinson¹, Becky Davis², Rachel Hiller¹, Pasco Fearon³¹*University College London, UK*, ²*University of Bath, UK*, ³*University of Cambridge, UK*

Luís de Freitas Branco

08:30-10:00

PAPER SYMPOSIUM SY-156**Navigating the transition to parenthood: the impact of family context and couple dynamics on parental outcome****Chair:** Yufei Gu, *New York University Abu Dhabi, UAE***Discussant:** Sarah Schoppe-Sullivan, *Department of Psychology, The Ohio State University, USA***Integrative Abstract**

The transition to parenthood represents a uniquely challenging period in human development for both mothers and fathers (Cowan et al., 1985). The arrival of the first child signals a monumental change in family structure and affects the physical and psychological well-being of the couple (e.g., Santrock, 1995). Researchers have examined factors that impact the transition to parenthood, as well as the specific changes and challenges faced by parents (Kuersten-Hogan & McHale, 2021). While recent research has expanded to non-Western contexts, such as China (Tong et al., 2017), much of this research has focused on outcomes indirectly related to parenting or utilized cross-sectional data. The proposed symposium aims to address this gap by illustrating different facets of the transition to parenthood, by presenting three longitudinal studies targeting parenting-related outcomes at different stages of the transition. Paper one highlights the sex differences in the impact of social support, relationship satisfaction, and stress on positive perspectives of parenthood among soon-to-be first-time Chinese couples. Paper two focuses on the first 14 days of postpartum and delves into the dynamics of parenting self-efficacy and potential sex differences among first-time parents. Paper three examines the heterogeneity of family conflict trajectories, from the last trimester to 9-month postpartum, and the association with parenting outcomes (i.e., postpartum bonding and responsiveness) at 9-month postpartum, among first-time Hong Kong mothers. Collectively, these studies contribute to our understanding of the intricate dynamics when transitioning to parenthood for Chinese parents. Implications and future directions will be discussed.

SY-156_01**Exploring sex-specific predictors for positive prospective parenthood: an actor-partner interdependence model analysis**Yufei Gu¹, Rui Yang¹, Xuan Li², Theodore E. A. Waters¹¹*New York University Abu Dhabi, UAE*, ²*University of Copenhagen, Denmark***SY-156_02****The dynamics of parenting self-efficacy during the first 14 days of becoming a new parent**Mengyu Gao¹, Xiaoyi Jia¹, Yingnan Jin¹¹*Beijing Normal University, China***SY-156_02****Family conflict trajectories and association with parenting outcomes across the transition to parenthood**Xinying Zeng¹, Eva Yi Hung Lau¹, Jian-Bin Li¹¹*The Education University of Hong Kong, Hong Kong*

Fernando Pessoa

08:30-10:00

PAPER SYMPOSIUM SY-157**One phone fits all? Variability in relations of digital device usage and emotional wellbeing across adolescence**Chair: Tyler Colasante, Leipzig University, Germany**Integrative Abstract**

Over 90% of youth report being “almost constantly” online (Vogels et al., 2022), which has raised concerns about negative impacts on their emotional wellbeing; however, negative empirical effects are overall small and cross-sectional (U.S. Surgeon General, 2023). A negative focus has also resulted in less knowledge about digital benefits. The studies here leverage longitudinal approaches to investigate a fuller range of drawbacks, null effects, and benefits of digital devices for adolescents’ emotional wellbeing. With a 14-day diary study, Taylor et al. found no same-day associations of digital device usage and emotion dysregulation, adding to a growing body of null findings and underscoring the importance of differentiating the type of digital device usage. Indeed, Colasante et al. linked browsing on social media to heightened negative emotions hours later, but not posting, which was rather reported as a coping response to negative emotions. Faulkner et al. highlight the myriad ways in which adolescents used digital devices to regulate negative emotions during the pandemic. Finally, Telzer et al. found that adolescents with greater neural sensitivity to high-status peers experienced more positive emotions on days with higher social media use. The symposia findings uniformly suggest that blanket negative presumptions about digital devices are premature. The effects of digital devices likely range from negative to positive depending on the type of usage, environmental demands, and individual differences.

SY-157_01**Adolescents’ digital technology use, emotion dysregulation, and self-esteem: no evidence of same-day linkages**Madison Taylor¹, Stephen Schueller¹, Michael Russell², Rick Hoyle³, Candace Odgers¹¹University of California Irvine, USA, ²Pennsylvania State University, USA, ³Duke University, USA**SY-157_02****Bidirectional associations of adolescents’ momentary social media use and mental health**Tyler Colasante¹, Katie Faulkner², Dana Kharbotli¹, Tina Malti¹, Tom Hollenstein²¹Leipzig University, Germany, ²Queen's University, Canada**SY-157_03****Adolescent and maternal changes in using digital technologies for intra- and interpersonal emotion regulation from before to during the pandemic**Katie Faulkner¹, Tyler Colasante², Jessica Lougheed³, Tom Hollenstein¹¹Queen's University, Canada, ²Leipzig University, Germany, ³University of British Columbia, Canada**SY-157_04****Neurobiological sensitivity to peers moderates daily and longitudinal links between social media use and adolescent well being**Eva Telzer¹, Jolien Trekels¹, Maria Maza¹¹University of North Carolina Chapel Hill, USA

Sophia de Mello Breyner Andresen

08:30-10:00

PAPER SYMPOSIUM SY-158

Mindful minds in the classroom: exploring the intersections of family, theory of mind, and academic trajectories in child and youth development

Chair: Christopher Osterhaus, *University of Vechta, Germany*

Integrative Abstract

The symposium features four studies exploring the multifaceted interplay between Theory of Mind (ToM), executive function (EF), family connections, solitude preferences, and academic competence across different domains and developmental stages. Paper 1 presents a systematic review, proposing the “ToM at School Framework” to understand how individual differences in ToM during preschool and primary school influence academic achievement. The meta-analysis reveals ToM’s significant links to reading comprehension and mathematical skills, paving the way for future research. Paper 2 unravels developmental connections between ToM and EF in early childhood, emphasizing their separability. ToM predicts social competence, while EF predicts reading and numeracy skills, underlining their distinct roles in early education outcomes. In Paper 3, a training design confirms the causal link between ToM and scientific reasoning in third graders. Enhanced ToM skills significantly contribute to mature scientific reasoning, underscoring ToM’s pivotal role in academic achievement and the development of science skills. Paper 4 explores adolescent dynamics, revealing positive correlations between family connections and academic competence. ToM also links positively with academic prowess, showcasing bidirectional influences between mentalization, family support, and academic outcomes. Together, these studies offer a holistic perspective on cognitive and socioemotional development, emphasizing ToM’s role in shaping academic success and social functioning across domains and diverse age groups.

SY-158_01

Examining the links between theory of mind and academic achievement: from empirical findings to a theoretical model

Serena Lecce¹, Sara Mascheretti¹

¹*University of Pavia, Italy*

SY-158_02

Theory of mind and executive function uniquely contribute to children’s early school success

Rory T. Devine¹, Elian Fink², Claire Hughes³

¹*University of Birmingham, UK*, ²*University of Sussex, UK*,

³*University of Cambridge, UK*

SY-158_03

Mind matters: investigating the impact of theory of mind training on scientific reasoning in elementary school students

Christopher Osterhaus¹, Serena Lecce²

¹*University of Vechta, Germany*, ²*University of Pavia, Italy*

SY-158_04

Adolescents’ family connections, solitude preferences, work competence and theory of mind

Megan Jones¹, Sandra Bosacki², Victoria Talwar³

¹*University of Exeter, UK*, ²*Brock University, Canada*, ³*McGill University, Canada*

Amália Rodrigues

08:30-10:00

PAPER SYMPOSIUM SY-159**Multi-faceted insights into adolescent development and well-being: replicating and expanding peer relations research**Chair: Dawn DeLay, Arizona State University, USA**Integrative Abstract**

The research papers in this symposium come from three different countries (Canada, Colombia, Lithuania) and reiterate the importance of replicating and expanding research in the study of youth development and well-being. Spanning themes such as (1) the positive influence of fun youth on their peers, (2) the impact of food insecurity on mental health and behavior, and (3) the role of gender orientation in adolescent well-being, these papers demonstrate the value of replication for expanding our understanding of well-being, as well as the social context of adolescence. The novelty of this symposium lies in its multi-dimensional exploration of youth experiences: from the potential protective role of fun youth in positive peer relationships, to the daily effects of food insecurity on emotional well-being and the moderating role of friendships, and finally, the complex interplay between same- and other-gender orientation as it is associated with adolescent well-being. The goal of this symposium is to shed additional light on how various approaches to replication can highlight crucial factors influencing youths' psychosocial and mental health outcomes. These papers foster a deeper understanding of the nuanced challenges and opportunities youth encounter in their development across various contexts.

SY-159_01**The social dynamics of fun: can fun youth bring peers together and positively influence their friends?**Dawn DeLay¹, Goda Kaniušonytė², Rita Žukauskienė²¹Arizona State University, USA, ²Mykolas Romeris University, Lithuania**SY-159_02****Food insecurity and motivation for peer aggression: a replication and extension with youth in Colombia**Nicole S. J. Dryburgh¹, Lina Lopez², Melissa Commisso², Ryan J. Persram³, Maria Dilia Miele Barrer⁴, William M. Bukowski²¹McMaster University, Canada; ²Harvard University, USA, ³Concordia University, Canada, ⁴Toronto Metropolitan University, Canada, ⁴Universidad del Magdalena, Colombia**SY-159_03****Daily associations between experiences of food insecurity and affect among adolescents**Allison H. MacNeil¹, Frank J. Elgar¹, Melanie A. Dirks¹¹McGill University, Canada**SY-159_04****Androgyny promotes self-related and social well-being: a conceptual replication with early adolescent participants from two cultures**Lina Maria Lopez¹, Melissa Commisso¹, Luz Stella Lopez², Dawn DeLay³, William M. Bukowski¹¹Concordia University, Canada, ²Universidad del Magdalena, Colombia, ³Arizona State University, USA

Lopes-Graça

08:30-10:00

PAPER SYMPOSIUM SY-160

Prevention of disparities in early child development using tiered and integrated strategies linked to health care that support positive parenting

Chair: [Alan L. Mendelsohn](#), *NYU Grossman School of Medicine, USA*; [Daniel S. Shaw](#), *University of Pittsburgh, USA*

Integrative Abstract

Poverty-related disparities in early child development (ECD) and school readiness contribute greatly to lifelong inequities in education, and physical and mental health. Extensive evidence demonstrates that interventions supporting positive parenting activities and parent-child early relational health can enhance ECD. Heterogeneity in family assets and vulnerabilities, challenges in identification and engagement of families, and barriers to scalability in existing service systems, together support a need for layered models that integrate preventive interventions within and across platforms. While such models have been recommended as best practice by public health and policy leadership entities (e.g., American Academy of Pediatrics), there has been limited study to date of their implementation and impact. This Symposium will describe multidisciplinary studies of innovative, comprehensive approaches to prevent disparities in ECD, utilizing healthcare as a universal access point for intervention delivery, and linked with targeted strategies tailored to family needs (e.g., social determinants of health) both within health care and in the community (e.g., home visiting, community centers). Papers 1 and 2 will elaborate conceptual and empirical support for integrating two stand-alone strategies with substantial evidence as exemplars of universal (Video Interaction Project; health care) and targeted (Family Check-Up; home visiting) preventive intervention within a tiered model (Smart Beginnings). Papers 3 and 4 will describe studies of integration of such models within diverse population-level approaches in Pittsburgh (The Pittsburgh Study) and in New York City (Together Growing Strong, City's First Readers).

SY-160_01

Universal and targeted strategies to support positive parenting through health care and home visiting: video interaction project and family check-up

[Alan L. Mendelsohn](#)¹, [Daniel S. Shaw](#)²

¹*NYU Grossman School of Medicine, USA*, ²*University of Pittsburgh, USA*

SY-160_02

Smart beginnings: tiered universal prevention in health care (video interaction project) and targeted intervention in home visiting (family check-up)

[Daniel S. Shaw](#)¹, [Alan L. Mendelsohn](#)², [Pamela A. Morris-Perez](#)³, [Elizabeth B. Miller](#)², [Caitlin F. Canfield](#)², [Ashleigh Aviles](#)³, [Leah Hunter](#)¹, [Erin Roby](#)²

¹*University of Pittsburgh, USA*, ²*NYU Grossman School of Medicine, USA*, ³*NYU Steinhardt School of Culture, Education, and Human Development, USA*

SY-160_03

The Pittsburgh study: a community-partnered, population-level approach to promote early relational health and early child development

[Chelsea Weaver Krug](#)¹, [Daniel S. Shaw](#)¹

¹*University of Pittsburgh, USA*

SY-160_04

Integrating programs to promote early relational health: working across sectors and levels of need

[Caitlin F. Canfield](#)¹, [Elizabeth B. Miller](#)¹, [Bonnie Kerker](#)¹, [Emmanuel Novy](#)², [Alan L. Mendelsohn](#)¹

¹*NYU Grossman School of Medicine, USA*, ²*Literacy in Community*

Maria Helena Vieira da Silva

08:30-10:00

PAPER SYMPOSIUM SY-161

Multidimensional perspectives on bullying: theoretical insights and intervention strategies

Chair: Laura Menabò, *University of Bologna, Italy*

Integrative Abstract

Poverty- Bullying and cyberbullying are complex issues that can be understood through a variety of theoretical frameworks, roles and methods, offering unique insights into their complexities. In this regard, Menabò et al. employ Social Information Processing Theory with eye-tracking to analyze attention patterns in bullying roles, revealing key differences among them. Mora-Merchán et al. apply the theory of Normative Social Behavior to understand the factors behind bystanders' reactions on social networks while Colella et al. explore the interplay of problematic social media use, cyberbullying, and cybervictimization, highlighting the roles of moral disengagement and retaliation through the lens of the Problematic Internet Use Theory. Finally, Rodríguez-Pérez et al. focus on both students' and teachers' viewpoints of teachers' responses to bullying and stigma-based bullying. This multifaceted approach offers a comprehensive view of the phenomena. Indeed, while the Social Information Processing Theory concentrates on the real-time individual interpretation of social cues, the Theory of Normative Social Behavior delves into how individual actions in social environments are influenced by perceived norms, highlighting conformity and the relevance of societal expectations. Following this, the Problematic Internet Use Theory explores the impact of excessive and maladaptive internet use on an individual's psychological state, affecting their interpersonal relationships. Finally, the investigation into teachers' behaviors enriches this landscape, underscoring the pivotal roles that adults play alongside peers. By delving into these various aspects, the symposium provides an in-depth understanding of bullying and cyberbullying.

SY-161_01

Understanding bullying through the lens of attention: a comparative study of different roles

Laura Menabò¹, Simona Carla Silvia Caravita², Grace Skrzypiec³, Phillip Slee³, Annalisa Guarini¹

¹*University of Bologna, Italy*, ²*University of Stavanger, Norway*, ³*Flinders University, Australia*, ⁴*University of Bologna, Italy*

SY-161_02

Understanding bystanders' response to cyberbullying and other forms of cyberviolence: insights from the theory of normative social behavior

Joaquín A. Mora-Merchán¹, José A. Casas², Esperanza Espino³, Rosario Del Rey¹

¹*University of Seville, Spain*, ²*University of Cordoba, Spain*, ³*University of Loyola Andalucía, Spain*

SY-161_03

A moderated mediation model of problematic social media use, retaliation, moral disengagement in cyberbullying and cybervictimization

Gianluca Mariano Colella¹, Anna Lisa Palermi¹, Maria Giuseppina Bartolo¹, Rocco Carmine Servidio¹, Angela Costabile¹

¹*University of Calabria, Italy*

SY-161_04

The success of teachers' responses to general and stigma-based bullying from a student perspective

Laura Rodríguez-Pérez¹, Nuria Marcenaro¹, Pilar Rojas¹, Noemí García²

¹*University of Seville, Spain*, ²*UNIR*

Glicinia Quartin

08:30-10:00

PAPER SYMPOSIUM SY-162**Importance of supporting teachers in dealing with students with externalized and internalized behavior problems**Chair: Danyka Therriault, *Université de Sherbrooke, Canada***Integrative Abstract**

Externalized and internalized behavior problems are psychopathologies frequently encountered in the school environment and represent a major challenge for teachers. If behavioral problems are at high risk of persistence and are associated with numerous difficulties in later academic and social adaptation (APA, 2013; Bradshaw et al., 2010; Kretschmer et al., 2014; Lansford et al., 2016), it seems that the quality of the student-teacher relationship could play an important protective role with these students. However, teachers often express a sense of powerlessness, pointing to minimal training in children's mental health (Cross & Currie, 2019; Massé et al., 2018). Thus, faced with the cumulative stress of including these students in school, teachers are at risk of burnout and become less available to intervene adequately with them (Martin et al., 2012; Gaudreau et al., 2018). With the aim of recognizing the importance of teachers in fostering a better adaptation of students with difficulties, and of supporting them in this role, this symposium will address: 1) the relevance of focusing on the quality of the student-teacher relationship to limit the persistence of externalized and internalized behavior problems; 2) the importance of supporting the development of a sense of self-efficacy in teachers to intervene with students presenting internalized behavior problems, and more particularly anxiety problems; 3) the importance of tailoring interventions to students' needs, taking their temperament profile into account; and, finally, 4) the presentation of an universal screening and intervention tool designed to support teachers in their intervention with students presenting behavioral problems.

SY-162_01**Longitudinal association between the quality of student-teacher relationships and externalizing and internalizing behavior problems in girls and boys**Mélanie Lapalme¹, Michèle Déry¹, Yann Le Corff¹¹*Université de Sherbrooke, Canada***SY-162_02****Fostering a sense of self-efficacy in teachers working with anxious students: some avenues for action**Danyka Therriault¹, Jonatan Beaudoin¹, Angélique Laurent¹, Marie-Josée Letarte¹, Julie Lane¹, Joelle Lepage¹¹*Université de Sherbrooke, Canada***SY-162_03****Longitudinal associations between temperament profiles and child development in preschoolers**Elizabeth Harvey¹, Caroline Fitzpatrick², Jean-Pascal Lemelin²¹*Université Sainte-Anne, Canada*, ²*Université de Sherbrooke, Canada***SY-162_04****Preventing behavioural difficulties among girls and boys in educational setting: evaluation of an universal screening and intervention tool**Marie-Josée Letarte¹, Mélanie Lapalme¹, Marie-France Nadeau¹, Angélique Laurent¹¹*Université de Sherbrooke, Canada*

Eugénio de Andrade

08:30-10:00

PAPER SYMPOSIUM SY-163**Parental scaffolding of child socioemotional development across cultures**

Chair: Cecil Mata, Heidelberg University, Germany; Universidad de Chile-Pontificia Universidad Católica de Chile, Chile

Integrative Abstract

Parental characteristics and behavior are crucial in child development, as they are among the most stable variables across the lifespan. The influence of parental behaviors does not occur in isolation; rather, it is shaped by the cultural norms and values within which parent-child relationships unfold. This broader sociocultural context influences not only practical aspects such as routines and traditions, but also the parental belief system and their developmental goals. This symposium presents the results of different cross-cultural studies evaluating parental variables and their impact on child development. The first paper evaluates maternal scaffolding and its relation to toddlers' task compliance in Turkey and the US across two task contexts. The second paper employs a microanalytical coding scheme to assess co-regulation and self-regulation in parent-child dyads from Germany and Chile at two different measurement points. The third paper examines the association between parental autonomy-supporting behaviors and child exploratory behaviors in the US and Turkey. The fourth paper assesses the effect of parental requests on children's prosocial motivation in (sub)urban samples in Germany, Japan, the US, and India, as well as a rural sample of indigenous Kichwa in Ecuador. Using observational instruments to assess parental behaviors during parent-child interactions and their effects on various child socioemotional variables, these papers highlight cultural differences in socialization processes during early and late childhood. The results show that the interaction between variables also differs across cultures, inviting further exploration of the role of contextual factors in parent-child interactions.

SY-163_01**Impact of cultural and contextual factors on maternal warmth, control and child compliance**

Feyza Corapci¹, Wolfgang Friedlmeier²
¹Sabancı University, Türkiye, ²Grand Valley State University, USA

SY-163_02**Using microanalysis to assess regulation in German and Chilean parent-child dyads**

Cecil Mata¹, Claudia Capella², Sabina Pauen³
¹Heidelberg University, Germany; Universidad de Chile-Pontificia Universidad Católica de Chile, Chile, ²Universidad de Chile, Chile, ³Heidelberg University, Germany

SY-163_03**Parental autonomy supporting behaviors and children's exploratory behaviors across the US and Turkey**

Hilal Şen¹, Dilara Özalp², Günce Uğur³, Kelsey Lucca⁴
¹University of Akureyri, Iceland, ²Kadir Has University, Türkiye, ³Boğaziçi University, Türkiye, ⁴Arizona State University, USA

SY-163_04**Cross-cultural differences in the influence of maternal requests on children's prosocial motivation**

Anneliese Skrobaneck¹, Joscha Kärtner¹
¹University of Münster, Germany

Vianna da Motta

08:30-10:00

PAPER SYMPOSIUM SY-164

The impact of culture, identity, and acculturation processes on mental health and well-being among transnational Black youth

Chair: Loretta Eboigbe, *University of Maryland - College Park, USA*

Integrative Abstract

Despite the global racial hierarchy subjecting transnational Black youth to discrimination and dehumanization, there is a notable research gap in understanding how these youth's unique sociocultural experiences influence their mental health and well-being (Agi & Rivas-Drake, 2022; Rong & Fitchett, 2008). Because existing research often considers Black youth as a monolith, little is known about how variations in these youth's self-perceptions, group membership, sociocultural attitudes, and environmental contexts influence their adaptation (Volpe et al., 2022). Therefore, it is important to investigate how transnational Black youth navigate diverse cultural identities and contextual demands, as well as how these experiences impact their well-being and developmental outcomes. This symposium presents research from four studies exploring sociocultural processes that may either undermine or promote resilience in transnational Black youth across different age groups. The four studies in this symposium examine ethnic-racial identity, remote acculturation, culturally-relevant coping, and critical consciousness using samples of U.S. Black immigrant and Jamaican Islander youth. In addition, these studies assess various aspects of well-being, including, mental health, physical health, stress-management, relationship quality, body image, and nutrition. By bringing together these diverse perspectives, the symposium aims to foster a collective understanding of the interconnections among culture, identity, and health amongst transnational Black youth to promote healthy adaptation and guide future culturally-congruent interventions.

SY-164_01

Ethnic-racial identity, culturally-relevant coping, and health outcomes in U.S. Black immigrant youth

Loretta Eboigbe¹, Yuqi (Sarah) Wang¹, Bailey Skeeter¹, Sushant Ranadive¹, Fanita Tyrell¹

¹*University of Maryland - College Park, USA*

SY-164_02

Body size, actual-ideal self-discrepancies, and psychological distress among early and mid-adolescents in Kingston, Jamaica

Jasmine M. Banegas¹, Gail M. Ferguson¹

¹*Institute of Child Development, University of Minnesota, USA*

SY-164_03

Evaluating a digital food-focused media literacy program targeting health resilience in remotely acculturating adolescents in Jamaica

Tori Simenec¹, Christine Friendshuh¹, Jasmine M. Banegas¹, Michelle R. Nelson², Julie Meeks³, Gail M. Ferguson¹

¹*University of Minnesota, USA*, ²*University of Illinois Urbana-Champaign, USA*, ³*The University of the West Indies, Global Campus, Jamaica*

SY-164_04

Positive well-being among Black immigrant adolescents in the U.S. in relation to ethnic racial identity and critical consciousness

Carolina Goncalves¹, Ellen Pinderhughes¹

¹*Tufts University, USA*

Grande Auditório

10:30-12:00

PAPER SYMPOSIUM SY-165**Improving the quality of education in early childhood: from research to public policies**

Chair: Isabel Soares, *University of Minho - Center of Psychological Research (CIPsi), Portugal*; Raquel Corval, *ProChild CoLAB, Portugal*

Integrative Abstract

This symposium addresses childcare and caregiving interventions to promote early child development. Programmes promoting enriched experiences and relationships, with caregivers and professionals, can have a significant impact on child development and serve as a protective environment, especially in deprived social contexts to minimize the negative impact of adversity. Our symposium is focused on projects - being carried out in distinct countries - aiming to improve the quality of educational contexts and to contribute to public policies supporting child development, families and professionals. The first presentation shares the results of a systematic review and meta-analysis of Save the Children's Building Brains programme which provides simple guidance on early stimulation, brain development, and holistic wellbeing build on latest neuroscience and evidence-based practices to offer the youngest children a strong start in life. The second talk presents the main findings, based on a cluster randomized study, of a health promoting programme implemented with childcare professionals and parents, showing positive changes of child socioemotional development, parenting and coparenting. The third talk presents a professional development model, called Development and Education in Childcare (DEC), based on collaborative consultation, discussion groups, specialized training and leadership support. Preliminary findings of its impact on professional-child interactions and child engagement will be analyzed and discussed. The fourth talk is centered on how investments in five EU states, under the Recovery and resilience facility, are being undertaken to increase the availability and the quality of ECEC services, particularly in childcare.

SY-165_01**Improving early childhood outcomes through caregiving interventions: progress and impact of the building brains program in low- and middle-income countries**

Filipa de Castro¹, Paola Vargas, Emily Weiss¹, Sara Dang¹

¹*Department of Education and Child Protection, International Programs, Save the Children US, USA*

SY-165_02**Healthy children: effects of a health promotion program on positive parenting and co-parenting practices and children's socioemotional development**

Silvana Martins¹, Ana Duarte², Cláudia Augusto², Maria José Silva², Ana Almeida³, Rafaela Rosário²

¹*ProChild CoLAB, Guimarães, Portugal*, ²*University of Minho, Nursing Research Centre, Portugal*, ³*University of Minho, Child Studies Centre (CIEC), Portugal*

SY-165_03**Effects of a professional development model on teacher-child interactions and child engagement in Portuguese childcare centers: preliminary findings**

Raquel Corval¹, Silvana Martins¹, Andreia Carvalho¹, Cindy Carvalho¹, Margarida Fialho¹, Vanessa Moutinho, Gabriela Bento¹, Luisa Barros², Ana Teresa Brito³, Gabriela Portugal⁴, Cecília Aguiar⁵

¹*ProChild CoLAB, Guimarães, Portugal*, ²*University of Lisbon, Faculty of Psychology, Research in Psychological Science Centre (CICPSI), Portugal*, ³*Ispa-Instituto Universitário, School of Education, Center for Reseach in Education, Portugal*, ⁴*University of Aveiro, Research Centre for Didactics and Technology in Teacher Education (CIDTFF), Portugal*, ⁵*Iscte - University Institute of Lisbon, Research and Social Intervention Center, Portugal*, ⁶*Faculty of Psychology and Education Sciences of the University of Porto, Center for Psychology at University of Porto, Portugal*

SY-165_04**The role of Eu recovery and resilience facility in expanding access, equity and quality of childcare services. Case study of 5 Eu members**

Christian Morabito¹

¹*Foundation for European Progressive Studies (FEPS), Belgium*

Pequeno Auditório

10:30-12:00

PAPER SYMPOSIUM SY-166**New advances in parental racial-ethnic socialization among diverse racial groups**

Chair: Rashmita Mistry, *University of California, Los Angeles (UCLA), USA*

Integrative Abstract

Globally, many societies are experiencing racial/ethnic demographic shifts that will have significant implications for the health and well-being of children and youth, especially in racialized societies. The United States, for example, is racially projected to become a majority-minority country by 2044 but this demographic trend is already evident among the child population where children and youth of color are in the majority (U.S. Census Bureau, 2020). Robust developmental science research shows the important role that racial-ethnic socialization (RES; i.e., the processes by which adults communicate and transmit messages about race and ethnicity to children) plays in supporting and promoting children and youths' healthy development, especially for children of color. For example, ample evidence demonstrates positive associations between parents' engagement in cultural socialization (e.g., teaching children their heritage language, celebrating cultural events and holidays) and psychosocial wellbeing. In addition, parents' racial socialization (e.g., discussing race and racism, including preparation for facing racial bias) can buffer children against some of the harmful effects of racial discrimination. This symposium seeks to advance RES research by 1) examining RES among less well investigated populations (i.e., Asian American, white, and German), 2) applying less oft used methods (i.e., qualitative) and a newly developed German measure of parental RES, and, 3) testing the efficacy of a randomized control trial video-based intervention that aims to boost parents confidence in communicating RES messages. Collectively, the four papers in this symposium advance research on parental RES in novel and innovative ways.

SY-166_01**'Balancing conversations about racism with stories of joy': Asian American parents' racial socialization approaches**

Anna M. Kimura¹, Amaesha Durazi¹, Frances M. Lobo², Stephanie T. Nguyen¹, J. Abigail Saavedra³, Rashmita S. Mistry¹, Richard M. Lee⁴

¹*University of California, Los Angeles (UCLA), USA*, ²*University of Texas-Austin, USA*, ³*Arizona State University, USA*, ⁴*University of Minnesota, USA*

SY-166_02**"We both agree we should be more explicit and we don't get around to it": White U.S. American parents' racial socialization practices**

Lauren Kinnard¹, Amaesha Durazi¹, Taylor Hazelbaker², Virginia W. Huynh³, Cari Gillen-O'Neel⁴

¹*University of California, Los Angeles (UCLA), USA*, ²*The College of St. Scholastica, USA*, ³*California State University, Northridge (CSUN), USA*, ⁴*Macalester College, USA*

SY-166_03**Parent ethnic-racial socialization in Germany where "race" is taboo**

Linda P. Juang¹, Tuğçe Aral¹, Miriam J. Schwarzenhal²

¹*University of Potsdam, Germany*, ²*University of Wuppertal, Germany*

SY-166_04**One talk at a time: a video-based racial-ethnic socialization intervention for Black, Latinx, and Asian American families**

Lisa Kiang¹, Gabriela L. Stein², Stephanie Irby Coard³, Valerie Salcido³, Veronica Cole¹, Frances Lobo⁴, Paula Sanchez-Hernandez³

¹*Wake Forest University, USA*, ²*University of Texas-Austin, USA*, ³*University of North Carolina-Greensboro, USA*, ⁴*University of Texas-Austin, USA*

Almada Negreiros

10:30-12:00

PAPER SYMPOSIUM SY-167**Following the norm: the self and the other in children's decisions****Chair:** Hagit Sabato, *The Hebrew University, Israel***Integrative Abstract**

Individuals' moral decisions are driven by various motivations such as empathic concern for others, self-representation considerations, norm internalization, and anticipated positive feelings when acting in a moral manner. As children grow, the influence of their social environment becomes gradually prominent in shaping their behavior, and their judgments of others' behavior. Specifically, the role played by their perception of others' expectations and behaviors (whether accurate or biased) becomes increasingly important in their moral decisions. The current symposium presents four research projects that examine children's moral judgments and behaviors, including helping behavior, sharing decisions, and altruistic punishment. It aims to integrate knowledge about the impact of Others (e.g., external expectations or the common social norm) and the self (e.g., anticipated feelings following the decision) as motives for children's moral decisions, during the critical phase of social development from kindergarten to middle school. The various projects approach questions about children's moral behavior from a developmental perspective. This includes examining children's perceptions of their own moral behavior compared to others, their curiosity about others' moral choices (or desire to avoid them), their anticipated emotions when sharing (or not), and their responses to the violation of the norm by others.

SY-167_01**An eye for an eye: mismatch between children's reasoning about punishing others and their actual behaviors**Carla Sebastián-Enesco¹, Nerea Amezcua-Valmala¹, Fernando Colmenares¹¹*Universidad Complutense de Madrid, Spain***SY-167_02****Doing more than expected: the role of social norms in children's perception of their relative prosociality**Tehila Kogut¹, Bar Levy Friedman¹¹*Ben-Gurion University of the Negev, Israel***SY-167_03****Emotion anticipation and prosocial behavior in preschool children**Christina Kellermann¹, Johannes Bullinger¹, Natalie Christner¹, Markus Paulus¹¹*Ludwig-Maximilians-Universität München, Germany***SY-167_04****To know or not to know? Children's decision to reveal social information and their sharing behavior**Hagit Sabato¹, Ilana Ritov¹¹*The Hebrew University, Israel*

Luís de Freitas Branco

10:30-12:00

PAPER SYMPOSIUM SY-168**The development of the early coparenting partnership: correlates and consequences across cultural contexts**

Chair: Alp Aytuglu, *The Pennsylvania State University, USA*;
Geoffrey L. Brown, *University of Georgia, USA*

Discussant: Sarah Schoppe-Sullivan, *Department of Psychology, The Ohio State University, USA*

Integrative Abstract

Supportive coparenting relationships promote adaptive developmental trajectories and positive family dynamics beginning in early infancy. This symposium brings together evidence from inter-disciplinary and international perspectives to better elucidate the developmental course of coparenting dynamics in the first 2 years using three unique samples from diverse socio-cultural contexts. In Study 1, coparenting relationship quality at age 2 mediated the association between early parenting stress and blood glucose levels 6 years later among a sample of married, predominantly White American, middle-class parents. In study 2, problematic attachment schemas and attitudes minimizing the paternal role were related to less optimal coparenting dynamics in early infancy, but this effect was buffered by racial pride and racial centrality among unmarried, Black American fathers living in rural poverty. In study 3, support provided by nurses promoted more positive trajectories of coparenting across the first 2 years among a sample of fathers in Sweden. Collectively, these papers speak to the long reach of supportive coparenting relationships for healthy development, and identify malleable protective and promotive factors (both psychological and socio-contextual) for positive coparenting dynamics in infancy and early childhood. Discussion will highlight implications for intervention, with particular attention to designing and advocating for culturally-sensitive public policies, clinical practices, and prevention initiatives that foster positive coparenting partnerships in the early years.

SY-168_01**Parenting stress, coparenting relationships, and child cardiovascular disease risk**

Alp Aytuglu¹, Jennifer Graham-Engeland¹, Mark E. Feinberg¹, Damon E. Jones¹, Hannah M.C. Schreier¹

¹*The Pennsylvania State University, USA*

SY-168_02**Predictors of coparenting quality among unmarried, Black American fathers of infants: positive racial identity as a protective factor**

Geoffrey L. Brown¹, Alp Aytuglu², Yating Huang¹, Clare R. Thomas¹, Cullin Howard¹

¹*University of Georgia, USA*, ²*The Pennsylvania State University, USA*

SY-168_03**Nurses' support on fathers' coparenting relationships: a longitudinal study in Sweden**

Michael B. Wells¹, Olov Aronson²

¹*Women's and Children's Health, Karolinska Institutet, Sweden*,

²*Department of Social Work, Karlstad University, Sweden*

Fernando Pessoa

10:30-12:00

PAPER SYMPOSIUM SY-169**Understanding factors that affect school experiences of LGBTQ+ youth: challenges and interventions****Chair:** V. Paul Poteat, *Boston College, USA***Integrative Abstract**

Decades of research have demonstrated that the school context can be fraught with risk for LGBTQ+ (i.e., lesbian, gay, bisexual, transgender, queer) youth. LGBTQ+ youth may experience homophobic bullying and discriminatory policies, which are strongly associated with disparities in well-being. LGBTQ+ affirming school practices, such as antibullying policies and gender and sexuality alliances (GSAs), can promote a safer school environment. This symposium provides new perspectives on key factors that may shape school experiences for LGBTQ+ students. Paper 1 examined school safety associations with sleep duration for U.S. LGBTQ+ youth at the intersection of multiple identities. This study uses a very large and diverse sample (N = 299,254) and intersectional analytic approach: exhaustive chi-square automatic interaction detection. Paper 2 examined latent profiles of school-based victimization and other correlates of housing instability, and examined if school outness and covariates predict profile membership. This study uses retrospective data from a large and diverse national sample of U.S. LGBTQ+ adults (N = 2,926). Paper 3 examined how inclusive school practices affect youth's traditional and homophobic bullying experiences. This study uses a very large and cross-national sample from twelve European countries (N = 26,013). Finally, Paper 4 examined whether LGBTQ+ and ally youth advocacy in GSAs and affirming policies predict greater self-worth across the year. This study uses multi-wave and multilevel longitudinal data from a sample of LGBTQ+ and ally youth from three U.S. states (n = 630). The four papers will be discussed and critiqued by an expert on school experiences of LGBTQ+ youth.

SY-169_01**Examining school safety associations with sleep duration among LGBTQ+ youth at the intersection of multiple social positions**André Gonzales Real¹, Brian T. Gillis², Marla E. Eisenberg³, G. Nic Rider⁴, Benjamin Parchem⁴, Samantha E. Lawrence⁵, Stephen T. Russell¹¹*University of Texas at Austin, USA*, ²*Auburn University, USA*, ³*University of Minnesota, USA*, ⁴*University of Minnesota Medical School, USA*, ⁵*University of Connecticut, USA***SY-169_02****School-based victimization and childhood housing instability among LGBTQ+ adults: a latent profile analysis**Armin A. Dorri¹, Stephen T. Russell¹, Phillip W. Schnarrs¹, Joshua G. Rosenberger²¹*University of Texas at Austin, USA*, ²*Pennsylvania State University, USA***SY-169_03****The effects of inclusive school practices on youth bullying and homophobic bullying experiences: a European cross-national study**Haoran Meng¹, Alberto Amadori², S. Henry Sherwood¹, Salvatore Ioverno³, Stephen T. Russell¹¹*University of Texas at Austin, USA*, ²*Free University of Bozen-Bolzano, Italy*, ³*Roma Tre University, Italy***SY-169_04****Youth advocacy and school policies predict self-worth for LGBTQ+ and ally youth**V. Paul Poteat¹, Abigail Richburg²¹*Boston College, USA*, ²*New York University, USA*

Sophia de Mello Breyner Andresen

10:30-12:00

PAPER SYMPOSIUM SY-170**Overprotective parenting, psychological control and supportive parenting: international perspectives of family mental health and social pressures**Chair: Katherine M. Ryan, Griffith University, Australia**Integrative Abstract**

Overprotective or overinvolved parenting (OP) involves behavioural and psychological parenting practices that do not appear to align with the ability or developmental level of the child (e.g., overcontrol, intrusiveness, coercion, or too much support). Although OP can be found in parents of children, OP among parents of adolescents has attracted a great deal of attention because it is expected to interfere with the major developmental tasks of this time, such as the development of autonomy and agency. Numerous studies have shown that OP is associated with such problems among adolescents and emerging adults. However, there is much less known about the predictors of OP in parents. Such research is needed to help identify whether interventionists should focus on the pressures on parents (or their inaccurate perceptions of the needs of their child) to reduce unnecessary OP and the associated stress for the family. Influential pressures could be located within or outside the family, such as the day-to-day family social environment, societal pressure and social media, or from finances. To address this, four papers are included in this symposium. The first study reports the results of qualitative interviews with Dutch adolescents to understand overparenting. The other three studies (The Netherlands, Italy, Australia) gathered data from parents about their parenting behaviours and pressures, including daily conflict with their adolescent, social and economic pressures, perceived pressure to be a perfect parent, and mental health. These findings will be useful for considering where funding should be allocated to best meet the developmental needs of parents and their adolescents.

SY-170_01**When do parents and adolescents perceive parental support as too much? A qualitative study**Céline Hennevel¹, Amaranta de Haan¹, Savannah Boele¹, Jana Vietze¹, Loes Keijsers¹¹Erasmus University Rotterdam, the Netherlands**SY-170_02****Everyday psychological control in adolescence: a dynamic process model**Amaranta de Haan¹, Savannah Boele¹, Anne Bülow¹, Loes Keijsers¹¹Erasmus University Rotterdam, the Netherlands**SY-170_03****Parenting in a world of pressures: the moderating role of parental anxiety on overprotective parenting behaviour**Katherine M. Ryan¹, Melanie J. Zimmer-Gembeck¹, Tanya Hawes¹, Jaimee Stuart², Molly Speechley¹, Stijn Van Petegem³, Bart Soenens⁴, Gregoire Zimmermann⁵¹Griffith University, Australia, ²United Nations University Institute in Macau, China, ³Université Libre de Bruxelles, Belgium, ⁴Ghent University, Belgium, ⁵University of Lausanne, Switzerland**SY-170_04****Socio-economic pressures among Italian parents: a person-centered approach on parents' overprotective and responsive parenting**Eliana De Salvo¹, Cindy Eira Nunes², Francesca Liga³, Annalisa Soncini², Emilio Paolo Visintin⁴, Stijn Van Petegem⁵¹University Magna Graecia of Catanzaro, Italy, ²Université Libre de Bruxelles, Belgium, ³University of Messina, Italy, ⁴University of Ferrara, Italy, ⁵Université Libre de Bruxelles, Belgium

Amália Rodrigues

10:30-12:00

PAPER SYMPOSIUM SY-171

Family dynamics, parenting, child wellbeing and participation: exploring perspectives from children, youth and parents

Chair: Silje Baardstu, *Norwegian Institute of Public Health, Norway*

Integrative Abstract

In this symposium, researchers will present findings from four studies that collectively will provide new insights into how family relations, both between parents and between children and parents, may affect child wellbeing. The first three presentations offer a unique glance into these matters from the perspectives of children and youth themselves. First, Olav Tveit, will present findings from a Norwegian study, using self-report data from 503 children (age 7-15) whose parents attended divorce mediation, showing how children's participation and expression of views are associated with self-reported child wellbeing, mental health, and satisfaction with living arrangements over time. Second, Rianne van Dijk will present results from a Dutch study, offering evidence for the utility of a new instrument developed to capture children's participation in divorce-related decisions using self-reports from 218 youth (age 11-19) with separated parents. Third, Silje Baardstu will present results from a Norwegian study, showing how parent's self- and other-rated conflict behaviors and degree of conflict resolution are associated with children's (age 7-15) self-reported reactions to such conflicts, including differences across child gender and family cohabitation status. Lastly, Yvonne Severinsen will present results from a twin study, using data from 5048 parents with children aged 4-12 years to show genetic and environmental contributions to variations in parental emotional socialization behaviors and how these relate with parent and child characteristics.

SY-171_01

The long-term consequences of children's participation in post-divorce decision-making

Olav B. Tveit¹, Espen Roysamb², Kristin Gustavson²

¹*Norwegian Institute of Public Health, Norway*, ²*University of Oslo/ Norwegian Institute of Public Health, Norway*

SY-171_02

Development and psychometric properties of the chipps: children's participation post-separation

Rianne van Dijk¹, Zoe Rejaän¹, Charlotte Mol¹, Inge van der Valk²

¹*Utrecht University, the Netherlands*, ²*Utrecht University, the Netherlands*

SY-171_03

Children's reactions to interparental conflict behaviors: differences across child gender and family cohabitation status

Silje Baardstu¹, Tonje Holt¹, Linda Larsen¹

¹*Norwegian Institute of Public Health, Norway*

SY-171_04

Decoding parents' emotion-related socialization behaviors: insights from a large-scale and community-based twin study

Yvonne Severinsen¹, Eivind Ystrom², Mona Bekkhus², Evalill Bolstad², Egil Nygaard², Stella Tsotsi², Karine Viana², Rune Flaaten Bjork²

¹*University of Oslo, Norway*, ²*University of Oslo, Norway*

Lopes-Graça

10:30-12:00

PAPER SYMPOSIUM SY-172**Culture, temperament, and cortisol: interactions and effects on children and their parents**

Chairs: Sara Harkness, *University of Connecticut, USA*; Olaf Zylicz, *WSB Merito University, Poland*

Integrative Abstract

The study of individual differences in human development and functioning is central to the fields of child development and psychology. Cross-cultural studies, in contrast, have tended to focus primarily on differences at the group level. The proposed symposium will explore interactions among two aspects of individual functioning – temperament and cortisol – in a variety of cultural contexts. The papers draw from three collaborative international studies, involving researchers in Italy, Spain, The Netherlands, Poland, Sweden, Korea, and the U.S. The first paper, focused on relationships between temperament and children’s sleep patterns, reports cultural differences in timing and amount of sleep for children aged three and four years, but the effects vary across the cultural samples. The second paper explores the question of “goodness of fit” of children’s temperament with that of their mothers, finding that some combinations of mother and baby temperament are associated with mothers’ positive mood. The third paper focuses on both babies’ and mothers’ temperament and cortisol, showing that high levels of cortisol among babies is associated with higher levels of negative emotionality and activity at both 2 months and 6 months of age in all the cultural samples. The fourth and last paper compares diurnal cortisol among U.S. and Dutch children in daycare, indicating a distinctive pattern among the Dutch children. Taken together, the four papers in this symposium offer new research questions about how individual differences in foundational aspects of human biology and behavior interact differentially with the cultural contexts of their development.

SY-172_01**Culture, temperament, and children’s sleep patterns: a study in Spain, Italy, the Netherlands, Poland, Sweden, and the U.S.**

Moisés Ríos Bermúdez¹, Sabrina Bonichini², Olaf Zylicz³, Barbara Welles⁴, Caroline A. Mavridis⁵, Charles M. Super⁵, Sara Harkness⁵

¹*University of Seville, Spain*, ²*University of Padua, Italy*, ³*WSB Merito University, Poland*, ⁴*Fairfield University, USA*, ⁵*University of Connecticut, USA*

SY-172_02**Does the “fit” of baby’s and mother’s temperament influence mother’s daily mood? A study in Spain, Italy, Korea, and the U.S.**

Caroline A. Mavridis¹, Charles M. Super¹, Ughetta Moscardino², Jong-Hay Rha³, Blanca Huitrón⁴, Sara Harkness¹

¹*University of Connecticut, USA*, ²*University of Padua, Italy*, ³*Hannam University, South Korea*, ⁴*Autonomous University of Mexico, Mexico*

SY-172_03**Mother and baby temperament and cortisol in early infancy in five cultural settings**

Charles M. Super¹, Douglas A. Granger², Marjolijn J.M. Blom³, Ughetta Moscardino⁴, Jong-Hay Rha⁵, Blanca Huitrón⁶, Sara Harkness¹

¹*University of Connecticut, USA*, ²*University of California at Irvine, USA*, ³*Hogeschool Rotterdam, the Netherlands*, ⁴*University of Padua, Italy*, ⁵*Hannam University, South Korea*; ⁶*Autonomous University of Mexico, Mexico*

SY-172_04**Culture and cortisol in day care: a study in the Netherlands and the U.S.**

Saskia D. M. van Schaik¹, Charles M. Super², Paul Leseman³, Douglas A. Granger⁴, Caroline A. Mavridis², Sara Harkness²

¹*Radboud University, the Netherlands*, ²*University of Connecticut, USA*, ³*Utrecht University, the Netherlands*, ⁴*University of California at Irvine, USA*

Maria Helena Vieira da Silva

10:30-12:00

PAPER SYMPOSIUM SY-173**Methodological advances in studying peer relationship**

Chairs: Jingu Kim, *Busan National University of Education, South Korea*; *Radboud University, the Netherlands*

Integrative Abstract

Research on peer relationships has been focused on specific measurements and analytic strategies. Previous works overlooked the significance of considering diverse measurement and analytic approaches to navigate the complex features of peer relationships. Therefore, this symposium aims to explore the methodological advances in studying peer relationships, particularly examining various measurement and analytic approaches. The first paper validates the peer community scale at the classroom level using multi-level structural equation modeling in Korea. Furthermore, we examined the structural associations among peer community, behavioral norms (class average aggression and prosocial behavior), and friendship network structure (the degree of friendships and peer liking/disliking ties). The second paper introduces a novel method for measuring the frequency and duration of physical proximity among peers using movement-tracking technology. The third paper explores implicit popularity motivation and aggression using an approach avoidance task (AAT). It compares reaction times between abstract concepts and names of specific peers regarding popularity motivation. The fourth paper highlights the structural features of multiple types of social networks. The dynamic processes of friendship, liking and disliking, and bully-victim relationships will be examined using longitudinal social network analysis. The importance of considering novel methods in measurement and analytic approaches for studying peer relationships will be discussed.

SY-173_01**Importance of a multi-level perspective on measuring peer community in the classroom: associations with behavioral norms and friendship structures**

Jingu Kim¹, Takuya Yanagida², Jooyoung Yoo³

¹*Busan National University, South Korea*; *Radboud University, the Netherlands*, ²*University of Vienna, Austria*, ³*University of Southern California, USA*

SY-173_02**Where do you go and who are you close to? Using state-of-the-art tracking technology to study peer relationships**

Nathalie A. H. Hoekstra¹, Yvonne H.M. van den Berg¹, Desi Beckers¹

¹*Radboud University, the Netherlands*

SY-173_03**Implicit (un)popularity motivation and aggression: approach-avoidance responses to abstract concepts versus names of specific peers**

Tessa A. M. Lansu¹, Mengtian Xia¹

¹*Radboud University, the Netherlands*

SY-173_04**A look at various longitudinal social network types: considering the strengths and weaknesses of multiple peer nomination protocols**

Dawn DeLay¹, McKay Boyack¹, Laura Hanish¹, Carol Lynn Martin¹

¹*Arizona State University, USA*

Glicinia Quartin

10:30-12:00

PAPER SYMPOSIUM SY-174**Supporting parenting across development****Chairs:** *Emily B. Reilly, Duke University, USA***Integrative Abstract**

Parenting is both a joyful and stressful experience and is foundational to the development of the next generation (e.g., Madigan et al., 2019; Rodrigues et al., 2021). Supporting parents and healthy parent-child relationships requires a deep understanding of the capacities of parents and the contexts in which they are parenting. The aim of this symposium is to bring together an international group of presenters to focus attention on parents as key to healthy child development and discuss factors that support or hinder parenting and healthy parent-child relationships. Taking a community-based approach, the first paper will describe the Inclusive Home-Based Early Learning Centers program (iHELP) in Kenya that trained parents in responsive caregiving and child development, and its success in improving parent-child relationships, parenting knowledge, and preschool readiness. Focusing on parental mindset, the second paper will discuss family financial resources and parents' negative attributions of intention to their infants (e.g., crying on purpose to annoy), and later sense of competence and parenting stress in a randomized trial of the Family Connects program in the United States. Finally, the third paper will present data from the Parenting Across Cultures project to explore trajectories of parent psychological control in adolescence (12-19 years) in nine countries (China, Colombia, Italy, Jordan, Kenya, Philippines, Sweden, Thailand, United States) and differences based on puberty and the importance of family obligations. This symposium will advance our understanding of parenting across developmental stages and contexts and produce important next-steps for supporting healthy parent-child relationships.

SY-174_01**Parents have what it takes to be nurturers and play companions: lessons from inclusive home-based early learning project, Kenya, Uganda and Zimbabwe**Rose Atieno Opiyo¹¹*Masinde Muliro University of Science and Technology Kenya, Kenya***SY-174_02****Attributions of intentionality to infants and experiences of parenting in a randomized trial of family connects**Emily B. Reilly¹, Kenneth A. Dodge¹¹*Duke University, USA***SY-174_03****Change over time in parental psychological control in nine countries**Liane Peña Alampay¹, Susannah Zietz², Eva M. Pomerantz³, Jennifer E. Lansford², Suha M. Al-Hassan⁴, Dario Bacchini⁵, Marc H. Bornstein⁶, Lei Chang⁷, Kirby Deater-Deckard⁸, Laura Di Giunta⁹, Kenneth A. Dodge², Sevtap Gurdal¹⁰, Daranee Junla¹¹, Paul Oburu¹², Concetta Pastorelli¹³, W. Andrew Rothenberg², Ann T. Skinner², Emma Sorbring¹⁴, Laurence Steinberg¹⁵, Liliana Maria Uribe Tirado¹⁶, Saengduean Yotanyamaneewong¹¹¹*Ateneo de Manila University, Philippines*, ²*Duke University, USA*,³*University of Illinois-Urbana Champaign, USA*, ⁴*Abu Dhabi Early**Childhood Authority, UAE*, ⁵*University of Naples "Federico II",**Italy*, ⁶*Eunice Kennedy Shriver National Institute of Child Health**and Human Development, USA; Institute for Fiscal Studies, UK;**UNICEF, USA*, ⁷*University of Macau, China*, ⁸*University of**Massachusetts, USA*, ⁹*Universita di Roma "La Sapienza", Italy*,¹⁰*University West, Sweden*, ¹¹*Chiang Mai University, Thailand*,¹²*Maseno University, Kenya*, ¹³*Universita di Roma "La Sapienza",**Italy*, ¹⁴*Univesity West, Sweden*, ¹⁵*Temple University, USA; King**Abdulaziz University, Saudi Arabia*, ¹⁶*Universidad San**Buenaventura, Colombia*

Eugénio de Andrade

10:30-12:00

PAPER SYMPOSIUM SY-175

From snacks to screens: unveiling the influence of parenting, technology, and temperament in Turkish preschoolers' food choices and physical activity

Chairs: H. Melis Yavuz, *Algoma University, Canada*

Integrative Abstract

Childhood obesity, with its increasing prevalence rates, is an important global concern for physiological and psychological development of children (Shloim et al., 2015). Eating patterns and physical activity are two important aspects to predict obesity. In the current symposium we have 4 different papers examining these factors. The 1st paper examined how mealtime technoference and child self-regulation influenced the emotional overeating in children in a longitudinal study. The results showed that the children who had lower self-regulation and who were exposed to higher mealtime technoference at T1 were more susceptible to emotional overeating at T2. The 2nd paper investigated how child temperament and parental conflict are related to child obesogenic food consumption (OFC). The results showed that temperamental negative affect and effortful control interacted with interparental conflict to predict OFC in preschool children. Likewise, the 3rd paper assessed the roles of child self-regulation and parenting styles in preschoolers' OFC. Results showed that the children with low self-regulation were susceptible to consuming more obesogenic foods, especially when positive parenting was low. Finally, the 4th paper examined the predictors of preschoolers' physical activity and showed that child temperamental surgency was a predictor for higher levels of physical activity in children, especially when maternal physical activity was high. Collectively, these results showed that preschoolers' eating and physical activity patterns are related to different aspects of parenting and child temperamental characteristics and suggested important pathways to reducing obesity prevalence in early childhood.

SY-175_01

Pathways to preschool children's emotional overeating: mealtime technoference and child self-regulation

Ibrahim Acar¹, Merve N. Altunda²

¹*Ozyegin University, Türkiye*, ²*Ozyegin University, Türkiye*

SY-175_02

The moderating role of interparental conflict on the relationship between child temperament and obesogenic food consumption

Zeynep Beken¹

¹*Ozyegin University, Türkiye*

SY-175_03

Obesogenic food consumption in preschool years: the roles of child self-regulation and positive parenting

H. Melis Yavuz¹, Seref Bugra Tuncer²

¹*Algoma University, Canada*, ²*Istanbul University, Türkiye*

SY-175_04

Maternal activity as a nudge for child movement: child's temperament and physical activity

Duygu Gurleyik¹

¹*Ozyegin University, Türkiye*

Vianna da Motta

10:30-12:00

PAPER SYMPOSIUM SY-176**Moral judgments about animals across the life span****Chair:** Luke McGuire, *University of Exeter, UK***Integrative Abstract**

As adults, our relationship with non-human animals is complex. In many parts of the world, we live with some animals as members of our family, while at the same time exploiting and eating other animals. This presents adults with the experience of cognitive dissonance as their care for some animal lives conflicts with the reality of their treatment of other animals. Adults are equipped with psychological mechanisms to overcome these conflicts, but so far relatively little is known about the emergence of these processes and moral judgments across the lifespan. This symposium brings together four papers representing some of the first empirical investigations of youth's moral judgments about how humans ought to treat animals, including data from the UK, Germany, Peru, Indonesia, Namibia, and Zambia. In the first paper, adolescence is shown to be a period of decreasing concern for animal lives, due to an increasingly sophisticated view of how animals become food. In a second paper, children and adults from five nations are asked to make judgments about food and companion animals in a moral dilemma task. In a third paper, the authors examine the development of speciesism from childhood to adulthood in Germany. In a fourth paper, the authors develop new measures of young children's knowledge of food production to examine the early emergence of the meat-animal link. Together, these papers document the central importance of how animals are categorised (as 'food' or 'friend') and the role of food systems knowledge as drivers of developing moral cognitions about animals, as well as important age-related and cross-cultural similarities and differences in these processes.

SY-176_01**Adolescence: a critical period for emerging speciesism?**Luke McGuire¹, Emma Fry², Alex Carter², Nadira S. Faber³¹*University Of Exeter, UK*, ²*University of Exeter, UK*, ³*University of Bremen, Germany***SY-176_02****Moral attitudes towards humans and other animals across diverse societies and development**Noemi Thiede¹, Katja Liebal², Karri Neldner³, Steven Kalinke¹, Luke Maurits¹, Daniel Haun¹¹*Department of Comparative Cultural Psychology, Max Planck Institute for Evolutionary Anthropology, Germany*, ²*Faculty of Life Sciences, Leipzig University, Germany*, ³*School of Psychological Science, University of Western Australia, Australia***SY-176_03****Speciesism, animal treatment, and moral evaluations over the life span**Tina Bagus¹¹*University of Wurzburg, Germany*, ²*DIPF Institute, Germany***SY-176_04****“The pig didn't do anything wrong”: emerging food-systems knowledge and attitudes from early childhood to adolescence**Victoria Simpson¹, Jared Piazza¹¹*Lancaster University, UK*

Grande Auditório

13:00-14:30

INVITED SYMPOSIUM IS-10**Developmental psychology revolutionized: risks and opportunities in the digital era**

Chair: Vasileios Stavropoulos, *RMIT University, Melbourne Australia & National & Kapodistrian University of Athens, Greece*

Integrative Abstract

The current symposium integrates novel insights derived from Australia, the US and the UK. It emphasizes emerging developmental psychology hypotheses and methodologies, prompted by the broad use of digital media by young people. The empirical evidence presented is based on recent, multimethod, longitudinal datasets, as well as big data, aiming to enhance the understanding of: a) The developmental risks and opportunities introduced by the use of digital means; b) The utility of machine learning approaches for analysing digital gaming and social media data to extract health information; c) The differential impact of screen time on the development of neurotypical and neurodiverse populations. The first three presentations are from Australia, with the contribution of US and Greek collaborators. A novel Cyber-developmental framework will be introduced, while a series of diverse classification algorithms will be employed to analyse longitudinal and multimethod datasets. Findings aspire to address pivotal issues surrounding technology related adaptive and maladaptive behaviours, as well as the diagnostic potential of digital data. The fourth presentation is from The UK and employs a large US dataset to decode the significance of screen time for the prospective wellbeing of neurodiverse and neurotypical populations. Findings will be discussed in the light of the emerging literature, related to the broader field of developmental psychology.

IS-10_01**Risks and opportunities for youth in the digital era**

Vasileios Stavropoulos^{1,2}, Frosso Motti-Stefanidi², Mark D. Griffiths³

¹*RMIT University, Melbourne Australia*, ²*National & Kapodistrian University of Athens, Greece*, ³*The International Gaming Research Unit, Nottingham Trent University, UK*

IS-10_02**Identifying self-disclosed anxiety on Twitter: A natural language processing approach**

Daniel Zarate¹, Michelle Ball², Maria Prokofieva², Vassilis Kostakos³, Vasileios Stavropoulos^{1,4}

¹*RMIT University, Australia*, ²*Victoria University, Australia*, ³*University of Melbourne, Australia*, ⁴*National & Kapodistrian University of Athens, Greece*

IS-10_03**Deep learning(s) in mental health through the user-avatar bond: a longitudinal study using machine learning**

Vasileios Stavropoulos^{1,2}, Daniel Zarate², Maria Prokofieva³

¹*RMIT University, Melbourne, Australia*, ²*National & Kapodistrian University of Athens, Greece*, ³*Victoria University, Australia*

IS-10_04**Screen time effects on youth wellbeing: preliminary findings from the Adolescent Brain Cognitive Development (ABCD) study**

Olympia Palikaras¹, Daniel Zarate², Vasilis Sidiropoulos¹, Stephanie Diez-Morel³, Vasilis Stavropoulos^{2,4}

¹*University of Warwick, UK*, ²*RMIT University, Australia*, ³*PennWest Edimboro University, USA*, ⁴*National & Kapodistrian University of Athens, Greece*

Pequeno Auditório

13:00-14:30

PAPER SYMPOSIUM SY-177

A multi-faceted examination of stress within the caregiver-child dyad: consideration of design and process levels

Chair: Fabiola Silletti, Department of Education, Psychology, Communication, University of Bari Aldo Moro, Italy; The Developmental Risk and Cultural Resilience Program, Harvard Medical School, USA; Brigham and Women's Hospital, USA

Discussant: Brian Vaughn, Auburn University, USA

Integrative Abstract

There is evidence that caregivers' stress in the first years of children's lives can have a profound and enduring impact on both children's adjustment and caregivers' well-being. The processes by which stress manifests, unfolds, and is regulated within the dyad are complex and thus require multiple lenses for observational study. The present symposium intends to highlight and discuss recent findings about the role of stress within caregiver-child dyads, across different levels, adopting diverse study designs and measures, as well as comprising international samples. In this view, the first contribution (Silletti et al.), examines, in an Italian sample, the association between caregiver (i.e., mothers and teachers) and child stress, using both physiological and caregiver-reported measures. The second contribution (Mastrotheodoros et al.), investigates the associations of Italian mothers' prenatal stress, the potential mitigation through contingent touch, and longitudinal mediation by DNA methylation of stress-related genes. Multiple measures include biological, observational, and parent-report. The last contribution (Liu et al.) explores, in a high-risk sample of mothers from the United States and their children, maternal regulation of stress and its impact on infants' affect, adopting surveys and observational measures. Considering that caregivers and their well-being are core aspects of development, this symposium will be of wide interest to the ISSBD conference attendees. Researchers based at 8 different institutions and hailing from around the globe, strengthen the international relevance of the symposium.

SY-177_01

Growing up in times of pandemic: the associations of caregivers' stress with children's temperament and adaptive behavior

Fabiola Silletti^{1,2}, Pasquale Musso¹, Gabrielle Coppola¹, Tamara Bastianello³, Manuela Lavelli⁴, Cindy H. Liu², Rosalinda Cassibba¹

¹Department of Education, Psychology, Communication, University of Bari Aldo Moro, Italy, ²The Developmental Risk and Cultural Resilience Program, Harvard Medical School, USA; Brigham and Women's Hospital, USA, ³Department of Developmental Psychology and Socialization, University of Padua, Italy, ⁴Department of Human Sciences, University of Verona, Italy

SY-177_02

Prenatal stress and maternal social touch: testing longitudinal mediation by DNA methylation of stress-related genes

Stefanos Mastrotheodoros¹, Teresa Sofia Moreira Marques², Fabiola Silletti³, Xiaoyu Lan⁴, Livio Provenzi⁵

¹Department of Psychology, University of Crete, Greece; Department of Youth and Family, Utrecht University, the Netherlands, ²Institute of Psychology and Educational Sciences, Lusíada Norte University, Portugal, ³Department of Education, Psychology, Communication, University of Bari Aldo Moro, Italy, ⁴Department of Psychology, University of Oslo, Norway, ⁵Department of Brain and Behavioral Sciences, University of Pavia, Italy

SY-177_03

Potential dysregulation of stress in infants of depressed mothers with low distress tolerance: observations from the face-to-face still-face paradigm

Cindy H. Liu¹, Qingyu Jiang², Fabiola Silletti³, Hung-Chu Lin⁴, Amanda Koire⁵, Natalie Feldman⁵, Leena Mittal⁵, Carmina Erdei⁶

¹Department of Pediatrics and Psychiatry, Harvard Medical School, Brigham and Women's Hospital, USA, ²Department of Pediatrics, Brigham and Women's Hospital, USA, ³Department of Education, Psychology, Communication, University of Bari Aldo Moro, Italy, ⁴Department of Pediatrics, Brigham and Women's Hospital, USA, ⁵Department of Psychology, University of Louisiana, Lafayette, USA, ⁶Department of Psychiatry, Harvard Medical School, Brigham and Women's Hospital, USA, ⁶Department of Pediatrics, Harvard Medical School, Brigham and Women's Hospital, USA

Almada Negreiros

13:00-14:30

PAPER SYMPOSIUM SY-178**The development and impact of coping across family, academic, and peer contexts in adolescence and adulthood****Chair:** Rebecca Shiner, *Colgate University, USA***Integrative Abstract**

A new Handbook on the Development of Coping (2023), edited by Skinner and Zimmer-Gembeck, offers a broad and integrative overview of the state of knowledge on the development and impact of coping from childhood through adulthood. The present symposium brings together four papers that touch on key themes of the new Handbook. Samples are drawn from four countries (Australia, Belgium, Israel, and USA) and from adolescent, college student, and adult populations and address coping in different contexts (family, academic, and peer). The first talk examined the coping strategies chosen by adolescents in an analogue task and found that the strategies chosen were related to the adolescents' existing vulnerabilities and threat appraisals. The second presenter used an ecological momentary assessment design in a sample of adolescents, mothers, and fathers, to identify different patterns of emotion regulation strategy use in the family triads. The third talk assessed personality traits and coping strategies in a college student sample at two stressful points 18 months apart during the COVID-19 pandemic and found meaningful patterns of mean-level change in both domains, as well as links between traits and coping strategies across time. Fourth, in a longitudinal study of youth with autism and their parents, the presenters identified approaches to parenting and other contextual factors that predicted lower stress and greater well-being for parents over time. Taken together, these papers highlight individual factors that shape the selection of coping strategies, the context-dependent nature of what coping strategies are most effective, and the critical role of relationships in successful coping with adversity.

SY-178_01**The roles of adolescents' emotionality, flexibility, and age when facing academic, parent, and peer stressors: explaining threat appraisals and coping**Melanie J. Zimmer-Gembeck¹, Ellen A. Skinner²¹*Griffith University, School of Applied Psychology and Griffith Centre for Mental Health, Australia*, ²*Portland State University, USA***SY-178_02****Similarities between adolescents' and parents' emotion regulation of negative affect: an ecological momentary assessment study**Reout Arbel¹¹*Department of Counseling and Human Development, The Faculty of Education, University of Haifa, Israel***SY-178_03****Personality traits and coping strategies over the course of Covid-19 in a college student sample: stability, change, and links across time**Rebecca Shiner¹, Nicole Mitchell¹¹*Colgate University, USA***SY-178_04****Parental stress, coping, and well-being in families raising a child with autism: exploring the interplay of child, parent, family, and context factors**Sarah S. W. De Pauw¹, Eline Desimpelaere¹, Margo DeWitte¹, Lana De Clercq¹, Bart Soenens², Peter Prinzie²¹*Department of Special Needs Education, Ghent University, Belgium*, ²*Department of Developmental, Personality, and Social Psychology, Ghent University, Belgium*

Luís de Freitas Branco

13:00-14:30

PAPER SYMPOSIUM SY-179**Promoting pro-environmentalism in children and youth****Chair:** Tobias Krettenauer, *Wilfrid Laurier University, Canada***Integrative Abstract**

The question of how pro-environmental beliefs and behaviors can be effectively promoted in future generations is of utmost importance. So far, it has received scant attention in developmental psychology. This symposium brings together scholars from three different countries employing a variety of methods and theoretical perspectives to discuss factors that could potentially promote pro-environmentalism in children and youth. Krettenauer and colleagues present findings from a longitudinal study with Canadian adolescents that demonstrate how pro-environmental behavior is connected longitudinally with two main factors that are well known for being strongly associated with pro-environmentalism: nature connectedness and pro-environmental norms. In a field experiment, Spitzer and colleagues investigate how intervention strategies that are specifically tailored to the developmental needs of teenagers can be used to promote pro-environmental behavior in youth. Van de Wetering and colleagues present findings from two experimental studies that demonstrate how invoking social norms in the peer context can influence teenagers' dietary choices (lowering meat consumption). Finally, Huerta-Salinas and Otto present meta-analytic findings on the effectiveness of formal environmental education in the elementary school setting. Taken together all four presentations point at promising strategies of how pro-environmentalism may be fostered specifically in children and youth but also identify potential limitations of these strategies.

SY-179_01**Pro-environmental behaviour, connectedness with nature, and the endorsement of pro-environmental norms in youth: longitudinal relations**Tobias Krettenauer¹, Jean Paul Lefebvre¹, Hailey Goddeeris¹
¹*Wilfrid Laurier University, Canada***SY-179_02****Harnessing adolescents' desire for peer status to promote their pro-environmental behavior**Judith van de Wetering¹, Stathis Grapsas¹, Astrid M.G. Poorthuis¹, Sander Thomas¹
¹*Utrecht University, the Netherlands***SY-179_03****Promoting adolescents' sustainable behavior via motive-alignment: a field-experiment**Jenna Spitzer¹, Stathis Grapsas¹, Astrid M.G. Poorthuis¹, Sander Thomas¹
¹*Utrecht University, the Netherlands***SY-179_04****Effectiveness of formal environmental education interventions on elementary student's environmental behavior: a systematic review and meta-analysis**Olga Viridiana Huerta-Salinas¹, Siegmund Otto¹
¹*Universität Hohenheim, Germany*

Fernando Pessoa

13:00-14:30

PAPER SYMPOSIUM SY-180**Unraveling parenting dynamics: insights from intensive longitudinal data**

Chair: Anne Bülow, *Erasmus University Rotterdam, the Netherlands*

Integrative Abstract

Parenting is a complex and dynamic process that plays an important role in child development. This symposium delves into the intricate world of everyday parenting, by employing intensive longitudinal data. The four presentations within this symposium embrace diverse scientific approaches, spanning from idiographic to nomothetic designs, encompassing study populations ranging from toddlers to adolescence, and employing varied study designs, spanning from observational analyses to intervention studies. Collectively, they converge on a common goal—unveiling unparalleled insights into the nuanced dynamics of parent-child interactions, made possible through the rich lens of intensive longitudinal data. First, Loes van Rijn-van Gelderen pinpoints when and how parenting behaviors change during a parenting intervention. She presents data from a multiple-case study of 45 families (Age = 2-12 years), which utilized bidaily questionnaires before and after each session. Second, Joyce Weeland explores the opportunities and obstacles of using mixed methods single-case studies to assess intervention effects of a parenting program in 5 families with children aged 3 – 6, which includes up to 191 days ESM or diary entries. Third, Hend Eltanamly presents experience sampling data of refugee parents testing if post-traumatic symptoms might mediate the relation between parental stressors and parental self-efficacy. Fourth, Anne Bülow emphasizes the critical role of measurement interval in parenting studies. She analyzed two intensive longitudinal observational studies (N1 = 156, N2 = 253, age 12 – 18 years) on six timescales. Collectively, these studies contribute valuable insights into the temporal intricacies of parenting research.

SY-180_01**When and how does a short parenting intervention start to work? A multiple case study investigating the effects of the family check-up**

Loes van Rijn – van Gelderen¹, Brechtje de Mooij¹, Laura Rodenburg¹, Geertjan Overbeek¹

¹*University of Amsterdam, the Netherlands*

SY-180_02**Two pilot mixed-method multiple single-case studies with intensive longitudinal data on the effectiveness of a parenting program**

Joyce Weeland¹, Anne Bülow¹, Ank Ringoot¹, Daphne van den Bongardt¹

¹*Erasmus University Rotterdam, the Netherlands*

SY-180_03**Do momentary trauma symptoms explain the link between postmigration stress and compromised parental self-efficacy**

Hend Eltanamly¹, Patty Leijten², Sander Thomaes³, Geertjan Overbeek²

¹*Utrecht University, the Netherlands*, ²*University of Amsterdam, the Netherlands*, ³*Utrecht University, the Netherlands*

SY-180_04**A matter of timing? Effects of parent-adolescent conflict on adolescent ill-being on six timescales**

Anne Bülow¹, Savannah Boele¹, Jessica P. Lougheed², Jaap J. A. Denissen³, Eeske van Roekel⁴

¹*Erasmus University Rotterdam, the Netherlands*, ²*University of British Columbia Okanagan, Canada*, ³*Utrecht University, the Netherlands*, ⁴*Tilburg University, the Netherlands*

Sophia de Mello Breyner Andresen

13:00-14:30

PAPER SYMPOSIUM SY-181**Social relations and health: the role of culture and context****Chair:** Toni C. Antonucci, *University of Michigan, USA***Integrative Abstract**

Culture and context are widely understood to influence development, but much less is known about how this occurs. These papers examine social relations and health within different cultures and contexts. Wethington et al. consider schools as a vehicle for health education in a rural United States (U.S.) context. They propose a multi-agency as well as individual approach to maximize the effectiveness of interventions in the promotion of health equity. Cooper et al. use data from a U.S. Midwest sample to examine associations between social relations, health, and health behaviors among older adults from three racial/ethnic groups (Black, White and Middle Eastern North African) during the pandemic. They find higher levels of health behaviors were associated with fewer chronic illness. With respect to social relations, those who had more frequent contact with their social network were also more likely to engage in multiple health behaviors and have fewer chronic illnesses. Bcherraoui and Ajrouch examine the difference between ideal and real perceptions of closeness in a random sample of older adults in Beirut. They find that negative discrepancies between an individual's perception of their close relationships and their report of ideal closeness is associated with worse health, even controlling for age, gender and education. Finally, Antonucci and Brauer explore the association between mother's and child's depressive symptoms and experience of negative life events and daily hassles using three waves of U.S. regional data. Findings indicate significant and consistent cross-sectional associations, but less longitudinal consistency. Findings highlight how social relations affect health across diverse contexts and cultures.

SY-181_01**School-based health centers and community collaboration: promoting a "culture of care" to address health disparities in US rural areas**Elaine Wethington¹, Sharon Tennyson², Wendy Brunner³, Mildred Warner⁴, Xue Zhang⁵, John Sipple⁶¹*Department of Psychology (CHE), Cornell University, USA; Survey Research Center, the University of Michigan, USA,* ²*Jeb. E. Brooks School of Public Policy, Cornell University, USA,* ³*Bassett Research Institute, USA,* ⁴*Department of City and Regional Planning, Cornell University, USA,* ⁵*Center for Policy Research, Syracuse University, USA,* ⁶*Department of Global Development, Cornell University, USA***SY-181_02****Healthy relationships for better health: the impact of social relations on health behaviors**Jasmine Cooper¹, Simon Brauer¹, Kristine Ajrouch¹, Laura B. Zahodne¹, Toni C. Antonucci¹¹*University of Michigan, USA***SY-181_03****The ideal vs the real: closeness discrepancies in family relationships and its relation to psychological health**Myriam Al Bcherraoui¹, Kristine Ajrouch²¹*University of Michigan, USA,* ²*University of Michigan and Eastern Michigan University, USA***SY-181_04****Stress and depression among mothers and their children within and across time**Toni C. Antonucci¹, Simon Brauer¹¹*University of Michigan, USA*

Amália Rodrigues

13:00-14:30

PAPER SYMPOSIUM SY-182**Parental experience and parenting from a self-determination theory perspective**Chair: Tamarha Pierce, *Université Laval, Canada***Integrative Abstract**

Self-determination theory (SDT, Ryan and Deci, 2017; Ryan, 2023) is primarily concerned with the social conditions that facilitate the development, engagement, and healthy psychological, social, and behavioral functioning of individuals. SDT has been applied in various domains, including school, work, sports, physical activity, psychotherapy, and, quite prominently, parenting and the conditions for child development and well-being. Research supports the benefits for child self-regulation, motivation, and well-being of parental autonomy support (PAS; i.e., taking the child's perspective, providing a meaningful rationale for required behavior, providing meaningful choices, and supporting initiative and voice). The first two presentations will report child benefits of PAS during early childhood supported by a systematic review, a randomized controlled trial, and a longitudinal study. SDT also posits that individuals' optimal development, engagement, and well-being are facilitated by conditions that support their need for autonomy but also competence and relatedness (i.e., sense of effectiveness, belonging, and connection with others). The satisfaction of parents' needs may be facilitated by their interpersonal experiences, and this may provide them with the necessary resources to optimally engage with and parent their child. This will be addressed by results of longitudinal studies with mothers during early childhood (presentation 2) and with fathers' and mothers' coparental relationship over the transition to parenthood (presentation 3), as well as a qualitative study of fathers' experience with youth protection workers (presentation 4).

SY-182_02

Mothers' basic psychological needs as antecedents of autonomous/controlled parental practices and child self-regulationYaniv Kanat-Maymon¹, Reut Nachoum²¹*Reichman University, Israel*, ²*Ben-Gurion University, Israel*

SY-182_03

Couples' needs satisfaction and division of labor: differential links across the transition to parenthoodRachel Perrier¹, Julie C. Laurin¹¹*Université de Montréal, Canada*

SY-182_04

Fathers' basic psychological needs in their relationship with youth protection service workers and their involvement in interventionTamarha Pierce¹, Coralie Bernard-Giroux¹, Karina Nadeau¹, Carl Lacharité², Jacques Roy³¹*Université Laval, Canada*, ²*Université du Québec à Trois-Rivières, Canada*, ³*Université du Québec à Chicoutimi, Canada*

Lopes-Graça

13:00-14:30

PAPER SYMPOSIUM SY-183

Highly sensitive people in diverse cultural contexts

Chair: Yuanyuan Huang, *Biological and Experimental Psychology, School of Biological and Behavioral Sciences, Queen Mary University of London, UK*

Discussant: Francesca Lionetti, *Department of Neurosciences, Imaging and Clinical Sciences, University of Chieti-Pescara, Italy*

Integrative Abstract

Environmental sensitivity is a common individual trait defined as the ability to register and process information about the environment (Pluess, 2015). Although sensitivity is important for all humans, people differ substantially in their sensitivity to environmental influences with some people being generally more sensitive and others less (Belsky & Pluess, 2009). However, while there is a growing interest in environmental sensitivity in the West, research across more diverse cultures is currently limited. According to Bronfenbrenner's Ecological Systems Theory (1977), all developmental processes are embedded in broader frameworks such as society, culture, and community, each of which may have a range of culturally unique features. Consequently, environmental sensitivity may also vary across different cultures. To gain a deeper understanding of environmental sensitivity, this symposium focuses on exploring the environmental sensitivity in diverse cultural contexts, including the United Kingdom, Italy, Lebanon and China. The first paper discusses the development of a new rating system to measure environmental sensitivity in Italian infants. This new scale allows assessing infant's reactivity to positive, negative and sensory stimuli. The paper also explores the relationship between environmental sensitivity and emotion regulation. The second paper examines the interrelationships between different sensitivity markers in Syrian refugee children and whether sensitivity markers predict anxiety, depression, PTSD, and externalizing behaviors. The third paper presents findings from a cross-cultural study comparing coping strategies of people with different sensitivity types in China and the United Kingdom.

SY-183_01

The newly developed highly sensitive infant rating system: environmental sensitivity and emotion regulation in infancy

Alessandra Sperati¹, Michael Pluess², Francesca Lionetti¹

¹*Department of Neurosciences, Imaging and Clinical Sciences, University of Chieti-Pescara, Italy*, ²*School of Psychology, University of Surrey, UK*

SY-183_02

The role of environmental sensitivity in the mental health of Syrian refugee children: a multi-level analysis

Andrew K. May¹, Demelza Smeeth², Fiona McEwen³, Elie Karam⁴, Michael J. Rieder⁵, Abdelbaset A. Elzagallaai⁵, Stan van Uum⁶, Francesca Lionetti⁷, Michael Pluess⁸

¹*Biological and Experimental Psychology, School of Biological and Behavioral Sciences, Queen Mary University of London, UK*; ²*Department of Psychological Sciences, School of Psychology, University of Surrey, UK*, ³*Biological and Experimental Psychology, School of Biological and Behavioural Sciences, Queen Mary University of London, UK*, ⁴*Biological and Experimental Psychology, School of Biological and Behavioural Sciences, Queen Mary University of London, UK*; ⁵*Department of War Studies, King's College London, UK*, ⁶*Department of Psychiatry and Clinical Psychology, Balamand University, St Georges Hospital University Medical Center, Institute for Development, Research, Advocacy and Applied Care (IDRAAC), Lebanon*, ⁷*Physiology and Pharmacology, Schulich School of Medicine and Dentistry, University of Western Ontario, Canada*, ⁸*Division of Endocrinology and Metabolism, Schulich School of Medicine and Dentistry, University of Western Ontario, Canada*, ⁷*Department of Neuroscience, Imaging and Clinical Science, G. d'Annunzio University of Chieti-Pescara, Italy*, ⁸*Biological and Experimental Psychology, School of Biological and Behavioural Sciences, Queen Mary University of London, UK*; *Department of Psychological Sciences, School of Psychology, University of Surrey, UK*

SY-183_03

Individual differences in coping as a function of environmental sensitivity types in the UK and China: a cross-cultural study

Yuanyuan Huang¹, Junsheng Liu², Michael Pluess³

¹*Biological and Experimental Psychology, School of Biological and Behavioral Sciences, Queen Mary University of London, UK*, ²*Shanghai Key Laboratory of Mental Health and Psychological Crisis Intervention, School of Psychology and Cognitive Science, East China Normal University, China*, ³*School of Psychology, University of Surrey, UK*

Maria Helena Vieira da Silva

13:00-14:30

PAPER SYMPOSIUM SY-184

Exploring temperament and personality profiles of children: insights into parenting and well-being in diverse populations, including autism

Chairs: Zeynep Ertekin, *Department of Psychology, Université du Québec à Trois-Rivières, Canada* & *Department of Psychology, Ankara Medipol University, Türkiye*; Ève-Line Bussièrès, *Department of Psychology, Université du Québec à Trois-Rivières, Canada*

Integrative Abstract

In this symposium, we explore the role of temperament and personality in various contexts and populations. Four presentations delve into their associations with parenting practices, behavioral challenges, and mental health outcomes in both autistic and non-autistic children and adolescents, emphasizing the importance of individual characteristics. Ertekin et al. focus on the impact of temperament on the association between mother-child interaction quality and behavioral problems in both autistic (n=65) and non-autistic preschoolers (n=54) using data from Quebec. Results indicate that temperament plays a differential role in the association between parenting and internalizing behavioral outcomes for both groups. Dewitte et al., with a sample of 569 Belgian autistic youth (6-18 years old), explore personality profiles to understand heterogeneity in autism. Four distinct personality profiles emerged in their results; the characteristics of these profiles including behavioral challenges, psychosocial strengths, and parenting stress emphasize diversity in autism. Castellanos-Ryan et al., present longitudinal findings from 1,515 youth (17 years old) in Quebec, showing the moderating role of difficult temperament in the association between environmental adversity, parenting, and youth mental health including substance use, behavior problems, and general psychopathology. Lastly, Iplikci et al., utilizing data from Türkiye (756 children and adolescents), focus on the role of temperament in the association between perceived parenting and familial factors. Their findings reveal the differential impact of temperament and gender in the association between perceived parenting (fathers and mothers) and familial factors.

SY-184_01

The role of temperament on the link between mother-child interaction quality and behavior problems in autistic and non-autistic children

Zeynep Ertekin¹, Michael Pluess², Carole-Anne Leblanc³, Delphine Périard-Larivée¹, Karine Dubois-Comtois¹, Annie Stipanovic¹, Chantal Cyr³, Mélanie Couture⁴, Ève-Line Bussièrès¹

¹*Department of Psychology, Université du Québec à Trois-Rivières, Canada*, ²*Department of Psychological Sciences, School of Psychology, University of Surrey, UK*, ³*Department of Psychology, Université du Québec à Montréal, Canada*, ⁴*School of Rehabilitation, Faculty of Medicine and Health Sciences, Université de Sherbrooke, Canada*

SY-184_02

As unique as everyone: exploring personality profiles as a source of phenotypic heterogeneity in youth with autism spectrum disorder

Margo Dewitte¹, Sarah De Pauw¹, Petra Warreyn²

¹*Department Special Needs Education, Faculty of Psychology and Educational Sciences, Ghent University, Belgium*, ²*Research in Developmental Disorders Lab, Department of Experimental Clinical and Health Psychology, Faculty of Psychology and Educational Sciences, Ghent University, Belgium*

SY-184_03

Sensitivity to environmental adversity and parenting: difficult temperament in the prediction of adolescent mental health

Natalie Castellanos-Ryan¹, Nina Pocuca², Anne-Laurie Bélec³, Jad Hamaoui¹, Charlie Rioux⁴

¹*School of Psychoeducation, Université de Montréal, Canada; Sainte-Justine Hospital Research Centre, Canada*, ²*School of Psychology, University of Queensland, Brisbane, Australia*, ³*Psychology Department, Université de Montréal, Canada; Sainte-Justine Hospital Research Centre, Canada*, ⁴*Department of Psychology, University of Oklahoma, USA*

SY-184_04

The role of temperament and child gender on the association between familial factors and perceived parenting: a study from Türkiye

Ayşe Busra Iplikci¹, Aysun Doğan², Basak Sahin-Acar³, Deniz Tahiroğlu⁴, Sibel Kazak Berument³

¹*Department of Psychology, Akdeniz University, Türkiye*, ²*Department of Psychology, Ege University, Türkiye*, ³*Department of Psychology, Middle East Technical University, Türkiye*, ⁴*Department of Psychology, Bogazici University, Türkiye*

Glicinia Quartin

13:00-14:30

PAPER SYMPOSIUM SY-185**Capturing the dynamics of developmental and processes of mother-child interactions and child behavior**Chair: Wolfgang Friedlmeier, *Grand Valley State University, USA***Integrative Abstract**

Observations of young children's behavior is often coded in time intervals and these time series data are summarized into static variables (e.g., total number of intervals in which anger occurred). Such a methodological approach does not capitalize on the rich information embedded in such time series data. The goal of this symposium is to present methods allowing to capture the psychological processes beyond such static measures. The first paper (Kärtner) will present a bivariate auto-regression model to analyze interactive effects between the infant and maternal smiling. The method captures the ongoing process and tests the bi-directional effects. The second paper (Diprossimo et al.) presents an experimental design which manipulates vocal contingencies to test when infants start to understand the effects of their vocalizations. The third paper (Kathuria et al.) presents survival analyses as a tool to analyze toddlers' inhibitory control in a delay of gratification situations. As the study was carried out with samples in India, Romania, Turkey, and the US, a cross-cultural perspective will be included. The fourth paper (Mata & Pauen) presents a microanalytic segment-based method. The special focus is to demonstrate how such method can be applied in a longitudinal perspective by comparing three time points (2 to 7 years). Altogether, the papers demonstrate a variety of methods that aim to preserve the dynamic of children's behavior and/or mother-child interactions.

SY-185_01**Using bivariate auto-regression models to analyze the dynamics of early mother-infant smiling interaction**Joscha Kärtner¹¹*University of Münster, Germany***SY-185_02****Introducing a new vocal contingency paradigm to probe emerging agency in infant vocalizations**Laura Diprossimo¹, Marlene Meyer², Sabine Hunnius², Joscha Kärtner³¹*Lancaster University, UK*, ²*Radboud University, the Netherlands*,³*University of Münster, Germany***SY-185_03****Survival analysis to assess toddler's inhibitory control with maternal support in Romania, US, Turkey, and India**Tripti Kathuria¹, Wolfgang Friedlmeier², Feyza Corapci³, Oana Benga⁴¹*Tata Institute of Social Science, India*, ²*Grand Valley State University, USA*, ³*Sabancı University, Türkiye*, ⁴*Babes-Bolya University, Romania***SY-185_04****Microanalytical assessment of self- and co-regulation in parent-child dyads**Cecil Mata¹, Sabina Pauen¹¹*Heidelberg University, Germany*

Eugénio de Andrade

13:00-14:30

PAPER SYMPOSIUM SY-186**Mother-child coregulation of emotion in diverse cultural contexts**

Chair: Xin Feng, *The Ohio State University, USA*; Li Wang, *Peking University, China*

Integrative Abstract

Children and parents frequently engage in interactions where they regulate each other's emotion and physiological state. This dyadic process, referred to as emotion coregulation, provides crucial support for the development of self-regulation and adjustment outcomes. While research has supported the bidirectional relation between child emotion expression/regulation and parental emotion/behavior across ages, little is known about the moment-to-moment changes that are essential to understanding the dynamics of the coregulation process. Moreover, research is lacking on how emotion coregulation unfolds in everyday life and in diverse cultures. This symposium explored mother-child emotion coregulation at both behavioral (emotion expression and parenting behavior) and physiological levels (respiratory sinus arrhythmia, or RSA, an indicator of parasympathetic regulation of emotion) in Chinese and US mother-child dyads. This symposium consists of four papers, covering infancy to early adolescence. Papers 1 and 4 were based on Chinese samples and Papers 2 and 3, on U.S. samples. Paper 1 examined the moment-to-moment emotion coregulation in mother-infant dyads and the effect of coregulation on developmental outcomes. Paper 2 focused on the reciprocal relations between maternal emotion coaching and preschoolers' emotion expression in real life using the ecological momentary assessment method. Paper 3 investigated mother-child RSA synchrony across multiple emotional contexts and the effect of maternal depression. Paper 4 examined the mediation/moderation role of young adolescents' anger regulation and RSA reactivity during parent-child interaction in the relation between family expressiveness and externalizing problems.

SY-186_01**Micro-dynamic emotion coregulation in mother-infant interaction: predicting preschoolers' self-regulation and adjustment**Qili Lan¹, Li Wang¹¹*Peking University, China***SY-186_02****Mother-child coregulation of emotion in everyday life: associations with maternal depressive symptoms**Xin Feng¹, Qingqing Yang², Yihui Gong¹¹*The Ohio State University, USA*, ²*University at Albany, SUNY, USA***SY-186_03****Respiratory sinus arrhythmia synchrony within mother-child dyads: the moderation role of maternal depression**Yihui Gong¹, Xin Feng²¹*The Ohio State University, USA*, ²*The Ohio State University, USA***SY-186_04****Negative family expressiveness and adolescents' externalizing problems: respiratory sinus arrhythmia as a moderator and anger regulation as a mediator**Man Li¹, Tong Xu¹, Li Wang²¹*Tianjin Normal University, China*, ²*Peking University, China*

Vianna da Motta

13:00-14:30

PAPER SYMPOSIUM SY-187

Developing and evaluating support pathways for children with developmental disabilities in low-resource contextsChair: [Rosa Hoekstra](#), King's College London, UK**Integrative Abstract**

Families with children with developmental disabilities living in low-income contexts experience severe challenges. Children with developmental disabilities often remain unidentified, receive no formal support and are excluded from education. This symposium considers intervention innovations to improve support for families with children with developmental disabilities. The first paper will present the findings of a feasibility randomised controlled trial of the Caregiver Skills Training programme developed by the World Health Organization and adapted for use in Ethiopia, and considers the feasibility of implementing the programme delivered by non-specialists in rural Ethiopia. The second paper will outline ethical and safeguarding considerations when developing and evaluating interventions for families with children with disabilities, a vulnerable population often affected by stigma, poverty and co-occurring physical and mental health problems. This paper will draw on experiences from the SPARK project, an international research collaboration aiming to improve support for children with developmental disabilities in Ethiopia and Kenya. The final presentation will consider how to improve access to quality education for children with developmental disabilities in a context where these children are typically excluded from mainstream education. This paper presents the development of an inclusive education intervention, co-created with Ethiopian teachers, clinicians and caregivers. The panel will reflect on lessons learnt that can inform the development and scale-up of support services for families with developmental disabilities across other low-income contexts.

SY-187_01

Feasibility of the non-specialist delivered caregiver skill training for caregivers of children with developmental disabilities in rural Ethiopia

[Mekdes Demissie](#)¹, [Mersha Kinfe](#)¹, [Rehana Abdurahman](#)², [Fikirte Girma](#)³, [Tigist Zerihun](#)⁴, [Charlotte Hanlon](#)⁶, [Rosa A. Hoekstra](#)⁷

¹Centre for Innovative Drug Development and Therapeutic Trials for Africa, College of Health Sciences, Addis Ababa University, Ethiopia, ²Department of Psychiatry, Yekatit 12 Hospital Medical College, Ethiopia, ³Department of Psychiatry, college of health science, Addis Ababa University, Ethiopia, ⁴Department of Psychiatry, Saint Paul's Hospital Millennium Medical College, Ethiopia, ⁵Department of Mental Health and Substance Abuse, World Health Organization, Switzerland, ⁶Department of Psychiatry, School of Medicine, and Centre for Innovative Drug Development and Therapeutic Trials for Africa, College of Health Sciences, Addis Ababa University, Ethiopia, ⁷Department of Psychology, Institute of Psychology, Psychiatry and Neuroscience, King's College London, UK

SY-187_02

Ethical and safeguarding considerations when developing and testing interventions for children with developmental disabilities in Ethiopia and Kenya

[Rosa Hoekstra](#)¹, [Hanna Negussie](#)², [Brenda Nzioka](#)³, [Melissa Washington-Nortey](#)¹, [Tigist Eshetu](#)², [Vibian Angwenyi](#)³, [Eva Mwangome](#)⁴, [Mekdes Demissie](#)², [Tsegereda Haile Kifle](#)⁵, [Bethlehem Tekola Gebru](#)¹, [Charles Newton](#)⁶, [Charlotte Hanlon](#)⁵, [Amina Abubakar](#)³

¹King's College London, UK, ²Addis Ababa University, Ethiopia, ³Aga Khan University, Kenya, ⁴KEMRI/Wellcome Trust Research Programme, ⁵King's College London, UK; Addis Ababa University, Ethiopia, ⁶University of Oxford, UK; KEMRI/Wellcome Trust Research Programme

SY-187_03

Children in the middle: a co-developed intervention to support children with developmental disabilities in mainstream primary education in Ethiopia

[Elisa Genovesi](#)¹, [Fikirte Girma](#)², [Ikram Ahmed](#)², [Moges Ayele](#)², [Winini Belay](#)², [Dureti Kassim](#)², [Tsegereda H. Kifle](#)¹, [Liya Tesfaye Lakew](#)³, [Mengistu Wolde Mekuria](#)³, [Tigist Zerihun](#)⁴, [Rosa A. Hoekstra](#)¹, [Charlotte Hanlon](#)¹

¹King's College London, UK, ²Addis Ababa University, Ethiopia, ³Nia Foundation Joy Center for Autism, Ethiopia, ⁴St. Paul's Hospital Millennium Medical College, Ethiopia

Grande Auditório

14:30-16:00

PAPER SYMPOSIUM SY-188**Intervening in bicultural identity integration and positive peer intergroup contact****Chair:** M. Dalal Safa, *University of North Carolina at Chapel Hill, USA***Integrative Abstract**

Identity formation is a developmental process that has significant consequences for youth adjustment (Erikson, 1968). Among immigrant and ethnic-racial minoritized youth, exploring their ethnic-racial identity (ERI) and gaining a sense of clarity regarding this aspect of their identity can promote positive youth development (Umaña-Taylor & Rivas-Drake, 2021). The Identity Project (IP) is a school-based intervention program that provides adolescents with tools and strategies for engaging in ERI development (Umaña-Taylor & Douglass, 2017). The IP has been implemented in the U.S. and some European countries (Juang et al., 2022) with multiple studies demonstrating its efficacy in promoting ethnic-racial identity development (exploration and resolution) and, in turn, psychosocial adjustment (e.g., Ceccon et al., 2023; Umaña-Taylor et al., 2018). Prior work provides support for this theory of intervention but has not tested additional intervening mechanisms via which the IP fosters youth adjustment. As such, this symposium focuses on examining two mechanisms: bicultural identity integration (BII), or the integration of one's ethnic-racial and national identities, and peer intergroup contact, or contact among peers from different ethnoracial groups. Papers 1 and 2 examine how the IP supports BII among youth in the U.S. and the Netherlands, respectively. Paper 3 tests how the IP fosters positive intergroup peer contact among youth in Greece. Paper 4 discusses peer network mechanisms promoting bicultural identity development that can further inform the IP efforts. Collectively, these studies enhance our understanding of how the IP can support youth identity development and adjustment in pluralistic societies.

SY-188_01**Intervening in bicultural identity development**M. Dalal Safa¹, Michael R. Sladek², Adriana Umana-Taylor³, Priscilla Boaheng⁴¹*University of North Carolina at Chapel Hill, USA*, ²*The University of Oklahoma, USA*, ³*Harvard University, USA*, ⁴*University of North Carolina, USA***SY-188_02****Identity Project in the Netherlands: a pilot study on supporting adolescents' multicultural identity development**Mehmet Day¹, Donya Yassine²¹*Erasmus University Rotterdam, the Netherlands*, ²*Verwey-Jonker Institute, Platform Inclusion & Community, the Netherlands***SY-188_03****The Identity Project as a way to promote acceptance among youth from different ethnic backgrounds**Frosso Motti-Stefanidi¹, Vassilis Pavlopoulos¹, Tasos Ntalachanis¹, Christina Tsigkou¹¹*National and Kapodistrian University of Athens, Greece***SY-188_04****How peer networks shape bicultural orientations among ethnic-racial minoritized and immigrant youth**Olga Kornienko¹, M. Dalal Safa², Marita Coker¹, Laura Alvarez Rios², Maciel M. Hernández³, Thao Ha⁴¹*George Mason University, USA*, ²*University of North Carolina, USA*, ³*University of California, Davis, USA*, ⁴*Arizona State University, USA*

Pequeno Auditório

14:30-16:00

PAPER SYMPOSIUM SY-189**Intergenerational pathways to peace: using developmental science to promote prosociality through positive caregiver-child interactions after war**

Chairs: Qusai Khraisha, *Trinity Centre for Global Health, Trinity College Dublin, Ireland; School of Psychology, Trinity College Dublin, Ireland;* Sascha Hein, *Department of Education and Psychology, Free University of Berlin, Germany*

Integrative Abstract

War-affected childhoods do not have to define a future of violence if we provide the right care. Our symposium spotlights the transformative power of positive caregiver-child interactions in fostering peace while discussing ways to understand these beneficial interactions and strategies to scale out interventions. We begin with a longitudinal observational study, the largest of its kind within a protracted refugee situation. Conducted in Jordan, it shows how refugee mothers' sensitive and synchronised interactions with their children foster trust and prosocial behaviour. Our second paper extends the exploration from mothers to fathers, delving into how childhood trauma and war-related experiences shape paternal caregiving behaviours to offer strategies for breaking the intergenerational transmission of trauma and fostering positive parenting that encourages prosocial behaviour in children. Zooming outwards, our third paper explores family-level dynamics in refugee contexts. This paper examines father-mother-child triads and their impact on child moral development by highlighting how healthy family communication and functioning can promote positive parent-child interactions, and predict a refugee child's social-emotional learning. Turning to practical application, our final paper showcases a family-level, multi-generational, nationwide intervention strategy implemented in Rwanda, a country with a long history of armed conflict. This program, designed to foster early childhood development and reduce family violence through increased parental involvement, demonstrates how our understanding of caregiver-child interactions can be translated into large-scale interventions with lasting impact.

SY-189_01

Refugee mother-child dyads' sensitivity and synchrony: a longitudinal observational study

Qusai Khraisha¹, Sophie Put², Maria Lee³, Beatrice Volta⁴, Anisha Wadhwa⁵, Marah Himsi⁶, Marwa Raguragui⁷, Madeleine Fan⁸, Chuhan Mei⁹, Erica Dos Santos¹⁰, Meltem Çakmak¹¹, Anisa Qasim¹², Amal El

Kharouf¹³, Sophie von Stumm¹⁴, Isabelle Marechal¹⁵, Rana Dajani¹⁶, Julia Michalek¹⁷, Kristin Hadfield¹

¹*Trinity Centre for Global Health, Trinity College Dublin, Ireland; School of Psychology, Trinity College Dublin, Ireland,* ²*University of York, UK,* ³*University of Edinburgh, School of Social and Political Science, UK,* ⁴*University of Padova, Italy,* ⁵*School of Psychology, Trinity College Dublin, Ireland,* ⁶*Jordanian Royal Medical Services, Jordan,* ⁷*National College of Ireland, Ireland,* ⁸*University of North Carolina, Chapel Hill, USA,* ⁹*Trinity Centre for Global Health, Trinity College Dublin, Ireland,* ¹⁰*Université Libre de Bruxelles, Belgium,* ¹¹*Maastricht University, the Netherlands,* ¹²*Queens Mary University, UK,* ¹³*Centre for Women Studies, University of Jordan, Jordan,* ¹⁴*Department of Education, University of York, UK,* ¹⁵*School of Behavioural and Biological Sciences, Queen Mary University of London, UK,* ¹⁶*Department of Biology and Biotechnology, Faculty of Science, The Hashemite University, Jordan,* ¹⁷*Queen Mary University of London, UK*

SY-189_02

Exploring the interactions between childhood experiences and later trauma, and their influence on caregiving among Rohingya fathers

Caroline Hiott¹, Elisa Ugarte¹, Sajjad Rahman², Fahmida Tofail², Kazi Istiaque Sanin², Alice Jean Wuermli¹

¹*NYU Global-TIES, USA,* ²*icddr,b, Bangladesh*

SY-189_03

Relationship quality, father involvement, and child development: a prospective study with intergenerational implications

Catherine Panter-Brick¹, Kristin Hadfield², Rana Dajani³, Majd Soliti⁴, Isabelle Marechal⁵

¹*Department of Anthropology, Yale University, USA;* *Jackson School of Global Affairs, Yale University, USA;* *Conflict, Resilience, and Health Program, Yale University, USA,* ²*Trinity Centre for Global Health, Trinity College Dublin, Ireland; School of Psychology, Trinity College Dublin, Ireland,* ³*Department of Biology and Biotechnology, Faculty of Science, The Hashemite University, Jordan,* ⁴*Department of Psychiatry, Mayo Clinic, USA;* *Tahgyeer Foundation, Jordan,* ⁵*School of Behavioural and Biological Sciences, Queen Mary University of London, UK*

SY-189_04

Scaling up, scaling out: evaluation of a hybrid type 2 implementation-effectiveness cluster randomized trial in Rwanda

Theresa Betancourt¹, Vincent Sezibera², Candace Black³, Gabriela Phend³

¹*Boston College School of Social Work, USA,* ²*College of Medicine and Health Sciences, University of Rwanda, Rwanda,* ³*Boston College School of Social Work, USA*

Almada Negreiros

14:30-16:00

PAPER SYMPOSIUM SY-190**Multiple identities and positive development of Muslim youth in Western contexts: findings from mixed-method studies**

Chairs: [Hatice GURSOY](#), *University of Maryland, Baltimore County, USA*; [Chiara Cecccon](#), *University of Padova, Italy*

Integrative Abstract

Adolescence and young adulthood are pivotal for identity development, since youth increasingly explore their social identities, while becoming aware of societal power dynamics through their interactions with others (Pahl & Way, 2006). Especially for minorities, such as Muslim youth in Western contexts, the achievement of a positive identity can benefit them by promoting psychosocial adjustment and buffering the detrimental effects of discrimination (Umaña-Taylor, 2023). The Muslim population is one of the fastest-growing religious groups in several Western countries and one of the most discriminated against in the current socio-political climate (Ocampo et al., 2018). Bringing together quantitative and qualitative findings, this symposium will illustrate the interplay between identity formation, contextual factors, and positive development outcomes among Muslim youth living in the United States and Italy. The first paper (GURSOY et al.) investigates the correlates of Muslim Americans' civic engagement through a person-centered approach based on participants' identities. The second paper (TUĞBERK et al.) presents qualitative findings on factors leading to identity construction among Syrian American first and second-generation university students. The third paper (MUSO et al.) examines the role of religious, ethnic, and national identities, as well as participants' conceptualizations of intersectionality, in a sample of immigrant Tunisian adolescents living in Italy. Finally, the fourth paper (Cecccon et al.) explores Muslim-Italian youth's experiences of their bicultural identities in relation to individual- and group-based religious discrimination.

SY-190_01**A roadmap to positive development: person-centered and longitudinal approach in exploring Muslim youths' identities and maternal civic socialization**

[Hatice GURSOY](#)¹, [Christa Schmidt](#)¹, [Charissa S. L. Cheah](#)¹, [Merve Balkaya-Ince](#)²

¹*University of Maryland, Baltimore County, USA*, ²*Baylor University, USA*

SY-190_02**Identity formation among Syrian-American immigrant university students**

[Canan Tuğberk](#)¹, [Nadia Barouk](#)¹, [Selcuk Sirin](#)¹

¹*New York University, USA*

SY-190_03**A mixed method socioecological examination of the significance of multiple identities for Muslim adolescents' positive outcomes in Italy**

[Pasquale Musso](#)¹, [Nicolò Maria Iannello](#)², [Merve Balkaya-Ince](#)³, [Cristiano Inguglia](#)², [Hatice GURSOY](#)⁴, [Sonia Ingoglia](#)², [Alida Lo Coco](#)², [Charissa S. L. Cheah](#)⁴

¹*University of Bari, Italy*, ²*University of Palermo, Italy*, ³*Baylor University, USA*, ⁴*University of Maryland, Baltimore County, USA*

SY-190_04**Exploring bicultural identity and discrimination among Muslim-Italian youth: a mixed-method study**

[Chiara Cecccon](#)¹, [Ughetta Moscardino](#)¹, [Zainab Shabbir](#)², [Charissa S. L. Cheah](#)³

¹*University of Padova, Italy*, ²*Clark University, USA*, ³*University of Maryland, Baltimore County, USA*

Luís de Freitas Branco

14:30-16:00

PAPER SYMPOSIUM SY-191**Conceptualizations, pathways and impediments to human flourishing: voices from the Global South**

Chairs: Tina Malti, *University of Toronto, Canada*; Sosthene Guei, *School of Education and Social Policy - Northwestern University, USA*

Integrative Abstract

This study was conducted in 6 African countries; Kenya, Tanzania, Uganda, Ethiopia, Cameroon and Ghana. Questions have been raised as to whether individualistic lens to determine what human flourishing entails is appropriate for Africans, who thrive in contexts characterized by communal living where mutual inter-dependence is acknowledged in concepts such as Ubuntu (I am because we are) and Utu (shared humanity, moral goodness) from Southern and Eastern Africa, respectively. This phenomenological research involved three studies using similar questions asked in local languages and adapted to three developmental stages; Childhood, adolescence and adulthood and investigated conceptualizations, pathways and impediments to human flourishing. The study was conducted among the Kenyan Turkana, Iteso, Tanzanian Sukuma, Ethiopian Amhara, Ghanaian Akan and Cameroonian grassland communities. It collected socio-demographic information and used gender and age disaggregated Focus Group Discussions and key informant interviews. The participant characteristics included religion (Christian, Muslim and Traditionalists) family structures (monogamous and polygamous), marital status (single, widowed, divorced), educational levels (College degree to no years in school) and living in urban, rural or peri-urban areas among other characteristics. Ejuu, Opiyo and Tandika worked among children N=78, Wadende and Missaye worked among adolescents N=61 and Ngalim, Ngya-Etchutambe, Wiysahnyuy, Zinkeng and Kwesi worked among adults N=138; most facing a multitude of challenges including poverty and political unrest. Overall, study findings show similarities but also significant difference among the participants in different subcultures in Africa.

SY-191_01**Ubuntu and human flourishing among children in an African context**

Godfrey Ejuu¹, Rose Opiyo², Pambas Tandika³

¹*Kyambogo University, Uganda*, ²*Masinde Muliro University, Kenya*, ³*University of Dodoma, Tanzania*

SY-191_02**Human flourishing, its pathways and impediments: perspective of African adolescents**

Pamela Wadende¹, Missaye Mengstie²

¹*Kisii University, Kenya*, ²*University of Gondar, Ethiopia*

SY-191_03**Conceptualizations, pathways and impediments of human flourishing among adults in multi-generational families in Africa**

Valentine Ngalim¹, Martina Zinkeng², Lilian Fai¹, Ijang Etchutambe², Kwesi Nkum³

¹*University of Bamenda, Cameroon*, ²*University of Buea, Cameroon*, ³*Komenda Teachers College, Ghana*

Fernando Pessoa

14:30-16:00

PAPER SYMPOSIUM SY-192**Understanding complex brain-behavior relations as a function of individual differences in childhood and adolescence****Chairs:** Amanda E. Guyer, *University of California, Davis, USA***Integrative Abstract**

Infancy and early childhood undergo multiple changes in brain development that support behavioral development in key domains. Adolescence then brings a second bounty of brain growth and change that supports core developmental tasks. These complex brain-behavior relations reflect time- and experience-dependent processes needed to create new connections and advance functioning, yet are also shaped by individual differences. The present symposium aims to synthesize findings from new empirical work focused on individual differences that shape brain and behavioral development, with implications for developmental psychopathology. Collectively, the papers reflect different methodologies, developmental phases, and clinical presentations. Paper 1 examines neural patterns of synchrony between a parent and child across different contexts, finding that synchrony was strongest during stress, but also that anxiety and effortful control differentially influenced these patterns. Paper 2 focuses on understanding reward motivation behavior and neural processing as a function of sex and different indicators of pubertal development using a large sample from the ABCD study, reporting sex differences in reward motivation and neural processing, with implications for poor functioning involving low reward responsivity. Paper 3 examines demographic, clinical, and neural factors that contribute to development of anhedonia across adolescence, reporting key factors from multiple domains that predicted peak anhedonia. Collectively, the symposium advances understanding of individual differences that contribute to brain-behavior relations across domains and developmental periods, offering implications for brain-informed behavioral intervention targets.

SY-192_01**Parent-child neural dynamics during a stressful task: probing associations with temperament and anxiety**Koraly Pérez-Edgar¹, Joscelin Rocha-Hidalgo¹, Dakota Reis¹, Harmony Nguyen¹, Denny Schaedig², Khalil Thompson², Susan Perlman²¹*The Pennsylvania State University, USA*, ²*Washington University in St. Louis, USA***SY-192_02****Early adolescent reward-related behavior and neural activation: differences by sex and markers of pubertal development**Amanda E Guyer¹, Marjolein Eva Andrea Barendse², Johnna Swartz¹, Sandra Taylor¹, Jeffrey Fine¹, Elizabeth Shirtcliff³, Leehyun Yoon⁴, Sarah McMillan¹, Laura Tully¹¹*University of California, Davis, USA*, ²*Erasmus Medical Center, the Netherlands*, ³*University of Oregon, USA*, ⁴*University of Texas Dallas, USA***SY-192_03****A machine-learning approach to weighing clinical, demographic, and neural reward circuit factors to predict adolescent anhedonia**Anisha Reddy¹, Michele Bertocci¹, Tina Gupta¹, Kristen L. Eckstrand¹, Manivel Rengasamy¹, Erika Forbes¹¹*University of Pittsburgh, USA*

Sophia de Mello Breyner Andresen

14:30-16:00

PAPER SYMPOSIUM SY-193**Youths' power in societies: exploring factors related to youth's civic engagement in political and social contexts****Chairs:** Seçil Gönültaş, *Bilkent University, Türkiye***Integrative Abstract**

Civic engagement constitutes an essential asset of strong communities to maintain egalitarian democracies, and youth is one of the key populations that can promote societies' well-being via civic engagement. This symposium brings together four international research, all focusing on different factors related to youth civic engagement. Paper 1 reveals the link between motivation to engage in political engagement (normative and non-normative), political (trust, efficacy), and personality (shyness) factors in Czech adolescents with two-wave longitudinal data. Paper 2 illustrates how Nepalese youth perceive voting, party membership, and protests as tools to promote social change and how trust in politicians and concern for corruption increased over time, which, in turn, relates to the decreased perceived effectiveness of all participation types. Paper 3 identifies young people's profiles in political engagement (active, passive, and standby) by documenting the role of internal political efficacy and political trust in being less active citizens across time in a longitudinal study in Germany, Sweden, the Czech Republic, and Italy. Paper 4 discusses how media exposure and anxiety predict having interactions with parents and peers about women's rights and gender equality and, in turn, can be related to higher civic engagement in Turkish adolescents. Together, these studies provide rich data from diverse settings using different methodologies. With an international lens, this symposium identifies possible processes that facilitate civic engagement by examining individual and contextual factors across different countries.

SY-193_01**Within or outside of the norm: exploring adolescents' willingness to engage in (non)normative political participation**Jana Fikrlová¹, Jan Šerek¹¹*Masaryk University Brno, Czech Republic***SY-193_02****Civic beliefs and participation in an evolving democracy: a longitudinal study on Nepalese adolescents**Andrea Weber¹, Najma Raij², Pramod Bhatta², Jeanine Grütter¹¹*Ludwig Maximilian University of Munich, Germany; University of Konstanz, Germany,* ²*Martin Chautari, Nepal***SY-193_03****Active, passive, standby? – political engagement profiles and its correlates in youth**Katharina Eckstein¹, Marta Miklikowska², Jan Serek³¹*University of Jena, Germany,* ²*Institute for Globally Distributed Open Research and Education, Sweden,* ³*Masaryk University Brno, Czech Republic***SY-193_04****The correlates of youth civic engagement on women's rights and gender equality**Seçil Gönültaş¹, Yağmur Censur¹¹*Bilkent University, Türkiye*

Amália Rodrigues

14:30-16:00

PAPER SYMPOSIUM SY-194**Unveiling strengths in young people who grow up in challenging conditions****Chair:** Sheida Novin, *Utrecht University, the Netherlands***Discussant:** Sander Thomaes, *Utrecht University, the Netherlands***Integrative Abstract**

Growing up in challenging situations, such as living in poverty, multicultural contexts, or with a mental illness, is often framed as a source of difficulty. Asset-based theories however, emphasize a more well-rounded perspective. These theories argue that growing up in difficult conditions can also be a source of strength. Specifically, young people are likely to develop enhanced ability, not in spite of, but precisely because of their challenging experiences. In three presentations, strengths of young people growing up in difficult conditions are revealed focusing on various populations and using different methodology. Stefan Vermeent will discuss how childhood adversity (i.e., household threat versus material deprivation) can be associated with enhanced performance on specific cognitive abilities. Rezvan Ghoncheh will focus on how multicultural adolescents perceive their own multicultural background as a source of difficulty and strength, and how these perceptions can be related to various creativity indices. Christina Bauer developed interventions that highlight the strengths of refugees, first-generation college students, and individuals with experiences of depression. She will show how these interventions can boost academic engagement, grades, and success of a self-selected goal, respectively. Together, our symposium contributes to the understanding of strengths of young people who grow up in challenging conditions by demonstrating what these strengths are, how these strengths are perceived, and how these strengths can be leveraged. Sander Thomaes will lead the discussion.

SY-194_01**Cognitive deficits and enhancements in youth from adverse conditions: an integrative assessment using drift diffusion modeling in the ABCD study**Stefan Vermeent¹, Ethan S. Young¹, Meriah L. DeJoseph², Anna-Lena Schubert³, Willem E. Frankenhuis⁴¹*Utrecht University, the Netherlands*, ²*Stanford University, USA*, ³*Mainz University, Germany*, ⁴*University of Amsterdam, the Netherlands***SY-194_02****The impact of perceived multicultural strengths on creative outcomes in youth**Rezvan Ghoncheh¹, Sheida Novin¹, Matthijs Baas², Willem E. Frankenhuis², Claire E. Stevenson²¹*Utrecht University, the Netherlands*, ²*University of Amsterdam, the Netherlands***SY-194_03****Highlighting the strengths individuals show in facing adversity is a key to equality**Christina Bauer¹, Veronika Job¹, Gregory Walton²¹*University of Vienna, Austria*, ²*Stanford University, USA*

Lopes-Graça

14:30-16:00

PAPER SYMPOSIUM SY-195**Tuning to others during late childhood and adolescence****Chair:** Gabriele Chierchia, *University of Pavia, Italy***Integrative Abstract**

During late childhood and adolescence, interactions with caregivers are increasingly replaced by interactions with others, especially peers. These new social relations can involve heightened social uncertainty and vulnerability, but they are nonetheless key for personal and social development, well-being and mental health. This symposium integrates novel experimental findings on how social cognition and social decision making continue to develop during late childhood and adolescence, and on what social-contextual factors modulate this development. A first paper will show how the mindreading abilities of peers longitudinally affect the development of one's own mindreading abilities after 1 year. A second paper will show how a task-based measure of trust longitudinally increases between adolescence and early adulthood, how this is modulated by family adversities during childhood, and how trust predicts peer relations. A third paper will show how the ability to coordinate with peers without communicating also improves between early adolescence and adulthood, with people increasingly displaying propensity towards cooperation and aversion to competition when making decisions under uncertainty. While these papers address how social contexts affect behaviour during development, a fourth paper will show the effects of removing social context during adolescence, by demonstrating how a social isolation intervention affects mood, effort-based decision making and threat learning, and how those results map on to the effects of real-life social disconnection. Each of these papers provides unique but interconnected insights into how people become increasingly tuned to others during this sensitive age of social re-orientation.

SY-195_01**The importance of peers in shaping children's theory of mind: a longitudinal study in middle childhood and early adolescence**Serena Lecce¹, Luca Ronchi¹, Rory T. Devine²¹*University of Pavia, Italy*, ²*University of Birmingham, UK***SY-195_02****Self-reported childhood family adversity is linked to an attenuated gain of trust during adolescence**Andrea M. F. Reiter¹, Andreas Hula², Lucy Vanes², Tobias U. Hauser³, Danae Kokorikou², Ian M. Goodyer⁴, NSPN Consortium⁵, Michael Moutoussis², Peter Fonagy², Ray Dolan²¹*University of Würzburg, Germany*, ²*University College London, UK*, ³*University of Tübingen, Germany*, ⁴*University of Cambridge, UK*, ⁵*University College London, UK; University of Cambridge, UK***SY-195_03****With or against me? Tacit coordination abilities in adolescents and young adults**Gabriele Chierchia¹, Serena Stagnitto¹, Elvis Kurtisi¹, Sarah-Jayne Blakemore², Serena Lecce¹¹*University of Pavia, Italy*, ²*University of Cambridge, UK***SY-195_04****The effects of social disconnection on adolescent cognition**Livia Tomova¹, Emily Towner¹, Giacomo Bignardi¹, Kirsten Thomas¹, Sarah-Jayne Blakemore¹¹*University of Cambridge, UK*

Maria Helena Vieira da Silva

14:30-16:00

PAPER SYMPOSIUM SY-196**Further probing associations between executive function and school readiness skills in early childhood**Chair: Jennifer Finders, *Purdue University, USA***Integrative Abstract**

Executive function is an umbrella term that encompasses an interrelated set of skills (working memory, inhibitory control, and cognitive flexibility) that promote goal-directed behaviors (Best & Miller, 2010). Research from the last few decades has established connections between executive functions and children's learning across school readiness domains (e.g., Mann et al., 2017). Yet, there remains a lack of clarity regarding the directionality, underlying mechanisms, and methodological conditions that help to explain links between these foundational skills. The papers in this symposium apply a diverse set of measures and statistical approaches to further probe the nature in which executive functions relate to social-emotional learning, literacy, and math during this critical period of development. Paper 1 discovers grit and social skills are developmental processes that mediate the association between executive function and well-being. Paper 2 documents longitudinal relations between executive function and literacy from kindergarten through first grade when literacy is modeled both as a composite and as subcomponents. Paper 3 reveals substantial variation in cross domain estimates between executive function and math from preschool through kindergarten that vary according to modeling specifications. Finally, paper 4 introduces a novel approach to assessing attentional control and inhibitory control via an observational tool within the naturalistic environment and demonstrates agreement with teacher ratings of classroom behavioral regulation. Together, these papers advance our understanding of how executive functions develop with other critical school readiness skills and offer considerations for future research.

SY-196_01**Social-emotional school readiness: the role of executive function in children's grit, social skills, and well-being in Ecec**
Dieuwer ten Braak¹, Ragnhild Lenes¹, Ingunn Størksen¹¹*University of Stavanger, Norway***SY-196_02****Executive function and early literacy in young children in France**Blandine Hubert¹, Aude Thomas¹, Alexandre Aubry¹, Youssef Tazouti¹¹*Université de Lorraine, France***SY-196_03****Longitudinal models of skill development: conceptual and statistical considerations**Robert Duncan¹, Jasmine Ernst¹, Kirsten Anderson¹, David Purpura¹¹*Purdue University, USA, ²University of Oregon, USA***SY-196_04****Observing self-regulation in preschool classrooms during playtime**Carolina Guedes¹, Joana Cadima¹¹*University of Porto, Portugal*

Glicinia Quartin

14:30-16:00

PAPER SYMPOSIUM SY-197

Empowering childhood resilience: innovative virtual solutions for trauma recovery, and creating safer internet spaces for looked after children

Chair: Muthanna Samara, *Kingston University London, UK*

Integrative Abstract

The first study outlines the development of a groundbreaking Virtual Reality (VR) intervention for trauma-exposed children, fostering a multidisciplinary collaboration. Pre-post interviews with 54 participants reflected positive feedback, expressing excitement and enjoyment, highlighting the significance of participant input in refining usability and efficacy. This innovative VR intervention holds promise globally, offering a transformative tool for enhancing mental well-being. In the second study, a 5-session VR intervention amongst Syrian refugees in Germany significantly enhanced emotional awareness and reduced post-traumatic symptoms, anxiety levels, and overall mental health issues among 62 Syrian children aged 7 to 15. This marks a groundbreaking longitudinal study, showcasing VR's potential as a psychological aid for refugee children facing barriers to accessing support. The third study introduces 'Fostering in a Digital Age,' an 8-module digital training program for foster carers, promoting safer internet use among looked-after children. Evaluation results highlight the program's strengths in resourcefulness, relevance, and practical applications. 'Fostering in a Digital Age' emerges as an adaptable and accessible intervention supporting foster carers in addressing digital risks for looked-after children. In conclusion, these studies collectively highlight the transformative potential of VR and digital interventions for vulnerable children globally, showcasing their effectiveness, cultural sensitivity, and collaborative development. Additionally, the spotlight on digital interventions emphasises the need for adaptable and accessible tools to address challenges faced by children in the digital age.

SY-197_01

Transformative virtual reality intervention: addressing childhood trauma through collaborative design and user-centered innovation

Muthanna Samara¹, Vedad Hulusic², Meggi Bacikova¹, Alaa Albawab¹, Michael Smith²

¹*Kingston University London, UK*, ²*Bournemouth University, UK*

SY-197_02

A virtual reality intervention for Syrian children navigating trauma and emotional resilience

Alaa Albawab¹, Muthanna Samara², Vedad Hulusic³, Aiman El-Asam², Hisham Morsi⁴

¹*Kingston University London, UK*, ²*Kingston University London, UK*, ³*Bournemouth University, UK*, ⁴*Hamad Medical Corporation, Qatar*

SY-197_03

Fostering in a digital age: supporting foster carers in providing a safer internet space for looked after children

Aiman El-Asam¹

¹*Kingston University London, UK*

Eugénio de Andrade

14:30-16:00

PAPER SYMPOSIUM SY-198**Development of self-regulation in environmental context**

Chair: Natalia Józefacka, *University SWPS, Poland*; Shawn Carlson, *Purdue University, USA*

Integrative Abstract

This symposium will present three studies that aim to provide an insight into the environmental aspects of the formation of self-regulation in preschool children. The authors will focus on the preschool peer environment as well as the home environment. The first presentation will focus on pretend play and self-regulation in kindergarten children. A two-way effect will be emphasised, both self-regulatory skills make children able to play at an increasingly higher level and symbolic play is a great arena to train self-regulatory skills. This presentation will emphasise the peer context as a reinforcer of self-regulation. The second presentation points to environmental factors in shaping self-regulation. The study is based on the concept of Effortful Control, a temperamental trait that is susceptible to environmental shaping, especially through parenting. The results indicate that in children at risk of developmental delay, the support of this trait can be a protective factor. The third aspect of the presentation highlights the relationship between parents of kindergarten children. The Communication and Relationship Self-Regulation model is reviewed, which indicates gender differences in parental and communication roles within the family.

SY-198_01**Qualities of pretend play and the role of self-regulation in preschool children**

Natalia Józefacka¹, Shawn Carlson²

¹*University SWPS, Poland*, ²*Purdue University, USA*

SY-198_02**Effortful control as a protective factor against maladaptive behavior among children at risk of developmental delay**

Gabriela Kania¹, Natalia Józefacka²

¹*University of the National Education Commission, Poland*, ²*University SWPS, Poland*

SY-198_03**Understanding the dynamics of marital relationships: exploring the interplay between communication patterns and relationship in long-term couples**

Konrad Guzowski¹, Natalia Józefacka²

¹*University of the National Education Commission, Poland*, ²*University SWPS, Poland*

Vianna da Motta

14:30-16:00

PAPER SYMPOSIUM SY-199

The Identity Project as a lifespan intervention: supporting positive developmental and behavioral outcomes during adolescence and adulthood

Chair: Michael R. Sladek, *The University of Oklahoma, USA*

Integrative Abstract

Youth engaging in the processes of exploring and gaining resolution about their ethnic-racial identity (ERI) are salient developmental tasks in a diversifying world (Umaña-Taylor, 2023). ERI promotes adolescent and young adult psychosocial and academic adjustment and can mitigate discrimination-based adjustment risks (Williams et al., 2020). Participating in the Identity Project (IP), a school intervention, positively affects adolescent ERI development, leading to higher levels of global identity cohesion, academic adjustment, and mental health (Umaña-Taylor, 2018). Four novel studies in this symposium advance the IP intervention research cycle by introducing the program across developmental periods, from adolescence to adulthood. The studies also feature multiple global contexts (Sweden, U.S., Germany) and methodological approaches (quantitative, qualitative, and mixed methods). Findings from adolescents in Sweden confirm the conceptualization of the IP as promotive of ERI exploration and of a dynamic association between ERI exploration and resolution. In a daily diary study of U.S. adolescents, completing the IP in school was linked with higher daily levels of ERI exploration, the effect was mediated by teachers' culturally sustaining pedagogy on IP session days. A feasibility study with U.S. college students found that young adult developmental needs made extending the IP to colleges feasible but organizational cultural characteristics limited opportunities for program implementation. In a study of adult pre-service teachers in Germany, IP-focused seminars (compared to control group) consolidates ERI resolution and affirmation, while teachers in both the IP seminars and a control group increased in ERI exploration.

SY-199_01

The "Identity Project" intervention in Sweden: changes in adolescent ethnic-racial identity process and content

Amina K. Abdullahi¹, Moin Syed², Linda P. Juang³, Sofia Berne¹, C. Philip Hwang¹, Ann Frisén¹

¹*University of Gothenburg, Sweden*, ²*University of Minnesota, USA*, ³*University of Potsdam, Germany*

SY-199_02

A daily diary approach to examine contextual mechanisms of adolescents' everyday ethnic-racial identity exploration in the Identity Project

Michael R. Sladek¹, M. Dalal Safa², Adriana J. Umaña-Taylor³, Stefanie Martinez-Fuentes⁴, Kristia A. Wantchekon⁵

¹*The University of Oklahoma, USA*, ²*University of North Carolina Chapel Hill, USA*, ³*Harvard University, USA*, ⁴*Arizona State University, USA*, ⁵*Georgetown University, USA*

SY-199_03

Supporting pre-service teachers in their own ethnic identity awareness and youth' ethnic identity development through an Identity Project seminar

Sharleen Pevec-Zimmer¹, Linda P. Juang¹, Maja Schachner²

¹*University of Potsdam, Germany*, ²*Martin-Luther-University Halle, Germany*

Poster Session 1

- S1_PO-001** **Evolution of attachment to parents from childhood to adolescence**
Thérèse Bouffard¹, Carole Vezeau¹, Arielle Bonneville-Roussy¹,
 Maude Fortin¹, Laurence Perrier¹
¹University of Quebec at Montreal, Canada
- S1_PO-002** **Investigating the influence of parent-child relationships on the moral development of special needs children in Uganda**
Deborah Rebecca Kyazze Magera¹
¹National Curriculum Development Centre, Uganda
- S1_PO-003** **Unraveling the effects of maternal breastfeeding duration and exclusive breast milk on children's cognitive abilities in early childhood**
 Gabriel Arantes Tiraboschi¹, Emma Cristini¹, Jonathan Y. Bernard^{2,3}, Célia Matte-Gagné⁴, Angélique Laurent¹, Annie Lemieux¹, Laurie-Anne Kosak⁴, Caroline Fitzpatrick¹, Gabrielle Garon-Carrier¹
¹Université de Sherbrooke, Canada; ²Université Paris Cité, France; ³Université Sorbonne Paris Nord, France; ⁴Université Laval, Canada; ⁵Université de Montréal, Canada
- S1_PO-004** **Daily variability in parental acceptance and conflict is associated with adolescent academic well-being**
Christel M. Portengen¹, Adriene M. Beltz¹
¹Department of Psychology, University of Michigan, USA
- S1_PO-005** **Parents' attachment and their child's externalizing behavior problems during the pandemic: parents' resilience as a transmission mechanism**
Katherine Pascuzzo¹, Catherine Laurier¹, Rosalie Vézina¹
¹Université de Sherbrooke, Canada
- S1_PO-006** **Pathways to child maladjustment and well-being during the acute phase of the Covid-19 pandemic: a systematic review and narrative synthesis**
Gillian Shoychet¹, Heather Prime¹
¹York University, Canada
- S1_PO-007** **Family influences during the pandemic: examining bidirectional associations between couple conflict, harsh parenting, and child emotional difficulties**
Jazzmin Demy¹, Andrea Gonzalez², Marc Jambon³, Divya Joshi⁴, Heather Prime¹
¹York University, Canada; ²Offord Centre for Child Studies, McMaster University, Canada; ³Wilfrid Laurier University, Canada; ⁴McMaster University, Canada
- S1_PO-008** **Parental self-efficacy at the transitional period to secondary school: predictors and outcomes**
Laurence Perrier¹, Thérèse Bouffard¹, Maude Fortin¹, Arielle Bonneville-Roussy¹
¹University of Quebec at Montreal, Canada
- S1_PO-009** **African indigenous child development practices in home based early learning centres: lessons from the Ihelp model in Uganda**
Ejuu Godfrey¹, Miria Nandera¹
¹Kyambogo University, Uganda
- S1_PO-010** **SES, parental educational expectation and cognitive engagement: multigroup comparison across school levels**
Ezgi Aydoğdu Sözen¹, Aysun Doğan², Başak Şahin Acar¹, Deniz Tahiroğlu³, Sibel Kazak Berument¹
¹Middle East Technical University, Türkiye; ²Ege University, Türkiye; ³Boğaziçi University, Türkiye
- S1_PO-011** **When moms disapprove: exploring the ripple effect on peer status of pre- and early adolescents**
Goda Kaniušonytė¹, Brett Laursen²
¹Mykolas Romeris University, Lithuania; ²Florida Atlantic University, USA

S1_PO-012 Children's appraisals of peer gender nonconformity: examining associations with children's and mothers' gender-related characteristics

Laura N. MacMullin¹, A. Natisha Nabbijohn², Karen Man Wa Kwan^{3,4}, Wang Ivy Wong^{3,5}, Diana E. Peragine⁶, Doug P. VanderLaan⁶

¹Middlebury College, USA; ²University of Guelph, Canada; ³University of Hong Kong, Hong Kong; ⁴The Hong Kong Polytechnic University, Hong Kong; ⁵The Chinese University of Hong Kong, Hong Kong; ⁶University of Toronto Mississauga, Canada

S1_PO-013 Sibling warmth, self-worth, and empathy among Chinese adolescents

Bin-Bin Chen¹, Qiyiru Dong¹

¹Fudan University, China

S1_PO-014 Gender inequality as a moderator of the associations between parental discipline and child aggression in low- and middle-income countries

Kaitlin P. Ward¹, Andrew Grogan-Kaylor², Julie Ma³, Garrett Pace⁴, Shawna J. Lee²

¹Google, USA; ²University of Michigan, USA; ³University of Michigan-Flint, USA; ⁴University of Nevada Las Vegas, USA

S1_PO-015 Cohesion and flexibility in foster families: protective factors for early childhood development after maltreatment

Maria Paula Moretti^{1,2}, Mariana Torrecilla^{1,2}, Alejandra Tabordax³

¹Pontifical Catholic University of Argentina, Argentina; ²National Scientific and Technical Research Council, Argentina; ³National University of San Luis, Argentina

S1_PO-016 Gender inequality in low- and middle-income countries: associations with parental physical abuse and moderation by child gender

Julie Ma¹, Andrew C. Grogan-Kaylor², Shawna J. Lee², Kaitlin P. Ward³, Garrett T. Pace⁴

¹University of Michigan-Flint, USA, ²University of Michigan, USA, ³Google, USA, ⁴University of Nevada Las Vegas, USA

S1_PO-017 Impact on the prevalence of violent discipline exposure of children by counting yelling as a type of violence

John McLennan¹

¹University of Calgary, Canada

S1_PO-018 Childhood maltreatment and the quality of marital relationship: examining mediating pathways and gender differences

Sokar Shireen¹

¹The Hebrew University of Jerusalem, Israel

S1_PO-019 Ultra-brief family intervention to support coparenting and children's mental health: an evidence-based case study

Maya Koven¹, Diane Philipp², Joelle Darwiche³, Heather Prime¹

¹York University, Canada, ²Harry Gurvitz Centre for Community Mental Health, ³University of Lausanne, Switzerland

S1_PO-020 Mothers' mental health and quality of parent-child relationships as pathways explaining the intergenerational effects of adverse childhood experiences

Lorraine Swords¹, Trevor Spratt¹, Mary Kennedy¹

¹Trinity College Dublin, Ireland

S1_PO-021 Living through war: mental health of children and youth in conflict – affected areas: case of the anglophone crisis in the North West and South West

Ebai Prosper Agbor Kwati¹, Etta Roland Daru²

¹Ministry of Basic Education, Cameroon, ²University of Bamenda, Cameroon

S1_PO-022 Impacts of child gender on parents' dominance in parent-child conversations

La-Mia Juan Crinis¹, Mioko Sudo², Sharon Ting Shu Hui³, Peipei Setoh³

¹Psychology Division, School of Social Sciences, Nanyang Technological University, ²Hitotsubashi Institute for Advanced Study, Hitotsubashi University, ³Department of Psychology, School of Social Sciences, Nanyang Technological University

S1_PO-023 Different caregiving roles in child stimulation: the mediating role of time spent on child activitiesGiven Hapunda¹¹University of Zambia, Zambia**S1_PO-024 Kenyan father's perspectives, challenges and needs in childcare amidst social changes**Lilian Ayiro¹, Dina Shisia Were²¹Moi University, Kenya, ²Kaimosi University, Kenya**S1_PO-025 Perceived parental division of child-related duties and subsequent marital satisfaction**Ljiljana Kaliterna Lipovčan¹, Toni Babarović¹, Tihana Brkljačić¹, Andreja Brajša-Žganec¹, Marija Džida¹, Maja Kučar¹¹Ivo Pilar Institute of Social Sciences, Croatia**S1_PO-026 A dyadic approach on parental stress, children socioemotional adjustment and coparenting relationships**Dora d'Orsi¹, Eva Diniz¹¹William James Center for Research, Ispa-Instituto Universitário, Portugal**S1_PO-027 Family expressiveness and adolescent expressive flexibility: examining between-family and within-family associations**Skyler Hawk¹, Yingqian Wang²¹The Chinese University of Hong Kong, Hong Kong, ²Central University of Finance and Economics, China**S1_PO-028 The role of social status and teacher-student relatedness on students' academic adjustment in early adolescence**Blake Glatley¹, Allison Ryan¹¹University of Michigan, USA**S1_PO-029 Unsociability and social adjustment in Chinese preschool migrant children: the moderating role of receptive vocabulary**Jingjing Zhu¹, Shuhui Xiang¹, Yan Li¹¹Shanghai Normal University, China**S1_PO-030 Strategically deceiving peers in relation to theory of mind and executive functions in primary school children**Narcisa Prodan¹, Xiao Pan Ding², Raluca Diana Szekely-Copindean³, Andrei Tanasescu⁴, Laura Visu-Petra¹¹Babes Bolyai University, Romania, ²National University of Singapore, Singapore, ³Department of Social and Human Research, Romanian Academy, Romania, ⁴JET SERV, Romania**S1_PO-031 Relationships between social problem-solving, coping strategies and assertive communication among 5th and 7th graders**Zita Gál¹, Edit Tóth¹, László Kasik¹¹University of Szeged, Institute of Education, School Failure Prevention Research Group, Hungary**S1_PO-032 Origins of musicality and the influence of music and rhythm on social behaviors in children aged 3 to 6**Carla Aimé¹, Marie Juliette Champeau¹, Agathe Culioli¹, Dalila Bove¹, Rana Esseily¹¹Université Paris Nanterre, France**S1_PO-033 Social touch in adolescence: when context and gender matter the most**Irene Valori¹, Wenhan Sun², Merle T. Fairhurst¹¹Centre for Tactile Internet with Human-in-the-Loop (CeTI), Technische Universität Dresden, Germany, ²Cognition, Values & Behavior (CVBE), Ludwig Maximilian University of Munich, Germany**S1_PO-034 Growing up successfully – the influence of peers on self-regulatory abilities in emerging adulthood**Alexandra Pior¹, Lydia Laninga-Wijnen², Berna Güroglu³, René Veenstra¹¹University of Groningen, the Netherlands, ²University of Turku, Finland, ³University of Leiden, the Netherlands**S1_PO-035 Developmental trajectories in adolescent pro-environmentalism: qualitative differences between 'engagers' and 'disengagers'**Jaida Ebony Brown¹, Tobias Krettenauer¹¹Wilfrid Laurier University, Canada

S1_PO-036 Flourish under pressure: role of gender and work environment on human flourishing among middle aged quadragenarian
Bukola Victoria Bada¹, Gbenusola Abike Akinwale¹, Simon Omonigho Umukoro¹
¹University of Lagos, Nigeria

S1_PO-037 Subjective well-being, ageing perception and health burdens at very old age: do satisfaction with children's achievements and family bonds matter?
Babatola Dominic Olowa¹, Adekunle Adedeji²
¹Department of Psychology, Federal University Oye-Ekiti, Nigeria, ²Faculty of Life Science, Hamburg University of Applied Science, Germany

S1_PO-038 The lived experiences of wellbeing among always single middle-aged Filipino women
Samantha Erika N. Mendez¹
¹University of the Philippines Diliman, Philippines

S1_PO-039 Psychological correlates and predictors of social media criminal tendencies among young adults in Ibadan, Nigeria
Mojisola Senami Ajayi¹, Olamilekan Stephen Oke¹
¹University of Ibadan, Nigeria

S1_PO-040 Sexual desire and male adolescents in Malaysia detained for sexual intercourse with an underage partner: A qualitative study
Taufik Mohammad¹, Ricardo Barroso¹
¹Universidade de Trás-os-Montes e Alto Douro, Portugal

S1_PO-041 Psychosocial violence and effects on wellbeing of women in North West region of Cameroon, case of know and love your neighbour and Cassava women group
Kebuya Nathaniel Nganchi¹
¹The University of Bamenda; Higher Institute for Professionalism and Excellence, HIPTEx Yaoundé, Cameroon

S1_PO-042 Protective factors for antisocial behavior in youth: what is the meta-analytic evidence?
Jeanne Gubbels¹, Mark Assink¹, Claudia E. van der Put¹
¹Universiteit van Amsterdam, the Netherlands

S1_PO-043 Exploring protective factors for adolescent suicide & self-harm amongst those experiencing different types of adversity
 Charlotte Silke¹, Bernadine Brady¹, Brendan Bunting², Carmel Devaney¹, Micheal Durcan³, Annmarie Groarke¹, Emmet Major⁴, Cliodhna O'Brien⁵, Caroline Heary¹
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S1_PO-044 Bullying among children in Argentina: an analysis of concepts, myths, and systematic violence
Valeria Moran¹, Ayelen Barbero², Caren Peralta², Romina Elisondo¹
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S1_PO-045 Risk factors for ruminating as an adult about victimization experiences during school years
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S1_PO-046 Developmental trajectories of shyness in early childhood: predictors and adjustment outcomes among Chinese preschoolers
 Bowen Xiao¹, Anna Stone¹, Robert Coplan¹, Yan Li²
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S1_PO-047 A dyadic investigation of shy children's behavioral and affective responses to delivering a speech
Raha Hassan¹, Louis Schmidt²
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S1_PO-048 Shyness during early adolescence: importance of school counselors
Crystal Hui Yue Chen¹, Julie C. Bowker², Chloe L. Richard¹
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S1_PO-049 Shyness and risk-taking during peer observation in children and adolescents

Kristie L. Poole¹, Teena Willoughby¹
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S1_PO-050 The socioeconomic consequences of loneliness: evidence from a nationally representative longitudinal study of young adults

Bridget T. Bryan¹, Katherine N. Thompson¹, Sidra Goldman-Mellor², Terrie E. Moffitt³, Candice Odgers⁴, Sincere Long Shin Soa⁵, Momtahena Uddin Rahman¹, Timothy Matthews⁶, Louise Arseneault¹
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S1_PO-051 Observational scales for the assessment of ADHD symptoms and related outcomes in the preschool years: a review study

Priska Müller¹, Fanni Oláh¹, Joana Baptista¹, Adriana Sampaio²
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S1_PO-052 Social health care for youngsters with autism spectrum disorders: the impact of ASD symptom severity and affective relationship quality

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S1_PO-053 Autism and young adults' sibling relationship quality

Alexander C. Jensen¹, Madelyn Bennett¹, Mary Stoddard¹, McKenna Dobbs¹, Madelyn Harris¹
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S1_PO-054 Sensitivity to communicative gestures in children with and without autism spectrum disorder

Wenwen Hou¹, Jing Li¹
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S1_PO-055 Both other- and self-related information play important roles in ASD children's visual perspective taking

Pingping Ni¹, Dan Jiang², Jie He²
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S1_PO-056 Qualitative spelling error analysis - differences between fifth graders with and without spelling difficulties

Lisa Miller¹, Kirsten Schuchardt¹, Claudia Maehler¹
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S1_PO-057 Are mania behaviors in adolescents related to modifiable neural dysfunction?

Michele A. Bertocci¹, Renata Rozovsky¹, Rasim Diler¹
¹*University of Pittsburgh, USA*

S1_PO-058 Improving measurement efficiency of an early education quality monitoring tool for majority world countries

Marta Dormal¹, Abbie Raikes², Dana Charles McCoy¹
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S1_PO-059 Improved academic achievement of primary school students participating in entrepreneurial education in rural area of Ivory Coast: role of self-esteem.

Seri Gbala Edy Constant¹
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S1_PO-060 Playful learning: peer-teaching as an opportunity for improving educational interventions in rural African communities

Pamela Wadende¹, Patrick Njoroge², Laura Shapiro³, Claire Farrow⁴, Missaye Mengstie⁵, Michael Mumbo²
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S1_PO-061 **Living a refugee life: the reality of school-related anxiety of refugee children in primary schools in Kampala, Uganda**
Richard Balikoo¹, Martha Kantono¹, Julius Fred Kikooma¹, Peter Mwanja¹
¹Makerere University, Uganda

S1_PO-062 **Formal and informal home numeracy environment in primary school and its longitudinal associations with children's math adjustment**
Gintas Silinskas¹, Saule Raiziene²
¹University of Jyväskylä, Finland, ²Vilnius University, Lithuania

S1_PO-063 **Parents' socialization of preschool/elementary school children's reading and math skills in Kosovo, Turkey, and the U.S.**
Susan Sonnenschein¹, Michele Stites¹, Gamze Alçekiç Yaman², Besjanë Krasniqi¹, Hatice Gursoy¹
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S1_PO-064 **Stress and school engagement of young adolescents in China: the role of parental autonomy support**
Ziyu Wang¹, Chiaki Konishi¹, Shubhangi Bhardwaj¹, Jing Lin¹
¹McGill University, Canada

S1_PO-065 **Longitudinal associations between social-emotional skills and academic well-being among adolescent students**
Ida Huttunen¹, Katja Upadyaya¹, Katariina Salmela-Aro²
¹University of Helsinki (Department of Education), Finland, ²University of Helsinki (Department of Education), Finland

S1_PO-066 **The role of teacher-child relationship in kindergarten on children's motivation and reading skills in grade 1**
Vilija Jaruseviciute¹, Saule Raiziene², Gintautas Silinskas¹
¹University of Jyväskylä, Finland, ²Vilnius University, Lithuania

S1_PO-067 **Teaching for purpose: developing a novel assessment measure of adolescent purpose in secondary schools, through co-creation with adolescents**
Ruth Frans¹, Lysanne te Brinke¹
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S1_PO-068 **"I wash my hands": Hungarian teachers' views on the causes of school failure**
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S1_PO-069 **The importance of social support from parents, teachers, classmates, and friends for reduced truancy in secondary school**
Naska Goagos¹, Alissa Schüürmann¹, Viktoria Pöchmüller¹, Clemens Hillenbrand¹
¹Carl von Ossietzky University of Oldenburg, Germany

S1_PO-070 **A need-supply fit perspective on teachers' perceptions of teaching training and their relationship with job satisfaction and engagement**
Nadia Leroy¹, Gwénaëlle Joët¹
¹Université Grenoble Alpes, France

S1_PO-071 **Watch me play! In nursery settings: an exploration of the experiences of Wmp professionals as an early intervention in supporting young children**
Giulia Ciuffo¹, Gaia Cucci¹, Lucia Genesoni², Irene Chiesa², Patrizia Gatti², Elena Mauri²
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S1_PO-072 **"A village raising children" reflecting on psychosocial and educational support structures towards vulnerable children in poor urban communities**
Linet Imbosa Muhati-Nyakundi¹
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S1_PO-073 Community-integrated data interpretation: results workshop for father engagement program impact evaluation in Cox's Bazar, Bangladesh

Sneha Bolisetty¹, Yeshim Iqbal¹,
¹New York University, USA

S1_PO-074 Longitudinal follow-up of a school readiness home visiting program: impact on early adolescent academic performance and school adjustment

Karen Bierman¹, Brenda Heinrichs²
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S1_PO-075 Exploring precursors of cybercrime repentance in Velma Arc bootcamp

Omonigho Simon Umukoro¹, David 'Diya Ashaolu², Sylvester Ororume Atiri³, Bukola Victoria Bada³
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S1_PO-076 Availing psycho-spiritual therapy to children during grief

Antoinette Nneka Opara¹
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S1_PO-077 Depression, stress, and anxiety in people living with HIV: a network analysis approach

Guilherme Welter Wendt¹, Joice Schultz¹, Layna Nunes Nascimento Mendes Franco De Sousa², Aline Sayuri Hayashi¹, Lia Beatriz Henke de Azevedo¹, Suzane Skura¹, Lirane Elize Defante Ferreto¹
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S1_PO-078 The association between attachment patterns and emotional and behavior problems among Japanese institutionalized teenagers

Emiko Katsurada¹, Mitsue Tanimukai², Junko Akazawa³
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S1_PO-079 A feasibility test of a transdiagnostic intervention for mental health problems in adolescence: building resilience through socioemotional training

Alex Lloyd¹, Roslyn Law², Peter Martin¹, Laura Lucas¹, Tom (Chin-Han) Wu¹, Nikolaus Steinbeis¹, Nick Midgley¹, René Veenstra³, Jaime Smith², Geoffrey Bird⁴, Jennifer Murphy⁵, David Plans⁵, Marcus Munafò⁶, Ian Penton-Voak⁶, Jessica Deighton², Kathleen Richards⁷, Mya Richards⁷, Pasco Fearon⁸, Essi Viding¹
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S1_PO-080 Child behavioral inhibition, internalizing and externalizing problems from ages 2 to 4: the moderate role of maternal overprotectiveness

Yuan You¹, Linlin Zhang², Li Wang³
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S1_PO-081 A meta-analysis of suicidality, depression and sense of school belonging in adolescence

Julia Tesolin¹, Chiaki Konishi¹, Hongye Lyu¹, Shubhangi Bhardwaj¹, Jing Lin¹
¹McGill University, Canada

S1_PO-082 Loneliness and psychological distress among old adults: moderating role of social support

Moses Denen Chiahemba^{1,2}, Elvis Oblu Ihaji¹, Joyce Mcivir Terwase¹, Pauline Atsehe¹
¹Benue State University, Nigeria, ²Life Cave Global Services, Nigeria

S1_PO-083 What do we know about incels? A comprehensive systematic review

Marie-Aude Boislard¹, Catherine St-Gelais¹, Sabrina Laplante², Samuel Vanasse³
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S1_PO-084 **Implicit theory of mind in infancy: an experimental study based on an unexpected-identity task**
 Ilaria Grazzani¹, Elisabetta Conte¹, Edoardo Datteri¹, Alessandro Pepe¹
¹University of Milano-Bicocca, Italy

S1_PO-085 **Epistemic cognition and executive functioning in early childhood**
 Sue Walker¹, Jo Lunn², Laura Scholes³
¹Southern Cross University, Australia, ²Queensland University of Technology, Australia, ³Australian Catholic University, Australia

S1_PO-086 **Naturalistic instruments to measure curiosity in infancy and early childhood**
 Eline de Boer¹, Francesco Poli¹, Marlene Meyer¹, Sabine Hunnius¹
¹Radboud University Nijmegen, Donders Institute, the Netherlands

S1_PO-087 **The role of indigenous play in developing creative imagination during childhood in Eyumojock sub-division, Cameroon**
 Etta Roland Daru¹
¹University of Bamenda, Cameroon

S1_PO-088 **Cognitive performances of students in the rural context in Cote d'Ivoire**
 Niangoran Eudes Dibo¹, Tieffi Hassan Guy Roger¹
¹Université Félix Houphouët-Boigny, Côte d'Ivoire

S1_PO-089 **Change trajectories of cool and hot executive functions across middle childhood and early adolescence**
 Ariadne Brandt¹, Rebecca Bondü², Christian Gericke¹, Birgit Elsner¹
¹University of Potsdam, Germany, ²University of Psychology Berlin, Germany

S1_PO-090 **Creating dementia friendly future generations: changing understanding and attitudes about dementia in children through storybooks**
 Sarah A Gerson¹, Kamilia Khairul Arif¹, Ruth Keat¹, Maggie Ellis²
¹Cardiff University, UK, ²University of St Andrews, UK

S1_PO-091 **The impact of computer-based feedback strategies on students' learning: a network meta-analysis**
 Xiaodan Zeng¹, Salomé Cojean¹, Pascal Pansu¹
¹Université Grenoble Alpes, France

S1_PO-092 **Exploration of ChatGPT adoption among Italian university students: an application of the technology acceptance model**
 Rossella Caliciuri¹, Martina Milani¹, Angela Sorgente¹, Rosario Rodriguez¹, Margherita Lanz¹
¹Università Cattolica del Sacro Cuore, Italy

S1_PO-093 **Contextual moderators of caregiver-child conversational turns across lab-based and naturalistic settings**
 Alexa McDorman¹, Andrea Imhof², Alexis G. Ramirez¹, Ellie K. Taylor¹, Gavkhar Abdurokhmonova¹, Ellen C. Roche¹, Rachel R. Romeo¹
¹University of Maryland, College Park, USA, ²University of Oregon, USA

S1_PO-094 **Let's run a vibe check! Automatically coding qualitative responses about attitudes towards solitude with natural language processing techniques**
 Tiffany Cheng¹, Alicia McVarnock¹, Anna Stone¹, Robert J. Coplan¹
¹Carleton University, Canada

S1_PO-095 **Language features in Chinese mother-toddler dyads during shared book reading and toy play**
 Jialing Li¹, Huixin Xie², Min Shi³, Wenjing Wang³
¹King's College London, UK; ²Beijing Normal University, China, ³Beijing Institute of Education, China, ³Beijing Normal University, China

S1_PO-096 **Longitudinal relations between parents' depressive symptoms, parental supportiveness, and children's oral language and emerging literacy skills**
 Brandon Neil Clifford¹, Natalie D. Eggum¹, Vanessa Rainey², Kelsey Lucca¹, Robert Bradley¹, Sarah Coyne³
¹Arizona State University, USA, ²University of West Florida, USA, ³Brigham Young University, USA

S1_PO-097 Guidelines for reporting research using systematic coding of observed human behaviour (scober)

Marij A. Hillen¹, Evelien M. Hoeben², Rianne Kok³, Calum McHale⁴, Melissa M. Sexton⁵, Sabine van der Asdonk⁶, Daphne van de Bongardt³, Brett Bowman⁷, Richard Brown⁸, Susan Branje⁹, Jill Chorney¹⁰, Monika H. Donker¹¹, Peter Ejbye-Ernst², Sanne Geeraerts¹¹, Danielle Van der Giessen¹², Gerald Humphris¹³, Helle Larsen¹⁴, Richard Philpot¹⁵, Mariona Portell¹⁶, Siyang Yuan¹⁷, Chiel van der Veen¹⁸, Janneke Noordman¹⁹

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S1_PO-098 Causal models for outcomes of positive parenting

Andrew Grogan-Kaylor¹, Kaitlin Ward², Julie Ma³

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S1_PO-099 Parents, childcare staff, and unfamiliar observers have different perceptions of children's playfulness

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S1_PO-100 Positive emotion, engagement behaviors, and their associations with socioemotional adjustment in Mexican- and Chinese-origin preschoolers

Yeunjoo Kim¹, Aya I. Williams², Yin-Ping Teresa Teng³, Qing Zhou⁴

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S1_PO-101 In their own words: friendships among Chinese school-aged children

Fanwen Zhang¹, Suge Zhang¹, Sara Harkness¹

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S1_PO-102 Shyness-related behavioral responses to a self-presentation speech task: a cross-cultural comparison between Chinese and Canadian children

Xiaoxue (Sonia) Kong¹, Taigan L. MacGowan², Shumin Wang³, Yan Li³, Louis A. Schmidt¹

¹McMaster University, Canada, ²Queen's University, Canada, ³Shanghai Normal University, China

S1_PO-103 Increasing intrinsic reading motivation and expanding Chinese oral vocabulary of South Asian children in Hong Kong: a home-based intervention

Chan Yau Yu¹, Nirmala Rao¹

¹The University of Hong Kong, Hong Kong

S1_PO-104 Stakeholders mitigation of bottlenecks faced by teenage mothers in Kenyan schools

Mabele Nanyama Elizabeth¹

¹Masinde Muliro University of Science and Technology, Kenya

S1_PO-105 Association between culture of honour and mental health outcomes among emerging adults in KenyaStephen Asatsa¹¹*The Catholic University of Eastern Africa, Kenya***S1_PO-106 Profiles of teachers' responses to general and LGBTQ+ bullying: differences in the distribution of profiles associated with students' bullying roles**Noelia Muñoz-Fernández¹, Maria Rosaria Nappa², Rosario Del Rey¹, Paz Elipe³¹*University of Seville, Spain*, ²*University of Roma Tor Vergata, Italy*, ³*University of Jaén, Spain***S1_PO-107 Heroines: effects of an educational program with counter-stereotypical female role models on gender schemas and gendered behavior in middle childhood**Joyce Johanna Endendijk¹¹*Utrecht University, the Netherlands***S1_PO-108 The power of school policies: how policies relate to sexual orientation and gender modality-based disparities in victimization and school safety**Miriam B. Dietz¹, Wouter J. Kiekens¹, Laura Baams²¹*Department of Sociology/Interuniversity Center for Social Science Theory and Methodology (ICS), University of Groningen, the Netherlands*, ²*Department Pedagogy, University of Groningen, the Netherlands***S1_PO-109 Momentary minority stress, nicotine use, and craving: moderation by nicotine-use motives among sexual minority youth**Wouter J. Kiekens¹, Jamie. E. Parnes², Hayley. Treloar Padovano², Robert. Miranda Jr², Ethan H. Mereish³¹*University of Groningen, the Netherlands*, ²*Brown University, USA*, ³*University of Maryland, USA***S1_PO-110 Unraveling the impact of prolific: exploring the presence of bias when studying psychological constructs related to the use of technology**Margherita Lanz¹, Rossella Caliciuri¹, Alessia Spina¹, Anna Ongaro¹, Gaia Virginia De Sanctis¹, Gabriella Anna Vaughn¹,Marta Mastroni¹, Martina Barbieri¹, Martina Milani¹, Angela Sorgente¹¹*Università Cattolica del Sacro Cuore, Italy***S1_PO-111 Video game engagement and psychological well-being: a nation-wide cross-sectional survey study**Daniel Capelli Fulginiti¹, Guilherme Welter Wendt², Carolina Saraiva de Macedo Lisboa³¹*Independent Scholar*, ²*Western Paraná State University, Brazil*,³*Federal University of Rio Grande do Sul, Brazil***S1_PO-112 Digital Vs traditional play: short-and long-term effects on children's executive function skills**Valeriya Plotnikova¹, Margarita Gavrilova¹, Vera Sukhikh¹¹*Lomonosov Moscow State University, Russia***S1_PO-113 Assessing the impact of the youth's skills development on Uganda's emerging digital economy**Celia Amany¹¹*Kyambogo University, Uganda*

Poster Session 2

- S2_PO-001** **Co-parenting relationship and parenting stress: an explorative study with parents of children perceived with high or low behavioral problems**
Alessandra Bavagnoli¹, Cristal Sirotich¹, Alessandra Marelli¹, Vittoria Badino², Venusia Covelli¹, Sarah Miragoli², Elena Camisasca¹
¹eCampus University, Italy; ²Cridee Catholic University, Italy
- S2_PO-002** **Parent mental health and relationship functioning during the pandemic: a systematic review and meta-analysis**
Alexandra Markwell¹, Jazzmin Demy¹, Maya Koven¹, Dylan Johnson², Nicole Racine³, Heather Prime¹
¹York University, Canada; ²University of Toronto, Canada; ³Ontario Institute for Studies in Education, Canada; ⁴University of Ottawa, Canada
- S2_PO-003** **Growing into parenting together: similarities and differences in parenting practices among first-time parents**
Sabrina Beck¹, Lisa Wagner¹, Moritz Daum¹
¹Department of Psychology, University of Zurich, Switzerland, ²Jacobs Center for Productive Youth Development, University of Zurich, Switzerland
- S2_PO-004** **Introduction of a new method to support sustainable parenting after divorce**
 Mariska Klein Velderman¹, Ilona Wildeman¹, Fieke Pannebakker¹
¹TNO Child Health, the Netherlands
- S2_PO-005** **Towards a regional approach in supporting families after divorce: the use of a learning community approach**
Mariska Klein Velderman¹, Claudia Vrijhoff², Wendy van Vliet³, Noortje Pannebakker¹
¹Department of Child Health, Netherlands Organization for Applied Scientific Research TNO, the Netherlands, ²Department of Child Health, TNO, the Netherlands; ³Academic Collaborative Centre on Youth SAMEN, the Netherlands, ⁴Knowledge Center Children and Divorce [Kenniscentrum Kind en Scheiding], the Netherlands

- S2_PO-006** **From attachment representations to mother-child mutually responsive orientation: developmental cascade via maternal sensitivity and child attachment**
Rose Lapolice Thériault¹, Gabrielle Leclerc¹, Annie Bernier¹
¹University of Montreal, Canada
- S2_PO-007** **Maternal observed negative emotion moderates the association between Chinese American children's temperamental shyness and display of social reticence**
Li-Wen Wu¹, Charissa Cheah¹, Yao Sun¹
¹University of Maryland, Baltimore County, USA
- S2_PO-008** **Parental psychological control and children's self-esteem: a longitudinal investigation in children with and without oppositional-defiant disorder**
Yixin Tang¹, Sheida Novin¹, Xiuyun Lin², Andrik Becht¹, Sander Thomaes¹
¹Utrecht University, the Netherlands, ²Beijing Normal University, China
- S2_PO-009** **Developmental trajectories of Turkish children's prosocial behaviors: relations with parenting practices**
 Bengisu Nisa Aras¹, Zehra Gulseven¹, Asiye Kumru², Gustavo Carlo³, Melike Sayil⁴, Bilge Selcuk⁵
¹Department of Psychology, Virginia Tech, USA, ²Department of Psychology, Ozyegin University, Türkiye, ³School of Education, University of California, Irvine, USA, ⁴Department of Psychology, TED University, Türkiye, ⁵Department of Psychology, MEF University, Türkiye
- S2_PO-010** **Relations between emotional suppression and adolescent-parent's neural synchrony in processing emotional stimulations**
Meng Yang¹, Xinmei Deng²
¹East China Normal University, China, ²Shenzhen University, China

S2_PO-011 Cortisol reactivity as a mediator between paternal caregiving and executive function among Black American families

Alp Aytuglu¹, Kalsea Koss², Niyantri Ravindran², Geoffrey L. Brown²

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S2_PO-012 Context sensitivity of maternal socialization of adolescent emotions

Vanessa Martin¹, Jessica Loughheed², Tom Hollenstein³

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S2_PO-013 Children's experiences of bullying as a predictor of parental internalizing problems

Lisa H. Rosen¹, Linda Rubin¹, Savannah Dali¹

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S2_PO-014 Consistency between adolescents' future aspirations and perceived parental socialization goals: implications for their socioemotional adjustment

Meng-Run Zhang¹, Florrie Fei-Yin Ng²

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S2_PO-015 Effects of the incredible years parenting program on children's interpersonal conflict: an integrative data analysis

Elise Sellars¹, Lucy Bowes¹, Bonamy R. Oliver², Frances Gardner¹, Ulf Axberg³, Vashti Berry⁴, Maria João Seabra-Santos⁵, Judy Hutchings⁶, Sinéad McGilloway⁷, Ankie T. A. Menting⁸, Geertjan Overbeek⁹, Stephen Scott¹⁰, Patty Leijten⁹

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S2_PO-016 Associations between 11 parental discipline behaviors and child outcomes across 60 countries

Kaitlin P Ward¹, Andrew Grogan-Kaylor², Julie Ma³, Garrett T Pace⁴, Shawna J Lee²

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S2_PO-017 Maternal negative parenting and children's externalizing problems: the moderating role of RSA regulation

Suwabe Yushimi¹

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S2_PO-018 Systematic observation of parental lying in parent-child interactions: a novel coding scheme

Emma Roza¹, Maartje Luijk¹, Daphne van de Bongardt¹, Rianne Kok¹

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S2_PO-019 Linking child externalizing problems to psychological distress in parents: parents' use of mobile phones to calm children as a mediator

Wu Xiao-Yuan¹, Lau Eva Yi Hung¹, Li Jian-Bin¹, Chan Derwin King Chung¹

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S2_PO-020 Is religious affiliation associated with parent disciplinary behavior in Suriname and Guyana

John McLennan¹, Traci Afifi², Harriet MacMillan³

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S2_PO-021 Perceived costs and rewards of child-rearing and second birth intentions among parents in Seoul: egalitarian gender role attitudes as a moderator

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S2_PO-022 Family structure trajectories and resilience in Taiwanese children: the moderating role of early temperament traitsJennifer Chun-Li Wu¹¹*National Taipei University of Education, Taiwan***S2_PO-023 Racial-ethnic socialization in South Asian American families: identity, discrimination, and model minority internalization**Amaesha Durazi¹, Puja Patel², Frances Lobo², Rashmita Mistry²¹*University of California, Los Angeles, USA*, ²*University of North Carolina at Chapel Hill, USA***S2_PO-024 Supporting (step)parenting in blended families: an exploration of needs and available support in the Netherlands**Ilona Wildeman¹, Claudia Vrijhof - van Petegem¹, Fieke Pannebakker¹, Mariska Klein Velderman¹¹*Department of Child Health, Netherlands Organization for Applied Scientific Research TNO, the Netherlands***S2_PO-025 Development at risk! Risk and protective factors in high-risk families and their association with early child development**Marjolein Verhoeven¹, Mirjam Munnecom¹, Liesbeth de Paauw-Telman¹, Lisa Krijnen¹, Anneloes van Baar¹¹*Utrecht University, the Netherlands***S2_PO-026 Online intervention for adoptive parents during the pandemic: parental outcomes and satisfaction with program**Sofia Sebben¹, Roberta Stefanini Machemer¹, Patrícia Santos da Silva¹, Lara Naddeo², Liziane Guedes da Silva¹, Ana Patrícia Heidrich dos Santos¹, Giana Bitencourt Frizzo¹¹*Universidade Federal do Rio Grande do Sul, Brazil*, ²*Instituto Fazendo História, Brazil***S2_PO-027 ToM2: parental perceptions of autistic child theory of mind**Shir Rozenblat¹, Judah Koller¹, Liraz Sasportas Joseph¹, Michal Perez¹, Anat Perry¹¹*The Hebrew University of Jerusalem, Israel***S2_PO-028 A person-centered approach to understand child temperament during the Covid-19 pandemic**Elizabeth Harvey¹, Caroline Fitzpatrick², Kristel Mayrand¹, Vincent Bégin²¹*Université Sainte-Anne, Canada*, ²*Université de Sherbrooke, Canada***S2_PO-029 Living with socioeconomic risk: contextual differences among the academic resilience profiles of U.S. first graders**S. Alexa McDorman¹, Yu Chen², Angelica Alonso¹, Katherine Luken Raz¹, Rachel R. Romeo¹¹*University of Maryland, College Park, USA*, ²*New York University, USA***S2_PO-030 The impact of children's body image on school engagement: a longitudinal and multi-dimensional approach**Philip MacGregor¹, Olivia Gardam¹, Jonathan Smith², Fanny-Alexandra Guimond¹¹*University of Ottawa, Canada*, ²*Université de Sherbrooke, Canada***S2_PO-031 Influence of age, birth order and time management practices on academic performance of undergraduates in Ogun State, Nigeria**Elizabeth Ibukunoluwa Olowookere¹, Wakil A. Asekun¹, Bukola V. Bada¹¹*University of Lagos, Nigeria***S2_PO-032 Situational and committed compliance in Pre-K children and teacher-child interactions**Tatiana Plata¹, Carolina Maldonado-Carreño²¹*Universidad Nacional de Colombia, Colombia*, ²*Universidad de Los Andes, Colombia*

S2_PO-033 Longitudinal associations between depression, school performance, and stressful life events in Brazilian vulnerable youth

Guilherme Welter Wendt¹, Tomasz Bloniewski², Maria Tosto³, Michele Poletto⁴, Débora Dalbosco Dell'Aglio⁵, Angelo Brandelli Costa⁶, Silvia Helena Koller⁷

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S2_PO-034 Gender match in secondary education: the role of student gender and teacher gender in student-teacher relationships

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S2_PO-035 General and time-specific convergence of teacher and student views of student mental health from late childhood to mid-adolescence

Marlis Buchmann¹, Jeanine Grütter², Antonio Zuffianò³

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S2_PO-036 Teacher's and parents' academic support patterns in grade 3: links to children's task persistence

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S2_PO-037 Enhancing caregiver capacity for holistic child development in Uganda: a self-determination theory approach

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S2_PO-038 The moderating role of teachers' experience on the relationship between teachers' mentalizing abilities and their feelings of burnout

Yael Rozenblatt-Perkal¹, Naama Atzaba Poria¹, Noa Gueron-Sela¹

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S2_PO-039 Early childhood curriculum reform in Hong Kong: a documentary analysis

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S2_PO-040 Implementation of evidence-informed practice in schools - a qualitative study of views of school leaders

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S2_PO-041 "Quick Wins": adapting an evidence-informed intervention for ADHD to be useable by primary school staff

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S2_PO-042 Negative associations between maternal prenatal hair cortisol and child socioemotional problems

Paula Mustonen¹, Laura Perasto¹, Susanna Kortelma¹, Noora M. Scheinin¹, Eeva-Leena Kataja², Katja Tervahartia¹, Jetro J. Tuulari¹, Bárbara Coimbra³, Alice S. Carter⁴, Ana João Rodrigues³, Nuno Sousa³, E. Juulia Paavonen⁵, Riikka Korja¹, Hasse Karlsson¹, Linnea Karlsson¹

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S2_PO-043 The biological embedding of parental conflict and paternal caregiving via DNA methylation in children from Bandongo fisher-farmers in the Congo Basin

Meingold Hiu-Ming Chan¹, Sarah M. Merrill², Beryl Zhuang³, David Lin³, Julia L. MacIsaac³, Valchy Miegakanda⁴, Sheina Lew-Levy⁵, Adam H. Boyette⁶, Michael S. Kobor⁷, Lee Gettler⁸

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S2_PO-044 Early childhood development after maltreatment: differences in resilience processes between foster care and institutional care

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S2_PO-045 Chronic stress of runaway youth in residential care center: a preliminary analysis

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S2_PO-046 DNA methylation and adolescent loneliness: stress reactivity as an intermediary mechanism

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S2_PO-047 The implications of using digital technologies on early years special needs learners in boosting their multiple intelligences: a Uganda perspective

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S2_PO-048 Machine learning for prediction of child abuse

Andrew Grogan-Kaylor¹, Kaitlin Ward², Julie Ma³, Garrett Pace⁴

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S2_PO-049 Engaging fathers(to-be) through SMS4baba mHealth intervention in Nairobi's informal settlements. A feasibility study

Vibian Angwenyi¹, Richard Fletcher², Paul Murimi Mwangi³, Margaret Kabue³, Rachel Odhiambo³, Stephen Mulupi³, Emmanuel Kepha Obulemire³, Eunice Njoroge³, Eunice Ombech³, Mercy Moraa Mokaya³, Moses Wesala³, Joyce Marangu³, Amina Abubakar³

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S2_PO-050 Development at risk evaluated using the system of development first!

Anneloes van Baar¹, Marjolein Verhoeven¹, Mirjam Munnecom¹, Liesbeth de Paauw - Telman¹, Lisa Krijnen¹

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S2_PO-051 Development first! Creating an online monitoring system with population-based norms to follow children's development over time

Lisa J.G. Krijnen¹, Marjolein Verhoeven¹, Dave Hessen¹, Anneloes L. van Baar¹

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S2_PO-052 Social media use and advanced theory of mind development in adolescents

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S2_PO-053 Profiles of family media ecology and their determinants in a Canadian sample of preschoolers

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S2_PO-054 Parent-adolescent conflict intensity in relation to discourse about digital versus non-digital issues

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S2_PO-055 Does parental digital media restrictions matter? - Investigating effects of pre-bedtime digital media use on adolescents' sleep using a diary study

Erika Maksniemi¹, Lauri Hietajärvi¹, Jussi Järvinen¹, Michał Tkaczyk², Elina Engberg³, Katariina Salmela-Aro¹

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S2_PO-056 The effects of adolescent-parent relationships on adolescents' cyberbullying behaviors

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S2_PO-057 Neurocognitive development contributes to risk of premature all-cause mortality independent of early life adversity

Jing Yu¹, Denise L. Haynie¹, Zoe Chang¹, Stephen E. Gilman¹

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S2_PO-058 Executive functions and theory of mind as predictors of social adjustment in children

Valeria E. Morán¹, Juan P. Zorza²

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S2_PO-059 Food frequency, attention and school performance in primary school pupils from the cocoa-producing areas of Indénié Djuablin and Goh, Côte d'Ivoire

Mathieu Brou Abenin¹, Jerome Kouadio Kouakou¹, Firmin Kouassi Kouakou¹

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S2_PO-060 Improvement of school children's anemic status in rural areas and assessment of the impact on their academic performance

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S2_PO-061 Developmental trajectories in children's essentializing of social categories in the religiously diverse context of Lebanon

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S2_PO-062 Growth of inhibitory control in English monolingual and Spanish-English bilingual adolescents

Matthew Cook¹, Amanda Ramos¹

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S2_PO-063 Cross-sectional evidence for the mutualism theory of intelligence in a general knowledge network: an open-source psychometrics project study

Rosanne Graafland - Baaij¹, [Ivan Simpson-Kent](#)¹

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S2_PO-064 Social avoidance and social adjustment in Chinese preschool migrant children: the moderating role of parent-child relationships

[Jingjing Zhu](#)¹, Shuhui Xiang¹, Yan Li¹

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S2_PO-065 Support dynamics: exploring support provisions and reception among Latin youth in migrant farmworker families

[Xue Jiang](#)¹, Yumary Ruiz¹, Alexia Carrizales¹, Jennifer Escobedo¹, Zoe E Taylor¹

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S2_PO-066 The moderating effect of classroom norm on the association between children's need for uniqueness and adjustment

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S2_PO-067 Internalized and externalized symptoms: a qualitative analysis of femcels forum threads

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S2_PO-068 Popular and preferred: similar but different

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S2_PO-069 Is a problem shared truly a problem halved? exploring the role of communication with others for resilient emotional responses to environmental crisis

[Audra Balundė](#)¹, Aistė Bakaitytė¹, Rita Žukauskienė¹

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S2_PO-070 Ecological anxiety and pro-environmental behavior: the role of emotional response

[Rita Žukauskienė](#)¹, Audra Balundė¹, Aistė Bakaitytė¹

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S2_PO-071 Moderating role of support in the relationship between environmental risk perception and eco-anxiety

[Aistė Bakaitytė](#)¹, Rita Žukauskienė¹, Audra Balundė¹

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S2_PO-072 Secrecy behavior, attitudes, and abilities: development and psychometric evaluation of two novel secrecy scales

[Ruth Van der Hallen](#)¹, Ildiko Eva Csizmazia¹

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S2_PO-073 Friend or foe? Peer relationships and social coordination strategies in young adolescents

[Elvis Kurtisi](#)¹, Serena Maria Stagnitto¹, Serena Lecce¹, Gabriele Chierchia¹

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S2_PO-074 Emotion regulation strategies and adolescents' well-being: does resilience matter?

[Małgorzata Stępień-Nycz](#)¹, Joanna Płotnikowska², Marta Białecka²

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S2_PO-075 The function of social distance and the regulator's empathy in adolescent interpersonal emotion regulation effectiveness: a dyadic approach

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S2_PO-076 Validating the prosocial tendencies measure-revised among adolescents in Hong Kong

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S2_PO-077 Self-concept at different stages of life: how do early and late adolescents and young, middle-aged, and older adults describe themselves?

Anni Tamm¹, Pirko Tõugu¹, Tiia Tulviste¹
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S2_PO-078 Preference-for-solitude and a lack of sociability was a protective factor for adolescent's psychosocial adjustment during the pandemic

Meghan Borg¹, Teena Willoughby¹
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S2_PO-079 Facets of emotion dysregulation predict emotional inflexibility in emerging adults

Julia Zhou¹, Skylar Raynor¹, Kaitlyn Davis¹, Sophie Kim¹, Janice Zeman¹
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S2_PO-080 Networks of relationships and happiness in emerging adulthood: a cross-cultural examination

Chen Huiyue Crystal¹, Chloe L. Richard¹, Julie C Bowker¹
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S2_PO-081 The relevance of social relations over course of adulthood for the well-being among LGBTs

Pirmin Pfammatter¹, Isabelle Staedler¹, Beate Schwarz¹
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S2_PO-082 Jealousy, trust, and control in adolescent dating relationships: a dyadic approach

Deziray De Sousa¹, Alison Paradis¹, Elisabeth Lafleur¹, Mylène Fernet¹, Martine Hébert¹
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S2_PO-083 The longitudinal correlates of breakup distress in early young adulthood: future distress and future benefits

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S2_PO-084 Infant-parent attachment and lie-telling in young children: evidence from a population-based cohort study

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S2_PO-085 Kindness as a pathway to peace

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S2_PO-087 Guilt, sympathy, and anger recognition in children with and without disruptive behavioral disorders

Anne Mareike Moeller¹, Anna Baunack², Anjali Suri³, Erinn L. Acland⁴, Marc Jambon⁵, Brendan Andrade⁶, Tyler Colasante², Tina Malti⁷
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S2_PO-088 Social mindfulness across childhood and adolescence: socio-cognitive aspects of leaving choices for ingroup and outgroup

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S2_PO-089 The influence of inhibitory control on children's word reading of Chinese as a second language

Sun Zhengliang¹
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S2_PO-090 Longitudinal patterns and predictors of English and Spanish knowledge in Mexican-American children from 3 to 9 years of age

Brandon N. Clifford¹, Marissa Castellana¹, Viridiana Benitez¹, Marisol Perez¹, Linda Luecken¹
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S2_PO-091 From mom's mouth to children's hearts: parent-child-discourse about prosocial behavior

Christina Kellermann¹, Johannes Bullinger¹, Maria Mammen¹, Markus Paulus¹
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S2_PO-092 The essential needs for child development from the perspective of caregivers of institutionalized children

Samara Macedo Cordeiro¹, Vitória da Silva Porto¹, Vanessa Martins¹, Jéssica Batistela Vicente², Amanda Ramos do Nascimento³, Clariana Vitória Ramos de Oliveira⁴, Katherine Solís Cordero⁵, Daniela Doulavince Amador¹, Maria de La Ó Ramallo Veríssimo⁶
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S2_PO-093 Adapting an evidence-based mental health intervention for youth affected by conflict and displacement in Colombia

Alethea Desrosiers¹, Maria Pinerros-Leano², Andres Moya³, Maria Antonia Santos⁴, Natalia Pinerros-Leano³
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S2_PO-094 Physical activity and its benefits on self-esteem to promoting resilience. A longitudinal mediation analysis

Catherine Laurier¹, Katherine Pascuzzo¹, Vicky Jubinville¹
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S2_PO-095 Psycho-social profiling of survivors of child sexual abuse in Nigeria

Samuel Ekundayo Oladipo¹, Jimoh Wale¹, M. A. Adeoye¹, Yinka Oluranti Adediran¹, Olufunmilayo Abosedede Adelaja¹
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S2_PO-096 Social media use and instagram addiction among Italian young adults: an examination of meaningful relationships as protective factors

Alessandra Marelli¹, Alessandra Bavagnoli², Cristal Sirotych², Pietro Crescenzo³, Elena Camisasca², Venusia Covelli²
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S2_PO-097 Promoting men's reproductive health: acceptability of a mobile health resource

Phyllis Zelkowitz¹, Katya Kruglova², Eden Gelgoot³, Stephanie Robins⁴, Kirk Lo⁵, Peter Chan¹
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S2_PO-098 Psychological distress of parents during the Covid-19: the role of attachment and resilience

Rosalie Vézina¹, Katherine Pascuzzo¹, Catherine Laurier¹
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S2_PO-099 Preschool children's outdoor play in Britain: associations with mental health

Helen Dodd¹, Kathryn Hesketh²
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S2_PO-100 Do adverse childhood experiences cluster together and how are they related to psychopathology? Evidence from UK and US longitudinal cohort studies

Athena Chow¹, Jessie Baldwin², Lucy Bowes¹
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S2_PO-101 Behavioral problems in children with specific learning disorders – results of a longitudinal study
Jenny Maurer¹, Angelika Becker¹, Monika Daseking¹
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S2_PO-102 Associations between grandparent involvement and psychological difficulties in adolescents facing family adversity
 Sarah A. Yang¹, Lauren G. Wild¹
¹*University of Cape Town, South Africa*

S2_PO-103 Sex differences in adolescent wellbeing across generations
Taylor Heffer¹, Meghan E. Borg², Teena Willoughby²
¹*Ontario Tech University, Canada, ²Brock University, Canada*

S2_PO-104 Oral contraceptive use, stress-reactivity, and developmental patterns of internalizing symptoms from adolescence into young adulthood
 Lotte Gerritsen¹, Marijke Achterberg¹, Stefanie A. Nelemans¹
¹*Utrecht University, the Netherlands*

S2_PO-105 Harsh parenting behaviors, neighborhood characteristics, and emotional lability: their unique and joint effects on childhood antisocial behaviors
 Marie-Pier Paré-Ruel¹, Paul D. Hastings², Lisa A. Serbin¹, Dale M. Stack¹
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S2_PO-106 Prospective examination of parental drinking on adolescent alcohol use trajectories: the moderating role of parenting practices during childhood
Juliane Pariz¹
¹*The University of Queensland, Australia*

S2_PO-107 Sensitivity and specificity of developmental surveillance and autism screening in a multicultural cohort in Sydney, Australia: the Watch Me Grow study
Charmaine Bernie¹, Alicia Montgomery², Louise Sealy³, Joseph Descallar⁴, Cheryl Dissanayake⁵, Bin Jalaludin⁶, Elisabeth Murphy⁷, Sue Woolfenden⁸, Katrina Williams⁹, Valsamma Eapen²
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S2_PO-108 Adult dyslexia symptoms predict aspects of mind-wandering and everyday attention
James Smith-Spark¹, Lia Sendler¹
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S2_PO-109 Measuring young children's developmental status in China
Zeyi Li¹, Nirmala Rao¹
¹*The University of Hong Kong, Hong Kong*

S2_PO-110 Parental education and child development outcomes in rural India
Nadine Doennecke¹, Lisa Bogler², Sebastian Vollmer², Claudia Maehler¹
¹*University of Hildesheim, Germany, ²University of Goettingen, Germany*

- S2_PO-111** "The ball is in his court. It's up to him": parental communication about meritocracy
Lauren Kinnard¹, Luke McGuire², Rashmita Mistry¹, Laura Elenbaas³
¹University of California, Los Angeles, USA, ²University of Exeter, UK, ³Purdue University, USA
- S2_PO-112** Folding in the money: examining how classism is associated with academic achievement among adolescents in the United States
Zena R. Mello¹, Vani Kakar¹, Sharon Lipperman-Kreda², Dayanne Herrera-Suarez¹, Busra Dogru¹, Manuel Nicolas Abundis-Morales¹, Adam Suri¹, Tiffany Chiem Wong¹
¹San Francisco State University, USA, ²Prevention Research Center, Pacific Institute for Research and Evaluation, USA
- S2_PO-113** "They'll either die or lose their minds": Brazilian adolescents' perspectives on lowering the minimum age of criminal responsibility
Maíra Lopes Almeida¹, Michelle Ferreira Martins², Tassiana Machado Quagliatto², Artur Júlio de Albuquerque Junior², Rita de Cássia Cardoso da Silva Mendes², João Luiz Leitão Paravidini²
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- S2_PO-114** Being just in intergroup interactions: correlates of justice sensitivity towards refugees
Serengeti Ayhan¹, Seçil Gönültaş¹
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Poster Session 3

- S3_PO-001** Validity of measurement of kindergarten children's mental health with the teacher-reported early development instrument in Ontario, Canada
Magdalena Janus¹, Marc Jambon², Eric Duku¹, Kathy Georgiades¹
¹Offord Centre for Child Studies, McMaster University, Canada, ²Wilfried Laurier University, Canada
- S3_PO-002** The national prevalence of eating disorders in children and young people in England
Tamsin Newlove-Delgado¹, Clara Gitahy Falcão Faria², Jessica O'Logbon², Aslihan Baser², Tamsin Ford²
¹University of Exeter, UK, ²University of Cambridge, UK
- S3_PO-003** The longitudinal interplay of identity formation, internalization of appearance ideals, body image, and eating disorder symptoms in community youth
Lore Vankerckhoven¹, Laurence Claes², Leni Raemen¹, Nina Palmeroni³, Steven Eggermont¹, Koen Luyckx⁴
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- S3_PO-004** Multilevel meta-analytic evidence for the importance of measurement decisions for studying pubertal timing and body image
Abigail Richburg¹, Dominic Kelly²
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S3_PO-005 Personal identity and (psychological characteristics of) somatic symptoms in adolescents and emerging adults: within-person daily associations

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S3_PO-006 Investigating the interplay between identity, emptiness, and non-suicidal self-injury: an ESM study among adolescent and emerging adult patients

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S3_PO-007 Non-suicidal self-injury in young survivors of pediatric cancer: a first exploration

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S3_PO-008 Beyond the looking glass of adversity: development of sense of coherence in adolescents during the pandemic

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S3_PO-009 Associations between adolescents' Covid-19 and earthquake-related distress and physical and mental health: the moderating role of parenting

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S3_PO-010 Evaluating brief digital interventions for youth mental health concerns in school mental health settings in Ontario, Canada

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S3_PO-011 Domain-specific mistrust in upper-elementary school: a cross-cultural study and the roles of personal cultural values

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S3_PO-012 Exploring the link between temperament and sensory profiles in autistic and non-autistic children

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S3_PO-013 The effects of growing up together – count us in family support program for families in social services in Croatia across different time scales

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S3_PO-013 Resilience factors of at-risk runaway youths in residential care center

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S3_PO-015 Intervention for children residing in the Borstal Institute Community in Buea: improving children's emotional wellbeing in the child friendly space

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S3_PO-016 Nature and adventure for adolescents with adjustment difficulties: preliminary results of the Horizon program

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S3_PO-017 The association between alcohol use and high-risk sexual behavior among vocational high school students in China

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S3_PO-018 Teachers' response on episodes of bullying, cyberbullying and stigma-based bullying: a systematic review

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S3_PO-019 A photovoice initiative to promote positive mental health in high schools: lessons learned by stakeholders and researchers

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S3_PO-020 The effectiveness of parenting support is in the eye of the beholder – assessing self-assured parents' program for immigrant parents in Sweden

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S3_PO-021 Providing parental education to parents with immigrant backgrounds in Sweden – a study of course leaders' views of the self-assured parents program

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S3_PO-022 Mother-child conflict predicts child social-emotional adjustment in the home-kindergarten transition: a moderated mediation model

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S3_PO-023 Family concordance in social engagement with faces and the mediating effect of mother-child interaction quality

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S3_PO-024 Studying early childhood mental health and measuring the effects of a stressful historical period in a cohort of Hungarian toddlers and their parents

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S3_PO-025 The link between parenting and children's disclosure to parents: a meta-analysis

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S3_PO-026 Reactive and proactive maternal sensitivity and prosocial behaviors: the roles of child's emotion understanding, temperament and gender

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S3_PO-027 Validation and psychometric properties of the vulnerable baby scale in Hungary

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S3_PO-028 Psychometric properties of the Scientific Reasoning Scale: application to the Italian context

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S3_PO-029 Perception of infant temperament and symptoms of depression in mothers and fathers in the first 12 months of child's life

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S3_PO-030 The longitudinal associations between parents' mental wellbeing profiles and adolescents' physical activity, sedentary digital media use and weight

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S3_PO-031 Authoritarian parenting and children's cheating behavior: a mediating role of self-criticism

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S3_PO-032 A systematic review: the impact of single parenthood on children's well-being and functioning

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S3_PO-033 A study on fathers' self-disclosure in conversations with their adolescent children

Jeanne Klovert¹, Marie-Anne Suizzo¹
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S3_PO-034 Literacy first: intervention results from the Learning⁴Kids study

Frank Niklas¹, Efsun Birtwistle², Astrid Wirth³, Tina Schiele¹, Anna Mues¹
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S3_PO-035 Conversations of U.S. parents and children at two-time points during the Covid-19 pandemic

Seung Heon Yoo¹, Graciela Trujillo Hernandez¹, Karl S. Rosengren¹
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S3_PO-036 Impact of parental adjustment on glycemic outcomes of young children with T1D: a systematic reviewVasco Costa¹, Tânia Brandão¹¹William James Center for Research, Ispa-Instituto Universitário, Portugal**S3_PO-037 Intergenerational transmission of adverse relational experiences depends on current parental warmth**Tal Orlitsky¹, Tyler Colasante¹, Marc Jambon², Tina Malti³¹Leipzig University, Germany, ²Wilfrid Laurier University, Canada, ³Leipzig University, Germany; University of Toronto, Canada**S3_PO-038 Does living with grandparents buffer or exacerbate the associations between parents' work-family conflict and self-control in Chinese adolescents**Pengjuan Zheng¹, Jian-Bin Li¹¹The Education University of Hong Kong, Hong Kong**S3_PO-039 The influence of social provision on postnatal marital and life satisfaction among first-time mothers: family cohesion as a mediator**Xinying Zeng¹, Eva Yi Hung Lau¹¹The Education University of Hong Kong, Hong Kong**S3_PO-040 Preventive support for vulnerable families in early life: evaluation of parenting support and infant massage by Dutch preventive child healthcare**Dafna A. Windhorst¹, Mariska Klein Velderman², Sylvia van der Pal³, Carolina de Weerth⁴¹Department of Child Health, TNO, the Netherlands; Radboud University Medical Center, Donders Institute for Brain, Cognition and Behaviour, the Netherlands, ²Department of Child Health, Netherlands Organization for Applied Scientific Research TNO, the Netherlands, ³Department of Child Health, Netherlands Organization for Applied Scientific Research TNO, the Netherlands, ⁴Radboud University Medical Center, Donders Institute for Brain, Cognition and Behaviour, the Netherlands**S3_PO-041 Social networks and postpartum depression in Black American fathers**Clare R. Thomas¹, Geoffrey L. Brown¹, Dave Kennedy²¹University of Georgia, USA, ²RAND Corporation, USA**S3_PO-042 Practice what you preach? Exploring parental attitudes toward, modeling of, and teaching about lying among parents**Ines Lucieer¹, Nicole Lucassen¹, Emma Roza¹, Bruno Bocanegra¹, Jennifer Clegg², Katherine Rice Warnell², Joyce Weeland¹, Rianne Kok¹¹Department of Psychology, Education and Child Studies, Erasmus University Rotterdam, the Netherlands, ²Department of Psychology, Texas State University, USA**S3_PO-043 Parental recollections of bullying and repercussions for children**Lisa H. Rosen¹, Linda Rubin¹, Savannah Dali¹, Ashton Romines¹, Samantha Saunders¹¹Texas Woman's University, USA**S3_PO-044 Parental history of childhood maltreatment and offspring attachment insecurity and disorganization: two meta-analyses**Aino Elna Sirparanta¹, Camille Danner Touati², Chantal Cyr³, Raphaële Miljkovitch¹¹Laboratoire Paragraphe, Université Paris 8 – CY Cergy Paris Université, France, ²UR CLIPSYD, Université Paris Nanterre, France, ³Université du Québec à Montréal, Canada**S3_PO-045 Not so bad for whom? Family-specific associations between daily helicopter parenting and adolescent affective well-being**Yue Wang¹, Skyler. T. Hawk¹, Liu Yang²¹The Chinese University of Hong Kong, Hong Kong, ²Central South University of Forestry and Technology, China**S3_PO-046 Roles of Asian cultural values in accounting for commonalities and specificities for parenting normativeness and efficacy among six non-Western cities**Huiguang Ren¹, Craig H. Hart², Chris L. Porter², Charissa S. L. Cheah¹, H. Melis Yavuz-Müren³, Liuqing Jiang⁴, Akiko Kawashima⁵, Larry J. Nelson², Ayşe Bilge Selçuk⁶, Jo-Pei Tan⁷, Nan Zhou⁸¹University of Maryland, Baltimore County, USA, ²Brigham Young University, USA, ³Algoma University, Canada, ⁴Hefei Normal University, China, ⁵University of Yamanashi, Japan, ⁶MEF University, Türkiye, ⁷Manchester Metropolitan University, USA, ⁸Capital Normal University, China

S3_PO-047 **Effects of an afterschool enrichment program on academic achievement, attendance, discipline and engagement of Native American and low-income children**

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S3_PO-048 **Assessing learning disorders in children with German as a second language**

Claudia Maehler¹, Friederike Cartschau¹, Ariane von Goldammer¹

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S3_PO-049 **School readiness skills of first graders with non-German mother tongue, and with need for language support during Covid-19 years 2021 and 2022**

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S3_PO-050 **Bilingualism positively predicts primary school students' cognitive development and academic performance: a case study in rural Côte d'Ivoire**

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S3_PO-051 **Externalizing behavior, self-efficacy, and teacher-student relationships: focusing on dependency and differences between educational levels**

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S3_PO-052 **A longitudinal examination of interpersonal mediators linking individual characteristics of Chinese good students to peer defending: gender difference**

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S3_PO-053 **Promoting social perspective-taking performance in upper elementary school – an intervention study**

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S3_PO-054 **Understanding adolescents' engagement and disengagement with sustainable development: new findings from a large-scale longitudinal study**

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S3_PO-055 **Exploring negative weight-based talk in school: a comparative analysis of general, arts, sports, and academic programs**

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S3_PO-056 **Capturing well-being in high school using photovoice: insights of adolescents with learning disabilities through the lens of self-determination theory**

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S3_PO-057 **Profiles of achievement goal orientations among high school students**

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S3_PO-058 **The relations between early childhood educators' social emotional competence and teacher, student, and classroom outcomes: a three-level meta-analysis**

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S3_PO-059 Effectiveness of classroom pedagogical practices and teachers' knowledge in promoting children's social and emotional skills: a study in Cote d'Ivoire

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S3_PO-060 Assessing educational disparities across time: a comparative study of school engagement and academic resilience in the Nordic region (2018-2022)

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S3_PO-061 Teacher-student relationship types in students with special educational need

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S3_PO-062 Family-school partnerships: the perspectives and experiences of Chinese families in Portugal

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S3_PO-063 The impact of parents' competence and self-perceptions of financial literacy on attitudes toward the relevance of their children's financial education

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S3_PO-064 Peers and teachers matter: effects of peers' norms and teachers' reactions on bullying behaviors

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S3_PO-065 Preventing school bullying through school climate? An analysis of school-effect on student victimization

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S3_PO-066 Links between social support at work and mental health of early childhood education and care teachers: the mediating role of work-life interference

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S3_PO-067 Linking pre-service self-control with in-service job satisfaction among Hong Kong beginning early childhood educators: a moderated mediation model

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S3_PO-068 The effect of teacher multicultural attitudes on self-efficacy and wellbeing at work

Sanni Aalto¹, Reeta Kankaanpää¹, Kirsi Peltonen², Ilse Derluyn³, Nikolett Szelei⁴, An Verelst³, Lucia De Haene⁵, Sofie de Smet⁶, Caroline Spaas⁵, Signe Smith Jervelund⁷, Morten Skovdal⁷, Arnfinn J. Andersen⁸, Per Kristian Hilden⁸, Marianne Opaas⁸, Natalie Durbeej⁹, Fatumo Osman¹⁰, Anna Sarkadi⁹, Emma Soye¹¹, Mervi Vänskä¹²

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S3_PO-069 Sibling relationship types and their association with children's socioemotional competencies at the start of primary school

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S3_PO-070 Longitudinal associations of perceived group norms, social media features, and digital stress with friendship conflicts

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S3_PO-071 Quality of friendships and well-being in adolescent's daily life

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S3_PO-072 Socioemotional domain affected by pandemic times in small children in Brazil: preliminary results

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S3_PO-073 Children's use of mental state talk during dyadic peer play is interdependent, but unconnected to either partner's theory-of-mind understanding

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S3_PO-074 Delay discounting in middle childhood background

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S3_PO-075 Healthy context paradox: how emotion suppression shapes victim responses to being social misfits

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S3_PO-076 Relations between early majority language and socioemotional development in children with different language backgrounds

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S3_PO-077 Gender stereotypes, sexism and motivation for popularity: what is their influence on adolescents' use of relational aggression?

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S3_PO-078 Immigrant youths' ethnic-racial identity and psychological outcomes: moderation by age of arrival

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S3_PO-079 Parental borderline personality disorder and child emotion regulation: the mediating role of family environment and parental personality functioning

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S3_PO-080 Why are Japanese youth reluctant to start families? The impact of shifts in cultural self-construal on meaning of marriage among Japanese

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S3_PO-081 Loneliness among children and adolescents in times of the Covid-19 pandemic. Results of a representative survey from 2018 and 2022

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S3_PO-082 Peer relations in emerging adulthood: contexts, dimensions, and correlates

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S3_PO-083 The development of socially mindful behaviors in early childhood and adolescence

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S3_PO-084 Promoting children's bystander behavior in intergroup contexts through children's literature

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S3_PO-085 "I can feel sympathy for you": a preliminary validation of the Portuguese version of Sympathy Scale (for parents & children)

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S3_PO-087 Longitudinal associations between warm and harsh parenting and children's moral self

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S3_PO-088 Association between infant and toddler gut microbiota composition and later executive functioning

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S3_PO-089 Sneaky snake: a new task to assess kindergarten children's metacognitive behavior

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S3_PO-090 Associations between the quality of sibling interactions and performance on a theory of mind assessment

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S3_PO-091 Associations between emotions and psychophysiological states with confirmation bias in subsequent question formulation after observing a CSA interview

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S3_PO-092 Individual differences in infants' visual attention and the relation to negative affectivity

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S3_PO-093 Children's reasoning about changes in academic performance over time

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S3_PO-094 The interacting role of parent academic socialization & ethnic identity on US Black college students' academic motivation

Diane C. Placide¹, Susan Sonnenschein¹

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S3_PO-095 How conversations at home contribute to theory of mind in children?

Joanne Gosselain¹, Nathalie Nader-Grosbois¹, Jolijn Vanderauwera²

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S3_PO-096 Children's speech and language difficulties and later school attachment

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S3_PO-097 Parent screen management and preschooler adherence to screen time guidelines: does child temperament matter?

Emma Cristini¹, Laurie-Anne Kosak², Maggie Roy¹, Gabrielle Garon-Carrier³, Caroline Fitzpatrick¹

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S3_PO-098 Digital media usage in Brazil by infants and children and their mothers

Giana Bitencourt Frizzo¹, Elisa Cardoso Azevedo², Helena Silveira Riter², Maria Adélia Minguelli Pieta¹

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S3_PO-099 Weekend screen time: assessing its associations with children's language skills

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S3_PO-100 Social media use in adolescent clinical and non-clinical populations: evidence from a large-scale national survey

Luisa Fassi¹, Amanda M. Ferguson², Andrew K. Przybylski³, Tamsin J. Ford⁴, Amy Orben²

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S3_PO-101 TikTok, Instagram and teenagers' body image: gender differences and the role of appearance comparisons and beauty ideals

Marion Chatelois¹, Stéphanie Boutin¹

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S3_PO-102 Youth and adolescents facing cyberhate: explanatory capacity of the theory of normative social behavior on bystanders' responses

Olga Jiménez-Díaz¹, Joaquín A. Mora-Merchán¹, Paz Elipe², Rosario Del Rey¹

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S3_PO-103 Investigating the relationship between fear of missing out (FOMO) and sexting motivations in heterosexual and LGB+ people

Mara Morelli¹, Fau Rosati², Antonio Chirumbolo¹, Roberto Baiocco¹, Elena Cattelino²

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S3_PO-104 Bystanders' profiles of non-consensual sexting: a test of the theory of normative social behavior

Daniela Villa-Henao¹, Mónica Ojeda¹, Joaquín A. Mora-Merchán¹, Rosario Del Rey¹

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S3_PO-105 Youth development opportunities among sexual and gender diverse youth: who is being reached and who is left out?

Amy Gower¹, Ben Parchem¹, G. Nic Rider¹, Hana-May Eadeh¹, Ryan Watson², Samantha Lawrence², Stephen Russell³, De'Shay Thomas¹, Marla Eisenberg¹

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S3_PO-106 Sibling contexts and temporal changes in gender role attitudes among Chinese adolescentsHechunzi Wang¹, Jichen Liu¹, Nirmala Rao¹¹The University of Hong Kong (HKU), Hong Kong**S3_PO-107 A long-term prospective cross-lagged study of gender-typed play and mental transformation in children**Wang Ivy Wong¹, Sylvia Yun Shi¹, Gu Li²¹The Chinese University of Hong Kong, Hong Kong, ²NYU Shanghai, China**S3_PO-108 National-level gender equality as an explanation for the increasing gender gap in adolescent psychological symptoms between 2002-2022**Alina Cosma¹, Margreet de Looze², Frank Elgar³, Sophie D Walsh⁴, Karen Schrijvers⁵, Jo Inchley⁶, Gonneke Stevens²¹Trinity College Dublin, Ireland, ²Utrecht University, the Netherlands, ³McGill University, Canada, ⁴Bar Ilan University, Israel, ⁵Ghent University, Belgium, ⁶Glasgow University, UK**S3_PO-109 Using the developmental niche framework to understand parental ethnotheories and childrearing practices in Trinidad & Tobago**Neesha G. Cooper¹, Hariclia Harriet Petrakos¹¹Concordia University, Canada**S3_PO-110 Cultural identity and academic engagement in adolescents attending multiethnic schools: mediating and moderating role of cultural intelligence**Xiwei Zhang¹, Daniela Bossi¹, Chiara Ceccon¹, Ughetta Moscardino¹¹Department of Developmental Psychology and Socialization, University of Padova, Italy**S3_PO-111 Scrolling for change: leveraging family and social media to explore pathways of White adolescents' digital critical action using D-Crit**Sydney Klein¹, Annamaria Csizmadia¹¹University of Connecticut, USA**S3_PO-112 Measuring racial/ethnic microaggressions within formal educational contexts: a systematic review**Serena Verbena¹, Benedetta Emanuela Palladino²¹Univeristy of Florence, USA, ²University of Florence, USA**S3_PO-113 Development of a more comprehensive racial/ethnic socialization scale in White/Caucasian American families**Joo Young Yang¹, Kristina McDonald²¹University of Nebraska at Omaha, USA, ²The University of Alabama, USA**S3_PO-114 Color brave conversations in families**David Chae¹, Kara Chung¹, Diamond Cunningham¹, Michael Cunningham¹, Amanda Lewis², Elizabeth Reed³, Leoandra Onnie Rogers⁴, Margie Skeer⁵¹Tulane University, USA, ²University of Illinois at Chicago, USA, ³San Diego State University, USA, ⁴Northwestern University, USA, ⁵Tufts University, USA

Poster Session 4

- S4_PO-001** **Paternal anxiety and the emotional and behavioural outcomes in their offspring: a systematic review and meta-analysis**
Francesca Zecchinato¹, Yasmin I. Ahmadzadeh², Jana Kreppner¹, Peter J. Lawrence¹
¹University of Southampton, UK, ²King's College London, UK
- S4_PO-002** **Reason for immigration, parental racial discrimination, and adolescent mental health**
Yuqi Wang¹, Teresa Williams¹, Fanita Tyrell¹
¹University of Maryland, College Park, USA
- S4_PO-003** **Behavior and Feelings Survey - validation of a brief measure of youth psychopathology**
Kristian Rognstad¹, Ida Mari Haug², Emily Vira³
¹Regional Centre for Child and Adolescent Mental Health, Oslo, Norway, ²The Arctic University of Norway, Norway, ³Norwegian Institute of Public Health, Norway
- S4_PO-004** **Gambling and socioeconomic status in adolescents and young people: a systematic review**
 Julio Lozano Muñoz¹, Javier Martín-Babarro¹, María Abejón-Fuentes¹, Beatriz Franco-Ugidos¹, Maite Alejandra Rodríguez-Montemayor¹, Fabián Ignacio Franco-Jaramillo¹, Alar Urruticoechea-Vicente², Nieves Salvador-Cuesta¹
¹Complutense University of Madrid, Spain, ²Department of Computational Thinking, Ceibal, Montevideo, Uruguay
- S4_PO-005** **Cannabis age of onset and the development of substance use problems: a systematic review of prospective studies**
Jad Hamaoui¹, Nina Pocuca², Mikaela Ditoma¹, Camille Héguy³, Cléa Simard¹, Raphael Aubin¹, Anastasia Lucic¹, Natalie Castellanos-Ryan¹
¹Université de Montréal, Canada, ²University of Queensland, Australia, ³McGill University, Canada
- S4_PO-006** **How interactions among motivations for social withdrawal explain variability in psychological and behavioral outcomes**
Jessica N. Gurbacki¹, Julie C. Bowker¹

¹University at Buffalo, The State University of New York at Buffalo, USA

- S4_PO-007** **Roles of loneliness, stress and religiosity in suicide ideation among Nigerian older adults**
Genevieve Chimaoge Ebulum¹, John E. Eze², Obinna Paschal Ezeihuoma³, Crystal Njoku⁴, JohnBosco Chika Chukwuorji⁵
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- S4_PO-008** **Early impairments in social attention skills detect and predict toddlers' risk for autism**
Pingping Ni¹, Jie He²
¹Zhejiang International Studies University, China, ²Zhejiang University, China
- S4_PO-009** **Relation between adverse childhood experiences, protective and compensatory experiences, and developmental disorders in Japanese university students**
Aya Saito¹, Satoko Matsumoto¹, Masumi Sugawara²
¹Ochanomizu University, Japan, ²Shirayuri University, Japan
- S4_PO-010** **Impact of meditation practices as a dedicated regimentation towards well-being**
Ravneet Chawla¹
¹Government College of Education, Panjab University, India
- S4_PO-011** **New Education Policy (NEP) 2020: perceptions on internationalization of education in India**
Ravneet Chawla¹
¹Government College of Education, Panjab University, India

S4_PO-012 Revisiting the relationship between school climate and students' social and emotional skills: a secondary data analysis of OECD data

Catarina Castro¹, Clara Barata², Joana Alexandre¹

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S4_PO-013 A keyword network analysis of early childhood online classes in South Korea: based on big data

Jiwon Hwang¹, Jihyun Sung¹

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S4_PO-014 Investigating the role of teacher-student relationships in teachers' resilience

Qingqing Du¹, Marjolein Zee², Helma M.Y. Koomen³, Debora L. Roorda³

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S4_PO-015 An investigation on the influence of concept mapping strategy for biology teaching efficacy in secondary schools in the Limbe municipality

Alvine Joso Bih Otto¹

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S4_PO-016 Adult acceptance of diversity and sense of school belonging: the role of student-teacher relationships

Sara Marshall¹, Brooke MacLeod¹, Shubhangi Bhardwaj¹, Chiaki Konishi¹

¹McGill University, Canada

S4_PO-017 Integrated school services for children and adolescents with emotional and behavioral challenges

Hariclia Harriet Petrakos¹

¹Concordia University, Canada

S4_PO-018 Intensity and age patterns of math anxiety reasons in Turkish and Polish children and adolescents

Monika Szczygieł¹, Mehmet Hayri Sari²

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S4_PO-019 The role of teacher strategies for managing aggression in the association between peer victimization and depressive symptoms among Chinese adolescents

Yan Sun¹, Luhao Wei², Junsheng Liu¹, Biao Sang³, Xiaohua Bian⁴

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S4_PO-020 Exploring invisible bullying experiences among adolescents and young people with dietary restrictions and or food allergies in Brazil

Patrícia Vieira¹, Loriane Trombini-Frick¹

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S4_PO-021 Family disintegration and the educational advancement of adolescents in the English-speaking regions of Cameroon

Njungwa Zinkeng Martina Kwcbonti¹

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S4_PO-022 Self-esteem and academic performance among emerging adults: a case of the Catholic University of Eastern Africa

Henrietta Amen Usunobun¹, Stephen Asatsa²

¹Daystar University, Kenya, ²The Catholic University of Eastern Africa, Kenya

S4_PO-023 Children's reasoning about overcoming constraints in academic achievement and their relationship to persistence and challenge-seeking

Ying Hu¹, Xin (Alice) Zhao¹

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S4_PO-024 Exploring the impact of home play on young children's executive function and cognitive development

Ozlem Cankaya¹, Karen Buro¹, Keirsten Taylor¹
¹MacEwan University, Canada

S4_PO-025 The neurodevelopment of value-driven attention

Kanda Lertladaluck¹, Praewpiraya Wiwatphonthana¹, Tanagrit Phangwiwat¹, Kritika Tanprasert², Sirawaj Itthipuripat¹
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S4_PO-026 Developing an understanding of the supernatural: variation in Lebanese children's attribution of human properties to religious agents

Ghadir Soueidan¹, Julia Ganama², Jana Chokor¹, Mahatab El-Haj¹, Maliki Ghossainy³, Tamer Amin¹
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S4_PO-027 How do South Korean infants interact with objects at home? Identical learning schedule with other cultures

Jieun Kim¹, Jihyun Park¹, Jiwon Hwang¹, Hajin Kim¹, Jihyun Sung¹
¹Sungkyunkwan University, South Korea

S4_PO-028 Visual perspective taking in early child memory

Lauren Howard¹, Sarah A. Gerson²
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S4_PO-029 Children's autobiographical memories for the Covid-19 pandemic: details and emotional valence

Pirko Tõugu¹, Tiia Tulviste¹, Johanna Uuemäe¹
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S4_PO-030 Child maltreatment and working memory in young children: evidence from Thailand

Xiaozhi Gao¹, Kerry Lee¹, Kannika Permpoonputtana², Adisak Plitponkarnpim², Nootchanart Ruksee²
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S4_PO-031 Narrative coherence in sexually abused children: the role of age, PTSD and questioning style

Vittoria Badino¹, Alessandra Bavagnoli², Elena Camisasca², Sarah Miragoli¹
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S4_PO-032 Adverse childhood experiences and cognitive performance among older adults in Lebanon

Che Henry Ngwa¹, Martine Elbejjani², Monique Chaaya¹, Carlos F. Mendes de Leon³, Sawsan Abdulrahim⁴
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S4_PO-033 Perceived difficulties in attention and memory and subjective health in older drivers and non-drivers

Laura Šeibokaitė¹, Auksė Endriulaitienė¹, Rita Kiguolienė¹, Rasa Markšaitytė¹, Modesta Morkevičiūtė¹, Tadas Vadvilavičius¹
¹Vytautas Magnus University, Lithuania

S4_PO-034 Effects of active breaks on physical activity levels, attention and mood states during university classes

Federica Andricciola¹, Mariarosaria Guzzardi¹, Patrizia Oliva¹
¹University of "Magna Græcia" of Catanzaro, Italy

S4_PO-035 Daily negative events and stress: gendered moderating roles of emotional regulation and sleep efficiency

Jihye Lee¹, Susanna Joo², Yeseul Lee¹, Hyoun K. Kim¹, Changmin Lee³
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S4_PO-036 Cognitive empathy and the combined genotypes of OXTR and DRD2: potential mechanism linking peer relationships and adolescent prosocial behavior

Xi Li¹, Yanmiao Cao¹, Linqin Ji¹, Wenxin Zhang¹
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S4_PO-037 Developmental trajectories of puberty and mental health in adolescent girls: findings from the Abcd study

Li Niu¹, Shan Zhao², Yan Li²
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S4_PO-038 Who makes the choice? The influence of choice freedom on children's prosocial behavior

Xin Zhao¹, Wenqing Wu², Qinyuan Zhang³
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S4_PO-039 Resource allocation following peer inequalities: balancing desire for fairness with concerns about peer status

Stephanie Farah¹, Jeanine Grütter²
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S4_PO-040 Children consider "who" and "what" when reasoning about rule changes: a comparative study of Chinese and U.S. children

Rui Guo¹, Dandan Li², Xin Zhao²
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S4_PO-041 Civic engagement in environmental and gender equality issues among boys and girls

Yağmur Censur¹, Seçil Gönültaş¹
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S4_PO-042 Young children's moral judgments of lying in the digital era: evaluating privacy lies in online and offline interactions

Su Kee Tan¹, Xiao Pan Ding¹, Angela D. Evans²
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S4_PO-043 A parallel-process analysis of the longitudinal associations between adolescents' empathy and prosocial behaviors

Alexia Carrizales¹, Gustavo Carlo², Lyda Lannegrand³
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S4_PO-044 Connecting language skills and social competence in typically developing children: a meta-analysis

Megan DeGroot¹, Karolina Wieczorek², Susan Graham²
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S4_PO-045 The mediating role of children's self-concept on the longitudinal relationship between early language delay and depression during pre-adolescence

Sharon Ting¹, Huang Pei², Michael Meaney², Johan Eriksson³, Helen Chen⁴, Peipei Setoh¹
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S4_PO-046 Relationships with pet dogs as a source of family influence on child socioemotional development

Kristen C. Jacobson¹, Leah Hurwitz¹
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S4_PO-047 How do my best friend's academic performance and subjective well-being influence mine? Different stories from boys and girls

Hang Zhang¹, Xinyu Zhang¹, Yufang Bian¹
¹Beijing Normal University, China

S4_PO-048 Gratitude can reduce friends' aggression but not depression: an examination in best friendship dyads

Xinyu Zhang¹, Hang Zhang¹, Keman Yuan¹, Yufang Bian¹
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S4_PO-049 **Anxiety and efficacy in mixed-gender relationships: a cross-lagged study of single-sex versus coeducational schooling bridging high school graduation**

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S4_PO-050 **“Traditional”, “optimal”, and “gender-blind”: different profiles of gender salience and stereotypes in high school and college students**

Sylvia Yun Shi¹, Connie Chuting He¹, Wang Ivy Wong¹

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S4_PO-051 **Sexual/gender minority status and the efficacy of engagement regulation strategies used in response to youth’ daily stressors**

Emma Galarneau¹, Tina Malti²

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S4_PO-052 **Why children like (or dislike) themselves: capturing sources of self-esteem in natural language**

Yixin Tang¹, Evan A. Warfel², Kali Trzesniewski²

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S4_PO-053 **Participant roles in preschool bullying and school readiness: a longitudinal study predicting literacy and math prerequisites**

Gabrielle Coppola¹, Marina Camodeca², Rosalinda Cassibba³, Cristina Semeraro³, Barbara Iacobellis³, Fabiola Silletti³

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S4_PO-054 **The moderating effect of interpersonal emotion regulation on the association between children’s peer victimization and depression**

Yihao Hu¹, Yan Sun¹, Jie Gong¹, Dandan Cheng², Junsheng Liu¹

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S4_PO-055 **Who is more likely to be victimized? A latent profile analysis in school-aged children**

Haining Ren¹, Laura D. Hanish¹, Carol Lynn Martin¹, Dawn DeLay¹, Richard A. Fabes¹, Sonya Xinyue Xiao², Krista Oswald¹, Justin Jager¹

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S4_PO-056 **Different ways to defend victimized peers: profiles and transitions in defending strategies among Chinese early adolescents**

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S4_PO-057 **Are similar or popular children coveted friends? Friendship preferences of children exhibiting bullying and defending in middle childhood**

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S4_PO-058 **High social rank & social behavior in emerging adults: comparing popularity & likeability to dominance & prestige in a cooperative & competitive task**

Nina S. Chmielowice-Szymanski¹, Tessa A.M. Lansu¹, Mallory A. Millett¹, Joey T. Cheng²

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S4_PO-059 **How would adolescents cope as a victim of non-consensual sharing? An experiment with virtual reality**

María Luisa Rodríguez-deArriba¹, Estrella Durán-Guerrero¹, Noelia Muñoz-Fernández¹, Virginia Sánchez-Jiménez¹

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S4_PO-060 The protective role of self-regulatory self-efficacy against online aggression in adolescent boys and girls

Ainzara Favini¹, Flavia Culcasi², Tiziana Quarto¹, Loreta Cannito¹, Paola Palladino¹

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S4_PO-061 Measurement of active ageing in older adults. validation and adaptation of Jyaskyla Active Aging Scale (UJACAS) in Italy

Michele Savino¹, Barbara Adriana Van As¹, Annalaura Nocentini¹, Ersilia Menesini¹

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S4_PO-062 Parental care buffers the effect of socioeconomic status on resilience during late childhood: a nationally representative birth cohort study

Meryl Chi Ying Yu¹, Michelle Kee², Michael Meaney², Evelyn Law³, Johan Gunnar Eriksson², Helen Chen Yu⁴, Peipei Setoh⁵

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S4_PO-063 Mental Health of Separated-reunited Youth “satellite Babies” In Chinese Immigrant Families: A Qualitative Study with Parent-child Dyads

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S4_PO-064 Korean infants' daily play spaces and toys within the home environment

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S4_PO-065 Daycare instability and child psychosocial functioning: child and parent stress as mediators

Ayala Razer¹, Anat Moed¹

¹Bar-Ilan University, Israel

S4_PO-066 Indulgent parenting in Chinese culture: a qualitative analysis of perspectives of parents with toddlers

Jiabin Lyu¹, Zhen Zhang², Lixin Ren¹, Chunyuan Xi³

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S4_PO-067 How family context influences preschool children motivational reactivity and socioemotional functioning: a person-based approach

Hongying Li¹, Zhi Li¹, Melissa L. Sturge-Apple², Patrick T. Davies²

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S4_PO-068 The role of maternal and paternal stimulation in early development and learning outcomes of boys and girls

Maria Catalina Rey-Guerra¹

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S4_PO-069 Can executive functioning have a mediating effect between parental attitudes and child behavior problems?

Cynthia Santacroce¹, Mélanie Lapalme¹, Marie-Josée Letarte¹, Michèle Déry¹

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S4_PO-070 Maternal attributions moderate the link between child anger expression and emotion socialization practices in Chinese immigrant families

Crystal E. Thinzar¹, Charissa S. L. Cheah², Bumo Zhang², Huiguang Ren², Kathy T. T. Vu³

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S4_PO-071 Parental stress and reflective functioning: the associations with preschoolers' social understanding

Mara Morelli¹, Matilde Brunetti¹, Pietro Spataro², Stefania Sette¹, Fiorenzo Laghi¹, Emiddia Longobardi¹

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S4_PO-072 Multilevel associations between youth information management with mothers and self-esteem: the role of a sense of control

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S4_PO-073 Parent and child gender effects in the relationship between attachment and problem behavior of children between 2 and 5 years old

Magda Matetovic¹, Anouk Spruit¹, Cristina Colonnese¹, Marc Noom¹

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S4_PO-074 Is maternal mental state language use associated with children's responsivity toward their younger siblings?

Aisling Mulvihill¹, Virginia Slaughter¹, Monica Cuskelly², Linda Gilmore³, Fiona Girkin², Kendall Wall¹, Zoie Nott¹, ShuLin Ng¹, Bedriye Morris², Gayathri Rajesh², Cassandra Thoars², Farrell, Callyn¹, Ellen Sanderson¹

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S4_PO-075 Examining the longitudinal relationship between family resilience and the child's prosocial behaviour in middle childhood and early adolescence

Andreja Brajša-Žganec¹, Maja Kučar¹, Marija Džida¹, Toni Babarović¹, Ljiljana Kaliterna Ilopovčan¹

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S4_PO-076 Adolescent delay discounting in longitudinal context: 1³ years of behavioural and family data reveal gender-specific developmental processes

Dominic P. Kelly¹, Oliver Cassagneau-Francis¹, Marta Francesconi¹, Eirini Flouri¹

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S4_PO-077 Adolescent's attachment with parents and peers as precursors of psychosocial adjustment

Wakil Ajibola Asekun¹

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S4_PO-078 Parent-child separation experiences and adolescent diurnal cortisol: the role of daily coping

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S4_PO-079 The relationships between parental burnout and adolescents' adjustments: a cross-lagged network analysis study

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S4_PO-080 Adolescent-mother agreements and discrepancies in reports of helicopter parenting: associations with perceived conflict and support

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S4_PO-081 Parent-adolescent discrepancies in perceived parental warmth profiles and Chinese adolescents' emotional adaptation

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S4_PO-082 Pathways of resilience: exploring the mediated links between couple conflict and adolescent emotional health

Emma Kearon¹, Hannah Brundage¹, Hannah Hatch¹, Adam A. Rogers¹

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S4_PO-083 Regression tree analysis of factors influencing career adaptability in college students

Xiujun Li¹, Wanrong Tao¹, Jing Zhang¹, Jinxi Luo¹, Yang Cai², Mianlin Deng¹, Lulu Hou¹, Yongyong Yang³, Dezhen Xu¹, Gong Wang⁴, Wendian Shi¹

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S4_PO-084 Chinese caregivers' use of questions during free-play and structured activities

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S4_PO-085 Heterogeneity of parenting practices and their associations with and child adjustment in China: considering structural factors

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S4_PO-086 Associations between children's autistic traits and parental differential treatment

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S4_PO-087 Grandparenting and child self-control: a three-level meta-analysis

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S4_PO-088 Fathers' physiological arousal during a multiple demand task with their young child

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S4_PO-089 Parenting behavior as a moderator of maternal depression on child outcomes

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S4_PO-090 Maternal education, home learning environment, and accuracy in parent report of child development in China

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S4_PO-091 From beliefs to behavior: a latent profile analysis of parental attributions for success and the correlates with parental involvement and investment

Rui Zhang¹, Carrie Lau¹, Nirmala Rao¹

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S4_PO-092 Recovery of family functioning and risks for child depression after Covid-19 outbreak

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S4_PO-093 Navigating parenthood: both interparental conflict and mental load affect parent-child relationship

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S4_PO-094 Is more information always better? Associations among parents' online information searching, information overload, and self-efficacy

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S4_PO-095 In need of a break: an evaluation of a parallel parenting intervention in complex, high-conflict divorce or separation cases

Fieke Pannebakker¹, Claudia Vrijhof¹, Mariska Klein Velderman¹

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S4_PO-096 **Educational identity and maternal helicopter parenting: moderation by perceptions of environmental threat**
Yue Wang¹, Skyler. T. Hawk¹, Susan Branje²
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S4_PO-097 **Physical punishment and child, adolescent, and adult outcomes in low- and- middle-income countries: a systematic review and meta-analysis**
Jorge Cuartas¹
¹Harvard University, USA

S4_PO-098 **Trajectories of beliefs in the legitimacy of parental authority during emerging adulthood**
Carlos Mellado Yáñez¹
¹Universidad Santo Tomás, Chile

S4_PO-099 **Understanding the interplay of maternal and paternal parenting stress in early parenthood: a dyadic analysis**
Jérôme Gravel¹, George M. Tarabulsky¹, Annie Bernier²
¹Université Laval, Canada, ²Université de Montréal, Canada

S4_PO-100 **For their own good? Parents' goals when lying to their children**
Petrina Hui Xian Low¹, Meryl Chi Ying Yu², Peipei Setoh³
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S4_PO-101 **Not all trauma is made equal: exploring whether type, timing and interactions of traumatic events influence PTSD symptoms in Rohingya caregivers**
Elisa Ugarte¹, Mary Caroline Hiott¹, AK Rahim¹, Kazi Istiaque Sanin², Reza Mostary Akhter², Bharati Roy², Goutam Kumar Dutta², Mahbub Elahi², Fahmida Tofail², Alice Wuermli¹
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S4_PO-102 **Coping with displacement: the roles of hope and post traumatic growth among internally displaced children in Benue Nigeria**
Steven Kator Iorfa¹, Bukola Victoria Bada²
¹University of Nigeria Nsukka, Nigeria, ²University of Lagos, Akoka Nigeria

S4_PO-103 **Child time-poverty and its correlates in vulnerable populations**
Neslihan Sunmaz¹, Yasemin Kisbu¹
¹Koç University, Türkiye

S4_PO-104 **The differences in social inclusion, school engagement, and academic stress among newcomers after an online social-emotional learning program**
Luis Francisco Vargas-Madriz¹, Chiaki Konishi¹, Ziyu Wang¹, Shubhangi Bhardwaj¹
¹McGill University, Canada

S4_PO-105 **The role of self-compassion in buffering the effects of discrimination on the mental health of sexual minorities of colour**
Farhin¹, Chiaki Konishi¹, Shubhangi Bhardwaj¹, Julia Tesolin¹
¹McGill University, Canada

S4_PO-106 **The family stress model in Chinese Americans during the Covid pandemic: moderated mediation of racial stress, depression, and internalized inferiority**
Warren Aguilin¹, Huiguang Ren¹, Charissa Cheah¹
¹University of Maryland, Baltimore County, USA

S4_PO-107 **Gendered views: a cross-generational study of gender stereotypes in China**
Hechunzi Wang¹, Nirmala Rao¹
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S4_PO-108 **Real-time monitoring of a text message-based mass-media education intervention**
Priyamvada Tiwari¹, Emily Franchett², Kate Schwartz², Mariona Tres Vilanova³, Hirokazu Yoshikawa²
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S4_PO-109 **Training a digital pedagogical conversational agent to support and deliver a social-emotional intervention**
Eric Roldan Roa¹, Tyler Colasate², Sayan Mukherjee¹, Tina Malti²
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- S4_PO-110** **Differences in the use of digital media in the first three years of life: a comparative network analysis**
 Maíra Lopes Almeida¹, Manoela Yustas Mallmann¹, Gabriela Vescovi¹, Helena da Silveira Riter¹, Paulo Felipe Bandeira², Denise Ruschel Bandeira¹, Giana Bitencourt Frizzo¹
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- S4_PO-111** **Collective effervescence, fear of missing out, and problematic SNS use among adolescents**
 Naomi Yoshitake¹
¹Juntendo University, Japan
- S4_PO-112** **How cyberbullying bystanders' responses are influenced by social norms: a test of the theory of normative social behavior**
 Ana Alcántara-Lázaro¹, Rosario Del Rey¹, José A. Casas-Bolaños², Joaquín A. Mora-Merchán¹
¹Universidad de Sevilla, Spain, ²Universidad de Córdoba, Spain
- S4_PO-113** **The bidirectional relationships between cyberbullying and depression: an updated systematic review and meta-analysis of longitudinal studies**
 Danfeng Zhang¹, Jie Gong¹, Junsheng Liu¹, Amanda Bullock¹, Biao Sang²
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- S4_PO-114** **Emotions towards own actions and others' decisions in children in cooperative and competitive contexts: the public goods game**
 Nerea Amezcua-Valmala¹, Carla Sebastián-Enesco², Fernando Colmenares²
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- S5_PO-001** **Impact of perinatal and recurrent maternal common mental disorders on educational outcomes of primary school children in rural Ethiopia: a population**
 Habtamu Mekonnen¹, Girmay Medhin², Mark Tomlinson³, Marin Prince⁴, Charlotte Hanlon⁵
¹Department of Psychology, College of Education and behavioral science, Jimma University, Ethiopia, ²Aklilu-Lemma Institute of Pathobiology, Addis Ababa University, Ethiopia, ³Department of Psychology, Stellenbosch University, South Africa, ⁴Centre for Global Mental Health, Institute of Psychiatry, King's College London, UK, ⁵Department of Psychiatry, School of Medicine, College of Health Sciences, Addis Ababa University, Ethiopia; Centre for Global Mental Health, Institute of Psychiatry, King's College London, UK
- S5_PO-002** **Type of birth as a predictor of maternal sensitivity: literature review and discussion of the interaction between biopsychosocial aspects**
 Ana Carla L. Ribeiro¹, Luciana Fontes Pessôa¹
¹Pontifical Catholic University of Rio de Janeiro, Brazil
- S5_PO-003** **Maternal attachment, maternal sensitivity, and child socio-emotional and cognitive development: a mediation model**
 Harmoni Watson¹, Linda Iwenofu¹, Julia Knight²
¹University of Toronto, Canada, ²Lunenfeld-Tanenbaum Research Institute, Canada
- S5_PO-004** **Children's emotion understanding and attachment security to mothers and fathers across the transition to siblinghood**
 Lin Tan¹, Lauren R. Bader², Brenda L. Volling³, Richard Gonzalez³
¹University of Arkansas, USA, ²Institute for Advanced Study in Toulouse, France, ³University of Michigan, USA
- S5_PO-005** **Maternal effective parenting knowledge and child compliance: maternal parenting quality and child emotion regulation as serial mediators**
 Dilek Sarıtaş-Atalar¹, Cansu Alsancak-Akbulut¹, İrem Metin Orta², Zeynep Betül Yenen³, Feyzanur Yön³
¹Ankara University, Türkiye, ²Atilim University, Türkiye, ³Middle East Technical University, Türkiye

S5_PO-006 Trajectories of internalizing problems across childhood: the roles of early language ability and maternal parenting practices

Sharon Ting¹, Yena Kyeong², Michelle Kee³, Evelyn Law⁴, Anne Rifkin-Graboi⁵, Lourdes Mary Daniel⁶, Johan Eriksson⁴, Helen Chen⁶, Peipei Setoh¹

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S5_PO-007 Parenting by lying and children's lying to parents: the moderating role of children's beliefs

Petrina Hui Xian Low¹, Yena Kyeong², Birit Broekman³, Johan Eriksson⁴, Helen Chen Yu⁵, Peipei Setoh⁶

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S5_PO-008 Maternal distress and child's social competence at age 5 - associations with childcare attendance and mother's social networks

Katja Tervahartiala¹, Eeva-Leena Kataja², Hasse Karlsson³, Laura Perasto², Niina Junttila¹, Noona Kiuru⁴, Saara Nolvi², Linnea Karlsson³, Riikka Korja²

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S5_PO-009 Parents' participation in addressing learning poverty among young children in rural Morogoro in Tanzania

Pambas Tandika Basil¹

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S5_PO-010 Profiles of low-income fathers: exploring paternal resilience factors that promote the development of child self-regulation

Seulki Ku¹, Rebecca Gregory¹, Emma G. Hooper², Kwangman Ko³, Quentin H. Riser⁴

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S5_PO-011 The longitudinal effects of family emotional climate on children's adjustment: focusing the transition-to-school period in Korean dual-earner families

Danbee Han¹, Jiwon Lee¹, Hyouon K. Kim¹

¹Yonsei University, South Korea

S5_PO-012 The role of parental anxiety and worry in Chinese preschool children's emotion regulation: mindful parenting as a mediator

Chang Yuan¹, Rebecca Cheung², Lixin Ren¹

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S5_PO-013 The relation between parental child-based worth and children's game addiction: a cross-lagged analysis

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S5_PO-014 Exploring the influence of parent prosocial behavior on child prosocial behavior and emotional resiliencies: a moderation analysis

Hannah Brundage¹, Emma Kearon¹, Adam Rogers¹

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S5_PO-015 Family processes underlying ethnic-racial socialization and ethnic identity exploration in youth

Hannah Fiona Hatch¹, Emma Wheeler¹, Adam A. Rogers¹
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S5_PO-016 Investing in resilient children after divorce

Fieke Pannebakker¹, Ilona Wildeman¹, Mariska Klein Velderman¹
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S5_PO-017 Parenting styles and coparenting in child adjustment among newly separated/divorced parents in Portuguese courts: a mediation-moderation model

Mónica Taveira Pires¹, Talita Metzker¹
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S5_PO-018 Parenting stress and co-parenting during the high-grade students' parents in the Chinese primary school: a three-wave, cross-lagged, actor-partner int

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S5_PO-019 Understanding parenting in the autism context: a comparative study on parenting dynamics, parenting stress and parent-child relationship

Carole-Anne Leblanc¹, Zeynep Ertekin², Delphine Périard-Larivée², Karine Dubois-Comtois², Annie Stipanovic², Chantal Cyr³, Ève-Line Bussièrès²
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S5_PO-020 Understanding adolescence: exploring child's changes, mother-child relationship dynamics, and mother's stress

Dainora Šakinytė¹, Goda Kaniušonytė¹, Rita Žukauskienė¹
¹Mykolas Romeris University, Lithuania

S5_PO-021 The effects of helicopter parenting on identity development in adolescence

Helin Özge Bazkır¹, Aysun Doğan¹
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S5_PO-022 "It's all in your head!" Development and validation of a measure assessing parental responses to adolescent anxiety

Adam A. Rogers¹, Larry J. Nelson¹, Sarah M. Coyne¹, Jessica Hamilton¹
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S5_PO-023 Early family socioeconomic status and academic achievement in adolescence: the roles of educational expectations, investment, and academic monitoring

Rui Zhang¹, Nirmala Rao¹
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S5_PO-024 The influence of economic disadvantage on adolescents' future orientation decisions: the mediating role and improvement of episodic prospection

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S5_PO-025 Aspects of individuation in relation to parents and problematic internet use in emerging adults: the moderating role of dark triad traits

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S5_PO-026 The individuation process in Spanish and Portuguese emerging adults

Marta Díez López¹, Claudia Andrade², Marisa Matías², Águeda Parra Jiménez¹, María del Carmen García Mendoza¹, Inmaculada Sánchez Queija¹

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S5_PO-027 New mothers' mental health and the division of household labor

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S5_PO-028 Maternal social support, mental health, and parenting in Western Kenya

Clariana Vitória Ramos de Oliveira¹, Silvana Freire², Juliet K. McCann³, Michael Ochieng⁴, Joshua Jeong³

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S5_PO-029 Developing an app to support family communication about sexual and relationship health

Laura Widman¹, Sabrina Percher², Aaron Lankster¹, Jeni Burnette¹, Bianca Allison³, Jennifer Grossman⁴, Arnab Jhala¹

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S5_PO-030 Navigating generational shifts: a study on enhancing parental self-efficacy in 21st-century Indian families

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S5_PO-031 Psychometric properties of the dyadic coping inventory in Japanese couples

Akiko Kawashima¹, Mika Hosokawa², Yasumitsu Jikihara², Chongming Yang³

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S5_PO-032 Parental physical discipline in Singapore: a study of context, practice, and perception

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S5_PO-033 Promoting positive parenting in incarcerated mothers: preliminary results of an acceptability and feasibility study of the ACT-RSK program

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S5_PO-034 Mediating role of stress reactivity in the relationship between perceived stress and negative parenting practices

Carol Chan¹, Ying Qing Won¹, Sharon Ting¹, Michelle K Z Lee², Evelyn Chung Ning Law², Johan G. Eriksson³, Helen Yu Chen⁴, Michael Meaney², Peipei Setoh¹

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S5_PO-035 The role of psychological flexibility and coparenting: a multiple mediated model to predict anxiety in parents of children aged 0-6

Ariadna De la Vega Castelo¹, María del Sequeros Pedroso-Chaparro², Celia Nogales-González¹, Rosa Romero-Moreno¹, Carlos Vara-García¹

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S5_PO-036 Empowering father figures: bridging the engagement gap in parenting programs through tailored content and support

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S5_PO-037 Developmental pathways from adverse childhood experiences to allostatic load through self-control: moderated mediation effects of family connectedness

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S5_PO-038 Behavioral inhibition at age 2 and social reticence with unfamiliar peers at age 4: the role of vagal regulation

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S5_PO-039 Characteristics and prevalence of sibling bullying: a systematic review

Laura Díaz Saiz¹, Carlota Gómez Ruiz¹, Javier Martín-Babarro¹, Nieves Salvador Cuesta¹, Beatriz Franco Ugidos¹, Alar Urruticoechea-Vicente²

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S5_PO-040 Experiences of children in collective trauma in Covid-19 pandemic

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S5_PO-041 Shy like me: shy coaches' perceptions towards children with behavioural difficulties in the sports context

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S5_PO-042 Exploring subjective simultaneous mixed emotion experiences in for self and other in middle childhood

Esther Burkitt¹, Dawn Watling²

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S5_PO-043 Too much of a good thing? Affective empathy modulates the link between maladaptive coping and internalising problems in children

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S5_PO-044 The effect of trait impressions on interpersonal trust: intuitive thinking weighs warmth and competence in different trust situations

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S5_PO-045 Callous and unemotional behavior in early childhood: associations with adolescent social competence

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S5_PO-046 Curiosity about others: exploring a novel correlate to interpersonal attraction and friendship formation

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S5_PO-047 Comparison of a 2D and a 3D peer exclusion experience: paradigm development to experimentally measure students' mood and psychological needs

Giuseppe De Luca¹, Elvis Mazzoni², Martina Benvenuti², Friederike Blume³, Gerrit Meixner⁴, Tung Khau⁴, Dieter Baeyens¹

¹KU Leuven, Parenting and Special Education Research Unit, Belgium, ²University of Bologna, Department of Psychology, Italy, ³DIPF, Leibniz Institute for Research and Information in Education, Germany, ⁴Heilbronn University, Usability and Interaction Technology Laboratory, Germany

S5_PO-048 Exploring the nuances of school attachment in Turkey: a nationwide descriptive study

Ayşenur Özgöztaşı¹, Aysun Doğan², Başak Şahin Acar¹, Deniz Tahiroğlu³, Sibel Kazak Berument¹

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S5_PO-049 Relationship between identity orientations and adolescent internalizing and externalizing behaviors: evidence from a Serbian sample

Marija Zotović-Kostić¹, Milica Lazić¹, Vesna Gavrilov-Jerković¹, Aleksandar Tomašević¹, Dušana Šakan², Vojana Obradović¹, Veljko Jovanović¹

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S5_PO-050 The relation between regulatory emotional self-efficacy and negative affect in daily life: a study among Spanish and Italian university students

Lucia Manfredi¹, Fulvio Gregori¹, Silvia Caldaroni¹, Chiara Remondi¹, Virginia Isabel Barrero Toncel¹, Belén López-Pérez², Manuel Marti-Vilar³, Cristina Di Giusto Valle⁴, Tamara Benito Ambrona⁵, Concetta Pastorelli¹, Maria Gerbino¹, Stefania Sette¹, Antonio Zuffianò¹

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S5_PO-051 Associations among prosocial behavior, life satisfaction, and hedonic balance among young adults

Fulvio Gregori¹, Lucia Manfredi¹, Flavia Cirimele², Ainzana Favini³, Alessia Virzi¹, Elisabetta Beolchini¹, Federico Mozzetti¹, Belén López-Pérez⁴, Manuel Marti Vilar⁵, Cristina Di Giusto Valle⁶, Tamara Benito Ambrona⁷, Concetta Pastorelli¹, Maria Gerbino¹, Stefania Sette¹, Antonio Zuffianò¹

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S5_PO-052 Developmental tasks of autonomy and intimacy predict well-being outcomes across emerging adulthood: a moderated mediation hypothesis

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S5_PO-053 Influences on perceptions of self-sufficiency during emerging adulthood

Lucien T. Winegar¹, Amelia J. Kunko¹, Sophie K. Louis¹, Molly Sherman¹

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S5_PO-054 Prenatal and current pesticides exposure associations with neurodevelopment in children from the isa birth cohort study in Costa Rica

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S5_PO-055 Association between pandemic exposure and cognitive and emotional health of preschool-aged children
Katherine E. Finegold¹, Mark Wade¹, Julia A. Knight¹, Stephen G. Matthews¹, Rajean J. Hung¹, Prakeshkumar Shah¹, Jennifer M. Jenkins¹, Cindy-Lee Dennis¹, Robert Levitan¹, Derrick SSewanyana¹, Melissa Hunte¹
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S5_PO-056 Skill development of Danish children in foster care
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S5_PO-057 Young children's science, technology, engineering, and mathematics behaviours in unstructured solitary play
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S5_PO-058 Numerical underpinnings and general cognitive processing of probabilistic inferences in 7- to 10-year-old children
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S5_PO-059 The development of an appreciation of humour: using gaze and subjective judgement as assessment measures
Hiromi Tsuji¹
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S5_PO-060 The complex nature of affective flexibility: the role played by affective inhibition and working memory in adolescents
Oana Mărcuș¹, Laura Visu-Petra², Lucian Blaga²
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S5_PO-061 Prospective links between early attachment security and executive functions in adolescence
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S5_PO-062 Implementing trauma management education for mental health care and cognitive development among internally displaced secondary school students in West Orok Afor Betek Mary
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S5_PO-063 Korean 8-month-old infants' locational and directional language input during infant-mother play
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S5_PO-064 Child disruptiveness moderates the impact of parent speech quality in parent-child reminiscing on child language development
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S5_PO-065 The relationship between attachment security and healthy guilt
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S5_PO-066 Individual differences in infants' prosocial behaviors across cultures
 Yiyi Wang¹, Hilal Şen², Gamze Buyurucu³, Wenxi Fei⁴, Alia Martin⁵, Anna Exner⁶, Annette Henderson⁷, Alyssa Robson⁴, Charisse B. Pickron⁸, Charlotte Grosse Wiesmann⁹, Chiu Kin Adrian Tsang⁴, Emma Axelsson¹⁰, Emmy Higgs Matzner⁸, Florina Uzefovsky¹¹, Heidi Baumgartner¹², Hernando Taborda-Osorio¹³, Ingmar Visser¹⁴, Isabelle Hadley¹⁵, Janina Baumer¹⁴, Jingyun Zhu¹⁶, Katrin Rothmaler¹⁷, J. Kiley Hamlin¹⁶, Laura Cirelli¹⁸, Laura Franchin¹⁹, Lidia Scifo²⁰, Lucie Zimmer²¹, Mario Alvarez²², Mark Schmuckler¹⁸, Melanie Soderstrom¹⁵, Michaela Dresel⁵, Michal Misiak²³, Miriam Teresa Löffler²⁴, Moritz Daum²⁵, Munna R. Shainy⁴, Naomi Havron²⁶, Peter Reschke²⁷, Piotr Sorokowski²³, Ronit Roth-Hanania²⁸, Sabine Seehagen²⁹, Sandra Lewinson²², Teresa Taylor-Partridge³⁰, Terry Tin-yau Wong³¹, Tiffany Doan¹⁸, Tobias Schuwerk²¹, Yanjie Su⁴, Francis Yuen¹⁶, Kelsey Lucca²²

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S5_PO-067 Exploring parental socialization goals and prosocial behavior expectations in Iceland: a pilot study

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S5_PO-068 Sense of moral agency in Colombian women: adolescents and adults tell about their interpersonal conflicts

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S5_PO-069 Stakeholder engagement for adolescents' mental health intervention research in Kenya's rural, urban, and pre-urban areas

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S5_PO-070 Social emotional screening for babies up to 18 months: initial validation of the Baby Pediatric Symptom Checklist in a sample of Portuguese parents

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S5_PO-071 The protective role of community cohesion in the context of adversity and disadvantage: associations with youth mental health

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S5_PO-072 The interconnected nature of emotion regulation, reactivity and mental health: a network study

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S5_PO-073 Effects of gender-specific interaction patterns of anxiety and coping types on daily stress among children in Korea

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S5_PO-074 Examining the impact of war trauma on Syrian refugees: a comprehensive review and meta-analysis of psychological wellbeing and intervention strategies

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S5_PO-075 Sex differences in indicators of mental and cardiovascular health in cannabis-using undergraduates

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S5_PO-076 Psychological wellbeing at midlife: do altruism, adaptive coping and empty nest syndrome matter?

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S5_PO-077 Insecure attachment, emotion regulation strategies, and internalizing behavioral problems in students with emotional and behavioral disorders

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S5_PO-078 Effectiveness of a child-appropriate psychoeducation program for specific learning disabilities

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S5_PO-079 Knowledge, attitudes, and practices of healthcare workers regarding developmental disabilities in Sub-Saharan Africa

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S5_PO-080 Behavioural consultation in preschool settings for children with behavioural difficulties: two case studies

Irene Pastras¹, Hariclia Harriet Petrakos¹

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S5_PO-081 A latent transition model of the effects of conjoint behavioral consultation intervention on child social-emotional development over time

Weiman Xu¹, Lorey A. Wheeler¹, Susan M Sheridan¹, Elizabeth S. Brower¹

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S5_PO-081 Associations between family strain and youths' delinquency: a longitudinal perspective on risk and resilience

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S5_PO-083 Narrative heroes: playing to rewrite the bullying and cyberbullying script

Elena Serritella¹, Andrea Guazzini¹, Annalaura Nocentini¹, Ersilia Menesini¹

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S5_PO-084 An investigation of the role of educational attainment in health behaviors and health risk among Hong Kong citizens aged 55 years old and above

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S5_PO-085 Biophilic design and children well-being: a pilot research inside kindergarten classrooms in Italy

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S5_PO-086 Theory-of-mind abilities and externalizing symptoms in late childhood: the role of maladaptive coping strategies

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S5_PO-087 The effects of the interdisciplinary topic “health and life skills” on children’s mental health

Siri Hausland Folstad¹, Anne Torhild Kломsten², Espen Røysamb¹, Gunnar Bjørnebekk³, Maud Edvoll¹, Eivind Ystrøm¹, Yuan Fang⁴, Nikolai Haahjem Eftedal⁴, Ragnhild Bang Nes⁵, Egil Nygaard¹

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S5_PO-088 Promoting small-group literary discussions in elementary school: a 1-year intervention study

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S5_PO-089 Loose parts and physical education equipment: the impact of materials on children’s play schemas

Jamie Leach¹, Sarah Reddington¹

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S5_PO-090 Association between emotional regulation strategies and academic performance: a systematic review and meta-analysis

Javiera Romo Neira¹

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S5_PO-091 Behavioral difficulties as a barrier to leisure time physical activity in childhood: an obstacle to later academic success

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S5_PO-092 The role of continuous assessment learning activities (CALA) in enhancing mathematics competency and proficiency in learners

Chipo Makamure¹

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S5_PO-093 Students’ social relationships and sense of belonging in the first year of college

Blake Glatley¹, Ashwin Rambaran², Kaelyn Sabree¹, Allison Ryan¹, Kyle Walton¹

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S5_PO-094 Teachers’ roles in mental health education in China: a content analysis of policy and regulations

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S5_PO-095 Effects of a teacher training program on the professional competence of teachers for trauma-sensitive classrooms with refugee students

Eva J. Lembke¹, Tobias Becker¹, Esheref Haxhiu¹, Gino Casale¹, Friedrich Linderkamp¹

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S5_PO-096 The bidirectional relation between educational worries and stress and the role of internal assets

Ashley J. Leon¹, Aprile D. Benner¹

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S5_PO-097 Fostering inclusivity in education: what do Ghanaian lower primary school teachers say about the ‘blended language’ of instruction’?

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S5_PO-098 Exploring the relationship between institutional ethical climate and mental health of Brazilian university staff

Loriane Trombini-Frick¹, Juliana Aparecida Matias Zechi², Ana Carina Stelko-Pereira¹, Pedro Afonso Cortez³

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- S5_PO-099** **“What do you base your students' learning success on?” – a profile analysis of teachers' interpersonal causal attributions**
Ines Kling¹, Katharina Reschke¹, Monika Buhl¹
¹Heidelberg University, Germany
- S5_PO-100** **Father involvement with young children: variations among U.S. racial-ethnic groups**
Suge Zhang¹, Charles M. Super¹, Na Zhang¹
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- S5_PO-101** **Puerto Rican parents' causal reasoning of illness**
Evelyn Pineda¹, Graciela Trujillo-Hernandez¹, Seung Heon Yoo¹, Karl Rosengren¹
¹University of Rochester, USA
- S5_PO-102** **Early girl-child marriage in Cameroon: an exploration of its psychosocial practices and psychosocial effects in Fulani communities in Cameroon**
Ngoran Mathew Banlanjo¹, Valentine Banfegha Ngalm¹
¹University of Bamenda, Cameroon
- S5_PO-103** **Examining the influence of school interracial climates on youth's academic outcomes across the transition to high school**
Briana A. Lopez¹, Aprile D. Benner¹
¹University of Texas at Austin, USA
- S5_PO-104** **They are not all the same: defenders of ethnically victimized adolescents**
Pinar Bilir Öztürk¹, Sevgi Bayram Özdemir¹, Dagmar Strohmeier², Metin Özdemir¹
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- S5_PO-105** **American children's automatic encoding and social inferences of wealth and occupational status cues**
Jordan Legaspi¹, Tara Mandalaywala¹
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- S5_PO-106** **The role of the cultural practices of the Oroko and Baweris on the development of social skills among adolescents in Cameroon**
Anthony Molesy Njimeleki¹
¹University of Bamenda, Cameroon
- S5_PO-107** **Racial/ethnic discrimination and health from adolescence through young adulthood**
Aprile Benner¹
¹University of Texas at Austin, USA
- S5_PO-108** **He or she? college students' gender stereotypes toward chatbots**
Haining Han¹, Yun Lee¹
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- S5_PO-109** **Anxiety is related to slower RSA oscillation during the trier social stress test**
Chen Zhang¹, Junshi Lu¹, Jinshi Cui¹, Man Li², Li Wang¹, Jiongjiong Yang¹
¹Peking University, China, ²Tianjin Normal University, China
- S5_PO-110** **Convergent validity between the school readiness-child development inventory and the national guide for developmental surveillance**
Maite Liz-Otero¹, Mercedes Pérez-Roca², Alejandro Vásquez-Echeverría¹
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- S5_PO-111** **Aspects of Identity Questionnaire-IV: evidence for structural and convergent validity in a Serbian sample**
Vojana Obradović¹, Milica Lazić¹, Dušana Šakan², Aleksandar Tomašević¹, Vesna Gavrilov-Jerković¹, Marija Zotović-Kostić¹, Veljko Jovanović¹
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S5_PO-112 Social media use and internalising symptoms in clinical and community adolescent samples: a systematic review and meta-analysis

Luisa Fassi¹, Kirsten Thomas¹, Douglas A. Parry², Amelia Leyland-Craggs¹, Tamsin J. Ford¹, Amy Orben¹

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S5_PO-113 G4IA: developing a VR application for assessing light and space perceptions in Argentine adolescents' classrooms

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S5_PO-114 Technology, media, and child development in behavioral development: navigating opportunities and challenges

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Poster Session 6**S6_PO-001 Does mind-mindedness prospectively predict toddlers' social-emotional problems beyond warmth and child emotionality?**

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S6_PO-002 The association between maternal and child PTSS among families living in the south of Israel: the role of maternal executive functions

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S6_PO-003 Adverse childhood experiences and mental health in early adulthood: the mediating roles of reappraisal and suppression

Yeonjin Kim¹, Seung-Eun Lee¹, Ju-Hyun Song¹

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S6_PO-004 Longitudinal relations among trajectories of father involvement, maternal parenting stress, and children's behavior problems

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S6_PO-005 The effects of neuroticism and negative interpretive bias on depressive symptoms in adolescence: the role of interpersonal emotion regulation

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S6_PO-006 An examination of within-person variation in cannabis-use practices and physical and cognitive effects among postsecondary students

Kara Thompson¹, Stephanie Cooper¹, Darien DeWolf¹, Margo Watt¹

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S6_PO-007 Social cognitive development in children with developmental language disorder: a systematic review

Aisling Mulvihill¹, Callyn Farrell¹, Joseph Sheppard¹, Lisa Quinn², Greta Vos¹, Virginia Slaughter¹

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S6_PO-008 Does executive function predict theory of mind and social skills in children with specific learning disorders?

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S6_PO-009 Adverse childhood experiences in families with intellectual disabilities and a family supervision order: an exploratory cross-sectional study

Jessica Vervoort-Schel¹, Gabriëlle Mercera², Inge Wissink³, Tessel Sterenborg¹, Marousjka van Nieuwenhuizen¹, Peer van der Helm¹, Ramón Lindauer⁴, Xavier Moonen¹

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S6_PO-010 Towards functional assessment of autistic students at university: development of a student functioning questionnaire

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S6_PO-011 Mindful parenting in mothers of children in childhood and adolescence with autism spectrum disorder: identifying possible antecedents

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S6_PO-012 Evaluating youth's perspective on the quality of care: the development of the Trauma-Informed Care Youth Evaluation Questionnaire (TIC-Y)

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S6_PO-013 Understanding Brazilian ethnotheories of child development and education: an essential component of culturally adapting US interventions

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S6_PO-014 Dating violence in adolescence relationships: implication profiles and relation with interpretation of violence

María Sánchez Zafra¹, Rosario Ortega Ruiz¹, Carmen Viejo Almanzor¹

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S6_PO-015 The use of mind transformation games as an intervention strategy to manage drug addiction among adolescents in Cameroon

Anthony Molesy Njimeleki¹

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S6_PO-016 Football and the enhancement of adolescent mental well-being in fragile contexts: a case study of the anglophone crisis in NW and SW Cameroon

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S6_PO-017 A crosscultural perspective on early childhood teachers' experience of working with children at risk

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S6_PO-018 "I feel like they're just talking down to me": a qualitative analysis of parent preferences for resources

Tomer S. Berkowitz¹, John Toumbourou¹, Subhadra Evans¹, Kelsie Bufton¹, Elizabeth M. Westrupp¹

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S6_PO-019 The relations of teachers' interventions into bullying incidents with teacher and school characteristics

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S6_PO-020 Exploring the links between maternal sensitivity, co-construction skills, and moral agency: insights from a study with mother-child dyads

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S6_PO-021 Maternal depression and early child socio-emotional and cognitive growth: examining bidirectional dynamics using latent change score analysis

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S6_PO-022 Perinatal anxiety during the Covid-19 pandemic as a predictor of early child development

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S6_PO-023 Family meal environment differentially conditions the prospective association between early childhood screen time and key social relationships

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S6_PO-024 Parenting self-efficacy and school readiness in preschool children in Indonesia

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S6_PO-025 Discrepancies in weight perception: Turkish mothers' perception vs preschoolers' actual weight

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S6_PO-026 From the outside in: the impact of developmental resources and orientation on creativity

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S6_PO-027 Does children's planning mediate the path from parental scaffolding to children's mathematical ability?

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S6_PO-028 Buffering role of self-compassion on the effects of child-based worth

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S6_PO-029 Early-onset trajectories of emotional dysregulation in autistic children

Teresa Bennett¹, Marc Jambon², Anat Zaidman-Zait³, Eric Duku¹, Peter Sztatmari⁴, Isabel M. Smith⁵, Mayada Elsabbagh⁶, Stelios Georgiades¹, Tracy Vaillancourt⁷, Lonnie Zwaigenbaum⁸, Connor Kerns⁹, Annie Richard⁵

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S6_PO-030 Child temperament and interparental conflict as predictors of mealtime screen use

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S6_PO-031 Longitudinal associations between physical discipline and externalizing behavioral problems across childhood

Yena Kyeong¹, Mioko Sudo², Yuna Koyama³, Birit Broekman⁴, Johan Gunnar Eriksson¹, Helen Chen Yu⁵, Peipei Setoh⁶

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S6_PO-032 The impact of maltreatment on child development: comparing a group of victims and non-victims of child abuse and neglect

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S6_PO-033 Development and validation of the children's Filial Care Behaviors Scale

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S6_PO-034 Associations between perceived social support and the development of young children among adolescent mothers in Brazil

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S6_PO-035 The bridge between maternal burnout and adolescents' aggression: roles of maternal parenting behaviors and adolescents' empathy

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S6_PO-036 Parent-child separation, parent-adolescent communication and developmental trajectory of depressive symptoms in adolescents

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S6_PO-037 Parent-child separation and adolescents' developmental trajectories of delinquency: are all left-behind adolescents at a disadvantage?

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S6_PO-038 A qualitative study of chinese mothers' socialization of adolescents' emotions

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S6_PO-039 The role of environmental sensitivity in the association between democratic parenting style and well-being in adolescence: a preliminary study

Nicla Cucinella¹, Giusy Danila Valenti¹, Nicolò Maria Iannello¹, Costanza Baviera², Maria Grazia Lo Cricchio³, Cristiano Inguglia¹, Alida Lo Coco¹, Sonia Ingoglia¹

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S6_PO-040 Parenting through adversity: mitigating racial discrimination's toll on mental well-being in ethnic minority adolescents

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S6_PO-041 Exploring first-time Emirati fathers' perspectives: identity, attitudes, and roles in parenting and child development

Antje von Suchodoletz¹, Shaalan Farouk¹, Shamsa Al-Suwaidi¹, Khalifa Al-Nuaimi¹, Xuan Li²

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S6_PO-042 Inter-parental jealousy as a predictor of maternal gatekeeping during the transition to parenthood

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S6_PO-043 Tailoring the Home-Start Family Support program to the needs of parents in the transition to parenthood

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S6_PO-044 Gender differences in the relationship between family support and positive affect in parents of infants. Preliminary analyses

María del Sequeros Pedroso-Chaparro¹, Rosa Romero Moreno², Celia Nogales González², Ariadna de la Vega Castelo², Carlos Vara García²

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S6_PO-045 Associations between adult attachment, emotional responsiveness, and feeding practices

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S6_PO-046 Parents' executive functioning and parenting outcomes: a meta-analytic review

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S6_PO-047 Chinese mothers' parental ethnotheories: shifts in response to socioeconomic and population policy change

Yanzhen Kuang¹, Huda Akef¹, Darlis Juvino¹, Sara Harkness¹, Charles M. Super¹

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S6_PO-048 Does representational mind-mindedness translate into observable parenting behaviours?

Riikka Pauliina Svane¹, Mette Skovgaard Væver², Ida Egmos Pedersen²

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S6_PO-049 The moderating effects of parental efficacy between children's behavior problems and parental stress

Celia Nogales González¹, María del Sequeros Pedroso Chaparro², Ariadna María de la Vega Castelo³, Carlos Vara García¹, Rosa Romero Moreno¹

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S6_PO-050 How caregivers' focus on healthcare affects social participation of women with disabilities in ColombiaTeresa Sprenger¹¹*TU Dortmund University, Germany***S6_PO-051 Associations between maternal self construals and parenting practices**Aybegum Memisoglu-Sanlı¹, Sibel Kazak Berument²¹*Ankara Medipol University, Türkiye*, ²*Middle East Technical University, Türkiye***S6_PO-052 Youth daily stressors and parent wellbeing**Melissa Lippold¹, Melissa Jenkins², Katherine Ehrlich³, Soomi Lee⁴, Kacey Wyman¹, David Almeida⁴¹*The University of North Carolina at Chapel Hill, USA*, ²*The University of Wisconsin at Madison, USA*, ³*The University of Georgia, USA*, ⁴*Penn State, USA***S6_PO-053 From child abuse to dating violence through insecure adult attachment: findings from Korean men**Sohee Park¹, Mi Yeon Park¹, Hyoun K. Kim¹¹*Department of Child and Family Studies, Human Life & Innovation Design, Yonsei University, South Korea***S6_PO-054 Parenting and child development in a prison setting**Katherine Solis Cordero¹¹*Universidad de Costa Rica, Costa Rica***S6_PO-055 Biological regulation of fear in social and non-social contexts and its relation to social withdrawal in Chinese toddlers**Haining Han¹, Jinchen Zou¹¹*Peking University, China***S6_PO-056 Chinese and Japanese preschoolers' peer-status linkages with sociability, prosocial behavior, and subtypes of aggression**Craig H. Hart¹, Chongming Yang¹, Akiko Kawashima², Jun Nakazawa³, Nan Zhou⁴, Gao Wen⁵, David A. Nelson¹¹*Brigham Young University, USA*, ²*University of Yamanashi, Japan*, ³*Uekusa Gakuen University, Japan*, ⁴*Capital Normal University, China*, ⁵*Liaoning Normal University, China***S6_PO-057 Being the best or with the best: a developmental examination of children's preferences in a social comparison context**Tamar Cohen-Steinberger¹, Hagit Sabato¹¹*The Hebrew University, Israel***S6_PO-058 Language-based social preferences of South Asian children in Hong Kong**Sun Zhengliang¹, Chan Yau Yu²¹*Kyoto University, Japan*, ²*The University of Hong Kong, Hong Kong***S6_PO-059 "Powering up" to combat peer victimization in middle school**Leslie Echols¹, Sandra Graham²¹*Missouri State University, USA*, ²*University of California, Los Angeles, USA***S6_PO-060 What individual factors predict bullying during adolescence**Sevgi T. Aytekin¹, Aysun Dogan¹, Sibel Kazak Berument², Basak Sahin Acar², Deniz Tahiroglu³¹*Ege University, Türkiye*, ²*Middle East Technical University, Türkiye*, ³*Bogazici University, Türkiye***S6_PO-061 Relations between mentalizing difficulties and emotional or behavioral problems in adolescents – different types of mentalizing measurement**Małgorzata Woźniak-Prus¹, Małgorzata Gambin¹¹*University of Warsaw, Poland***S6_PO-062 The relationship between defending ability and adolescents' defending behaviors: the role of prosocial /risky tendencies, classroom norms and gender**Yang Yang¹, Yukai Zhou¹, Yunyun Zhang¹¹*Beijing Normal University, China***S6_PO-063 Patterns of context-based negative interpretive bias and the associations with social anxiety and depressive symptoms in adolescence**Yining Wang¹, Zewei Li¹, Yanjie Su¹¹*School of Psychological and Cognitive Sciences, Peking University, China; Key Laboratory of Behavior and Mental Health, Peking University, China*

S6_PO-064 Peer status as moderation factor for adolescents' wellbeing: a longitudinal study among Italian adolescents during the Covid-19 crisis

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S6_PO-065 Interdependencies and change in young people's personal goals during the third decade of life

Filomena Parada¹, Rasmus Mannerström², Inka Ronkainen², Miikka Turkkila², Katariina Salmela-Aro²

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S6_PO-066 The impact of type1 diabetes and a history of childhood cancer on body satisfaction in emerging adults: a propensity weighing approach

Janne Vanderhaegen¹, Elise Van Laere¹, Philip Moons¹, Laurence Claes¹, Jurgen Lemiere², Anne Uyttebroeck², Koen Luyckx¹

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S6_PO-067 Identifying sensitivity groups in Korean young adults using latent class analysis: relations to big five traits and emotion regulation strategies

Seung-Eun Lee¹, Yeonjin Kim¹, Ju-Hyun Song¹

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S6_PO-068 Solitary activities and psychosocial adjustment in emerging adulthood

Alicia McVarnock¹, Robert J. Coplan¹, Julie Bowker², Hope I. White²

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S6_PO-069 10 years of the Transition to Adulthood in Spain Project (TAE Project): some answers and many questions

Águeda Parra Jiménez¹, Inmaculada Sánchez Queija¹

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S6_PO-070 Emotional intelligence, social support and well-being of Spanish emerging adults: a longitudinal study

María del Carmen Reina Flores¹, Marina Blanco Rangel¹, Paula Domínguez-Alarcón¹, Enrique Arranz Freijo², Izarne Lizaso², Inmaculada Sánchez Queija¹

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S6_PO-071 The effect of prosocial behavior on life satisfaction and mental health problems in early adulthood: focusing on the mediating effect of trust

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S6_PO-072 Predicting internalizing symptoms from self-compassion through emotion regulation in emerging adults: a longitudinal and within-person approach

Tracy Wong¹, Chloe Hamza²

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S6_PO-073 Breaking the cycle: mentalizing moderates and mediates the link between childhood sexual abuse and satisfaction with adult romantic relationships

Dana Lassri¹

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S6_PO-074 How do children try to make others feel better after failures? Prosocial lie-telling is not the only way

Joanna Płotnikowska¹, Marta Biatecka¹

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S6_PO-075 Paternal depressive symptoms and infant respiratory sinus arrhythmia predict early empathic behaviors

Yael Dann¹, Avigail Gordon-Hacker¹, Alisa Egotubov¹, Florina Uzefovsky¹, Noa Gueron-Sela¹

¹*Ben-Gurion University, Israel*

S6_PO-076 Valuing cooperation but depreciating self-reliance? Young children cannot distinguish self-reliant members from cooperators, but older children can

Xuefei Pan¹, Jiaxuan Zhao¹, Wenjing Pang¹, Mingping Li¹, Jincheng Li², Yanjie Su¹

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S6_PO-077 A meta-analytic review of the association between theory of mind and aggression

Müge Ekerim-Akbulut¹, Melis Yavuz-Müren², Gamze Turunc-Bayrakdar³, Kana Imuta⁴, Bilge Selcuk⁵

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S6_PO-078 Temperament and developmental trajectories of prosocial behavior among Turkish children

Kennedy Kreidell¹, Zehra Gulseven¹, Asiye Kumru², Gustavo Carlo³, Melike Sayil⁴, Bilge Selcuk⁵

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S6_PO-079 Validation of the Social-Emotional Responding Task (SERT) in Spanish children

Virginia Sánchez Jiménez¹, María Luisa Rodríguez-deArriba¹, Javier Ortega-Rivera¹, Tina Malti²

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S6_PO-080 Sociocognitive and socioemotive traits as predictors of prosocial behaviors in late adolescence in educational settings: a cross-cultural study

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S6_PO-081 Collaboration between home and educational settings in the Nordic countries: a scoping review

Dziuginta Baraldsnes¹, Ingrid Midteide Løkken², Guttorm Hermann Helgøy², André Baraldsnes²

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S6_PO-082 Building blocks training program for the enhancement of visuospatial skills in primary school children

Giulia Prestera¹, Antonella Brighi¹, Mirco Tonin¹, Demis Basso¹

¹*Free University of Bozen, Italy*

S6_PO-083 Personal negative beliefs, follower and bystander behaviour in cyberbullying: moderation of collective negative beliefs and moral disengagement

Mijung Seo¹

¹*Jeju National University, South Korea*

S6_PO-084 Navigating adolescence: understanding the role of school, bullying, and attitude in psychological well-being

Jule Eilts¹, Jessica Wilke¹

¹*Carl von Ossietzky Universität Oldenburg, Germany*

S6_PO-085 Psychosocial predictors of reading habits among secondary school students in Southwest, Nigeria

Elizabeth Ibukunoluwa Olowookere¹, Wakil A. Asekun¹, Gbenusola A. Akinwale¹

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S6_PO-086 Promotion of mental health - social competences of adolescents and their importance in the process of mood regulation

Iwona Sikorska¹, Krzysztof Gerc¹, Anna Kuca¹

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S6_PO-087 **Quality assurance system in the effort to create a safe and sound learning environment: a participatory action research**
André Baraldsnes¹, Lene Heibø Knudsen², Inger Kolloen Heimdal²
¹University of Stavanger, Norway, ²Drangedal Municipality, Norway

S6_PO-088 **Teacher-child relationship and children's internalizing difficulties: psychometric properties of student-teacher relationship drawings in Italy**
Lavinia De Marco¹, Matilde Brunetti², Debora L. Roorda³, Fiorenzo Laghi¹, Emiddia Longobardi², Stefania Sette¹
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S6_PO-089 **The circumplex model approach towards teachers' motivating styles: revisiting model structure and its validity**
Ugnius Binkauskas¹, Saulė Raižienė¹
¹Vilnius University, Lithuania

S6_PO-090 **An intervention aimed at enhancing preschool teachers' emotion socialization skills**
Ayca Ulker¹
¹Hacettepe University, Türkiye

S6_PO-091 **A rasch analysis of the classroom assessment scoring system observation system for upper elementary level classrooms**
Sheri Bauman¹, Haiyan Wei¹, Mark Borgstrom¹, Arni Dizon¹, Sara Townsend¹
¹University of Arizona, USA

S6_PO-092 **Teachers' non-attunement to victimization: prevalence, development, and the predictive roles of individual, teacher, and classroom factors**
Nathalie Hoekstra¹, Yvonne van den Berg¹, Scott Gest²
¹Behavioural Science Institute - Radboud University, the Netherlands, ²University of Virginia, USA

S6_PO-093 **Relationship between SES and achievement emotions: roles of writing self-efficacy and teacher support**
Huang Jing¹
¹Lingnan University, Hong Kong

S6_PO-094 **The relationship between classroom climate and emotion regulation of secondary school students in inclusive classes in Germany**
Tobias Becker¹, Eva Lembke¹, Esheref Haxhiu¹, Gino Casale¹, Friedrich Linderkamp¹
¹Bergische Universität Wuppertal, Germany

S6_PO-095 **Statistical learning, L1 and L2 literacy-related skills, and math skills in young children**
Xiao Zhang¹
¹The University of Hong Kong, Hong Kong

S6_PO-096 **Are distinct sleep profiles in infancy related to early attention and executive function development?**
Anniina Karonen¹, Eeva-Leena Kataja², David J. Bridgett³, E. Juulia Paavonen⁴, Riikka Korja¹, Hasse Karlsson⁵, Linnea Karlsson⁶, Saara Nolvi⁷
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S6_PO-097 **Parental sensory processing sensitivity moderates the link between attention to angry face features and fearlessness/low social affiliation traits in**
Antonios I. Christou¹, Kostas Fanti², Ioannis Mavrommatis², Georgia Soursou²
¹University of Thessaly, Greece, ²University of Cyprus, Cyprus

S6_PO-098 **Positive childhood experiences as a moderator of associations between early life adversity and executive and emotional functioning in early adulthood**
Liam Wright¹, Ami Patel¹, Mark Wade¹
¹University of Toronto, Canada

S6_PO-099 **Graded impairment of cognitive functions after long-term high-altitude exposure: evidence from meta-analysis**
Rui Su¹, Shurong Jia¹, Hao Li¹, Delong Zhang², Hailin Ma¹, Yanjie Su³, Yiyi Wang⁴
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S6_PO-100 **Does long-term exposure to high-altitude environment affect our episodic memory?**
Getong Tao¹, Yanjie Su¹
¹Peking University, China

S6_PO-101 **Do young children expect (and prefer) group-based inequality in society?**
 Michal Reifen-Tagar¹, Ghadir Zreik², Roni Partouche¹, Omri Mehr¹
¹Reichman University, Israel, ²Yezreel Valley College, Israel

S6_PO-102 **Interpersonal relations, friendship motivation types, and social wellness among Black children in majority black and majority white U.S. schools**
Xin Li¹, Jeffrey Liew¹, Michele Lease², Tyler Prochnow¹, Jamilia Blake¹
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S6_PO-103 **Introducing developmental scientists for climate action: engaging developmental scientists in responding to climate change**
Ann V. Sanson¹, Jenna E. Spitzer²
¹University of Melbourne, Australia, ²University of Utrecht, the Netherlands

S6_PO-104 **Self-segregators versus mixers: a mixed-methods study exploring friendship patterns among first-year Chinese international students**
Qi Huang¹, Jiayi Liu¹, Mingjun Xie², Desiree B. Qin¹, Yuze Liu¹, Hye-Jin Park¹
¹Michigan State University, USA, ²Beijing Normal University, China

S6_PO-105 **Exploring racial discourse dynamics of Asian American families: variations in communication and warmth among ethnic groups**
Warren Aguilin¹, Charissa Cheah¹, Yao Sun¹, Li-Wen Wu¹, Jung Na¹
¹University of Maryland, Baltimore County, USA

S6_PO-106 **Ethnic-racial identity and critical consciousness intersections among German adolescents: links to classroom climate and school-based discrimination**
Oktay Balci¹, Zhihao Zhong¹, Danila Tran², Moja Kuss², Sonja Schulz², Sören Umlauf², Maja Schachner², Linda P. Juang¹
¹University of Potsdam, Germany, ²Martin Luther University of Halle-Wittenberg, Germany

S6_PO-107 **The impact of group status hierarchy on adolescents' loneliness: the moderation of culture and the mediation of peer support**
Yan Sun¹, Tong Zhou¹, Keqin Zhang², Junsheng Liu¹, Biao Sang³, Xinyin Chen⁴
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- S6_PO-108** **Perceptions of immigrants and immigration to the United States before and after taking a semester-long undergraduate course on Latin families**
 Sarah L. Pierotti¹, Jessica Clontz¹
¹Pennsylvania State University, DuBois, USA
- S6_PO-109** **Children and adolescents' social media and compulsive internet use: age and gender differences**
 Ilknur Coban¹, Aysun Dogan¹, Basak Sahin-Acar², Sibel Kazak Berument², Deniz Tahiroğlu³
¹Ege University, Türkiye, ²Middle East Technical University, Türkiye, ³Bogazici University, Türkiye
- S6_PO-110** **Viral social challenges: an explorative study with Italian adolescents**
 Lucia Di Martino¹, Mirella Dragone², Rita Ronca³, Concetta Esposito³, Dario Bacchini³
¹University of Foggia, Italy, ²Università "Giustino Fortunato", Italy, ³University of Naples "Federico II", Italy
- S6_PO-111** **Passive social network sites use, peer attachment, and restrained eating in Chinese college girls: integrating the sociocultural and attachment theory**
 Yunyan Zhao¹, Jenny Padilla¹, Liangshuang Yao², Xiaojun Sun³
¹University of Notre Dame, Psychology Department, USA, ²Henan University, School of Psychology, China, ³Central China Normal University, School of Psychology, China
- S6_PO-112** **Joinclusion. The implementation of a mobile game for social inclusion in multicultural school contexts**
 Alessandra Colella¹, Annaleda Mazzucato², Ioannis Christidis³, Loukas Oikonomakis⁴, Yusuf Can Semerci⁵
¹University of Naples Federico II, Italy, ²Fondazione Mondo Digitale, Italy, ³University of West Attica, Greece, ⁴Odyssey Foundation, ⁵Maastricht University, the Netherlands
- S6_PO-113** **Training mental health care providers to help youth manage social media: preliminary results of an online webinar**
 Sarah E. Domoff¹, Amy Mancuso², Stacey B. Armstrong³, Heide Rollings^{2,4}
¹University at Albany, State University of New York, USA, ²Pine Rest, USA, ³The Ohio State University, USA, ⁴Michigan State University, USA

Poster Session 7

- S7_PO-001** **The Rohingya functioning measure: culturally salient functional activities and their relation to mental health in the Rohingya population**
 A.K. Rahim¹, Caroline Hiott¹, Elisa Ugarte¹, Fahmida Tofail², Kazi Ishtiaque Sanin², Sajjadur Rahman², Shafiqur Rahman³, Alice J. Wuermli¹
¹New York University, USA, ²iccd,r,b, Bangladesh, ³Humanitarian Assistance Program (HAP)
- S7_PO-002** **Addressing english learning barriers for grade 4 learners within inclusive schools in Zithobeni Gauteng North district**
 Margaret Chauke¹, Matshidiso Mathilda Dladla¹
¹University of South Africa, South Africa
- S7_PO-003** **Examining the interventions by programme implementing organisations in Zimbabwe refugee camps: a search for cultural identity in childrearing**
 Joice Tafirenyika¹, Chipo Dyanda¹
¹University of Zimbabwe, Zimbabwe
- S7_PO-004** **Children's awareness of institutional inequality and its psychological consequences**
 Ghadir Zreik¹, Michal Reifen-Tagar², Omri Mehr², Minna O'Brien²
¹Yezreel Valley College, Israel, ²Reichman University, Israel
- S7_PO-005** **Harnessing youths' need to contribute to societal challenges**
 Lysanne te Brinke¹, Sophie W. Sweijen¹, Eveline A. Crone¹
¹Erasmus University Rotterdam, the Netherlands
- S7_PO-006** **Psychological dimensions associated with youth engagement in climate change issues: a person-centered approach**
 Alessandro Geraci¹, Giulia Giordano¹, Nicla Cucinella¹, Marco Cannavò², Maria Valentina Cavarretta¹, Marianna Alesi¹, Barbara Caci¹, Antonella D'Amico¹, Ambra Gentile¹, Nicolò Maria Iannello¹, Sonia Ingoglia¹, Cristiano Inguglia¹, Francesca Liga³, Giovanna Manna¹, Dario Monzani¹, Concetta Polizzi¹, Federica Papa²
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- S7_PO-007 Youth perspectives on peacebuilding in Colombia**
Juliana Valentina Duarte Valderrama¹, Vivian Liu², Bethany Corbett³, Leila Eisner⁴, Jeanine Gruetter, Eran Halperin⁶, Tabea Häsler⁴, Claudia Pineda Marin¹, Ilana Ushomirsky⁶, Laura Taylor²
¹Konrad Lorenz University, Colombia, ²University College Dublin, Ireland, ³Queen's University Belfast, UK, ⁴University of Zurich, Switzerland, ⁵University of Konstanz, Germany, ⁶Hebrew University, Israel
- S7_PO-008 Picturing children's resilience: an empowering photo elicitation project in the context of child poverty**
Amina Kefi¹, Nicole Lucassen², Dominique Troost², Mariëtte Lusse¹
¹Rotterdam University of Applied Sciences, the Netherlands, ²Erasmus University Rotterdam, the Netherlands
- S7_PO-009 The strengthening influence of perceived friend support on ethnic identity exploration and emotional resilience in multiracial youth**
Emily Zeigler Dana¹, Sophia Hadley¹, Adam A. Rogers¹
¹Brigham Young University, USA
- S7_PO-010 American enough? White American children's use of cognitive heuristics of the American identity**
Jordan Legaspi¹, Tara Mandalaywala¹
¹University of Massachusetts Amherst, USA
- S7_PO-011 Stability and change in maternal and paternal literacy support in early childhood in Latinx families**
Natasha J. Cabrera¹, Tina Chen², Jay Fagan³
¹UMD, USA, ²New York University, USA, ³Temple University, USA
- S7_PO-012 Analyzing the impact of varying levels of racism on cortisol activity in Latinx adolescents**
Samir Kasseem¹, Aylin Fernandez¹, Airín Martínez¹, Evelyn Mercado¹
¹University of Massachusetts Amherst, USA

- S7_PO-013 Parents' free descriptions of their children: reflections on culture and temperament**
Huda Akef¹, Yanzhen Kuang¹, Darlis Juvino¹, Sara Harkness¹, Charles M. Super¹
¹University of Connecticut, USA
- S7_PO-014 "I would definitely be scared of my future as a gay parent": queer young adults' beliefs about how youth consider future parenthood in the U.S.**
Kay A. Simon¹, Greyson Arnold¹, G. Nic Rider¹, Yueyao Wang¹, Eloise deWitt¹, Rachel H. Farr²
¹University of Minnesota, USA, ²University of Kentucky, USA
- S7_PO-015 Cultural validation of the Bangla and Rohingya versions of Child-Parent Relationship Scale (CPRS)**
Nabiha Sultana¹, Taslina Begum¹, Osman Goni¹, Syeda Sara Nasir¹, Sakila Yesmin¹
¹BRAC Institute of Educational Development, BRAC University, Bangladesh
- S7_PO-016 Psychometrical properties of the Italian version of the preschool SDQ for teachers and parents**
Marina Camodeca¹, Gabrielle Coppola², Eleonora Cannoni³, Anna Di Norcia³
¹University of Udine, Italy, ²University of Bari, Italy, ³Sapienza University of Rome, Italy
- S7_PO-017 Overcontrolled temperament: internalizing problems and executive functioning in preschool children**
Madalina Grigore¹, Giorgia Guidobaldi¹, Dora Bianchi¹, Anna Di Norcia¹
¹Developmental and social psychology department, Sapienza Rome University, Italy
- S7_PO-018 The relationships between empathy and social behaviours in middle childhood**
Eva Pires¹, Marília Fernandes¹, Carla Fernandes¹, Manuela Veríssimo¹
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S7_PO-019 A longitudinal study: emotion regulation as a mediating factor between emotional awareness and peer victimization in childrenRuian Wang¹, Junsheng Liu², Biao Sang³¹Caoguangbiao Primary School, Shanghai, China; School of Psychology and Cognitive Science, East China Normal University, China, ²School of Psychology and Cognitive Science, East China Normal University, China, ³Lab for Educational Big Data and Policymaking, Shanghai Academy of Educational Science, China**S7_PO-020 Emotion regulation, body image, and eating patterns in young adolescence**Vaiva Rimienė¹, Goda Kaniušonytė¹¹Mykolas Romeris University, Lithuania**S7_PO-021 The longitudinal impacts of negative weight-based teasing on body image concerns in French Canadian children: the mediating role of social comparison**Elizabeth St. John¹, Philip MacGregor¹, Jonathan Smith², Fanny-Alexandra Guimond¹¹University of Ottawa, Canada, ²University of Sherbrooke, Canada**S7_PO-022 The role of self-perception and distinctive characteristics in students' social integration among peers**Marie-Claude Salvas¹, Janie Comtois²¹University of Quebec in Outaouais, Canada, ²University of Quebec in Montreal, Canada**S7_PO-023 Zzz's, curious, and anxious in longitudinal study: indirect effects of self-esteem and self-control**Neslihan Güney Karaman¹, Alexander Vazsonyi², Seher Yalçın¹, Cemre Yavuz Şala¹, Furkan Kaşıkçı¹¹Ankara University, Türkiye, ²University of Kentucky, USA**S7_PO-024 Fear of missing out and well-being: bidirectional effects and age differences in a Swiss lifespan sample**Charikleia Lampraki^{1,2}, Daniela S. Jopp^{2,3}, Angélique Roquet³, Adriana Rostekova^{1,2}, Andreas Ihle^{1,2}¹University of Geneva, Switzerland, ²Swiss Centre of Expertise in Life Course Research LIVES, Switzerland, ³ University of Lausanne, Switzerland**S7_PO-025 Satisfaction of basic psychological needs and college students' identity formation: a developmental trend**Lin Chen-Yu¹, Lay Keng-Ling¹¹National Taiwan University, Taiwan**S7_PO-026 Stability and change of illness identity in youth with type1 diabetes: a latent transition analysis**Van Laere Elise¹, Oris Leen¹, Schepers Korneel¹, Vanderhaegen Janne¹, Campens Sara¹, Moons Philip¹, Hilbrands Robert², Luyckx Koen¹¹KU Leuven, Belgium, ²UZ Brussel, Belgium**S7_PO-027 Unveiling the depths of depression in highly sensitive person: moderated-moderation effects of bullying and emotional suppression**Keng-Hie Song¹¹Daegu University, South Korea**S7_PO-028 Dispositional traits associated with nonverbal social aggression**Jamilia J Blake¹, A.Michele Lease², Siqi Chen³, Jeffrey Liew¹, Tyler Prochnow¹, Xin Li¹¹Texas A&M University, USA, ²University of Georgia, USA, ³Google, USA**S7_PO-029 Impact of Covid-19 pandemic on identity development, well-being and mental health of Spanish emerging adults: a cohort study**Paula Domínguez Alarcón¹, Águeda Parra Jiménez¹, Marta Díez López¹, Rocío De la Fuente², Izarne Lizaso³, Inmaculada Sánchez Queija¹¹Department of Developmental and Educational Psychology, Universidad de Sevilla, Spain, ²Escuela Universitaria de Osuna (Sevilla), Spain, ³Department of Basic Psychological Processes and Their Development, Universidad del País Vasco, Spain

S7_PO-030 Relations between SES, self-efficacy, and digital safety among primary school studentsHuang Jing¹¹Lingnan University, Hong Kong**S7_PO-031 A computer-assisted adaptive observational measure of young children's play in early year settings in England: development and validation**Xiaofei Qi¹, Yuwei Peng¹¹Durham University, UK**S7_PO-032 Effects of school climate on 5C's of positive youth development: full SEM model**Miranda Novak¹, Darko Rovic², Gabrijela Vrdoljak³, Josipa Mihić⁴¹University of Zagreb Faculty of Education and Rehabilitation Sciences, Croatia, ²University of Rijeka, School of Medicine Rijeka, Department of Social Epidemiology, Croatia, ³University of J.J. Strossmayer Faculty of Philosophy, Department of Psychology, Croatia, ⁴University of Zagreb, Croatia, ⁵University of Split, Faculty of Philosophy Split, Croatia**S7_PO-033 Demographic factors related to bullying in secondary schools**Sevgi T. Aytakin¹, Aysun Dogan¹, Sibel Kazak Berument², Deniz Tahiroglu³, Basak Sahin Acar²¹Ege University, Türkiye, ²Middle East Technical University, Türkiye, ³Bogazici University, Türkiye**S7_PO-034 Beyond the scores: an examination of socioeconomic factors affecting PISA results in Türkiye and OECD countries**Seher Yalçın¹, Neslihan Güney Karaman¹, Cemre Yavuz Şala¹¹Ankara University, Türkiye**S7_PO-035 Qualitative examination of high school students' attitudes toward bullying in Turkey**Ayça Barklı¹, Emine Hilal Mutlu¹, Aysun Dogan¹¹Ege University, Türkiye**S7_PO-036 The development of the self-concept of political competencies- individual and group related influences during adolescence**Monika Buhl¹, Ines Kling¹, Hans Peter Kuhn², Katharina Reschke¹¹Heidelberg University, Germany, ²University of Kassel, Germany**S7_PO-037 The associations of school refusal components in adolescents with school phobia: undirected and Bayesian network analyses**Gong Jie¹, Liu Junsheng¹, Biao Sang²¹East China Normal University, China, ²Shanghai Academy of Educational Sciences, China**S7_PO-038 Assessment of the program "Río, Juego y Aprendo": a pilot intervention to include learning trough play in Colombian classrooms**Tatiana Plata¹, Carolina Maldonado-Carreño², Julian Mariño Von Hildebrand²¹Universidad Nacional de Colombia, Colombia, ²Universidad de Los Andes, Colombia**S7_PO-039 Preschooler's mental health during Covid-19: the role of teacher-related factors**Dana Lassri¹, Joy Benatov², Mor Keleynikov², Noga Cohen²¹The Paul Baerwald School of Social Work and Social Welfare, The Hebrew University of Jerusalem, Israel, ²Department of Special Education, University of Haifa, Israel**S7_PO-040 Prosocial behaviour and student teacher relationship in primary school**Anna Di Norcia¹, Chiara Mascarò¹, Ylenia Micci¹, Giordana Szpunar¹¹Sapienza Rome University, Italy**S7_PO-041 Be soft but firm: examining the predictive role of teacher-student interaction on students' social-emotional skills**Doris Kristina Raave¹¹University of Tartu, Estonia**S7_PO-042 The moderating role of teachers' stress on the relationship between teachers' physiological responses and their feelings of burnout**Yael Rozenblatt-Perkal¹, Noa Gueron-Sela¹, Naama Atzaba Poria¹¹Ben Gurion University of the NEGEV, Israel

S7_PO-043 Cross-level moderation effect of childcare environmental quality on the relationship between family context and developmental outcomes

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S7_PO-044 Men's empathy towards children's distress across the transition to fatherhood

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S7_PO-045 Mutual joy, culture and father-child attachment

Tanya Broesch MacGillivray¹, Srujana Duggirala¹, Tristan Raymond¹, Nicole Pidperyhora¹, Chris von Rueden², Barry Hewlett³
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S7_PO-046 Elucidating the pathway between parental mind-mindedness and preschool children's executive function in China

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S7_PO-047 Maternal touch and infant's brain responses to affective and discriminative touch in a sample aged 7 to 12 months: an fNIRS study

Juliana A. F. Serra¹, Isabel C. Lisboa², Helga Miguel³, Alfredo F. Pereira², Adriana Sampaio⁴
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S7_PO-048 The association between attachment and perceived safety: evidence across three developmental stages

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S7_PO-049 Maternal mutual attunement, child emotion regulation, and behavior problems: a longitudinal study with Turkish preschool children in Covid-19 pandemic

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S7_PO-050 Health-related quality of life in children with varied developmental histories

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S7_PO-051 Maternal stress, child behavioral problems, and the moderating role of shared reading's interactive style

Denise Ruschel Bandeira¹, Chrystian Kroeff¹, Clécio Homrich da Silva¹, Juliana Rombaldi Bernardi¹, Marcelo Zubaran Goldani¹
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S7_PO-052 Examining the mediating roles of attachment dimensions in the associations between childhood harsh discipline and behavioral problems

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S7_PO-053 An actor-partner interdependence model of dyadic adjustment, parenting styles, and child adjustment: implications for the spillover effect

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S7_PO-054 **Does executive function and theory of mind underpin children's autonomy and positivity during parent-child interactions? A 3-site cross-cultural study**
Jean Anne Heng¹, Claire Hughes¹, Laure Lu Chen¹, Chengyi Xu²
¹Centre for Child and Family Research, University of Cambridge, UK, ²Tsinghua University, China

S7_PO-055 **Physical closeness with parents, body image and self-esteem in school aged children**
Karolina Kubicka¹, Małgorzata Gambin¹, Małgorzata Woźniak-Prus¹
¹Faculty of Psychology University of Warsaw, Poland

S7_PO-056 **"Dancing with emotions": tuning in to teens program implementation in Turkey**
Gülten Gülada Kahya¹, Türkan Yılmaz Irmak², Sophie Havighurst³
¹Muğla Sıtkı Koçman University, Türkiye, ²Ege University, Türkiye, ³University of Melbourne, Australia

S7_PO-057 **The effects of perceived parental behavioral and psychological control behaviors on adolescents' identity development**
Helin Özge Bazkır¹, Aysun Doğan¹, Sibel Kazak Berument², Başak Şahin Acar², Deniz Tahiroğlu³
¹Ege University, Türkiye, ²Middle East Technical University, Türkiye, ³Boğaziçi University, Türkiye

S7_PO-058 **Antecedents and influences of Chinese parent-adolescent conversation about Covid-19 pandemic: the moderating role of parental burnout**
Tianying Cai¹, Beiming Yang², Feiyu Wang², Binbin Chen³, Yang Qu²
¹University of Minnesota - Twin Cities, USA, ²Northwestern University, USA, ³Fudan University, China

S7_PO-059 **Sibling dynamics and individual adjustment in young adulthood**
Ji-Yeon Kim¹
¹University of Hawaii - Manoa, USA

S7_PO-060 **The role of intergenerational solidarity on the adjustment of Spanish and Portuguese emerging adults: an exploratory study**
 María del Carmen García Mendoza¹, Susana Coimbra², Inmaculada Sánchez Queija¹, Marta Díez López¹, Rocío de la Fuente, Águeda Parra Jiménez¹
¹Department of Developmental and Educational Psychology, Universidad de Sevilla, Spain, ²Faculdade de Psicologia e de Ciências da Educação, Universidade do Porto, Portugal, ³Escuela Universitaria de Osuna (Sevilla), Spain

S7_PO-061 **Emerging adulthood in the time of Covid-19: analyzing parent-child relationships, flourishing and psychological distress in two Spanish cohorts sample**
 Rocío de la Fuente¹, María del Carmen Reina², Enrique Arranz Freijo³, Paula Domínguez-Alarcón², Águeda Parra Jiménez²
¹Escuela Universitaria de Osuna (Sevilla), Spain, ²Department of Developmental and Educational Psychology, Universidad de Sevilla, Spain, ³Department of Basic Psychological Processes and Their Development, Universidad del País Vasco, Spain

S7_PO-062 **Experiences with racism and racial socialization intentions among unmarried, Black American parents expecting a baby**
Geoffrey L. Brown¹, Niyantri Ravindran¹, Clare R. Thomas¹, Cullin Howard¹, Yating Huang¹, Alp Aytuglu²
¹University of Georgia, USA, ²Pennsylvania State University, USA

S7_PO-063 **Parenting daily hassles and new mothers' and fathers' parenting quality: the role of coparenting**
Atinuke Y. Oduloye¹, Sarah J. Schoppe-Sullivan¹
¹The Ohio State University, USA

S7_PO-064 **Between work and family: exploring maternal guilt as a mediator between intensive parenting behaviors and work-family conflict**
Marta Zeglen¹, Katarzyna Lubiewska¹
¹University of Warsaw, Poland

S7_PO-065 Parental cortisol reactivity to conflict as a mediator of associations between hostile interparental conflict and parental discipline

Cory R. Platts¹, [Melissa L. Sturge-Apple](#)¹, Patrick T. Davies¹

¹University of Rochester, USA

S7_PO-066 Interparental conflict parent-child relationship quality in emerging adulthood in Portugal and Brazil: the role of self-blame and threat appraisals

Rafaella Ferreira Lopes¹, [Carla Silva](#)², Antonio Augusto Pinto Junior³, Eunice Magalhães⁴

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S7_PO-067 parenting quality as a promotive factor for young children experiencing family homelessness and parental incarceration

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S7_PO-068 Family structure and girls' puberty timing across different races and ethnicities in the US

[Julia Yan](#)¹

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S7_PO-069 Distinguishing between success- and failure-oriented child-based worth: links with parental cognitions, emotional functioning and parenting practices

[Yan Li](#)¹, Florrie Fei-Yin Ng¹

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S7_PO-070 The longitudinal influence of family functioning on parenting styles

[Tay Jia Sheng Jeremy](#)¹, Ying Qing Won¹, Sharon Ting¹, Michelle Lee², Evelyn Law³, Johan Eriksson³, Helen Chen⁴, Peipei Setoh¹

¹Nanyang Technological University, Singapore, ²Translational Neuroscience Programme, Singapore Institute for Clinical Sciences (SICS), Agency for Science, Technology and Research (A*STAR), Singapore, ³Yong Loo Lin School of Medicine, National University of Singapore, Singapore, ⁴KK Women's and Children's Hospital, Singapore

S7_PO-071 Parenting self-efficacy among Ukrainian immigrants living in Poland: the role of parent psychological adjustment, cultural and relational factors

[Joanna Boruszak-Kiziukiewicz](#)¹, Grażyna Kmita¹, Andrzej Cudo²

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S7_PO-072 Mothers and infants co-sleeping co-arousal patterns on Tanna, Vanuatu

Tanya Broesch MacGillivray¹, [Srujana Duggirala](#)¹, Andrea Smit¹, Patrick Carolan², Ralph Mistlberger¹

¹Simon Fraser University, Canada, ²Saint Mary's University, Canada

S7_PO-073 Associations between neighborhood characteristics, mental health, and parenting among mothers with young children in Brazil

[Clariana Vitória Ramos de Oliveira](#)¹, Silvana Freire², Laura Chechel¹, Claudia Nery Palombo³

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S7_PO-074 Home learning environment and center-based family involvement in England, Estonia, and the United States

[Jing Gong](#)¹, Stephanie W. Y. Chan¹

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S7_PO-075 How Polish parents rate their children's temperament and why is it important to consider their relationship's characteristics?

[Dominik Lech](#)¹, Natalia Józefacka¹

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S7_PO-076 The value of children across generations and socioeconomic levels in a representative sampleMehmet Harma¹¹University of Akureyri, Iceland**S7_PO-077 Parental death and its impact on younger bereaved children**Margaret Ohene-Boateng¹, Pushpanjali Dashora¹¹University of Alberta, Canada**S7_PO-078 Validation of the Swahili version of the WHO Infant and Young Children Development (IYCD) scale in Kenya**Amina Abubakar¹, Eunice Njoroge¹¹Aga Khan University, Kenya**S7_PO-079 Using the protective and compensatory experiences (PACE) framework to assess cumulative protection: a developmental perspective**Jennifer N.H. Watrous¹, Jens E. Jespersen², Lana Beasley², Jennifer Hays-Grudo², Amanda S. Morris¹¹Oklahoma State University, USA, ²Oklahoma State University Center for Health Sciences, USA, ³Oklahoma State University, USA**S7_PO-080 Childhood maltreatment and psychopathology in youth**Ecem Cicek-Habes¹, Cemre Yavuz-Sala¹, Kubra Berber¹, Sema Nur Toker¹, Neslihan Guney-Karaman¹¹Ankara University, Türkiye**S7_PO-081 A latent profile analysis of callous-unemotional traits and emotional behavioural problems in early childhood: associations with self-regulation**Yi En Chloe Tan¹, Yena Kyeong², Desiree Phua³, Johan Eriksson⁴, Helen Chen Yu⁵, Michael Meaney⁶, Peipei Setoh¹¹Psychology Division, School of Social Sciences, Nanyang Technological University, Singapore, ²Department of Psychology, National University of Singapore, Singapore, ³Translational Neuroscience Programme, Singapore Institute for Clinical Sciences (SICS), Agency for Science, Technology and Research (A*STAR), Singapore, ⁴Translational Neuroscience Programme, Singapore Institute for Clinical Sciences (SICS), Agency for Science, Technology and Research (A*STAR);

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⁵Department of Psychological Medicine, Kandang Kerbau Women's and Children's Hospital, Singapore, ⁶Translational Neuroscience Programme, Singapore Institute for Clinical Sciences (SICS), Agency for Science, Technology and Research (A*STAR), Singapore; Department of Psychiatry, Douglas Mental Health University Institute, McGill University**S7_PO-082 The impact of mild traumatic brain injury (MTBI) on the development of mental health challenges in children: consideration of demographic, parenting**Muthanna Samara¹, Basel El-Khodary², Eman Shaltout¹, Aiman El-Asam¹, Samir Qouta³, Raija-Leena Punamäki-Gitai⁴, Hisham Morsi⁵, Nader Al-Dewik⁵¹Kingston University London, UK, ²Islamic University of Gaza, Palestine, ³Doha Institute for Graduate Studies, Qatar, ⁵Tampere University, Finland, ⁶Hamad Medical Corporation, Qatar**S7_PO-083 Reciprocal associations of delinquency and alcohol use across adolescence and childhood predictors: a random intercept cross-lagged panel analysis**Juliane Pariz¹¹The University of Queensland, Australia**S7_PO-084 The link between adhd-symptoms and antisocial behavior: do mother's and father's parenting behavior moderate the link differently?**Selma Salihovic¹, Xiang Zhao¹, Terese Glatz¹¹Örebro University, Sweden**S7_PO-085 Developmental trajectories of depression in Korean children from childhood to early adolescence: the effects of sleep quality and physical activity**Yoon Kyung Kim¹, Jeeyeon Hong¹, Hojung Kim¹, Ju Hee Park¹¹Department of Child & Family Studies, Yonsei University, South Korea

- S7_PO-086 Resilience, attachment and depression in adolescence**
Carolina Ferreira¹, Manuela Veríssimo¹, [António J. Santos](#)¹
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- S7_PO-087 The mediating role of emotional regulation between attachment and loneliness in adolescence**
[Beatriz Pacheco](#)¹, António J. Santos¹, Manuela Veríssimo¹
¹*William James Center for Research, Ispa-Instituto Universitário, Portugal*
- S7_PO-088 Association between attachment quality and behavior problems during emergence to adulthood: moderating effect of gender**
Alysen Corbeil¹, Danyka Therriault¹, [Mélanie Lapalme](#)²
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- S7_PO-089 Trajectory of the general p-factor between anxiety and depression in adolescents aged 10-18 years: the role of stressful life event**
[Mengdi Qi](#)¹, Fumei Chen², Cai Zhang², Yuhan Luo³, Rui Luo¹, Hanning Lei², Yun Wang¹
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- S7_PO-090 Heterogeneity in hope trajectories during Chinese early adolescence: associations with mental health and behavioral outcomes**
[Liang Pengwei](#)¹, Bian Yufang²
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Family Education Research Center at Beijing Normal University, China

- S7_PO-091 "Mental health is self-care" - Irish young people's perspectives of mental health: a thematic analysis**
[Alina Cosma](#)¹, Clara Gaughan¹, Yekaterina Chzhen¹
¹*Trinity College Dublin, Ireland*
- S7_PO-092 Relationship between childhood sexual abuse and dissociative experiences in later life**
[Faustas Antanaitis](#)¹, Rita Žukauskienė¹, Aleksandr Segal¹
¹*Mykolas Romeris University, Lithuania*
- S7_PO-093 Examining the effects of a social and emotional learning program on language and executive functions in first to fourth graders**
[Rita Antunes](#)¹, Joana Alexandre², Tulia Cabrita³, Luciana Anjos Joaquim⁴, Margarida Elisa da Cunha Matos⁴, Tânia Carneiro⁵, Marisa Filipe⁵
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- S7_PO-094 Expressive writing and academic performance: a meta-analysis**
[Lingjun Chen](#)¹, Dongni Zhuo²
¹*Shanghai Jiao Tong University, China, ²University of Washington, USA*
- S7_PO-095 Age difference in stress level among individuals aged 55 years old or above in Hong Kong: the mediating role of physical activity**
Vivian Tsang¹, [Ming Ho Chau](#)¹, Hezon Tang², Jasmine Chan²
¹*Hong Kong Metropolitan University, Hong Kong, ²Hong Kong Lutheran Social Service, Hong Kong*

- S7_PO-096** **Neurodevelopmental assessment of infants born during the Covid-19 pandemic: a comparison study between infected and non-infected mothers**
Ana R. Mesquita¹, Cláudia Ferreira², Joana Antunes², Inês Fachada³, Sara Almeida⁴, Adriana Sampaio², Isabel Soares²
¹ProChild CoLAB, Portugal, ²School of Psychology, University of Minho, Portugal, ³APsi – UMinho, Portugal, ⁴Neonatology, Psychology Service, São João University Hospital Center, Portugal
- S7_PO-097** **Workshops that promote child development for hospitalized children: report of experience**
Daniela Doulavince Amador¹, Luciana Lione Melo¹, Marcela Astolphi de Souza¹, Camila Cazissi da Silva¹, Adriane Eiko de Andrade¹, Samara Macedo Cordeiro
¹University of Campinas - UNICAMP, Brazil
- S7_PO-098** **The relationship between cognitive processing speed and white matter integrity across the life course: a systematic review**
Niall Costello¹, Falvia Santos¹, Jennifer Symonds²
¹University College Dublin, Ireland, ²University College London, UK
- S7_PO-099** **Evidence for the link between infants' visual attention to moving objects and spatial language input during infant-mother block play**
Jihye Choi¹, Youjeong Park¹
¹Seoul National University, South Korea
- S7_PO-100** **“Let me show you why you’re wrong”: the origins of scientific argumentation and its cognitive correlates**
Özgün Köksal¹, Beate Sodian¹
¹Ludwig Maximilian University, Germany
- S7_PO-101** **Support for intrinsic motivation to learn statistics in social sciences students as an anxiety-reducing factor- an experimental study**
Natalia Józefacka¹, Krystian Macheta², Michał Nowakowski³
¹University SWPS, Poland, ²University of the National Education Commission, Poland, ³The Educational Research Institute, Poland
- S7_PO-102** **Parents differ: maternal and paternal reminiscing style in shared past conversations**
Ilknur Coban¹, Rumeysa Nur Alas², Oyku Karatas³, Basak ahin-Avar³
¹Ege University, Türkiye, ²Hacettepe University, Türkiye, ³Middle East Technical University, Türkiye
- S7_PO-103** **Relationship between pet ownership and cognitive functioning in late adulthood**
Adriana Rostekova^{1,2}, Charikleia Lampraki^{1,2}, Jürgen Maurer^{2,3}, Clément Meier^{2,3}, Maud Wiecezorek^{2,3}, Andreas Ihle^{1,2}
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- S7_PO-104** **Exploring incels' discourses on adaptation, pessimism, and suicidality: a qualitative examination of related factors on three incels' forums**
Sabrina Laplante¹, Marie-Aude Boislard¹
¹Université du Québec à Montréal, Canada
- S7_PO-105** **Development of empathic disequilibrium and its relationship with behavior problems**
Florina Uzefovsky¹, Ido Shalev¹, Rebecca Waller², Nicholas Wagner³
¹Ben-Gurion University in the Negev, Israel, ²University of Pennsylvania, USA, ³Boston University, USA
- S7_PO-106** **Sociomoral reasoning regarding law noncompliance in a context of illegality, exposure to violence, and absence of the Colombian state**
Roberto Posada Gilède¹, Karen Forero Niño¹
¹Universidad Nacional de Colombia, Colombia
- S7_PO-107** **Omission bias in adolescence: asymmetric perception of morality, intentionality and causality**
Yanwei Wang¹, Yanjie Su¹
¹Peking University, China

S7_PO-108 Parent and school related protective factors against adolescent cyber victimization

Burak Akdeniz¹, Aysun Doğan², Deniz Tahiroğlu³, Başak Şahin-Acar⁴, Sibel Kazak-Berument⁴

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S7_PO-109 Parental reflective functioning (PRF) as a moderator of the link between parental Fomo, PPUoD, and screen use during interaction (SUDI)

Horesh Orya¹, Elias Nelly¹, Atzaba-Poria Naama¹

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S7_PO-110 A network analysis of the relationships between the six Cs of positive youth development and gender among youth in Croatia

Marina Hirnstein¹, Nora Wium¹, Gabrijela Vrdoljak², Ana Kurtović², Ana Babić Čikeš²

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S7_PO-111 Perspectives of youth on mental well-being: a systematic review

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S7_PO-112 Adaptation of tasks for online assessment of children's emotional processing

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S7_PO-113 Sharing experiences to be heard: adolescent voices as participants in health research

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S7_PO-114 Predetermined R squared: an index of later development determined by the past

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Ines Lucieer	S3_PO-042	Jennifer Andrea Malaver	S5_PO-068; S6_PO-020	Joanna Plotnikowska	S6_PO-074
Inês Morais	S3_PO-074	Jennifer Chun-Li Wu	S2_PO-022	Joanna Smogorzewska	SY-052_04; SY-129; SY-129_04
ingrid Schoon	SY-078_04	Jennifer E. Lansford	ECW-1	Joaquín A. Mora-Merchán	SY-161_02; S4_PO-112
Inmaculada Sánchez Queija	S6_PO-070; S7_PO-029	Jennifer Finders	SY-196; SY-016_03	Jocelyn Dautel	SY-080; SY-080_01
Ipek Isik	SY-142_02	Jennifer L. Doty	SY-022; SY-022_01	Joel M. Hektner	S3_PO-047
İrem Metin Orta	S5_PO-005	Jennifer Lansford	SY-039; RT-3	John Corbit	SY-086_03
Irene J. Lagares	S2_PO-068	Jennifer N.H. Watrous	S7_PO-079	John Kjøbli	SY-126; SY-146_01
Irene Pastras	S5_PO-080	Jennifer. E. Lansford	SY-135_04	John McLennan	S1_PO-017; S2_PO-020
Irene Rubio Azevedo	S7_PO-043	Jenny Maurer	S3_PO-049; S2_PO-101	JohnBosco Chika Chukwuorji	PS-01_02
Irene Valori	S1_PO-033	Jens E. Jespersen	S5_PO-036	Joice Tafirenyika	PS-02_03; S7_PO-003
Iris Eekhout	SY-020_02	Jérôme Gravel	S4_PO-099	Jonathan Klapwijk	SY-097_01
Isabel Soares	SY-165	Jessica N. Gurbacki	SY-045_02; S4_PO-006	Jonathan Seiden	SY-020_03
Isabelle Roskam	SY-004_01; SY-081	Jessica Vervoort-Schel	S6_PO-009	Jone Martínez-Bacaicoa	SY-140_04
Isabelle Zammit	SY-021_02	Jessica Wilke	S3_PO-087	Joo Young Yang	S3_PO-113
Iuliia Pavlova	SY-048_02	Jessie Hillekens	SY-031; SY-031_03	Jordan Legaspi	S5_PO-105; S7_PO-010
Ivan Simpson-Kent	S2_PO-063	Ji-Yeon Kim	S7_PO-059	Jorge Cuartas	SY-003_03; SY-097; S4_PO-097
Ivy Kesewaa Nkrumah	S5_PO-097	Jiabin Lyu	S4_PO-066	Joscha Kärtner	SY-115; SY-185_01
Iwona Sikorska	S6_PO-086	Jiajun Mo	SY-026_03; S3_PO-011	Joshua Murillo	SY-064_01
Jad Hamaoui	SY-184_03; S4_PO-005	Jialing Li	S1_PO-095	Joyce Johanna Endendijk	SY-053; SY-053_02; S1_PO-107
Jae Hyung Lee	IS-5_02	Jian-Bin Li	SY-109; S3_PO-067	Joyce Weeland	SY-025; SY-180_02
Jaimee Stuart	SY-085; SY-085_01	Jianbin Li	SY-109_02	Juan Del Toro	SY-060; SY-060_03
James Smith-Spark	S2_PO-108	Jianjie Xu	SY-124_03; S4_PO-085	Judah Koller	SY-136_01; S2_PO-027
Jamie Gahtan	SY-077_01	Jiaxi Zhou	SY-012; SY-012_02	Judith Kehl	SY-011; SY-011_02
Jamie Leach	SY-066_01; S5_PO-089	Jiayi Liu	SY-054; SY-054_03	Judith van de Wetering	SY-179_02
Jamilia J. Blake	S7_PO-028	Jiayin Zheng	SY-005_03; S7_PO-046	Jule Bach	SY-075; SY-075_04
Jana Fikrtová	SY-193_01	Jie Gong	SY-153_01	Jule Eilts	S6_PO-084
Jana Vietze	SY-104_03	Jieun Kim	S4_PO-027	Julia Kansok-Dusche	SY-144_03
Jana-Elisa Rueth	SY-051; SY-051_01	Jihye Choi	S5_PO-063; S7_PO-099	Julia Marie Christina Wenzing	SY-079_02
Janice Zeman	SY-118_04; S2_PO-079	Jihye Lee	S4_PO-035	Julia Tesolin	S1_PO-081
Janin Zimmermann	SY-001; SY-001_03	Jill T. Krause	SY-147_01	Julia Yan	S7_PO-068
Janne Støen	SY-070_01	Jing Gong	S4_PO-084; S7_PO-074	Juliana A. F. Serra	S7_PO-047
Janne Vanderhaegen	S6_PO-066	Jing Li	S1_PO-054; S2_PO-057	Juliana Karras	SY-002; SY-002_03
Jantine L. Spilt	SY-016	Jingjing Zhu	S1_PO-029; S2_PO-064		
Jasmine Cooper	SY-181_02	Jingu Kim	SY-173; SY-173_01		
Jasmine M. Banegas	SY-164_02	Jiwon Hwang	S4_PO-013		
Javier Martín-Babarro	S4_PO-004; S5_PO-039				

Juliana Valentina Duarte Valderrama	S7_PO-007	Kelly Lynn Mulvey	SY-015; SY-069_04; SY-117; SY-117_03	Lei Zhang	SY-125; SY-125_02
Juliane Pariz	S2_PO-106; S7_PO-083	Kelly Tabe Takang	S3_PO-015	Lena Jäggi	PS-05_02
Julianna Rose Calabrese	SY-101; SY-101_01; S5_PO-027	Keng-Hie Song	S7_PO-027	Lena Söldner	SY-038_01; SY-077_02
Julie Ann Robinson	PS-02; PS-03	Kenneth H. Rubin	IS-6	Leni Raemen	S3_PO-005
Julie C. Bowker	IS-2; IS-2_01; RT-1; SY-089_02; SY-131; SY-131_03	Keren Hanetz- Gamliel	SY-042_02; SY-042; SY-047_01	Leslie Echols	S6_PO-059
Julie Ma	S1_PO-016	Kianoush Harandian	SY-036; SY-036_04; S6_PO-023	Li Niu	S4_PO-037
Jun Wei	SY-109_03	Kiat Hui Khng	SY-042_01	Li Wang	SY-186; SY-186_04
Junsheng Liu	SY-092_03	Kirby Deater-Deckard	SY-023; SY-023_01; SY-082_03	Li-Wen Wu	S2_PO-007
Junxuan Zhao	SY-118_03	Kirsten Schuchardt	S5_PO-078	Liam Wright	S6_PO-098
Justina Davolyte	S2_PO-036	Klara Hermes	SY-119; SY-119_03	Liane Peña Alampay	PS-04; PS-04_01; SY-174_03
Juuso Repo	S3_PO-060	Konrad Guzowski	SY-198_03	Liang Pengwei	S7_PO-090
Ka I Ip	SY-039; SY-039_01	Koraly Pérez-Edgar	SY-192_01	Liedewij Borremans	S3_PO-051
Kai Richmond	S4_PO-089	Kristen C. Jacobson	S4_PO-046	Lígia Monteiro	SY-106; SY-106_03; SY-116_01
Kaitlin P. Ward	S1_PO-014; S2_PO-016	Kristia A. Wantchekon	SY-002_01	Lilian Ayiro	S1_PO-024
Kanda Lertlataluck	S4_PO-025	Kristian Rognstad	S4_PO-003	Liliana Capitão	SY-155
Kara Thompson	S5_PO-075; S6_PO-006	Kristie L. Poole	S1_PO-049	Lin Chen-Yu	S7_PO-025
Karen Bierman	S1_PO-074	Kristina Eggermont	S3_PO-006	Lin Fan	S6_PO-037
Karen Noel Castillo	S5_PO-113	Kristine J. Ajrouch	IS-3	Lin Tan	S5_PO-004
Karina Weichold	SY-098; SY-098_01; SY-098_02	Krystian Macheta	S7_PO-101	Linda P. Juang	SY-166_03
Karine Gagne	SY-122_03	Kumseon lee	S5_PO-037	Linda S. Pagani	SY-083
Karine Verschueren	SY-065	La-Mia Juan Crinis	S1_PO-022	Line Solheim Kvamme	SY-126_01
Karla Morales	SY-011; SY-011_02	Laura Diprossimo	SY-185_02	Linet Imbosa Muhati-Nyakundi	S1_PO-072; S5_PO-040
Karolina Kubicka	S7_PO-055	Laura Elenbaas	SY-015	Lingjun Chen	SY-128; SY-128_02; S7_PO-094
Karolina Waśkiewicz	S3_PO-029	Laura Elenbaas	SY-015_03; SY-029; SY-095	Liqi Zhu	SY-072_01
Katerina Romanova	SY-132_02	Laura Gorla	SY-032_03	Lisa De Luca	SY-091; SY-091_02
Katharina Eckstein	SY-193_03	Laura Menabò	SY-161; SY-161_01	Lisa H. Rosen	S2_PO-013
Katharina Fink	SY-006_01	Laura N. MacMullin	S1_PO-012	Lisa H. Rosen	S3_PO-043
Katharina Voltmer	SY-051_04	Laura Rodríguez-Pérez	SY-161_04; S3_PO-018	Lisa J.G. Krijnen	S2_PO-051
Katherine E. Finegold	S5_PO-055	Laura Šeibokaitė	S4_PO-033	Lisa Kiang	SY-166_04
Katherine M Ryan	SY-170_03; SY-170	Laura Visu-Petra	SY-052_03	Lisa Miller	S1_PO-056
Katherine Pascuzzo	SY-122_04; S1_PO-005; S2_PO-098	Laura Widman	S5_PO-029	Lisanne Schroer	SY-142; S2_PO-084; SY-142_01
Katherine Solis Cordero	S6_PO-054	Laure Lu Chen	SY-005_02; SY-022_02	Liuqing Jiang	SY-054_01
Kathy Ryan	SY-101_03	Lauren G. Wild	S2_PO-102	Livia Tomova	SY-125_04; SY-195_04
Katie Faulkner	SY-157_03; S2_PO-054	Lauren Howard	SY-019_03; S4_PO-028	Lixian Cui	S6_PO-038
Katja Tervahartiala	S5_PO-008	Lauren Kinnard	SY-166_02; S2_PO-111	Lixin Ren	SY-039_03; SY-141_02; S5_PO-012
Katrin Rothmaler	SY-035_02	Laurence Perrier	S1_PO-008	Ljiljana Kaliterna Lipovčan	S1_PO-025
Kay A. Simon	S7_PO-014	Lauri Hietajärvi	S3_PO-030	Loes van Rijn – van Gelderen	RT-3; SY-180_01
Kebuya Nathaniel Nganchi	S1_PO-041	Laurie-Anne Kosak	S1_PO-003; S5_PO-091	Lois M. D. Aryee	IS-5_03
Keirsten Taylor	S5_PO-057	Lavinia De Marco	S6_PO-088	Lore Vankerckhoven	S3_PO-003
Kelli L. Dickerson	SY-035_03	Lea Grossmann	SY-007_01		
		Lea Pulkkinen	IS-6		

Loretta Eboigbe	SY-164; SY-164_01	Manuela Veríssimo	SE-1	Marta Giner Torréns	SY-018_03
Loriane Trombini-Frick	S4_PO-020; S5_PO-098	Mara Morelli	S3_PO-103; S4_PO-071	Marta Miklikowska	SY-015_04
Lorraine Scott	SY-064_02	Marc Noom	PS-05	Marta Zeglen	S7_PO-064
Lorraine Swords	S1_PO-020	Marcel A. G. van Aken	SY-028_04; IS-4; SY-007_04	Martina Gallo	S6_PO-011
Lucia Di Martino	S6_PO-110	Marcella Caputi	SY-129_03; S5_PO-086	Maryse Guedes	SY-124_04
Lucia Manfredi	S5_PO-050	Margaret Chauke	S7_PO-002	Mateusz Platos	S6_PO-010
Lucien T. Winegar	S5_PO-053	Margaret Kabue	S5_PO-069	Mathilde Hallingstad	SY-073_03
Lucija Šutić	S3_PO-071	Margaret Ohene-Boateng	S7_PO-077	Prenevost	
Lucy Bowes	SY-111_01; SY-132_03	Margherita Lanz	S1_PO-110	Matilde Brunetti	SY-131_01
Luhao Wei	SY-153_04	Margo Dewitte	SY-184_02	Matteo Giletta	SY-103_01
Luis Diego Conejo Bolaños	S5_PO-054; S6_PO-080	Margret Sigmarisdottir	SY-146; SY-146_02	Matthew Cook	S2_PO-062
Luis Francisco Vargas-Madriz	S4_PO-104	Maria Catalina Rey-Guerra	S4_PO-068	Matthew Easterbrook	SY-107_04; SY-095_03
Luisa Fassi	S3_PO-100; S5_PO-112	Maria Chiara Basilici	SY-070; SY-070_02	Maximilian Seitz	S3_PO-092
Luisa Lüken	SY-056; SY-056_03	María del Sequeiros Pedroso-Chaparro	S5_PO-035; S6_PO-044	Maya Benish-Weisman	SY-017_04
Luiza Nobre Lima	SY-130; SY-130_02; SY-130_04	Maria Filomena Gaspar	SY-004_03	Maya Koven	S1_PO-019
Luke McGuire	SY-176; SY-176_01	María Luisa Rodríguez-deArriba	SY-030_02; S4_PO-059	Megan DeGroot	S4_PO-044; S5_PO-041
Lydia Laninga-Wijnen	SY-044; SY-044_04; SY-103; SY-103_02	Maria Paula Moretti	S1_PO-015; S2_PO-044	Megan Jones	SY-158_04
Lydia Maingi	PS-01_03	Maria Paula Paixão	SY-150_04	Meghan Borg	S2_PO-078
Lytian Ayiro	PS-01_01	Maria Prokofieva	IS-10_03	Mehmet Day	SY-188_02
Lynn Fainsilber Katz	SY-105	María Sánchez Zafra	S6_PO-014	Mehmet Harma	S7_PO-076
Lynn Muldrew	SY-146_04	Maria von Salisch	SY-137_04	Meike Vösgen-Nordloh	SY-065_02
Lysanne te Brinke	S7_PO-005	Marian Bakermans-Kranenburg	RT-3; SY-110_04	Meingold Hiu-ming Chan	S2_PO-043
M. Dalat Safa	SY-188; SY-188_01	Mariana Costa Martins	S3_PO-085	Mekdes Demissie	SY-187_02
M. Loreto Martínez	SY-073_04	Marie Lee Biron	S3_PO-019	Melanie A. Dirks	IS-2_04
Maayan Davidov	SY-088_01; SY-112_04	Marie-Aude Boislard	S1_PO-083	Melanie J. Zimmer-Gembeck	SY-120; SY-178_01; IS-8_03; IS-8_04
Mabele Elizabeth Nanyama	PS-02_06	Marie-Claude Salvas	S7_PO-022	Mélanie Lapalme	SY-162_01; S7_PO-088
Mabele Nanyama Elizabeth	S1_PO-104	Marie-Josée Letarte	SY-162_04	Melissa Gauthier	S3_PO-056
Madalina Grigore	S7_PO-017	Marie-Noëlle Lortie	S5_PO-061	Melissa L. Sturge-Apple	S7_PO-065
Madelyn Bennett	S4_PO-086	Marija Zotović-Kostić	S5_PO-049	Melissa Lippold	S6_PO-052
Madison Taylor	SY-157_01	Marina Camodeca	S7_PO-016	Melissa Washington-Nortey	SY-093_02
Magaly Noblega	SY-106; SY-106_02; IS-7_01	Marinus van Ijzendoorn	RT-3	Melita Puklek Levpušček	S5_PO-025
Magda Matetovici	S4_PO-073	Marion Chatelois	S3_PO-101	Meng Yang	SY-149_04; S2_PO-010
Magdalena Janus	SY-020; S3_PO-001	Marisa Matias	SY-004_02	Meng-Run Zhang	S2_PO-014
Máira Lopes Almeida	S2_PO-113; S4_PO-110	Mariska Klein Velderman	S2_PO-005; S3_PO-040	Mengdi Chen	SY-026; SY-026_04
Maite Liz-Otero	S5_PO-110; S6_PO-032	Mariska Klein Velderman		Mengdi Qi	S7_PO-089
Makiko Kasai	SY-152_03	Marjolein Verhoeven	S2_PO-025	Mengtian Xia	SY-134_03
Małgorzata Stępień-Nycz	S2_PO-074	Marta Eisenberg	S3_PO-105	Mengting Liu	SY-141_01; SY-153; SY-153_02
Małgorzata Woźniak-Prus	S6_PO-061	Martene Foersterling	SY-099_04	Mengya Zhao	SY-006_02
Maliki Ghossainy	SY-021_03	Marties Maes	SY-045_03	Mengyu Gao	SY-156_02
Mallory Millett	SY-061; SY-061_02	Marlis Buchmann	S2_PO-035	Merlin Nieterau	SY-135; SY-135_02; S3_PO-013
Manfred Holodynski	SY-072_04	Marta Díez López	S5_PO-026; S7_PO-060	Meryl Chi Ying Yu	S4_PO-062; S5_PO-043
Manuel Gámez-Guadix	SY-144_01	Marta Dormal	S1_PO-058	Mette Ranta	SY-107_02

Michael B. Wells	SY-116_02; SY-168_03	Nandita Vijayakumar	SY-138_04	Olympia Palikaras	IS-10_04
Michael E. Lamb	RT-1	Naomi Yoshitake	S4_PO-111	Omonigho Simon Umukoro	S1_PO-075
Michael R. Sladek	SY-199; SY-199_02	Narcisa Prodan	SY-142_03; S1_PO-030	Omri Mehr	S6_PO-101
Michaela Gummerum	SY-073; SY-073_01	Naska Goagoses	S1_PO-069	Ömür Özden Koçyiğit	S2_PO-088
Michal Levy	S6_PO-002	Natalia Józefacka	SY-198	Orok Afor Betek Mary	S5_PO-062
Michele A. Bertocci	S1_PO-057	Natalia Siekiera	SY-018_04	Ovidia A. Stanoi	SY-043_03
Michele Savino	S4_PO-061	Natalie D. Eggum	SY-032; SY-032_02	Özgün Köksal	S7_PO-100
Mihaela Friedlmeier	SY-107_03	Natasha Chaku	SY-138_02	Ozlem Cankaya	SY-066; SY-066_02; S4_PO-024
Mijung Seo	S6_PO-083	Natasha Duell	SY-071	Pambas Tandika Basil	S5_PO-009
Mikayla My Do	SY-078_01	Natasha J. Cabrera	S7_PO-011	Pamela Wadende	SY-024_04; IS-4_01; RT-2; S1_PO-060
Ming Ho Cha	S5_PO-084	Natasya Clarissa	S6_PO-024	Panayiotis Stavrinides	SY-027_03
Ming Ho Chau	S7_PO-095	Nathalie Nader-Grosbois	S3_PO-095	Panpan Yang	SY-153_03
Mingjun Xie	S4_PO-078	Nathalie Hoekstra	S6_PO-092	Pasquale Musso	SY-190_03
Mingping Li	S5_PO-044	Neslihan Güney Karaman	S7_PO-023	Patricia Bravo	IS-7_04
Minna Obrien	S7_PO-004	Neslihan Sunmaz	S4_PO-103	Patty Leijten	SY-126_04
Miranda Novak	S7_PO-032	Ngalim Banfegha Valentine	PS-03_02	Paul D. Hastings	IS-5; SY-143_04
Miria Nandera	S2_PO-037	Ngoran Mathew Banlanjo	S5_PO-102; S6_PO-016	Paula Döge	SY-115_02
Miriam B. Dietz	S1_PO-108	Niall Costello	S7_PO-098	Paula Ferreira	IS-9_03
Miriam Schwarzenthal	SY-148_02	Niangoran Eudes Dibo	S1_PO-088	Paula García Carrera	SY-112_03
Misaki Natsuaki	SY-098; SY-098_04; S5_PO-045	Nicholas J. Wagner	SY-088_02; SY-124_02	Paula Mustonen	S2_PO-042
Missaye Mengstie	SY-191_02	Nicla Cucinella	S7_PO-006	Paula Oliveira	SY-155_03; S7_PO-112
Mojisola Senami Ajayi	S1_PO-039	Nicola Abbott	SY-069_03	Pauliina Juntunen	SY-023_03
Mona Bekkhus	SY-121_01	Nicole S. J. Dryburgh	SY-159_02; S3_PO-010	Pedro Reis	SY-117_02
Monica Cuskelly	S3_PO-090	Nigel Gray	SY-078_03	Peipei Setoh	S5_PO-032; S6_PO-033
Mónica Ojeda	SY-140_03; S3_PO-104	Nina S. Chmielowice-Szymanski	S3_PO-082; S4_PO-058	Pengjuan Zheng	S3_PO-038; S4_PO-087
Mónica Taveira Pires	S5_PO-017; S7_PO-053	Njimeleki Anthony Molesy	S5_PO-106; S6_PO-015	Peter K. Smith	PS-01
Monika Buhl	SY-150; SY-150_03; S7_PO-036	Njungwa Zinkeng Martina Kwcbonti	S4_PO-021	Peter Prinzie	SY-007_03
Monika H. Donker	SY-028_03; SY-114_02	Noah J. Webster	SY-049; SY-049_04	Peter Zimmermann	SY-133; SY-133_01
Monika Szczygieł	S4_PO-018	Noelia Muñoz-Fernández	S1_PO-106	Petrina Hui Xian Low	S4_PO-100; S5_PO-007
Mor Keleynikov	SY-136_03	Noemi Thiede	SY-176_02	Philip MacGregor	S2_PO-030
Mor Nahum	SY-136_02	Noga Sharon	S7_PO-050	Phuong Thi Thu Dinh	PS-02_02; PS-03_01
Moses Denen Chiahemba	S1_PO-082	Nora Tilda Kunz	SY-119_01	Phyllis Zelkowitz	S2_PO-097
Muhammad M. Haj-Yahia	SY-014; SY-014_02	Nora Wiium	SY-008; SY-008_04; S7_PO-110	Pinar Bilir Özturk	S5_PO-104
Muthanna Samara	SY-197; SY-197_01; S7_PO-082	Nouchka T. Tick	S3_PO-061	Pingping Ni	S1_PO-055; S4_PO-008
Myriam Al Bcherraoui	SY-181_03	Oana Mărcuș	S5_PO-060	Pirko Töugu	S4_PO-029
Na Hu	S6_PO-027	Oktay Balci	S6_PO-106	Pirmin Pfammatter	S2_PO-081
Nadia Khammous	SY-072_03	Olaf Zylicz	SY-172	Priska Müller	S1_PO-051
Nadia Leroy	S1_PO-070	Olav B. Tveit	SY-171_01	Priyamvada Tiwari	S4_PO-108
Nadine Doennecke	S2_PO-110	Olga Kornienko	SY-188_04	Qi Huang	S6_PO-104
Nadya Gharaei	SY-031_04	Olga Viridiana Huerta-Salinas	SY-179_04	Qili Lan	SY-186_01
Naila A. Smith	SY-002_02	Olivia Ribeiro	SY-130_01; SY-130_03	Qinglin Bian	SY-131_04
Nancy E. Hill	SY-078			Qingqing Du	SY-028; SY-028_02; S4_PO-014

Qusai Khraisha	SY-050; SY-050_01; SY-189; SY-189_02	Rosario Del Rey	S3_PO-102	Sarah A. Gerson	SY-019; SY-019_04; S1_PO-090
Rachel L. Taffe	SY-055-03; S5_PO-046	Rose Atieno Opiyo	PS-02_04; SY-174_01	Sarah E. Domoff	S6_PO-113
Rachel Perrier	SY-182_03	Rose Lapolice Thériault	S2_PO-006	Sarah J. Schoppe-Sullivan	SY-116_04; SY-156_04; SY-168_04
Raha Hassan	S1_PO-047	Rossella Caliciuri	S1_PO-092; S3_PO-028	Sarah L. Pierotti	S6_PO-108
Rainer K. Silbereisen	IS-6	Rotem Schapira	SY-137; SY-137_03	Sarah Malamut	S1_PO-045
Raphael Schütz	S3_PO-081	Rui Guo	S4_PO-040	Sarah S. W. De Pauw	SY-178_04
Raphaële Miljkovitch	SY-133_04	Rui Su	S6_PO-099	Sascha Hein	SY-025_01; SY-050_02; SY-189
Raquel Corval	SY-165; SY-165_03	Rui Zhang	S4_PO-091; S5_PO-023	Saskia D. M. van Schaik	SY-172_04
Rashmita Mistry	SY-166; SY-095_01	Ruian Wang	S7_PO-019	Satoko Matsumoto	SY-090_02
Ravneet Chawla	S4_PO-010; S4_PO-011	Ruth Frans	S1_PO-067	Sauro Civitillo	SY-060_02
Rebecca Shiner	SY-007	Ruth Speidel	SY-035; SY-035_01	Savannah A. Girod	SY-122_02; SY-135_01
Rebecca Shiner	SY-007_02; RT-3; SY-178; SY-178_03	Ruth Van der Hallen	S2_PO-072	Savaş Karataş	SY-104; SY-104_02
Redab Al Janaideh	SY-086_02	S. Alexa McDorman	S1_PO-093; S2_PO-029	Sawsan Abdulrahim	IS-3_01
René Veenstra	KL-2	S. Henry Sherwood	SY-152_02	Scarlett K. Slagter	SY-043
Reout Arbel	SY-102; SY-102_04; SY-178_02	S.K. Slagter	SY-043_02	Scott Z. Brauer	SY-154_02
Rianne Bosman	S1_PO-052	Sabina Kapetanovic	S3_PO-020	Sebastian Wachs	SY-140; SY-140_02; SY-144; SY-144_04
Rianne Kok	SY-142_04; S1_PO-097	Sabine Walper	SY-001_04	Seçil Gönültaş	SY-015_02; SY-193; SY-193_04
Rianne Kok	S1_PO-097	Sabrina Beck	S2_PO-003	Selcuk R. Sirin	SY-154; SY-154_01
Rianne van Dijk	SY-171_02	Sabrina Laplante	S7_PO-104	Selma Salihovic	S7_PO-084
Richard A. Inman	S3_PO-054	Saengduean	PS-04_04	Serena Lecce	SY-158_01; SY-195_01
Richard Balikoowa	PS-03_04; S1_PO-061	Yotanyamaneewong		Serena Maria Stagnitto	SY-129_02
Richard Gonzalez	SY-049_03	Sahej Kaur	S3_PO-055	Serena Verbena	SY-103_04; S3_PO-112
Riikka Korja	SY-010; SY-010_01; SY-010_03	Sakila Yesmin	SY-050_03; S7_PO-015; SY-019_02; SY-066_03	Serengeti Ayhan	S2_PO-114
Riikka Pauliina Svane	S5_PO-056; S6_PO-048	Salim Hashmi	SY-019_02; SY-063_03	Seri Gbala Edy Constant	S1_PO-059
Riley A. Scott	SY-120_03; SY-085; SY-085_03	Salla Veijonaho	SY-076; SY-076_02	Seulki Ku	S5_PO-010; S6_PO-021
Rima Breidokienė	SY-100_02	Samantha Erika N. Mendez	S1_PO-038	Seung-Eun Lee	S6_PO-067
Risa Rylander	S1_PO-099	Samara Macedo Cordeiro	S2_PO-092	Sevgi T. Aytakin	S6_PO-060; S7_PO-033
Risa Yokoyama	S4_PO-063	Sameen Boparai	SY-105_01	Sevtap Gurdal	PS-04_02
Rita Antunes	S7_PO-093	Samir Kassem	S7_PO-012	Shamsa Al-Suwaidi	S6_PO-041
Rita Žukauskienė	IS-9_04; S2_PO-070	Sampson Kelechi Nwonyi	S5_PO-076	Shangguan Mengqi	S6_PO-036
Robert Coplan	SY-067_04	Samson Mhizha	PS-02_05	Shanting Chen	SY-060_01
Robert Duncan	SY-196_03	Samuel Ekundayo Oladipo	S2_PO-095	Shaocong Ma	SY-151; SY-151_03
Roberto Posada	IS-7_02; S7_PO-106	Sander Thomaes	KL-3; RT-2; SY-134_04; SY-194_04	Shaodan Su	S3_PO-017
Robyn Fivush	SY-055-01	Sandra Bosacki	SY-046_02; SY-129_01	Sharleen Pevec-Zimmer	SY-031_02; SY-199_03
Rodrigo Cárcamo	SY-106_01; IS-7; IS-7_03	Sanni Aalto	S3_PO-068	Sharon Ting	S4_PO-045; S5_PO-006
Roma Jusienė	SY-100; SY-100_03	Sara Campens	S3_PO-007	Shawn Carlson	SY-198; SY-198_01
Rona Carter	SY-098_03	Sara Cruz	SY-113_02	Sheida Novin	SY-194; SY-194_02
Rory T. Devine	SY-046; SY-046_04; SY-158_02	Sara Egger	S3_PO-084	Sheri Bauman	S6_PO-091
Rosa Hoekstra	SY-187; SY-187_01	Sara Harkness	SY-172; SY-172_01	Shireen Sokar	S1_PO-018
		Sara Harkness; Charles M. Super	ECW-2	Shisang Peng	S4_PO-072
		Sara Lopez	S5_PO-085		

Shivangi Singh	S5_PO-030	Stef van Buuren	SY-020_01	Taylor Heffer	S2_PO-103
Shmuel Shulman	S2_PO-083	Stefan Vermeent	SY-194_01	Tehila Kogut	SY-167_02
Shubhangi Bhardwaj	S4_PO-016	Stefania Sette	SY-058_01; SY-092_02	Teresa Bennett	S6_PO-029
Shuotian Wang	S6_PO-028	Stefanie A. Nelemans	SY-067_01; S2_PO-104	Teresa Pereira	SY-084_03
Shuyang Dong	SY-151_01	Stefanie Richters	SY-044_03	Teresa Sprenger	S6_PO-050
Sifa Kevser Cakmak	S6_PO-017	Stefanos Mastrotheodoros	SY-110_03; SY-177_02	Terese Glatz	S4_PO-094
Sigurbjörg Anna Þorleifsdóttir	S5_PO-067	Stella Tsermentseli	S6_PO-008	Tessa A. M. Lansu	SY-111_02; SY-173_03; SY-111
Sila Cakmak	SY-040_01	Stella Tsotsi	SY-042_04		
Silje Baardstu	SY-171; SY-171_03	Stephanie Boutin	S3_PO-077	Thao Há	SY-094_02
Silvana Freire	S5_PO-028	Stephanie Farah	S2_PO-061; S4_PO-039	Theresa Betancourt	SY-189_04
Silvana Martins	SY-165_02	Stephanie W. Y. Chan	SY-151_02	Thérèse Bouffard	S1_PO-001
Silvia Caldaroni	SY-068_03; SY-068_04	Stephen Asatsa	S1_PO-105	Therése Skoog	S3_PO-021
Siman Zhao	SY-141; SY-141_03	Steven Eggermont	SY-120_01	Thuy-vy Nguyen	SY-045_04
Simon Benham-Clarke	S2_PO-040	Steven Kator Iorfa	S4_PO-102	Tiago Ferreira	SY-139_01
Simona C. S. Caravita	IS-9_02; SY-070_03	Su Kee Tan	S4_PO-042	Tianpeng Zheng	S4_PO-081
Simone dos Santos Paludo	IS-4_02	Sue Walker	S1_PO-085	Tianying Cai	S7_PO-058
Sina Gibhardt	SY-099; SY-099_01; S2_PO-085	Suge Zhang	S5_PO-100	Tiffany Cheng	SY-045; SY-045_01; S1_PO-094
		Süheyla Seker	PS-05_01		
Siri Hausland Folstad	S5_PO-087	Sumudu R. Mallawaarachchi	SY-062_01	Tiia Tulviste	S3_PO-099
Siri S. Helland	SY-126_03	Sun Zhengliang	S2_PO-089; S6_PO-058	Tiina Turunen	SY-132; SY-132_01; SY-132_04
Siyi Liu	S5_PO-058	Suna Hanoz-Penney	SY-041_04		
Skyler Hawk	S1_PO-027; S4_PO-080	Sunhee Kim	S6_PO-004	Tijs Bolz	S5_PO-077
Sneha Bolisetty	SY-041; SY-041_01; S1_PO-073	Susan C. A. Burkhardt	SY-051; SY-051_02; SY-105_03	Tilman Habermas	SY-055-04
				Tina Bagus	SY-095_02; SY-176_03
So-Young Choi	S6_PO-071	Susan Sonnenschein	S1_PO-063	Tina Kavčič	S3_PO-066
Sofia Sebben	SY-062-02; S2_PO-026	Susane Geurts	SY-062_04	Tina Malti	SE-1; IS-6; SE-3; SY-191
Sofie J. Lorijn	SY-127_01	Susanne Enke	SY-033_02	Tina Pivec	SY-008_02
Sohee Park	S6_PO-053	Suwabe Yushimi	S2_PO-017	Tina Schiele	S3_PO-069
Sonali Khan	SY-041_03	Suzan Alabidi	SY-083	Tobias Becker	S6_PO-094
Sónia Caridade	SY-030_03	Sydney Klein	S3_PO-111	Tobias Krettenauer	SY-077; SY-179; SY-179_01; S1_PO-035
Sónia da Silva Sousa	SY-155_01	Sylvia Lin	SY-118_02		
Sonja Perren	SY-056; SY-056_01	Sylvia Yun Shi	S4_PO-049	Tom Hollenstein	SY-114; SY-147_04
Sonja Veistola	S7_PO-044	Tal Orlitsky	S3_PO-037	Tomer S Berkowitz	SY-087_04; S6_PO-018
Sonya Xinyue Xiao	SY-038_04; SY-053_04	Tamar Cohen-Steinberger	S6_PO-057	Toni Antonucci	IS-6; IS-3_04; SY-181; SY-181_04
Sophia Rose Hadley	S6_PO-040	Tamarha Pierce	SY-182; SY-182_04		
Sophie Couture	S2_PO-045; S3_PO-014	Tamsin Newlove-Delgado	S3_PO-002	Tonje Holt	SY-001_01; SY-001_02
Sophie Havighurst	IS-4_04; RT-3; SY-145	Tania Bosqui	SY-050_04	Tony Belpaeme	SY-034_04
Sophie Hölscher	SY-009_04	Tania Brandao	SY-123_04	Tori Simenec	SY-164_03
Sophie S Havighurst	SY-105_04	Tanya Broesch MacGillivray	S7_PO-045	Tracy Wong	S2_PO-076; S6_PO-072
Sophie W. Sweijen	SY-071_02	Tara Callaghan	SY-086; SY-086_01	Tripti Kathuria	SY-185_03
Soraia Cristo	SY-100_01	Taslina Begum	SY-041_02	Tuğçe Aral	SY-148_01; SY-148
Sosthene Guei	SY-191	Tatiana Diebold	SY-056_02	Tuyen Huynh	SY-064_03
Spyridon Tantaros	SY-027	Tatiana Plata	S2_PO-032; S7_PO-038	Tyler Colasante	SY-157; SY-157_02
Srujana Duggirala	S7_PO-072	Taufik Mohammad	S1_PO-040	Ughetta Moscardino	SY-079_03
Stacey Doan	SY-039_02	Tay Jia Sheng Jeremy	S7_PO-070	Ugnius Binkauskas	S6_PO-089

V. Paul Poteat	SY-169; SY-169_04	Xiaoxue (Sonia) Kong	S1_PO-102	Yu Xu	S3_PO-058
Vaiva Rimienė	S7_PO-020	Xiaozi Gao	SY-042_03; S4_PO-030	Yuan You	S1_PO-080
Valeria E. Moran	S1_PO-044; S2_PO-058	Xin Feng	SY-186; SY-186_02	Yuanyuan Huang	SY-183; SY-183_03
Valeriya Plotnikova	S1_PO-112	Xin Li	S6_PO-102	Yue Bi	S3_PO-025
Vanessa Martin	SY-114_01; S2_PO-012	Xin Zhao	S3_PO-083; S4_PO-038	Yue Wang	S3_PO-045; S4_PO-096
Vanessa Nathan	SY-119_02	Xinmei Deng	SY-149; SY-149_02; SY-149_03	Yuen Ting Ng	S2_PO-039
Vanessa Scholz	SY-125_03			Yufei Gu	SY-156; SY-156_01
Vasco Costa	S3_PO-036	Xinyin Chen	IS-6; SY-131; SY-153	Yujin Lee	IS-1_03
Vasileios Stavropoulos	IS-10; IS-10_01	Xinying Zeng	SY-156_03; S3_PO-039	Yukai Zhou	S3_PO-052
Velma McBride Murray	IS-3_02	Xinyu Zhang	S4_PO-048	Yunyan Zhao	S6_PO-111
Venance Tokpa	S3_PO-050	Xiujun Li	S4_PO-083	Yuqi Wang	S4_PO-002
Venta Huovinen	S3_PO-088	Xiwei Zhang	S3_PO-110	Yuran Qiao	S6_PO-035
Vera Mateus	SY-113; SY-113_03; S6_PO-022	Xuan Li	SY-096_03; SY-141_04	Yuyang Hu	SY-054_02
		Xue Jiang	S2_PO-065	Yvonne H.M. van den Berg	SY-173_02
Veronika Konok	SY-062_03	Xuechen Ding	SY-131_02	Yvonne Severinsen	SY-171_04
Vibian Angwenyi	SY-093_01; S2_PO-049	Xuefei Pan	S6_PO-076	Yvonne Skipper	SY-013; SY-013_04
Victoria Simpson	SY-176_04	Xutong Zhang	SY-147_03	Zehra Gulseven	S2_PO-009; S6_PO-078
Vilija Jaruseviciute	S1_PO-066	Yael Dann	S6_PO-075	Zena Mello	SY-150_01; SY-150; S2_PO-112
Virginia Sánchez Jiménez	S6_PO-079; SY-030; SY-030_01	Yael Paz	SY-088; SY-088_03		
		Yael Rozenblatt-Perkal	S2_PO-038; S7_PO-042	Zeng Tian	S3_PO-062
Vittoria Badino	S4_PO-031	Yağmur Censur	S4_PO-041	Zewei Li	S6_PO-005
Vivian Liu	SY-038_03; SY-080_02	Yağmur Güleç	SY-011_03	Zeyi Li	S2_PO-109; S4_PO-090
Vojana Obradović	S5_PO-111	Yan Li	S7_PO-069	Zeynep Beken	SY-175_02; S6_PO-030
W. Andrew Rothenberg	SY-091_01	Yan Sun	S4_PO-019; S6_PO-107	Zeynep Ertekin	SY-184; SY-184_01; S3_PO-012
Wakil Ajibola Asekun	PS-01_05; S4_PO-077	Yang Yang	S6_PO-062		
Wang Ivy Wong	S3_PO-107	Yaniv Kanat-Maymon	SY-182_02	Zhang Rui	S5_PO-018
Wang Qichen	S2_PO-075	Yanwei Wang	S7_PO-107	Zhe Dong	SY-012_03
Warren Aguilin	S4_PO-106; S6_PO-105	Yanzhen Kuang	S6_PO-047; S7_PO-013	Zhenlin Wang	SY-074; SY-074_01; SY-074_03
Wei Huang	S3_PO-076	Yao Sun	SY-096_01; SY-109_01		
Weiman Xu	S5_PO-081	Yari Gvion	SY-047_02	Zhiqi Yu	S2_PO-052
Weiyi Xie	SY-151_04	Yaser Ramírez-Benitez	SY-083_01; SY-108_04	Zhuang Ruixue	S5_PO-013
Wenxin Zhang	S4_PO-057	Yena Kyeong	S6_PO-031; S7_PO-052	Zita Gál	S1_PO-031
William M. Bukowski	IS-2_03; IS-8_01; SY-159_04	Yentl Koopmans	S2_PO-046	Ziyu Wang	S1_PO-064
Wolfgang Friedlmeier	SY-185	Yeonjin Kim	S6_PO-003; S1_PO-100		
Wolfgang Schneider	IS-6	Yi En Chloe Tan	S7_PO-081		
Wonjung Oh	SY-124; SY-124_01	Yihao Hu	S2_PO-066; S4_PO-054		
Wouter J. Kiekens	SY-152_04; S1_PO-109	Yihui Gong	SY-186_03		
Wu Xiao-yuan	S2_PO-019; S3_PO-022	Ying Hu	S3_PO-093; S4_PO-023		
Xi Guo	S5_PO-038	Yining Wang	S6_PO-063		
Xi Li	S4_PO-036	Yixin Tang	S2_PO-008; S4_PO-052		
Xiao Pan Ding	SY-074_02	Ymke de Bruijn	SY-029_02; SY-148_03		
Xiao Zhang	S6_PO-095	Yonat Rum	SY-136		
Xiaodan Zeng	S1_PO-091	Yoon Kyung Kim	S7_PO-085		
Xiaofei Qi	S7_PO-031	Youran Zhang	S6_PO-026		
Xiaoqi Ma	SY-022; SY-022_03	Yu Liwen	S3_PO-031		