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*Adolescence in a rapidly
changing world*

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BOOK OF ABSTRACTS

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DAY 1 | WEDNESDAY, September 2

KEYNOTE 1: Mixing the Psychology and Sociology of Adolescence to Inform Intervention

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Adolescence is a period of rapid development in how young people think about themselves and the world as well as dramatic changes in their organizational contexts and institutional systems that are supposed to serve them. These evolving personal and public pathways are intricately connected, as the psychosocial development of adolescents shapes how they interact with major organizations and institutions and those organizational and institutional structures help to determine the long-term implications of their developmental experiences. Recognizing the complexity of these exchanges is a necessary ingredient of effective policy intervention, and focusing too much on the developmental side or on the institutional side of these exchanges can undermine the goals of well-meaning programs and policies. This keynote delves into the ways that psychosocial interventions are bound by the broader structures and contexts of adolescents' lives and the effects of large-scale institutional reforms vary according to individual developmental experiences. It does so by describing examples from research on risk-taking and peer relations that illustrate the need to integrate insights from traditional psychological and sociological perspectives on the world of adolescence and by going in-depth into a recent national school-based experiment in the U.S. conducted by psychologists and sociologists that captures the value of person x context approaches to educational intervention.

INVITED SYMP. 1: Future work prospects of youth

17349/1333 | Adolescents' career goal construction: Case examples illustrating different strategies for achieving similar goals

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Goals are internal representations of end states people desire to attain, maintain or avoid, which individuals use to actively influence the direction of their life course and development (Brandstädter, 2006). How youth formulate and appraise goals or

implement strategies directed toward these goals are fundamental for how their future lives and careers unfold (Nurmi, 2004). Finnish late adolescents going through the post-school transition typically experience a period rich in career-related events and transitions. It is our aim to investigate, from an intra-individual, within-persons perspective, how during the post-school transition and in everyday life situations late adolescents set, monitor, pursue and renegotiate career-related goals. Weekly, during 9 months, participants with 18-19 years of age that at the onset of the study attended the last year of high school received a notification to answer a series of short, focused questions. The questions focused on micro-level variations in processes of career goal construction (e.g., what is your current career goal and why is this goal important; has the goal changed in the past week, and if yes what made the goal change; activities done that relate to the goal; goal appraisals like commitment to the goal, goal difficulty or progress). Data collection is ongoing. Preliminary results indicate that young people use different strategies to attain the same or similar career goals. We will illustrate these different strategies by presenting case examples reflective of the diverse ways in which young people set, pursue and renegotiate career-related goals. Finally, we will discuss the relevance of our data for the understanding of these different strategies for the understanding of the ways in which young people move from engaging to disengaging with a career goal, therefore, to how they make career choices and address career-related events and transitions.

17349/1334 | Dialogical negotiations and future prospects of young apprentices – a longitudinal case study with Brazilian youths

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This study analysed the process of construction of alternative futures among disadvantaged Brazilian youths who participated in an apprenticeship program. Drawing on the conceptual framework of cultural psychology and dialogical psychology, it explores and discusses transformations occurring in a critical developmental period when youth start to participate in the world of work, and begin to actively imagine what they will become in a near future. The study builds on youths' constructions of alternative futures, emerging through dialogical negotiations between self and others. In the case of disadvantaged Brazilian youths coming from an apprenticeship program, I argue that, through negotiation with others, new cycles of self-meaning produce a new sense of "becoming a professional". The study was conducted through longitudinal case studies of three young people who participated in an apprenticeship program in Bahia, Brazil. Data was collected through two rounds of in-depth interviews when youth were 18 (1st round) and 21 (2nd round) years old. Analysis followed a mapping of positions and counter-positions, as well as the emergence of tensions in the self, and their resolution over time, in different spheres of life (i.e., work and family life). The idea was to explore negotiations of new identities, through integration and differentiation of self-meanings. The process highlights new flexible self-meanings that emerge and allow for alternative life projects.

17349/1335 | Conceptualizing and researching youth job prospects as joint action and projects

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The significant changes occurring in the world of work are undermining previous understandings of long-term career and even the notion of regular work for many adults.

As a result, the notion of career tied to specific long-term occupations, which has guided much of vocational psychology, has been replaced by more constructivist approaches. The challenge is how, within these more recent developments, can short-term job prospects be understood, particularly as youth construct life trajectories. One way of understanding youth job prospects is through contextual action theory. This framework focuses on current goal-directed actions, mostly engaged in with others, as the basis for constructing mid-term projects and long-term career. The conceptualization of career from the perspective of goal-directed action has resulted in the development of a qualitative research method, the action-project method. This method has, in turn, allowed for the implementation of a research program in which the current joint projects of youth and significant others relative to their futures are described. Focusing largely on the transition from school to work and adulthood, this approach has been used to describe the career and project-related actions of partners in several different groups, for example, parents and adolescents, young people with friends, and counsellors and clients. The specific contribution of these studies is that researchers have been able to describe projects in which relevant people engage in together, including social meaning, internal and social processes, and manifest behaviours. Thus, this research identifies the actual goal-directed projects young people engage in with others. By doing so, it reflects the “job prospects” that the young person is constructing. The method has also been used in different cultural groups and settings, for example, with Indigenous youth in Canada and youth in Saudi Arabia.

SYMPOSIUM 1: Adolescent loneliness: What are its consequences and what can we do about it?

17687/1515 | Is loneliness in young adults on the rise? A preregistered meta-analysis of birth cohort differences from 1978 until 2019

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Background. In the headlines of various magazines and other media channels in recent years, statements such as "Millennials and the loneliness epidemic" (Forbes, May 2019) or "Loneliness is on the rise and younger workers and social media users feel it most" (CNBC, January 2020) can be found. These strong statements require strong empirical evidence. However, thus far, strong empirical evidence on changes in loneliness in young adults over historical time are lacking. To close this gap, we conducted a comprehensive preregistered meta-analysis.

Method. We examined whether and how loneliness in young adults has changed over the last 40 years. We used a cross-temporal meta-analytic technique in which the mean loneliness scores (converted into POMP scores for comparability of scores across studies) are predicted by the year of data collection. Our current analyses were based on over 400 samples from over 30 countries including over 100,000 young adults who completed the University of California, Los Angeles (UCLA; Russell et al., 1978) Loneliness Scale between 1978 and 2019. We included both published and unpublished data sets and tested different moderators such as continent, the UCLA scale version, and the sample type (i.e., student sample, clinical sample, community sample). Because we are still receiving additional unpublished data, the final results may slightly change.

Results. Based on the current database ($k = 402$, $N = 115,485$), the overall meta-analytic relation between the year of data collection and loneliness is $\beta = .24$ (95% CI [.15, .33]). Therefore, cross-temporal meta-analysis revealed that levels of loneliness linearly increased.

Conclusion. There is evidence that—globally—loneliness levels in young adults have increased over the last 40 years. We discuss possible explanations for and consequences of this result. However, we also caution against undifferentiated media coverage and reporting of these findings by discussing the magnitude of our effect.

17687/1516 | Social consequences of loneliness in adolescent social networks

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Background. Relations established in a school class, which is the closest social network in everyday life of adolescents, are crucial for their development and social functioning. Stable individual differences in loneliness in the form of specific behaviours, emotions, and cognitions may contribute to the certain way of forming relations with others. Up-to-date research posits that loneliness may foster a kind of self-fulfilling prophecy as lonely individuals perceive their social interactions negatively and, as a consequence, respond in a negative way as well—that possibly makes them no more "attractive" for the rest of individuals in social network. The goal of the current study was to examine the effects of loneliness on developing social relations in a school class.

Method. The study involved a total of 10 school classes from north-eastern Poland, i.e., N = 192 (60.4% were girls) secondary school students, all 16 years of age. We administered self-report measurement of loneliness and social network methodology which we used to assess peer reports on liking others.

Results. Using Temporal Exponential Random Graph Model we investigated how loneliness predicts liking relations in short-term acquaintance. Results revealed that loneliness negatively predicts being liked ($\beta = -.21$; $p = .034$), and does not predict liking others ($\beta = .12$; $p = .254$). In order to investigate that single-study result in more detail, we conducted subsequent study on another 10 school classes but for this time we applied longitudinal design with three measurement points and took into account the mediating role of self-esteem.

Conclusion. We compare the results of both studies and discuss implications regarding possible educational actions aimed at reducing the feeling of loneliness and promoting peer interactions.

17687/1517 | Social stress in early adolescence: Does loneliness matter?

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Background. Loneliness is related to an altered physiological stress response, however, little is known about the nature of this alteration. Specifically, loneliness has been found to be related to both an increased and a dampened stress response. The duration of loneliness could be a possible explanation for these differences. Individuals experiencing long-lasting loneliness can show a different stress response compared to those who are temporarily lonely.

Method. A sample of 90 Belgian adolescents ($M_{age} = 11.63$, $SD = 0.64$) participated in the Trier Social Stress Test – Modified, which required them to perform a speech and an arithmetic task in front of a non-responsive jury. Cortisol measurements were taken at baseline, immediately after the stress task, and at recovery. Loneliness was measured one year before (Time 1) and on the day of the stress task (Time 2).

Results. In Step 1 of a hierarchical regression analysis, we included loneliness at Time 2 when predicting cortisol reactivity. In line with our expectations, results showed some evidence that higher concurrent loneliness was associated with a smaller increase in cortisol, although the evidence is statistically not significant ($\beta = -.20$, $p = .06$). In Step 2, we added loneliness at Time 1 ($F_{\text{change}}(1, 87) = 0.33$, $p = .57$). In Step 3 we added an interaction term (i.e., the product of loneliness at both times) to the model to account for long-lasting loneliness, which did not improve the model ($F_{\text{change}}(1, 86) = 0.73$, $p = .39$).

Conclusion. Loneliness in early adolescence seems to be related to an altered cortisol response to a social stressor, including reduced reactivity. The duration of loneliness was not associated with the cortisol response. These findings are expanded upon and additional aspects of the cortisol response (i.e., peak level and recovery) are discussed.

17687/1518 | Are school-based self-esteem enhancement interventions a key to protecting adolescents from loneliness?

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Background. Previous research supported a transactional model in which low self-esteem predicts increase in loneliness over time and vice versa. According to cognitive discrepancy model of loneliness, intra- rather than interpersonal problems influence loneliness; therefore, preventions and interventions aimed at alleviating loneliness should focus on enhancing self-perceptions in addition to actual social relations. The goal of the current study was to verify whether participation in a school-based workshop-intervention—particularly aimed at strengthening self-esteem and self-acceptance—would contribute to the change in loneliness over time.

Method. Total sample included 328 Polish high-school students (45% boys) at the age of 16, who were administered self-report measurement of loneliness and global self-esteem in two measurement points: pretest – three months after the beginning of the school year (Time 1) and posttest – ten months after (Time 2). Intervention in a quasi-experimental study was conducted among 102 students, right after the measurement in Time 1.

Results. We tested the mediation model wherein loneliness in Time 1 was treated as causal variable, loneliness in Time 2 as an outcome, and self-esteem in Time 2 as mediating variable. In general, loneliness in Time 1 negatively predicted self-esteem in Time 2 and positively predicted loneliness in Time 2. Self-esteem explained 28,5% of the total effect. When divided into experimental and control group, the level of loneliness significantly increased only in a group without workshop-intervention. Moreover, the mediation effect of self-esteem was weaker in a group of adolescents who did participate in a workshop-

intervention (indirect effect of self-esteem in control group explained 36,5% whereas in experimental group only 16,5% of the total effect).

Conclusion. In summary, school-based interventions focused on enhancing self-esteem and self-acceptance might successfully contribute to inhibiting the growth of loneliness over time among adolescents. We discuss implications regarding developing further educational policy aimed at loneliness prevention.

SYMPOSIUM 2: Dynamics in acculturation affecting immigrant and ethnic minority youth today

17688/1519 | Linking Self and Society: Ethnic Identity Negotiation in Two Macro-Contexts

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The aim of the present study was to explore how young people negotiate and make meaning of their ethnic identities in two macro-contexts, the U.S and Sweden. The Master Narrative Framework (McLean & Syed, 2015) was used to explore how individual identities were negotiated in interaction with master narratives, which are culturally shared stories of what is expected or normative within a society. Studying how young people experience that their stories deviate from the master narratives, we sought to understand differences between Swedish and American youth in how they a) describe their self-defined ethnic identities and b) negotiate their personal ethnic narratives in relation to master narratives within the two macro-contexts. Using a qualitative narrative approach, we analyzed narratives written by 59 immigrants (1st and 2nd generation) and non-immigrants youth (age 16-25) from the U.S. and Sweden. The two samples were matched in terms of age, gender, immigrant status, and countries of origin.

Results showed that the U.S. participants were more likely to define themselves using racial and multi-ethnic categories, whereas Swedish participants relied on national labels. U.S. participants showed clear evidence of deviations, but also found belonging in social groups from those deviations, while Swedish participants showed less deviations and little evidence of group belonging. The results indicate a mismatch between societal level values and individual identities in both countries. While Sweden is a more multicultural society with an official aim of integration, either-or identities were described at the individual level. The U.S., on the other hand, is more of an assimilationist society and the U.S participants expressed being able to define themselves with

integrated, multicultural immigrant identities. The findings highlight the contextual nature of identity development within an immigrant context.

17688/1520 | Ethnicity and the Perceived Support of Adolescent Friends in a Society with Rising Immigration

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One key aspect of adolescent friendships is that they are stratified across sociodemographic lines. For example, studies of friendship networks of immigrant and ethnic minority adolescents reveal a strong tendency for such ties to be established within ethnic groups and the adolescents' preferences to seek support from in-group friends. The question whether these preferences may vary by functions of social support however remains unanswered. In this study we explore several functions of perceived social support of both native and foreign-origin adolescents in Iceland, comparing networks of foreign-origin and native friends. The aim of the study was (i) to explore how adolescents perceive social support from their foreign-origin friends and Icelandic friends, (ii) the role of the size of friend networks, and (iii) years lived in Iceland regarding these perceptions. Participants included 806 adolescents of which 71% had both Icelandic-born parents, 17% had both parents foreign-born, and 12% had one foreign-born parent. The adolescents were in their three final years of compulsory schooling: 8th to 10th grade students (14–16 years old). A key finding is how adolescents of foreign origin enjoy more intimate relations and emotional support from foreign-origin friends than Icelandic friends. Our results indicate that the longer a foreign-origin adolescent has lived in Iceland the more extensive his or her support from Icelandic friends tends to be. When taking size of friend networks and years lived in Iceland into account, they experienced informational, task, and material support from Icelandic friends equal to that of Icelandic adolescents. The exception to this pattern was emotional support, where foreign-origin adolescents continue to perceive less support from Icelandic friends compared to Icelandic adolescents. The findings underscore the importance of understanding who provides what kind of support to foreign-origin adolescents as a key to nurturing supportive relationships.

17688/1521 | The dynamics of acculturative change: The link between identification processes and ethnic friendship homophily

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Ethnic friendship homophily, the tendency to develop friendships within in-group boundaries, is a well-documented phenomenon in multicultural societies. Ethnic homophily also has been found to be associated with adolescent immigrants' identification with host and heritage culture. The dynamics regarding processes of identity change and their effects on friendship homophily are, however, less well understood. This study used a newly developed, dynamic acculturation framework to test the dynamic interplay of identification with both ethnic (Russian) and host (German) cultures and friendship homophily over time. We hypothesized that momentary change rates in identification (acculturation pace), the difference in the rate of identification relative to co-ethnic peers of the same cohort (relative acculturative timing), and interactions of host and heritage culture orientation and identification (acculturation synchronicity) would predict changes in ethnic friendship homophily. To test the proposed dynamic framework we reanalyzed a 4-wave longitudinal study of 1445 ethnic German repatriate adolescents (Mage at wave 1 = 15.95, SD = 2.46; Mlength of residence at wave 1 = 7.98, SD = 4.25). Hierarchical multiple regression analyses controlling for age and length of residence supported our hypotheses: faster pace of ethnic identification increased (H1a), while slower pace of host identification decreased (H1b) homophily at later waves. Adolescents who were more ethnically identified (H2a) or host identified (H2b) relative to co-ethnic peers in their cohort showed more, and respectively less, friendship homophily at later waves. Supporting the assumptions of acculturation synchronicity, the effects of ethnic identification on homophily were highest when host identification was low (H3). These effects seem to be rather stable across several waves of analyses. Our findings provide empirical evidence that known acculturation processes can be further elaborated by detailing the dynamics of change inherent in their definition thus helping researchers and practitioners better understand and support adolescents today.

17688/1522 | A Dynamic Perspective on Adolescents' Host Language Use and Family Interactions in Migrant Families

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Acculturation has been described as a concept of change, but few conceptual approaches differentiate between dynamic components of acculturative change. Recent theoretical and conceptual approaches introduced such dynamic components, for example relative acculturative timing (deviations of adolescents from the acculturative state of co-ethnic peers), chronological

timing (age of immigration) or acculturative pace (change rates over time). Empirical support for the predictive power of these dynamic components, in particular in association with other domain-specific changes (e.g. family interactions), is, however, missing. This longitudinal study investigated whether dynamic components of adolescents' host language use (i.e., relative & chronological timing, pace) predict changes in immigrant family hassles and child disclosure. We investigated host language use, because research has shown its relevance for immigrant family adaptation. We expected relative and chronological timing and acculturative pace of language use explaining change rates in family relations over and above frequently used inter-individual differences in this predictor. The sample comprised 390 parent-adolescent dyads from the former Soviet Union in Germany, who completed questionnaires at three annual assessments (adolescent' mean age=15.8, 61.3% female at Wave1). True-change-models and hierarchical regression analyses confirmed that acculturative pace and relative timing of adolescents' host language use predicted changes in family hassles and child disclosure (parents' & child's perspective). Moreover, these components explained variance over and above inter-individual differences in language use ($\Delta R^2=.04$, $p<.05$). Additional analyses revealed an interaction of pace of language use and length of residence. The pace of language use was particularly predictive for higher changes rates in family hassles and child disclosure in early stages of the acculturation process. This study shows that research on (adolescent) immigrants may profit from better capturing the dynamics in acculturation processes. A momentary substantial change in language use, for instance, may affect families more than long-lasting high or low inter-individual differences.

SYMPOSIUM 3: Individual and contextual influences on adolescents' civic and political development

17661/1591 | Profiles of youth citizenship orientations: the role of the school, neighbourhood, family and peers contexts

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Studies on youth participation tend to characterize youth as either active “good citizens” or as passive and alienated. It has been argued, however, that low levels of youth political activity are not necessarily indicative of complete disengagement from societal affairs but could be accompanied by interest and latent involvement stemming from a standby/monitorial attitude or from an attitude of distrust and need of critical supervising.

A series of research, using a person-centered approach, will be presented with the aim to examine patterns of citizenship orientations among youth identified by manifest participation (civic and political activity), latent engagement (political interest) and one's position toward institutional politics (institutional trust and external political efficacy).

All analyzed data was collected through a two-wave questionnaire within the European-funded H2020 research project CATCH-EyoU. The proposed classification was analyzed in a sample of 1732 late adolescents and young adults (15–30 years old) from Italy, as well as in a cross-national longitudinal sample of 1943 upper secondary school students (15–19 years old) from Italy, Germany, Sweden, Greece and the Czech Republic.

The results identify profiles of different levels of engagement, each characterized by either satisfied or dissatisfied attitude towards political institutions. The findings highlight the prevalence of latent engagement and the different faces political distrust may assume, including in different forms of participation (political, civic, online and activist). Moreover, the results explore how membership in the groups can be longitudinally influenced by socio-demographic characteristics and perceived contextual features related to school, neighbourhood, family and peers. Family background, democratic school climate, school participation and critical reflection at school were found to determine differences in the likelihood of adopting specific citizenship orientations among youth.

17661/1592 | The politicisation trajectories of young climate strikers: the role of family, school and social media experiences

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Young people around the world are joining the #FridaysForFuture movement, protesting against government inaction on the climate crisis. From weekly strikes to street demonstrations and performative acts, these youngsters reveal high levels of engagement and manage to 'create a new sense of urgency'. Demanding 'system change, not climate change', the movement exhibits growing politicisation, driven by local and global claims and rooted in social justice issues (social class, global North-South citizenship, ethnicity, gender, age). But what triggered these youngsters' engagement in such politicisation processes? Developed within the ERC project 'Imagi(ni)ng Democracy: European Youth Becoming Citizens by Visual Participation', this Portuguese ethnographic study with young climate strikers includes online and offline observations and interviews. This paper explores the roles played by family, school and social media in the youngsters' pathways towards climate activism and their daily participation routines. Young activists identify specific school events as the major triggers of their political engagement. Family, in its turn, plays a tensional role: facilitating in early adolescence, encouraging the exploration of climate issues and individual responsibilities but, afterwards, a hindering role when youngsters decide to act. Strong ideological clashes between most young activists and their families lead to obstacles to be managed in daily participatory strategies. Social media, integral to the offline

experiences of participation, mobilise and motivate; furthermore, they are a realm of political action in themselves, one in which visual content and discursive networks (e.g., hashtags) forge shared political meanings and alternative political narratives. These results seem to challenge the theories of intergenerational transmission of political worldviews, corroborating the generational replacement theory on the importance of socio-political context. The emergence of novel contents brought to the public sphere by social media, around which new styles of collective engagement emerge, appears crucial in the politicisation of today's youth.

17661/1593 | School Contextual Effects on Youths' Openness to Live in a United Europe

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Background and Aims: In the aftermath of the so-called refugee crisis and Brexit, Europe and the European Union (EU) are facing challenging times, which young people experience in a period of life that is considered particularly sensitive concerning their political development. Besides family and peers, school is an important proximal context influencing youths' political development. It is therefore the goal of the present research to examine (1) to what extent school experiences affect youth's openness to live in a united Europe (i.e., trust towards the EU, support of the EU, intentions to vote in European elections) and (2) whether effects differ among youth from diverse socio-economic backgrounds.

Method: The study based on longitudinal data from a large pan-European project (Catch-EyoU; Constructing Active Citizenship with European Youth). To address the study's research questions, quantitative survey data from 2.127 students (NClassroom = 120) from Czech Republic, Germany, Italy, and Sweden (MAge = 16.92; 47.0 % female) was analyzed at two measurement points.

Results: Multilevel structural equation modeling revealed significant effects of perceptions of democratic school climate as well as curricular content on youths' trust and views towards the EU as well as their intentions to vote in future EU elections. Particularly students' individual perceptions of the school context predicted changes in the examined outcome variables, while contextual effects at the classroom level were less pronounced. Follow-up analyses will focus on the moderating role of SES on the identified associations as well as country-specific result patterns.

Conclusion: The results show that experiences at school are associated with youths' orientations towards the EU. The findings will be discussed in terms of their practical implications concerning school's role for understanding and promoting active European citizenship among youth.

17661/1594 | Situational and dispositional factors affecting adolescents' experiences with collective decision making: A field quasi-experiment

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Lomičová, Lucie, Masaryk University, Czech Republic

Youth civic engagement often involves collective negotiations and decision-making. Building on previous findings on procedural justice and the consequences of the quality of youth participatory experiences, this study aims to disentangle how adolescents' perceptions of the legitimacy of collective decision making (e.g., willingness to accept, fairness, resultant emotions) are affected by different aspects of the decision-making procedure and students' personality dispositions.

We conducted a field quasi-experiment in 16 high school classes (N = 395 students, aged 18-19) in the Czech Republic in November and December 2019. During a fixed procedure, the class was given a financial gift (approx. 40 Euro) and asked to collectively decide on its use (to keep it, or to donate it to charity). At first, students had a collective discussion about the issue. After that, a decision was taken either by "experts" (a teacher and a researcher), or students' direct vote. Students' perceptions of the process, their own preferences, and emotions were repeatedly measured using questionnaire-based scales through the session.

Results showed that students' willingness to accept the final decision was determined by whether their personally preferred alternative was selected, or not. However, it also mattered whether the discussion, which preceded the decision, was perceived as respectful. A more detailed interaction analysis showed that students who perceived the discussion as respectful were willing to accept the decision even though they did not prefer the selected alternative. Next, although direct voting was perceived as somewhat fairer than expert decision, it did not translate into greater willingness to accept the decision. Finally, examining students' personality variables, students with a greater agreeableness were slightly more willing to accept the decision. Overall, our results suggest that the quality of collective discussion, particularly its respectfulness, is an important aspect of students' civic experience.

THEMATIC SESSION 1: Peers, friends and neighbors

17582 | How Trajectories of Friendship Quantity, Quality, and Stability Predict Social Withdrawal in Late Adolescence

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Little is known about how friendship quantity, quality, and stability affect social withdrawal in adolescence, and no study has investigated longitudinal changes in these friendship characteristics simultaneously. The current study (1) determined the number and shape of distinct classes of friendship development, defined by the interrelated, longitudinal trajectories of friendship quantity, quality, and stability, during the post-secondary transition, (2) investigated how these friendship development classes differed on social withdrawal during and post-transition, and (3) examined differences between girls and boys in class membership and in their associations between class membership and withdrawal. Unilateral friendship data of 1,019 adolescents from the prospective, population-based cohort Tracking Adolescents' Individual Lives Survey (TRAILS) were collected five times across one year at about age 17. Social withdrawal data were collected four times, every 2 to 3 years, between 16 and 26 years. Parallel-process growth mixture modelling yielded four distinct friendship trajectory classes. Most adolescents (60.8%) had many, high-quality, and stable friendships and maintained low levels of social withdrawal during and after the transition. The remaining youth, with impairments on at least one friendship characteristic, had persistently elevated withdrawal levels. Friendship development classes did not differ in their proportion of girls and boys, and there were no within-class sex differences in social withdrawal trajectories. The results suggest that positive adjustment on all three friendship characteristics is important for maintaining low social withdrawal in late adolescence.

17516 | Peer influences on engagement and disengagement: Differential contributions from friends, popular peers and the entire class

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School engagement is a known predictor of school success. While previous research has shown that peers play a role in the development of engagement, some students may be even more influential based on their social standing or personal relationship with that student.

This study compares the magnitude by which three types of peer groups contribute to the development of student engagement and disengagement: friends, popular students and the whole class. Moreover, this study considers whether relations between peer and individual engagement are moderated by cognitive ability: as intellectually gifted students may feel different from their peers, a desire to fit in could make them more susceptible to peer influence. Finally, we investigated whether students who are more focused on popularity also experience greater influence from their peers.

This study built on a sample of 3,298 7th graders from 162 classes in 27 Flemish schools. Students who scored among the top 10% of a normative sample on a cognitive ability test ($IQ > 120$) were considered as intellectually gifted. Student engagement and disengagement was measured at the beginning (T1) and the end of the school year (T2). Peer nominations were used to determine the group of friends and popular students. Focus on popularity was measured with a social coping questionnaire at T1. We predicted individual engagement at T2 based on engagement at T1 and the average level of engagement in the peer groups, using multilevel analysis to account for clustering in classes.

We found that engagement levels in the friend group significantly affected individual behavioral engagement and emotional disengagement. Class-average behavioral disengagement affected individual disengagement. Engagement levels among popular students did not affect individual levels. While intellectual giftedness did not moderate peer group effects, students with a strong focus on popularity were affected to a larger degree by engagement among popular students.

17708 | Developmental transitions in conflict management in youths' relationships with parents and friends

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Conflict is part of daily life, especially in adolescence (Adams & Laursen, 2001). Many adjustment outcomes depend on the way conflicts are managed (Branje et al., 2009). Studies found that conflict management changes over time (Yu et al., 2014), but they examined the development of individual conflict management scales. As conflict management strategies are rarely used in isolation, and as youths vary in their developmental trajectories, we explored the heterogeneity in youths' constellations of conflict management strategies and their trajectories over time.

We used Latent Class and Latent Transition Analyses for youths' conflict management with friends and parents (six waves). The sample consisted of 497 Dutch adolescents (57% boys, $M_{age} = 13.03$, $SD = .46$, 11 – 15 years old) and their best friends. We examined the different constellations of conflict management trajectories over time/relationships for four strategies: conflict engagement (CE), positive problem solving (PPS), withdrawal (WIT) and compliance (COM) (Kurdek, 1994).

We found that youths have heterogeneous constellations of conflict management, irrespective of the type of relationship. Most youths (55-60%) belonged to and remained across time in average positivity profiles (μPPS , $CE \downarrow$, $WIT \downarrow$, $COM \downarrow$), both with parents and friends.

Youths used less negative conflict management over time, as reflected in the transitions: At Wave 1, 12% belonged to a very negative conflict management profile ($\uparrow \uparrow CE$, $\uparrow \uparrow WIT$, $\downarrow PPS$), and 23% to a negative conflict management profile ($\uparrow CE$, $\uparrow WIT$,

↓PPS). Over 5 years only 7% belonged to a negative conflict management profile. Contingency tables showed that youths from a profile of high conflict engagement were more likely to transition towards a profile of compliance and withdrawal.

While more than half of the youths belonged to a profile of well-adjusted conflict management, around 30% used combinations of maladaptive conflict management strategies. We will further examine the correlates of the conflict management profiles and transitions.

17746 | The moderating role of neighborhood safety in the relationship between parenting styles and well-ill being in Peruvian adolescents from low socioeconomic status

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Adolescence implies changes. At this stage, parents can use several adaptive/maladaptive parenting styles to “deal” with these exigencies. Parenting styles have been studied by Self-Determination Theory (SDT), which states that parental autonomy support, may enhance well-being, while parental control may diminish it.

Parenting styles can receive socio-cultural influences. Thus, it seems possible that the social-cultural context could cause some controlling behaviors to be exacerbated. So, in dangerous neighborhoods, parental control may be positive since it would fulfill the protective function to keep adolescents safe from danger. On the contrary, in safer neighborhoods control would have harmful effects so, the perception of neighborhood safety could moderate the relationship between parenting styles and their effects on adolescents.

We studied the moderating role of neighborhood safety in the relation between parenting styles (autonomy support-control) and several outcome variables (depression, vitality, prosocial behavior, aggressive behavior, relational aggression) in 569 school children ($M=14.90, SD=1.05$) from two public schools from low socioeconomic status in Lima (Peru). All questionnaires were well known measures for parenting styles (POPS) and for the outcome variables (CES-D) previously used in Peru. The moderation variable was measured by the neighborhood safety questionnaire (Petit, et al., 1999), which applied in Peru for the first time (all measures were valid and reliable). All students answered questionnaires for mother and fathers and gave their consent before answering the questionnaires. Parental consent was collected by the schools. All analyses were performed for mothers and fathers separately.

Results showed no moderation effects except for the interaction between neighborhood safety and father control in predicting aggressive behavior and relational aggression. These interactions showed that the associations between father control and both

variables were stronger when the perception of neighborhood safety was higher. Results are discussed in relation to its implications for a social context with increasing criminality rates.

17665 | Neural processing of performance feedback in the social context of peers across adolescence

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Learning often requires processing feedback about the results of our actions. The feedback that children and adolescents receive at school can also have consequences for their peers, such as during a group assignment. However, few studies have examined feedback processing in the social context of peers. The current fMRI study investigated the neural correlates of feedback processing in a social context across three age groups (N = 85): pre-adolescents (9-11 years), young-adolescents (12-14 years) and mid-adolescents (15-17 years). In the scanner, participants performed the cannonball task in which they had to align a horizontally moving triangle with a square target, leading to performance dependent positive or negative feedback (i.e., monetary gain or loss). In the Solo condition, the participants performed the task alone. In the Social conditions they performed the task together with: i) their best friend who accompanied them to the scanning session (Social-Friend condition), and ii) an unfamiliar peer (a confederate; Social-Unfamiliar condition). The Social condition consisted of alternating mini-blocks of performing the task and observing the other peer perform, with shared consequences for the self and other peer. Preliminary findings showed higher activation in the striatum while participants received positive feedback in the Social conditions compared to the Solo condition, which might indicate higher rewarding or motivational value of positive feedback in social contexts. The results could have implications for education, as positive feedback from peers during learning might be rewarding and motivating for children and adolescents.

DAY 2 | THURSDAY, September 3

KEYNOTE 2: Dialogues between research, policy and society in shaping adolescence

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Adolescence as a distinct phase in development is shaped by the larger context of societies which provide different opportunities or pose barriers to adolescents' wellbeing. This keynote discusses the role of youth policy at a European and national level and the ways how research informs policy in European countries. The first part of this talk takes a broader look at youth policy at the European level, focusing the Youth Strategy of the European Union. Key fields targeted in EU youth policy are outlined, discussing strategies to promote youth empowerment in more detail. As a related example, we address the role of youth work and efforts in EU youth policy to promote (further) qualification of youth workers. As will be shown, European youth policy not only drives practice, but also research. As an example, it will be pointed out how EU research programs aimed to inform provisions for unaccompanied minor refugees. In a second part, selected fields of adolescent development will be focused to discuss how research and experiences in practice inform national policy and how national policies feed back into research and the development of practice. Taking Germany as an example, we will focus efforts to combat social inequalities in young people's educational achievements and access to higher education, putting them in the broader developmental and international perspective. Finally, turning to adolescents' social development, preventive programs targeting romantic and sexual development will be addressed to discuss how dating violence in adolescence has been made an issue in youth policy and practice. As will be pointed out, a joint European data base on adolescents' development is still lacking but would have great potential to evaluate the impact of different national or regional strategies to improve adolescents' well-being and future development.

INVITED SYMP. 2: Young people and climate change

17839/1636 | Ambivalence about climate friendly food choices and coping among late adolescents

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Climate change is among the most serious threats facing humanity today. What choices we make concerning food, travelling, and energy use at an aggregated level have a great impact on if we are going to be able to handle the climate threat. In this regard, one important stakeholder group is young people. Late adolescence/emerging adulthood is a transition phase that could be important regarding breaking with unsustainable norms and habits created in the childhood home, but also in going beyond oversimplified black-and-white thinking about sustainability issues. In this questionnaire study we explore factors that are hypothesized to explain climate friendly food choices among Swedish late adolescents (n=480). Making climate friendly choices is difficult due to the inherent complexity of sustainability issues, which could evoke ambivalence. Earlier research about energy saving and recycling among young people shows that these behaviors are often negatively related to ambivalent attitudes. In addition, qualitative studies indicate that young people use negative or positive strategies (from an engagement perspective) to deal with their ambivalence. These strategies relation to behavior has, however, not been investigated in quantitative studies. The aim is to explore if ambivalence and strategies to cope are associated with climate friendly food choices and if these effects remains when controlling for more well-known predictors of food choices such as social influence from parents. Preliminary analyses show that ambivalent attitudes and negative strategies have significant negative relations, while positive strategies have a positive relation to climate friendly food choices. In a regression analysis, the influence from ambivalence disappears when including positive and negative strategies. When more well-known predictors are included in hierarchical regression models the effect from positive strategies still remains and it is the most potent predictor. These results are discussed in relation to theories about ambivalence and post-formal thinking in emerging adulthood.

17839/1637 | Associations between climate change-related efficacy beliefs, social norms, and climate anxiety among young people in Germany

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While the youth-led climate protection movement is gaining momentum, political efforts to reduce carbon emissions have so far been largely unsuccessful. Against this backdrop, it is little surprising that young people are increasingly concerned about their future; some even experience emotional distress, including feelings of fear and hopelessness. Today's youth may be particularly prone to climate anxiety, as their generation will potentially suffer severe consequences from climate change while having to rely on older generations with finding solutions to the problem.

Confidence in being able to make a difference, individually (i.e. self-efficacy) and as a generation (i.e. collective efficacy), may protect young people from experiencing climate anxiety. Other crucial factors may be young peoples' beliefs about their peers' level of concern about climate change and expectations of social commitment to solve the problem (i.e. social norms).

This study examines to what degree young people in Germany experience climate anxiety. Moreover, it explores if individual levels of climate anxiety are associated with climate change-related efficacy beliefs and perceived social norms.

It uses data from a cross-sectional survey study among students at Darmstadt University of Applied Sciences (N = 246, thereof n = 181 aged 18 to 24 with M = 21.15, SD = 1.60), conducted as a part of the project Media Exposure, Climate Anxiety and Mental Health (MECAMH). Instruments to measure climate anxiety, efficacy beliefs, and social norms were adopted from previous research and adjusted to match the topic of the survey.

The data are currently being analysed and will be presented at the symposium. It is expected that results will shed light on potential risk and protective factors of climate anxiety. Implications will be derived for future research into the topic, particularly studies on possible causal relations among the variables, as well as for initiatives to prevent climate anxiety

17839/1638 | Climate change related profiles among young people

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Climate change affective young people. However, young people are not homogeneous group but rather there are different subgroups towards climate change. The aim of the present study was to identify different groups of young people related to their climate change emotions, cognitions and behavior. The data included 886 students in the last year of high school ages 18-20 (65% females) who filled in climate change emotions, cognition and behavior scales. The data was analysed using latent profile analysis (LPA). The LPA revealed three profiles among young people, those climate change careless (43%), those feeling inadequacy (42%) and those stressed (14%) towards climate change. Those feeling careless were most often males and those feeling inadequate or stressed were most often females. No differences in their climate change knowledge was identified. Careless had the best well-being but lowest academic achievement and they were inactive towards climate change. Those stressed towards the climate change were the most active towards climate change. The results are discussed in the context of possible interventions.

SYMPOSIUM 4: Social justice in career guidance and counselling as a requirement to navigate a fast-paced world

17534/1380 | Young people's pathways to higher education: Geographical location and mobility as social justice issues

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Adolescents making decisions about higher education are typically expected to make rational economic decisions about which course offers them the 'best' prospects. Very little attention is given to decision making as it happens within the context of a student's whole life, or to the ways that students are making decisions embedded from within their wider social, cultural and community contexts. This paper will explore how decisions about higher education are actually made by students, with a focus on how the often overlooked issues of geography and place are salient in this decision making process. Drawing on data from an ongoing research project this paper will consider how living in a relatively remote and rural island location influences the university choice of students. In this project 22 participants were recruited who had been resident in the British Orkney or Shetland islands prior to entering higher education. The research utilised longitudinal qualitative interviews (LQIs), and participants were interviewed at the point of graduation and approximately one year later. Data were analysed thematically. This paper will focus on data coded under the theme of 'university choice'. The data shows that students do not choose equally between universities in any geographical location, but have a preference for 'familiar enough' locations. Therefore, the data shows that the geographical location of universities is an important influence in university choice. Further, the spatial preferences and relative mobilities of students is influenced by their socio-cultural position and personal backgrounds. As a result, this paper argues that for educators and careers advisers to support young people effectively in making the transition to higher education, they must adopt a critical position informed by social justice perspectives.

17534/1381 | Belonging, place and mobility in career transitions of disadvantaged youth

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Albien, Anouk Jasmine, University of Bern, Switzerland

Little empirical research exists that examines issues of geography in young people's career development processes. Here we take place and belonging as our focus while analysing career and life plans of marginalised youth living in regional and/or disadvantaged areas to examine the tensions between local youth identities, the changing labour market structures and educational opportunities in two different cultural and geographical contexts: regional Finland and metropolitan South Africa. In both contexts, the youth interviewed are considered to be in the margins of society due to school drop-out experiences and unemployment. Our aim is to examine how social and geographical localities, the conditions of educational opportunities and labour market demands are represented in the life narratives of South-African and Finnish youth. Data collection consisted of ethnographic field notes, interviews and follow-up interviews. We had a Finnish sample of North Carelian young people (n=17),

who did not have secondary education or work, who were clients of a local guidance centre, attending vocational training. In the South African sample, data was collected from Kayamandi Township high school learners (n=17). Narrative analysis and thematic analysis were used to group themes according to two theoretical approaches which emphasize context: the Systems Theory Framework of Career Development and the concept of belonging. According to the results, mobility in young people's narratives acts both as a solution and a threat in relation to their familial roles and positions in their local communities. Mobility was connected to young people's sense of detachment from places and people. Mobility carries challenges on young people's sense of agency which is understood as a deeply relational and context-embedded social construct. Practices which aim to support the career development of marginalised youth worldwide need to shift their attention from individual-based abilities to the young people's relational resources and topographies of belonging.

17534/1382 | Are we on the right track? A few remarks on social justice in career guidance and counselling

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A vivid discussion on the social role of career guidance and counselling in the 21st century has resulted in the strong emphasis that the concept of social justice should play a vital role in this practice and research field. Many researchers and political agendas stress the importance of social justice perspectives and approaches. In this paper, a critical perspective will be provided, showing that attempts to develop approaches that are oriented to social justice require a cautious and complex analysis of social and historical contexts that influence perceptions of social justice within societies, and how social justice is understood among career guidance practitioners. This paper will present the results of a qualitative study composed of 15 semi-structured narrative interviews with Polish career guidance practitioners. Interviews were focused on these practitioners' perceptions of social justice. Results demonstrate that social justice can be labelled as an "absent" or a "floating/empty" signifier, following Laclau's definitions. Therefore, this paper will focus on the challenges faced by the field of career guidance and counselling (in terms of both research and practices), regarding the development of social justice orientations and approaches. Laclauian theory of discourse will be presented as a useful tool for organizing qualitative data and understanding issues as complex as the ones here being discussed. So, it will be argued that the Laclauian theory of discourse allows understanding and reflecting on the inconsistencies, tensions, and similarities that may occur when considering social justice as a (core) orientation in the career guidance field.

17534/1383 | Perspectives of a group of Portuguese psychologists on social justice within career intervention

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This study explores how a group of psychologists discuss the results of a quantitative study on the psychological consequences of unemployment, precarity and psychosocial uncertainty and its implications for practice. Eight Portuguese psychologists from different areas (educational, career counselling, clinical, human-resources...) participated in a Focus Group Discussion. Three broad research questions (integrating issues of social justice) guided the qualitative analysis: How do they make sense of the study's results?; What do they consider their professional role to be?; How does their perception of their role influence their practice? Here we will focus on how these participants perceive their professional role in relation to social justice. Analysis followed a social constructionist approach, making a connection between participants' interpretations and the socioeconomic and political structures that inform them, exploring how they position their practice towards these structures. Firstly, data were organised through thematic analysis, identifying two themes: 1) The origins of psychological ailments (how the participants attributed meaning to the results); 2) The role of psychology in its various forms of practice (in which participants discuss their professional practice and role, how they perceive it regarding social justice). Subsequently, discourse analysis of the themes was performed to identify hegemonic discourses and how they may influence their practices. Two main discourses were identified: 1) Discourse of the labour market and Human Resources (hegemonic discourses that reflect the neoliberal economy and focus on the rules of the labour market, and how people should adapt to the environment); 2) Discourse "the social context is an aggressor" (that stresses the socio-political and economic roots of psychological ailments, challenging the individualisation of social problems). Thus, by underlining socially created inequalities within working environments, this study intends to foster debate on practices that may, inadvertently, reinforce inequalities, and what could be more socially just practices within CGC.

SYMPOSIUM 5: Real-time processes in identity development among youth from three countries

17394/1348 | 'We're just the same but different': Integration and differentiation as micro-level drivers of identity development

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Kunnen, Saskia E. S., University of Groningen, Netherlands

It is through and within everyday interactions with others that individuals develop a differentiated sense of self. Paradoxically, speakers do not enter conversations with the aim of identity development. Instead, identities result from the more immediate

'social business' (Korobov, 2010) of interactions. However, little is known about the real-time processes that lead to the construction of identities. One of the central interpersonal concerns within social interactions is the management of interpersonal sameness (integration) and difference (differentiation). We suggest that speakers construct subject positions as tools for this process. More specifically, the aim of the current paper is to illustrate how consistent clusters of identity positions emerge from actions aimed at integration and differentiation. Due to the high cost of a normative transgressions sex-talk offers an ideal context for studying this process of negotiation.

Six young adults (three female and three male) were paired into two same-sex dyads and one opposite sex dyad. Dyads met for three 20-minute sessions during which they were instructed to freely discuss the topic of 'Love, romance, sex and desire'; members of each dyad did not know each other prior to the first session. Video-recordings of the interactions were transcribed and analyzed for explicit negotiations of sameness and difference within the dyads. In addition, transcripts were subjected to a positioning analysis; positions were subsequently coded for integration and differentiation.

The two emerging clusters of positions were compared across sessions. In this presentation we will demonstrate that the explicit negotiation of interpersonal sameness and difference was an iterative, co-constructive process. Additionally, we will highlight how identity positions are constructed in the management of sameness and difference.

We conclude that interactions are characterized by the continuous co-construction of interpersonal sameness and difference through which consistency in the individual subject positions of speakers emerges over time.

17394/1349 | Real-time identity work during narrative retelling

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Narrative identity theory holds that identity is constructed through narrative means. Individuals integrate their identity through stories by drawing connections between seemingly disparate aspects of their lives, and by using autobiographic reasoning to connect the past to the present, and possible future. Many of the connections that individuals make have been made before the interview, and are retold at the request of the interviewer. However, there are indications that some of the insights are generated or further developed during the narrative retelling itself. The implicit "situational demand" for telling a coherent and well-reasoned story challenges the interviewee and often triggers a process of exploring, questioning, and making new connections. In this presentation, we present evidence from narrative interviews for processes of this type. We discuss linguistic phrases such as: "I've never thought of this before"; "This is really the first time I've tried to understand why..."; "I don't know how to explain this. Maybe it was because..."; "What do you (~the interviewer) think?" to demonstrate real-time processes of identity work. We also demonstrate a few of the ways that interviewers, purposely or inadvertently, challenge the interviewee to take on this identity-work at the time of the interview itself.

The examples brought will be discussed through a theoretical framework that views identity formation as an ongoing project where elements of stories are continuously reworked—sometimes solidified and other times unraveled—so as to create a usable structure of self-understanding that can be self-validated by reference to past events.

17394/1350 | Real-time experiences and identity development during clinical internship

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In a series of studies, we explore how identity development relates to real time experience. We focus on a transitional period in the life of our own students, namely the clinical internship. As a teacher I have seen for many years how students change into professionals in this period and we aim to shed light on the experiences that contribute to this identity development.

In our study 58 students wrote at least 19 weekly diary reports (in a period of 5 month) about the most important experience in their internship in that week, and in addition they filled in a short questionnaire measuring need fulfillment, emotions and feelings of commitment to the profession in that same week.

In this explorative study we analyze on an individual level how weekly changes in commitment to the profession relate to characteristics of the experience (emotional valence and the fulfillment of basic needs).

In preliminary research on part of the data we found that for most participants commitment increased after positive experiences and need fulfillment, and decreased after negative experiences and absence of need fulfillment.

I will present outcomes concerning the intra-individual relation between commitment and basic need fulfillment over 58 students. We measured need fulfillment in two different ways to get insight in the best way to operationalize real-time experiences: by coding the described experience, and by direct questions about the needs. We analyze the different outcomes per student, and give a general overview of the different results in using the different measurement methods.

Finally, we reflect upon the possibility of assessing real-time experience of identity, and the merits and problems of intra-individual analyses.

17394/1351 | Identity exploration in the real-time interactions with peers among first-year university students

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Identity formation is an ongoing process for strengthening and weakening commitments through exploration. This process occurs within relational contexts, and peer relationships are important for facilitating exploration. However, to our knowledge, no studies examined real-time exploration within peer relationships, and little is known about the role of peers in these identity

formation processes. This study examined whether there were specific examples of real-time exploration with peers, and how these interactions appear, and what their characteristics are.

The participants were 12 first-year university students in Japan (Mage = 18.2). The study was conducted during a course in the first semester. This period is critical for students' identity formation in Japan because many Japanese adolescents concentrate more on study for the entrance examination and less on identity formation in secondary school, and hence, tend to experience identity diffusion on entering university. The participants were divided into 4 triads and each triad had a 20-minute group discussion for 9 weeks about their identity issues.

The transcripts of the discussion were analyzed using a grounded theory approach. We identified characteristics, added new ones whenever identified, compared each category to the others, and integrated or collapsed them.

Results showed that in real-time exploration included diverse characteristics, and was not a direct route to making commitments, represented by going back and forth across and within these characteristics with taking small steps. Specifically, students first created a safe environment for exploration together, which is characterized as supportive, trustful, and open interactions. They then implemented their exploration in careful collaboration, which included a series of actions, such as putting an idea, clarifying and elaborating the idea, reflecting the idea, and gaining a new perspective.

Findings suggest that exploration in real-time peer interaction appears as an evolutive style rather than an achieving or progressive style of identity formation.

ROUNDTABLE: Research on adolescence: Towards Open Science

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Stijn Van Petegem, Université de Lausanne

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The last decade has been the decade of Open Science. With the introduction of guidelines such as the Transparency and Openness Promotion (TOP) guidelines and FAIR principles, the research community has aimed to provide an answer to the replication crisis and to promote transparency of research. In this discussion session, the implications of Open Science for research on adolescence will be discussed. Attendees are invited to share their own Open Science challenges and solutions in discussion with the panel members as well as through a web application.

We will consider the advantages of recent developments towards Open Science. Such benefits include the increasing accessibility of scientific findings to the general public, the greater accessibility of research tools to the research community, the increased possibilities for research collaboration, and the growing replicability of our research findings. These development

require a restructuring of our research infrastructure, ways of publishing and ways of valuing and rewarding research. Questions we will focus on include: How far are we as research community in each of these changes? Do the developments toward open science reach their goals or do we need to make additional steps? We will specifically focus on some of the challenges in the open science debate. These challenges include the financial limitations to open science frameworks (e.g., open access journals), the development of alternative ways to recognize and value researchers (e.g., the DORA declaration), and open science for longitudinal studies, qualitative studies, or studies with many direct or indirect identifiers with a high 'disclosure risk'. By focusing on solutions for these challenges we aim to make a next step in the Open Science debate.

THEMATIC SESSION 2: Risk in sexual behaviour and dating

17408 | Characteristics of peer sexual harassment in late childhood: What, where, who and how often?

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Background: Peer sexual harassment (PSH), or unwanted sexual attention, is highly prevalent in mid-adolescence. PSH is assumed to start with puberty, which occurs in early adolescence. However, because research on PSH before puberty is basically non-existent, this assumption is still to be tested empirically.

Research question(s): The aim of this study was to examine PSH in late childhood in terms of prevalence (victimization, perpetration, and witnessing), types of PSH, the context of PSH (age and gender of perpetrator, location and bystanders), and victims' reactions to PSH.

Methods: The study is part of the three-year longitudinal PRISE study examining PSH in Swedish middle schools (ages 10-12 years; Skoog et al., 2019). The present results are based on questionnaire data collected at the first and ongoing wave of the study, comprising a sample of 10-year-old boys (n=259) and girls (n=287) from 16 schools.

Results: Approximately half of the participants reported PSH victimization at least once during the current semester, a sixth reported PSH perpetration, and two thirds reported witnessing PSH. Exposure to verbal PSH was the most frequent type reported by victims, and especially by boys. PSH most frequently occurred at the schoolyard and the perpetrator was often a same-age boy. Victims reported that other students were the most frequent bystanders of PSH. Victims often reacted to the harassment by not caring about it or telling the perpetrator off.

Discussion: PSH, especially verbal forms, is highly prevalent already before the age of puberty. This finding challenges assumptions that PSH typically onsets in adolescence. Boys were more likely than girls to be both victims and perpetrators of (verbal) PSH. That PSH occurs at schoolyards, in the presence of peers, makes room for interpreting, and dealing with, PSH as a group phenomenon. The findings also highlight the need for early prevention against PSH.

17594 | Family environment and adolescent dating violence in Spanish-speaking countries

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Introduction: Adolescent dating violence (ADV) is an important problem that has to be addressed from multiple points of view.

This study analyzes how some characteristics of the adolescent's family of origin are associated with their perpetrating ADV.

Methods: An on-line questionnaire was answered by 3,203 adolescents from Spain, Chile and Ecuador, aged 12-18. The anonymous questionnaire included a measure of perpetrated psychological, physical and sexual partner violence. It also included an instrument measuring parenting styles, affection and control, and socio-demographic questions.

Results: Somewhat more than half (52%) of respondents (730 males and 717 females) reported having had at least one romantic partner (currently or in the past). Of them, 32.3% had committed psychological ADV, and 8.8% had committed physical ADV, with no significant differences by sex. Regarding sexual ADV, males reported more perpetration than females (11.9% vs. 5.6%, $p < .001$).

Living with both parents was associated with a lower prevalence of psychological (29.0% vs. 47.0%, $p < .001$) and physical (7.5% vs. 13.7%, $p = .037$) ADV. This association was present only in females. Having two parents with university degrees was associated with suffering psychological ADV in females, and with suffering the three types of ADV in males.

Regarding parenting variables, affection was associated with less violence in almost all cases (except for sexual violence perpetrated by females). However, parental control was associated only with psychological ADV, and only among females.

Discussion and implications: Results show that ADV (and mainly psychological ADV) is very present in both sexes. Furthermore, we found that family-related variables might influence adolescents' violent behaviors. Specifically, violent adolescents have less affectionate parents, and in some cases, they have less demanding parents. Parents might be advised to take this into account.

17529 | Changes over time in adolescents' sexual activity and risk taking

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Objectives: A) To investigate adolescents' sexual activity and sexual risk-taking (SRT) via a longitudinal study. Differences in SRT were examined at two time points between sexually active adolescents and adolescents who were virgins. B) To observe changes in SRT over time, by dividing the participants into three groups: Group 1) sexually active at both time points, Group 2) virgins at both time points, and Group 3) virgins at Time 1 but sexually active at Time 2.

Methods: The study included 1,030 adolescents at Time 1 and 712 adolescents at Time 2, using cluster sampling and self-reported questionnaires. For statistical analyses, t-tests, one-way ANOVA tests, and multiple regressions were conducted.

Results: At each time point, sexually active adolescents scored higher on SRT than virgins. Regarding changes over time, Groups 2 and 3 scored higher on SRT at Time 2 than at Time 1 whereas Group 1 showed no differences in SRT between Time 1 and Time 2. In all three groups, higher SRT at Time 1 was associated with higher SRT at Time 2.

Conclusions and implications: SRT is a complex phenomenon that manifests differently in diverse groups of adolescents and in accordance with changes during puberty. Therefore, prevention programs tailored to this varied behavior are recommended. In addition, the reasons for differences between virgins and sexually active adolescents warrant further examination, focusing on the gap between adolescents' intention to behave in a non-risky way and their actual SRT behavior. Finally, since all risk behavior patterns were associated with later behavior, programs targeting early adolescence are recommended, when most adolescents are still virgins. Participation in such a program may help them to reduce SRT and to practice safe sex when becoming sexually active in the future.

17611 | Differentiation of Self and risk behaviours and among high-school students from Spanish-speaking countries

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Introduction: Adolescence is a period of special vulnerability that may lead them to risk behaviors such as substance use, early sexual debut, sexting (sending sexually-explicit messages or images) or pornography consumption. Differentiation of self is the ability to achieve emotional autonomy by maintaining a good connection with the family of origin. Previous studies suggest

differentiation of self could be an intrapersonal variable that moderates adolescent's involvement in risky behaviors. The objective of this study was to evaluate the effect of the level of differentiation of self on sexting, pornography consumption and substance use (alcohol, tobacco and cannabis) among schooled adolescents.

Methods: A cross-sectional analysis was performed among high-school students in Spain, Chile, Peru, Mexico and Argentina, using an ongoing international study (YOURLIFE study, Front Public Health 2016). Adolescents, aged 12-18 (N=3579), completed an online questionnaire about different lifestyles, including risk factors concerning sexuality and the consumption of substances. Participants also filled a reduced version of the Differentiation of Self Inventory for adolescences. Non-conditional multivariate logistic regressions were conducted to evaluate the association between differentiation of self and a selection of risk behaviors. We adjusted for possible confounders.

Results: Twelve percent of adolescents had engaged in sexting and 35.3 had viewed pornography in the last 12 months.

Regarding substance use, 17.5% had ever consumed tobacco, 8.8% cannabis, 42.4% alcohol and 18% reported binge drinking (>4 alcoholic drinks within a 2-hour period). Lower levels of differentiation of self were associated with greater frequencies of risky behaviors, after adjusting for possible confounders.

Conclusions: Results suggest that differentiation of self could play a role in the prevention of risk behaviors among adolescents. Future studies would be needed to explore the extent to which the implementation of strategies for improving levels of emotional self-regulation can be an effective way for risk-behavior prevention among adolescences.

POSTER SESSION 1: Parenting and adolescent well-being I

17650 | Establishing the qualities of effective interventions to promote parental help seeking for adolescents: A systematic review

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Introduction: When children and adolescents need to attend professional services, such as physical or mental health services, they require their parents to facilitate the process of seeking help and attending services. Parent interventions can be effective in providing parents with the information and support needed to promote help-seeking for their adolescent child, however, to date no review has been conducted synthesising the findings on interventions to promote parental help-seeking. Therefore, the aim of the systematic review was to identify and synthesise the findings of research on interventions designed to promote parental help-seeking.

Method: The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines were followed for this review. Six electronic databases were searched in January 2019, over 3000 articles were identified from the search with 13 articles meeting the inclusion criteria and an additional 12 articles were identified from forwards and backward reference screening. The Assessment Tool for Quantitative Studies by the Effective Public Health Practice Project was used to assess the quality of the studies.

Results: Overall the quality of the studies varied between strong to weak and the design of the studies tended to be cohort based in comparison to a controlled trial. Interventions identified tended to be one on one (4/25) or group-based interventions (21/25) and were designed to address a variety of issues including obesity, mental health and social/educational problems. The interventions were designed to increase parental help-seeking in a range of contexts including schools, the workplace, the community and in services also.

Findings: The review highlights the lack of effective and high-quality interventions for improving parental help-seeking. Further research is required into what interventions are actually effective at improving parental help-seeking.

17813 | Adolescent mothers want easy access to antenatal care services: Findings from a Participatory Action Research

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Introduction: Adolescent pregnancy-related complications are the leading cause of mortality among females 15 to 19-years of age. Adolescent mothers are at a greater risk of, puerperal endometritis, eclampsia and systemic infections as compared to older women. Antenatal care (ANC) offers opportunities to diagnose and treat such complications, improving pregnancy outcomes for both mothers and babies.

Methods: Participatory action research (PAR) is a research approach, that systematically collects empirical data and analyzes it for the purpose of taking action to effect change. Using this approach, we explored adolescent mothers' knowledge, preferences and components of ANC that required improvement to enhance sustainable maternal and child health services.

The study was carried out in the Hohoe Municipality in partnership with the Hohoe Municipal Hospital. Facilitators from 4 communities supported participants recruitment and data collection. Six focused group discussions were held with adolescent mothers, 20 in-depth interviews with pregnant adolescents and 6 midwives were also interviewed. Recorded data was transcribed, coded, analyzed thematically, interpreted and consequently mapped through participant and facilitator evaluation and discussion.

Results: Findings revealed that adolescent mothers experience financial barriers that limited their access to antenatal care. Health care provider's unfriendly attitude and poor resourced health facilities non-equipped health facilities are some of the barriers noted for accessing health care services among adolescent mothers.

Conclusions: Broad stakeholder consultation and engagements in designing community based antenatal care services can help improve access and limit barriers to adolescent antenatal care services. Improving healthcare professionals' training, access to medication, laboratory services, and enhanced provider-mother focused interaction are vital for improving adolescent motherhood health outcomes. Health facility staff need to prioritize adolescent mothers unmet antenatal care needs in order to ensure continual improvements at the community and facility level.

17793 | Parental stress in (un)healthy mothers of (pre)adolescents children

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Introduction: Be a mother of dependent children is a challenging role. When a mother receives a breast cancer (BC) diagnosis, parental stress can increase. This study analyzed the association between specific child and mother characteristics and parental stress according to the health status of mothers (i.e., healthy mothers and mothers with BC). In addition, the study aimed to understand differences in associated factors of parental stress in mothers of kids, and mothers of (pre)adolescents in the sample of participants with BC. Method: The sample consisted of 256 mothers (92 healthy mothers, $M_{age} = 41.78$, $SD = 5.38$). In the 164 mothers with BC ($M_{age} = 43.72$, $SD = 5.10$), 110 identified a (pre)adolescent children as the child causing more worries, and 54 identified a younger child. All participants completed measures of parental stress, psychological distress, and psychological functioning of one of their children, as well as answered to a sociodemographic and clinical history questionnaire. Data were collected online.

Results: Findings showed multigroup differences between healthy mothers and mothers with BC on associated factors to parental stress. In both groups, children's prosocial behaviors and children's externalizing problems were associated with parental stress. In addition, having a romantic relationship, the age of children, and anxiety symptoms were not related to parental stress. In mothers with BC, children internalizing problems were positively associated with parental stress. In healthy mothers, depression symptoms were positively associated with parental stress. Comparing mothers with BC of kids and mothers with BC of (pre)adolescents, we did not found differences in factors associated with parental stress. Conclusion: The psychological

functioning of children affects in different ways mothers' parental stress when the mother is healthy or has a BC diagnosis. So, in each group, psychologists should pay special attention to distinct factors to prevent and decrease parental stress.

17357 | Time series study on day-to-day relationships between mothers and adolescent daughters in japan: Multi-group simultaneous analysis of three pairs

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Daily reciprocal mother-daughter relationships were investigated by applying dynamic factor analysis (DFA). Three mothers and their daughters in junior high school independently completed the Mother-Daughter Questionnaire daily for over 100 consecutive days. The data were analyzed by using multi-group simultaneous analysis without a time lag, which confirmed two common factors in their relationship, "Affiliation" and "Assertiveness". Then, we examined the latent factor series with time series for the Lag 1 model using DFA. The results indicated that the identical mother-daughter relationship factors on a given day were correlated with each other and the mother-daughter relationship on a given day affected their relationship the next day. Moreover, in two pairs, the "daughter's assertiveness factor" on a given day affected the "daughter's affiliation factor" on the next day. Furthermore, in one pair, the "daughter's affiliation factor" on a given day negatively affected the "mother's assertiveness factor" on the next day. It is concluded that connectedness and individuality of mother-daughter relationships interact with each other in day-to-day relationships.

17614 | Psychological factors of gratitude that Japanese adolescents and young adults feel toward their mother

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Why do adolescents and young adults feel gratitude toward their mother? This study aimed to clarify psychological factors of gratitude that Japanese adolescents and young adults feel toward their mother. In March 2018, an online survey was conducted involving 800 Japanese participants aged 15 to 39 years. The sample comprised 8 groups of 100 participants each, classified by age (15–19, 20–24, 25–29, 30–34 years) and gender (male and female). Items were scored on a 5-point Likert scale and covered the psychological factors of participants' gratitude toward their mother, including feelings of gratitude (happiness for their mother's help, gratefulness for their mother giving birth to and raising them, thankfulness to their mother for their life, sorrow for burdening their mother, blame for hardships put on their mother), perceived social support, and self-worth. Associations between psychological factors of gratitude and indicators were expected. Six psychological factors of gratitude were extracted by confirmatory factor analysis: "fulfillment," "rarity," "acceptance by one's mother," "the intentions of one's mother,"

“self-insufficiency,” and “influence on self-formation.” Cronbach’s alpha coefficients were .78 to .90 for the 6 psychological factors of gratitude. The psychological factors were positively related to perceived instrumental and emotional support ($r = .53$ to $.78$), and “acceptance by one’s mother” was positively related to self-worth ($r = .43$). Multiple regression analysis was used to predict feelings of gratitude based on the 6 psychological factors. Sorrow for burdening one’s mother was positively related to rarity and self-insufficiency, and negatively related to fulfillment. Blame for hardships put on one’s mother was also negatively related to fulfillment. Other feelings were positively related to several factors. The results suggest that the 6 psychological factors of gratitude that adolescents and young adults feel toward their mother have distinct characteristics and affect different feelings of gratitude.

17705 | Parental career-specific behaviors and adolescents’ career adaptability

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Parental support, interference, and career engagement present basic elements of career-specific parental behaviors (Dietrich & Kracke, 2009). Research has shown that these behaviors may affect various outcomes related to adolescents’ career development. (Dietrich & Kracke, 2009; Guan et al., 2015). The goal of this study is to examine how is parent career-related involvement related to high school students’ career adaptability. Career adaptability presents self-regulatory capacities that individuals use to cope with the challenges in their career transitions (Savickas, 1997). In the scope of this aim, we will examine how are three facets of parents’ career-specific behaviors and interactions between these behaviors related to students’ career adaptability. The participants in this study are 220 high school students, aged 15 to 18 (equally distributed by gender). Students’ career adaptability will be measured with Career Adapt-Abilities Scale (Savickas & Porfeli, 2012). The scale consists of 24 items to which participants respond on a scale from 1 (not strong) to 5 (strongest). Parents’ career-related behaviors will be measured by the scale developed by Dietrich and Kracke (2009). This scale contains 15 items to which students respond on the 4-point Likert scale (1 = does not apply, 4 = fully applies). The data will be collected in group testing in students’ schools. Students will complete the questionnaire online in their computer classrooms. We expect that career adaptability will be positively predicted by parents’ support and negatively by parents’ interference and lack of engagement. We also expect that parents’ behaviors will interact in predicting students’ career adaptability. For example, the positive effects of parental support on career adaptability is expected to be stronger when parents provide a higher level of engagement. Findings have implications for interventions and counseling work with parents in order to stimulate adolescents’ positive career development and adaptive career behaviors.

17324 | Parental monitoring and school adjustment: The moderating effect of adolescent depression

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Parental monitoring is known as a key factor related to school adjustment during adolescence. However, a new perspective suggests that parental monitoring may have a negative impact on adolescents when excessively done. According to Bronfenbrenner's Process–Person–Context–Time model, outcomes of proximal processes, such as parental monitoring, can vary with a personal state of adolescents, such as depression. Based on this hypothesis, this study examined whether the effect of parental monitoring on adolescents' school adjustment changed by the level of adolescents' depressive symptoms.

We used the Wave 7 data from the Korean Children and Youth Panel Survey. The sample included 1,805 adolescents in the first year of middle school. School Life Adjustment Scale, Inventory for Parenting Behavior Perceived by Adolescents, and Symptom Checklist-90-Revision were used to assess school adjustment, parental monitoring, and adolescent depression, respectively.

Multiple regression analyses showed that after controlling for gender, family income, and parental education, parental monitoring was positively associated with adolescents' school adjustment ($B = .320$, $SE = .016$, $p < .001$). The moderating effect of adolescents' depression on the relationship between parental monitoring and school adjustment was significant ($B = -.143$, $SE = .028$, $p < .001$). Specifically, parental monitoring was significantly related to greater school adjustment for adolescents with fewer depressive symptoms. For those with more depressive symptoms, parental monitoring was significantly related to poorer school adjustment.

Results showed that the effect of parental monitoring on school adjustment varied by adolescent depression. Prior research has shown that parental monitoring should be accompanied by the child's self-disclosure, and depressed adolescents may have difficulty opening themselves to parents. Thus parents need to pay attention to adolescent's psychological state when monitoring, and engage in monitoring differentially according to adolescent's depression level.

17410 | The role of fathers in future time perception and depression of late adolescent girls

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Adolescence is a highly risk period for development of depression especially in girls. Cognitive theories emphasize future time perspective as one of the key vulnerabilities to depression. Although the role of parent as the important environmental factor in developing cognitive vulnerability for depression was recognized, the contribution of fathers is understudied.

The goal of this study was to test the mediating role of future time perception on relation between paternal autonomy support and psychological control on depression in late adolescent girls.

A sample consisted of 118 high school graduate girls, average age 18.11 years. The following questionnaires were applied: Perceived Parental Autonomy Support Scale (P-PASS), Future time perception, and Depression, Anxiety and Stress Scale (DASS-21).

Results show that fathers' behavior was correlated with girls' depression and future time perception. Fathers' autonomy support was negatively, and psychological control was positively associated with perception of the future as limited and with depressive symptoms.

According to regression analysis only fathers' support for autonomy was significant predictor of depression in the first step but not in the second step when future time perception was entered. The results confirmed mediating role of future time perception in the relationship between the fathers' autonomy support and depression. Fathers' support for autonomous behavior leads to more positive expectations of future and consequently lower levels of depressive symptoms.

Results stress the importance of fathers' support for their daughters' independent decisions and initiatives during adolescence. This kind of behavior help girls to perceive their future as open and also prevent development of depressive symptoms.

POSTER SESSION 2: Identity processes & cultural challenges

17563 | What and how do identity processes relate to the personality traits in adolescence? Examining within-person associations

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The self is thought to be a multi-layered construct in which personality traits and identity processes are represented as different layers (McAdams & Zapata-Gietl, 2014). Longitudinal studies have shown that the educational, friendship, and future-oriented identity processes and personality traits are mutually related (e.g., Hatano et al., 2017). However, these studies examined the associations without distinguishing the between-person level from the within-person level. This study aimed to unravel the directions of effects between identity processes and personality traits at the within-person level, applying a random intercept cross-lagged panel model (RI-CLPM: Hamaker et al., 2015) for the three factor model (Crocetti et al., 2008) and the five dimensional identity model (Luyckx et al. 2008) during adolescence in Japan. Participants were 618 Japanese adolescents aged 13 years (51.3% female). They were annually assessed for four years with a 1-year interval. They were asked to complete the Utrecht-Management Identity Commitment Scale (U-MICS: Crocetti et al., 2008), the Dimensions of Identity Development Scale

(DIDS: Luyckx et al., 2008) and the NEO Five-Factor Inventory (NEO-FFI: Costa & McCrae, 1992). To examine the directions of associations between personality traits and identity dimensions with distinguishing the between-person level from the within-person level, we ran five RI-CLPMs. For the directions from identity processes to personality traits, educational commitment and reconsideration of commitment in friendship significantly predicted agreeableness (educational commitment; $\beta=.15-.18$; reconsideration of commitment in friendship; $\beta=.19-.21$), commitment in friendship significantly predicted extraversion ($\beta=.11-.14$), future exploration in breadth significantly predicted conscientiousness ($\beta=.22-.25$). For the directions from personality traits to identity processes, conscientiousness significantly predicted educational commitment and future in-depth exploration (educational commitment; $\beta=.15-.16$; educational in-depth exploration; $\beta=.15-.17$). These results suggest the identity processes in all identity domains (i.e., education, friendship, and future) contribute to the changes in socially mature personality traits (i.e., agreeableness, extraversion, and conscientiousness).

17618 | School cultural diversity climate and intergroup contact experiences of native adolescents and adolescents with a migrant background: A longitudinal study

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Schools are a main multicultural context that provides native adolescents and adolescents with a migrant background with opportunities to have cross-ethnic friendships, intergroup contact experiences, and learn about cultural differences (Schachner, Juang, Moffit, & van de Vijver, 2018). Schools promoting a climate based on equality and inclusion (i.e., teachers support contact and cooperation between adolescents with different backgrounds and treat them equally) and cultural pluralism (i.e., valuing students' diverse cultural backgrounds as a resource) can facilitate positive intergroup contact (Schwarzenthal, Schachner, van de Vijver, & Juang, 2018). In line with this consideration, the main aim of the present study was to examine the interplay between cultural diversity climate in the school context and intergroup contact experiences of native adolescents and adolescents with a migrant background.

Participants were 797 adolescents (63.2% females; $M_{age}=14.57$, $SD_{age}=0.68$), of which 630 native and 167 with a migrant background, involved in a longitudinal study conducted in the North-East of Italy. The participants filled the Classroom Cultural Diversity Climate Scale (Schachner, Noack, van de Vijver, & Eckstein, 2016), and the Positive and Negative Intergroup Contact Interactions scale (adapted from Hayward, Tropp, Hornsey, & Barlow, 2017).

Cross-lagged analyses conducted in Mplus 8 indicated that perceived equal treatment by teachers increased positive intergroup contact experiences and decreased negative intergroup contact experiences over time. Importantly, multi-group analyses highlighted that these results were replicated in native adolescents and in adolescents with a migrant background. These findings emphasize the crucial role that a school context endorsing fairness and equal treatment of students can play to increase the overall quality of intergroup contact between native adolescents and their peers with a migrant background. This evidence has important implications for promoting integration in multicultural societies.

17706 | Development and validation of gender stereotype attitude measure for students

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Researchers argued that gender stereotyped measures have serious measurement issues that may produce confounded results (Beere, 1990; Liben & Bigler, 2002; Signorella et al., 2003): (1) Some measures assess knowledge of gender stereotypes and not attitudes; (2) Although masculinity and femininity is not an unidimensional construct, some measures consist of only masculine or only feminine items, instead of both; (3) Masculine and feminine items are not comparable in regards to degree of cultural stereotyping or their desirability and prestige; (4) Some measures do not have appropriate gender content for different age groups. The aim of this study was to design and validate an improved measure of gender stereotype attitudes by taking abovementioned limitations into account. Participants in the study were 220 primary and 220 secondary school students from Croatia, ranging from 11 to 18 years old. To construct a measure of gender stereotype attitudes we obtained 32 items of occupational activities (e.g. Install electrical wiring; Supervise children in a nursery) from the short version of Personal Globe Inventory (Tracey, 2002). We chose PGI items because it is a well-known measure of interests that is validated in different cultures (Darcy, 2005; Šverko & Babarović, 2016; Tracey, 2002) and its items are evened by prestige and are understandable to different age groups. We changed the scale instructions and descriptors to reflect measurements of gender stereotyped attitudes. Students had to indicate on a five-point Likert scale “who should do these activities”, men, women or both, men and women. The questionnaire was administered to the students in an online form during a regular school day in their computer classrooms. Results show that gender stereotype attitude measure of occupational activities has high reliability and expected factor structure that is stable in boys and girls' sample as well as in primary and secondary school samples.

17547 | Longitudinal analysis about flourishing and its predictors during emerging adults from a gender perspective

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Flourishing is defined as a combination of hedonic and eudaimonic well-being. The objective of this work was to analyze with a longitudinal design and from a gender perspective, which variables are related to flourishing in a sample of emerging adults. The sample was comprised of 400 emerging adults (67% women) who were interviewed at two different points in time: when they were 20.3 years old on average (DT=2.04), and three years later, at the average age of 23.7 (DT= 2,08). The variables studied were: perceived family income; resolution of core developmental tasks (having a job and living independently); The Inventory of the Dimensions of Emerging Adulthood; educational variables (academic commitment and perceived University performance) and social support (from friends, family, and partner). Results showed the differences in the variables which predict flourishing in males and females. Flourishing in males in Wave 2 is related to two W1 variables: the perception of emerging adulthood as an experimentation stage and the priority which youngsters give to their studies. For females, flourishing in W2 is related to two W1 variables: the consideration of this stage as a self-focused stage, and family support. These results vouch for the importance of analyzing gender differences throughout emerging adulthood. Results also highlight the role that educational context and social support provide to well-being during emerging adulthood. More research is needed from a gender perspective to explain the variables related to well-being throughout emerging adulthood, to generate evidence-based intervention programs that facilitate the transition into adult life.

17426 | Formation of negative identity in contemporary society: Applying the master and alternative narrative approach

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A negative identity is defined as a problematic side of identity that some youth develop identifying themselves as socially negative roles (Erikson, 1968). A negative identity is important for research because it navigates one's life in a socially distractive direction (Montgomery et al., 2008). However, no research has examined how youth form negative identities.

To understand mechanisms of negative identity formation, this study utilized the master and alternative narrative approach (McLean & Syed, 2015). Master narratives are stories that help individuals to understand how to live a good life in their culture, while alternative narratives are stories that differ from master narratives. Youth develop their identities through constructing personal life stories between master and alternative narratives. This study aimed to examine ways in which Japanese youth who form negative identities construct socially negative (e.g., dangerous and worthless) alternative narratives.

One hundred and two Japanese youth (74.5% female) aged 19–24 years (Mage = 20.8) answered Twenty Statements Test (TST; Kuhn & McPartland, 1954) and Master Narrative Deviation Prompt (McLean et al., 2018). The TST was used to identify individuals with negative identities. The narrative prompt was designed to capture the individual's experiences of deviations from master narratives. We code narratives in terms of degrees of alternative narrative elaborations (McLean et al., 2018) and socially positive/negative meaning in alternative narrative.

As a preliminary result, we found that many Japanese youth with negative identities elaborated socially negative alternative narratives. Following is one example of narrative with socially negative alternative narrative (male; 21 years old): “After getting in college, I became dissolute . . . I want others not to obtrude their expectation on me. I want to enjoy being dissolute, and I am doing so. I chose it by myself, so I want them not to force me to be ordinary.”

17672 | How identity processes and action crisis predict personal goal status in a sample of first-year university students

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Young people strive to construct their personal identity by committing, pursuing, or disengaging from goals. The present study aimed to explore whether identity processes, as defined in the 3-factor identity model (Crocetti, Rubini, & Meeus, 2008), predict action crisis, and goal status.

The sample consisted of first-year university students (N = 212, 86.3% female, Mage = 20.03, SDage = 2.26). Participants self-set and monitored their learning goals using a smartphone application during the first semester for 6 consecutive weeks. At each measurement point, they filled in 3 single-item measures of identity processes (Klimstra et al., 2010), completed measures regarding the action crisis (Brandstätter, Herrmann, & Schüler, 2013), and indicated their goal status (achieved, still pursued, or disengaged). This procedure resulted in 665 goals. Path analyses were conducted using Structural Equation Modeling (SEM) in Mplus 8.2. The path model provided an adequate fit, RMSEA = .08, CFI = .98, SRMR = .05. Commitment making had an indirect effect on goal achievement ($\beta = .11$, $p < .01$), and on goal disengagement ($\beta = -.16$, $p < .001$), through action crisis.

Reconsideration of commitment had an indirect effect on goal achievement ($\beta = -.11, p < .01$), and on goal disengagement ($\beta = .16, p < .001$), through action crisis.

As expected, achieving or disengaging from a goal was predicted by an action crisis and reconsideration of commitment. Our results were in line with Herrmann and Brandstätter (2015), showing that the experience of an action crisis predicts goal disengagement. Moreover, our findings indicate that the commitment making process when pursuing a self-set learning goal might protect young people from experiencing an action crisis. In contrast, feeling uncertain about one's current goals, which is indicative of reconsideration of commitment process, contributes to decisional conflicts, setbacks, and implemental disorientation associated with action crisis.

17595 | Self-regulation strategies in minority, diaspora, and native German mother-adolescent dyads

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According to Brandtstädter, self-regulation of stress and life transitions is a universal developmental task across the lifespan and is motivated by discrepancies between desire and reality. These discrepancies are reduced by tenacious goal pursuit or goal adjustment. In increasingly diverse societies, however, it is an open question whether self-regulation processes are generalizable across ethnic minorities, immigrants, and native populations. Additional acculturation-related stressors (e.g., discrimination, language hassles) that co-occur with normative developmental stress may challenge self-regulation abilities in these groups. Due to these additional challenges, we hypothesized that members of the minority (Turks) report higher levels of self-regulation (goal pursuit and goal adjustment) than members of the majority (native Germans) with diaspora migrants (ethnic German repatriates with beneficial immigration conditions) in between. In addition, we expected that the level of acculturation-related stress predicts interindividual differences in both types of self-regulation within the minority and diaspora group.

This comparative study investigated native and migrant mother-adolescent dyads in Germany (N=674): 136 native German dyads (adolescents: 17 years old, 50,7% female), 121 Turkish minority dyads (adolescents: 17 years old, 43,8% female), and 80 ethnic German diaspora dyads (adolescents: 17 years old, 48,8% female). Both self-regulation strategies were assessed using vignettes focussing on mothers' and adolescents' coping with a parent-adolescent-conflict situation.

Results revealed no group differences in mothers' goal adjustment, but a higher level of Turkish mothers' goal pursuit.

Adolescents of the three groups did not differ in self-regulation strategies. Only in native German dyads, mother-adolescent discrepancies in goal pursuit were significantly different. Surprisingly, acculturation-related stress did not explain interindividual differences in self-regulation in the minority or diaspora groups.

Results are discussed with regard to the generalizability and specificity of self-regulation in growingly multicultural societies. Integrating coping research and acculturation science may help in the understanding of how diverse adolescent-mother dyads adapt across the lifespan.

17550 | Preliminary results of the Spanish adaptation of the differentiation of self inventory for adolescents

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Introduction: Differentiation of self is considered a central concept in Bowen Family Systems Theory. It is defined as the capacity for emotional self-regulation and intimacy with others. Over time, different measures have been developed to assess the degree of differentiation of self. The Differentiation of Self Inventory (DSI; Skowron and Friedlander, 1998) is the most widely used instrument in research and it evaluates the differentiation according to Bowen's Theory. Knauth and Skowron (2004) developed an adolescence version with good reliability and appropriate internal consistency, using a sample of American adolescences. Therefore, the main objective of the current study is to present the initial validation of the version of the DSI for adolescents, based on validation by Rodríguez-González et al. (2015) of the Spanish Differentiation of Self Inventory (S-DSI).

Methods: Participants were a sample of 204 high-school students and college students (66.7% females, 33.3% males) of Spanish nationality and ranged in age from 14 to 21 years, $M = 18.02$ ($SD = 1,27$), and 28% were high-school students, 8.3% were higher degree students and 63.7% were college students. They all completed the Differentiation of Self Inventory for Adolescents.

Results: The exploratory factor analysis indicates that the original subscales of the American DSI in Spanish adolescents sample are not confirmed (as in the Spanish adult version). Cronbach's alpha was high for the full scale and for the four subscales: DSI full scale = .88, ER = .84, IP = .75, EC = .71 and FO = .70.

Discussion: Preliminary results indicate that the Spanish Adaptation of the Differentiation of Self Inventory for Adolescents has good psychometric properties. However, a further enlargement of the research sample is necessitated followed by confirmatory factor analyses and fit statistics of the original.

17754 | How to explain the relationship between religiosity and childbearing desires? Childbearing motivation among Polish adolescents

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Background: While secularization is an important facet of modernization, religion constitutes to be an important force that shapes people's life choices in contemporary Europe. In particular, religiosity has been found important for patterns of family formation and childbearing in numerous countries. The aim of this paper is to explain the relationship between religiosity and childbearing desire among late adolescents. Young people's attitudes towards parenthood will determine their future family choices.

Understanding how childbearing desires are shaped at the onset of emerging adulthood constitutes an important research goal, especially in Poland that experiences very low fertility and high childlessness.

Method: The sample included 1,802 Polish high-school students (57.2% were girls) aged 17-20 ($M = 18.31$, $SD = 0.50$). They completed the self-administered Childbearing Questionnaire, designed by W. Miller to measure various positive and negative motives for parenthood (value attached to the perceived benefits and costs of children). They also answered questions on their childbearing desire and religiosity. We applied mediation analysis to verify whether effect of religiosity on childbearing desire is mediated by the perceived benefits and costs of childbearing. We also examined which motives are the most important mediators.

Results: The effect of religiosity on childbearing desire was not strong, but statistically significant ($r = 0.27$). Importantly, this effect was fully mediated by the perceived benefits and costs of childbearing: benefits explained 81%, costs – 14% of this effect. The effect of religiosity on childbearing desires can be mainly explained by religious adolescents attaching higher value to joys of pregnancy, birth, and infancy, as well as to satisfactions of child-rearing and seeing children as a source of feeling needed and connected.

Conclusion: Religiosity is not a strong predictor of childbearing desires, but its effect can be almost fully explained by how religiosity fosters positive image of children among young adults.

17504 | Self differentiation in adolescence. Psychometric properties of the Italian version of Differentiation of Self Inventory

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Adolescence is a period of many changes; adolescent is called to form a stable identity, to achieve emotional autonomy from parents and intimate relationships with peers.

The development of secure attachment to parents, good level of Self differentiation are linked to wellbeing. Differentiation of Self (DOS), key concept of Bowen theory, defined as the ability to balance (a) emotional and intellectual functioning (b) intimacy and

autonomy in relationship. Among different measures of DOS one of the most widely used is Differentiation of Self Inventory – Short Form (DSI-SF) a 20 item self-report questionnaire (four factors: I Position, Emotional Cutoff, Emotional Reactivity, Fusion with Others). Aim of the present paper is twofold, to study: (1) Psychometric properties of DSI-SF in a sample of Italian adolescents; (2) Associations between DOS, attachment and wellbeing.

Self-report measures were used to assess DOS (DSI – SF), Attachment (Experience in Close Relationship – RC) and Wellbeing (WHO-5).

Sample. 384 Italian students from secondary school (26.56% female; Mean age = 16.40 years; SD = 1.53; range 14-19).

Results. DSI-SF Factorial Structure showed acceptable psychometric properties $\chi^2(160, N = 384) = 277.68, p < .001$; CFI = .919; NNFI = .904; RMSEA = .045, also correlations were found in expected direction between DOS and Attachment Anxiety ($r = .20, p = < .001$ mother; $r = .20, p = < .001$ father) and Avoidance ($r = .18, p = < .001$ mother; $r = .20, p = < .001$ father) and Wellbeing ($r = .29, p = < .001$) providing evidence for concurrent validity.

Conclusion. DSI – SF is reliable measure for assessment DOS in Adolescence. Further longitudinal studies could investigate the role of DOS in promoting adolescent's wellbeing.

POSTER SESSION 3: Sexuality & romantic relationships

17798 | Sexuality Education as foundation for communication between couples: A study with young adults

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Sexuality accompanies the human being from his birth to death and the sexual attitudes and behaviors inherent to it are dynamic and interrelational phenomena that vary over time in response to maturity, the relationship that is established with each other and cultural factors.

Although sexuality develops throughout the life cycle, it should not be neglected its importance in the course of puberty and adolescence, since they are time spaces demarcated by bodily transformations and new emotional and social experiences, such as loving relationships and more closer friendships.

The communication of the couple is an indispensable product for the psychic well-being of the subject, which is not transparent, since each of the couple's elements interprets situations in agreement with past experiences, beliefs, values and personal learning.

Taking this into account, the present study intends to ascertain about the significance that the communication skills acquired during this learning process on sexuality, as well as what its role in the quality of subsequent affective relationships.

Concurrently, the question emerges: what are the influences that different educators and typologies of sexuality education assume on the differences as we communicate and relate to each other in relationships of intimacy?

Thus, the most important expected result provides that a sexuality education which empowers children and adolescents to communicate about sex and desire openly and freely, will be offering them the tools they need to establish healthy and happy relationships, since it will allow a shared communication about sexuality between the couple.

The convenience sample will be made taking into account the following characteristics: young adults, aged between 18 and 30 years old, with, at least, one present or past intimate relationship.

The sample will be constituted of 10 people, half of whom will be female and the other half male.

17799 | The importance of Sexuality Education in the construction of concepts of love and sexuality in the transition to adulthood

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The main objective of the present study is to evaluate the importance of sexuality education for the construction of the concepts of love and sexuality. Therefore, this research seeks to clarify and distinguish the concepts of love and sexuality for young adults; and also, to know and understand the sexuality education received by them, directly and indirectly during their development.

The sexual and social experiences that the individual experiences, from childhood to adulthood, blur his experience of sexuality, as well as his behaviors and emotions. It is during adolescence that parents move away, and couples get closer. It is at this stage that the family, the school and some health systems become very important means to prevent some risky behaviors. This takes into consideration, once again, the importance of education for sexuality, promoting a risk-free and satisfying experience, in the sense of sharing responsibilities.

The convenience sample will be made taking into account the following characteristics: young adults aged between 18 and 30 years old, with at least one present or past intimate relational experience. The sample will be constituted of 10 people, half of whom will be female and the other half will be male.

It is expected that the results of the present study corroborate the expectation that an explicit or implicit sexuality education that addresses themes such as respect, communication, desire, sexual energy, values and openness leads to the construction of more adjusted concepts of love and sexuality that culminate in a satisfactory adult experience of sexuality.

17544 | Self-authorship in romantic relationships during young adulthood: An exploratory study

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Magolda's definition builds on Kegan's (1994) conceptualization of self-authorship as a shift in the person's meaning-making capacity that makes individuals move from a state of authority-dependence from others to the construction of an autonomous system with the ability to coordinate, integrate and act upon one's own purposes, values, feelings and meanings. To achieve this, the integration of the following three dimensions is required: how we view the world (the epistemological dimension), how we view ourselves (the intrapersonal dimension), and how we view social relations (the interpersonal dimension) (Magolda, 2008). It is the aim of our study to explore how in the conversations young adult couples maintain among themselves self-authorship is co-constructed, articulated and acted on. Secondary data analysis of the conversations held by seven dyads of young adults romantically engaged is ongoing. Participants, ages range from eighteen to twenty-seven years, and all were romantically involved for, at least, 11 months. Data collection and initial analysis of the data were based on the Action Project Method (Young et al., 2005). Preliminary analyses of the conversations show that these young adults shared with one another experiences involving change, success, anxiety and challenges. With our secondary analysis of the data we intend on understanding how, through the conversations with the romantic partner, young adults express how they see the world, how they define themselves, and how they relate to others. Therefore, how they are becoming authors of their own selves through the relationship established with a romantic partner.

17598 | The role of career in the way young adults and peers or romantic partners co-construct the transition to adulthood

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According to Campos (1980), vocational development must be understood as a dimension of psychological development that also operates as a synthesis and integration of human development. As an extensive body of literature demonstrated, projects in the career domain are closely intertwined with projects in other areas of life, such as family or the development of identity. Furthermore, the successful resolution of career-related tasks and transitions usually requires individuals to mobilize and put into action multiple dimensions of their psychological functioning. It is the aim of our study to understand how young adults and their peers or romantic partners set goals and build transition-to-adulthood projects in multiple domains of their lives while talking about career-related issues. Contextual Action Theory and its associated research method, the Action-Project Method (Young et al., 2005), are at the background of our conceptual and methodological approach. CAT is an integrative framework that understands the transition to adulthood as a relational and intentional process that leads to the identification of the goals and projects young people jointly construct, articulate and enact with others like peers and romantic partners (Young et al., 2011). Twelve dyads, seven friends' dyads and five romantic couples' dyads, aged between seventeen and twenty-seven, participated in the study. Only for one of the twelve dyads a career project was identified. For the other dyads, career projects appeared as subprojects of other projects like identity, friendship, or projects directed toward the maintenance or consolidation of the romantic relationship. Our findings indicate that while engaging in career-related conversations, young adults and their peers or romantic partners often co-construct, articulate and enact transition-to-adulthood projects in multiple domains of life. This appears to corroborate Campos' (1980) assertion of vocational development as a dimension of synthesis and integration of psychological development.

17681 | The role of school-based sex education programmes in young people's sexual health behaviours: A systematic review

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Introduction: School-based sex education programmes are widely used in many countries, with the aim to develop young peoples' sexual and reproductive health and to facilitate them in gaining knowledge, behavioural and interpersonal skills, to make

appropriate choices regarding their sexual behaviour (e.g. contraceptive use for preventing sexually transmitted infection (STIs). Nevertheless, with the implementation of sex education in many countries, STI rates are becoming an increasing global concern. There have been previous reviews that have evaluated sex education programmes, yet these reviews focused on specific sexual behaviours (e.g. pregnancy rates) or are now somewhat dated. The objective of this review is to synthesis all available literature that has evaluated sex education programmes for all outcomes of sexual health behaviours (e.g. contraceptive use, STI rates). Methods: Guided by PRISMA-P and PICOS (Participants, Interventions, Comparison, Outcomes and Study Design) strategies, this review will search for quantitative articles between 2007-2019, using electronic databases (e.g. PUBMED) to identify articles that evaluate school-based sex education programmes for secondary school students and outcomes or sexual health behaviours (e.g. contraception use).

Results: This review is expected to yield noteworthy results with regard to the evaluation of school-based sex education programmes and outcomes for sexual health behaviours in secondary school students.

Current stage of work: This systematic review is currently at a data extraction stage.

Discussion: This review will make an important contribution because it includes all outcomes of sexual health behaviours and may provide key knowledge for informing decisions about policies and the cost-effectiveness of school-based sex education programmes.

17572 | Relationships between the family of origin and young adult couples: An exploratory study

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The family of origin plays a predominant role in the development and establishment of romantic relationships in young adulthood. Young adults are confronted with the need to simultaneously search for physical and emotional separation from their family of origin and assert themselves as individuals toward the romantic partner, and to maintain or strengthen a sense of belongingness to both these contexts. The aim of this study is to understand the role of the family of origin as a facilitating

resource or a barrier to the development of life partnership projects of young adults romantically engaged. The sample is composed of 5 young adult couples aged between 18 and 24 and engaged with one another for a minimum of 4 months and a maximum of 4 years. Primary data collection and analysis relied on the Action Project Method (Young et al., 2005). Within the framework of our study we will carry out a secondary analysis of the conversations of these 5 dyads organized in 2 moments. First, we will identify: moments participants refer to their family of origin and the circumstances in which such references occurs (e.g., difficult moments of the romantic relationship or of the relationship with parents, moments of decision making for the couple); whether the presence of the family of origin is physical (e.g., due to cohabitation) or implicit (e.g., values transmitted, traditions). Second, we will investigate what the previously identified moments to reveal about the cohesion (emotional connection with the family of origin), flexibility (adaptability of the family to change and ability to balance change and stability), and communication the young adult maintains with the family of origin and how this is reflected in their relationship with the romantic partner.

INVITED SYMP. 3: Positive development and optimal experiences in adolescence

17907/1667 | Knowing how adolescents regulate their emotions in daily life: The interplay with contexts, their momentary affective experience and optimal experience

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Although emotion regulation (ER) is a widely studied topic in psychological research, literature is scarce on identifying the patterns of ER strategies on adolescents' daily lives and their interplay with affective experience and optimal experience. We present some findings of our research team that intend to know how the momentary use of cognitive reappraisal (CR) and expressive suppression (ES) strategies occurs in different daily contexts; how the use of these ER strategies is related to adolescents' levels of momentary positive (PA) and negative affect (NA); and how their ER strategies and affects predict optimal experience in everyday life.

We used retrospective measures and the Experience Sampling Method (ESM), which is a real-time method for capturing momentary samples of adolescents' daily subjective experience. We used two samples of adolescents (N1=33, 12 to 18 years, 64% female; and N2=110, 14 to 19 years, 72% female). We performed group differences and lagged analyses with aggregated data and multilevel modeling.

Results showed that adolescents used slightly more CR than ES. Regarding contexts differences, ES was higher at school than at home, in school activities than in leisure or socialization, and when adolescents were with friends than when they were alone. CR was associated to higher NA at the state level but lower NA at the trait level. By its turn, ES was associated with lower PA and higher NA at the state level. Concerning lagged relationships, only CR predicted higher PA at the subsequent moment. Findings also showed that ES and NA were associated with a decrease in the intensity of optimal experience, while PA was associated with an increase in it.

The findings put in evidence the importance of daily contexts in adolescents' emotion regulation and unveil differential effects of ER strategies in adolescents' affective experience and in optimal experience.

17907/1668 | Mirorr, Mirorr on the wall, who's the most at risk of all?!

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Mental health problems usually develop gradually, an idea captured in the clinical staging model. It remains unclear what drives or prevents progression to more severe stages. Research often focuses on psychopathology and risk factors, ignoring well-being and protective factors. This study investigates how domains of both psychopathology and well-being, and factors of both risk and resilience may contribute to the development of mental health problems.

Data come from the Mapping Individual Routes of Risk and Resilience (Mirorr) study, an in-depth diary study in N=96 young adults aged 18-35 with different levels of mental illness severity. Mirorr encompasses four subgroups that represent increasing levels of severity, ranging from general population (lowest level) to high-risk for psychosis (highest level), reflecting subsequent clinical stages. Psychopathology, well-being, psychosocial functioning, and factors of risk and resilience for mental illness are assessed. Participants also reported daily on a broad range of emotions and symptoms for 90 days.

First results of baseline data (e.g. distress and coping) and diary data (e.g. patterns of affect) are presented. Subgroups indeed differ in levels of psychopathological severity, but also in levels of well-being, psychosocial functioning and factors of risk and resilience. Whereas some areas decrease (well-being) or increase (general psychopathology) linearly across groups, other domains show less linear patterns. This suggests that combinations of factors (e.g. little social support with high symptom burden) might explain the total level of mental health problems.

Characterization of different levels of mental illness severity in terms of not only psychopathology and risk factors but also in terms of well-being and protective factors is an important next step to understand the development of mental health problems in young people. More insight in how these different domains interact will improve our identification of those at the highest risk for developing (more severe) mental health problems.

17907/1669 | Does coping style play a mediating role in the relationship between subclinical psychotic experiences and daily functioning in adolescents from the general populations of Australia and the UK

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Subclinical psychotic experiences (SPE attenuated, brief, or limited psychotic-like experiences) are present in approximately 7.5-17% of children and adolescents. The majority of these are transitory, however, those who report SPE are at risk adverse outcomes, including psychosis. SPE is also associated with reduced functioning, high levels of distress, and suicidal ideation. Adolescents who experience SPE are also less likely to use adaptive coping mechanisms. Given that coping styles are potentially modifiable, clarifying if coping may mediate the association between SPE and functioning could provide an important avenue for psychosocial intervention. We conducted a within-study replication in two adolescent samples to investigate whether the association between SPE and psychosocial functioning is mediated by coping style.

SPE was measured using the Community Assessment of Psychic Experiences (CAPE). Coping style was measured using the Coping Inventory for Stressful Situations (CISS), which assesses three different types of coping; task-oriented (adaptive) and emotion and avoidance oriented (maladaptive). The Multidimensional Assessment of Functioning Scale (MAFS) was used to assess general, family, and peer functioning. Participants included 723 adolescents from Melbourne, Australia, and 239 adolescents from Birmingham, UK.

Task and emotion-oriented coping were found to significantly mediate the relationship between SPE and all three types of functioning in both the Melbourne and the Birmingham samples. Avoidance oriented coping was found to significantly mediate SPE and peer functioning in the Melbourne sample only, and was not found to mediate SPE with general or peer functioning in either sample.

Techniques that increase levels of adaptive coping and reduce levels of maladaptive coping (in particular emotion-oriented styles) may help to break the cycle between subclinical psychotic experiences, functional decline, and the eventual need for care. Introducing classroom-based learning about coping strategies in schools may encourage the adoption of more positive coping strategies in adolescents from the general population.

SYMPOSIUM 6: The implications of parental mental health for the quality of parenting during adolescence

17579/1404 | Transgenerational transmission of maladjustment Via parenting and identity formation in a community sample of mothers and their adolescent children

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Impairments in identity formation have demonstrated an important relationship to the development of psychopathology in adolescence (Klimstra & Denissen, 2017). While parenting that supports a child's autonomous functioning is associated with healthy identity formation, parenting that is psychologically controlling and thwarting of a child's need for autonomy is associated with maladaptive identity formation (Luyckx, et al., 2007). Unfortunately, when parents are confronted with their own personal difficulties, such as depression and life stress, these struggles can have negative consequences on their parenting, ultimately making it more difficult for them to support their child's need for autonomy (Goodman et al., 1994). The aim of the present study is to present one possible model linking parental maladjustment to adolescent depressive symptoms through impairments to parenting and adolescent identity formation.

Our sample consisted of 187 adolescents (Mage=16.46) and their mothers (Mage=47.84) residing in the French speaking part of Switzerland. Mothers completed self-report questionnaires on maternal depression (PHQ-8) and maternal stress (PSS-10). Adolescents completed measures of perceived autonomy supportive parenting (POPS), perceived psychologically controlling parenting (DAPCS), adolescent identity formation (DIDS), and adolescent depression (PHQ-8).

Structural equation modeling was used to test the hypothesized model in which maternal maladjustment would be associated with difficulties in parenting, which in turn would relate to impairments in identity formation, and ultimately adolescent depressive symptoms. This model fit the data well. Maternal maladjustment was associated with decreased autonomy supportive parenting and increased psychologically controlling parenting. Furthermore, increased psychologically controlling parenting lead to impairments in identity formation and ultimately to increased levels of adolescent depressive symptoms. Thus, one possible path of transmission of maladjustment from mother to child appears to be via impairments to adolescent identity formation. Given the potentially grave consequences on adolescents, these results underscore the importance of interventions focused on aiding parents struggling with mental health issues.

17579/1405 | “Be careful out there”: Parental anxiety and dangerous worldviews as predictors of overprotective parenting

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Parental overprotection refers to parents' provision of protection that is excessive, considering the child's developmental level (Thomasgard et al., 1995). As past research consistently showed that overprotective parenting is a risk factor for psychosocial difficulties in adolescence (e.g., Spokas & Heimberg, 2009), it is important to understand why parents engage in overprotective parenting. Past research identified a number of parental factors (including parental anxiety and neuroticism) and child factors (including chronic illness and child anxiety) as determinants of overprotection (e.g., Hudson et al., 2009). This research built upon this work by examining whether parents' perceptions of the world as a dangerous place would push parents to become overprotective, in order to prevent their children from running into any potentially dangerous or hazardous situations (Furedi, 2008). An additional goal was to examine whether the effects of parents' dangerous worldviews were intensified among anxious parents, which would imply moderation (see Coplan et al., 2008).

The study was conducted in a sample of 467 parents (39% fathers, Mage = 47.3) of adolescents (44% boys, Mage = 14.8). Parents filled out well-validated questionnaires assessing trait anxiety, dangerous worldviews, overprotective parenting, and their perceptions of child anxiety.

Analyses were conducted among mothers and fathers separately, thereby controlling for perceived child anxiety. Regression analyses indicated that both higher levels of mother anxiety ($b = .14, p < .05$) and mothers' dangerous worldviews ($b = .36, p < .001$) uniquely predicted more overprotective parenting. The moderation was not significant. Results were highly similar for fathers, as both father anxiety ($b = .23, p < .01$) and their perceptions of the world as a dangerous place ($b = .25, p < .01$) were uniquely associated with more overprotection; the moderation was not significant either. These results illustrate the importance of considering parents' context-related representations for understanding parental overprotection.

17579/1406 | Parents' childhood experience of abuse, parenting beliefs and abusive parenting practices among parents of adolescents from Cameroon and Togo

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Child and adolescent maltreatment was recognized as a public health problem in 2006 by the WHO. Due to the potential consequences for child and adolescent development, understanding how maltreatment occurs is critical, especially in the family

setting. Many factors can lead parents to adopt abusive parenting practices. It has been demonstrated that the risk of using physical abuse as a disciplinary method are higher if parents experienced parenting abuse during their childhood (Clément et al., 2012). Moreover, beliefs about parenting were also found to be a predictor of abusive parenting practices (Jackson et al., 1999). Moreover, it has been shown that these beliefs are influenced by the parent's childhood experience of abuse (Gagné et al., 2007). Thus, the present study aimed to investigate the association between parents' childhood experiences of abuse, parenting beliefs regarding physical punishment, and parenting practices considered as abusive. As there is a need to deeper understand abusive parenting practices in the sub-Saharan context, the data were collected in Togo and in Cameroon. The sample consisted of 131 Togolese and Cameroonian parents of adolescents (Mage = 40.22 years, 60.3% mothers), who were aged from 10 to 17 years old. They filled out a questionnaire including different scales concerning their parenting practices, their childhood experiences of abuse and their beliefs about parenting. Preliminary results revealed that experiencing physical and emotional abuse during childhood and having beliefs in favor of physical punishment are predictors of adopting parenting practices considered as physically abusive. Psychological abuse is also predicted by the experiences of physical and emotional abuse during childhood and the beliefs in favor of physical punishment, in addition to the experience of emotional neglect during childhood.

SYMPOSIUM 7: Adolescents' social world: What factors may facilitate adolescents' empathic and prosocial tendencies in different contexts?

17635/1587 | Bidirectionality in longitudinal associations of prosocial behavior, autonomy support, and emotional support from fathers, mothers, siblings, and best friends on adolescents' prosocial behavior

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Adolescents socialize with their family and friends on a daily basis, and therefore, these relationships provide a unique context for the socialization of prosocial behavior. Aspects of close relationships that may particularly facilitate prosocial behaviors are emotional support and autonomy support. Reversely, adolescents' prosocial behavior might also facilitate relationship quality. However, these effects have mainly been tested on the between-person level, and not on the within-person level. Moreover, there

is limited empirical evidence on the associations between adolescents' prosocial behavior and prosocial behavior and support in the specific relationships with their parents, siblings, and friends. Therefore, using a 6-wave longitudinal design, we examine how adolescents' prosocial behavior (Mage $t_1=13.03$ years) is related to prosocial behavior, autonomy support, and emotional support from mothers, fathers, siblings, and best friends at the between- and the within-person level. All participants reported on their prosocial behavior, and adolescents reported on perceived autonomy and emotional support from parents, siblings, and best friends. Preliminary results from cross-lagged panel models showed that adolescents' prosocial behavior predicted increases in maternal autonomy and emotional support but not reversely, and maternal prosocial behavior predicted increases in adolescents' prosocial behavior. Adolescents with higher levels of prosocial behavior perceived more autonomy support from fathers, but the reverse effect was insignificant. Fathers' prosocial behavior predicted increases in adolescents' prosocial behavior. Siblings' autonomy and emotional support were positively linked with adolescents' prosocial behavior, and this effect was bidirectional. Adolescents' prosocial behavior and siblings' prosocial behavior were not significantly related. For the adolescent-friend dyads, we found positive bidirectional effects between emotional support and adolescents' prosocial behavior, and adolescents' prosocial behavior positively predicted autonomy support. The analyses will be extended with RI-CLPM, of which results will be presented during the symposium. This study provides important information on the socialization of prosocial behavior in different close relationships.

17635/1588 | Gender stereotypes: Effects in empathy and prosocial behavior

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Prosocial behavior is defined as actions mainly intended to benefit others (Eisenberg, Fabes, & Spinrad, 2006) and it has important health and societal consequences in adolescence (Padilla-Walker, Carlo, & Nielson, 2015). Empathy plays an important role in promoting prosocial behaviour and altruism (Carlo, Mestre, Samper, Tur, & Armenta, 2010; Mestre, Carlo, Samper, Malonda, & Llorca, 2019). Furthermore, research carried out in different countries show that girls exhibit more prosocial behaviors and empathy than boys do (Carlo et al., 2010; Mestre, Samper, Frías & Tur, 2009). These gender differences might be due to gender stereotypes that are established for men and women in many societies (Carlo, Koller, Eisenberg, Da Silva, & Frohlich, 1996; Eagly, 2009). Regarding gender, the social changes occurred in recent years have led to the prototypical gender functions being transformed (Barberá & Martínez, 2004). However, recent data suggest that boys and girls tend to maintain the same gender stereotypes as they did in the past (Haines, Deaux, & Lofaro, 2016). Therefore, the aim of this study is to analyze the impact of internalized gender stereotypes on empathy and prosocial behavior in adolescence. 390 Valencian boys and girls have participated. They were studying 1st of ESO (12 years old). Public and altruistic prosocial behaviors (PTM-R; Carlo &

Randall, 2002), perspective taking and empathic concern (IRI; Davis, 1983; Mestre, Frias, & Samper, 2004), sexist beliefs related to emotional dimension (Colás & Villaciervos, 2007), and masculinity and femininity (Páez & Fernández, 2004) were assessed. Masculinity and sexist beliefs related to emotional dimension were positively linked to public prosocial behavior, and negatively linked to altruistic prosocial behavior. In contrast, femininity was related to prosocial behaviors via perspective taking and empathic concern. The conclusions provide relevant information in the design of intervention programs aimed at the development of empathy and prosocial behavior.

17635/1589 | The role of different environments in adolescents' empathy and prosocial behaviour development

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The psychosocial challenges of adolescence arise in rapidly diversifying personal and social contexts. Beyond the primacy of certain developmental niches like family and school, the bioecological system theory emphasizes multiple influences and developmental effects within and across the different spheres in which adolescents live. However, the link between different environments and adolescent prosocial behaviours development has been neglected, while a growing body of research supports the idea that peers may be important socializers of prosocial behaviours (Barry & Wentzel, 2006; Wardle, Hunter & Wander, 2001; Wentzell, Barry, & Caldwell, 2004).

The aim of the current study was to longitudinally examine adolescents' prosocial behaviours within an integrative model across three contexts (i.e., school, extracurricular activity group and family). Specifically, the links among adolescents' perception of positive and negative features of the contexts, adolescents' perception of prosocial behaviours across contexts and their own prosocial behaviours, particularly, two dimensions of it, helping and caring, considering the potential mediating effect of empathy.

Our study includes 610 French adolescents (Mage= 13.57 years; range = 11–18 years; 53% girls) who participated in three-wave longitudinal assessments.

The results in the school and family model demonstrated that positive and negative features of school context, and adolescents' perceptions of prosocial behaviours in the family were positively associated with helping but not with caring, except for the last link. Negative features of the family context were negatively associated with empathy. Moreover, there were significant negative indirect effects from negative features of the family context to adolescents' helping and caring behaviours via empathy. The same patterns of results (except some specificities) were found in the extracurricular activity group and family model.

Discussion will focus on the role of different environments and adolescents' perceptions of prosocial behaviours across contexts in explaining links between features, empathy and adolescents' prosocial behaviours.

17635/1590 | Effects of the KiVa Anti-bullying Program on empathy: Are bullies as responsive as others?

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Background and aims: As school bullies tend to lack empathy (van Noorden et al., 2015) and low empathy may increase bullying (Stavrinides et al. 2010), many anti-bullying interventions aim to increase empathy for the victim. However, their effectiveness is assessed by decreases in bullying, and little is known about their impact on empathy. First, the type of empathy that anti-bullying programs successfully increase remains unclear. While a lack of affective empathy is clearly linked to more bullying, findings on cognitive empathy are inconsistent. Some studies even show that young bullies tend to surpass their peers in cognitive empathy (Gini, 2006), which may facilitate their negative actions (Garandeau & Cillessen, 2006). Second, it is important to determine among which children such programs enhance empathy. Bullying perpetrators may not only lack affective empathy but a capacity for affective empathy, and therefore may remain unaffected by attempts to raise their empathy. This study examined 1) the effects of the KiVa anti-bullying program on increases in both affective and cognitive empathy; 2) whether high engagement in bullying behavior lessened students' responsiveness to empathy-raising efforts.

Methods: Data from 14,697 fourth- and eighth-graders from 75 intervention and 59 control schools was used at T1 (pretest) and T2 (post-test after 9 months of program implementation). Measures of peer-reported bullying, self-reported empathy – affective (4 items) and cognitive (3 items) - were obtained.

Results: Regression analyses conducted separately for each type of empathy showed that controlling for age, gender and T1 empathy, the KiVa program predicted higher affective empathy, but not higher cognitive empathy at T2. These effects were not moderated by levels of bullying.

Conclusions: The KiVa program has a positive influence on the type of empathy that is most essential to hinder bullying, and children high in bullying are not less responsive than others to this effect.

SYMPOSIUM 8: Civic competencies and youth participation in educational settings

17807/1595 | School environmental characteristics that foster civic and political participation among youth

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The existing literature has argued that effective citizenship education focuses on more than the mere teaching of civic knowledge and provides opportunities for participation that foster the development of civic skills and efficacy (Haste, 2004). Schools represent public institutions that can involve students in their governance and recognize them as social agents with claims and interests (Lawy & Biesta, 2006). Moreover, they can provide opportunities for critical reflection in a supportive and challenging environment (Ferreira et al., 2012).

The present paper focuses on the role of school-related opportunities that impact the development of civic and political participation among youth. Two studies were conducted with Italian upper secondary school students – a qualitative exploratory study and a quantitative empirical one. All data was collected within the European-funded H2020 research project CATCH-EyoU. The first study involved 10 focus group discussions with 101 students. Participants were asked to talk about their ideas and experiences of civic and political participation and the role played by the school in promoting these experiences. Thematic content analysis was used (Braun & Clarke, 2006).

The second study presents questionnaire data collected in two waves with 685 students (MAGE = 16.4, 50.7% female). The analysis tests the effects of school characteristics (track, democratic climate, student participation and critical reflection) on civic and political participation through a nested model.

The exploratory qualitative results point toward the importance of active discussions in class, as well as participative activities that are taken seriously. In line with these results, the quantitative analysis confirms the impact of school participation and reflection for subsequent civic and political behaviour. The findings of both studies highlight the multiple responsibilities of schools to provide a general environment that is open for active involvement by students and invites critical reflection about these experiences.

17807/1596 | Emotions and critical thinking as nuclear elements of citizenship education in schools

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The role of schools as contexts for citizenship living and learning has been reinforced in educational policy both at the European and national levels in the past decades. This comes together with a diversity of concerns: with the quality of democracy, the political disaffection of citizens, the growth of intolerance and discrimination, the re-emergence of fascistic and anti-democratic

discourses, or the increase in dissemination of fake news. In spite of the political rhetoric, research shows that citizenship education risks being 'lost in translation' when it comes to practice, be it for lack of teacher training or because the school ethos is contaminated by an assessment culture that overvalues grades in national exams.

This paper combines data from focus groups and questionnaires with Portuguese secondary school students collected within the Catch-EyoU project (<http://www.catcheyou.eu/>). Results suggested that students internalized a vision of self as politically irrelevant, while still being highly interested and willing to learn about politics and the EU in schools. During 2019, a second round of focus groups was conducted, before and after the elections for the European Parliament to further explore the role of emotions in political engagement and critical thinking about political issues. A total of 35 students were involved. The longitudinal design of this study allowed for an observation of students' engagement with the electoral campaign and to explore changes in their cognitive and emotional engagement.

The various findings will be discussed regarding their relevance for an understanding on the role of emotions and critical thinking in the political development of adolescents, but also on their pedagogical significance for citizenship education.

17807/1597 | Towards a responsible citizenship: Strengthening civic competencies through Service-Learning

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Service-learning (S-L) is an innovative pedagogical approach that integrates meaningful community service or engagement into the curriculum and offers students' academic credits for the learning that is derived from active engagement within community and work on a real-world problem. Reflection and experiential learning strategies underpin the process and the service is linked to the academic discipline" (McIlrath et al., 2016).

Research has shown many benefits of S-L: it enhances students' sense of civic responsibility, life skills as well as academic development, and contributes to learning and cognitive development in social issues (Haski-Leventhal et al., 2012). A meta-analysis of 103 studies (Conway et al., 2009) revealed that S-L does tend to promote socially responsive knowledge, self-efficacy and self-esteem, compassion, and political participation, producing positive changes in academic, personal, social, and citizenship outcomes. As such, S-L represents a useful tool to promote students' competence acquirement to participate effectively as citizens in democratic societies.

49 psychology master students of the University of Bologna were involved in 15 Service-Learning projects, finalised to enhance competencies given by the academic course and to raise students' sense of responsibility through the knowledge of the community needs and the engagement in outreach and low thresholds services, primary and secondary schools, pre and after-

school activities. In order to assess civic participation and the acquirement of civic competencies, 49 questionnaires were administrated before and after the S-L activities took place.

Furthermore, students were asked to write field diaries along the experience. Diaries' content will be submitted to a thematic content analysis, to broaden the understanding of their overall perception of the competencies' achievement. Data are under analysis using a mixed method approach, using thematic content analysis, and quantitative analysis with the help of T-Lab and SPSS software. Implication of the results for the development of civic competencies will be discussed.

THEMATIC SESSION 3: Social media, well-being, & self-concept

17313 | Compare and despair or compare and explore? A cross-cultural examination of the relationship between social comparisons on Instagram and identity development during adolescence and emerging adulthood

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Identity development is the primary psychosocial task of adolescence (Erikson, 1950), and over the past decade, young people have increasingly been using social networking sites (SNSs) as platforms for self-expression and identity exploration (Patchin & Hinduja, 2017). As SNSs provide opportunities for, and at times prompt, their users to express themselves online, they also afford individuals abundant opportunities for social comparison (Cramer et al., 2016). Whilst scholars have started to investigate the consequences of SNS social comparisons, much of the extant literature has concerned their psycho-emotional outcomes, rather than their identity implications. Of the limited available literature regarding social comparisons on SNSs and identity development (i.e., Noon, submitted for publication; Yang, Holden & Carter, 2018), studies have investigated social comparison behaviour during only one developmental period (emerging adulthood or adolescence), in only one cultural context (the US or the UK), and have utilised relatively small samples ($N < 220$).

As such, drawing upon neo-Eriksonian theories of identity development (Crocetti, Rubini & Meeus, 2008), this study will survey adolescents and emerging adults in five cultural contexts (Austria, Romania, Serbia, Turkey, and the UK) to determine the relationship between social comparisons of ability and opinion on Instagram and three identity dimensions (commitment, in-depth exploration, and reconsideration of commitment). Data collection began in November 2019 and will continue until April

2020. We intend to collect at least 300 responses from individuals in each developmental period, in each cultural context. Data will be analysed using a multivariate multiple regression, and based upon the results of previous studies in this area, we expect to find that whilst ability comparisons on Instagram may have maladaptive identity implications, social comparisons of opinion will be related with further identity exploration, thus suggesting that SNS social comparisons are not inherently 'bad'.

17600 | Adolescents' daily digital engagement and affective well-being – An experience sampling method study

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Previous studies suggest that adolescents' digital engagement is associated with both positive and negative psychosocial outcomes. However, evidence that these associations would revert into situational and short-term associations is still lacking. The present study adds to the current discussion on the effects of adolescents' digital engagement on well-being by examining situational associations between digital activities and affective experiences using an experience sampling method (ESM). The longitudinal ESM dataset consisted of upper secondary school students (N= 152, 30.1% boys) from Helsinki, Finland. Participants were provided a smartphone for twelve days. A questionnaire was sent at six time points each day. We examined whether students reported positive or negative affective experiences when engaging in different digital activities compared to moments when they did not engage with media using a random intercept model.

The preliminary situational level results indicate that adolescents' digital engagement relate to both positive and negative momentary feelings of well-being. When students reported watching online videos, they reported greater relaxedness and lower stress. While browsing social networking sites, students reported greater fatigue. In moments when students used digital media for information seeking, they reported greater stress and lower relaxedness. Online gaming was associated with lower anxiety. To conclude, this study adds to our understanding of the situational and short-term media effects on adolescents' well-being. Digital engagement can relate to greater fatigue, but it can also relieve momentary feelings of stress, anxiety and increase relaxation with potential for more long-term influence. Overall, the results underline the importance to move from retrospective self-report questionnaires to development of new methodologies for the measurement of digital engagement and study both short and long-term media effects on well-being.

17344 | Social media use and the not-so-imaginary audience: Behavioral and neural mechanisms influencing self-concept in adolescence

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We investigated the behavioral and neural mechanisms of the relation between social media use and self-concept.

Adolescents and young adults (N=150, 11-21 years old) performed a self-judgement task in an MRI scanner. They rated themselves on 60 traits in the academic, physical and prosocial domain, and also indicated how they thought peers would judge them on these traits (reflected-peer-judgements). Follow-up questionnaires ca. 1 and 2 years later were collected to assess longitudinal positive and negative outcomes.

The cross-sectional results indicated that heavier social media use was related to enhanced overlap in self-judgements and reflected-peer judgements. Social media use was also paired with less positive overall self-concept, particularly in the academic domain (boys and girls) and physical domain (girls). Neurally, increased social media use was linked to heightened mPFC-activity during self-judgements compared to reflected-peer-judgements, and increased activity during physical compared to academic and prosocial self-judgements. Longitudinal follow-up analyses indicated no conclusive evidence for long-term effects on clinical symptoms, prosocial behavior or self-concept clarity.

These results point to concurrent negative relationships between social media use and self-concept, with integration of peer opinions into the self-concept as a potential mechanism. Neural results suggest altered self-processing in mPFC. Future studies are needed to substantiate whether social media use has a causal effect on positive or negative long-term developmental outcomes.

THEMATIC SESSION 4: Identity, gender role & relationships

17648 | identity process and adjustment in emerging adulthood: The moderator role of maternal psychological control

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According to the three dimensional model of identity formation (Crocetti, Rubini and Meeus, 2008), identity process consists of three dimensions: commitment, in-depth exploration and reconsideration of commitment. The dimension of commitment was

positively associated with adjustment whereas the dimension of reconsideration of commitment was negatively associated with adjustment in the literature. But the dimension of in-depth exploration might be associated with positive and negative features. It is thought that parenting practices might serve a moderator function in these relationships. Accordingly, the purpose of this study was to examine the relation between in-depth exploration and adjustment in emerging adults. For this purpose we tested the moderator role of perceived maternal psychological control the relation between in-depth exploration and adjustment. Five hundred and forty one (121 males and 420 females) emerging adults who were between the ages of 18 and 27 ($M = 20.61$, $SD = 1.61$) participated in the study. The participants completed a number of questionnaires including Perceived Maternal Psychological Control Scale-Youth Self-Report, Utrecht-Management of Identity Commitments Scale, Center for Epidemiologic Studies Depression Scale, Deviant Friends Questionnaire, Flourishing Scale (for Psychological Well-being) and Rosenberg Self-Esteem Scale. Moderation analysis with Hayes Process revealed that the interaction between perceived maternal psychological control and in-depth exploration predicted emerging adults' adjustment (depression, self-esteem, psychological well-being and deviant friends affiliation). The pattern of the interaction indicated that; at the lower level of perceived maternal psychological control in-depth exploration was negatively related to depression and deviant friend affiliation and positively related to self-esteem and psychological well-being in emerging adults. But there was no such association at the higher level of perceived maternal psychological control between in-depth exploration and emerging adults' adjustment. Overall, results suggest that the relationship between in-depth exploration and adjustment can change as a function of perceived maternal psychological control level in emerging adulthood.

17750 | Adolescents' occupational identity choices in the light of convergence and/or divergence of parental expectations

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Forming an occupational identity is an important aspect of adolescent future career development and adolescent identity development. Occupational identity in adolescence is influenced by parents and by cultural context. However, little is known about how the convergence and / or divergence between parents and adolescent perceptions on occupational identity in a specific cultural context influence adolescents educational and career decisions and choices. The aim of the present study is to investigate how and in what ways parents' expectations influence adolescents' occupational identities, especially if these expectations are different or conflicting. The investigation takes into account the macro system of Greek Cypriot culture that the micro system of adolescent-mother-father interacts.

The sample consists of 30 Greek Cypriot adolescents, in the last year of secondary education (14 boys, 16 girls), and their parents, who were interviewed separately (29 mothers, 23 fathers). For interviewing adolescents, the Identity Status Interview

(occupational identity domain, salient in a Greek Cypriot context) plus questions on how their mother and father respond to their choices were used. For interviewing parents, a semi-structured interview of parents' expectations on occupational identity was specifically constructed. The interview data was analysed using thematic analysis, which is appropriate, as the semi-structured nature of the interviews meant that the analysis has enabled us to look for themes relating to adolescents' educational profiles and parents' expectation impact.

Thematic analysis revealed seven major themes: (a) Convergence – divergence; (b) Patterns of delegations; (c) Beliefs, values and attitudes towards future studies and occupation; (c) Importance of a university degree; (d) Occupational values; (e) Expected women's occupational status; (f) Expected men's occupational status. These emergent themes are discussed within a framework of identity formation and context specificity. Also the importance of qualitative research as a means to explore and explain the “why” of adolescents decision-making is highlighted.

17711 | Gender role attitudes and (un)paid labor: A study of young German couples' profiles before and after parenthood

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The transition to parenthood is typically linked to major changes in parents' division of domestic labor (DL). Studies investigating the significance of parents' gender-role attitudes (GRA) in this context have assumed that individual GRA varies from traditional to egalitarian. However, recent findings suggest a new pattern of family-oriented values emphasizing not only mothers' but both parents' childcare responsibilities. The present paper builds on the previous discussion by analyzing different measurement models for the study of GRA and DL (i.e., Factor Analysis, Latent Class Analysis (LCA), Latent Class Factor Analysis, and Factor Mixture Analysis), at two time-points (i.e., pre- /post-parenthood), in a sample of 146 young German couples, between 18-30 years old.

Based on Bayesian Information Criteria, log likelihood and subsequent theory-based interpretation of the results, the best fitting models were selected. For GRA, a 2-class LCA indicated the emergence of two attitude profiles: “work-oriented” (45.6% of respondents pre-parenthood and 49.1% of respondents post-parenthood) and “family-oriented” (54.4% of respondents pre-parenthood and 50.9% of respondents post-parenthood). A 3-class LCA model was used to obtain conditional item probabilities for DL (i.e., housework, shopping, and childcare, if applicable), indicating that before becoming a parent, domestic chores were

likely shared by both partners in a relatively equal manner; whereas after becoming a parent, domestic labor fell mostly to women.

Findings on effects of young couple's experiences in the partnership on their work- vs. family-oriented type of attitudes indicated that: (1) respondents with higher readiness to make sacrifices before they became parents were more likely to endorse family-oriented rather than work-oriented attitudes, after they had their first child and (2) young women who reported lower autonomy in the relationship were more likely to endorse family-oriented rather than work-oriented attitudes, prior to becoming pregnant.

17759 | Donor-conceived children and the end of donor anonymity: New challenges in identity formation and relationships

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Fertility treatment using gamete donation is offered to couples in Europe for decades, and keeping genetic origins as a secret to the child was advised by reproductive healthcare professionals as routine practice. In the last decade the scenario in Europe has dramatically changed due to a) movements of adolescents and young adults who discovered they were donor conceived children (DCC) claiming the right to know their biological origins; b) affordable and easy access to direct-to-consumer ancestry testing; c) removal of donor anonymity in a growing number of countries, i.e. DCC can ask for the identity of their donors at the ages of 16 or 18 depending on the country. Hence, DCC have to navigate through new challenges related to their identity formation, and there is not yet enough knowledge around the implications of the end of anonymity. Switzerland was the first European country to lift anonymity in 2002, making this the first year where DCC can officially ask for their donors identity, including the offer to specialized counselling, and Netherlands will follow next year. This paper reviews the literature on i) the reasons DCC search and contact donor and same-donor offspring and the known consequences of these contacts; ii) the psychosocial and mental health of DCC; iii) the relationship between DCC and their parents after discovering that they are donor conceived. Recommendations for provision of evidence-based information and implications for counselling are discussed.

INVITED SYMP. 4: Investigating pathways toward autonomous self-functioning in adolescence

17339/1319 | The path of emotion dysregulation from parents to adolescents using SDT as a theoretical framework

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Adolescents' emotion regulation has recently been conceptualized using self-determination theory (Roth et al., 2019). In line with SDT, Brenning et al. (2015) found that parental practices can strongly impact both the development of adolescents' emotion regulation strategies and their subsequent adjustment. However, parents could promote adolescents' emotion regulation in different ways, and if controlling parents contribute to dysregulated emotion processing, these parents may also serve as models for their adolescent offspring to replicate the same dysregulation patterns in specific situations (Morris et al., 2007).

Accordingly, this study sought to test an integrative SDT model of emotion dysregulation as antecedent and consequence of parental psychological control using parental, maternal, and adolescent reports and to examine the relations of these patterns with parents' and adolescents' psychological basic needs frustration and maladjustment.

In a sample of cohabitating families, data were collected from biological father, biological mother, and from only one adolescent between 13 to 18 years of age. All three family members completed questionnaires assessing need frustration, emotion dysregulation, parental psychological control, and anxiety.

APIM (Actor-Partner Independence Model) procedures were used to conduct a path analysis and results of the saturated model showed that parental emotion dysregulation predicted a higher use of parental psychological control and, in turn, that parental psychological control promoted emotion dysregulation and subsequent maladjustment in adolescents. Furthermore, some direct associations between parental and adolescents characteristics were also reported. Results clearly showed the risk for parents transmitting their emotional dysregulation to their adolescents by direct and indirect (i.e., via parental psychological control) paths. This study thus provides a relevant contribution to understanding the emotional regulation process from a self-determination theoretical framework.

17339/1320 | Subgroups of adolescent delinquents based on their non-suicidal self-harm behavior

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Non-suicidal self-injury (NSSI) includes various kinds of deliberate and self-inflicted harmful behavior without suicidal intent.

Significantly higher rates of NSSI have been discovered among juvenile offenders. Our study used Latent Class Analysis (LCA) to

identify homogenous subgroups of juvenile offenders with distinct self-harm profiles in terms of methods and severity of self-harm, and in emotion regulation tendencies. Our discussion of these findings will draw upon Self-Determination Theory (SDT) to consider the role of basic psychological needs (primarily relatedness and autonomy) in understanding the risk for, and treatment of, NSSI.

244 Hungarian adolescents (92.6% male; Mage=16.99, SD=1.28) in juvenile detention centres completed measures of NSSI and dissociation. The LCA models included five dichotomous indicator variables of self-harm behavior (biting, bruising, burning, cutting and scratching). A three-class solution showed the best fit indices. Class1 was described as a “Severely affected” subgroup (9%) due to their high item endorsement probabilities related to biting, bruising, cutting, and scratching. Class2 members were characterized as “Moderately affected” (42.6%) because of their moderate endorsement probabilities related to bruising, cutting and scratching. Finally, Class3 was labelled as a “Not affected” subgroup (48.4%) because of their members’ low endorsement probabilities on all forms of self-harm. Multiple comparisons showed that Class1 and Class2 did not differ significantly in the level of different self-harm motives, while members of Class1 reported the highest level of loneliness and Class2 presented significantly higher level of positive emotions before self-harm attempt. Moreover, the two affected subgroups showed significantly higher means compared to Class3 on dissociation and its facets.

17339/1321 | Self-determination Theory applied in the school context: An analysis of Italian adolescent students

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This study sought to analyze how the three psychological needs considered by SDT might be applied in the school context and, more specifically, which of these needs are more relevant in the prediction of the following study-related variables: GPA, time spent studying, dropout intention, and Studyholism (or obsession toward study). We gathered a sample of 350 Italian secondary school adolescents ranging in age from 13-21 (Mage = 16.37, SD = 1.75). They completed self-report instruments for evaluating the three SDT needs: perfectionistic standards (competence), perfectionistic discrepancy (lack of competence), study engagement (autonomy), and social relationships impairment due to study (lack of relatedness need). Concerning the academic outcomes under consideration, they completed two scales for evaluating studyholism and dropout intention, and also provided their GPA and average hours per day spent studying. The path analysis model we tested on this sample showed that the competence need predicts a higher GPA, while the lack of competence predicts a lower GPA as well as higher time spent studying, studyholism, and dropout intention. Also, the autonomy need positively predicts GPA, time spent studying, and studyholism. It also predicts, marginally ($p = .05$), a lower dropout intention. Finally, the lack of relatedness need predicts higher time spent studying and studyholism. Hence, this study provides support for the importance of reducing the lack of competence,

while increasing the autonomy need, aiming to improve academic success. Moreover, the relatedness need should be increased, as the lack of this need is associated to both obsession toward study and higher time spent studying, but not associated with higher GPA or lower dropout intention.

17339/1322 | Attachment, perfectionism, and self-determination needs: Implications for authentic self-development

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According to Self-Determination Theory (SDT), when adolescents acknowledge that their basic needs for autonomy, competence, and relatedness have not been met, these resulting frustrations should obstruct their formation and endorsement of critical identity-related self-perceptions and goal motivations that ultimately promote their authentic, self-endorsed functioning. In this presentation, we propose a model of authentic self-development that integrates constructs from personality, SDT, and self/identity exploration, and that was examined across a series of three successive studies of late adolescent students at an American university. In Study 1 (N = 123; M age = 20.81, SD = 1.00), we argue that students' predispositions toward embracing harsh, perfectionistic self-evaluations combined with insecure, internalized working models of self and others should predict SDT need satisfactions and frustrations. This investigation revealed pervasive associations between perfectionistic strivings and concerns, and need satisfaction and frustration that were in expected directions (e.g., attachment anxiety and self-critical perfectionism tended to be positively associated with need frustration and inversely linked to need satisfaction). Next (Study 2; N = 222; M age = 20.46, SD = 1.12), we examined the implications of these need frustrations on students' self-concept clarity, self-compassion, and validation- vs. growth-seeking goal motives, finding that all but three of the 24 effects from Study 1 were replicated. Several of the expected associations between needs and self-concept clarity, self-compassion, or goal motives were significant. Significant variability in self-concept clarity and in goal motivations was explained by different, yet theoretically-relevant sets of SDT predictors. Lastly, in Study 3 (to be completed in Spring, 2020), the importance of self-concept clarity, self-compassion, and goal motivations in predicting identity processing styles, and ultimately authentic self-functioning, will be examined.

SYMPOSIUM 9: Emotion regulation in adolescence: Examining variations in context

17434/1360 | Is the use of emotional regulation strategies context dependent and linked to executive functioning in adolescence?

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Emotion regulation (ER) is a core aspect of human functioning as widely evidenced in adults and children. However, little is known about the development of ER strategies during adolescence. Furthermore, the cognitive processes involved in ER strategies remain understudied during this period, such as executive functioning (i.e., inhibition, flexibility, working memory), which is critical to the control of human thoughts and actions and continues to develop during adolescence. Regarding ER, most studies have considered a small number of ER strategies and tried to identify which was the most efficient, regardless of the context where these strategies were used. In this sense, recent theories claim the necessity of conceptualizing ER as context dependent in order to capture the diversity of strategies that could be used (e.g., Aldao, Sheppes, & Gross, 2015).

The current study aimed at a) identifying the ER strategies used by adolescents to regulate their emotions when dealing with different negative events and b) determining whether executive functioning was related to ER strategies.

The sample consisted of 840 adolescents from middle and high schools (Mage= 14,5 years; SDage= 1,5 years; 51,5% of them male). A questionnaire was created to assess five ER strategies in specified situations associated with specific negative emotions (i.e., sadness, fear and anger). A self-report measure of executive functioning, the BRIEF-SR 2 was also administered.

Our results showed that ER strategies used by the adolescents varied significantly from one situation — and therefore from one emotion — to another. Furthermore, difficulties in executive functioning were related to ER strategies. Altogether, the present findings highlight the relevance of the specific context dependent measure of ER strategies we created, and the links between executive functioning and ER in adolescence. Theoretical and practical implications will be discussed.

17434/1361 | A comparative study of emotion regulation strategies of girls and boys in adolescence

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Transcultural studies have shown that adolescents are at risk of developing internalizing problems such as depressive disorders (Kessler & Bromet, 2013). Girls are however almost two times more likely to suffer from depressive disorders than boys who are more likely to show externalizing problems (Maughan et al., 2000). Most mental health disorders involve impairments of emotion

regulation competencies. Overcontrol is a risk factor for the development of internalizing problems whereas undercontrol is related to externalizing problems (Gross, 2014; Riediger & Klipker, 2014). We may then expect to find differences in the emotion regulation strategies used by girls and boys. Because distinct display rules are still prevailing for boys and girls, their strategies may also vary as a function of emotions (Brody et al., 2016). Girls may be more likely to inhibit expressions of anger than those of sadness and fear and boys more likely to inhibit expressions and experiences of sadness and fear than anger. The aim of our study was to compare the emotion regulation strategies used by adolescent girls and boys when experiencing anger, fear, and sadness.

Our sample includes 779 girls and 746 boys aged 13 to 17 years recruited in the Bordeaux area, France. Adolescents completed the Children's Emotion Management Scales (Zeman et al., 2001) adapted in French in order to assess three distinct strategies: inhibition, dysregulated expression, and positive coping with experience and expression. ANOVAs yielded significant gender differences for the three strategies and three emotions, except for dysregulated anger expressions. Girls reported more dysregulated expressions of sadness and fear than boys and boys more inhibition and positive coping for all three emotions. The discussion will focus on the self-report measure used and on the clinical implications of our findings. We will also examine the correlations with internalizing and externalizing problems.

17434/1362 | Cultural repertoires of emotion regulation during adolescence and consequences for adjustment. A French-Colombian comparison

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Literature has illustrated how emotion regulatory processes are culturally constructed (Mesquita & Albert, 2007). From an ecological perspective, the mechanisms for regulation develop under many levels of external influences, shaped by cultural values, social expectations and models of what is considered an appropriate emotional response. During adolescence, as self-regulatory strategies refine, it is important to examine the variations in the emotional processes and disentangle how they are connected to social and psychological adaptation (Cole, 2014). The present study aims to identify intercultural similarities and differences in patterns of emotional regulation in a sample of adolescents, 350 French (48% boys) and 308 Colombian (50% boys), through a person-centered approach (hierarchical and K-means). Emotion regulation strategies were assessed through three strategies (adaptive regulation, inhibition, and dysregulation) for three negative emotions (anger, sadness and fear). Five profiles emerged: (1) high regulation of all emotions, (2) only anger regulation difficulties, (3) anger-fear low regulation, (4)

sadness-fear dysregulation, and (5) generalized emotional dysregulation. The first cluster included more Colombian adolescents while the fourth cluster included more French, suggesting the existence of cultural differences in the regulatory patterns. Colombian adolescents tended to regulate more their emotions, while French adolescents showed some difficulties dealing with negative emotions especially with sadness and anger. No cultural differences were observed for the other clusters. The profiles were afterwards compared in terms of self-esteem, life satisfaction, prosociality, deviance and depression. The individuals who reported more adaptive regulation also registered the highest levels of self-esteem and life satisfaction, while the ineffective regulation of emotions appeared to be connected to lower adaptation. From both a developmental and a cultural regulation of emotions perspectives, results highlight the existence of a cultural repertoire for regulation.

17434/1363 | The role of the mother and grandmother in the modulation of emotions of Wayuu indigenous adolescents (La Guajira – Colombia)

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The goal of the study was to investigate the contribution of the mother and grandmother in modulating the emotions of adolescents between 10 and 16 years of age of the Wayuu ethnic group, located in the North of Colombia - Guajira peninsula. Wayuu is a matrilineal ethnic group gathered in clans (Hostein, 2010). In each clan, grandmother and mother assume a role of authority; hence are the guardian of the transmission of ethnic identity, social roles and regulation within groups and individuals. As such, they exercise a strong influence on education of children and adolescents. An ethnographic approach with 11 grandmothers and 22 mothers from eleven indigenous communities documented how these grandmothers and mothers view their own role as a person in charge of the authority within the clan and how they analyze and react in regards to the adolescent's emotion. At the social and cultural level, they report being responsible for transmitting ethnic heritage and belonging to the place and ensure that children learn the elements of their culture and worldview, such as the activities carried out on the ranch. At the personal and socioemotional level, they are attentive to the emotions of children and adolescents allowing them to regulate their emotions and face difficult day-to-day situations. As enlightened by the analysis of interviews, mothers and grandmothers mostly rearrange the situations within the cultural Wayuu framework in which emotions occur in order to modulate emotions and handle behaviors. Their actions in regards to the emotional state of the adolescents are described as embedded in the cultural values and worldviews of the Wayuu system.

SYMPOSIUM 10: Experiences, risks and consequences associated to cyberbullying

17646/1571 | The mediating role of abuse of technology and cybergossip between children's disclosure and cyberaggression

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Studies about cyberaggression have highlighted personal and contextual risk factors associated. While a large number of investigations have underlined how different parental strategies, mainly disclosure to parents, reduce the risk of involvement in cyberaggression, most of them have focused on the effects of this relationship, regardless of other mediating effects that could clarify how relevant factors, such as abusive use of the internet or cybergossip, could interact and be related to cyberaggression. The aim of this study was to analyze the impact of abuse of internet and cybergossip in the association between disclosure and cyberaggression among adolescents. These types of studies are especially relevant in the primary education stage, for being the evolutionary moment in which the cybernetic behaviors of social interaction begin and for the need to find clues that guide the design of prevention programs that reduce age problems later. A total of 866 elementary students (53% girls) aged between 10 and 13 years ($M = 11.21$; $SD = 0.90$) were surveyed. Self-reports were used to assess the variables of study. A serial mediation model was followed through PROCESS v3.4. The results indicated higher scores of boys in cyberaggression and abuse of technologies and girls in filial revelation, it was also found that the abuse of technology and cybergossip had a role of partial mediation in the effect of the disclosure on cyberaggression. Results emphasize the minimizing effect of children's disclosure based on good communication and trust by families in problematic behaviors carried out in cyberspace, such as cyberaggression, cybergossip and abuse of technologies. Practical implications for anti-cyberbullying programmes are derived from these results.

17646/1572 | Cyberbullying: How moral disengagement is associated with perceptions of justice and participants' role

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The purpose of this study is to understand whether moral disengagement mechanisms emerge from adolescents' discourse depending on the type of involvement they refer, as well as their perceptions of justice. To accomplish this objective, a mixed study was conducted analyzing moral disengagement mechanisms, perceptions of justice and the participants' role in the cyberbullying situations (i.e. bystanders, aggressors and victims). Thirty-four ninth-grade students participated in this study (53% girls), with ages between 14 and 17 years old. In-depth semi-structured interviews with scenarios were conducted, that allowed us to gather adolescents' perceptions and attitudes towards cyberbullying within a conceptual framework of the social cognitive theory of moral agency, specifically with regards to the Moral Disengagement mechanisms that emerged within their discourse. Then, through a quantitative approach, we analyzed students' type of involvement and perceptions of justice regarding cyberbullying behavior with the Observed Incidents of Cyberbullying Inventory. The interviews were transcribed, and content analyzed was performed using a mixed approach (both deductive and inductive reasoning) considering Bandura's Theory of Moral Agency. Preliminary results show that moral disengagement mechanisms emerged regarding the antecedents (e.g., blaming the victim) and the description (e.g., euphemistic labeling) of aggressors' behavior. Additionally, other mechanisms were related to bystanders' intervention, specifically how bystanders themselves become aggressors in cyberbullying situations. In this ongoing investigation, data from both methodologies will be cross-referenced (i.e., participants' referred role and perceptions of justice will be matched to their interview responses). Since cyberbullying is considered immoral behavior, moral disengagement mechanisms play an important role in understanding not only aggressors' behavior, but also what motivates bystanders to engage in aggressive behavior as well. These results are relevant for designing interventions that are better calibrated for real world situations, making them more effective.

17646/1573 | Cyberbullying: How emotions and emotional regulation strategies contribute to prosocial behavior

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The misuse of the Internet and social networks may lead to aggressive behavior, such as cyberbullying. Those who observe cyberbullying incidents may often misinterpret the situation because of the physical distance and lack of contextual information and emotional cues from the victim and aggressor. Hence, it is crucial to understand bystanders' emotional reactions to these incidents, how they can potentially regulate their emotions to deal with the phenomenon and thus, intervene in a prosocial manner. Emotional regulation involves the use of strategies in a conscious or unconscious manner to increase, maintain or decrease the various components (i.e., behavior, cognition and physiological response) of an emotional response. Evidence has shown that when adolescents perceive that they have maladaptive emotional regulation skills when interacting with others, it is

more probable that they will engage in risk behavior, such as cyberbullying behavior. In view of this, the present study aims to investigate adolescents' emotional reactions and emotion regulation strategies when observing various cyberbullying scenarios that involve different types of behavior, victim and aggressor characteristics, motives and other bystander reactions. A sample of 143 adolescents from a school in the district of Lisbon viewed four different scenarios with cyberbullying incidents. They responded to the Emotions in Cyberbullying Questionnaire and to the Emotion Regulation to Deal with Observed Cyberbullying Incidents Questionnaire after they viewed the scenarios. The results showed that in all scenarios, concern and sadness are the most expressed emotions by adolescents. Moreover, adolescents revealed more concern in one scenario than in the others. To regulate their emotions, participants reported distraction and rumination as emotion regulation strategies that are more often used, except in the first scenario where they adopt prosocial behavior. These results suggest that prosocial behavior depends on the type of aggression observed, which may inspire future studies into emotion regulation.

17646/1574 | Cyberbullying experiences and associated consequences: perspectives of adolescents in brazil and Angola

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Cyberbullying is a viral phenomenon experienced by adolescents that has consequences for the lives of those involved. The current literature has revealed the relevance of intercultural studies due to their contextual perspective. This study aimed to understand whether adolescents are aware of cyberbullying and whether they have experienced it. It also sought to explore the perspectives of these adolescents regarding the phenomenon, to identify possible experiences, as well as the consequences attributed to each type of involvement. Individual interviews were conducted with 50 adolescents (Brazil = 23; Angola = 27), aged between 11 and 17 years old, of both sexes. Content analysis with a mixed approach was adopted to analyze the data. 91.3% of adolescents in Brazil and 88.9% in Angola reported that they had heard about cyberbullying, with the school (in both countries) as the place where students had the closest contact with the theme. In both contexts, findings revealed that adolescents mentioned mostly behavior related with the phenomenon, such as, "bullying on the internet" (60.87% in Brazil; 70.37% in Angola) "insults, offenses and threats" (39.13% in Brazil ; 25.93% in Angola) as the most frequent indicators. Adolescents in Brazil had higher percentages in the three types of involvement. The consequences attributed by adolescents in both contexts were associated with school, social, psychological-emotional and psychiatric aspects. These consequences were mostly passed on to victims. The results are in line with other investigations and allow advances in knowledge since, as far as we know, there

are no studies involving these two cultural contexts. The role of the school is fundamental since it is the context where adolescents may acquire knowledge about cyberbullying and learn about using technologies in a responsible manner.

THEMATIC SESSION 5: (Co)parenting, work-family balance, and adolescent adjustment

17448 | Parent nonstandard work schedules and adolescent social and emotional wellbeing

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In the era of rapid social, economic, and technological transformations, and globalization, we work increasingly long hours, work with intensity or fast speed, and work nonstandard schedules. The so-called the 24 hours/7 days economy refers to work hours that fall outside the standard schedule between 9am to 6pm Monday through Friday. Extensive evidence has shown that working nonstandard schedules (e.g., evening and night shifts) has a negative impact on workers' health. A growing body of research demonstrates that this impact extends to the physical and mental health of children whose parents work nonstandard schedules. This study examines the impact of joint parental nonstandard work (NSW) schedules on Australian adolescents' social and emotional wellbeing, measured in Child Behavioural Checklist (CBCL) including total morbidity scores, internalising behaviour, externalising behaviour, and anxiety/depression.

Results so far show that when both parents work NSW schedules, there is an increase in the total score for social/emotional problems in adolescent children, an increase in anxiety and depression, and to a lesser degree an increase in internalizing behaviour. When fathers work NSW schedules and mothers work regular day schedules, there was an increase in the total score for social/emotional problems in adolescent children and in externalizing behaviour specifically. When only mothers work NSW schedules, there is a marginal increase in the total score for social/emotional problems in adolescent children. The findings highlight the importance of joint work schedules in dual earner families. Fathers' NSW schedules alone appear to have a larger effect on adolescent children's social and emotional wellbeing than mothers' NSW schedules alone, thus underscoring the importance of work-family interface in fathers and its impact on adolescent children. We found that parenting styles, parental mental health and time spent with adolescents in part mediated the negative impact of NSW schedules on the outcome variables.

17525 | Postdivorce coparenting patterns and relations with adolescent adjustment

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Objective: This study examines the relation between postdivorce coparenting patterns and adolescent's self-reported internalizing and externalizing behavior.

Background: Annually, a considerable number of children in the Western world face the divorce or separation of their parents. These children increasingly grow up in shared residence arrangements. Postdivorce coparenting has thus become much more important. Although individual coparenting dimensions have been linked to adolescent wellbeing, not many studies have aimed to provide a more holistic picture of postdivorce coparenting and its relations with adolescent adjustment.

Method: The Coparenting Behavior Questionnaire was used to investigate the perception of 252 Dutch students, aged 10 to 17, of the coparenting interactions and parenting behaviors of their divorced or separated parents: parental communication, parental respect/cooperation, parental conflict, and triangulation. Multiple general mixture models were performed to identify different coparenting patterns. Using the BCH approach in Mplus, associations between postdivorce coparenting patterns and adolescent outcomes were examined.

Results: Four coparenting patterns were identified and labeled, similar to those found in earlier research outside the Netherlands, those being: average postdivorce coparenting, cooperative postdivorce coparenting, parallel postdivorce coparenting, and conflicted postdivorce coparenting. As expected, adolescents in the conflicted cluster reported the largest amount of internalizing behavior, whereas adolescents in the cooperative cluster reported the least amount of internalizing and externalizing problems. In terms of internalizing behavior, adolescents in the cooperative cluster did not differ from adolescents in the parallel cluster.

Conclusion: Our findings support the hypothesis that cooperative postdivorce coparenting is desirable, when it comes to adolescents' internalizing and externalizing behavior. However, intervention programs targeting parents and children after divorce may benefit from knowledge on alternative postdivorce coparenting patterns, as our results indicate the possible benefits of a more parallel coparenting relationship in high-conflict divorce cases.

17818 | When parents bring work home: Discrepancy between parents and adolescent's assessments of work home interference and linkages to adolescents' wellbeing

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Existing research on parent-adolescent relationship rarely stress the role of parents' job on the quality of parental relationship or on adolescents' wellbeing. A contextual approach to family relationships in adolescence is pertinent for several reasons.

Adolescents continue to benefit from high quality parenting and are more able, than younger children, to provide their own

accounts of the family situation. Indeed, adolescents are aware of how work affects their parents' lives and embodying their views emphasizes their agency and perspective on the issue of work-family interface. In fact, another shortcoming of previous research is the usage of single informants; mainly parents. Only recently adolescent's view-point has been emphasized in work-family research. In this work, we aim to shed light on these issues by using adolescents' perspectives on two types of work-to-home interference: affective and behavioural. A sample of 209 dual-earner families, including both parents and their adolescent children(aged 13-18), participated. Through path analyses, and using a dyadic mediation design, adolescents' perceptions on positive and negative affect of each parent after work and adolescents' perspectives on work interrupting home behaviors (e.g., parent regularly brings work home) were tested as predictors of adolescents' wellbeing(AW), via each parent relationship quality(RQ). Moreover, as some research has suggested that adolescents are more critical in their evaluations of their parents' work than are parents themselves, discrepancy between parents and adolescent's reports was considered as predictors. Findings showed that discrepancy between adolescents' and mothers' reports on positive affect to be linked negatively with the mother-adolescent RQ and consequently with AW. This discrepancy is also negatively linked with father-adolescent RQ, pinpointing to mother-father crossover effect. Discrepancy between adolescents' and fathers' reports on positive affect and on work interrupting home behaviors linked directly with AW. These and other findings will be discussed considering systemic approaches and spillover and crossover frameworks.

17676 | Does the COVID-19 pandemic impact parents' and adolescents' well-being: An EMA-study on daily affect and parenting

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Due to the COVID- 19 outbreak in the Netherlands (March 2020) and the associated social distancing measures, families were enforced to stay at home as much as possible. Adolescents and their families may be particularly affected by this enforced proximity, as adolescents strive to become more independent. Yet, whether these measures impact emotional well-being in families with adolescents has not been examined. In this ecological momentary assessment study, we investigated if the COVID-19 pandemic affected parenting behaviors (warmth and criticism) and positive and negative affect of parents and adolescents. Additionally, we examined possible explanations for the hypothesized changes in affect and parenting. To do so, we compared

daily reports on affect and parenting that were gathered during two periods of 14 consecutive days, before the COVID-19 pandemic (2018–2019) and during the COVID-19 pandemic. Multilevel analyses showed that only parents' negative affect increased as compared to the period before the pandemic, whereas this was not the case for adolescents' negative affect, positive affect and parenting behaviors (from both the adolescent as parent perspective). No pandemic related characteristics (i.e. living surface, income, relatives with COVID-19, hours of working at home, helping children with school and contact with COVID-19 patients at work) were linked to the increase of parents' negative affect. It can be concluded that on average, our sample (consisting of relatively healthy parents and adolescents) seems to deal fairly well with the circumstances. The findings however, also suggested presence of heterogeneity among individuals, indicating that whether or not parents and adolescents experience (emotional) problems can vary from household to household. Implications for researchers, mental health care professionals and policy makers are discussed.

17631 | Parental affective and neural responses to social feedback about one's own child

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Adolescence represents a sensitive period for caregiving, in which parents assist their children in the transition to an independent adult. As independency emerges, children's susceptibility to social feedback increases. Currently, not much is known about the way parents are affected by social feedback about their child. Therefore, it was examined how parents react – both on an affective and neural level – to compliments and critiques about one's own child, and whether these responses are affected by the (in)consistency of feedback with own child-views(i.e., (in)applicability).

As part of a two-generation study on adolescent depression and parent-adolescent interactions(RE-PAIR), parents(N=60; 35 mothers, 25 fathers) of healthy adolescents(38 daughters, 22 sons; Mage=16.16, SDage=1.21 years) received (fake) feedback about their child(15 negative, 15 neutral, and 15 positive adjectives) while in the scanner. Parents were told that research-assistants selected these feedback-words from a list as most descriptive for their child. After each feedback-word, parents indicated their mood. Additionally, parents rated these feedback-words in terms of valence and applicability on own child. Parents' mood increased most after receiving positive[b=1.13,SE=0.09,t=12.51] compared to neutral[b(intercept)=0.42,SE=0.06,t=7.18] feedback, and decreased most after receiving negative[b=-1.08,SE=0.10,t=-11.09] feedback about the child(p<0.001). Moreover, less applicable feedback on their child was related to decreased mood, regardless

of valence($p < 0.001$). In addition, when feedback was regarded as inapplicable to their child, negative [$b = 0.52, SE = 0.05, t = 10.92$] and neutral [$b = 0.57, SE = 0.04, t = 15.13$] feedback reduced mood the most, whereas mood after positive [$b = 0.32, SE = 0.05, t = 6.82$] feedback was less dependent on applicability ($p < 0.001$). Neural results are currently being analysed and will be presented. Parental mood is influenced by social feedback about one's child as well as by the (in)consistency of feedback with own child-views. Insights in the way parents view and react to compliments and critiques about their child may be highly relevant in clinical practice, as targeting awareness of parents' own child-views and reactions to feedback might eventually improve the parent-adolescent relationship.

THEMATIC SESSION 6: Diversity and youth civic behaviour

17532 | What predicts pro-environmental behaviour in youth? Commonalities and differences between adolescence and adults

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Research in Environmental Psychology rarely looks into the age-specificity of factors that contribute to pro-environmental action. This disregard is unfortunate as pro-environmental action is required from everyone and not limited to adult age-groups. Adolescence is generally considered crucial for the formation of civic engagement, socio-political attitudes and beliefs. By not knowing what factors may promote pro-environmental action specifically in adolescence, we may miss an important opportunity to foster pro-environmental commitment in future generations.

With this line of argument as a backdrop, the present paper investigates the age-specificity of factors that are well-known for contributing to pro-environmental action in adults: (a) connectedness with nature and (b) pro-environmental norms. For both factors some age-specificity as predictors of pro-environmental action can reasonably expected given findings from previous research (e.g., Krettenauer, 2017; Krettenauer et al., 2019).

The empirical study is based on a cross-sectional survey with Canadian adolescents and adults that was conducted nation-wide in all provinces across Canada. The sample was comprised of four age group: early to mid adolescence (12-15 years, $n = 349$), mid to late adolescence (16-19 years, $n = 302$), young adulthood (25-29 years, $n = 300$) and adulthood (35-40 years, $n = 300$). It was balanced for urban versus rural context of living and gender.

Findings demonstrate that connectedness with nature and pro-environmental norms both are strong predictors of pro-environmental action across all age-groups. While connectedness with nature decreased from early to mid adolescence, pro-environmental norms were stronger in adolescence as compared to adults. Positive self-evaluative emotions (e.g., pride) when conforming with pro-environmental norms were stronger predictors of pro-environmental behavior for adolescents than for

adults. This finding is consistent with dual-level theories that emphasize greater positive reward seeking of teenagers. Overall, the findings demonstrate some age-specificity but also generality across ages for predictors of pro-environmental action.

17574 | Empathy, social values, and civic behaviour among early adolescents in Ireland

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Although there are many definitions available in the literature, empathy is typically understood as a person's ability to feel and understand the emotions and feelings of others. Empathy is widely seen as the foundation for broader societal attitudes and behaviours, such as social responsibility and prosocial or civic behaviour. Research has shown that empathy and related 'other-oriented' values and behaviours are associated with a wide range of positive outcomes in the areas of personal development, interpersonal relationships, and societal well-being. Concerns have been expressed that the increasing individualisation of society over recent decades is leading to declining levels of empathy, social concern, and civic engagement among younger generations. However, there is a dearth of European research exploring the social values of early adolescents.

This paper synthesises the findings of an in-depth study completed in 2019 which aimed to generate empirical evidence regarding the social values and experiences of early adolescents in Ireland. The core research questions guiding this project were:

1. At an international level, what factors have been found to influence the development of empathy and prosocial behaviour among adolescents?
2. What are the values and behaviours of 12–16-year-olds in Ireland in relation to empathy, social values, and civic behaviour?
3. What factors in young people's social context are important in shaping empathy, social values, and civic behaviour?

The methods used in the study included a systematic literature review, quantitative cross-sectional research with a national sample of over 700 early adolescents in 12 schools in Ireland and qualitative focus group research with 29 students in three schools in Ireland. In this paper, the key findings from the three strands of the study are presented and integrated and recommendations are made for research, policy and practice.

17729 | Can the Identity Project intervention promote a positive diversity classroom climate among 7th graders?

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A positive classroom diversity climate can promote better student outcomes in school (Schachner, Schwarzenhal, Van de Vijver, & Noack, 2018). Our study tested whether the Identity-Project, an 8-week intervention that encourages cultural identity exploration and positive intergroup contact (Umaña-Taylor & Douglass, 2017), can promote a more positive diversity climate beyond individual-level effects (Umaña-Taylor, Kornienko, Douglass, & Updegraff, 2017). Because the intervention affirms adolescents' diverse cultural heritages and histories and addresses issues of stereotyping and discrimination, we hypothesize that adolescents in the intervention, but not control group, would perceive a more positive classroom diversity climate over time. Four seventh grade high school classrooms in Berlin were randomly assigned into intervention and wait-list control groups (N = 78, 44% female). Data were collected pre-intervention (T1), one week after (T2), and will be collected 15 weeks (T3) and 25 weeks (T4) after.

Climate was measured with the Classroom Cultural Diversity Climate Scale (CCDCS) (Schachner, Schwarzenhal, Moffitt, Civitillo, & Juang, in press), including six subscales (contact and cooperation, equal treatment, color-evasion, heritage and intercultural learning, critical consciousness, polyculturalism).

Paired sample t-tests showed that within the intervention group (N = 38), adolescents' perceived equal treatment decreased ($t(37) = 2.37, p = .02$) and critical consciousness increased ($t(37) = -2.35, p = .02$) from T1 to T2. For the control group (N = 40), none of the climate subscales differed across T1 and T2. The results suggest that in the short-term, allowing adolescents space for discussions of identity and diversity promoted a greater awareness of unequal treatment as well as greater understanding of broader societal inequities. These critical reflections are important steps towards becoming interculturally competent. With T3 and T4 data, we will further test whether these effects persist and if other cultural diversity climate aspects improved in the longer-term.

17615 | What goes on in the classroom? Classroom context effects on socio-political attitudes in four European countries

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Within western countries, having a religious, ethnic minority, or low SES background has consistently been associated with more conservative socio-political views than having a non-religious, ethnic majority, or high SES background. A non-constant distribution of students over school classes on these characteristics might predisposition youth towards a certain socio-political stance. There is a sizable body of research documenting the effect of ethnic classroom constellation on the level and development of interethnic attitudes. However, less is known about 1) the relevance of the classroom context for attitudes not directly related to ethnicity, or 2) attitudes related to ethnicity, yet more abstract than interethnic feelings. This study aims to fill

that gap by estimating classroom context effects for abstract attitudes unrelated (progressiveness and gender role attitudes) and related to ethnicity (integration attitudes). Using data of wave 1 of the Children of Immigrants Longitudinal Survey in 4 European countries (CILS4EU), we estimated a series of multilevel mixed effects models with respondents nested in classrooms. To distinguish classroom composition from classroom context effects, the following model building strategy was used. For identifying composition effects, model 1 included indicators of classroom constellation in terms of SES (parental education), religiosity (proportion Christian or Muslim), ethnicity (proportion non-western background) and gender (proportion boys). Subsequently, two models were added for identifying context effects. In model 2, uncentered individual level indicators of SES, religiosity, ethnicity and gender were added. In model 3 parental socio-political attitudes were added to see if parental attitudes drive context effects. For integration attitudes, it was furthermore checked whether contact with ethnic minorities mediated classroom context effects. Substantial class composition effects were detected, yet for progressiveness and gender role attitudes, no evidence for context effects was found. For integration attitudes, context effects seemed present, which could be explained with variables in line with contact theory.

17703 | Civic engagement in late adolescents and emerging adults: the role of parents and friends

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Youth civic participation is widely recognized as a core societal issue, especially in the context of a growing youth disaffection in political participation that has been pointed out in several countries (e.g., Mycock and Tonge, 2012). Beyond the traditional forms (e.g., being member of a party), researchers recently identified broader typologies of political participation and civic engagement, ranging from strong civic participation (in different formal and informal ways) to various forms of passivity (Ekman and Amnå 2012; Lannegrand-Willems, Chevrier, Perchec, & Carrizales, 2018). Along with the identification of various forms of civic engagement, disengagement and passivity, the role of proximal contexts needs to be studied. Several researchers confirmed the importance of parents and peers in civic participation (e.g., Duke, Skay, Pettingell, and Borowsky, 2009; Pancer, 2015; Vezina & Crompton, 2012; Zaff, Malanchuk, and Eccles, 2008). However, these studies mainly focused on traditional forms of civic engagement or one specific form without taking into account the diversity that is recognized today. The objective of the present study is to analyse the role of parents and friends (political interest and discussions) in youth civic engagement.

The participants were 1217 (62.3% female) 16–24 year-old French participants (Mage = 19.17; SDage = 1.83). Participants answered the Civic Engagement Scale (Lannegrand-Willems et al., 2018), and scales assessing parental political interest, friends' political interest, discussions with parents and friends respectively (adapted from Amnå, Ekström, Kerr, & Stattin, 2010). We

identified 7 profiles of civic engagement (cluster analysis): formal participation (14.9%), disengagement (19%), standby (22.6%), both formal and informal participation (5.4%), informal involvement and participation (11.2%), life-style involvement (12.1%), passivity and nonvoting (14.7%). Results then highlight the contributions of parental and friends' political interest and discussions with parents and friends in the prediction of cluster membership, while considering late adolescents and emerging adults respectively.

THEMATIC SESSION 7: Sexual education and communication

17730 | Preparing teachers to teach comprehensive sexuality education to children and young people: Findings from the Irish TEACH-RSE Research Study

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Comprehensive sex education plays a vital role in realising optimal sexual health and wellbeing in adolescence and across the lifespan. Research has highlighted inconsistencies in the delivery of sex education in schools, nonetheless, the formal education system is a significant site of universal sex education and one of the key gaps repeatedly highlighted, in both the primary and post-primary school systems, is that of teachers' competence and confidence to deliver RSE.

Teachers play a central role in the delivery of comprehensive and age-appropriate sexual health education and/or information. Teachers are uniquely positioned to provide universal education through the formal education system and to contribute to the provision of sex education in gender and diversity-sensitive ways to children and young people across all strata of life.

In Ireland and internationally, a particular gap in research has been identified which relates to the specialised professional development of teachers of sex education. This presentation will report on findings from the TEACH-RSE research study which sought to address such a lacuna.

The Study: TEACH-RSE is the first of its kind, in an Irish context, to examine the preparation of primary and post-primary teachers to teach Relationships and Sexuality Education RSE. TEACH-RSE investigated the initial teacher education received by student teachers' in relation to their competence and confidence pertaining to Relationships and Sexuality Education RSE.

Recommendations Arising: The study has made a range of recommendations on how RSE could be optimally embedded within teacher professional development programmes to ensure that newly qualified primary and post-primary teachers are more

confident and competent in their roles as providers of Relationships and Sexuality Education for children and young people in the classrooms of today and into the future.

17796 | Psychological dimensions in adolescent sexuality research: A systematic review

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For several years, research on adolescent sexuality was almost exclusively focused on the organic factors. More recently, the psychological factors underpinning adolescent sexuality have been recognized by leading organizations as WHO and target in research.

We aim to systematically review studies including psychological dimensions of adolescent sexuality in order to carry out a critical analysis of the conceptual and methodological options and its implications for sexuality education in adolescence.

Database searches were conducted from inception to 2016 in several electronic bibliographies on psychology and sexology using relevant search terms. After removing duplicates, titles and abstracts were assessed for eligibility by two independent ratters, according to inclusion criteria.

Of 1444 abstracts, 173 fulfilled the inclusion criteria. Only two studies have an explicit definition of sexuality concept or dimensions. Based on the analysis of objectives and studied variables, results show a focus on sexual behaviour, particularly on risk behaviours, but also the emergence of news dimensions. The majority of studies has a quantitative methodology and cross-sectional design, using self-report questionnaires adapted by researchers.

Even in research on psychological dimensions of adolescent sexuality, a positive and holistic view is still incipient; these findings have implications for implementation of sexuality education according to the holistic approach. So it is important future research adopt a more holistic conceptualization of adolescent sexuality, taking into account its role in normative development, in order to support holistic sexuality education; qualitative methodologies can make an important contribute to achieve this purpose.

17652 | Psycho-social predictors of emerging adults' intentions to notify their partner(s) for sexually transmitted infections

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Partner notification (PN) is a public health strategy widely applied to control the spread of Sexually Transmitted Infections (STIs) by breaking the transmission chain and by protecting against re-infection and serious health complications. Research suggests that individuals' own beliefs about the outcome of an action (outcome beliefs), feelings of shame and perceived ability to perform a specific behaviour (self-efficacy) influence intentions to notify sexual partner(s) for STI/HIV diagnoses. While there is ample research on PN related to HIV, our knowledge on the PN related to other STIs (e.g. gonorrhoea) is limited. The present study aimed to examine the role of outcome beliefs, self-efficacy and shame in predicting intentions to notify partner(s) for a possible STI diagnoses. Although emerging adults have been identified as a high-risk cohort for contracting STIs, relevant research in this age group is very limited.

Participants were emerging adults aged 18-25 years (N = 308, mean age 21 years) and 72% were females. Data were collected via an online self-report questionnaire which included several demographic variables as well as psychometric tools measuring outcome beliefs related to PN intentions, self-efficacy related to PN intentions and shame surrounding an STI diagnosis.

Structural equation modelling was applied to examine the pattern of relationships among the study variables.

Results showed that the proposed model has excellent fit to data: $\chi^2(2) = 2.55$, $p = 0.28$, Comparative Fit Index = 0.99, Tucker-Lewis Index = 0.98, Root Mean Square Error of Approximation = 0.03, Standardized Root Mean Residual = 0.02. Outcome beliefs negatively predicted PN intentions and self-efficacy fully mediated this association. Shame was not a significant mediator.

Drawing on Social Cognitive Theory our findings highlight the important role of self-efficacy in young people's intentions to notify their sexual partner(s), which is above and beyond their beliefs about the outcome of the behaviour.

KEYNOTE 3: Identity, relationships, and psychopathology: Changing identity development as a challenge for counseling and therapy

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Since Erikson's conception, there have been significant changes that affect all phases of life, but in particular have led to a considerable time lag and qualitative change in the identity development of emerging adults. The recent increase in mental disorders indicates that identity development, combined with the developmental pressure to attain relevant adult markers, has today for an increasing number of young people become problematic. The number of patients with identity diffusion is currently increasing. This continues a difficulty that already began in adolescence. Parents are of particular importance as "identity brakes", they may block the development of their children's identity through too much support, separation anxiety and psychological control. Extended exploration and an increase of short-term, uncommitted romantic relationships is noticeable. The lecture is based on two long-term longitudinal studies and a cross-cultural research on over 5000 adolescents, emerging adults and

patients from seven countries. Identity exploration and commitment of young people from Central Europe was significantly lower than in young people from Eastern Europe, South America and Asia. Patients were significantly delayed in their identity development (with scores close to those of adolescents) and suffer from high parental psychological control. Identity diffusion and parental psychological control consistently predicted high scores in internalizing symptomatology and body complaints across cultures. The lecture reflects the therapeutic consequences and uses clinical cases to show how identity crises, identity diffusion, identity conflicts can be distinguished from one another-an aspect that is relevant in relation to the increase in personality disorders. The question how clinical work with patients can look like involves a decision of how much support is appropriate and when structural work –self-object-differentiation- is necessary. Aspects of the framework and the commitment for therapy are also strongly affected. Parent work can make sense if parents act as a potential “identity brake”.

DAY 3 | FRIDAY, September 4

INVITED SYMP. 5: Critical issues for youth future generations: Zooming in and zooming out

17526/1631 | From the individual to society: Contributing factors to youth loneliness

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Loneliness is the negative feeling that occurs when people perceive a discrepancy between the actual and desired quantity or quality of their social relationships. Many youths feel lonely, which, especially when prolonged, detrimentally affects their academic, mental, and physical well-being. Loneliness has many faces and there is a wide range of factors that contribute to the development and maintenance of this experience. In this presentation, I will highlight some recent (review) studies that focus on such contributing factors. By doing so, I will zoom in on the individual, discussing, for example, genetic, personality, and cognitive factors. However, individuals live in a social environment, where, amongst others, peers and family members may play a crucial role in the development of loneliness. In addition, it seems essential to zoom out even further and focus on the role of societal factors, such as one's socioeconomic background and the neighborhood one lives in. Because these contributing factors, from the individual to the societal level, do not operate in isolation, a single one-size-fits all solution is highly unlikely. An interdisciplinary approach may yield new insights into why youth feel lonely and may provide new ideas or avenues to reduce loneliness among youth.

17526/1632 | Social media use and wellbeing among adolescents across 29 countries

Boer, Maartje, Utrecht University, Netherlands

Social media use (SMU) such as the use of Instagram and Snapchat has increased over the last few years, especially among adolescents, leading to concerns about its potential impact. Research suggests that intense SMU, indicated by the time spent using social media, is associated with lower mental, school, and social adolescent wellbeing. In addition, problematic SMU, indicated by symptoms of addiction to social media, also is related to lower adolescent wellbeing. Despite the growing number of studies, important gaps in knowledge remain. First, it remains unclear whether intense and problematic SMU are as strongly associated with lower adolescent wellbeing. Second, it has not been investigated whether associations between SMU behaviours

and wellbeing apply cross-nationally. Third, little is known about the extent to which the prevalence of intense and problematic SMU differs across countries. This study addressed these gaps by examining (1) whether intense and problematic SMU were independently associated with different domains of adolescent wellbeing. In doing so, we (2) investigated whether these associations varied by the country-level prevalence of intense and problematic SMU. We also examined (3) whether differences in the country-level prevalence of intense and problematic SMU were related to differences in mobile internet access. Individual-level data came from over 150,000 adolescents aged 11 to 15 from 29 countries that participated in the 2017/2018 Health Behaviour in School-aged Children (HBSC) survey. Country-level data came from aggregated individual-level data on intense and problematic SMU, and OECD data on internet access. Data was analysed using multilevel regression analysis. Results will be discussed.

17526/1633 | Societal meritocratic beliefs moderate the social gradient in adolescent mental health: A multilevel study in 30 European countries

Weinberg, Dom, Utrecht University, Netherlands

The strength of the association between adolescent SES and adolescent mental health (the 'social gradient in adolescent mental health') varies across countries. Stronger social gradients have been found in countries with greater income inequality, but research has not yet considered whether sociocultural factors, such as meritocratic beliefs, may also moderate social gradients. Using data from 11- to 15-year-olds across 30 countries participating in the 2013/2014 Health Behaviour in School-aged Children (HBSC) study (n = 131,101) multilevel regression models examined associations between country-level factors (including meritocratic beliefs), and self-reported individual-level objective SES and subjective SES, and mental health (life satisfaction, psychosomatic complaints, and aggressive behaviour). Cross-level interactions between country-level factors and SES measures tested whether country-level factors moderated the social gradient in adolescent mental health. There was significant cross-country variance in the social gradient in adolescent mental health for all combinations of two SES measures and three mental health measures. For life satisfaction and psychosomatic complaints the social gradient was stronger for subjective SES than objective SES in all countries. Country-level variables explained a substantial amount of the cross-country variance in the associations between SES measures and mental health; meritocratic beliefs moderated the social gradients for life satisfaction and psychosomatic complaints. The complex results for meritocratic beliefs – strengthening the social gradient for objective SES and weakening the social gradient for subjective SES – emphasises the importance of looking at sociocultural factors that may moderate social gradients and studying multiple indicators of SES during adolescence.

17526/1634 | Towards a mental health epidemic? Explaining changes over time in adolescent well-being.

de Looze, Margreet, Utrecht University, Netherlands

Adolescent emotional well-being has become a public health concern worldwide. In some high-income countries, there is evidence of a dramatic decline in adolescent well-being, particularly among girls. This study examines trends over time (2001-2017) in adolescent well-being across 36 European countries. Moreover, we assess the extent to which the trends can be explained by (changes over time in) perceived schoolwork pressure. We thereby zoom in into the situation in the Netherlands, a country where adolescents have consistently reported one of the highest levels of well-being across Europe. Data were derived from five waves of the international Health Behaviour in School-aged Children (HBSC) study. Trends in emotional well-being (i.e., psychosomatic complaints, life satisfaction) were assessed by means of multilevel hierarchical multiple regression analyses with survey year and schoolwork pressure as predictors. Across Europe, there was much cross-country variation in trends in emotional wellbeing. Yet, in the majority of countries, there was an increase in psychosomatic complaints, which was explained by an overall increase in schoolwork pressure. Life satisfaction increased in some countries, and decreased in countries that had a relative high life satisfaction in 2002. In the Netherlands, a small decline in emotional well-being was found among youth, especially girls, between 2009 and 2013. An increase in perceived schoolwork pressure during this period largely explained this decline. A rise in social support from parents and peers between 2013 and 2017 may have prevented emotional well-being to decline further, while schoolwork pressure continued to increase. Overall, our findings do not suggest the existence of an international mental health epidemic. However, as mental health problems often start in adolescence, the rises in psychosomatic complaints and schoolwork pressure require close monitoring of trends in the near future. Also, future research may explain country differences in trends over time in adolescent well-being and schoolwork pressure.

17526/1635 | Testing sampling bias in estimates of adolescent social competence and behavioral control

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Former studies clearly reveal differences between socioeconomic (SES) strata in adolescent social competence and behavioral control. In 5 of the 6 large Dutch developmental cohorts investigated in this study, lower SES adolescents are underrepresented, and higher SES adolescents are overrepresented. Using a raking procedure, we used national census statistics to weigh the cohorts to be more representative of the Dutch population. Contrary to our expectations, in all cohorts, little to no differences between SES strata were found in the two outcomes. Accordingly, no differences between weighted and unweighted mean scores were observed across all cohorts. Furthermore, no clear change in correlations between social competence and behavioral control was found. These findings are most probably explained by the fact that measures of SES in the samples were quite limited, and the low SES participants in the cohorts could not be considered as representative of the low SES groups in the

general population. This could also explain the lack of differences in outcomes between SES strata in the cohorts. Hence, weighting other developmental outcomes associated with SES may be affected by a ranking procedure.

SYMPOSIUM 11: New developments in identity theory: Incorporating micro-level aspects and qualitative aspects

17743/1583 | The Landscape of Identity Model: An integration of qualitative and quantitative aspects of identity development

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Identity is commonly studied from two different perspectives: quantitative approaches that tend to focus on commitment strength and amount of exploration, and qualitative approaches that focus on the content and integration of commitments. It has proven difficult to combine the two streams of research into one model. With the landscape of identity model we aim to make significant strides in this endeavor. The landscape of identity model conceptualizes identity as a constellation of commitments, where each commitment has both a qualitative aspect (a content with a certain level of integration) and a quantitative aspect (a strength). Drawing on key principles from the complex dynamic systems approach, we present these two aspects of identity as features of an attractor landscape. The valleys in the landscape represent qualitatively different commitments. The depth of a commitment-valley represents its strength while the width of the valley represents its level of integration. The landscape of identity model thus allows us to visualize a large variety of identity structures using both qualitative and quantitative aspects. We use the landscape of identity model to generate novel hypotheses. Drawing on theory on attractor dynamics, we describe how the landscape of identity is shaped by micro-level experiences and explorations. We hypothesize that past explorations and experiences leave behind a footprint in the current identity structure. Therefore, in our model it is not necessary to know of past exploration to determine an individual's identity status, one can just look at the current identity structure. Indeed, we illustrate what Marcia's four identity statuses look like in the landscape of identity model. Moreover, attractor dynamics allow us to hypothesize how the landscape shapes experiences, and we make predictions on the types of landscapes that can absorb major stressful life events easily, and those that will be more likely to undergo a crisis.

17743/1584 | Identities as tools for action: Understanding identity development as the result of discursive actions-in-context

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Historically, theories of identity development have either taken a perspective on identity in terms of interpersonal sameness and difference (i.e. optimal distinctiveness theory) or were primarily concerned with experiences of self-sameness and continuity over time (i.e. identity status models). However, with a few notable exceptions, attempts at a theoretical integration of both perspectives has been lacking.

We propose that a theoretical framework based on real-time action within everyday interactions will allow for such an integration. We suggest that identity emerges from and is used for the management of sameness and difference in everyday interactions through which it is continuously constructed. It is through social constraints within interactions (i.e. accountability) that a sense of sameness and continuity of the person emerges both within the individual as well as their interaction partners. Our framework draws on the concept of 'identity positions', which are self-related claims that position the speaker as a specific kind of subject. The effect of any identity position in producing similarity or difference depends both on the situational context, as well as how it is being taken up by an interaction partner. Positions that successfully created either similarity or? difference may be re-used with similar aims in similar contexts, clustering together over time. We suggest that clusters of positions that successfully differentiate a speaker across multiple different conversational contexts become 'personal identity', and that clusters of positions promoting sameness across different conversational contexts (of multiple members of a group) become 'social identity'. The advantage of the proposed framework focusing on action-in-context is that it allows for an extension to other types of theories such as narrative identity theories, the identity status model, and social identity theory. In this presentation we will outline how individual mechanisms proposed in the model can be empirically tested.

17743/1585 | Experiencing emotions every day: A new way to understand micro-identity dynamics

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The study of identity formation requires an explicit consideration of time (Lichtwark-Aschoff et al., 2008). While identity development is commonly understood as acting at a macro-level (i.e., over years or dozens of years), some researchers have been highlighting the importance of micro-level expressions of identity in terms of identity functioning (e.g., Van der Gaag et al., 2016). Bosma and Kunnen (2006) suggested that conflict arising from transactions between the individual and the context may lead to fluctuations and change in identity. However, an operationalization of that process is still lacking. Considering that daily emotional experiences lead to an evaluation of identity commitments, we propose an operationalization of the micro-identity

dynamics. Given that social media are daily contexts through which emerging adults explore their identity (Michikyan & Subrahmanyam, 2012), we specifically focus on social media experienced emotions.

This study aims to investigate how daily emotional experiences on social media (i.e., positive and negative) can lead to fluctuations in identity micro-processes (i.e., commitment to fit, exploration of the fit, exploration of alternatives).

Participants are emerging adult students aged 18 to 29 years old. The study followed a fifteen-week protocol containing four measurement periods each consisting of seven daily measures. Because studying developmental processes means that the ergodicity assumption is transgressed (Molenaar & Campbell, 2009) results of this study will firstly be discussed at an intra-individual level, and secondly at an inter-individual level. Specifically, we will present the weights of emotional experiences, as well as the weight of micro-processes of exploration, on commitment.

This study provides insights into the role of daily emotional experiences on identity formation. Our presentation will also emphasize the importance of studying developmental processes at different time scales to understand complexity and change in development.

17743/1586 | Beyond the identity questionnaire approach: Evaluating the old and looking forward to the new

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In the last two decades, questionnaires have been a popular method for examining identity and identity development in adolescence. Amongst other things, they have been useful in giving us insight into identity statuses, normative identity development, and linkages of identity to other life outcomes such as psychopathology and social relationships. However, recent interest into non-normative identity development, for example following the occurrence of stressful life events, suggests that using annual questionnaire data on broad identity behaviors may not tell us the full story. For instance, previous research has often reported few and weak effects of such events on identity, despite theory ascribing a key role to events in forming and changing identity. In this presentation, I will describe the strengths but also the limitations of the questionnaire approach. To do this, I will make use of earlier arguments by identity researchers such as Waterman (2015). He argued that questionnaires' inability to measure past identity exploration makes the identity statuses found with this approach incomparable to those found using interviews. I will also discuss insights that resulted from my own recent studies. For instance, I found no overall effect of stressful events on identity, but large between-person variance in this effect, suggesting that identity change following such events may vary between individuals. I will discuss several alternatives to measuring identity with questionnaires, such as daily measures, identity narratives, and spoken identity interviews. I will divulge how all of these different methods are incorporated in the INTRANSITION project, which examines identity development across the primary-to-secondary and secondary-to-tertiary

school transitions. I will conclude by describing an ideal-world view of future identity work. This view will take together all the previously discussed points, and will focus on the advantages of using qualitative data over – or even better: in combination with – quantitative (questionnaire) data.

SYMPOSIUM 12: The many faces of social inequality: Understanding social and cultural disadvantage in adolescence

17510/1368 | The long-term benefits of adolescent school engagement on adult employment outcomes: A national cohort study

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Research from across Europe demonstrates a persistent connection between childhood social disadvantage and adult employment outcomes. Schools, as sites of human capital generation, are potential conduits and disruptors of this connection. In this study we investigated the impact of adolescent school engagement (meaning the tendency to be involved and absorbed in secondary schooling) on adult employment outcomes, in the presence of childhood social disadvantage and cognitive ability. Using data from the British Cohort Study (13,015 individuals born in 1970 across England, Scotland and Wales) we computed a structural equation model with pathways between the variables of childhood social (dis)advantage (maternal and paternal SES, family income and highest parental education at age 5- and 10-years), childhood ability, and adolescent school engagement (school-related emotion, motivation, behavior and cognition at age 16-years), and from each of these variables to adult employment outcomes (social class, income, job-satisfaction, work relational skills and work cognitive skills, at age 34-years). The model fit the data well (CFI = .974; RMSEA = .023). As anticipated, childhood social disadvantage moderately predicted later adult social class and income. However, childhood social disadvantage and cognitive ability had no significant impact on adult job satisfaction and relational and cognitive work skills, meaning that psychological flourishing in work was possible independent of childhood social disadvantage. Furthermore, adolescent school engagement had a moderate, significant contribution to adult social class, relational skills, and cognitive skills, after controlling for childhood social disadvantage and cognitive ability. This finding suggests that adolescent school engagement is a protective factor for flourishing at work and achieving a higher social class, even in the presence of childhood social disadvantage. Accordingly, interventions that enhance adolescent school engagement should help to promote social equality in society.

17510/1369 | The links between family economic and cultural capital and adolescent identity processing styles: Individual and class level effects

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Identity processing styles represent socio-cognitive strategies used for approaching identity-relevant issues (Berzonsky, 1994, 2004, 2011). While a number of studies have addressed the outcomes of identity processing styles, much less is known about how adolescents come to rely more or less strongly on informational (effortful, critical), normative (authority reliant), and diffuse-avoidant ways to approach identity-relevant information. Original identity styles theory and research suggests that reliance on a certain identity style could be a rather stable individual property, nevertheless, some previous findings indicate that this may also vary in relation to contextual factors, for example, school context (Erentaite et al., 2018). We extend the inquiry into the contextual factors of identity processing styles by looking into the family context, specifically, family economic and cultural capital (Tramonte & Willms, 2010), and its links to identity styles at the individual and at the aggregate class/ school level.

Two-level regression analysis was performed using the data from the “Goals Lab” study with a sample of 1273 Lithuanian adolescents (51.9% females, Mage = 14.86 SDage = 0.39). The findings revealed statistically significant, but mostly weak direct links between family capital and identity styles at the individual and class/ school level. Relational aspects of family capital (such as discussions on art and politics) predicted adolescent identity processing styles better compared to economic family capital (such as family material assets). While class/ school level variance in identity styles was relatively small (10%, 2% and 5% for informational, normative, and diffuse-avoidant identity styles, respectively), it was explained to a large extent by the cumulative class/ school levels of family economic and cultural capital (73%, 73%, and 64%, respectively). Possible mechanisms underlying these effects are discussed in the presentation.

17510/1370 | Social differences in the construction of the future: Stories from southern Italian adolescents

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Planning and preparing for the future is a key developmental task for late adolescents (Nurmi, Poole, Seginer, 1995). This complex process was also defined as “futuring” (Sica et al., 2015); the capacity to imagine, prepare and act in order to build own future, which implies activity of reflexive thinking and mental time travel.

The aim of the current study was to explore the futuring process in adolescents with different social conditions in order to grasp the role of contextual factors on future orientation.

We adopted a narrative approach that provides insights into personal interpretations of experiences that are not accessible through questionnaire measures alone (Alisat & Pratt, 2012). Five adolescents were interviewed following some of the questions of the Life Story Interview (McAdams, 2008). Participants were encouraged to tell their personal life story and discuss turning points, main challenges faced and future plans.

Three girls and two boys from the same geographical area, residing in different spots of the region, and with different socio-economic background, were interviewed.

Using content analysis through the guided multiple reading approach (Aleni Sestito & Sica, 2014; Schachter, 2004), we identified a futuring profile for each participant focusing on: reflexive thinking (meaning making) and mental time-travel (turning points/current behaviours and future projects). These configurations showed similarities (in terms of presence of future orientation) and differences (in terms of level of meaning making, psychological resources used and life domain described as relevant for the future). The starting socio-economic conditions does not therefore seem to be decisive in allowing the adolescents to devise plans for their future, but seems to have some impact on the level of overall meaning making and on the life domain that is considered to be relevant. Each futuring profile is described and examples of modalities of future orientation during late-adolescence are discussed

17510/1371 | A mixed-method investigation of work identity in disadvantaged adolescents attending professional education

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To date, most research on work identity in adolescence has been conducted on upper-middle class samples, coming from economically stable countries. The present study set out to depict work identities in adolescents who come from poor communities and are involved in professional education. In the Romanian educational system, these young people are often seen as the “losers”, as professional education has a very low social status in this cultural context (Negru-Subtirica et al., 2015).

Participants were 243 Romanian adolescents (Mage = 16.80 years; SDage = 1.52 years; 42 % women), who were attending professional education, which prepared them for a blue-collar occupation (e.g., waiter, carpenter). Most participants (92%) came from low-income, low-education families and most (82%) were from rural areas. Also, 92% of participants already had paid work experiences.

Narrative work identity was appraised with an adapted version of the Self-Defining Memory Questionnaire (Singer & Blagov 2000; Singer & Moffitt, 1991-1992), tapping into self-defining memories regarding one's work and occupational life. Work

identity was appraised with the Vocational Identity Status Assessment (VISA, Porfeli, Lee, Weigold, & Vondracek, 2011; Negru-Subtirica et al., 2015).

Narratives were mainly integrated in two contexts: (a) work is freedom (b) work is survival. These contexts outlined the role of socio-economic constraints in adolescents' work narratives (Hammack, 2008; McAdams & McLean, 2013). We depicted positive associations between themes of financial precarity that ruled over one's work life (i.e., work is survival) and reconsideration of work commitments. The theme of "work is freedom" was linked to stronger work identity commitments and stronger in-depth exploration.

By analyzing work narratives together with work identity processes, we can provide a grounded starting point for applied interventions in adolescents coming from disadvantaged socio-economic backgrounds.

THEMATIC SESSION 8: Social change, inclusion and immigrant youth

17082 | How can parents protect immigrant youth? Positive parenting as a moderator of the relationship between ethnic harassment and antisocial behaviors

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Public concerns are growing over criminality and gun violence among young people of immigrant backgrounds in Europe, and Sweden in particular. Existing literature highlights risk factors specific to immigrant youth, such as ethnicity-based discriminatory experiences, that can undermine their successful integration in the host society and elevate the risk of behavioral maladjustment. Guided by the risk and resilience developmental framework (Suárez-Orozco et al., 2018), the present study aims to examine how different dimensions of positive parenting may buffer against the noxious effects of ethnic harassment on antisocial behaviors (i.e., delinquency and violence) among immigrant adolescents in Sweden ($n = 365$; $X = 13.93$, $SD = .80$; 37% first-generation). We found that ethnically harassed immigrant youth who received parental warmth, perceived they had influence in the family decisions, and whose parents were aware and actively sought information about their adolescents' lives, were less likely to engage in delinquency and violence over time. The results also showed that the moderating role of positive parenting did not differ in relation to youth's gender, their perceived socio-economic status, and immigrant generation. The findings suggest that positive parenting practices can help immigrant adolescents cope with ethnicity-based harassing experiences at school and protect them from engaging in antisocial behaviors in the long run.

17643 | Adolescents during and after times of social change: The process, content, and context of self-definition

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The focus of this study is on the relationships between social changes in the Czech Republic during last 30 years and on the process, content, and context of self-definition of adolescents. The analysis is based on cohort comparison of data from four samples gathered at different historical points. The first sample (n = 249; data collected 1992) represents “post-totalitarian” generation of young Czechs. They entered adolescence at the time of the fall of the communist regime (1989) and experienced rapid social, economic and political changes in their everyday lives. The second sample (n = 280; collected 2001) represents adolescents experiencing turbulent period of social changes during the nineties. The third sample (n = 362; 2011) represents “millennials”, young Czechs with the social status of Europeans. The fourth, more representative sample of current Czech adolescents (n = 3 026; 2019) can be seen as much more “digital” generation.

Based on questionnaire data, all respondents reported on their identity style, the importance of various self-representations, the importance of their future expectations, and their subjective well-being. We hypothesized differences between these four cohorts. Compared to adolescents from the nineties, we expected millennials and contemporary adolescents to be less dependent on adult authorities, to have more individualistic goals and higher self-esteem and life satisfaction.

As results reveal not all these assumptions are supported by the data. Contemporary adolescents attach greater importance to autonomous self-representations and less to external normative selves. They also report a higher level of commitment and place more importance on personal goals representing social pleasure. Future family life is less important for them than for former cohorts. Surprisingly, future success is less important for current adolescents than for previous ones. Unexpectedly, all four cohorts of adolescents report the same level of life satisfaction and gender differences in self-esteem.

17633 | Immigrant students in Spanish schools: An analysis of educational policies, practices, and interventions

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The increasing societal influx of immigrant students in public-school systems around the world represents multiple challenges for institutions, policies and local governments seeking to make changes to conform to this new multicultural reality. The purpose of this paper lies in analyzing the socio-educational realities of recently migrated adolescents in Spanish schools, paying

attention to how academic institutions have responded to immigrant youth's diverse contexts and needs. To achieve this, this research was developed in two phases. First, looking critically at educational laws and practices influencing immigrant adolescents. Secondly, reporting on the findings from qualitative research developed with key informants, teachers and immigrant students pertaining to their learning and teaching experiences in the Spanish context of migration; and finally, this research proposes some solutions to enhance immigrant students' academic success and overall flourishing. Results from this study reveal how educational laws continue to lag behind the socio-educational needs of immigrant students in that inequity disproportionately shapes their schooling across systems (Maunter, 2012; González Pérez, 2010; Carrasco, 2009). In addition, it became evident that immigrant students' academic success and social integration was far from a straightforward manner, and, instead, it was deeply shaped by intersections of meritocracy, discrimination, and socioeconomic capital. Results likewise revealed some of the school staff, including teachers' successes and limitations to integrate immigrant students, reflecting on their professional training and resources. Based on these data, this paper advances multicultural legal and pedagogical initiatives to create humanizing school environments for young people, while challenging deficit views about their cultures, agency, communities, and capabilities.

17552 | Towards an inclusive school

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School environment plays a crucial role in individual education, development and socialization that surpasses its curricula-related pedagogic condition. This second home has an increased social responsibility that stems from the far more numerous and, most importantly, pluralistic family it hosts, as well as to its persistence in time. But is the school environment prepared to attend to groups or individuals that, even though fewer in numbers, require more commitment and dedication?

Disparities, its awareness and acceptance assure a more universal society. Public school equipment should provide a diversity of solutions that guarantee equal opportunities and a dignified integration of diversity. In this context, it's important to bring forth the disciplinary field of architecture and analyze the causes of insufficient inclusion and, foremost, those that could be solved with organization, structuring, adjusting and equipping of the defining spaces of school architecture. Taking as reference the most recently rehabilitated schools in Portugal, it is important to measure architecture's ability to promote a more inclusive society. Accordingly, it would be interesting to find the underlying reasons behind failure factors and explore options, as well as to provide answers that involve the community, foster complicities and help build a greater sense of social sensitivity to the complex but unacceptable condition of exclusion.

Integrated on an investigation project that debates national schools architecture's transformation, the present article will be guided by a qualitative research method with an exploratory origin, following a bibliography of several theoretical and practical references, namely the architectonic case studies along with educational and psychological convictions. The results aim to influence and incentive inclusiveness and contribute to the realization of new school projects' solutions. Collective consciousness should not be exhausted merely within the acknowledgement that the school is for everyone but should also extend to the understanding that everyone is different.

THEMATIC SESSION 9: Parenting, emotions, and empathy

17770 | Adolescents' quality of life during final school year and parents understanding of their child's problems in Latvia

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Background. In last decades in Latvia the number of adolescents with different disturbances increases, many parents don't understand them.

Purpose: The study investigated the parents' understanding of adolescent mental health problems and willingness to participate in mental health study in 9th grade adolescents at the beginning and at the end of the final school year.

Material and Methods: Screening survey was conducted in seven Riga schools. Medical psychotherapist explained aims and importance of the study to parents and adolescents. Informed consents were collected, descriptive statistics was calculated for invited and agreed parents-adolescent pairs. Adolescents who agreed to participate in the study filled SF-36 survey twice: at the beginning and at the end of the final school year. Mean scores were calculated according to questionnaire recommendations in eight QOL domains. Differences between points of follow up were calculated using Wilcoxon test. Differences between genders were examined using Mann-Whitney test. Statistical difference of $p < 0.05$ was considered as significant.

Results: The total amount of parents-children was 474 pares, 208 parents (43.9%) refused to participate. 286 adolescents (mean age 15.0, Standard deviation (SD) 0.34 years; 50.5% boys) were enrolled in the longitudinal prospective study. We observed significant differences between two time-points in following domains of QOL: mean energy (55.8, SD 20.5 and 54.2, SD 20.0, respectively; $p < 0.01$), mean emotional well-being (63.5, SD 18.0 and 60.8, SD 19.9, respectively; $p < 0.01$), and mean general health (59.7, SD 13.0 and 58.5, SD 13, respectively; $p = 0.02$). Girls displayed lower QOL at all investigated domains (from $p < 0.01$ to $p = 0.02$, according to domain).

Conclusions: In Latvia 43,9% of parents don't understand the importance of mental health of their children. Adolescent girls need special attention: 3 QOL domains were statistically significantly decreased: mean energy, emotional well-being and general health.

17639 | Maternal emotion socialization of positive emotions and psychopathological symptoms in adolescent boys and girls: The mediator role of emotion dysregulation

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Research has shown that mothers seem to play a defining role in the socialization of negative and positive emotions of their teenage children, which impacts their psychological adjustment. However, the majority of the studies have focused on negative emotions, and the ones regarding positive emotions tend to focus in the association between maternal dampening of positive emotions with youth showing internalizing symptoms. Moreover, findings show that emotion dysregulation seems to mediate the association between maternal emotion socialization and youth outcomes, with distinct pathways for boys and girls. In the present study, we attempted to address the question of what the association between unsupportive maternal socialization strategies (i.e., punish, neglect and override) of overjoy and the externalizing and internalizing symptoms in adolescents was, as mediated by emotion dysregulation, for boys and girls. Participants were 418 adolescents (Mage = 14.75; 57.7% girls), who have filled out questionnaires on maternal emotion socialization, difficulties in emotion regulation and psychological symptoms. Results showed that, for boys, emotion dysregulation mediated the association between the perception of maternal disapproval (i.e., punish)/dismissive (i.e., override) regarding overjoy, but not maternal neglect, and externalizing and internalizing symptoms. Unexpectedly, for girls, emotion dysregulation did not mediate the association between the perception of maternal responses to overjoy and psychological symptoms. Nevertheless, emotion dysregulation was positively associated with psychological symptoms. This study highlights the negative impact of these parental practices on adolescents boys psychological adjustment and contradicts previous findings for girls, which indicates that further analyses on this topic are needed.

17673 | The role of family emotional climate in the links between parent-adolescent communication and adolescent psychological problems

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Emotional problems such as symptoms of anxiety and depression, and conduct problems, such as aggression and behavioral disinhibition, are considered being the most common psychological issues in adolescence with most prominent rise during early and mid-adolescence. Parent-adolescent communication, including parents' efforts (i.e. solicitation and control) and adolescents' communication efforts (i.e. disclosure and secrecy) are considered being important protective mechanisms of development of adolescents' psychological problems. What role adolescent family emotional climate plays in the links between parent-adolescent communication and psychological problems, is however not clear.

The aim of the current study was to extend parenting research by investigating the moderating role of parent-adolescent emotional closeness and adolescent feelings of being overly controlled by parents on the longitudinal associations between parental communication efforts (i.e. parental control and solicitation), adolescent communication efforts (i.e. adolescent disclosure and secrecy) and adolescent emotional and conduct problems.

Using two-waves of data with N = 1515 Swedish adolescents (50,6 % girls Mage = 13.01 SD = .60) we conducted eight separate cross-lagged models with multi-group analyses. The results showed that adolescent disclosure and parental control predicted lower levels, while adolescent secrecy predicted higher levels of adolescent conduct problems only in adolescents who reported high level of perceived emotional connectedness with parents. The protective role of parent solicitation was only present in adolescents who were emotionally connected to parents and did not feel overly controlled by parents. In all adolescents, disclosure and parent solicitation predicted lower adolescent emotional problems, whereas adolescent secrecy predicted higher levels of emotional problems over time.

The effects of parent-adolescent communication on adolescent psychological problems seem to be predominantly determined by family emotional climate and adolescent emotional connectedness to parents in particular.

17616 | Longitudinal linkages between father and mother autonomy support and adolescent problem behaviors: Between-family differences and within-family effects

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This six-year, multi-informant longitudinal study (N = 497, 56.9% boys, Mage T1= 13.03) examined longitudinal linkages between parental autonomy support and adolescent internalizing and externalizing problems. Despite the existing evidence on associations between autonomy support and problem behavior, it is difficult to draw conclusions on the role that parents'

autonomy support plays in children's problem behavior. Therefore, the overall aim of this research is to bring more nuances to contemporary studies on autonomy support and children's problem behaviors.

First, reciprocal effects between adolescents' problem behavior and parents' autonomy support were investigated by using innovative analyses to disentangle between-family differences from within-family effects. Second, while most previous studies are focusing on one socialization figure or parents in general, this study examined unique contributions of paternal and maternal autonomy support. Third, we differentiated between boys and girls to check whether sons are more strongly affected by their father's autonomy support and daughters by that of their mother. Finally, multi-informant data allowed us to compare effects of adolescent-perceived and parent-reported autonomy support.

Our findings suggest that previously found linkages between parental autonomy support and adolescent problem behavior are largely explained by differences in stable between-family characteristics rather than by within-family effects. Children with fewer problems have fathers (both child- and parent-reported) and mothers (only child-reported) who are more autonomy supportive. When children reported on autonomy support, associations between parenting and adolescent problem behavior were stronger than when parents reported on their own autonomy support. We did not find differences between sons and daughters with respect to the relations between parental autonomy support and adolescents' problem behavior. Since we did not find within-family effects, our results suggest that prior studies may have overestimated the impact of parental autonomy support on adolescent problem behavior.

17603 | Parental neural responses to empathic distress

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One of the most fundamental and evolutionary conserved roles of empathy is its role in parental caregiving. Parental empathy facilitates caregivers to perceive and appropriately respond to their children, which is essential for sensitive parenting. Currently, not much is known about the way parental empathic distress is processed in the brain, especially not for parenting during

adolescence. Therefore, it was examined how parents respond to situations eliciting social and physical pain, in which they had to imagine either themselves, their own child or another child.

As part of a two-generation study on adolescent depression and parent-adolescent interactions (RE-PAIR), n=60 parents (n=35 mothers, n=25 fathers) of healthy adolescents (n=38 girls, mean age = 16.3; n=22 boys, mean age = 15.6) were asked to imagine 8 physical and 8 social situations from their own, their own child and another child's perspective while in the scanner. After each situation, parents indicate how they felt (empathic distress) about the situation.

Parents reported highest levels of empathic distress towards their own child compared to themselves, and lowest levels to another child ($F=254.77$, $p<.001$). Moreover, parents reported more distress in response to physical versus social situations ($t=-3.08$, $p=.002$), and fathers reported less distress compared to mothers ($t=2.12$, $p=.038$). Maternal overprotection was associated with higher levels of empathic distress to one's own child ($t=-2.11$, $p=.042$). Neural results are currently being analyzed and will be presented as well.

Parents experience more empathic distress for one's own child compared to themselves and another child and more for physical over social situations. Moreover, parental empathic distress is differentially related to parenting behavior in mothers and fathers. Insights in the way particular parenting behaviors are associated with parental empathic distress may be highly relevant, as a better regulation of this parental distress may contribute to more sensitive parenting.

INVITED SYMP. 6: Parenting and parent-child relationships in adolescence: Interdisciplinary perspectives

17619/1463 | Glucocorticoid receptor gene (NR3C1) DNA methylation moderates the associations of cortisol stress reactivity and self-reported level of daily hassles

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The negative impact of stress during development is known to increase vulnerability to psychopathology in part through alterations in the cortisol stress response. It has been hypothesized that epigenetic mechanisms – more specifically DNA methylation (DNAm) – in the glucocorticoid receptor gene (NR3C1) might be a plausible mechanism through which stress can contribute to such alterations.

However, the relation between the level of daily stress, cortisol stress response, and DNAm in NR3C1 in adolescence has not been well studied yet.

In the current study, we examine links between self-reported level of daily hassles in adolescents, stress response system functioning (i.e., both cortisol reactivity and recovery) during the Trier's Social Stress Test for children (TSST-M) and DNAm status in the NR3C1 gene.

The participants (11–12 years old; N = 101) were drawn from MIND (Methylation IN Development), a longitudinal, population-based study. The cortisol stress reactivity and recovery during the TSST-M was determined by eight cortisol saliva samples (i.e., two samples were collected before the stress induction and six thereafter, with 10-minute intervals). The level of DNAm in the NR3C1 gene (1F promoter region) was measured by pyrosequencing performed on bisulfite-treated DNA.

Our results show that DNAm at functionally relevant sites (NGFI-A-binding site) of the NR3C1 gene moderated the association between cortisol stress reactivity and self-reported level of daily hassles (overall model: $p = .01$, $R^2 = .20$; interaction: NGFI-A \times Daily Hassles: $p = .01$).

These findings support the hypothesis that epigenetic modifications are a plausible mechanism that is linked to the daily stress and to changes in the cortisol stress response and provide important insights for understanding vulnerability to stress-related psychopathology.

17619/1464 | Cortisol reactivity and recovery in response to stress as moderators of the effect of parental support on insecure attachment development in early adolescence

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Accumulating research demonstrates that attachment development is only partially determined by environmental influences such as parental support. Individual differences in cortisol reactivity and recovery might reduce the likelihood that parental support is associated with (in)secure attachment development.

To test this hypothesis, we conducted a one-year longitudinal study with two waves in which 101 early adolescents (56% girls, $M_{age} = 11.15$, $[SD]_{age} = 0.70$) participated. Self-reported attachment anxiety, avoidance and parental support were measured at baseline and one year later. Cortisol reactivity and recovery were measured during the Trier Social Stress Test at Wave 2. Piece-wise growth curve modelling was used to estimate cortisol reactivity and recovery slopes. Wave 2 attachment was regressed on Wave 2 parental support, cortisol reactivity/ recovery, and their interaction while controlling for Wave 1 attachment.

Both cortisol reactivity and recovery moderate the effect of parental support on anxious attachment development. Parental support reduced the probability that children's attachment anxiety increased over time, but only when cortisol reactivity was low (Support x Reactivity $\beta = 0.38$, $t = 3.64$, $p < .01$), or when cortisol recovery was low (Support x Recovery $\beta = -0.36$, $t = -2.50$, $p = .02$). No moderation effects were found for attachment avoidance.

These findings suggest that child characteristics at the biological level are involved in attachment development in early adolescence.

17619/1465 | Oxytocin polymorphisms and parenting interact to predict development and change in adolescent social anxiety symptoms

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Adolescence is a critical phase for social anxiety symptom development, which is thought to emerge, in part, through the interplay between genetic variation associated with functioning of the oxytocin system (which is related to complex social behaviors and forms of social cognition) and parenting (G×E). I present findings from two studies on G×E in adolescent social anxiety symptom development and change, focusing on polygenic oxytocin scores (i.e., a complex genetic index that captures genetic variation across multiple genes) and both constraining and facilitative aspects of parenting.

In Study 1, we examined the interaction between adolescents' polygenic oxytocin score and exposure to parenting in association with adolescent social anxiety symptom development from early to mid-adolescence ($N = 978$; 49.4% girls; $M_{age} T1 = 13.8$

years). In Study 2, we aimed to disentangle between- and within-family associations among adolescent social anxiety symptoms and parenting from early to mid-adolescence, and examined whether these associations were moderated by adolescents' polygenic oxytocin score (N = 715; 46.3% girls; Mage T1 = 13.4 years). Adolescents reported annually on social anxiety symptoms and both adolescents and parents reported on psychological control and autonomy support.

Findings suggested significant G×E in both studies. Specifically, adolescents' polygenic oxytocin score significantly interacted with our latent multi-informant indices of parental psychological control ($\beta = .09$, $p = 0.004$) and parental autonomy support ($\beta = -.10$, $p = 0.001$) on intercept levels of adolescent social anxiety symptoms (Study 1). In addition, for adolescents with high genetic risk mothers reported lower psychological control ($\beta_s = -.12$ – $-.15$) and higher autonomy support, ($\beta_s = .15$ – $.18$), but adolescents with low genetic risk reported higher psychological control ($\beta_s = .14$ – $.17$), 1-year after adolescents reported higher levels of social anxiety symptoms (Study 2). Implications of the G×E findings are discussed within the framework of developmental psychopathology.

17619/1466 | Stressful life events and self-control: Testing gene x environment interaction with a polygenic approach

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Risky decisions and reckless behaviors due to low self-control are concurrently and longitudinally costly and identifying possible factors contributing to individual differences in self-control is necessary. It is hypothesized that genetic sensitivity interacts with life stressors in the prediction of the development of low self-control (i.e., gene by environment interaction or G × E). However, this hypothesis has mainly been tested in candidate gene studies, which have yielded inconclusive results. The goal of the present study was to bring findings from large-scale gene identification studies into the developmental psychology framework, taking the polygenic nature of complex traits into account. Using data of a large population-based twin sample, we tested whether polygenic risk scores for self-control problems, based on the most recent ADHD GWAS, predict self-control problems in adults, and whether these polygenic risk scores interact with the presence of environmental stressors. While polygenic scores and life stressors predicted self-control, we did not find a significant interaction effect. Future recommendations for research on G × E in the etiology of self-control will be discussed.

SYMPOSIUM 13: Growing up positive: Adolescents as purposeful agents of change in diverse sociocultural contexts

17545/1388 | Achieving work with purpose in the transition to adulthood

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Identifying a purpose in one's life is a critical feature of positive youth development and thriving. Purpose is a stable aim to accomplish something that is both personally meaningful and directed at contributing to the world beyond the self – such as to others, to a domain, or to social change. Particularly, finding purpose through one's work is an important task of emerging adulthood, and one that is associated with greater well-being as well as social contribution. In our rapidly changing global society however, not all young people are finding purpose in their work as they transition out of school – so what can be done to help them achieve it? To address this question, we examined six cases of emerging adults in the United States who achieved “purposeful work” over a two to three-year period during the Great Recession. Analysis of these participant interviews (83% female and ethnically diverse) selected from a larger study identified psychological, behavioral, financial, time, and other social factors that helped or hindered purposeful work during the school-to-work transition, and during a time of pronounced economic difficulty. Participants who achieved purposeful work reported more positive than negative influences, showed an ability to grow in their purposeful intentions within their workplaces, and adapted their career-related goals to changing conditions over time while still maintaining their core interests. Against the backdrop of this study, we discuss how purpose is linked to social contribution and positive youth development and discuss strategies to encourage purposeful work achievement among today's emerging adults, even during economic challenge.

17545/1389 | Adolescents' civic engagement and political participation in the digital age: Protests, social media and positive youth development

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Previous research on social media and networks has examined adolescents' civic engagement within and through these spaces as well as their impact on political participation. Due to emerging digital technologies, access to information, expression of opinions, dissemination of content and social mobilisation are easier, faster, and cheaper than ever before, which seems to be producing a rise of participatory politics activities among adolescents. Digital spaces and the participatory practices performed by adolescents within them – from establishing political dialogues to organizing protests and mobilisations – can show how adolescents are learning to exercise their civil and political rights. Despite the significance of these platforms, the possibilities of

social media and networks as digital spaces to learn about, for and through human rights have been largely overlooked by Human Rights Education (HRE). This paper analyses three different political mobilisations of adolescents with associated social media discussions. The first mobilisation is the Brazilian school occupations under the hashtags #OcupaTudo (Occupy everything) and #EscolasEmLuta (Schools in Struggle). The second mobilisation is the Parkland Walkout in the United States to protest against gun violence and the associated hashtag #MarchForOurLives. The third one is the School Strikes around the world to raise awareness of climate change and demand climate action around the world under the hashtags #FridaysForFuture. The findings of this analysis demonstrate the relevance of social media not only as tools for youth activism but as educational environments for positive youth development in which adolescents learn about their rights, how to uphold them and how to make sure their voices are heard.

17545/1390 | Positive youth development through the cinema

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Adolescence is viewed by many people as a difficult and negative period. People can think that it is a struggle to keep adolescents in line with the rules and their view of what is right. Why do we not consider adolescents as individuals with worthy characteristics, who should be viewed from a basis of potential and not deficit? The Education and Adolescence Film Cycle aims to promote a positive view of adolescence in society at large through films that apply a Positive Youth Development (PYD) perspective. The film cycle is oriented at professionals (education, health, leisure, etc.) who work and communicate with adolescents. The films are accompanied by educational guides that make it easier for high school teachers to work and reflect more deeply with their students on the perspective that the PYD theory brings. The Film Cycle is an annual activity that began in 2018. Up to now, more than 500 people have benefited from the initiative, and more than 50 applications have been obtained by the educational guides. The number of participants and their appraisals show that the initiative is welcomed and that it encourages the team to continue repeating it. Also important is the increase in pedagogical resources, which is achieved year after year with the development of new educational guides for each of the films selected for the annual film cycle. This material is free and available on the website of the Chair of Education and Adolescence for all those professionals who want to promote this approach to educational practitioners and the adolescents they are in touch with.

17545/1391 | Positive youth development and being bullied in adolescence: A sociocultural analysis of national cohort data

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In this longitudinal, Irish national cohort investigation, we investigated how the system of positive youth development (PYD) was impacted by being bullied in early adolescence and experiencing sociocultural risks in childhood. Participants were 3,509 males (49%) and 3,656 females (51%) studied at ages nine, thirteen, and seventeen in Growing Up in Ireland. Using structural equation modelling we discovered that being bullied in early adolescence was predicted by having lived with greater family poverty and neighbourhood disorder in childhood. During early adolescence, being bullied had reciprocal relations with number of close friends, and quality of relationships with parents and teachers (representing the PYD components of caring and connection). These early adolescent relational variables predicted the remaining PYD components of confidence, competence and character in late adolescence. This demonstrates that PYD operates as a developmental system, impacted across time by sociocultural context and by dynamic relations between the system's components. However, not all PYD components had an equal impact on each other. In late adolescence, developing confidence, competence and character was most strongly predicted by parent-child relationships in early adolescence and by experiencing family trauma and transitions in childhood. This suggests that there is a sustained, important impact of family within the PYD system, that surpasses other relational resources, including the risk of being bullied, in creating the conditions for supporting PYD.

SYMPOSIUM 14: Identity challenges in a rapidly changing world

17656/1503 | Development of self-certainty in the transition from secondary to tertiary education: A 9-wave longitudinal study

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According to social investment theory and identity theory, life transition events, like a school transition, can be considered a driving force in psychological maturation. The present longitudinal study examined how the transition from secondary to tertiary education affects the development of self-certainty (i.e., levels of identity commitment, identity reconsideration, and self-concept clarity). We examined a sample of Dutch adolescents in a 9-wave longitudinal study (N = 342, 45.0% female), centered around the school transition. The sample consisted of adolescents starting either at a 4-year track of lower education to prepare for vocational education (N = 112, 57% female, Mage.t1 = 13.12 years), a 5-year track of middle education preparing for applied

sciences ($N = 79$, $Mage.t1 = 12.94$), or a 6-year track of higher education preparing for scientific education ($N = 151$, $Mage.t1 = 12.95$). We applied continuous- and piece-wise latent growth curve modelling separately to examine the development and individual differences of identity commitment, identity reconsideration, and self-concept clarity across the transition from secondary to tertiary education. For identity commitment and reconsideration, the data was best described by a piece-wise latent growth model with a quadratic slope before the transition. We observed non-significant mean level development before and after transition but significant individual differences around the intercept and the slope after transition. For self-concept clarity, the data was best explained by a piece-wise latent growth curve model with a quadratic slope before the transition. Results indicated non-significant mean level development before and after transition but significant individual differences around the intercept and the slope before and after transition. The school transition from secondary to tertiary education can thus be considered a breaking point in the development of self-certainty, particularly concerning identity development, and emphasizes the importance of examining individual differences in developmental patterns of self-certainty across this school transition.

17656/1504 | Longitudinal associations of identity content valences with adaptive and maladaptive functioning among Japanese youth: Including an index specific to Japanese context

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Youth develop their identities through the interactions with their own cultures, and hence, their identities have own valences influenced by widely shared cultural values (i.e., socially positive/negative; Erikson, 1964; Hihara et al., 2018). This study aimed to examine the bi-directional associations of such identity content valences with adaptive (i.e., prosocial behaviors) and maladaptive (i.e., externalizing symptoms, suicidal ideation, and hikikomori—acute social withdrawal that has recently increased in Japan) functioning. We expected (1) bi-directional positive associations of holding a positive identity with adaptive functioning and (2) bi-directional positive associations of holding a negative identity with maladaptive functioning.

Participants of this three-wave longitudinal research were 916 Japanese youth (72.3% female) aged 18–25 years ($Mage = 20.5$) at Time 1. We used Twenty Statements Test to categorize participants into four identity content valence groups (i.e., positive, negative, neutral, or ambivalent groups; Hihara et al., 2019). Prosocial behaviors were assessed by the prosocial behavior subscale of the Strength and Difficulty Questionnaire (SDQ; Goodman, 1997). Externalizing symptoms were measured by the conduct problem and hyperactivity subscales of the SDQ. One item of the Beck Depression Inventory-II (Beck et al., 1996) was used to assess suicidal ideation; and the Hikikomori Scale (Maki et al., 2016) was used to measure hikikomori. Cronbach's alphas ranged .66–.83.

We conducted four cross-lagged models including one of each dummy coded identity content valence and (mal)adaptive functioning at T1–T3. Prosocial behaviors predicted having a positive identity. Holding a negative identity predicted suicidal ideation and hikikomori, while externalizing symptoms, suicidal ideation, and hikikomori predicted having a negative identity. Findings partly support our hypotheses and suggest that (1) adaptive functioning promotes positive identity, and (2) there are bi-directional relationships between negative identity and maladaptive functioning. Finally, culturally relevant indices (e.g., hikikomori) are important for understanding identity development in contemporary Japan.

17656/1505 | Examining transition patterns across national and European identification among young Europeans

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For European citizenship to become meaningful to its citizens, it has to be based on a sense of shared identity. However, the enlargement of the EU coincided with the rise of nativist and right-wing political movements aimed against Europeanization that see their nation's interest in direct opposition to European integration. This raises the question how European identity can be strengthened vis-à-vis existing national identities. Earlier research points to positive associations of both identifications, suggestive of either high-high or low-low constellations. But the association is far from perfect and thus subgroups may exist that identify strongly with their country but only little with Europe or vice versa. What is the distribution of these subgroups of identification among young people who are still in the process of identity development, and how do they change over time? To answer these questions, we employed latent class and latent transition analyses on a large two-wave longitudinal sample of late adolescents and young adults (aged 14 to 30) from eight countries ($n = 9215$). We identified four classes of commitment with national and European identification – low (34 %), dual (21 %), national (12-14 %), and European (30-33 %) identifiers, respectively. Overall stability across one year was highest among the low and European identifiers classes. Transitions occurred mostly from low and dual identifiers to European identifiers and from national and European identifiers to low identifiers. National and European identifiers classes were the most separated classes with least cross-transitions. This pattern of results was remarkably consistent across countries with few exceptions. Further analyses suggested that political alienation, low political participation, and low European identity exploration all increased the likelihood to transition away from the European identifiers class. The latter result suggests it maybe of value to transfer existing interventions for ethnic-racial identity exploration to European dimension

17656/1506 | The longitudinal interplay of identity and acculturation processes in adolescents with a migrant background

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In modern multicultural societies, the identity formation task could be more challenging for adolescents with a migrant background, who have to cope with several (and often conflictual) alternatives proposed, on the one hand, by their family and culture of origin, and, on the other hand, by the host society. As a result, adolescents with a migrant background are more uncertain about their identity choices and can consider and reconsider their commitments to various life domains (Crocetti et al., 2011). In this vein, it is of paramount importance to understand how identity and acculturation processes are intertwined. The current study addressed this issue by disentangling longitudinal associations between identity processes (i.e., commitment, in-depth exploration, and reconsideration of commitment) encompassed in the three-factor model (Crocetti et al., 2008) and acculturation processes (i.e., maintenance of the culture of origin and adoption of the host culture) examined in the Relative Acculturation Extended Model (Navas et al., 2005).

Participants were 167 adolescents with a migrant background (55.1% females; $M_{age}=14.82$, $SD_{age}=0.82$) involved in a longitudinal study conducted in the North-East of Italy. The participants filled the Utrecht-Management of Identity Commitments Scale (U-MICS, Crocetti et al., 2010) and the Acculturation Strategies and Attitudes Scale (Navas et al., 2005; Mancini & Bottura, 2014).

Cross-lagged analyses conducted in Mplus 8 demonstrated that both maintenance of the culture of origin and adoption of the host culture increased commitment over time. In addition, adoption of the host culture increased in-depth exploration over time. These findings emphasize that adolescents with a migrant background need to find a synthesis between the maintenance of the culture of origin and the adoption of the host culture in order to achieve meaningful identity commitments. This evidence might have important implications for developing inclusive intervention programs for adolescents with a migrant background in multicultural societies.

THEMATIC SESSION 10: Paths to adulthood: Transition to work and family

17723 | Self-esteem development and transition to work: The effect of age of entry the job and academic aspirations

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General self-esteem represents one of the most investigated constructs in psychology. Its popularity is mainly due to its large implicative value regarding important life outcome, such as school attainment, psychosocial adjustment, and work success (Orth & Robins, 2014; Orth, Robins, & Widaman, 2012). Previous studies have highlighted the life-span trajectory of self-esteem as observed during important critical developmental period as well as the over all the life-span. However, little is known about the effect of early life transition to work on self-esteem. In this study, we focused on the effects that entering a job for the first time may have on self-esteem development, depending on the age of the individual (i.e., early workers vs late workers), and the achieved school level. We controlled for important covariates such as family SES, major life events experienced, the level of aspirations, and the level of education achieved by the individual.

We analyzed 6-wave longitudinal data from 379 Italian adolescences, collected between 1998 and 2012. Self-esteem was assessed by using Rosenberg Self-Esteem Scale (Rosenberg, 1965). We used a Latent Growth Curve model with individually varying time of observations and random slopes for individually time-varying covariates (Mehta & West, 2000; Preacher et al., 2008).

Results suggested that self-esteem developed following a linear positive trajectory from 13 to 31. Starting a job boosted self-esteem temporarily, mostly for those individuals entering in the job market just after the period of compulsory education. However, for those individuals, the self-esteem slope resulted less steep over time compared to the slope of those individuals who achieved a university degree. The boost for individuals starting a job after university, determined by the entering the job market, resulted lower, but the self-esteem trajectory was overall higher. These results have implications for the understanding the association between self-esteem development and normative life.

17332 | Leaving family home for starting university: How is home leaving related to family environment and attachment?

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Leaving the family home corresponds to a complex period of life characterized by the feeling in-between the need for independence and the desire to remain connected to one's parents (Kins et al., 2014). It allows for independence and self-sufficiency (Kins & Beyers, 2010). Thus, leaving home is a turning point in the individual's adult life (Tosi, 2017). The purpose of

this study was to analyze the different forms of home leaving at the beginning of the freshman year and how they are related to family environment and attachment, while adopting a person-oriented approach.

Our sample consisted of 1,142 freshmen (70.67% women; Mage = 18.43; SDage = 0.57) recruited in different fields of study in French universities. Family environment comprised: relations with parents (LAPPS; Delhaye et al., 2012) and relations with family (adaptability dimension of the FACES III; Olson, 1985; and the FRI; Moos & Moos, 1994). Attachment was measured with the AAS (Collins & Read, 1990). Finally, home leaving had three indicators: living arrangement, frequency of return to family home, and feeling of living at family home (e.g., Kins et al., 2009).

First, latent class analysis and cluster analyses highlighted diversity in home leaving classes, family environment and attachment profiles emphasizing the importance of these microsystems in the freshman year. Second, a Configural Frequency Analysis revealed three typical and one antitypical patterns. More precisely, co-resident and independent classes were related to non-supporting and conflictual family and to insecure attachment. Conversely, semi-independent class was linked to a supportive and cohesive family and to secure attachment. These findings highlight the importance of living conditions and provide meaningful patterns for the understanding of students' independence at the beginning of the freshman year. Implications will be discussed.

17571 | An exploration of career resource gain in Swiss adolescent career development

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Developmental trajectories can investigate how career preparedness develops prior to a major career transition in adolescents. According to the Lifespan perspective the mastering of this career phase will affect career transition outcomes, and later career adjustment. Yet empirical studies have not examined the career preparedness developmental processes in adolescents. The aims of the current research are to examine: a) the career preparedness patterns prior to a major career transition, b) how proactive motivational states can predict different career preparedness patterns, and c) how these patterns relate to post-transition adjustment and outcomes. In the current study, the Conservation of Resources Theory is linked with proactive motivation models to theorise how resource gain spirals could be initiated, because career preparedness is viewed as a collection of resources (i.e. knowledge resources & motivational resources). This longitudinal research design is based on data from seven time points over two years. Participants began as eighth Grade students from 33 schools in the German-speaking regions of Switzerland and were tracked until they had completed their vocational education training and had begun an internship position. Proactive motivation states were measured with career behaviour outcome expectations, career decision-making self-efficacy, and emotions towards career decision-making. Career preparedness was measured based on career resources that include occupation knowledge, vocational identity and exploration of the self- and environment. Lastly, transition adjustment and

outcomes will be measured by considering apprentice/ job satisfaction, occupational commitment, and turnover intentions. Gender, age, school level, scholastic achievement, socio-economic status and immigrant background are included as control variables when conducting latent growth mixture modelling. Expected findings are that different aspects of career preparedness will increase over time before a career transition and develop in tandem. Research implications will be discussed to explore how resource gain spirals could be examined in future research.

17508 | The vision of their own adult life in teenagers – Its content and structure, and relations with identity, time perspective, life values and meaning in life. A pilot study

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Although the idea of the importance of thinking about one's own future is not completely new (e.g. Erikson, Piaget, Levinson), it has not been properly verified in empirical studies yet. The presented pilot study was aimed at two goals. Firstly, describing the content and the structure of the vision of own adult life (VOAL) in teenagers. Secondly, examining relations between the content and the structure of the VOAL and identity, time perspective, life values, and meaning in life.

In this study, conducted on 93 teenagers aged from 18 to 19, the Dimensions of Identity Development Scale, the Meaning in Life Questionnaire, the Zimbardo Time Perspective Inventory, the Future Time Perspective Questionnaire, and open question related to the VOAL were used. Written answers describing the VOAL were coded and assessed by five previously trained judges (rate of judges agreement: W-Kendall = 0.86).

Work, family relations and place of residence were the most frequently mentioned areas of life in the teenagers' predictions about their own future. These predictions were rather moderately extended and detailed. Surprisingly, the content and the structure of the VOAL were not correlated with identity, and meaning in life and weakly correlated with time perspective, and life values.

The results of the present study are in sharp contrast to theses proposed by prominent developmental psychologists (e.g. Erikson, Piaget, Levinson) concerning relations between making predictions about own future, identity formation, and time perspective. Referring to these findings the hypothesis may be stated that in rapidly changing world making stable predictions about own future in adolescence does no longer play an adaptive role, as it has been observed in previous decades. Further research should be done to investigate the aforementioned and to extend our understanding of the role of making predictions about own future in the teenagers' development.

17772 | Women's intention to anticipate childbearing: The role of perceived threat of infertility and perceived barriers and facilitators to the achievement of personal reproductive goals

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Infertility might be partly preventable (if people try to conceive earlier in their lives). Young adults might be at higher risk of postponing due to engagement in education to later ages and low fertility awareness. To study the role of the perceived threat of infertility, barriers, and facilitators in intention to anticipate childbearing, a cross-sectional study was conducted with 240 women desiring to have children and committed in a heterosexual relationship using mediation analysis in PROCESS. Women were on average 28 years old and committed in their relationship for 6 years. Participants desired to have 2.25 children, the first one at 30.5 years old and the last at 34.5. Only 25% reported high intention to try to have children earlier than planned.

Results showed that perceiving infertility as a strong barrier [estimate for indirect effect: .01 (bias corrected (BC) 95% confidence interval (CI) = .005; .027)] and being willing to use fertility treatment as a facilitator [estimate for indirect effect: .01 (BC 95% CI = .001; .016)] fully mediated the effect of perceived threat on intention to anticipate childbearing. The analysis confirmed a full mediation model and it explained 20% of the variance of intention to have children earlier.

The cross-sectional design does not allow drawing causal directions. In conclusion, this study indicated that women who perceive themselves at risk of being infertile will consider, to a higher degree, infertility as a strong barrier to achieve their reproductive life plan or will report higher willingness to use fertility treatments, which in turn would increase intentions to anticipate childbearing. Due to a lack of fertility awareness, intervention initiatives might take into account these mediators, aiming to increase the knowledge on the risk of infertility and to clarify myths that can hinder young people from realizing the reproductive plan desired.

THEMATIC SESSION 11: Bullying and victimization

17675 | The role of pubertal timing in the development of adolescent peer victimization and offending

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A large literature has established that experiencing early pubertal timing is a general risk factor in the psychosocial development of both girls and boys during early- to mid-adolescence. Notably, the peer relationships of early-maturing adolescents have been found to be conflicted, including more peer victimization and offending compared to other adolescents. The goal of this study was to advance the understanding of the role of pubertal timing in the development of peer victimization and offending during the transition from early- to mid-adolescence among girls and boys.

Using three waves of self-reported data with 1515 Swedish adolescents (50.6% girls) with mean age $M = 13.01$ ($SD = .60$) years at the baseline, we conducted dual domain LGCA (Latent Growth Curve Analysis) to a) assess the changes in adolescent peer victimization and offending over the course of early to mid-adolescence, b) to evaluate the effect of pubertal timing on the latent intercept and slope of peer victimization and offending and c) to test the moderating effect of gender on the effect of pubertal timing on growth parameters of peer victimization and offending.

The results showed that on average, both victimization and offending decreased over time. Moreover, adolescents with early pubertal timing had higher initial levels of peer victimization and offending but steeper decrease in peer victimization and offending than their counterparts. Although boys had higher initial levels of offending than girls and girls experienced more peer victimization than boys initially, the effect of pubertal timing on the slopes of victimization and offending did not differ by gender. The findings suggest that the negative impact of early pubertal timing on peer victimization and offending mainly occurs in the early phases of adolescence giving support to the attenuation hypothesis.

17454 | Discovering new victimization profiles: a longitudinal study on the dependence between victimization and psychosocial and contextual variables

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Peer victimization is one of the main concerns associated with adolescents' mental health problems. The new theoretical approaches highlight the need to consider different profiles of victims considering the involvement in victimization, cybervictimization, aggression and cyberaggression. The relation with psychological and social variables may be different depending on the type of victims. The aim of this research is to identify different roles of victimization and analyse the psychosocial characteristics of each one.

The study presented a longitudinal, one-group design with four waves of data collection, with an interval of 6 months between each wave. The sample consists of 1842 secondary students (51.1 % girls) from the South of Spain, whose average age is 13.77 years ($SD = 1.03$). Latent Class Analyses were used to identify classes of victims. Age and sex differences were analysed. The

different roles of victims were related to psychosocial variables (need for popularity, empathy, moral disengagement and angry rumination).

The results showed three main types of victims depending on their implication in victimization, cybervictimization, aggression and cyberaggression behaviours. Differences in the association with psychosocial variables were observed.

The peer victimization is a public health problem that continues over time and is associated with the development of other psychosocial variables, such as empathy or angry rumination. This is a social concern that is linked to cybervictimization with which it shares some characteristics, and which goes beyond the limits of the school. The results of the study expand the current research on types of victimization with a person-centred approach. The identification of risk factors in the involvement of bullying is fundamental to the development of appropriate intervention and prevention programmes.

17604 | Differentiation of self and adolescent dating violence and among high-school students from Spanish-speaking countries

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Introduction: Adolescent Dating Violence (ADV) is a serious public health problem, with prevalence ranging from 20% to 40%, depending on the age and sex of the study participants. ADV encompasses physical, sexual or psychological/emotional abuse. Identifying ADV risk and protective factors is critical for prevention. Previous studies have found a relationship between lower levels of differentiation of self (ability to achieve emotional autonomy and maintaining a degree of connection with the family of origin) and intimate partner violence or couple dissatisfaction in adults. The objective of this study was to explore the association between the level of differentiation of self and ADV.

Methods: A cross-sectional analysis was performed among high-school students in Spain, Chile, Peru, Mexico and Argentina, using an ongoing international study (YOURLIFE study, Front Public Health 2016). Adolescents, aged 12-18 (N=3579), completed an online questionnaire about lifestyles, sexuality and dating violence. Participants also filled a reduced version of the Differentiation of Self Inventory for adolescents. A descriptive analysis was conducted to evaluate differences between males and females having suffered and/or perpetrated ADV. Non-conditional multivariate logistic regressions were conducted to evaluate the association between differentiation of self and each type of ADV, both suffered and perpetrated. We adjusted for possible confounding variables.

Results: Nearly half of the sample (53.6%) had had a romantic partner. More males than females reported suffering any kind of ADV (63.9% vs. 55.4%, $p < 0.01$), whereas no differences were found regarding the perpetration of ADV (46.3% vs. 44.7%, $p = 0.57$). Multivariate analyses indicated that differentiation of self could be a protective factor for perpetrating and for suffering any kind of ADV, regardless of sex.

Conclusions: ADV is frequent among adolescents. The association between differentiation of self and ADV confirms results from previous studies performed in adults. Strategies to increase emotional self-regulation among adolescents may prevent them from getting involved

POSTER SESSION 4: Parenting and adolescent well-being II

17543 | Anxiety and parenting behaviors during emerging adulthood. A longitudinal analysis

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Emerging adulthood is characterized by changes in close relationships, education, and work. Regarding parent-child relationships, research shows the importance of positive family relationships during emerging adulthood and the role they play in preventing emerging adults' psychological distress. However, there is a lack of studies focuses on family context using longitudinal analysis. This study examined the stability in emerging adults' perceptions of parenting behaviors and whether these relationships were associated with emerging adults' anxiety. A longitudinal study was carried out in Spain: wave 1 (Mean: 20.31; SD: 2.04), wave 2 (Mean: 23.66; SD: 2.08). A total of 400 emerging adults from the Transition to Adulthood in Spain research project completed a survey assessing their perceptions of the quality of their family relationships (parental social support, parental involvement, parental warmth, parental autonomy support and behavioral and psychological control) and their level of anxiety.

Results showed that family social support, parental warmth, psychological and behavioral control decrease meanwhile parental involvement and parental autonomy support don't change over time. Both psychological and behavioral control in W1 were positively associated with emerging adults' anxiety in W2. The relationship between the rest of parenting behaviors in W1 and

emerging adults' anxiety in W2 was negative. These findings suggest the need of developing intervention programs that help parents to adapt their parental behaviors to their children's needs during this stage. Moreover, this work suggests that longitudinal studies on family functioning are needed to gain a more complete understanding of the impact of the quality of family relationships on emerging adults' distress.

17794 | Communication concerns in mothers with cancer and children's psychological adjustment: The mediating role of emotion regulation

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Introduction: Mothers with cancer have specific parenting concerns related to the psychological impact of their cancer on their children. To communicate with children about maternal cancer has been recognized as one of the major challenges faced by parents with cancer, with studies showing that these concerns are likely to negatively affect their quality of life. However, the association between communication concerns and children's psychological adjustment remains understudied. This study explored the association between communication concerns and children's psychological adjustment and examined the role of emotion regulation (i.e., cognitive reappraisal and expressive suppression) as a linking mechanism in this association. Method: One hundred and sixty mothers with different types of cancer ($M_{age} = 43.18$, $SD = 5.42$) completed measures of communication concerns, emotion regulation, and psychological functioning of one of their dependent children (age ranged between 4 and 18 years old), as well as answered to a sociodemographic and clinical questionnaire. Results: Findings showed that parenting communication concerns were positively associated with expressive suppression ($\beta = .21$, $p = .01$), and children's internalizing problems ($\beta = .17$, $p = .02$), but not with cognitive reappraisal and children's externalizing problems, children's age or gender. Expressive suppression partially mediated the relationship between parenting communication concerns and children's internalizing problems (indirect effect $\beta = .05$, $p = .01$), as well as the relationship between communication concerns and children's externalizing problems (indirect effect $\beta = .05$, $p = .05$). Conclusion: Findings showed that parenting communication concerns seem to be associated with internalizing and externalizing problems in children of mothers with cancer, and that expressive suppression (i.e., the attempt to hide, inhibit or reduce ongoing emotion-expressive behavior) seems to contribute for this association. Parent-centered interventions, targeting emotional expression could be indirectly beneficial for children of mothers with more communication concerns to improve their psychological functioning.

17662 | Internalizing problems and adolescent well-being: The buffering role of relationships between mothers, fathers, sons and daughters

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In the present study, the aim was to: 1) investigate the main associations between internalizing problems, the quality of mother- and father-adolescent relationships, and adolescent well-being; 2) explore the buffering role of the quality of mother- and father-adolescent relationships in the main association between internalizing problems and well-being; and 3) examine differences in these main and buffering effects between sons and daughters.

Data were collected as part of a larger, longitudinal study on socio-ecological predictors of adolescent well-being. The final analysis sample consisted of 1,053 adolescents (53.7% girls) from seventh, eighth, and ninth grades, aged between 11.0 and 17.0 years ($M = 13.7$, $SD = 1.1$). They completed an online questionnaire in the classroom during regular school hours. Data were analyzed using structural equation modelling with full information maximum likelihood (FIML) and bootstrapping.

Covariates were age, ethnicity, and educational level.

The hypothesized negative association between the internalizing problems and well-being of adolescents was confirmed, along with the positive associations between mother- and father-adolescent relationship quality and adolescent well-being. The quality of mother-adolescent relationships had almost double the effect of that of father-adolescent relationships. However, relationship quality with mothers or fathers did not significantly buffer (e.g., decrease) the association between the internalizing problems and well-being of adolescents. That is: the main association between adolescents' internalizing problems and well-being was not influenced by the quality of adolescents' relationship with their mothers or fathers. Furthermore, no gender differences between sons and daughters were found regarding the main and buffering effects.

This study demonstrated that higher-quality relationships with mothers and fathers are directly and uniquely associated with higher levels of adolescent well-being (boys and girls). This finding corroborates the importance of investigating the roles of both mothers and fathers separately and simultaneously, to understand and improve adolescent mental health and well-being.

17627 | Parental differential treatment

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Siblings often turn out quite differently in terms of development even though they share 50% of their genes and live in the same household. Therefore, research is more and more focused on child-specific parenting that may partly explain these

developmental differences between siblings. Parental differential treatment refers to the degree to which parents treat their children different. Parental differential treatment may occur for different reasons. For example, parents may invest more time in children who are more similar to them. On the other hand, parents may also invest more time in children who are less successful (e.g. problems at school) to help them achieve. Social comparison theory may explain linkages between parental differential treatment and child outcomes. While downward comparisons may enhance children's well-being, upwards comparisons may lead to adjustment problems. It could also be that the whole family, even the 'favored child', is negatively affected when parents treat their children differently. Next, since people are more likely to compare themselves with individuals who are similar to them, parental differential treatment may have a larger effect on same-sex siblings and siblings who are closer in age. Aims: The aim of the current study is to provide a more comprehensive understanding of parental differential treatment in adolescence by investigating predictors (e.g. educational level parent and child), consequences (e.g. child well-being) and moderating effects (e.g. siblings' sex constellation and age gap). Method: Within this study absolute difference scores in child perceived parenting are being used to examine both mother's and father's differential parental treatment. This multi-informant study contains information of 497 children (56.9% boys, Mage at T1= 13.03), their siblings (Mage at T1= 14.92), fathers, and mothers. A total of 408 sibling dyads are present: 211 same-sex dyads (111 brother-brother), and 197 mixed-sex dyads. Results: Results will be presented during the conference.

17757 | Adjustment to parental separation: A qualitative and exploratory study of the perspectives of young adults with separated parents and family court magistrates

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Through a systemic perspective, this exploratory study aims to contribute to a deeper understanding of children's adaptation process to parental separation. Based on the perspectives of young adults that experienced parental separation and of family court magistrates, the risk and protective factors of the adaptation process to parental separation were explored using qualitative methods. Semi structured interviews were conducted to these samples: 10 young adults which experienced parental separation and 10 family court magistrates. The content of the interviews were analysed through inductive and deductive thematic analysis. The results underline (1) the central role of the relationship with and between parents to this adjustment process; (2) the influence of the relationship between the family and other systemic levels; (3) the important role of family court magistrates in this processes and (4) the advantages of Family Mediation to respond to the needs of these families. Results, limitations of the study and practical implications are discussed.

17691 | Impacts of adolescent perceptions of family life and parental economic and work stress on adolescent depression

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Introduction: Economic and work stress are known to contribute to family stress and depressive symptoms of all family members (Masarik & Conger, 2017). Prior research found that adolescent perceptions of family functioning are predictive of depressive symptoms (Millikan et al., 2002); However, further information specific to the parental experience of economic stress is important to explore as well.

Methods: The present study explores 455 families, each with a 9–19-year-old focal child (52% female) from the 500 Family Study (Schneider & Waite, 2008). We examined the relationship between family income, parental work stress, and adolescent perceptions of family functioning impact on the adolescent's depression score as measured by the Center for Epidemiologic Studies Depression Scale (CES-D).

Results: Initial results indicate that adolescent perceptions of their mother's and father's work-life balance is a significant predictor of the adolescent's depression score. Specifically, the regression relationship indicates that a decrease in parental work-life balance, as reported by the adolescent, is related to an increase in the adolescent's CES-D score.

Findings and Implications: While the mother and father's ratings do not have different effects on the teen's depression, we will further explore the effects of age, race, gender, and family size to understand other dimensions or potential cognitive biases that affect the economic and work stress within families. Findings from this study can be used to inform clinical work with adolescents experiencing depressive symptoms, as it highlights the need to examine perceptions as well as collateral information to develop treatment goals.

17606 | Quality of emotion regulation and attachment towards parents and peers in Slovak adolescents

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Research of interrelations of the quality of emotion regulation and the attachment security is well established. However, much less research in this regard during the significant transitional period of adolescence is available in Slovakia, which is also the focus of this contribution. It is based on the concept and theory of attachment with regard to the developmental specifics of

adolescence, as well as on the concept of emotional regulation and its importance in the life of a young person. The empirical part consists of a quantitative research carried out in the sample of 292 high school students and an analysis of the quality of the attachment in relation to different emotion regulation strategies. The CERQ-short questionnaire (Garnefski & Kraaij, 2006) was used to measure cognitive emotion regulation strategies, and the revised IPPA-R questionnaire (Gullone & Robinson, 2005) was used to measure the quality of mother, father and peer attachments. Statistically significant differences were found in individual types of emotional regulation strategy related to the quality of the respective attachment to parents and peers. Observed significant differences between Slovak girls and boys in some of the emotional regulation and attachment variables are also discussed.

17690 | Congruence between parents' and children's career intentions in family firms: A dyad study

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A major developmental task in adolescence is exploring career options and developing career intentions consistent with one's own abilities, values, and interests (Kracke, 2002). For adolescents growing up in family businesses, career exploration almost inevitably includes the evaluation of the succession in the family firm as career option. Since adolescents' career decisions have an immense impact on the entire family and family business, a family system perspective seems crucial in understanding adolescents' career choices. The first aim of this study was to investigate the parent-adolescent-congruence in offsprings' cognitive (likelihood) and emotional (passion) succession intentions. Second, we studied whether a parent-adolescent-divergence in cognitive and emotional intentions can explain the family communication (intra-familial career communication). The sample comprised 142 parent-child dyads in family firms. Adolescents and parents were interviewed separately in their homes (average interview duration $M_{adol}=85$ min, $SD=18.45$, $M_{parent}=45$ min, $SD=20.48$). Adolescents' age was 16.93 years ($SD=1.81$) with 76% of them being school students of different secondary school tracks.

The general agreement of parent and adolescent intentions was substantial ($r_{cognitive}=.70$, $p<.05$; $r_{emotional}=.57$, $p<.05$). Nevertheless, repeated measures ANOVAs revealed significantly lower cognitive intentions among parents ($F=4.07$, $147df$, $p<.05$) and significantly lower emotional intentions among adolescents ($F=15.4$, $147df$, $p<.05$). The distributions showed, however, that parents scored primarily mid-scale whereas adolescents tended to use the extremes. Interaction terms in linear regression analyses (controlled for age, gender, sibling number) revealed more family communication in families with diverging parent-adolescent cognitive intentions and in families where parents and adolescents agreed that the adolescent will not take over the firm. In families where both parents and adolescents favored adolescents' succession, less communication was found. No such interactions were discovered for emotional intentions.

Results will be discussed with regard to contextual constraints in adolescents' career options and with regard to the effect of parental expectations on adolescents' vocational development.

POSTER SESSION 5: Social media, vitimization & youth adjustment

17546 | Body esteem, influences of media and hopeful expectations in female adolescents

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Media, including magazines, television and Internet, have great influence on female and male adolescents' body image perception (You et al., 2018). However, in Western countries female body is sometimes treated as an "object of beauty" (Goldenberg et al., 2000). Consequently, females feel more media pressure to achieve ideal body image and tend to internalize socio-cultural ideals in the form of a hoped-for thin self (Knox, 2006). Individuals higher in hopeful future expectations may feel more confident with their body because they believe to achieve the hoped thin ideal body (Carver et al., 2010). This study aims to examine the relationship between media influence on body image and body esteem in female adolescents, with a focus on the mediating role of hopeful future expectations.

Body esteem, media influences on body image and hopeful future expectations were evaluated in 280 female adolescents (Mage = 16.28; SD = 1.57) through self-report questionnaires.

Media influences on body image negatively affected body esteem, and hopeful expectations on future positively affected body esteem. The negative influence of the pressures of media on body esteem was partially mediated by hopeful expectations on the future.

Our results suggest that female adolescents who compare themselves with sociocultural internalized ideals of body image may feel distant from their term of comparison and, in turn, have a low body esteem. Female adolescents with high levels of hope and positive expectations about future, do not feel a discrepancy between what they would like to be and what they think they will be. This is possible if the pressures by media to strive for cultural ideals of physical appearance are not high, that is when adolescent females have their own personal body image ideals and are less influenced by social pressure. Clinicians need to consider the role of internalized sociocultural body ideals.

17422 | Social network preferences of teens: Do affordances matter?

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Rationale: A number of studies have implicated social media in negative outcomes for children and adolescents including depressive symptoms and suicidal behaviors. Popular media have publicized the pros and cons of social media use by teens, with an emphasis on the cons. The Uses and Gratifications Theory (Palmgreen & Rayburn, 1979) and the Comparative Affordances Theory (O'Riordan, Feller, & Nagle, 2016) suggest that the choice of social networks is purposeful, and that teens have different motivations for using various platforms, some of which are more prone to cyberbullying (Whittaker & Kowalski, 2015). The focus groups will elicit teens' decision-making criteria for engaging with different social networks, and will inquire about the importance of various affordances.

Research questions: The overall research question is "How do teens decide which social networks to use?" A secondary question is "What is the role of comparative affordances in those choices?"

Method: Using focus groups, the project will explore the thoughts of adolescents (middle school, high school and university) to answer those questions. Analysis of focus group transcripts will also investigate whether there are differences by age group (early adolescents, middle adolescents, and late adolescence) in these processes.

Results: This study is currently underway and data collection will be completed by May 2020. There will be two focus groups at each developmental level (early, middle, and late adolescence). Transcripts of the groups will be analyzed to identify factors influencing decision around joining social networks with a particular focus on the affordances (features, opportunities) of each site.

Implications: Understanding what uses and gratifications are important to adolescents will help practitioners develop more targeted approaches to digital aggression and victimization. Knowing which affordances are important to adolescents will similarly assist program development for digital safety.

17709 | Longitudinal associations between victimization of bullying and cyberbullying and sexting in adolescents

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Bullying and its counterpart in social networks, cyberbullying, have serious consequences in the development of adolescent victims. Associations between online and offline risks have not only been observed between bullying and cyberbullying, but also with sexting –the exchange of sexual content through digital media–. However, although some progress has been made in the

study of the relationships between these phenomena, the meaning of these associations and their reciprocity needs to be further explored. Thus, the aim of this study was to analyse if the involvement in victimization of bullying and cyberbullying predicts future participation in any of sexting behaviours (sending, receiving, third-party forwarding and receiving via an intermediary), depending on gender and sexual orientation, and if it also takes place in the opposite direction. A short four-month longitudinal study was conducted involving 3747 students (48% girls, 52% boys) aged 11-19 ($M = 13.72$, $SD = 1.32$). The results showed that being a victim of cyberbullying predicts sending, receiving, and receiving via an intermediary, but not forwarding. Likewise, gender predicts involvement in receiving and forwarding, being boys who participate significantly more than girls. Regarding sexual orientation, it predicts sending and receiving, with non-heterosexual adolescents participating significantly more than heterosexual adolescents. In the inverse relationship, it was found that involvement in receiving and receiving via an intermediary predict bullying victimization, and sending and receiving via an intermediary predict cyberbullying victimization. The results of the study show the victimization of cyberbullying as a risk of sexting, as well as sending and receiving (directly and via an intermediary) sexual contents supposes a risk of victimization in both, bullying and cyberbullying. These results justify the need to continue working on the study of the relationship between these phenomena in order to promote healthy relationships in adolescence.

17710 | Co-occurrence between cyberbullying and sexting among adolescents

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Sending, receiving, and third-party forwarding of sexual content through electronic media –sexting– has become another way to explore sexuality in adolescence. However, it has also entailed occasionally a risk of cyberbullying with serious consequences. The correlation between these two phenomena has been studied to date, but the way in which their co-occurrence takes place has not been deepened. Thus, this study aims to analyse the relationship between the different forms of involvement in cyberbullying (cyber-victim, cyber-bully and cyber-bullyvictim) and the different forms of involvement in sexting (sending, receiving, third-party forwarding and receiving via an intermediary), taking into account gender differences. In total, 400 students (55.3% girls, 44.7% boys) between 12 and 18 years old participated ($M = 14.14$, $SD = 1.42$). Sending and receiving sexting was predicted by the three forms of cyberbullying involvement (cyber-victim, cyber-bully and cyber-bullyvictim). Receiving via an intermediary was not predicted by any of these forms of involvement. Third-party forwarding was predicted by the role of cyber-bully. Finally, being a victim of the forwarding of sexual content without consent was predicted by the roles of cyber-bully and cyber-bullyvictim. No differences were found between boys and girls in these relationships. The results show a clear correlation

between the three forms of involvement in cyberbullying and the direct forms of sexting (sending and receiving), whereas cyberbullies are related to third-party forwarding, and cyber-bullyvictims and cyber-bullies are related to being victims of forwarding of sexting without consent. It becomes apparent the need to progress in the study of the relationship between sexting and cyberbullying taking into account the different forms of involvement, as well as the need to address both phenomena together in future educational efforts.

17365 | From acceptability of digital change to appropriation of technology: The 4A Model

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The digital challenge of the 21st century is often qualified as the “third revolution” (Serres, 2012, p.35). However, there are many profiles and needs when it comes to digital uses, and there is a great interindividual variability. One of the main risks related to the digitalization and the introduction of Information and Communication Technologies is the increase of inequalities, intertwined with already existing social inequalities.

To reduce digital inequalities and to promote the professional integration of students, France has supported, since the 2000s, a national policy promoting learning and support for digital uses in schools. Indeed, several programs have been implemented to develop a digital culture among students and create modern working conditions. In this perspective, the Grand-Est Region has established a digital system, called “Lycée 4.0”, corresponding to a technological change. This project, started in September 2017, consists of replacing school books with digital textbooks. Adolescents and teachers then benefit from a set of digital tools that can be used both in high schools and at home.

The study aims to analyze the challenges of setting up the “Lycée 4.0” system. The objective is to study the process of acceptance of digital tools, through the perceptions but also the uses of both students and teachers. For this, we created the “4A Model” (Bauchet et al., 2019), which offers a global acceptance process, composed of four phases: acceptability, acceptance, adoption and appropriation. By combining quantitative and qualitative data issued from interviews, questionnaires and cases analyses, the aim of our communication is also to understand the effects of “Lycée 4.0” on parenting practices and on school-family links. By considering the different systems with which adolescents interact (family, school, peers, institutions), this work fits therefore into the ecosystem approach of Bronfenbrenner (1979, 1994).

17767 | Cyberchondria, phantom vibrations, social media addiction, depression/anxiety/ stress, and personality traits in U.S. emerging adults

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The purpose of our study was to investigate characteristics associated with two increasingly common experience within the digital culture: Cyberchondria (heightened anxiety over health issues due to immersion in digital media) and Phantom Vibration Syndrome, or PVS (sensing mobile phone calls or notifications that are not real). These experiences were investigated using original scales in a sample of 258 emerging adults (18-29) in relation to social media addiction (Andreassen et al., 2016), Big Five personality (BFI-2, Soto & John, 2017), narcissism (Jones & Paulhus, 2014), and depression, anxiety, and stress (DASS-21, Lovibond & Lovibond, 1995). Participants were obtained from University classes, social media, and Mturk. EFA revealed 6 items (reflecting elevated health-related anxiety associated with Internet or social media use) formed a single factor explaining 52% of the variance (all loadings > .53; Cronbach's alpha = .81), which were combined to create the Cyberchondria Scale (M = 2.82, SD = .93). Forward regression analysis revealed Cyberchondria was positively related to social media addiction (beta = .38), BFI depression (beta = .22), narcissism (beta = .29), and BFI aesthetic sensitivity (beta = .11) and negatively related to BFI assertiveness (beta = -.16). Most (79%) of the participants reported experiencing phantom vibrations. A one-factor EFA produced the cleanest PVS Scale solution in which all loadings of the 7 items were > .30 (Cronbach's alpha = .62). Females reported significantly higher PVS scale scores. Forward regression analysis revealed PVS Scale scores were positively related to social media addiction (beta = .39), DASS Stress (beta = .21), and BFI Sociability (beta = .17). Our results highlight the multifaceted nature of two common problematic experiences of the digital culture of adolescents and emerging adults, which are associated with greater degrees of troubling personality and emotional characteristics.

17368 | Converging relationships between identity, digital uses and subjective well-being among French adolescents and young adults

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Modern socio-technological configurations are leading the way of the medical and educational communities to many debates regarding digital uses. Both adolescence and emerging adulthood periods are about testing roles in different contexts and

integrating them into a coherent personal identity. The aim of this study was to analyze the links between personal identity processes, qualitative indicators of digital uses and indices of subjective well-being of French adolescents and young adults. The participants (N=2015) answered through self-filled online surveys. In order to assess personal identity, we used the "DIDS" questionnaire (Luyckx et al., 2006, 2008; Zimmerman et al., 2015), which measures six identity processes. Regarding the use of social networks, we assessed the following dimensions: the integration of social networks into social routines and the emotional connection associated with the use, as assessed by the "SMUIS" questionnaire (Jenkins-Guarnieri, Wright & Johnson, 2013); the degree of active and passive use of social networks as assessed by the "APU" survey (Verduyn et al., 2015); the forms of online self-presentation (real self, ideal self, false self) assessed by the SPFBQ (Michikyan, Dennis, & Subrahmanyam, 2015). In terms of subjective well-being, we used Rosenberg's Self-Esteem scale (French version, Vallières & Vallerand, 1990) and The Satisfaction with Life Scale (French version, Blais, Vallerand, Pelletier, Brière, 1989).

Cluster analyses allowed the identification of 6 identity statuses classically found in the literature, and 6 different profiles of digital uses from reticent to moderate and active users. Results revealed converging configurations in terms of identity construction and forms of digital uses and significant relationships with subjective well-being.

This study gives a framework, both theoretical and methodological, for the analysis of digital uses which can be connected with identity statuses and subjective well-being, in order to offer applied perspectives in the field of prevention and care.

17725 | Wellbeing and phubbing: The online relational context of late-adolescents

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In the last few decades, through the spread of new technologies, there has been a change in the composition of the adolescents' relational context, from the prevalence of face-to-face relationships to the relational identity exploration in the online world (Lenhart, Smith, Anderson, Duggan and Perrin, 2015).

To understand, therefore, what are the relational factors that promote or inhibit well-being in adolescence it becomes crucial to take into consideration the online context, focusing on the technological medium that allows adolescents to move in the online relational context, the smartphone (Jones, 2014). The purpose of this study was to examine which are the implications of fear of missing out and phubbing for psychological well-being of Italian youth.

A group of 378 late-adolescents (Mage = 18.2, SDage = 2.8, 64% girls) filled in the Fear of Missing Out Scale (FoMOS) (Przybylski, et al., 2013); Phubbing Scale (Karadag et al., 2015); Questionnaire for Eudaimonic Well-Being (QEWB; Waterman et al., 2010) and measures of internalizing and life satisfaction. The participation was voluntary and the anonymity was guaranteed.

Results obtained in the total sample indicated that FoMOs and phubbing were positively interrelated ($r=.37$; $\text{sig}=.01$); FoMOS was negatively correlated to wellbeing ($r=-.24$; $\text{sig}=.01$) and positively with anxiety and depression ($r=.27$; $\text{sig}=.01$; $r=.31$; $\text{sig}=.01$); phubbing was negatively correlated with eudemonic wellbeing ($r=-.36$; $\text{sig}=.01$) and positively correlated with stress ($r=.20$; $\text{sig}=.05$).

Conclusion. These findings suggest that it is conceivable that the need to feel in the online relationship can impact on offline relationships, promoting new behaviors, according to which even during face-to-face interaction adolescents tend to be distracted to prefer the online relationship (phubbing; Baron & Campbell, 2012; Choliz, 2010). Theoretical and practical implications are discussed, mainly in terms of differentiation between both FoMOS' and phubbing's impacts on adolescents wellbeing.

POSTER SESSION 6: Risk, trauma, alcohol & drug (ab)use I

16542 | “I keep it together at work but fall apart at home”: The experience of homeroom teachers in coping with the death of a student in their class

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Background: An extensive body of literature discusses the loss of a child and the effects of that loss on family members, especially parents and siblings. Yet empirical knowledge is lacking about how homeroom teachers perceive such a loss. Indeed, very few studies have focused on teachers' perceptions of the topic of loss and bereavement in the classroom. The aim of the current study is to examine how homeroom teachers cope after the death of a student in their classroom in order to help teachers improve their coping skills and provide a better response to the other students in times of crisis.

Methods: This qualitative-phenomenological study included 16 homeroom teachers between the ages of 32 and 72 with 7 to 30 years of teaching experience. The data in this study were collected using semi-structured, in-depth, face-to-face interviews.

Results: Analysis of the findings revealed three key themes: 1) After their sense of initial shock and pain upon learning about the death of one of their students, the homeroom teachers were immediately asked to convey the bad news to their class. 2) The teachers experienced profound grief, had difficulty dealing with the student's absence and invested resources in preserving the student's memory through various activities. 3) The teachers claimed the experience affected their personal lives and stated that memories of it continued to surface for a long time. Some experienced dysfunction and even chose to leave the profession.

Conclusions: The findings of this study reinforce the need to build and implement school intervention programs in cases of student loss and to provide support to teachers over time and not just right after the incident. Teachers need ongoing guidance and counselling regarding the ways they should act.

17608 | The mediating role of life satisfaction in the relationships between parental competences and suicidal ideation

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Suicide has become one of the leading causes of adolescent death internationally. Due to the seriousness of this issue, the scientific community has strived to identify factors reducing the risk for suicidal ideation during adolescence. From this perspective, this research aimed at contributing to the study of parental and personal factors involved in preventing adolescents' suicidal ideation. Specifically, this study investigated the relationship between some parental competences (i.e., promotion of autonomy, parental warmth, family communication) and suicidal ideation. Then, to further examine mechanisms explaining this link, the intervening contribution of adolescents' life satisfaction was examined. The moderating role of gender in the proposed model was also analyzed. The sample consisted of 415 Spanish Compulsory Secondary Education students (53.5% female), aged between 12 and 17 years old ($M = 14.79$, $SD = 1.53$). Adolescents reported on suicidal ideation, life satisfaction, and their perceptions of parental autonomy support, warmth, and family communication, together representing the latent variable of parental competences. Findings indicated that parental competences were negatively related to suicidal ideation ($\beta = -.29$, $p < .001$). When life satisfaction was included in the model, results showed that parental competences was positively related to life satisfaction ($\beta = .54$, $p < .001$) and, in turn, life satisfaction was negatively related to suicidal ideation ($\beta = -.44$, $p < .001$). Moreover, life satisfaction fully mediated the relationship between parental competences and suicidal ideation ($\beta = -.24$, $p < .001$). Invariance testing showed that these associations were not moderated by adolescents' gender. In conclusion, this research may fill a gap in the literature by showing how the promotion of parental competences prevents suicidal ideation among adolescents. In addition, these findings suggest that community or school intervention programs to prevent suicide risk should include activities to help adolescents feel more satisfied with their lives.

17530 | Cultural change, drug abuse, and addiction: Present and future Issues for adolescents

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Background: Immigration is a challenging experience that involves coping with multiple sources of distress. Some immigrants cope with this hardship by turning to alcohol/drugs. Loss of social relations, social exclusion, and acculturation-related

challenges may enhance immigrants' sense of loneliness, which is often related to emotional problems and drug abuse. This study illustrates the trajectories of development of drug addiction among FSU immigrants, focusing on their sense of loneliness as a core issue.

Methods: The study used a qualitative phenomenological approach that explored the characteristics of drug abuse among immigrant drug addicts in Israel. Criterion sampling was used to select the 19 participants: Russian-speaking recovering addict counselors, who were interviewed regarding their trajectory from adolescence till now.

Results: The interview analysis yielded two main trajectories of addiction development: The first is typical of younger users who immigrated in late childhood/early adolescence and started using drugs after immigration. The second is characteristic of older users who immigrated with already existing drug problems, which become aggravated after migration. In both trajectories, a sense of loneliness was dominant but was expressed differently. Older users perceived immigration as a chance to change their lives. However, after their arrival, they sank back into aggravated drug abuse and found solace for their sense of loneliness in the immigrant users' social network. Younger users' sense of loneliness within immigration was more complicated: parental unavailability, peer rejection, and ineffective involvement by the educational staff often resulted in violent behavior that served to restore their social status. In that context, delinquent immigrant groups provided marginalized adolescents with a yearned-for acceptance, and drug use served as a shared ritual that enhanced a sense of belonging.

Implications: Prevention and intervention programs should focus on alleviating immigrants' sense of loneliness since its harmful consequences during adolescence and afterward.

17354 | From risky childhood to risky adulthood – Escape from the child protection system

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In Hungary the number of children and young adults living in the child protection system is high, circa 23000 children live in the care system: 33% in institutional care, while 67% in the foster care system. In Hungary the total number of escaped children was 4,828 (Hungarian Central Statistical Office 2016), a third of them girls. Runaway is the highest from children's homes. The total number of escape cases nationwide was around 29,000, the average number of escape per child is extremely high: 6 per child. During the runaway-period 3% committed crime.

Our research is based on quantitative and qualitative parts and the focus is on the effects and symptoms of the runaway phenomenon from children's homes and from foster families. Running away from the public care system means escape from childhood which is equal with escape to adulthood. From risky childhood to risky adulthood. The goal of our research is to understand and analyse the causes of this phenomenon and find solving methods to decrease runaway from the child protection

system. In our presentation we will reflect how children and professionals interpret the problem and what kind of preventive and reactive methods exist in the Hungarian public child care system. The aim of our presentation also is to give an overview about the Hungarian child protection system and its future challenges.

(Andrea Rácz has a thematically relevant research which was supported by the János Bolyai Research Scholarship of the Hungarian Academy of Sciences, by the ÚNKP-19-4 of the Ministry of Innovation and Technology New National Excellence Program and by the Hungarian Academy of Sciences Excellence Cooperation Program Mobility Research Center project titled Mobility and Immobility in the Hungarian Society.)

17671 | Why stop here and now? University student's motivations to reduce their use of illicit substances: A scoping review

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Background: The transition from adolescence to adulthood, and the specific context of university has been associated with both increasing, as well as decreasing, substance use behaviour. This pattern of change may be understood via pathways of peer and other relationships, changes in role expectations, work demands and identity exploration. Whatever the reason, illicit substance use by university students is associated with depressive symptoms, health risk, relationship strain, and legal ramifications. Information exchange about the associated risk of substance use is a dominant strategy in prevention and intervention programmes, but this approach produces only small to moderate effects on substance use behaviour. Understanding what motivates university students to change their substance use behaviour is essential in the development of effective behaviour change programmes. This scoping review aims to determine factors that motivate students to reduce or stop their substance use, and to increase understanding of the factors that may be pertinent in behaviour change interventions for this specific population of emerging adults.

Method: We searched 8 databases in 08/2018 using search terms based on 'students', 'illicit substance use', and 'motivations'. 86 research articles reported on university students' illicit substance use, and motivation to use.

Results: After full-text screening, only three studies were eligible for qualitative synthesis. The majority of studies were excluded as they did not describe motivations to stop or reduce using illicit substances.

Conclusion: There are remarkably few studies to examine stopping or reducing substance use by people in late adolescence and emerging adulthood in university settings. from a on behaviour, specifically. Promising avenues for future research on motivations to change in relation to substance use include using a framework that includes developmental or social contextual effects, developmental perspectives on identity and goal setting, and perceived social consequences on contemplations of change to substance use behaviour.

17596 | Affective relationships with caregivers, self-efficacy and future expectations on adolescents in residential care

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Attachment theory claims that the establishment of affective bonds with significant figures is a fundamental process in human development across all the life cycle (Bowlby, 1979). The quality of the relationship established between adolescents and their caregivers in residential care may work as a protective factor for internal reorganization and the development of more positive representations about themselves and others a (Costa, Mota & Matos, 2019). However, little is known about how these relationships are linked to how these adolescents perceive the future and their sense of efficacy over the world. The present study aims to analyze the effect of the quality of relationships with caregivers, on self-efficacy and future expectations of young people in residential care, in a sample of 250 adolescents (aged 12 to 18) living in residential care settings in Portugal (Porto district). Data was collected through self-report measures and additional data was collected with the directors of the institutions. Sociodemographic data such as, sex, age, time living in residential care and satisfaction with the institution, will be entered as control variables. The statistical analysis will be performed with structural equation modeling. The results will be discussed considering the attachment theory framework and their contribution on relational mechanisms to enhance self-efficacy and expectations of the future of young people living in residential care. The contributions of this study to residential care policies in Portugal will be discussed.

17632 | A brief online problem-solving intervention to reduce aggression

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Aggressive behaviour among adolescents is a social problem that can be reduced by social problem-solving interventions. However, these interventions usually include more than one technique, and the specific techniques that are effective in reducing and preventing aggression remain to be identified. Therefore, the main aim of this study is to test whether the instruction and practice of problem-solving on their own are effective in changing aggressive behaviour among adolescents.

Participants between 18 and 21 years old were randomised to a brief online problem-solving intervention or a control group. In the intervention, participants read two scenarios presenting an interpersonal conflict, identified the problem and several possible solutions, and chose the solutions they considered best suited for the situation. Finally, they applied the same steps to a real-life situation they had experienced recently. Measures of physical, verbal and relational aggression and problem-solving skills were collected before and one month after the intervention. In addition, callous-unemotional traits were assessed at pretest as they were considered potential moderators of effectiveness.

At the time of writing this abstract, follow-up measures have not been collected. However, it is expected that participants randomised to the intervention improve their problem-solving skills and consequentially, reduce their aggressive behaviours. In addition, participants with lower callous-unemotional traits are expected to have a greater change.

If this intervention is effective, it would have important implications for the prevention of aggression in young people, as it is a brief intervention that is very easy to deliver. The rapid growth in the use of the Internet among young people provides an opportunity to deliver interventions universally in a cheap and efficient way. However, another trial should be conducted with younger adolescents to confirm the results.

17362 | Trauma and resilience among Latinx girls: A mixed methods exploration of positive adaptations for trauma and healing (PATH)

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Latinx adolescent girls are subjected to high rates of physical, emotional, and sexual violence in the United States and around the world. Cumulative trauma exposure and limited access to treatment has been linked to negative health outcomes including suicidal ideation, self injurious behaviors, and risk-taking behaviors for adolescents. As such, there is a great need for treatments that are culturally-relevant, trauma informed, and strengthen existing resiliency factors. The primary-care setting is an important

context to engage Latinx families as they have low rates of utilizing specialty care due to low cultural relevance and language barriers. While there is a growing body of research about Latinx-focused evidence-based practices (EBPs), few have conducted rigorous studies on bilingual trauma-focused therapy within a healthcare setting.

The present study measured the efficacy of multi-family group therapy in reducing trauma symptomatology among adolescent Latinx girls within a primary care setting. Positive Adaptations for Trauma and Healing (PATH; Hoskins, Duncan, Moskowitz, & Ordóñez, 2017) is a bilingual, manualized 10-week multi-family group therapy model for Latinx youth. PATH is a culturally adapted treatment modality that integrates a trauma treatment with mindfulness, positive psychology, and resilience interventions. This study analyzed quantitative and qualitative data from 12 adolescent Latinx girls (N = 12) and 16 monolingual Spanish-speaking caregivers (3 groups total). Pre- and post-intervention measures of trauma symptomatology, resilience, and caregiver stress were gathered. Post-intervention group interviews were analyzed using an Interpretative Phenomenological Analysis (IPA). Latinx girls exhibited a reduction in the severity of PTSD symptoms from pre- to post-intervention (Mdiff = -7.75, p = 0.043). Caregivers reported a reduction in caregiver stress after participating in PATH (Mdiff = -6, p = 0.043). Group interviews revealed benefits and challenges of multi-family group therapy for Latinx families. Future directions for gender and culture specific treatment modalities will be discussed.

17623 | What are you worried about? Relations between developmental assets and future worries in youth

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There is a trend in developmental psychology to focus on an individual's strengths and not just deficiencies, and research on positive youth development is exploring sources and effects of these strengths. External developmental assets (i.e., relationships and experiences across different contexts: support, empowerment, boundaries and expectations, as well as constructive use of time), and internal developmental assets (i.e., individual qualities, skills, values, and self-perceptions that one gradually develops as one gets more self-regulating: commitment to learning, positive values, social competencies, and positive identity) are one of the major indicators of well-being. This is the first study so far that looked at the relationship between different developmental assets and the extent of certain future worries such as academic achievement, job prospects, economic status, social environment, loneliness, and environmental effects of climate change. It is hypothesised that the presence of external and especially internal developmental assets reflects in less worrying about different aspects of the future. In this study high school

and university students in Croatia completed measures of developmental assets, and future worries. The results showed that the weakest developmental asset was constructive use of time. Furthermore, youth was more worried about not finding a job than about other aspects of the future. In line with previous studies, lower positive identity scores and higher social competencies characterised by care for others significantly contributed to explaining higher level of worry in youth. The data indicate that, in lack of external assets, such as constructive use of time, youth rely on their internal assets that makes them vulnerable and intensifies worrying about their future.

SYMPOSIUM 15: Building bonds, building blocks: Investigating attachment in adolescents' lives

17815/1610 | Parental meta-emotion, attachment to parents and personal agency in adolescents

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Although the importance of parents on adolescents' development has long captured the attention of researchers, only a few studies addressed personal agency. The individual capacity to be an actor on their own life course constitutes a great challenge to adolescents living in Western societies characterized by uncertainty and unpredictability. The way parents manage to help adolescents regulate their emotions may play an important role in the development of personal agency. To the best of our knowledge this is the first study to analyze the intertwining of parental meta-emotion and adolescents' attachment to parents in this dynamic process. In the current study we analyze the unique contribution of parental meta-emotion and attachment to parents in personal agency, as well as the mediating role of attachment to parents in the previous association, controlling the effect of cumulative psychosocial risk, gender and age of adolescents. The sample includes 504 families (adolescents, father and mother). Adolescents (ages ranged from 15 to 18) reported on their attachment to parents, personal agency, and cumulative psychosocial risk whereas each parent answered a questionnaire about meta-emotion. The results indicated that boys are more likely to exhibit higher levels of personal agency than girls and that the cumulative psychosocial risk is associated with a bounded personal agency. The parental emotional-coaching is positively associated with the quality of emotional bond and negatively with encouraging exploratory movements. Further, the quality of emotional bond with father is linked to a greater personal agency, while relationships characterized by mother's inhibition of individuality are linked with a bounded personal

agency. Although no direct association between both parents' meta-emotion and personal agency were found, results suggest that attachment to parents completely mediates these associations. The findings are discussed according to attachment theory taking into account the importance that parents assume in adolescents' development and providing clues for interventions in the parenting field.

Keywords: Parental meta-emotion; Emotion-coaching; Attachment to parents; Personal Agency; Psychosocial risk; Multiple informants' methodology.

17815/1611 | The parent-child relationship of adolescents in separated families in the context of interparental conflict

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In the past decades, families evidenced profound changes regarding parental roles and the structure of partner relations. Most prominently, divorce rates have increased and a rising share of children is born to unmarried parents, who are at higher risk for separation (e.g. Liefbroer & Dourleijn, 2006). Several meta-analyses report poorer outcomes for children with divorced or separated parents than with continuously married parents (e.g. Swartz-Den Hollander, 2017). In explaining these disadvantages, interparental conflict, negative coparenting, and problems in the parent-child relationship have been shown to play important roles. However, despite remarkable international research activities, recent evidence from Germany regarding family relations and children's well-being after parental separation – especially as reported by adolescents themselves – is lacking. Therefore, the present study seeks to shed light on the parent-child-relationship and child adjustment in the context of interparental conflict after separation. Data were drawn from waves 7 to 9 of the German Family Panel pairfam (Huinink et al. 2011), a longitudinal study with annual assessments since 2008. The study comprised a subsample of N=686 early adolescents (mean=12.8 years) – including 150 with separated parents – and one of their parents. While children reported on the parent-child-relationship (e.g. Emotional Insecurity, Pressure to Side) and their adjustment, one parent provided information about parenting, coparenting problems and lawsuits regarding child's legal or physical custody. Preliminary analyses show that coparenting problems in wave 8 are longitudinally linked to parents' higher pressure on the child to side with them, children's higher emotional insecurity with the non-residential parent and more problem behavior in wave 9. Current and previous lawsuits also seem to affect the relationship with the residential parent. Multivariate analyses will reveal differential effects of interparental conflict. The findings will be discussed in the context of the interparental conflict hypothesis and its consequences for child adjustment.

17815/1613 | The effectiveness of CONNECT parenting intervention in reducing adolescents' behavioral problems: a longitudinal, multicenter, randomized controlled trial in Italy

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Prior evaluations of the effectiveness of CONNECT (Moretti, Braber, & Obsuth, 2009), an attachment-based parenting intervention for parents of adolescents at risk, have indicated that improving parenting skills and the quality of parent-adolescent relationship may result in decreases of their adolescents' psychological problems. Yet, more remains to be known about the mechanisms accounting for treatment effects. The present study is a longitudinal, multicentre, randomized controlled trial aimed at investigating whether helping parents reduce their reliance on coercive or unproductive parenting strategies and understand changes occurring during adolescence from an attachment-based perspective would reduce their adolescents' behavioral problems. One-hundred and eighteen Italian parents (82% mothers; Mage = 49.97, SD = 5.71) of adolescents (Mage = 14.93 years, SD = 1.61, 61% boys), randomly assigned to the intervention group (n = 66) or to the wait-list control group (n = 52), reported on their perceptions of their adolescents' externalizing and internalizing symptoms, attachment avoidance, and attachment anxiety prior to treatment (t1), at 10 weeks following the final treatment session (t2) and at a 4-month follow-up (t3). Associations among parents' and adolescents' reports were also examined. Parents attending the CONNECT program reported significant reductions in their adolescents' externalizing and internalizing symptoms, as well as in their adolescents' attachment avoidance and attachment anxiety at t2, which remained stable at t3, relative to the control group. Furthermore, in the intervention group, reductions in attachment avoidance, but not in attachment anxiety, were associated with significant lower levels of post-treatment externalizing symptoms. Alongside, in the intervention group, reductions in attachment anxiety, but not in attachment avoidance, were associated with significant lower levels of post-treatment internalizing symptoms. The findings add

evidence to the importance of investigating mechanisms of change underlying the effectiveness of CONNECT program, providing further indications on its application in therapeutic contexts.

SYMPOSIUM 16: Helping victims of school bullying

17645/1579 | Friendship as a buffer for the effect of peer victimization on internalizing problems

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Peer victimization has often been associated with increased levels of internalizing problems. There is some evidence that having a supportive best friend may buffer against the effect of victimization on depression and anxiety, for example by providing a sense of belonging. However, results are mixed. The buffering effect may not be the same for boys and girls, or for different types of victimization (physical versus relational), friendship quality (support versus conflict), or internalizing problems (depression versus anxiety). For example, previous studies found that relational victimization is a stronger predictor of social anxiety than physical victimization, that high friendship quality moderates the link between relational (but not physical) victimization and loneliness and emotional problems, and that the moderating effect of friendship quality was only present in girls. However, most of these studies examined different subtypes of the constructs, which may explain why the results are ambiguous. The current study takes on a more comprehensive approach by including measures of different types of victimization, friendship quality, and internalizing problems. We aimed to examine the buffering effect of friendship quality on the longitudinal links between peer victimization and internalizing problems for different types of victimization, friendship quality, and internalizing problems. Dutch adolescents (N = 497, 57% male) filled out annual questionnaires for 6 years (mean age at first wave = 12 years old). Preliminary results from cross-lagged panel models show a significant interaction between relational victimization and conflict with a friend in predicting depressive symptoms. There is indication that relationally victimized students are more depressed when they have a more conflictual friendship, although the positive association between relational victimization and depressive symptoms appears to be stronger for students with a less conflictual friendship. Results will be expanded and implications will be discussed.

17645/1580 | Aggressive peer norms relate to victimized students' perception of classroom peer climate and school adjustment

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Classrooms are an important developmental social context for children: they spend a large part of their day with their classmates at school. A way of capturing the classroom as social context, is by assessing its 'peer norms' for behavior. Descriptive norms reflect the average perceived behavior in a classroom, whereas popularity norms capture the extent to which a certain behavior relates to popularity within a classroom. Norms may contribute to the proliferation of behaviors in a classroom, which can be undesirable when pertaining to negative behaviors, such as aggression. Indeed, aggression is one of the strongest predictors of youths' social, psychological, and academic problems. What does it mean for students, victimized students in particular, when aggression is the norm in classrooms? This study examined the role of aggressive descriptive and popularity norms in the perceptions of classroom peer climate (cohesion, isolation, cooperation, conflict) and school adjustment (feelings of belonging; social, academic, and general self-esteem; grade point average) of victimized students. Multi-level regression analyses on 1,543 children and early adolescents (Mage = 10.59 years) from 58 5th-grade classrooms indicate descriptive norms were more strongly associated with most outcome variables than popularity norms. Higher descriptive norms for aggression were associated with student reports of less classroom cohesion and cooperation, and more conflict and isolation. The effects of students' victimization on school adjustment varied depending on the level of classroom aggressive descriptive and popularity norms. That is, victimized students had lower school adjustment when popularity norms or descriptive norms were stronger.

17645/1581 | Effects of the anti-bullying program KiVa on defending: An examination of mediating factors

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The behaviour of bystanders plays an important role in bullying situations. Observational research shows that peer interventions in favor of the victim can often put an end to bullying incidents (Hawkins et al., 2001). Moreover, victimized children with at least one defender are better adjusted than undefended victims (Sainio et al., 2011). Promoting defending should therefore be a key objective of anti-bullying interventions. The development of such interventions requires better knowledge of the factors that explain why or how interventions increase defending. Defending is seldom examined as an outcome in studies evaluating the effectiveness of anti-bullying programs and the mediators of the effects of interventions on defending remain unknown. The

present study examines whether affective empathy, feelings of responsibility to intervene, pro-victim attitudes, outcome expectations of defending, and teachers' attitudes towards bullying, mediate the effects of the Finnish anti-bullying program KiVa on defending.

Participants were 7,912 Finnish students (mean age:11; 50 % boys) in grades 3-5 at pretest. Data was collected at 3 time points: T1 (pretest), T2 and T3 (post-tests after 4 and 9 months of program implementation, respectively). Measures included peer-reported defending (3 items), self-reported affective empathy (4 items), responsibility to intervene (4 items), pro-victim attitudes (3 items), outcome expectations of defending (18 items) and teachers' attitudes towards bullying (4 items).

Multilevel SEM was used to analyse whether changes in the hypothesized mediators accounted for later increases in defending. There were significant indirect effects of KiVa on defending via affective empathy, $p = .019$, responsibility to intervene, $p = .024$, and outcome expectations of defending, $p = .023$. The indirect effects of teachers' attitudes towards bullying or pro-victim attitudes were not significant. Efforts at promoting defending of victims should focus on enhancing affective empathy for the victim, feelings of responsibility to intervene, and positive expectations for defending.

17645/1582 | Bystander interventions in intra- and inter-ethnic bullying contexts

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Bystander intervention in bullying contexts has been widely explored but scarce research has investigated defending behaviour in children and pre-adolescents when witnessing inter-ethnic bullying situations. As emotions may play a major role in predicting bystanders' behaviour towards the victim and the perpetrator in bullying situations, this study examines children and adolescents' expectations regarding bystanders' emotions and interventions at the scene and after the bullying episode depending on the ethnic composition of the bully-victim dyad, as well as the bystanders' ethnicity. A 2 (bullying story: differential resources vs aggressive) X 2 (age group: children vs pre-adolescents) and 3 (scenario: White perpetrator-White victim vs White perpetrator-Black victim vs Black perpetrator-White victim) designed experiment was conducted.

Participants were 158 White Italian ethnic majority group pupils (84 from the younger and 74 from the older group). They were randomly assigned to the three conditions and were presented firstly with the differential resources' scenario and then with the aggressive scenario. On both scenarios, pupils reported the extent to which a same- ethnicity bystander would experience specific emotions and display different types of intervention to stop the perpetrator and support the victim. Participants were also asked to what extent they put themselves in the same-ethnicity bystander's shoes when answering these questions.

Overall, this study revealed that children - more than adolescents - expected White Italian bystanders to feel and intervene differently in intra- and inter-ethnic bullying contexts (W-W vs W-BI vs BI-W), considering also their level of identification with

the bystander. Emotions (Anger, Fear Disgust and empathic emotions) and specific behaviour towards the perpetrator and the victim at the scene and after were differently related in the two different scenarios. These findings contribute to the development of tailored anti-bullying programs by showing how age and the ethnicity of the perpetrators and victims may

SYMPOSIUM 17: Young people's career development: Processes and interventions

17338/1314 | Trajectories of career goal appraisals during adolescence and young adulthood

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Goals are among the psychological mechanisms people use to explore, plan, make decisions, and commit to specific educational tracks and occupations (Nurmi, 2004). How youth think and feel about the goals they set for themselves – that is their appraisals of the goal – often is as important to how they address career-related events and transitions, as the content of the goal itself (Salmela-Aro, 2012). It is the aim of our study to examine the developmental trajectories of career goal appraisals of young people in Finland from the end of comprehensive education into initial years in the labor market. In line with what developmental regulation theories argue (e.g., Baltes & Baltes, 1990; Heckhausen et al., 2010), we expect the anticipation of a career transition to trigger intentional efforts toward the setting and the pursuit of goals that were manifest in how young people appraised the career goal. Data from 1729 adolescents and young adults engaged in the Finnish Educational Transitions (FinEdu) Studies were collected across eight measurements. At the time of the first two measurements, in 2004, all participants were in the final year of comprehensive education, the ninth grade, and were 15-16 years of age. At the time of the last measurement, in 2016, participants were 28-29 years old. Data analyses will rely on sequence analysis, an optimal matching procedure that empirically identifies typical developmental sequences in the data (McVicar & Anyadike-Danes, 2002). The procedure will allow us to identify clusters of typical patterns of change in the sequences of the career goal appraisals' dimensions (commitment, effort, progress, and stress). We expect the procedure will help us better understand the phenomenon of career-goal regulation in a diverse group of young people from adolescence to young adulthood.

17338/1315 | Who do you want to be like? Factors influencing early adolescents' selection of accessible and inaccessible role models

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In this qualitative study we researched the impact of accessible and inaccessible role models on early adolescents' conceptions of their identities. Accessible role models are those who have regular direct interactions with adolescents, whilst inaccessible role models such as celebrities have no direct connection. The current study was based within a broader educational intervention that targeted the educational resilience of socially disadvantaged school students by prompting them to interact with material drawn from outstanding Irish career role models. Data were collected by interviewing 15 students and subsequent thematic analysis of their interview transcripts. Results revealed that adolescents mostly selected role models who they perceived as emotionally available, relatable, and successful, within proximal contexts. These accessible role models gave adolescents behavioural cues on how to overcome difficulties and attain success, leading to reflections of greater self-esteem. Adolescents also selected inaccessible role models to scaffold ideals for their longer-term future selves, based on how the role models' life stories connected personally to their lives. This signals how adolescents select and use different types of role models in their identity formation.

17338/1316 | Understanding and Preventing Early School Leaving: Tools and Results from the u-can-act Project

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It is crucial that we try to prevent early school leaving among adolescents. This is because early school leaving may cascade into many negative consequences across the life-span in both the domain of career (e.g., unemployment, unfulfilling jobs) and wellbeing (e.g., debts, poor mental health). In the u-can-act project we have aimed to contribute to prevention by pursuing two goals: (1) identify possible early school leavers in an early stage and (2) investigate the methods of highly effective prevention programs. We have developed an innovative tool to better understand early school leaving and its prevention: the u-can-act platform. Specifically, the platform consists of three innovations: (1) an open source web application for longitudinal personalized data-collection, (2) an automated study protocol that optimizes adherence in a difficult target group (i.e., adolescents at risk for early school leaving), and (3) a technologically assisted coupling between mentor and student that allows us to study dyadic interactions over time. With this tool we have collected intensive time-series data (approximately 20-25 measurements) for both adolescents at risk for early school leaving (N = 113), their mentors (N = 36) and a control group (N = 50).

I will present the u-can-act platform, its performance, and the main results we obtained. Specifically, I will present results on the intra-individual processes that precede early school leaving using explorative time-series analysis. Furthermore, I will present an

overview of the actions that mentors use to steer these processes in the right direction, and the goals that these mentors strive for.

With the knowledge that we have generated in the u-can-act project we believe we can contribute to better prevention of early school leaving. Moreover, we facilitate the study of any type of intra-individual or dyadic process with the development of the free and open source u-can-act platform.

17338/1317 | Career exploration and personal development: lessons from national school-based programmes in Ireland and South Korea

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There has been much attention on the role schools can play in promoting students' positive psychological development and readiness to engage in broader society. One long-standing programme addressing these aims has been operating in Ireland since 1974. The Transition Year (TY) takes place over one full year within mainstream secondary education. During TY, students engage in developmental activities, vocational work experience, and sustained interaction with the adult world outside school. TY is intended to facilitate maturity, self-discovery, and broadened horizons, and to support young people in becoming fulfilled citizens. TY is optional but widespread (in 2017/18, 93% of schools offered TY and 72% of students participated). Some features of TY informed a recent re-imagining of lower secondary education in Ireland, while a full review of upper secondary education is underway. Initial indications are that aspects of TY may take on a more important role in future.

Although TY is well-established within Ireland, it is an unusual innovation in international terms and is an outlier in the extent to which a 'developmental' year can be embedded in an examination-focused education system. However, in 2013 the Free Year Programme (FYP), partially informed by TY, was introduced into South Korean middle schools. Korean students are high-achievers in traditional academic outcomes (e.g., mathematics), but Korean policy-makers are also recognising concerns about students' broader development. FYP is a response to those concerns.

Policy documents and research findings are examined here to compare the (long-term) Irish experience of TY with the (recent) Korean introduction of FYP in order to identify lessons for educators and programme developers. Issues relating to equity in opportunities for vocational exploration, effective implementation and reflection on work experience placements, teacher development, school leadership, autonomy, resourcing, stakeholder buy-in, engaged participation, clarity of purpose, and monitoring emerge as being important in both contexts.

SYMPOSIUM 18: Emotional dimensions and parental factors in adolescents' socio-emotional development

17554/1459 | The link between the moral self-concept, self-efficacy beliefs, and prosocial behavior in early adolescence

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Different theories try to explain people's tendency to act prosocially. One line of research focuses on the role of emotion regulation and regulatory self-efficacy beliefs, meaning beliefs about one's own capacity to regulate emotions (Bandura et al., 2003). Likewise, self-efficacy beliefs about one's empathic capacity are suggested to promote prosociality. A different line focuses on the integration of morality into one's self-concept (Blasi, 1983). The moral self-concept is particularly interesting to investigate in early adolescence, when identity begins to form.

The current study investigated the interplay of the moral self-concept and self-efficacy beliefs, and their role for prosocial behavior in 12-year-olds ($n = 84$). For that purpose, we assessed prosocial behavior through the respective scale of the Strength and Difficulties Questionnaire (Goodman, 1997). We assessed participants' self-efficacy beliefs regarding emotion regulation (expressing positive emotions, POS; regulating negative emotions: despondency, DES; anger, ANG) and empathic self-efficacy beliefs (EMP) using the Regulatory Emotional Self-Efficacy Scale (Caprara et al., 2008). We assessed the moral self-concept using a questionnaire following Aquino & Reed (2002).

First results revealed a positive relation with prosocial behavior for the moral self-concept, EMP, and POS. The moral self-concept correlated positively with POS. Moreover, self-efficacy beliefs were partly intercorrelated. Most importantly, when considering the self-concept and the two types of self-efficacy beliefs (POS; EMP) as predictors of prosocial behavior, the moral self-concept and EMP remained significant, while POS became marginally significant. A mediation analysis showed that the self-efficacy belief EMP mediated the relation between POS and prosocial behavior.

Our study integrates theories that highlight the role of self-efficacy beliefs and the self-concept for prosociality. The results confirm that the moral self-concept and empathic self-efficacy beliefs relate to prosocial behavior in early adolescence.

17554/1460 | The role of early adolescents' emotionality and self-regulation in predicting the development of internalizing problems in three countries

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Parenting behaviors and child temperament are key predictors of individuals' adjustment. However, the relations among such factors are not straightforward and merit further exploration, especially across countries. The current study examined the effects of emotionality, effortful control, and parenting in predicting the longitudinal development of internalizing problems during adolescence.

Participants were 541 adolescents (T1: Mage = 12.62, SD = .69), their mothers and fathers, recruited from Colombia, Italy (Naples, Rome), and three ethnic groups in the USA (European-American, African-American, Latin-American). T1 early adolescents' temperament (negative/positive emotions and effortful control) was mother- and youth-reported (EATQ; Capaldi & Rothbart, 1992), parental monitoring was mother-reported (Patterson & Dishion, 1985), and psychological control was youth-reported (Silk et al., 2003). Internalizing problems from age 13 (T2) to 16 (T5) were parent-reported and were assessed annually (CBCL; Achenbach, 1991).

Unconditional and conditional multiple-group latent growth-curve (LGC) models of internalizing problems were examined across the cultural groups. The χ^2 test comparing the linear and the no-growth models supported the need for the slope factor. The mean of the slope was negative (the internalizing problems LGC had an overall linear decreasing trend) in all cultural groups except in Naples (in which the slope was non-significant).

The predictive role of temperament, parenting, and their interactions were tested in relation to LGC's intercept (initial internalizing problems) and slope. Results showed that higher negative emotions and psychological control, lower positive emotions and effortful control were associated with the intercept. Furthermore, interactions between psychological control and both positive (except for Colombians) and negative emotions (except for the Latin-Americans) were significantly associated with the intercept. Lastly, the interaction between parental monitoring and effortful control was associated with the slope across cultures.

This study contributes to understanding the mechanisms by which personal/contextual factors interact in the development of internalizing problems during adolescence.

17554/1461 | Adolescents at risk and protective factors for substance abuse in adolescence

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Introduction. Parental monitoring refers to parental behaviour implying attention to and control of one's child activities, development and adjustment. Parental monitoring is a protective factor for substance abuse and other risky behaviours in adolescence.

Aims. First, to examine differences between parents with children who use substances (PCUS) and those whose children do not use substances (PCNUS) regarding perception of the consequences due to substance abuse (SA), perceived family stress, open communication, parental self-efficacy, parental control and parental awareness. Second, to evaluate the impact of the above-mentioned variables on parental awareness.

Method. Participants were 275 parents, (Mage 51,81; SD 6,51), 156 belonging to the clinical group (PCUS) and 119 belonging to the normative group (PCNUS). Age range was 14-25 (Mage 18,71; SD 6,34). Participants were assessed on the dimensions of perceived parental self-efficacy, parental monitoring, perception of consequences of light and heavy substance abuse, open communication about problems, perceived family stress.

Results. Two-way ANOVA showed that parents in the clinical group perceive higher level of stress [$F(1, 269) 92,13; p <,001; \eta^2 = ,26$] with mothers showing higher levels compared to fathers [$F(1, 269) 11,88; p <,001; \eta^2 = ,05$]. Parents in the normative group have a higher level of open communication compared to parents in the clinical group [$F(1, 269) 55,89; p <,001; \eta^2 = ,17$], have stronger beliefs of self-efficacy [$F(1, 269) 99,81; p <,001; \eta^2 = ,27$], state to exert a higher control on their children [$F(1, 269) 42,00; p <,001; \eta^2 = ,14$], and display higher parental awareness [$F(1, 269) 83,06; p <,001; \eta^2 = ,24$].

Regression analyses showed the fundamental roles of parental self-efficacy and parental control on parental awareness.

Conclusions. Parental beliefs of self-efficacy and parental monitoring emerge as two pivotal features of children's health and family good functioning.

17554/1462 | Emotional experiences of mothers and their adolescent children and the moderating role of pubertal status and gender: A six-wave study during the transition to adolescence

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Insufficient research has examined the role of mothers in the emotional development of their early-adolescent children. We aimed to test the contribution of mothers' emotional dynamic to the everyday emotional dynamic of their adolescent children, focusing on the intensity and instability of negative (NE) and positive (PE). Additionally, we tested whether these effects are moderated by adolescents' pubertal status and gender.

Our sample included 202 ethnically diverse dyads of mothers [Mage at baseline=40.1 years (SD=6.1)] and their children [Mage at baseline=10.1 (SD=.90), 51% girls] who participated in the Mothers and Their Children's Health (MATCH) study. The MATCH study comprises six 7-day waves of smartphone-based Ecological Momentary Assessment (EMA), with each wave separated by six months. We used EMA to probe for two positive emotions (PE) (adolescents: happy, joyful; mothers: happy, calm) and three negative emotions (NE) (mad, sad, stressed) up to random eight times per day. The root mean square of successive differences (RMSSD) was used to measure NE and PE instability. Adolescents completed the Pubertal Development Scale. We used multi-level (level 1=wave, level 2=dyad) path analysis to test both the within- and between-dyad effects.

The between-dyad associations of the emotional dimensions of the mothers and their adolescent children were positive and significant (r ranges between $|.13^*|$ to $|.25^{**}|$). The within-dyad associations between the adolescents' emotional experience and the mothers' emotional experiences or adversities were significant within the waves (r ranges between $|.09^*|$ to $|.13^{**}|$), but not across a single wave (r ranges between $|.00|$ to $|.05|$). These associations were more robust for girls at less advanced stages of puberty. The results indicated that the intensity and instability of PE and NE in adolescents are affected by their mothers' everyday emotional regulation, but that these effects are time limited and contingent upon gender and pubertal status.

THEMATIC SESSION 12: Problematic and beneficial use of the Internet

17714 | Bullying, cyberbullying and mechanisms of moral disengagement in adolescents

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The existence of immoral behaviours that are committed by young people despite knowing the seriousness of their actions, has led science to investigate what are the thoughts they use to disconnect morally and how this influences the perpetration that they perform on their peers. However, it is necessary to advance in the study of the types of mechanisms that adolescents use in bullying and cyberbullying. The objective of this study was to know the dimensions most used by minors in bullying and

cyberbullying and differences by gender and age. A sample of 1274 schoolchildren (48.6% girls versus 51.4% boys) with ages between 11 and 17 years ($M = 13.62$, $SD = 1.31$) has been used. Descriptive analysis, Student's t-test and bivariate correlations between variables were included. The results showed that cognitive restructuring and minimization of guilt were the mechanisms most used by students. Differences by gender were observed in bullying, cyberbullying and all mechanisms of moral disengagement, with higher levels in boys. Age differences were shown. Older children had higher levels in cyberbullying, cognitive restructuring and dehumanization than younger children. These findings underscore the relevance of studying the mechanisms of moral disengagement separately to understand the involvement in bullying and cyberbullying. It concludes by highlighting the importance of incorporating the work of morality and the mechanisms of moral disengagement into bullying and cyberbullying intervention programs in schools.

17421 | Social networks and moral disengagement: Associations with cyberbullying and cybervictimization

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Research has found associations among moral disengagement and cyberbullying. Scholars have begun to examine how social networks meet the needs of users, including adolescents. Researchers have used broad constructs, but there are several mechanisms of moral disengagement and many social networks. We examined the associations of three types of moral disengagement and five popular social media networks on cyberbullying and cybervictimization in adolescents.

Research questions: Are subtypes of moral disengagement uniquely associated with cyberbullying? Are specific social networks associated with cyberbullying?

Method: An online survey was administered to 1,695 second and third grade secondary students (ages 12–15) from public high schools in Mexico. The cyberbullying survey was adapted from Garaigordobil (2013). CFA supported construct validity.

Reliability for each factor was Alpha coefficients for victim, perpetrator, and observer were all above .9. The measure of moral disengagement was based on Bandura 's theory, reworded to reflect the cybercontext and translated into Spanish. Use of social networks (Instagram, WhatsApp, Facebook, YouTube, and Snapchat) were assessed with dichotomous items with Yes/no response options. The total number of social networks used was computed. Gender and grade were included as control variables.

Results: For cyberbullying, sex, grade, and use of YouTube positively predicted cyberbullying. Restructuring conduct and distortion of consequences/ dehumanizing the victim were also significant predictors whereas the moral disengagement strategy

of shifting responsibility was not. For cybervictimization, significant predictors were sex, YouTube use and total number of social networks used. The same two mechanisms of moral disengagement were significant predictors, while one was not.

Implications: Findings reveal the importance of examining moral disengagement mechanisms more specifically, as not all are associated with cyberbullying/victimization in the same way. Furthermore, different social networks should also be examined separately, as they influence outcome variables in unique ways. This should influence training in digital safety.

17685 | Who is upset after face-to-face meetings with online strangers? The role of individual characteristics among European adolescents

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Currently, adolescents' social interactions often start online and may continue into the offline world. EU Kids Online IV data from 2017/19 show that 5%-25% of adolescents across 16 European countries met so-called online strangers, i.e., someone they interacted with online yet had not met previously (Smahel et al., 2020). Such meetings are commonly perceived as risky and possibly harmful (boyd et al., 2009; Holmes 2009), though it is not often considered that adolescents react differently to these meetings, depending on the context but probably also their individual characteristics. This study takes on a different approach and focuses on adolescents' positive and negative feelings after meeting online strangers and their links with adolescents' individual characteristics. We expect that adolescents with higher self-efficacy, better digital skills and more social support from family and friends would be less likely to experience harm indicated by upset feelings after meeting online strangers. Conversely, we expect sensation seeking and psychological difficulties to increase the likelihood of experiencing harm.

We used a sample of 2,860 adolescents aged 9-17 from 15 European countries participating in the EU Kids Online IV survey, who have met an online stranger in the past year. We employed a multinomial logistic regression predicting positive and negative (vs. neutral) feelings after meeting online stranger. Supporting our hypotheses, digital skills and social support from friends increased the likelihood of feeling happy and self-efficacy lowered the likelihood of feeling upset after a meeting with an online stranger. However, the effect sizes were small, and we found no support for our other hypotheses. Our results show that while some individual characteristics may work as protective factors against harm from meeting online strangers, their role is limited. Therefore, to better inform preventive practices, future research should focus on factors related to the meeting itself and the person met.

17601 | What really postpones the bedtime among adolescents? A longitudinal multi-method study on digital activities and sleep

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The aim of this study was to investigate how digital and non-digital socio-psychological stimulation in the evening is associated with adolescents' objectively measured bedtime, sleep duration, and self-reported sleep quality by using longitudinal contextual diary study and sleep-recording activity bracelets. Increasing number of adolescents use technological devices before bedtime and some research has proposed this to be associated with decrease in sleep quality and later bedtimes. It has been suggested that time spent on screens displace sleeping time and digital socio-psychological stimulation or the effects of light emitted from devices affect natural sleep cycle.

During 10 days, 150 participants (aged 17-18, female 68%) answered short questionnaires every morning using mobile phones (data points N=1385) in which they reported 1) their own activities 30 minutes before bedtime and 2) perceived sleep quality from the previous night. Activities before bedtime were categorized (and treated as dummy-variables): 1. active digital activities (e.g., chatting), 2. passive digital activities (e.g., watching Netflix), 3. non-digital arousing activities (e.g., studying), 4. non-digital relaxing activities (e.g., reading a book), 5. all other activities. In addition, bedtime and sleep duration were objectively measured with activity bracelets. All associations were analyzed with linear mixed models (random intercept by participants).

Surprisingly, later bedtime and shorter sleep duration was measured when adolescents reported non-digital arousing activities in the evening compared to active digital activities. In addition, passive digital activities were associated with later bedtime compared to active digital activities. None of the evening activities was associated with perceived sleep quality. When investigating the relation between sleep and digital technology use, it is important to look at the nature of different activities as studying just before bedtime showed to postpone the bedtime more than online chatting with friends. It is a matter of the activity, not about the digital device itself.

17734 | Civic engagement and Internet use among adolescents

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Given that media influences our civic life, it is not surprising that researchers have begun to focus on how the Internet use may be related and increase civic engagement or civic behavior. Research on the social effects of technology use often focuses on identifying risk factors among younger people. However, young age, adolescence is also a time of rapidly expanding roles, expectations of autonomy, and identity exploration. Researchers suggest that certain forms of Internet use (such as information

seeking, social network site use, media production, and participation in online communities) promote civic engagement and that digital tools play an important role in youth empowerment efforts. Participating in civic life is proposed to play an important role in youth development. In this study, we aimed to investigate how Internet use, various knowledge of Internet use profiles are associated with civic engagement among Lithuanian and Norwegian early and middle adolescents. Participants in this study were 522 (66.3% females) in Lithuania and 500 (56.8% females) in Norway adolescents aged between 13 and 17. Latent profile analyses revealed that the five Internet use, knowledge profiles emerged in both countries. Findings revealed that patterns are associated digital citizenship and violent extremist attitudes online. Seems that adolescents that belong to profile with average use and average knowledge are at risk for violent attitudes toward others online, but also are very active in digital citizenship – they are interested in various new, have very high trust in news, interested in political actions and issues. This study revealed also some differences between countries.

THEMATIC SESSION 13: Intervention programs

17625 | Behaviour change techniques to reduce peer aggression among adolescents

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Peer aggression in adolescence has serious long-term health consequences such as mental health disorders and substance use during adulthood. Multiple intervention approaches have been developed and evaluated to reduce peer aggression among adolescents but it is still unknown which techniques are more effective. To identify those, this study uses the Behaviour Change Technique Taxonomy.

Randomised controlled trials with a behavioural measure of aggression pre and post-intervention were searched in Web of Science, Scopus and PsycINFO. Reference lists of previous reviews and included papers were hand-searched to find any other relevant study. One hundred and two studies met the inclusion criteria. The Behavior Change Techniques used in the interventions of the included studies were coded following the Behavior Change Technique Taxonomy and a multi-level meta-analysis was conducted to find which of these techniques are more effective.

Overall, the studies included had a significant small effect size ($d = 0.28$). Interventions reported the use of between 0 and 22 techniques, being the practice of an alternative behaviour such as assertiveness the most common. The most effective technique

was action planning ($d = 1.00$). Other moderators of effectiveness such as level of risk at baseline and duration of the intervention were also found.

Overall the findings indicate that psychosocial interventions are effective in reducing adolescent aggression and the effect is maintained across time. This can prevent future health consequences. Future trials need to assess the effect of individual techniques and their combination.

17417 | Effectiveness of a positive youth development intervention for early adolescents with high socioeconomic status in private schools

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In the current study, we examined the effectiveness of a positive youth development (PYD) intervention for early adolescents with high socioeconomic status in private schools and a potential moderator of the intervention effectiveness. Specifically, we focused on the effectiveness of the PYD intervention (PERGEL) in growth mindset and self-efficacy and whether the intervention effectiveness differed for early adolescents who have varying levels of emotion regulation. It was expected that PERGEL, the PYD intervention program in the current study, would be effective in supporting growth mindset and self-efficacy, and the intervention effect would be higher for adolescents who had high levels of emotion regulation skills. The intervention group consisted of 420 fifth and sixth graders in a private school in Turkey ($M_{age} = 11.4$, 49.7% female). The control group consisted of 166 fifth and sixth graders in a private school ($M_{age} = 11.5$, 41.6 % female). A multi-group analysis was conducted using MPLUS, and the results revealed that the intervention was effective in supporting growth mindset in the intervention group compared to the control group; however, the direct effects of the intervention on self-efficacy were absent. Contrary to our hypotheses, the results showed that adolescents with low levels of emotion regulation benefited more from the intervention compared to adolescents with high levels of emotion regulation. The study disclosed that the school-based PYD intervention (PERGEL) was effective in supporting a growth mindset for all adolescents and self-efficacy for adolescents with low levels of emotion regulation in private schools.

16528 | RENEW: Building resiliency for transition age youth with emotional and behavior challenges

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Transition age youth with Emotional and Behavioral Disorders (EBD) experience disproportionate rates of school suspension, expulsion, incarceration, and alternative school placement (Greenberg, Dunleavy, & Kutner, 2007; Newman, et al., 2011;

Sabornie, Cullinan, Osborne, & Brock, 2005). In addition, youth with EBD do not seek help or advocate for their needs, and often lack the social networks through which to seek and receive help (Gopalan, et al., 2010; Forness, et al., 2012; Manteuffel, Stephens, Sondheimer, & Fisher, 2008). The systematic disengagement, exclusion, and punishment-focused responses to the needs of youth with EBD have become a social justice and civil rights issue (Losen & Gillespie, 2012). This session will focus on RENEW (Rehabilitation, Empowerment, Natural supports, Education and Work), a school-to-career transition intervention focused on helping youth with emotional and behavioral challenges to build self-determination, career plans, and social supports. RENEW has been implemented with over 500 youth in New Hampshire schools and mental health centers, in 8 other states in the US, and in Denmark. showing promising outcomes in improved behavioral and academic functioning. This presentation will include a description of the key features of the RENEW intervention, and how RENEW seeks to build both personal and environmental resiliency among youth. There will be a discourse analysis with several case examples and videos of youth describing their experiences with RENEW, demonstrating how concrete strategies such as action planning, follow-up, problem-solving, and the development of formal and informal supports are perceived by youth. The presenters will use the youth's narratives to demonstrate to demonstrate how the components of RENEW build skills such as self-efficacy, a positive purpose, achievement motivation, planning and decision-making skills, and social supports.

17613 | Fostering positive high-school climates with a social network intervention: A pilot study

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Introduction: High-school students experience or witness interpersonal conflict, such as bullying or aggression, on a daily basis. Little is known about how to prevent such behavior. The available evidence suggests that existing anti-conflict interventions are often ineffective in high schools, possibly because they overlook the fact that conflict behavior is embedded in a social network and driven by social norms in a school. In this pilot study, we implement a school-wide intervention that aims to reduce conflict behavior in high schools by changing social norms and involving the adolescents themselves. Together with a trainer, a subset of students (so-called "seed students") identify common conflict behaviors at their school and are subsequently encouraged to take a public stance against conflict.

Method: The intervention is based on the Roots intervention (Paluck et al., 2016). A total of 16 high school classes of approximately 150 students participate in this study. Of these students, 25 are randomly selected as seed students to participate

in a 10-week intervention group. In the intervention, they are taught to take a public stance against conflict (e.g., publicly rewarding and reinforcing positive behaviors within the school). We closely monitor the implementation of the intervention by assessing feasibility (reported by trainers who administer the intervention) and motivation and satisfaction (reported by seed students). Afterwards, students will reflect on the intervention in a focus group. In addition, we collect pre- and post intervention data on students' social networks within the school, interpersonal goals, bullying victimization and perpetration, and school climate. The data are currently being collected.

Results: This pilot study serves as a process evaluation of the intervention. The study will provide preliminary novel insights in the intervention's working mechanisms (e.g., changed social norms), and these insights will help us further improve the intervention.

INVITED SYMP. 7: Adolescent adjustment and family relationships during the COVID-19 pandemic

17920/1679 | #StayHome study: Cross-national data on adolescent well-being and family relationships during the COVID-19 pandemic

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Whereas the current situation caused by the COVID-19 pandemic is unique and unprecedented, we know from earlier studies concerning stressful situations that their impact on adolescent development may be profound. Adolescence is a developmental

phase during which there is an increased risk for the onset of mental disorders due to intensive normative changes (e.g., in hormonal balance, identity and autonomy development). The current COVID-19 pandemic may provide an additional risk factor for problematic psychosocial functioning. Additionally, during adolescence the social focus normally shifts from family to peers. Due to the COVID-19 measures imposed by governments, adolescents have spent much more time at home with their family, sometimes with limited space. Whereas this may have led to more tension and conflict, it may also have offered opportunities to spend more time together and support each other.

In this international research collaboration, we conducted an online study across several countries (Hungary, The Netherlands, Norway, Germany, Indonesia). Data from two countries (Hungary, The Netherlands) are already available. We examined how adolescents (11-18 years old) and their parents were affected by the challenging and potentially stressful situation resulting from the COVID-19 pandemic, as indicated by symptoms of emotional and behavioral disturbance, perceived quality of life, and family relationship quality (i.e., parent-adolescent and sibling relationships).

We are going to present preliminary results concerning the following study aims:

- 1) Psychosocial functioning and family relationship quality of adolescents during the COVID-19 period;
- 2) The links between adolescent and family characteristics (e.g., age, gender, education, household composition), adolescent psychosocial functioning, and family relationship quality;
- 3) Cross-national comparison of adolescent psychosocial functioning and family relationship quality and the links between them.

17920/1680 | Parents' and late adolescents' responses to COVID-19 in nine countries

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This study examines parents' and late adolescents' responses to COVID-19 in the context of the Parenting Across Cultures (PAC) longitudinal study that began in 2008 with recruitment of a sample of 1,417 8-year-old children and their mothers and fathers from nine countries (China, Colombia, Italy, Jordan, Kenya, the Philippines, Sweden, Thailand, and the United States). Since then, families have been assessed annually through interviews with mothers, fathers, and children. The PAC countries are among the most impactful places to study the social and behavioral implications of COVID-19 on human development, particularly because of our extensive pre-pandemic assessment of participants across a diverse set of cultural contexts. For example, Italy was the first country in Europe to be hard hit by COVID-19, and Italy implemented strict measures to try to curb the pandemic. In Sweden, by contrast, widespread closures of public spaces and businesses have not been instituted. The Philippines exemplifies an economic context in which a large proportion of the population works in the informal sector and thus is not eligible for work benefits, potentially worsening COVID financial burdens on families when they are no longer able to leave home to work. At the time of the COVID-19 pandemic, the youth participants were 19-20 years old, on average. We texted or emailed parents and youth participants a link to a 19-item Qualtrics survey developed for this study through a review of the literature on parent and adolescent stress responses following major traumatic events, including natural disasters, political violence, and previous public health crises. Analyses focus on family relationships prior to COVID-19 in relation to reported changes in family relationships and psychological (e.g., anxiety, depression) and behavioral (e.g., substance use, arguments) adjustment during the pandemic, as well as the association between changes in family relationships and changes in adolescents' adjustment.

17920/1681 | Changing family relationships in early adolescence during the corona pandemic: The role of parents' and adolescents' stress and coping

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The corona pandemic and the extensive measures to prevent a further spread of the virus have had a major impact on the daily life of all citizens, including families with adolescent children. In the Netherlands, as in many other countries, children could not attend school, had limited (face-to-face) contact with peers, and their structured leisure activities were often cancelled. At the same time, many parents had to work from home and supervise the schoolwork of their children. These changes in family life

might have an impact on parenting and parent-child relationship quality. However, not all families might be affected by the crisis to a similar extent. In particular parents and adolescents who experienced high levels of stress resulting from the preventive measures, or worried about changes in their financial situation or the well-being and health of themselves and their relatives might react with more negativity in parenting or parent-child interactions. Moreover, ineffective coping strategies might make parents and adolescent more vulnerable to a negative impact on family relationships. The current study examined the impact of the corona crisis on parenting and parent-child relationship quality during early adolescence, as well as the moderating role of corona-related stress and coping on changes in parenting and parent-child relationship quality. We used two waves of data of 250 Dutch parents and adolescents (M age 12 years) from the multi-informant study "InTransition". Using latent change score models, we examined how parent-reported parenting and adolescent-reported warmth and negative interaction changed over a six month's period, from the pre-corona to the corona period. Moreover, we examined the moderating role of corona-related stress and coping strategies of both parents and adolescents in these changes, as well as the effect of the interaction between stress and coping on relationship change.

17920/1682 | Navigating though emotions during the pandemic: individual, relational and contextual correlates

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All over the world, people are trying to adapt to the challenges imposed by the pandemic. Dramatic changes in the professional and social contexts confronted individuals with the need to find new ways of reconciling work and family, with the possible impact on their children's psychological adjustment. Although the pandemic has reached everyone, there are important differences regarding how individuals are dealing emotionally with this situation, depending on major changes experienced in several life domains. In the current presentation we will (a) identify different patterns of emotional experiences, combining valence and content of affective states; (b) test for individual (e.g., sociodemographic), relational (e.g., couple relationship and parenting), and contextual (e.g., work-level and pandemic-level variables) correlates of these patterns; and (c) analyse how parental emotional experiences may be related to children's behavior changes during the pandemic. Drawing on data from an ongoing study with Portuguese participants, and preliminary analyses using Latent Class Analysis and Multinomial Logistic Regression on a sample of 535 adult participants, we found four different classes that relate to different profiles regarding some of the variables previously mentioned. Negative changes on children's behavior are reported by individuals experiencing the less

positive emotions and the most negative ones. Also these parents perceive simultaneously changes in several other domains (e.g., changes in couple's emotional closeness). Finally, the relationship between patterns of emotional experiences and reported behavior changes in children are different for mothers and fathers. The results will be discussed based on a systemic perspective of family and the possible cascade effect of major contextual changes.

SYMPOSIUM 19: Loneliness throughout adolescence: Contemporary perspectives

17640/1483 | Friendship quality and loneliness in early adolescents: analyzing bidirectional effects

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Background. Longitudinal research on the association between adolescent loneliness and friendship quality is limited. Theoretical arguments can be found for a bidirectional association. On the one hand, when having low-quality friendships, adolescents may feel lonelier because something is lacking in their social relationships. On the other hand, lonely adolescents are subject to several cognitive biases, such as a more negative interpretation of their social environment. If they adapt their behaviors to these negative interpretations, they might in turn experience lower friendship quality. The aim of the current study is to test whether there is such a bidirectional association between loneliness and friendship quality.

Method. Adolescents ($N = 617$, $M_{age} = 10.77$ at Wave 1) completed the peer-related loneliness subscale of the Loneliness and Aloneness Scale for Children and Adolescents and the help and closeness subscales of the Friendship Qualities Scale twice with a one-year interval. To investigate the bidirectional association between loneliness and friendship quality we estimated cross-lagged panel models.

Results. Loneliness was negatively correlated with both help and closeness in the relationship with one's best friend in both waves. All variables showed substantial stability across the one-year period examined. Greater loneliness at Wave 1 significantly predicted less perceived help from one's best friend at Wave 2 ($\beta = -.12, p < .05$). None of the other lagged paths were significant.

Conclusion. Loneliness did influence friendship quality (i.e., perceived help) negatively over time, but the findings did not support our hypothesis of a bidirectional association between loneliness and friendship quality. The results will be discussed and expanded upon by including data from the third measurement wave of the study, which will be available shortly.

17640/1484 | Loneliness and relational identity: How feeling lonely and the relational self are connected in adolescence

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The feelings of lacking a close attachment to a parental figure and lacking social relationships play an important role in how adolescents develop their relational identity and how they adjust to various social contexts. Considering the limited empirical evidence of these connections, the present longitudinal study aimed at analyzing how loneliness experienced in relations with both parents and peers and relational identity formation are related in adolescence. Participants were high school students aged between 16 and 19 years ($N = 1,377$, M age= 17.87 years, SD age= .63, 56.4% female). We employed the Loneliness and Aloneness Scale for Children and Adolescents (LACA; Marcoen, Goossens, & Caes, 1987) to capture loneliness experienced in relation to parents (i.e., intimate loneliness) and loneliness experienced in relation to peers (i.e., relational loneliness). To measure relational identity (i.e., commitment to the relationship with the best friend, in-depth exploration of the relationship with the best friend, and reconsideration of commitment to the relationship with the best friend) we used the Utrecht Management of Identity Commitments Scale (U-MICS; Crocetti, Rubini, & Meeus, 2008). Results pointed out consistent positive associations between loneliness and in-depth exploration and reconsideration of commitment to the relationship with the best friend, on the one hand, and negative connections between loneliness and commitment to the relationship with the best friend, on the other hand. Thus, when they experience loneliness (i.e., relational loneliness), adolescents tend to engage in an in-depth exploration of their relationship with the best friend and to reconsider their commitment to friendship. Moreover, adolescents who do not experience loneliness tend to be more committed to their relationship with the best friend. Interestingly, exploration in-depth and reconsideration of the friendship commitment positively predict loneliness (i.e., intimate and relational loneliness), while strong commitments to friendship negatively predict loneliness. Implications for adolescent adjustment are discussed.

17640/1485 | Identifying causal relations between loneliness and affect using isolated micro-events

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Background: New students are at risk of becoming lonely, as the transition to university brings about major changes in the adolescent's social network. Loneliness is a risk factor for somatic and mental health outcomes. In this study, we examined possible causal relations between loneliness and negative affect (NA), and we aimed to unravel the within-day mechanisms that explain these relations.

Method: Data was collected using PsyMatetm, an app used to collect real-time data on daily life variables (ESM), such as state loneliness, affective state, social interaction and behavior. Seventeen participants, all first year students at Maastricht University, were followed for 14 days, and were asked to fill out PsyMatetm 10 times (beeps) a day. Event-related changes of affect were investigated. To this aim, within-day sequences of two beeps were extracted from the data using the loneliness variable. 'Event'-sequences describing either an increase or decrease in loneliness were compared with 'control'-sequences of no loneliness.

Results: A comparison of event-increase-sequences and control-sequences showed that NA was significantly higher already at the beep preceding a sudden increase in loneliness. This supports the idea that NA is a predictor of the daily life dynamics of loneliness. In addition, the comparison of event-decrease-sequences and control-sequences showed that NA continued to be significantly higher after loneliness had already decreased to baseline level. This indicates that a sudden increase in loneliness prolongs the duration of NA changes. Possibly, these higher levels of NA following loneliness boost future increases in loneliness, thereby creating a positive feedback loop.

Conclusions: The present findings provide a new view on how the interplay between fluctuations in state loneliness and corresponding changes in NA may, by means of a positive feedback loop, evolve in prolonged elevated levels of loneliness.

17640/1486 | The associations of childhood behavioral inhibition and parenting quality with loneliness in early, middle, and late adolescence

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Loneliness is known to have detrimental effects on one's physical and mental health. Especially during early adolescence, prevalence numbers of loneliness are high, with up to 70% of adolescents reporting to feel lonely at least sometimes. However, little is known about developmental factors underlying adolescent loneliness, and it is currently unclear who is at risk of experiencing feelings of loneliness during the adolescent period.

In the current study, the role of childhood behavioural inhibition, a temperamental style that shapes social cognitions and behaviour throughout development is examined first. Childhood behavioural inhibition is expected to be a predictor for feelings of loneliness during adolescence. Second, given the importance of the interaction between individual and environmental factors in predicting outcomes, parenting quality will be taken into account too. Especially the effects of negative parenting quality are considered to be maladaptive for social health.

Using data from a longitudinal study, spanning the ages from 15-months of age till 21 years, the joint effect of behavioural inhibition (measured at four waves) and parenting quality (measured at four waves) on loneliness will be investigated with a structural equation approach. Measures on loneliness were collected at the ages of 13, 16 and 21 years. Analyses have not yet been conducted.

This study is the first on this topic using a longitudinal dataset spanning multiple measurement waves. In addition, following kids from a very young age into late adolescence will provide a unique insight in developmental factors underlying adolescent loneliness. The findings will increase our understanding of the underlying processes and may provide important implications for preventive interventions at an early age.

SYMPOSIUM 20: Identity during transition periods in the lives of adolescents and emerging adults

17379/1336 | Identity trajectories and life narratives in Georgian emerging adults during the transition out of undergraduate education

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Life transitions create important challenges to identity formation. The final year of one's undergraduate education is challenging as emerging adults have to choose between different life paths, such as starting a job, continuing education, or a combination thereof. The present mixed-method longitudinal study examined identity formation processes in a sample of Georgian final year undergraduate students over 11-month period at four different points before and after graduation. At Time 1, 369 participants filled out self-report questionnaires (20 % male, Mean age = 21.83). Life narratives were collected from a sub-sample of 40 out of the 262 individuals who participated at the last (i.e., fourth) time point.

Latent Class Growth Analysis (LCGA) was used to identify developmental typologies of identity formation based on data on dimensions of commitment and exploration, collected at all four time points. Four trajectory classes emerged. Individuals in the Foreclosed class scored high on commitment dimensions and low on exploration dimensions. Those in the Moratorium/Achievement class scored high on both commitment and exploration dimensions, but showed declining level of ruminative exploration. Individuals in the Diffused class scored low on commitment dimensions and high on exploration and reconsideration, and those in the Undifferentiated class had medium scores on all dimensions. Identity classes were compared on life satisfaction, depression, and anxiety measured at the last time point. Individuals in the Foreclosed class showed the most adaptive level of functioning, closely followed by those in the Moratorium/Achievement class. Those in the Diffused class showed the least adaptive levels.

Trajectory classes were the starting point for qualitative analyses based on narratives, which are currently underway. Qualitative results will shed more light on the phenomenological side of emerging adults' experiences during the transition and also highlight the specific role of context which is often missed out in quantitative patterns.

17379/1337 | The links between identity processing styles and personal goals regulation during the first year of high school

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Strengthening the capabilities to formulate and pursue personal goals are among the major developmental tasks in adolescence. This task is particularly important in relation to school and other developmental transitions (Salmela-Aro, 2009), such as starting high school. In this study, we looked at how first-year high school students develop their personal identity in relation to goal-related functional capabilities (i.e., directive, regulatory, and arousal functions, Karoly & Ruehlman, 1995). Since goals are among the major issues considered when forming one's identity, we expected that the way of forming one's personal identity (i.e.,

identity processing styles, Berzonsky, 1994) will be related to how one formulates and pursues personal goals. Specifically, we expected that deliberate and critical reflection of identity-relevant issues (i.e., informational identity processing style) will positively relate to the three goal functions, while the reliance on authority or avoidance to process identity issues (i.e., normative or diffuse-avoidant identity processing styles) will be less favorable in the context of goals regulation.

Path analysis was performed using the data from the “Goals Lab” study with a sample of 1273 Lithuanian adolescents (51.9% females, $M_{age} = 14.86$ $SD_{age} = 0.39$). The findings revealed that, as predicted, the informational identity processing style had the strongest links with all three goal-related functional capabilities (directive, regulatory, and arousal). However, the normative identity processing style was also an important positive predictor of how adolescents deal with goals, specifically, for the regulatory goal-related function (self-monitoring, planning, social comparison, etc.). In addition, the diffuse-avoidant identity style was an important negative predictor for the directive goal-related function (i.e., goal value setting and self-efficacy). The study reveals that all three identity styles contribute to explaining how adolescents formulate and pursue their personal goals, which points to the importance of studying the interplay between identity and goals regulation in adolescence.

17379/1338 | Professional distress and identity processes in teacher training students: A four-wave longitudinal study during teaching practicum

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For teacher training students, the teaching practicum is the first opportunity for them to experience teaching practices in real classroom before the actual transition from college to workplace. This experience is crucial because students often face professional distress during the practicum, which directly affects their identity development. Prior research has studied two fundamental aspects of professional distress: worries and reflection about their own teaching skills (hereafter skills) and concerns about their own career choices to be a teacher (hereafter career choices).

However, how this distress is related to identity development (i.e., commitment and exploration) has not been examined. Consequently, this study aimed to examine the longitudinal relationships between professional distress and identity processes during the teaching practicum. Previous studies have indicated that distress on skills was positively related to self-clarity (Friesen et al., 2013), and distress on career choices was negatively related to self-rumination (Hong et al., 2018). Therefore, we hypothesized that distress on skills would be positively related to commitment and proactive exploration, and that distress on career choices would be negatively related to commitment.

Data for the present longitudinal research were collected twice before (T1 and T2) and twice after (T3 and T4) the teaching practicum. 152 Japanese teacher training students (Mage=20.5) at T1 completed questionnaires about professional distress (Iwasa et al., 2019) and identity processes (Luyckx et al., 2008).

Cross-lagged analysis revealed that distress on skills positively predicted and was predicted by commitment making at T2-T3. Moreover, at T2-T3, distress on skills also positively predicted exploration in depth, but distress on career choices negatively predicted commitment making.

These results supported our hypotheses suggesting that professional distress functions both positively and negatively on youth's identity development, depending on its aspects (skills and career choice). Overall, we provided new insights into identity development in the context of professional education.

17379/1339 | Student exchange as a transition context: Using models of identity to explain the development process in emerging adults

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Background & aims: Identity development is a key process within emerging adulthood and a central component of other transition points such as moving from school to work. However, transitions can also occur outside of traditional transition contexts. One such form of transition is the undertaking of an international student exchange during a university degree. Extensive research relates student exchange to numerous forms of positive development, but little research has addressed the identity aspects of the exchange experience. Additionally, limited research has focused on the mechanisms underpinning the development process. The aim of the current research is to explore the influence of student exchange on identity development of emerging adults, and to test whether theories of identity can be used to explain the development process.

Methods: A sample of 193 Australian and 226 French outbound exchange students (Age M = 21, and Age M = 20, respectively, and 70% female for both) participated in a longitudinal study before, during and immediately after their exchange experience. The questionnaires included three different measures of identity, scales of psychosocial functioning comprising of satisfaction with life, locus of control, self-esteem, meaning in life and resilience, as well as a measure of career clarity.

Results: Preliminary findings using Hierarchical Linear Models showed that exchange experiences were related to increases in identity commitment and decreases in ruminative exploration, while the other forms of exploration were more varied. In line with previous research, the identity commitment factors were positively related to better psychosocial functioning and career clarity, while ruminative exploration demonstrated the opposite pattern of results.

Discussion & implications: The current findings show that the transitions involved in student exchange are related to positive identity development and this development can be used as a potential explanation for the broader general development outcomes of the exchange experience.

THEMATIC SESSION 14: Adolescence in the digital era

17642/1488 | Exploring how young people represent and explain problematic internet use. A qualitative study with an Italian sample of higher students

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A growing number of studies are currently engaged in the conceptualization of problematic internet use (PIU), however only few studies have explored what being online means for internet users. People' accounts can provide important insights about the meanings with which they make sense of their online experience, and suggestions about preventive interventions.

Starting from this view, eight focus groups were conducted among 70 Italian high school students regarding: a) characteristics of PIU; b) causal factors; c) strategies for regulation and intervention. A Lexical Correspondences Analysis was applied to verbatim transcripts in order to identify the principal factorial dimensions organizing (dis)similarities among participants' discourses.

The first dimension concerns two different ways to explain the PIU, which on one side is tracked back to the specific features of Internet applications, and on the opposite side to the characteristics of online interactions and the contents shared on social networking sites. The second dimension reflects the dialectic between two ways of representing internet functions: the use of internet as a strategy for managing unsatisfied emotional needs versus instrumental, communicative and entertainment functions. The third dimension concerns the role of the context, identified with the proximal milieu (family, school), which can regulate online behaviors, or oppositely with the wider social context characterized in terms of judgment, competition and thirst of popularity – recognized as key element in the culture of internet use.

The results highlight how, despite the different views of PIU, young people share a common emphasis on the role of the relational and socio-cultural context, which may serve as both a protective or risky environment for PIU. Regarding the prevention strategies, findings suggest to better address the role of adolescents' network of interdependencies and social cultural environment in which internet use is shaped, experienced, and responded to by others.

17756 | Social environment factors of excessive internet use in four European countries

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From a developmental perspective, adolescence is a period with a heightened sensitivity to interpersonal relationships. The Interpersonal Acceptance-Rejection theory (IPARTheory; Rohner, 2016) suggests that perceiving acceptance or rejection by an attachment figure or a significant other can leave lasting socio-emotional impact in an individual by affecting one's self-representation (e.g. self-esteem, self-worth). Furthermore, Caplan (2005, 2010) suggests that individuals with higher emotional problems (loneliness, social anxiety, deficient social skills, low self-esteem) choose to interact with others online, rather than face-to-face, because internet-mediated interactions offer higher control of self-presentation. In the current study, we focus on excessive use of the internet as an outcome of poor family and school relationships, mediated through emotional problems and preference for online social interaction.

Based on reviewed literature, we hypothesized that family relationships, school relationships, emotional problems, and preference for online social interaction predict excessive internet use, with the latter two variables specified as mediators of the former two, and preference also mediating the relationship of emotional problems and excessive internet use. Utilizing representative samples of 4,104 adolescents (Mage = 14.73 years, SD = 3.58, range 12 – 17, 50% females) from the Czech Republic, Italy, Norway, and Serbia, which were collected in the EU Kids Online IV project in 2017-2019, the study provides empirical support for tested model.

The effects of family and school environments on excessive internet use were mostly mediated through adolescents' emotional problems. Emotional problems predicted preference for online social interaction positively and preference in turn predicted excessive internet use, however the hypothesized indirect pathway from interpersonal relationships to excessive internet use was only significant for family relationships. Contrary to our hypothesis, school relationships did not predict preference for online social interaction directly, but did so through emotional problems. Multi-group invariance tests suggest cross-cultural viability of the model.

17642/1490 | Reporting consultation exercises with young people: Ethical challenges emerging from a PPI initiative on problematic usage of the internet

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Research on wellbeing and health care in adolescence is increasingly involving patients, citizens, or both. Patient and public involvement (PPI) of adolescents includes a broad variety of initiatives aiming to engage them as research partners, in order to ensure that research adequately attends their values, needs and priorities. Typically, these are consultation exercises with adolescents, such as surveys or focus groups, to gather their views on research processes (e.g., research priorities, relevance of research questions, adequacy of research tools and designs, dissemination plans); co-design or co-delivery of research; or joint definition of policy implications and recommendations from research results.

International guidelines on how to report PPI in research have been developed (GRIPP2 project, Staniszewska et al., 2017) but there are many issues regarding the ethical requirements of PPI initiatives that remain to be resolved (for example, the need for informed consent). In addition, the existing recommendations in literature are scarce and inconclusive. Moreover, to our knowledge, the particular ethical issues of PPI in research with minors have not been handled by the research community. This paper reflects on the ethical challenges emerging from a PPI consultation exercise with particular focus on the Problematic Usage of the Internet. The consultation was conducted by an European Network of researchers (EU COST CA16207 Action, <https://www.internetandme.eu/>), and consisted of a series of focus groups with adolescents, and also adults, in six countries (Portugal, Spain, Greece, Malta, North Macedonia and Georgia). Recommendations for quality of PPI ethical reporting, especially when involving adolescents and young people under 18 years, will be presented and further discussed with the attending public.

17678 | WORCS: A workflow for open reproducible code in science

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The social sciences are amidst a paradigm shift towards open science. In part, this transition has been fueled by cases of scientific fraud and increasing awareness of questionable research practices. However, Open science is not merely a cure (or punishment) for this crisis - it is also an opportunity. Technological advances enable researchers to more easily conduct reliable, cumulative, collaborative science. Capitalizing on these advances has the potential to accelerate scientific progress, and to

facilitate collaborative research. However, many researchers do not know “how” to transition to a fully open workflow. The learning curve is too steep.

This presentation introduces WORCS: A Workflow for Open Reproducible Code in Science. WORCS is a step-by-step procedure researchers can follow to make an entire research project Open and Reproducible. It is based on best practices, and can be used either in parallel to, or in absence of, top-down requirements by journals. WORCS lowers the threshold for adopting an Open Science workflow by providing a step-by-step tutorial, an R-package with user-friendly support functions, and an Rstudio project template. This presentation explains the workflow and the tools it uses (dynamic document generation, version control, and reproducible software environments). It also demonstrates how to get access to the WORCS project template. Finally, the presentation addresses specific challenges in Open Science for adolescent research, such as the high privacy sensitivity of adolescent data, European data storage rules, and preregistration for projects based on existing cohort studies.

THEMATIC SESSION 15: Vulnerability & health related conditions

17916 | Quality of relationship with caregivers, emotional regulation, and psychological adjustment in adolescents from residential care

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Transition to residential care can be accompanied by feelings of loss, abandonment and loneliness. In this context adolescents are more vulnerable to the development of different psychological maladjustment problems. However, recently, empirical studies have highlighted the importance of protective factors, namely the enhancement of the quality of the personal and emotional resources provided by the caregivers in the residential care setting. Secure base provided by caregivers is expected to be related with fewer high-risk behaviours, mental disorders and more adaptive emotional regulation in adolescents. The current study intends to analyze the role of the quality of relationship with caregivers and emotional regulation on the mental health of adolescents living in residential care, adding on previous research by assessing adolescents' perspective of the relationship. The sample is composed by 250 adolescents aged 12 to 18 years, from 21 different institutions. Adolescents will respond to

questionnaires about quality of relationship with caregivers, emotional regulation, and emotional and behavioral problems. Findings will be discussed according to attachment theory and the specificities of the population studied.

17409 | Health-related quality of life in adolescents with chronic physical health conditions: A meta-analysis

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Chronic physical health conditions do often not only impair physical functioning, but have also more general effects on health-related quality of life (HRQOL). The present meta-analysis analyzes differences between HRQOL of adolescents with and without chronic health conditions in studies that used the PedsQL 4.0 Generic Core Scales. Studies were identified with data bases and included if the sample had a mean age between 12 and 18 years and comparisons were possible with same-aged peers without chronic conditions from the same country. In total, 534 studies met the inclusion criteria and were included in the meta-analysis. We found, on average, strong impairments of adolescents with chronic physical health conditions with regard to the total HRQOL score ($g=-.80$ standard deviation units) and in the field of physical functioning ($g=-.85$), while moderate impairments emerged in the field of psychosocial health ($g=-.68$), school functioning ($g=-.73$), emotional functioning ($g=-.50$) and social functioning ($g=-.49$). The strongest impairments of total HRQOL were found in adolescents with cerebral palsy ($g=-2.22$), ostogenesis imperfecta ($g=-1.78$) and spina bifida – chronic conditions that negatively affect the daily physical activities. These three conditions were also associated with the strongest impairments of emotional and social functioning. Very few chronic conditions were not associated with an impairment of HRQOL and its' subscales, such as allergies, or were associated with impairments in only one HRQOL domain (e.g., HIV infection which was only associated with impaired school functioning). In addition, we found moderating effects of study characteristics, such as country of residence, source of information, and duration of the chronic condition. We conclude that young people with chronic health conditions, and those with physical impairments in particular, should be screened for HRQOL. Effective measures are needed aimed at improving HRQOL.

17638 | Effectiveness of the RBP-VP in promoting mental health in children and adolescents in foster care: A feasibility study in preparation for a future randomized controlled trial (RCT)

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Research findings support the importance of promoting protective characteristics in children and adolescents in the context of foster care. However, in addition to the fact that empirically supported psychological intervention programs for this specific population are still scarce, most of these are oriented towards the remediation and reduction of risk factors, rather than the promotion of protective factors and mental health in general. The purpose of this paper is to present the Portuguese version of the Resilience Builder Program for Children and Adolescents (RBP-VP), a program to promote mental health for young people, and the feasibility study in preparation for a future randomized controlled trial (RCT) to evaluate its effectiveness, specifically, with children and adolescents in foster care. The study included 61 young people in foster care, divided in a group that benefited from the RBP-VP and a control group. Self-report measures were used to assess dimensions of psychological functioning directly or indirectly addressed in the RBP-VP (e.g., emotional regulation, social and problem-solving skills, cognitive flexibility, quality of life and psychopathological symptoms), filled in before and after the implementation of the program, and six months after finishing. Variables associated with the implementation of the RBP-VP were also assessed (e.g., satisfaction with the program, attendance, adherence to generalization tasks). The results will be presented and discussed, as well as the conclusions and repercussions for the preparation of a future RCT.

17917 | The effectiveness of an attachment based intervention for adolescent mothers and their infants

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The relationship of adolescent mothers with their infants is often at risk. The talk will illustrate an attachment-based intervention aimed at adolescent mothers and their infants (Riva Crugnola et al., 2016, 2018), named PRERAYMI (Promoting responsiveness, emotion regulation and attachment in young mothers and infants). The talk will also discuss the effectiveness of this program that is based on video technique, psychological support and developmental guidance. The participants were 43 adolescent mother-infant dyads of the intervention group and 20 adolescent mother-infant dyads of the control group. At infant 3 and 9 months, mother-infant interaction was coded with Care-Index, a modified version of ICEP and mind-mindedness coding system. At 3 months, AAI has been administered to evaluate maternal attachment and childhood experiences of care and abuse. At 14 months, child attachment has been coded with Strange Situation Procedure. The changes from 3 to 9 months were analyzed in both groups and the moderation effects of maternal attachment and adverse experiences were also investigated. 50% of

adolescent mothers reported one or more adverse childhood experiences; 65% of the adolescent mothers had an insecure attachment. The results showed that adolescent mothers who participated in the intervention increased their sensitivity and their mind-mindedness and reduced their controlling style after 6 months of treatment. Infants of the intervention group increased their cooperative style. From 3 to 9 months the intervention group dyads spent more time in affective matches and less time in affective mismatches. Changes in mother/infant interaction styles and in mind-mindedness in the control group have not been detected. Moreover, 60% of children of intervention group had a secure attachment with the mothers vs all children of the control group that have an insecure attachment. The attachment based medium term intervention helped to improve adolescent mother-infant relationship, which is otherwise potentially at risk.

THEMATIC SESSION 16: Psychological intervention & psychotherapy

17733 | Should we tap in moral disengagement mechanisms to successfully prevent school bullying?

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Background: Cross-sectional studies have repeatedly shown the association between school bullying and moral disengagement (Wang & Goldberg, 2017). Moral disengagement appeared to be a significant predictor of bullying in several studies and has thus been suggested as a promising direction for anti-bullying interventions (e.g. Hymel & Bonanno, 2014; Thornberg & Jungert, 2014). However, the directionality of the link between moral disengagement and bullying still needs to be clarified. Longitudinal intervention studies that investigate whether changes in the use of moral disengagement influence student's bullying behavior could be useful in clarifying this issue (Gini, Pozzoli & Hymel, 2014).

Method: The present study set up a quasi-experimental design with a control group. 1226 Belgian young adolescents from grade 4 to 6 from 57 classrooms (9 schools) filled in a questionnaire in November 2018 and in April 2019. We measured self-reported bullying, victimization, moral disengagement and empathy. After the pre-test, the class teachers were trained for them to deliver a 6 weeks-long intervention to their students. The intervention was inspired by the Moral Disengagement Version of the Bullying Literature Project (BLP-MD) (Wang & Goldberg, 2017) and aimed at manipulating students' use of moral disengagement mechanisms in bullying situations. Fidelity, the quality of the teachers' delivery and students' responsiveness were rated by two independent judges to assess the implementation's quality in each classroom.

Results: Preliminary results indicate a significant effect of the intervention on moral disengagement, but no effect on self-reported bullying nor victimization. Besides, results also highlight a huge variability in the implementation's quality by the teachers.

Discussion: These results question the causal role of moral disengagement in bullying. However, the quality of the intervention's implementation by the teachers could have influenced these results. Further analyses will investigate this issue and finer-grained results will be presented.

17753 | Innovative moments in youth therapy: Exploring meaning changes in adolescents' accounts on psychotherapy

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Introduction: innovative moments pinpoint new and more adjusted ways of thinking, acting, feeling, and relating that emerge in patients' discourse during psychotherapy. Studies conducted with adult psychotherapy patients found higher proportions of innovative moments in recovered than in unchanged cases. Thus far, studies with adolescents are lacking. Research aims: to study the production of innovative moments with a sample of adolescents suffering from depression. To study the associations between the production of innovative moments and improvements in depressive symptoms. To contrast innovative moments patterns in recovered vs. unchanged cases, and in cases that received Cognitive-behavioural Therapy vs. Short-term Psychoanalytic Psychotherapy. Method: semi-structured posttreatment interviews conducted with 24 adolescent (12-18 years) participants of IMPACT-ME, a longitudinal, qualitative study of the experience of adolescents involved in a clinical trial on youth depression, were coded using the Innovative Moments Coding System. Statistical analyses on associations between proportions of innovative moments and symptomatic improvements, and on differences between contrasting groups, were performed.

Results: innovative moments were identified throughout the posttreatment interviews. Significant associations between innovative moments proportions and symptomatic improvement, and significantly higher proportions of innovative moments in the recovered cases, were found. Differing patterns of innovative moments production were found for the cases receiving Cognitive-behavioural Therapy vs. those receiving Short-term Psychoanalytic Psychotherapy. Discussion: the association between meaning changes, constructed by the adolescent patients in their accounts on undergoing therapy for depression, and symptomatic improvements, suggest that innovative moments may play an important role for personal changes to take place. The Innovative

Moments Coding System allows to empirically track such innovations. From a clinical stance, fostering innovative moments in the discourse of adolescent patients, may enable change and therapeutic gains to occur.

16474 | A mobile intervention to improve emotion regulation in children - outcomes of a feasibility trial

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Objectives: Most mental health disorders, including depression, substance abuse, eating disorders and anxiety have their onset during adolescence. It has been argued that this peak in psychopathological symptoms is a result of developmental changes, which hamper emotion regulation (ER). The transition from late childhood to early adolescence is a critical period to target ER and prevent the development of more severe mental disorders. We are presenting our journey from development to evaluation of a new digital ER intervention for children.

Methods: Intervention components derived from a combination of user-centred co-design workshops and evidence-based methods used in psychological therapies, including cognitive-behavioural therapy. Four primary schools participated in a 3-months feasibility trial (n=140). Children between the ages of 10-12 were eligible. The intervention was available on tablets in the classroom and at home. Outcomes were assessed through digital user data, self-report questionnaires and interviews.

Results: Our co-design workshops identified important barriers and facilitators that should be considered when designing digital mental health interventions for young people. Results of the feasibility trial show that children and teachers reported positive experiences with the app and that the exercises helped them to calm down and relax. Children showed increased emotional understanding due to age-appropriate psychoeducational animations.

Conclusion: The study provides important information regarding the design, development and evaluation of a new digital mental health app for children. Our results demonstrate that digital mental health apps represent promising means to facilitating effective youth mental health provision in and outside of the school context (The app can be accessed via: eda.me.uk).

17785 | Intervention program for stepfamilies: Facilitating adolescents' adjustment to the new family structure

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Stepfamily formation involves major changes to the family system because new rules and roles are being established. Considering their development stage, adolescents may be particularly sensitive to stepfamily adjustment; some of their difficulties are related to tension in the relationship with stepparents, less involvement, loyalty binds, not demonstrating feelings openly but are sensitive to attachment, which suggests that improvement of adolescents' relationship quality within stepfamily through psychological intervention is needed. Hence, we developed an intervention program for stepfamilies with the aim of improving the interactions and relationships between its members. The Intervention Program is based on the Smart-Steps Program (Francesca Adler-Baeder, 2007), which has previously demonstrated efficacy in American stepfamilies. This 12-hour program is composed by 6 two-hours group sessions once a week for parents and children/adolescents living in stepfamilies. Separate sessions are held simultaneously and participants come together the last 20 minutes of each session for a family activity. The educational sessions involve informative, interactive and discussion exercises. This program allows (step)parents to improve knowledge about successful stepparenting and children and adolescent development characteristics, making the adults aware of how the stepfamily is experienced from the adolescents' perspective. The children and adolescents sessions' main objectives are to improve relationship quality within stepfamily through positive communication, emotional expression, validation experiences, empathic skills and healthy conflict resolutions. Fifty stepfamilies (25 CG and 25 EG) will be recruited if they meet the following criteria: i) have resident stepchildren, ii) length of relationship of at least 6 months, iii) heterosexual stepcouples. To test intervention effects, Multivariate Variance Analysis (MANOVA) will be used using IBM SPSS Statistics 25.

17412 | Does emphasizing intrinsic motivation increase prosocial behavior in pre-adolescents? A micro-trial

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Programs aimed at improving pre-adolescents' prosocial behavior are generally multi-component packages that are evaluated as a whole. Thus empirical evidence for the effectiveness of separate training components is currently lacking. Previous meta-analyses showed that social skills training programs yield small to moderate effects (e.g., Diekstra, 2008), and that, indeed, separate training components can be independently related to program effectiveness (de Mooij et al., 2020).

Our study examined whether teaching social skills is sufficient to increase pre-adolescents' prosocial behavior, or whether social skills training is only effective when accompanied by a cognitive component emphasizing pre-adolescents' intrinsic motivation to improve prosocial behavior. We applied a micro-trial design including a condition that participated in a brief social skills training (SST-condition), a condition that participated in a brief social skills and cognitions training (SSCT-condition), and a no-treatment control condition.

We randomized fifteen Dutch primary schools across the three conditions. The final sample consisted of 778 participants: 156 in the SST-condition, 243 in the SSCT-condition, and 379 in the control condition. Participants had a mean age of 10.61 years ($SD = .93$). In the SST- and SSCT-condition, a certified professional trainer provided four one-hour classroom-based training sessions. We assessed changes in participants' prosocial behavior during the pre-intervention period (pre-test 1 to pre-test 2), the intervention period (pre-test 2 to post-test), and the follow-up period (post-test to follow-up).

Preliminary results from multigroup latent change models showed that the SSCT-condition improved pre-adolescents' prosocial behavior in the intervention period, but the SST-condition did not. These results suggest that pre-adolescents' prosocial behavior increased when the training addressed their intrinsic motivation to behave prosocially. Forthcoming analyses will show if the improvement in the SSCT-condition yields statistically significantly larger effects on pre-adolescents' prosocial behavior than the SST-condition and the control condition.

KEYNOTE 4: Adolescent experiences of racism, parental racial socialization, and school diversity climate in the US and Germany

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On June 6, 2020 there were mass anti-racism protests around the world in response to the police killing of George Floyd, an unarmed African American man in the United States. Protestors in Germany connected the events in the U.S. to the shootings in Halle targeting a Jewish synagogue in October 2019 and the mass shooting and killing of nine people in Hanau targeting people of Turkish heritage in February 2020. These violent acts prompted statements by politicians, activists, and educators for the need to more explicitly name and address ongoing racism in contemporary German society, as well as to affirm diverse heritage identities. Add to this the current COVID-19 pandemic that is accentuating ethnic, racial, and class-based inequities in terms of exposure to health risk and death, diminished educational opportunities, and increased harassment. These crises highlight the necessity to better understand how young people experience and are affected by inequity and racism and how parents and schools contribute to how young people perceive, understand, and cope with these experiences. How is being a black adolescent in the US the same or different as being a black adolescent in Germany? Are experiences of discrimination similar or

different for ethnic, racial, and religious minorities in the US and Germany? More broadly, what do we know about race-based discrimination, parent racial socialization, and school approaches to diversity in Europe and how does that contrast to what we know in the US? If race is a taboo topic in Europe, is it relevant to study such issues with young people? By comparing and contrasting what we know in two countries/continents regarding adolescent experiences of racism, how their parents engage (or not) in racial socialization, and how schools approach issues of equality, diversity, and inclusion, we gain more insight into possible protective factors to reduce harmful effects of inequity and racism for adolescents living in different parts of the world

DAY 4 | SATURDAY, September 5

KEYNOTE 5: Still hopeful? Young Europeans be(com)ing political in troubled times

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In a 1986 interview on hopeless situations, such as prison, Vaclav Havel describes hope both as 'a dimension of the soul' and 'an orientation of the heart'. Hope, he says, "is definitely not the same thing as optimism. It is not the conviction that something will turn out well, but the certainty that something makes sense, regardless of how it turns out". The connection Havel makes with both the soul/ psyche and the heart/emotions is of the utmost relevance to discuss the role of the political in our times. It is both noteworthy and interesting how research on the political has treated the soul and the heart as objects of suspicion, since Gustav le Bon 1895 seminal book on the crowds. His description of the impulsiveness, incapacity to reason or absence of critical spirit of people involved in political demonstrations, echoes with our own accounts of political leaders and their followers today. For decades, research tended to persist on a negative vision of the role emotions played on the political, both for political leaders (e.g., manipulation, charisma) but also for citizens (e.g., narcissism, prejudices). Rather than giving room for the heart and soul to come into play, scholars preferred a rational approach to political phenomena viewing citizens as people who would make informed decisions on the basis of strategic interests – it turned out pretty well in explaining political behaviour, did it not? I will argue that no understanding of the political could be done without involving minds, souls, hearts and hands. I will also argue that this is particularly true for the generations of young people who, against all odds, are still hopeful and strongly committed to, as Hannah Arendt would stress, saving our common world from its inevitable ruin – "if not for the coming of the new and young". I will depart from mixed-methods research used on collaborative European projects (PIDOP, Catch-EyoU) and other, more recent, studies, to try to make (some) sense on why and how young Europeans insist on being hopeful.

SYMPOSIUM 21: Adolescent development in the family context: Novel approaches on parent adolescent and parent-parent interaction

17566/1401 | Quality of momentary parent-adolescent interactions and adolescent well-being - An experience sampling study

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Introduction: Dynamic Systems Theory states that life-span development originates in moment-to-moment changes through person-environment interactions (e.g. Smith & Thelen, 2003). Hence, for the parenting domain, momentary parent-adolescent interactions are therefore important to study. However, to date, very few studies are available on the short-term linkages between parenting and adolescent wellbeing (Boele et al, 2019). This study aimed at better understanding momentary processes that link parent-adolescent interactions to adolescent well-being, by conducting an Experience Sampling study.

Method: In an ongoing data-collection, adolescents (ca. N = 100) received five to six questionnaires a day for 14 days (t = 74 per person). When they indicated that they had interacted with a parent in the last hour, they received 10 follow-up questions about the quality of the interaction in terms of parental warmth and parent-adolescent conflict– which were designed for this study.

Preliminary analyses, on a subset of these data (N = 27), showed that these novel ESM scales a) had substantial within-family variance (70 - 90%), b) had a high within-family reliability ($\omega = .84 - .88$), and c) two-level confirmatory factor models showed the hypothesized high to moderate factor loadings to the intended scales on both a between and within family level.

Results: The presentation will illustrate how momentary parental warmth and conflict, are in daily life linked to adolescent positive and negative affect, and vice versa, by using a Dynamic Structural Equation Modelling (DSEM) approach. The hypotheses and analytical approach were pre-registered.

Conclusion: The first results, on a subset of the data, confirm the validity and reliability of instruments to assess momentary parent-adolescent interaction. Future analyses will provide first insights to what extent parent-adolescent interactions predict adolescents' well-being in daily life. Hence, this will help to assess the momentary processes between parenting and adolescent well-being.

17566/1402 | Parent–adolescent conflict across adolescence: Trajectories of informant discrepancies and associations with personality types

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Introduction: Parent-adolescent conflict can be intense, yet parents and adolescents do not always agree on the intensity of conflict. Conflict intensity tends to change during adolescence and is thought to be an indicator of how the parent-adolescent relationship transforms. However, parents and adolescents might differently perceive change in conflict intensity, resulting in changing discrepancies in conflict intensity throughout adolescence. Also, personality characteristics of parents and adolescents might affect the extent to which there are discrepancies in perceptions of conflict intensity. This multi-informant longitudinal study investigated a) the trajectories of parent-adolescent conflict intensity, b) the trajectories of informant discrepancies, and c) the prediction of these trajectories by parental and adolescent personality.

Method: Dutch adolescents (N = 497, 43.1% female, Mage = 13.03 at T1), their mothers, and their fathers reported on parent-adolescent conflict intensity and personality for six years. Latent Growth Curve Modeling and Latent Congruence Modeling revealed curvilinear changes in conflict intensity, as well as in discrepancies thereof.

Results: Two cycles of discrepancies emerged. First, in early-to-middle-adolescence discrepancies in perceptions of parents and adolescents increased, reflecting that adolescents' perceived conflict intensity increased. Second, in middle-to-late-adolescence, father-adolescent discrepancies increased further, reflecting that fathers' perceptions of conflict decreased. Resilient adolescents, mothers, and fathers reported lower levels of conflict intensity than Undercontrollers and Overcontrollers, but personality was not associated with the rate of change in conflict intensity. Finally, undercontrolling fathers and overcontrolling adolescents showed higher father-adolescent discrepancies.

Conclusion: This study showed that parents and adolescents differentially perceive conflict intensity and that in the adolescent - father relationship, the extent of the differences depends on adolescent and father personality.

17566/1683 | Investigating the interplay between parenting and coparenting dimensions, and the association with adolescent externalizing behaviour

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Introduction. Coparenting describes the degree of collaboration and communication about childrearing between two parental figures. Previous studies have found direct associations between coparenting and adolescent externalizing problem behaviour. However, there is a gap in the literature on the mediating role of parenting in the association between coparenting and externalizing problem behaviour. The current study had three aims. (1) We examined how coparenting variables (i.e., agreement, closeness, exposure to conflict, support, undermining, endorse partner parenting, and division of labor) are correlated within and between parents. (2) We explored whether coparenting is associated with different forms of parental control (i.e., harsh punishment and punitive, proactive, and psychological control) and support in adolescence. (3) We investigated the link between coparenting and externalizing problem behaviour by studying both direct and indirect associations.

Method. Adolescents (Mage =10.28 years, SD =0.58, N =624), their mother (N =414) and father (N =306) completed questionnaires on parenting behaviour. Parents completed questionnaires on their coparenting relation and adolescent externalizing problem behaviour. Structural equation modelling was performed to test six models.

Results. (1) Although the general coparenting construct displayed a high correlation between partners, most coparenting dimensions showed small concordance between partners.(2) A better coparenting relation was associated with less use of parental control and more parental support.(3) How the coparenting relations were associated with adolescent externalizing behaviour depended on parents' gender. A better coparenting relation was associated with less adolescent externalizing problem behaviour, and this association was mediated for mothers by the use of less punitive, harsh, and psychological control, for fathers by the use of less harsh, and psychological control..

Conclusion. Our study provides evidence for the mediating role of parenting in the association between coparenting and externalizing problem behaviour. It also shows the importance of taking both parenting and coparenting into account to better understand family dynamics.

17566/1403 | Adolescent-parent discrepancies in perceptions of parenting: associations with adolescent externalizing problem behavior

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Introduction. This study used a two-wave design to examine whether (dis)agreement between mothers and adolescents and between fathers and adolescents in reports on parenting (i.e., support, proactive control, punishment, harsh punishment, and

psychological control) was associated with adolescent Externalizing Problem Behavior (EPB; i.e., aggression and rule-breaking behavior) one year later.

Method. Adolescents (N = 1,116, Mage = 13.79) reported on EPB and parenting across both parents, whereas mothers (N = 841) and fathers (N = 724) reported on EPB and their own parenting. As suggested by Laird and De Los Reyes (2013), we used moderated polynomial regressions to investigate informant discrepancy.

Results. Results indicated that agreement between mothers and adolescents concerning psychological control positively predicted EPB. Furthermore, there were linear and curvilinear associations between adolescent-reported parenting and EPB.

Conclusions. Our findings indicated that the inclusion of multiple informants, and more specifically, the agreement between two informants was important in predicting adolescent problem behavior. Furthermore, it provided support for including both mothers and fathers in future research or clinical programs. Finally, the link between some parenting practices and externalizing problem behavior may be more complex than suggested by previous studies. Concerning clinical implications, the present study provides support for tailoring prevention/intervention programs for the different members of the family.

SYMPOSIUM 22: Adoptees navigating through adolescence: Challenges and resources within family and social context

17697/1540 | Pre-adoptive risk and adolescents' adjustment: Mediating effects of adoptive parenting and implications for practice in intercountry adoption

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Research question: There is a consensus that pre-adoption adversities have a long-lasting impact on adoptees' adjustment, but the role of adoptive parenting is almost controversial and more studies are needed to be better explored the processes influencing adoptee's outcomes, especially during adolescence. To fill the gaps, this study examined adoptive parental competences as a mediator of the relationship between pre-adoptive risk and adolescents' adjustment in intercountry adoptive families.

Method: All the measures were completed by adoptive parental couples of the 62 adoptive adolescents involved in the study (current M = 12.67 years; SD = 2.46). Parenting was measured by the Parental Acceptance-Rejection Questionnaire; pre-adoptive risk by an ad hoc questionnaire; adolescents' adjustment by the Strengths and Difficulties Questionnaire and two

specific indicators assessing socio-relational functioning and auto-regulation skills. A SEM approach was applied to investigate the mediation model; adolescents' gender, age at adoption and length of adoption were used as controlling variables.

Results: The mediation tested model showed a good fit, $\chi^2(33)=33.17$, $p=.45$, CFI=.998, RMSEA=.009, SRMR=.064. Pre-adoptive risk was related to adoptees' emotional and behavioral difficulties and auto-regulation skills through mother's, but not father's parenting style. A direct association between pre-adoptive risk and adoptees' socio-relational functioning was founded.

Implication for practice: Despite the study limitations, our results highlight the importance of positive parenting for the intercountry adoptees' adjustment during adolescence and underline the need to invest in social services to promote adoptive parenting competences. In addition to pre-adoption parents' training, parents' post-adoption support services and intervention programs focused on strengthening parenting abilities should be ensured to all adoptive families. This means improving social workers' competences in adoption field to ensure constant care of adoption processes, promoting positive adoptive parenting, quality of family relationships and adolescents' adjustment.

17697/1541 | Ethnic identity and bicultural integration in internationally adopted adolescents: Protection factors against the impact of discrimination?

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The impact of discrimination on psychosocial adjustment of internationally adopted adolescents has been widely described, increasing the prevalence of depression, anxiety and psychological suffering, in addition to its negative effect on self-esteem. Conversely, there have been several investigations that have demonstrated the protective role of ethnic identity and socialization about origins on the adverse effects of discrimination in transracially adopted adolescents. The present quantitative study will evaluate the predictive relationship between communication openness about origins and adoption, ethnic identity and bicultural identity integration on psychosocial adjustment and self-esteem of those adopted adolescents who suffered from discrimination experiences. The sample will consist of 50 internationally adopted adolescents between 12 and 16 years old, and their respective families. Data will be gathered by a structured interview, the Adoption Communication Scale, the Behaviour Assessment System for Children, the Multigroup Ethnic Identity Measure - Revised, the Bicultural Identity Integration Scale and the AF-5 questionnaire. The study will shed light on the influence that both family and social factors may have on the psychological adjustment of adopted adolescents.

17697/1542 | Communication openness about adoption: Resource or challenge for family functioning and adopted adolescents' adjustment?

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Drawing upon family systemic theories, cohesion and adaptability could be considered as key dimensions of family functioning. Cohesion reflects connectedness, closeness, and involvement among family members, whereas adaptability refers to the family system's flexibility and abilities to change power structure, role, and relationship rules in response to developmental or contextual demands. Family cohesion and adaptability have been shown to support parents' and children' ability to cope with their developmental tasks. Moreover, several studies have investigated the role played by communication and have found that systems balanced on cohesion and flexibility tend to have more positive and open communication. Within adoptive families, communication about adoption has been recognized as a peculiar challenge, especially during adolescence. Specifically, the adoption communication openness between parents and children, helping adoptees to organize and to integrate the meaning of adoption in their life, would be a crucial protective factor for adoption outcomes. Nevertheless, few researches focused on how these processes unfold in adoptive family functioning. In this study, we investigated the association between family cohesion, adaptability, communication openness about adoption-related issues, and adoptees' psychosocial adjustment, comparing family members' perceptions. Participants were 120 family triads, composed by internationally adopted adolescents, aged between 13 and 17 years, and both their mothers and fathers, for a total of 360 subjects. Data were collected using a self-report online questionnaire administered to all participants; different versions of the questionnaire were used for parents and children. Preliminary results highlighted that adopted children and their parents showed similarities and differences in their perceptions, and that fostering communication openness, closeness, and responsiveness to changing of the family could enhance adoptees' adjustment. Further analyses are still in progress and implications for future research and for interventions with adopted adolescents and their families will be discussed.

17697/1539 | Self and parent reports on adolescent adoptees' social competence

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Background: Establishing (and maintaining) satisfactory peer relationships is an important developmental task during adolescence. Adolescents' social competence is a pre-requisite for high-quality peer relationships. In adopted adolescents, whose preadoption story is characterised by experiences of abuse and neglect, separations and losses, and multiple care placements, social competence may be hampered. Nevertheless, research on adoptees' social competence is still scarce and characterized by both consistent findings and research disagreements. These disagreements might be due to the use of different instruments or informants, as well as, differences in the adoptees' characteristics/background. Goals: The main purpose of this study is to explore the behavioural dimensions of adoptees' social competence, resorting to two informants. Method: The social skills and problem behaviours of 78 Portuguese adolescents (55% boys), aged 15.10 years and who were adopted at 4.51 on average, were evaluated by the adoptive mother or father, and the adoptee him/herself, using the Social Skills Improvement System-Rating Scales (SSIS-RS). Findings: Data analysis is still in progress, but there is some evidence of differences between self and parents' reports on social skills and problem behaviours whereas both (self and parent) reports are significantly correlated. Implications: The findings seem to show that each informant has a specific view of the adopted adolescent, highlighting the relevance of using more than one informant to achieve a comprehensive picture of the adoptee's social competence.

SYMPOSIUM 23: Like parent, like child: Continuity and discontinuity in behavior and health across generations

17659/1507 | Comparing the effects of parental mental health before, during, and after pregnancy on child emotional reactivity: A TRAILS next study

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Background. Parental mental health during pregnancy and hereafter predict future child adjustment. Recently, it has been shown that, in addition to maternal mental health during pregnancy and postpartum, preconception mental health problems independently predict infant emotional reactivity at 1 year postpartum (Spry et al.,2019). This signals the importance of mental health before conception for future offspring functioning. The current study aims to replicate and extend the previous findings by studying how parental mental health before, during, and after pregnancy is linked to child emotional reactivity at 3 months and 2.5 years of age. Method. Data come from the longitudinal cohort study Tracking Adolescents' Individual Lives Survey (TRAILS) and TRAILS Next. 137 mothers and 31 fathers were included, with mental health problems assessed before pregnancy between ages 11 and 22, during pregnancy, and at 3 months and 2.5 years postpartum. Child emotional reactivity was measured in 217 children at 3 months and 2.5 years postpartum (n=184, n=88 respectively). Preliminary Results. Bivariate correlations showed preconception mental health was only correlated with child reactivity at 2.5 years ($r_{3m}=.01$, $p=.449$; $r_{2.5y}=.20$, $p=.031$). Antenatal mental health was associated with reactivity at both ages ($r_{3m}=.17$, $p=.013$; $r_{2.5y}=.29$, $p=.016$), while postnatal mental health correlated with 3 month reactivity only ($r_{3m}=.16$, $p=.015$; $r_{2.5y}=.15$, $p=.065$). Using Bayesian analyses we will compare the relative effects of preconception, antenatal, and postpartum mental health on child emotional reactivity and employ a causal mediation model to test to what degree the effects of preconception mental health problems are mediated by perinatal mental health, and vice versa. Implications. The preliminary results suggest we may find specific results depending on the age of reactivity assessment. The findings highlight the importance of preconception mental health for child wellbeing and underscore the urgency of early preventive interventions targeting pre-parenthood for the health of future generations.

17659/1508 | Do mother-adolescent interaction behaviors underlie the transmission of internalizing symptoms? Findings from a longitudinal mediation study

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Background: Internalizing (i.e., depressive and anxious) symptoms in adolescence are often transmitted from mothers to their children, and thus put adolescents at risk for later adjustment problems. At the same time, adolescent internalizing symptoms might also elicit or exacerbate maternal symptoms, resulting in bidirectional associations between maternal and adolescent internalizing symptoms. However, much remains unknown about the mechanisms that might underlie the transmission of internalizing symptoms over time. This multi-method longitudinal study investigated whether mother-adolescent interaction behaviors (i.e., autonomy, positive affect, and negative affect) mediate the bidirectional associations between maternal and adolescent internalizing symptoms over time. Methods: Participants were 102 mother-adolescent dyads (38.2% girls; Mage adolescent T1=13.0 years) from the general population. Mothers and adolescents reported on their internalizing symptoms at T1 (age 13) and T3 (age 15). Maternal and adolescent interaction behaviors (i.e., autonomy, positive affect, and negative affect) towards the dyad partner were observed during a conflict task at T2 (age 14). Path analysis, including indirect effects, was used to examine the mediating effects of mother-adolescent interaction behaviors, controlling for earlier maternal and adolescent symptoms. Results: Maternal internalizing symptoms at T1 significantly predicted maternal negative affect at T2 ($\beta=.18$, $p=.042$), but no other maternal or adolescent interaction behaviors. They did however marginally predict maternal autonomy-support ($\beta=-.18$, $p=.057$) and positive affect at T2 ($\beta=-.21$, $p=.067$). While no maternal or adolescent interaction behavior significantly predicted adolescent internalizing symptoms at T3, maternal negative affect marginally predicted adolescent internalizing symptoms at T3 ($\beta=.23$, $p=.094$). Reversely, while adolescent internalizing symptoms at T1 did not predict any maternal or adolescent interaction behaviors at T2, adolescent negative affect significantly predicted maternal internalizing symptoms at T3 ($\beta=-.32$, $p=.007$). No significant indirect effects were found. Conclusion: Our findings, albeit tentative, suggest that mother-adolescent negative affect might play a role in the transmission of internalizing symptoms.

17659/1509 | Parent-child similarity in psychological need frustration: The intervening role of parental warmth and mindfulness

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Reciprocal relationships between parents' and adolescents' negative emotional states (depression, anxiety, stress) have been long settled. On the basis of Self-Determination Theory, this study examined the interplay between parents and adolescents psychological need frustration, which has been identified as a risk factor for emotional maladjustment. To further investigate this relation, we also examined the contribution of parenting behaviors (i.e., warmth) and maternal mindfulness in the intergenerational similarity of need-based dynamics. The sample consisted of 186 clinically-referred adolescents (age range = 12-17 years; Mage = 14.38; 56.5% girls) and their mothers. They were recruited from 12 public outpatient mental health units in the south-western region of Spain. Mothers reported on basic psychological need frustration and dispositional mindfulness.

Similarly, adolescents reported on basic psychological need frustration and perceptions of maternal warmth. Structural Equation Modelling revealed that mothers' psychological need frustration was positively related to adolescents' psychological need frustration. Findings also evidenced that maternal warmth partly mediated this intergenerational association; greater mothers' need frustration was associated with lower levels of maternal warmth, which, in turn, contributed to lower need frustration. In addition, latent moderation analyses showed that mothers' dispositional mindfulness acted as a buffer of the effects of maternal need frustration on parenting. Thus, at low levels of mindfulness, maternal need frustration was more strongly associated with lower perceptions of warmth. In contrast, this relation was less pronounced and even absent among higher levels of mindfulness. The current study highlighted the influences of maternal psychological need frustration on parenting and adolescents' need frustration. Findings also stressed the role of mindful attention and awareness as a protective factor that reduce mothers' susceptibility to translate their frustrations into poorer parenting.

17659/1510 | Getting ready for parenthood: A longitudinal study on the parent-adolescent relationship as a foundation for feelings and cognitions regarding parenting

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Background: It is widely believed that parenting practices are transmitted over generations. However, previous studies have mainly looked at generation 1 (G1) parenting during one moment in time, even though parenting changes profoundly over the course of adolescents' development. Moreover, the role of G1 and G2 fathers has been largely neglected and few studies incorporated both G2 parents and nonparents. In the current study, we model the development of G1 parent (both mother and father) - G2 adolescent relationship characteristics (i.e., support, negative interactions and dominance) from middle adolescence to late adolescence (age 13 to 18 years). Second, we examine relations between the development of parent-adolescent relationship characteristics and feelings of parental self-efficacy and parental care system activation in young adulthood (age 24 to 30 years). Lastly, we examine whether associations are different for G2 parents vs. nonparents. Methods: The sample consists of $n = 1358$ adolescents at wave 1, of which 201 individuals are currently a parent. Adolescents and parents reported on the level of support, dominance and negative interactions. In young adulthood, a questionnaire assessing parental self-efficacy and parental care system activation was administered. Planned analyses: We conduct growth curve modelling to examine the development of parent-adolescent relationship characteristics. The intercept and slope are used to predict self-efficacy and parental care system activation. With multigroup analyses we examine whether associations are different for parents vs. nonparents. Hypotheses: Emanating from social learning theory, self-determination theory, and attachment theory, it is expected that parents shape the way in which their offspring thinks and feels about future relationships. In general, we therefore expect

that individuals who experienced a positive and age-appropriate relationship with their parents over time may have more positive feelings and cognitions regarding parenting, expressed by higher self-efficacy and stronger parental care system activation.

THEMATIC SESSION 17: Education and psychological processes

17779 | Framing the complexity matrix of creative development in childhood and adolescence: How about education?

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Never before have creativity and education appeared so entangled as they seem presently. As a matter of fact, the advertisement for creativity (often, purposefully, confounded with innovation and entrepreneurship) as an added value characteristic every employee must possess, has become ordinary, underlining the role psychological development and education must play in order to promote such a competence, in the western world, during childhood and adolescence.

Highlighting the importance of addressing creativity as a multidimensional, dynamic and inherently contextual construct, we propose to observe creativity from a developmental, ecological and agentic perspective, where creative self-efficacy resurfaces as a feature of a dynamic psychological structure, which possesses the ability to confidently respond to unexpected challenges, by defining goals and expectations grounded in possibility thinking.

Aiming to grasp the rhythm of the developmental process of creativity in childhood and adolescence, inserting it in a comprehensive complexity matrix of analysis that emphasizes the role of education, we designed a mixed methods research assessing creative self-efficacy and creativity in a sample of 393 Portuguese children and adolescents (3 to 16, $M=9.06, SD=3.60$) –resorting to the Portuguese Scale of Creative Self-efficacy and to the Consensual Assessment Technique. Additionally, we analyzed the aesthetic developmental level of 48 participants of the main sample (using a semi-structured aesthetic judgment evaluation interview), in order to gain access to a dimension of psychological sociocognitive complexity. Altogether, our results seem to underscore the profound articulation of the three constructs, along with the potential implications such matrix can ensue in the educational sphere. Furthermore, might pose empirical evidence of the importance of regarding creativity as far more than a soft skill: a truly complex construct, with a non-linear pattern of development, that can play a differentiating role in the process of helping individuals develop a coherent sense of self, in a rapidly changing world.

17559 | Detecting unfulfilled potential: perceptions of underachievement by student, parents and teachers

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Beliefs about academic functioning (e.g., academic self-concept) play an important role in the academic development of students. In this study, we considered perceptions about underachievement, that is, whether accomplishments are believed to be in line with potential, distinguishing between three perspectives (students, parents and teachers). In particular, we examined why these perceptions might deviate from measured underachievement. First, we expected that at a given level of measured underachievement, girls would be less likely to be perceived as underachievers than boys, as previous research has suggested that while male underperformance is often recognized as such, low performance by girls is rather attributed to an inherent lack of ability (e.g., Mok et al., 2011). Second, we hypothesized that highly intelligent underachievers risk to stay unnoticed, as the absolute level of performance of these students often still is acceptable (e.g., at a class average level).

Perceptions about underachievement (Snyder & Adelson, 2017) were surveyed in a sample of 3,298 Grade 7 students, their parents and their teachers. These perceptions were contrasted with measured underachievement, determined by regressing achievement outcomes (either school grades or standardized test results) on cognitive ability scores (CoVaT-CHC). Correlations between perceived and measured underachievement were moderate (e.g. with underachievement measured in terms of GPA: self-perceptions: $r = .40$, parent perceptions: $r = .47$, teacher perceptions: $r = .34$). In a series of multilevel models to account for the nesting of students into classes, underachievement perceptions (from the three perspectives) were then predicted as a function of measured underachievement, gender and cognitive ability. Over all operationalizations, girls were consistently less likely to be perceived as underachievers than boys with a similar level of measured underachievement. Moreover, cognitive ability was negatively associated with perceived underachievement, suggesting that underachievement among high potential students may remain unnoticed. Implications for educational practice will be discussed.

17558 | Parents' and teachers' conditional regard as antecedents of school burnout

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School burnout (SB) refers to students experiencing a combination of emotional exhaustion, cynicism, and reduced efficacy in their schoolwork. This study investigates how conditional regard, either expressed by parents or teachers, affects the development of SB. In particular, we hypothesized that the more parents or teachers let their appreciation of the child depend on achievement, the more students may become preoccupied with avoiding mistakes and hinge their self-worth on academic

success. This could increase academic stress and result in school burnout. Additionally, we examined the association of SB with cognitive ability: while being gifted could increase competitive pressures, it might also be a resource helping students to deal better with school demands.

A sample of 2,287 students was followed longitudinally, with measures taking place at the beginning and end of G7 and at the beginning of G8. At W1, students reported on the use of negative and positive conditional regard by their parents (Roth et al., 2009) and teachers (Assor and Tal, 2012) and cognitive ability was measured (Magez et al., 2015). Student concerns about mistakes (CM, Frost, 1990) and contingent self-esteem (CSE, Wouters, et al., 2016) were assessed at W1 and W2 and school burnout (Salmela-Aro, et al., 2009) at W1 and W3. A path model was estimated including effects of conditional regard at W1 on SB at W3, either directly or through CM and CSE at W2. Outcome levels of SB, CM and CSE were controlled for their initial levels at W1.

We found that negative conditional regard (but not positive conditional regard), either by parents or by teachers, was related to increased levels of SB in students. These effects were partially mediated by higher levels of CM and CSE. Cognitive ability was related negatively to SB levels. Implications for educational practice and parent counseling will be discussed.

17593 | The importance of teacher behavior in class for teacher and student emotions: A matter of perspective?

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Teacher behavior in class has often been claimed as important antecedent of both teacher and student emotions. However, empirical evidence regarding teacher emotions is scarce, and studies on high school students' emotions relied on student ratings of both teacher behavior and emotions, which could lead to common-method or same-rater bias. Using other perspectives on teacher behavior, such as external observation or teacher reports, has been proposed, but it is not clear to what extent external observation, student ratings, and teacher self-reports of interpersonal teacher behavior overlap. Moreover, the three perspectives will likely have different associations with emotional outcomes. As this is hard to investigate with the currently available statistical techniques, we introduced a novel statistical, regression-based technique to calculate the shared and unique variance of the three perspectives in explaining teacher and student emotions. We used data of 80 high school teachers and one group of their students (Mage = 15.1 years, SD = 1.1). Teacher behavior was scored in terms of Agency (i.e., dominance, power, or social influence) and Communion (i.e., friendliness, affection, or warmth). The three perspectives showed medium to high correlations, except for the observer and teacher perspective on communion, which did not overlap. Especially for student

emotions, teacher communion was a better predictor than agency. Student ratings and teacher self-reports of teacher behavior were the best predictors of student and teacher emotions, respectively. This cannot only be attributed to common-method bias, because the overlap with the other perspectives also explained part of the variance in emotions. For teacher emotions, combining observer and student perspectives on teacher agency explained almost the same amount of variance as the teacher perspective. For high school students' emotions, students' own perspective was irreplaceable, and the observer and teacher perspective could only add little to this perspective.

17610 | A new strategy of anonymous self-generated identification codes for studies in school settings

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Introduction: Anonymous questionnaires are frequently used in research with adolescents in order to obtain valid answers about sensitive topics. Most longitudinal researches include self-generated identification codes (SGIC) to match information. Typical elements include a combination of letters and digits from personal data. However, these data might make the participant feel that their answers are not really anonymous, and some studies using this type of SGIC have found significant differences regarding the sensitive variables between matched and unmatched participants. The objective of our study is to test a more anonymous SGIC.

Methods: The research team developed the questions of the new SGIC. To evaluate the characteristics of the SGIC, a study was carried out on a convenience sample. At baseline, 123 students from two high schools (grade 8) filled questionnaires consisting of the SGIC and their full names. Two years later, 116 students from the same schools (grade 10) filled the same information. A total of 97 students were present in both waves. Analysis of different ratios of true positives, false positives and false negatives allowed calculating precision and recall of the code.

Additionally, a cross-sectional analysis was performed among high-school students in Spain, Chile, Peru and Mexico, using an ongoing international study (YOURLIFE study). Adolescents, aged 12-18 (N=6900), completed an anonymous questionnaire about lifestyles and sexual risk behaviors, which included the same SGIC. Participants with and without risk behaviors were compared with respect to SGIC response (vs. non-response).

Results: The SGIC showed a good performance, with good indices of recall and precision. Furthermore, we didn't find important differences in responding (vs. non-responding) to the SGIC items between participants with and without risk behaviors. Detailed data will be discussed.

Conclusions: Evidence shows that our code is a suitable tool for linking in school-based study samples assuring both real and perceived anonymity.

THEMATIC SESSION 18: Mentoring relationships

17578 | Adolescents' relationships with natural mentors: A European perspective

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Adolescents face diverse changes in their social networks during adolescence. While actively shaping their social world, adolescents tend to give a more important role to natural mentors, supportive adults present in their everyday lives (other than their parents or partners) who give them support and guidance or serve as role models to them. Natural mentors are often relatives or unrelated adults involved in their family life, school and after school activities. Different theoretical frameworks have contributed to explaining how and why natural mentors contribute to adolescent development, mostly focusing on building their resilience or providing different types of social support and social capital. Newer research includes the strengths-based approach of positive youth development and the important role mentoring relationships could play in fostering it. These relationships could provide time and space for practicing important skills and enable access to opportunities for a better transition into adulthood. Most of the research relating to natural mentors has been conducted in the USA and while valuable, this body of research may overlook cultural differences in natural mentoring relationships.

This paper presents a theoretical rationale for researching relationships with natural mentors and preliminary findings of qualitative interviews with adolescents in Ireland (N=15) and Croatia (N=15), thus providing a European perspective on natural mentoring relationships which has been absent until now. This paper draws on the research findings to examine what natural mentoring relationships look like among the Irish and Croatian adolescents, which processes can be identified in them and how they influence the development of adolescents. It also positions natural mentors in the wider social networks of adolescents.

17575 | Supporting coping and resilience among young people in care: Young people's perspective on the benefits of youth mentoring relationships

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Relationships are widely acknowledged as being at the heart of practice and pivotal to positive outcomes in social work and social care. However, as a consequence of the increased managerialism that characterises much social work practice, relationships in social work are often deployed in an instrumental way. In contrast to this instrumental approach, Baart (2002) highlights a different approach, which he calls the 'presence approach', whereby the worker or volunteer is 'there for others' without focusing directly on problem solving. According to Baart, presence practitioners take time to get to know the person and their environment deeply and strive to affirm the fundamental dignity of the person. While not being problem-focused, these approaches may lead to problem solving.

Formal mentoring programmes facilitate the development of a friendship or 'match' between an adult volunteer and a young person, with the objective of supporting the young persons' personal and social development. The aim of this paper is to draw on Baart's theory, among others, and research findings with young people in care who have had a mentor to illustrate the perceived benefits of a 'presence approach' for children in care in terms of coping and resilience.

One to one narrative style interviews were undertaken with 13 young people (aged between 13 and 24) who had or currently have a mentor while in care. Participants were located throughout Ireland and were recruited through the Foróige Big Brothers Big Sisters programme, through which they had been matched with a mentor.

The findings show that young people in care valued a 'presence approach' which allowed time and space for a trusting relationship to develop. These empathetic, growth fostering relationships allowed them to reveal their authentic selves and deal more effectively with the obstacles in their lives.

17737 | Sociometric types and academic achievement in preadolescents and adolescents

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Children's experiences among peers are remarkable predictors of later outcomes in terms of social adjustment. Peer sociometric types could be a meaningful way in which to conceptualize and measure the adjustment on the social environment since it reflects the impact and preference within the peer group. This study focuses on the distribution of the five identified sociometric types (popular, average, neglected, rejected, controversial) and academic achievement in Portuguese classrooms. Sociometric types were achieved based on the nomination method by Coie, Dodge, & Coppotelli (1982), in which children are asked to nominate the peer group members they like the most and those they like the least. This taxometric approach has provided insight above and beyond consideration of the continuum of liking and disliking scores. The constructed questionnaire includes

two factors - (a) how much a child is liked/disliked by peers (social preference) and (b) how well known the child is in the peer group (social impact). The distribution of the sociometric status was studied with a sample of 1033 students, 5th through 9th graders, 505 girls and 528 boys. Further analyses were conducted regarding the dimensions of social preference, social impact and academic achievement (operationalized on the average of disciplines of Portuguese language and maths). The results reveal that the neglected, rejected and controversial sociometric types represent 20% of the sample and, on the transition from the 5th to the 9th grades, there is an increase in the percentage of those rejected. Based on the predictive value of sociometric types, the results of this study may contribute to the intervention design to be developed in schools as well as to the discussion of emerging theories that may help to explain how and why peer experiences can exert such a powerful influence on the course of youth development.

17309 | Twenty-four-year trends in dietary disparities related to the family structure among adolescents in Belgium

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Introduction: Dietary habits are influenced by a set of determinants that may evolve over time. The aim of this study was to describe, among adolescents in Belgium, trends in the consumption of fruit, vegetables and sugar-sweetened beverages (SSB) between 1990 and 2014, and to determine changes in family disparities in these consumptions during this period.

Methodology: In the 1990, 2002 and 2014 cross-sectional "Health Behaviour in School-aged Children" (HBSC) surveys, food consumption was estimated using a self-administrated short Food Frequency Questionnaire. In total, 8,001, 29,825 and 21,939 adolescents aged 10-19 years were included in the analyses, respectively. Relative Index of Inequality (RII) enabled to quantify the gradient of inequality related to the family structure – categorised into single-parent families, blended families and two-parent families – for non-daily fruit and vegetable, and daily SSB consumption, adjusted for gender, age and school region.

Results: Between 1990 and 2014, the prevalence of non-daily fruit and vegetable consumption increased from 27.7% to 60.6% and from 23.1% to 44.6%, respectively. Prevalence of daily SSB consumption decreased from 58.9% to 34.8%. Over time, a downward trend in RII (P= 0.007) was observed for non-daily fruit consumption from 1.58 (95%CI: 1.33-1.88) in 1990 to 1.18 (95%CI: 1.13-1.23) in 2014. By contrast, an upward trend in RII (P <0.001) was observed for daily SSB consumption from 1.08

(95%CI: 0.98-1.19) to 1.47 (95%CI: 1.37-1.58). Disparities for non-daily vegetable consumption were significant at each survey year, but no trend was observed over the period ($P=0.32$).

Discussion: The overall trend of widening disparities when dietary habits improved, and narrowing disparities when dietary habits worsened observed here, must be confirmed for other food groups and determinants. Our study highlights the need to implement action that both improve dietary habits overall and do not widen the gap between groups of adolescents.

POSTER SESSION 7: Peers, groups & social context

17453 | The immediate social context: The influence of group norms on bullying

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Bullying a phenomenon that takes place within the peer group and needs to consider other social motivations in order to understand the behaviour of adolescents. The aim of the study was to see if the behaviour of the adolescents depends on the group's norms.

This study analysed the group norms of different classes of Secondary School throughout a 2017/2018 school year in two stages (at the beginning and at end of the year), taking into account two types of contexts: antibullying and probullying classroom norms. The sample consisted of a total of 2694 students (49.3 % girls) with an average age of 13.70 years ($WD = 1.36$) distributed in 150 different classes. The association with social (need for popularity, social adjustment and normative adjustment) and moral (empathy and moral disengagement) variables were analysed.

The results showed that the probullying contexts were mostly in the intermediate courses of the educational stage. Significant differences between both types of contexts have been found in the different dimensions studied, with higher scores in antibullying contexts in the empathy, social adjustment and normative dimensions, compared to the results obtained for the moral disconnection and need for popularity dimensions which were higher in pro-bullying contexts. This trend continued over time.

The results of this study indicate that the behaviour of adolescents is influenced by the group's norms. When aggression is accepted as an implicit norm, there is a greater tendency to develop unwanted behaviour. However, when the aggressive behaviour is not accepted by the group, the prosocial values increased.

17586 | Friendships in adolescence: Relationships with peers and self-concept among middle school students

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School is the privileged place for the socialization and identity development of teenagers (Durif-Varembont & Weber, 2014). Identity development is linked to relationships with peers. Friendship can have a positive but also negative impact on self-concept (Claes, 2003; Maunder & Monks, 2019). The objective of this work is to observe the link between relationships and friendships with peers and the self-concept of middle school students. We wonder if peer relationships influence the identity development of these students and their integration into the school environment.

Methods and instruments.

Middle school students aged from 12 to 15 years old.

Semi-structured interviews and completed questionnaires:

- a questionnaire about friendship and relationship with peers
- produce a text in response to the question "Who am I?" (Rodriguez-Tomé & Bariaud, 1980)
- Self-Perception Profile for Adolescents (SPPA) (french version – Bariaud, 2006)

Expected outcomes.

- Having friends improves teenagers' identity development
- Peer relationships were positively related to self-concept
- The quality of the friendship and belonging to a peer group provides a positive self-concept
- Middle school students with poor self-concept were more loneliness

17612 | Peer victimization and depressive symptoms: The moderating role of emotion regulation strategies

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Research has widely confirmed that peer victimization in school is associated with a variety of psychological problems, including depression. What are currently understudied are individual factors that may worsen or buffer this relation. The current study was specifically designed to test whether emotion regulation strategies that early adolescents' adopt in situations raising negative emotions may moderate the relation between peer victimization and depressive symptoms.

A total of 747 students (50.2% girls; mean age = 11 years, 8 month; SD = 9 months) participated in the study. Victimization and bullying behavior (used as control variable) were measured through two self-report scales. Moreover, the 15 scenarios of the

Emotion Regulation Profile-Revised were adapted for the adolescent population. For this study 8 scenarios evaluating the down-regulation of negative emotions (i.e., anger, sadness, guilt and shame, and fear) were considered.

Results of a hierarchical regression analysis showed that, after controlling for gender, age and bullying behavior, victimization was positively associated with depressive symptoms ($\beta=-.20$, $p < .001$) that were also explained by poorer abilities in regulating moral emotions (guilt and shame; $\beta=-.08$, $p=.03$). Moreover, the relation between victimization and depressive symptoms was moderated by the ability to regulate fear ($\beta=-.14$, $p<.001$) and sadness ($\beta=.08$, $p=.03$). Specifically, this association was stronger when students were less able to down-regulate fear. In contrast, and unexpectedly, the strength of the relation between peer victimization and depressive symptoms was stronger when students' were more prone to down-regulate sadness.

Taken together, the results of this study significantly expand previous knowledge about the factors that may protect victimized students' or put them at risk of psychological maladjustment. In particular, findings will be discussed by pointing out the need of differentiating between different kinds of negative emotions when prevention programs are planned.

17605 | Personal agency of adolescents: The contribution of attachment to peers and psychosocial risk

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The study of personal agency takes on special relevance during adolescence, particularly in contemporary Western societies characterized by high levels of uncontrollability. Currently, youth tend to live in contexts characterized by multiple psychosocial risks, which can lead to greater vulnerability regarding psychological maladjustment, which in turn can promote a more bounded personal agency. Thus, social context can play an important role in the formation of agency processes, because the individuals' capacity to be actors in their own life course may be bounded in contexts characterized by unequal access to life opportunities, where choice is imposed by social constraints. Beyond social context, the importance of relational context in the agency process should also be analyzed. Quality relationships may allow individuals to experience a sense of emotional security, which in turn may be linked to more intentional and self-determined action. In adolescence, the relationships with peers become gradually more significant due to reciprocity and mutual understanding and young people tend to seek emotional support in their peers. The current study intends to analyze the contribution of cumulative psychosocial risk and attachment to peers on personal agency of adolescents. Further, it intends to understand whether psychosocial risk moderates the relationships between attachment to peers and personal agency. The sample will be composed by 1000 adolescents, aged between 15 to 18 years, using self-report measures. The psychosocial risk was calculated through a cumulative risk index, which will allow defining two

levels of risk (lower-risk and higher-risk). Analyses will be performed with Structural Equation Modelling. The results will be discussed based on attachment theory and the importance of peers in the individual's capacity to act in an intentional, self-determined and volitional way.

17327 | Social interactions and adolescents with cystic fibrosis

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Introduction: The meaning of chronicle disease has been changing with time, in a positive path, mainly due to the improvement of the health care in the past few years. The management of a chronicle disease, namely Cystic Fibrosis (CF), during adolescence – a period of life characterized by rapid growth and psychological modifications joined together with an important individualization and socialization process – represents the greatest challenge to the adolescent, the family and the health care professionals.

Methodology: Aiming to comprehend the opinion of the adolescents with CF on their way of living, a qualitative work was developed based on the Grounded Theory (Strauss and Corbin, 2008).

Results: By analyzing the interviews of 16 adolescents, aged between 11 and 23 years old, we identified the category Social Interactions built on the subcategories: Family Members, Health Care Team and Friends.

Discussion: Although the adolescents claim autonomy, they never failed to mention the need to share their emotions with the parents. To fulfill the need to clarify their doubts and to find support, the adolescents choose the Health Care Team that has been going through the disease process with them. Friends are the source of companionship, understanding and are present in situations of special vulnerability.

Conclusion: Just like healthy adolescents, the social relationship of adolescents with CF is essential to promote social integration and especially to life learning skills and identity development. Group and individual identity are crucial for self-evolution and for a positive integration in the society, which may lead to an adaptation to the condition of chronicle patient.

17641 | Attachment to parents and future expectations of adolescents: The mediating role of attachment to peers

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Individuals' expectations about the future are particularly relevant in adolescence, insofar as they establish a mechanism through which individuals prepare themselves for the future. It is known that the presence of optimistic and hopeful expectations about future is linked to more adaptive developmental trajectories. However, the socioeconomic changes of the last decade created a more unpredictable and pessimistic view about the future. Despite the relevance that these expectations seem to have in the psychoemotional adjustment of adolescents, little is known about the relational factors that contribute to its development. The quality of the relationships established with the parents constitutes a context of preparation through which the individual learns to face challenges and to assume responsibilities in order to achieve future projects. However the relationships with peers become gradually more significant due to reciprocity and mutual understanding and adolescents can share and develop future perspectives with their peers. Moreover, it is known that individuals who did not trust their parents as attachment figures tend to have difficulties in establishing quality relations with their peers. In this way, the current cross-sectional study intends to analyze the role of attachment to parents and peers in future expectations of adolescents, as well as to analyze the mediating role of attachment to peers in the previous association. The sample will be composed by 1000 adolescents aged between 15 to 18 years, using self-report measures. Analysis will be performed with Structural Equation Modeling. The results will be discussed based on attachment theory taking into account the importance that the quality of attachment to parents and peers can assume in the future expectations of adolescents.

17657 | Efficacy of equip program to reducing self-serving cognitive distortions: The enhancer effect of environmental sensitivity

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High rates of aggression among youth stress the need to identify effective prevention programs. EQUIP for Educators (EfE; DiBiase et al., 2005) is a multi-component program aiming at educating behaviorally at-risk youth in thinking and acting responsibly by reducing their use of self-serving cognitive distortions (CDs). EfE is structured around three components: thinking error correction, social skills, and social decision making. According to the 'Vantage Sensitivity' framework (Pluess & Belsky, 2013), several studies (e.g., de Villiers et al., 2018) report that some people are more susceptible to the effects of

psychological intervention than others as a function of their environmental sensitivity, the inherent ability to register and process external stimuli.

Guided by the 'Vantage Sensitivity' notion, this study aims to evaluate whether individual differences in environmental sensitivity moderate the response to EfE, hypothesizing that highly sensitive adolescents display a significantly higher reduction of CDs.

We adopted a quasi-experimental pre-test/post-test with control group design including 323 Italian students (52% males; Mage = 14.88, SD = 2.53). Both the control (n = 166) and the experimental (n = 157) group completed the How I think Questionnaire (HIT-Q; Barriga et al., 2001) and the Highly Sensitive Child (HSC) scale (Pluess et al., 2018), before and after the intervention.

Three 'sensitivity' groups were identified: 'low' (bottom 25% of HSC scores), 'medium' (between the top and bottom 25% of HSC scores), and 'high' (top 25% of HSC scores). Linear regression model showed a significant three-way interaction (EfE × HSC × Gender; $\beta = 1.04$, $p < .01$, C.I. [.29, 1.80]) with highly sensitive boys ($\beta = -.59$, $p < .01$, C.I. [-.99, -.18]) benefitting significantly more from the effects of intervention than did 'low'- and 'medium'- sensitivity.

These findings provide practical implications highlighting the enhancer effect of environmental sensitivity to improving adolescents' response to intervention.

17758 | Construction of a new measure: Expectations and Aspirations Scale for Youths

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The present study aims to report the construction process of the Expectations and Aspirations Scale for Youths (EASY). The EASY is grounded on a systematic review of the literature that evaluated psychometric instruments which measure aspirations and expectations in adolescents and young people. We searched for these instruments in four indexed databases (PubMed, PsycNET, Sociological Abstract, and ERIC) using a search strategy with four terminological cores: adolescence and youth (adolescents, youth, etc.); the constructs of interest (aspirations, expectations, etc.); psychological measurement (scale, questionnaire, etc.); and psychometric procedures (validation, psychometric, etc.). 17 psychometric studies were selected which reported the construction/adaptation process of nine instruments. The content of the instruments was evaluated, grouping their items by semantic similarity. The EASY was then constructed in Portuguese grounded on 10 dimensions, each with five items. Family: centered on a family lifestyle. Work: referring to a work-oriented lifestyle. Spirituality: focused on issues related to spirituality/religion. Children: related to childcare. Education: related to a lifestyle focused on studies and academic career. Health: refers to indicators of a healthy lifestyle. Intimate Relationships: focused on love and intimate relationships. Material

Goods: focused on wealth and luxurious material goods. Community: about involvement in social, community, and helping others. Friends: referring to friendship relationships outside the family. The items are currently being evaluated by experts. In the future, the scale will have its psychometric properties evaluated in a survey with Brazilian and Portuguese adolescents and young adults. We believe that the EASY can lead us to a deeper understanding of life goals through the relationship between the perceived importance of a goal and the perceived probability of reaching it. It still can be useful for therapeutic practices and in general research about adolescents and young adults.

17683 | Do conscientious adolescents value tradition? Comparative analyses of personality traits and values in 12-13-14 years old polish students

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This paper presents the results of a comparative analysis of personality traits and value preference in polish students in early adolescence. Research was conducted in the context of theory of Big Five Model of P. Costa and R. McCrae and Universal Structure of Values of S.H. Schwartz. The aims of this study was the comparative analysis of connections between personality traits and value preference in 12, 13 and 14-years old students. This research is the summary of a first stage of the planned three stages of the longitudinal study between 2016 and 2019. Picture Based Personality Survey for Children designed by Maćkiewicz and Ciecuch and Picture Based Value Survey for Children in polish adaptation of Ciecuch, Harasimczuk, Döring were used. Both tests are adequate for the level of cognitive functioning of students in early adolescence. 775 students took part in this study from lubelskie voivodship, ethnically and religiously homogenous. The research sample was made up of 47% boys and 53% girls (32% 12-year-olds and 34% 13 and 14-year-olds each). Results indicated that 14-year old students, in comparison to 12 and 13-year olds, prefer less values Tradition and Conformity and prefer more values Power. 14-year old students are also less open to experience and conscientious than their younger peers. Analysis concerning sex revealed that 14-year old girls prefer more values Power and Achievements and less values Conformity, in comparison to 12-year old girls. 14-year old boys prefer less values Tradition, in comparison to 12-year old boys. Both girls and boys are less conscientious than their younger peers and girls are less open to experience than their younger colleagues. Regression analysis with interaction effect indicated on differential - for each age group – configuration of connections between sex and personality traits and their interactions with particular categories of values.

POSTER SESSION 8: School, academy & career challenges

17549 | Academic stress, anxiety and depression among Flemish first-year students: The mediating role of social integration

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Background: First-year university students are faced with considerable academic stress, which may result in mental health problems. Although studies have illustrated the academic benefits and mental health benefits of social integration into the academic environment, little research has incorporated all of these elements in one research design. Based on the literature, we define social integration as the extent to which students (1) perceive a social (mis)match with their academic environment (social match) and (2) perceive personal interactions with members of the academic environment (personal interactions). The present study examines the following research question: To what extent does social integration, consisting of social match and personal interactions, mediate the relationship between academic stress and mental health complaints?

Methods: Paper questionnaires were distributed among three groups of freshmen (N=363; Age mean=18.15, SD=0.57) in the Social Sciences and Medicine departments of two Flemish universities at the start of the academic year. Structural equation modeling was used to test our hypotheses.

Results: Our models were able to explain 36% of the variance in anxiety-related complaints and 46% of the variance in depression-related complaints. Academic stress is associated with anxiety-related complaints, and this relationship is partially mediated by personal interactions with members of the academic environment. Academic stress is also related to heightened depression-related complaints. This relationship is fully mediated by perceptions of personal interactions. Perceptions of social (mis)match were not associated with the relationship between academic stress and mental health problems.

Conclusions: This study illustrates the benefits of social integration for first-year students' academic stress and mental well-being. Students are not living and studying in social isolation; they are surrounded by peers and embedded in specific academic environments. Policy initiatives aimed at encouraging students to learn and work together are formulated that may assist a smooth transition to the university environment.

17321 | Microaggressive experiences of adolescents with learning disabilities at school

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Microaggressions (MA) are every day acts of subtle slights and insults directed to minority and stigmatized groups, that implicitly communicate hostility or negative messages and can be very harmful (Sue et al., 2007). Research suggests that the inaccurate societal perception of individuals with learning disabilities (LD) is a serious problem and affects the lives of many people (May & Stone, 2010), and there's a lack of studies on MA toward adolescents with LD. Our research goal was to address these questions: a) Do adolescents with LD experience MA in a school classroom setting? b) What forms do they take? c) What are the psychological consequences to the victims? d) How they react? As recommended by the scholars of MA, consensual quality research method was used and 12 adolescents (14-17 years old) with LD took part in one of two focus group sessions. The discussions were audio-recorded, transcribed verbatim, and entered into the software Atlas.ti for analysis. All data were systematically reduced to codes, following an inductive approach which allowed themes and key findings to emerge. The investigations showed that the participants experienced several patterns of MA (perpetrated both by teachers and other students), which can be divided into 6 domains: 1) lack of knowledge on LD; 2) assumption of lower intelligence and ability; 3) denial of problems of LD; 4) considering students with LD as second class-students; 5) discouragement from ambitious education projects; 6) assumption of homogeneity. Every domain conveys specific harmful messages and relevant examples were collected. The consequences to the victims include unease, anger, embarrassment and tendency to self-isolation and school perfectionism. Some students react to MA, some others don't and a lack of coping strategies emerged. The study suggests that reducing MA through prevention at school may significantly improve the wellbeing of the adolescents with LD.

17523 | Profiles of maladaptive school motivation among high-ability adolescents: A person-centered validation of Snyder and Linnenbrink-Garcia's motivational pathways in underachievement framework

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Despite their potential for achievement, underachievement among high ability students is a widespread phenomenon. In response to calls for more research investigating underachievement using a person-centered approach, Snyder and Linnenbrink-Garcia (2013) developed a theoretical framework identifying two distinct patterns of self- and value beliefs likely to lead to underachievement among gifted students (the Maladaptive Competence Beliefs pathway and the Declining Value Beliefs pathway). These pathways are predicted to emerge from unique early experiences and contextual influences, which result in patterns of beliefs that cause students to disengage academically and underachieve. This framework shows promise for assessment and intervention purposes, as it can lead to more specific and targeted motivational interventions.

In this study, we aimed to test the validity of the Snyder and Linnenbrink-Garcia framework by using a person-centered approach to explore relevant key variables from each of the hypothesized underachievement pathways. We tested whether the predicted motivational profiles are evident among gifted students beginning secondary school, and if these profiles are related to the disengagement and underachievement of these students. Towards these ends, we made use of a sample of 3,472 students from Belgium. Students with an IQ score equivalent to 120 or above were considered high ability students and were selected as the sample for the current study (n=403).

We generated the motivational profiles through hierarchical and non-hierarchical cluster analysis. Next, we used MANOVA and post hoc tests to compare clusters regarding disengagement and underachievement outcomes.

The final clustering solution resulted in four unique clusters indicating distinct patterns of motivational variables. The clusters included two adaptive and two maladaptive profiles, with variable combinations in line with the theory of Snyder and Linnenbrink-Garcia. Disengagement and underachievement outcomes generally tended to go in the expected direction according to the Snyder and Linnenbrink-Garcia framework.

17693 | The role of recovery in dealing with job demands during emerging adulthood

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Currently, the employment trajectories of emerging adults are less predictable, stable and linear, comprising psychological consequences. When confronted with high job demands, young adults commonly lack resources and, therefore, seem vulnerable to experience emotional exhaustion. However, studies are scarce when trying to frame this issue in the light of the emerging adulthood concept and to identify variables and processes that may play an adaptive role in this unstable stage of life development, protecting individuals from emotional exhaustion. Recent research has shown negative associations between recovery experiences and strain symptoms, so one could argue that it may be one of the processes in preventing emotional exhaustion in this context. Furthermore, despite some major societal changes regarding gender equity, there are still traditional views on gender roles that may lead to both men and women experiencing this relevant life transition differently.

This study pretends to collect data from a sample of 200 individuals aged between 18 and 30 years old, through a questionnaire with measures of Emotional Exhaustion and Recovery Experiences, besides socio-demographic and work-related questions. By using multiple regression analyses, it aims to deepen the knowledge and understanding of the role of Recovery Experiences, and its different dimensions – namely Psychological Detachment, Relaxation and Control – on moderating the linkages between negative work-related factors, such as dissatisfaction with work schedule or work overload, and Emotional Exhaustion. Moreover,

we intend to explore the levels of Emotional Exhaustion and Recovery (and its mentioned dimensions) according to gender and conceptualize significant differences that may be found.

Hoping to provide new insights on how emerging adults may positively deal with high job demands, the results and the discussion will be framed considering current social challenges and an outgrowing 24/7 economy, particularly relevant in western industrialized cultures such as Portugal's.

17592 | Career adaptability of vocational upper-secondary school graduates during the school-to-work transition

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Nowadays, individuals' career trajectories are becoming increasingly non-linear and unpredictable, causing young people to face greater demands and challenges when coping with school-to-work transitions (Savickas et al., 2009). Particularly vocational graduates are at a higher risk of unemployment because they have little professional work experience and lack the work habits required by employers (Ling & O'Brien, 2012).

Internal resources enabling young people in emerging adulthood to manage their career-related tasks and transitions and adapt to social changes are reflected in the construct of career adaptability (Savickas & Porfeli, 2012). Indeed, several studies have shown that career adaptability is crucial for mastering the school-to-work transition (e.g., Konstam, Celen-Demirtas, Tomek, & Sweeney, 2015). However, only a few studies have examined career adaptability in the sample of vocational graduates (e.g., Negru-Subtirica, Pop, & Crocetti, 2015; Hirschi, 2009). Moreover, most studies relied on cross-sectional data.

Thus, we prepared a longitudinal research project that aims to establish how the career adaptability of Czech vocational upper-secondary school graduates changes during the school-to-work transition period and to identify factors influencing the level of career adaptability and potential changes in career adaptability over time.

We collected the data on career adaptability of vocational students right before their school-leaving examination, in March and April 2018 (T1). The second data collection took place 10 months after. Currently, after 20 months from T1, we are collecting the data again. Participants in the first wave were 3,028 full-time students attending the final year of vocational upper-secondary schools in the Czech Republic (ISCED 353, 354): 1,394 girls (46.5%) and 1,603 boys (53.5%) aged 18–26 ($M = 18.97$ years; $SD = 1.09$).

At the conference, we would like to present longitudinal research on career adaptability in relation with life-satisfaction in vocational upper-secondary school graduates during the school-to-work transition.

17680 | Open, benevolent and responsible for their successes? Comparative analysis of personality traits and locus of control in early adolescence polish students

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The aim of this study was analysis of personality traits and locus of control in 12, 13 and 14-years old polish students. The paper presents a summary of the results of first of the planned three stages of longitudinal study between 2016 and 2019. At the time of conducting this research in 2016, students were at sixth grades of primary schools (12,13 year olds) and first grades of junior high school (14 year olds). All of them were on the verge of introduction of a new reform in the polish education system which terminated junior high schools and prolonged education in primary schools (in 7 and 8 grades consecutively). Personality was assessed on the base of Big Five Model (Costa, McCrae), locus of control – on Rotter's theory of control of reinforcement. Picture Based Personality Survey for Children by Maćkiewicz and Ciecuch and Locus of Control Questionnaire by Kupis and Kurzyp-Wojnarska were used. Both tests are adequate for students in early adolescence in terms of their cognitive requirements. 775 students took part in this study from lubelskie voivodship, which is the eastern border of Poland and the European Union. The research sample was made up of 47% boys and 53% girls, including 32% 12-year-olds and 34% 13 and 14-year-olds each. 14-year old students were less open to experience and conscientious than their younger peers. Analysis concerning sex revealed that 14-year old girls were less open to experience and conscientious than 12 and 13-year old girls. 14-year old boys had higher general external locus of control than their younger 13 and 12 years old colleagues. Further analyses indicated on interaction effect of sex for connections between agreeableness and locus of control of successes in 12 year olds and openness to experience and locus of control in successes in 14 year olds.

17555 | School space and community

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As a public equipment, the school building substantiates its importance due to its impact on urban consolidation. Moreover, the school space carries a social responsibility that not only affects its users, but also contributes to the context and its population. The strategy implemented by Parque Escolar has particularly strengthened the school's role in society, due to the new participative model which amplifies the interactions between school communities and populations. In order to fulfill this goal, conditions have been created to encourage the population to use school facilities in extracurricular activities.

In addition to the sports areas, the multifunctional spaces and, most importantly, the symbolic space of knowledge — the library — are a major factor in the relationship with the outside community. This emphasis was also extended to spaces dedicated to science, art, technology, laboratory research and workshops. It works as a strategy that stimulates both spaces and activities in the interest of the general population. Furthermore, this attitude pursues the recognition of school by the community, seeking the reassertion among its social context and the redefinition of its role in the urban environment.

The management performance is fostered when the pedagogic autonomy of the school building is prompted, and at the same time, school communities are more involved in the school's didactic commitment.

This proposal is embedded in the project investigation ESCOLAS: Complexidade e Interpretação, in which several students are conducting their master thesis. Each approach relies on studying 74 schools located in Northern Portugal, which were transformed after the Modernization Program. This particular one seeks the significance of associating school architecture with the urban and social dimension.

17669 | Does learning music help with math? Portuguese final math test results of musicians and nonmusicians high school students

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There are currently studies that analyze the effects of music expertise, both theoretical and instrumental, at the academic, cognitive, structural and functional levels of the brain. However, is still scarce the evidence that demonstrate the clear existence of a relationship between the study of music and academic performance in general and, especially, in mathematics. The present study investigated whether Portuguese students who studied music obtained better results in the 9th grade Final Exam (2018), compared to their peers who had never participated in formal music education. Participants are 34 boys and 40 girls in the Regular Education between 14 and 15 years of age ($M=14,65$; $SD=0,481$) and 42 boys and 50 girls students of Specialized Music Education also between 14 and 15 years of age ($M=14,53$; $SD=0,502$). The sample collection was carried out in Portugal with 13 schools, of which 9 are specialized in Music Education and 4 are Regular Education. Our results showed that musicians students registered a better score in the Portuguese National 9th grade Final Exam (2018), in all their domains Numbers and Operations (NO), Geometry and Measurement (GM), Functions, Sequences and Successions (FSS), Algebra (ALG) and Organization and Data Processing (OTD), compared to students who do not have music classes in their curriculum. Learning

music on a regular basis and its positive transfers in math performance are discussed in light of the current curriculum requirements of regular education.

17761 | Creative minds, creative lives? Exploring the relationship between global coherence in adolescents' life narratives and the creativity

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Adolescence is marked by multiple challenges and transformations, mainly associated with the formation of coherent personal identities. Personal identity may be understood as one's life story, manifested in a narrative that results from subjective meaning-making processes. The emergence of complex autobiographical reasoning has been situated in adolescence. In turn, creativity, currently a "hot topic", has a wide reach and may influence the construction of identity. The kind of creativity that occurs on a daily basis and experienced by everyone is often termed mini-C, and refers to a dynamic interpretive process of construction and understanding of experiences, actions, and events, in new and personally relevant ways, within a particular socio-cultural context. Thus, the processes underlying mini-C seem related, may contribute, or overlap with the meaning-making processes of life narrative construction. However, research on the matter is lacking.

This study aims to explore the relationship between creativity and the ability to produce coherent accounts on the connections between daily life experiences and characteristics of one's self. To find out if there are any associations between the coherence of the adolescents' life narratives and their creativity.

In this ongoing study, adolescents between the ages of 15 and 18 years narrated their life stories and filled out the Creative Personality Scale. The narrative accounts will be rated for coherence, and possible associations between coherence and creativity scores will be tested.

We anticipate higher levels of creativity to be associated with higher ratings of coherence, as the ability to creatively understand and articulate personal experiences may enhance the construction of autobiographical continuity, coherence, and meaning.

We believe that this first study on creativity and life story construction in adolescence, will promote a deeper understanding of life narrative construction processes, what influences them, and how they may be scaffolded.

POSTER SESSION 9: Risk, trauma, alcohol & drug (ab)use II

16543 | "The student call to say goodbye": School counselors cope with suicide attempts

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This study examines how school counselors cope with suicide attempts among students in their schools. The study used qualitative-phenomenological methodology. Participants included 24 Israeli high school counselors ranging in age from 32-62. All interviews were recorded and transcribed and underwent content analysis.

The findings of the study indicate that counselors find students' suicide attempts difficult, disconcerting, painful and confusing. The counselors described the complex nature of their dealings with the adolescents themselves, their families and the school administrators. Despite feeling insecure about their ability to provide help, the counselors felt they were at the forefront of treatment. The emotional distance described by the counselors is their way of counteracting their pain and distress. They felt extreme guilt about every suicide attempt and major responsibility in trying to prevent repeated attempts.

The study sheds light on the experiences of high school counselors who deal with suicide attempts among adolescents. The study found that counselors feel responsible for their students. They fear they will overlook some of the adolescent's difficulties and that the student may make additional suicide attempts. The counselors feel pain, confusion, helplessness, and anger towards the adolescent, and despite being at the forefront of treatment, they feel insecure. Dealing with the parents makes them the objects of a great deal of anger and frustration. They feel they are the bearers of bad news. The counselors do not receive any formal support and are helped mainly by informal peer support.

17621 | Developmental assets' protecting potential against risk behaviours in youth – differential effects by gender and educational level

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Developmental assets describe sources of individual's experiences and supports that might have a high impact on one's developmental outcomes. Previous studies have indicated that a higher number and a stronger expression of developmental assets lead to reduction of different types of risk behaviours. While most studies focus on specific types of risk behaviours and often in specific groups, in this study we have looked at a range of risk behaviours in an overall sample of in-school youth (N=728), and tested if developmental assets have a potential of predicting risk behaviours at different educational levels, and if these effects are moderated by gender. Participants were asked to anonymously fill out a questionnaire consisting of items describing internal (commitment to learning, positive values, social competencies, and positive identity), and external developmental assets (support, empowerment, expectations and boundaries, and constructive use of time) in different contexts like family and school. They have also indicated if they had certain experiences or have behaved in a way during a specified time period. The types of risk behaviours ranged from expressions of aggression to consumption of addictive substances such as alcohol, tobacco and drugs.

The results showed that male participants and older participants report a higher number of risk behaviours. Hierarchical regression analysis showed that the number of risk behaviours increased with age for both genders, but the effect of specific developmental assets differed by gender. Developmental assets that reduced risk behaviours among female participants were positive values and social competencies. For male participants, expectations and boundaries, and commitment to learning negatively predicted, while constructive use of time positively predicted the number of risk behaviours. In conclusion, the results suggest that external assets play a greater role in male youth, while internal assets are more protective in female youth. Implications of these results are further discussed.

16475 | Developmental relationships between internalizing, externalizing problems and emotion dysregulation

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Background: Difficulties with emotion regulation (ER) have been associated with the development and maintenance of youth psychopathology (PP), thereby making it an ideal transdiagnostic mechanism. Despite numerous studies suggesting that ER predicts later mental health problems, it is not clear yet how the 2 constructs influence each other over time. Recently, the field has highlighted the significance of investigating bidirectional processes to increase our understanding for typical and atypical developmental outcomes. The present study investigates the timely and conceptual links between internalizing, externalizing symptoms and ER over childhood.

Methods: We used data of 16,859 children from the Millennium Cohort Study to test the longitudinal and conceptual links between ER and PP, across the ages of 3, 5 and 7. A cross-lag model assessed the timely precedence between the concepts. An additional bi-factor model was performed to examine level of distinctness and commonality between ER and PP and to explore the suitability of ER as a trans-diagnostic factor.

Results: Evidence indicated a strong stability of PP and ER over time. We found significant cascading effects across all time points. ER predicted later externalizing and vice versa across all ages. ER was a significant predictor of internalizing problems, but internalizing problems did not predict later ER. The results of the bi-factor model, showed a good model fit and demonstrated the significant conceptual overlap between the constructs and the way they are currently assessed.

Conclusion: This study highlights the complex relationships between internalizing, externalizing symptoms and ER in childhood. Results suggest that improving emotion dysregulation can help reduce later mental health problems and vice versa. Furthermore, we found evidence for ER as a transdiagnostic factor that underlies both internalizing and externalizing symptoms. Future studies, should focus on emotion regulation measures that go beyond self-report questionnaires.

17658 | Alcohol, leisure and executive functions in the Netherlands, Spain and Peru

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Introduction: Young people's alcohol consumption is an important problem that has to be addressed from multiple points of view. This study analyzes how young people's alcohol consumption is associated with leisure activities and executive functions.

Methods: An on-line questionnaire was answered by 5392 adolescents from The Netherlands, Spain and Peru, aged 12-18. The anonymous questionnaire included an instrument measuring, regular alcohol consumption, binge drinking, and measurements of leisure and executive function,

Results: The prevalence of regular alcohol consumption found shows higher values, on average, for European countries than for the American country, 39.8% versus 21.3%. What happens in a similar way with the practice of binge drinking 22.9% versus 8.7%. The Netherlands in both measurements exceeds Peru twice in regular alcohol consumption and more than three times the practice of binge drinking,

The age and levels of executive function are the predictors of greater impact both in regular alcohol consumption and in binge drinking. For the particular case of regular alcohol consumption, the respondent's age predicts that there may be up to 9 times

more risk for late adolescents in relation to the youngest, in the case of Spain, and up to 7 times greater risk for high levels of unstructured leisure, in relation to low levels.

High levels of executive function were associated with up to twice the protection of alcohol consumption, compared to respondents who report low levels of this characteristic.

Discussion and implications: Results show that young people's alcohol consumption is very present in both sexes. Furthermore, we found that family leisure was the variable of greatest interaction between countries. For Peru and Spain was detected that being at high levels of this type of leisure, protects against alcohol consumption, contrary to The Netherlands, where is associated with a higher risk of alcohol consumption.

17749 | Youth anxiety measure for DSM-5: Psychometric properties of the new anxiety scale

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“Anxiety disorders include disorders that share features of excessive fear and anxiety and related behavioral disturbances” (APA, 2013, 189).

Individuals with higher levels of anxiety tend to show a cognitive bias, detecting threatening stimuli more rapidly and maintaining hypervigilance over time due to a deficit on pre-frontal regulation (Adolphs, 2008). This negativity bias also relates to a delay in disengagement and further avoidance of previous locations of the threats (Lee & Park, 2011; Whalen, 2007).

In order to measure anxiety and fear, several instruments have been developed (e.g., Short Form of the Fear Survey Schedule for Children-Revised [FSSC-R-SF; Ollendick, 1983]; State-Trait Anxiety Inventory for Children [STAIC; Spielberger, Edwards, Lushene, Montuori, & Platzek, 1973]).

The Youth Anxiety Measure for DSM-5 (YAM-5; Muris, Simon, Lijphart, Bos, Hale III, & Schmeitz, 2017) is a new anxiety scale that assesses anxiety and phobia symptoms in children and adolescents (8-18 years) based on DSM-5 criteria for Anxiety Disorders (APA, 2013). Including 50 items scored in a Likert scale ranging from “Never” to “Always”, YAM-5 is divided in two parts, with 28 items measuring anxiety and 22 assessing phobia symptoms.

A review of the psychometric properties of the scale based on the few studies that have used this instrument is presented, as well as the psychometric properties of the portuguese version obtained through a translation and backtranslation process.

Reliability of parts I and II of the YAM-5 was explored in a pilot study with 45 portuguese adolescents (Cronbach's alphas, inter-item and item-total correlations), showing similar results to those presented in previous studies.

The portuguese version of YAM-5 -Escala de Avaliação da Ansiedade para Adolescentes segundo a DSM-5, appears to have good psychometric properties being suitable to measure anxiety and phobia symptoms in Portuguese adolescents, particularly for screening in academic contexts where these emotional states can significantly compromise academic achievement.

17628 | Relationships and psychological adjustment: A gender lens on adolescents in residential care

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According to the most recent available data, in Portugal 6832 children and adolescents live in residential care, equally distributed by gender. Transition to residential care can be considered a risk factor for the psychological adjustment of adolescents.

However, little attention has been paid to how boys and girls experience residential care and the relationships with caregivers.

The present study aims to analyze the predictive effect of quality of the relationship with caregivers, institutionalization time, adolescents age and 1st institutionalization age on psychological adjustment of boys and girls in residential care. The sample consisted of 250 adolescents (aged 12 to 18; 55,4% girls) living in residential care facilities in Portugal (Porto district). Data collected included youth self-report questionnaires. Invariance measurement were guaranteed in a first step. A multigroup comparison showed differences in the model according to gender. Quality of the relationship with caregivers is negatively associated with antisocial behaviour in boys, but not girls. In addition, is a negative link between institutionalization time and boys' antisocial behaviour and institutionalization time and emotional suffering in girls. Findings point to the need of taking into account gender in residential care.

17763 | Risk and resilience in international and domestic adolescents

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Children and adolescents are moving internationally, alone or with their families, more frequently and in larger numbers than before in recent history. Among these groups of migrating young people, two major groups stand out; those who follow their parents abroad for work-related reasons, and those who are fleeing war and economic or other hardships. This underlying study looks at international adolescents and their families, originating from 21 countries on five continents, exploring which components serve as protective and risk factors within this group and comparing them to domestic, non-migrating youth. Would the impact of moving away from one's home country and social networks increase adolescents' risk of developing internalizing behavioral problems, or would the challenges and changes this lifestyle encompasses make these adolescents more resilient? Results indicated that a positive family dynamic, satisfaction with school and friends, as well as adolescents' sense of coherence, all significantly predicted measured resilient outcome among the international adolescent group.

INVITED ROUNDTABLE: Research Careers in Europe

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Research careers have for long been a topic of concern around the world. In Europe, recent policy initiatives brought back into focus the development of a European Research Area (ERA), that is, of an unified EU research area open to the world and based on the internal market. At the heart of ongoing discussions around ERA are a number of key issues for researchers and research careers, for example: deteriorating employment conditions especially of early career researchers; how to increase intersectoral mobility and knowledge transfer mechanisms; gender and other diversity-related inequalities; the transferability of social security benefits for mobile researchers. Simultaneously, a growing number of voices started to question the system's current emphasis on competitiveness that led to an over-reliance on short-term bibliometrics and what some have started to call "fast science". Sources of concern are the degree to which such emphasis may put at risk the quality and novelty of the research being produced and, in the process, hinder access to funding or hiring possibilities of those that do take risks in their research. It is the aim of the Round Table to create an open debate around these and other issues that are fundamental for the understanding of the current situation regarding academic careers and the future of science in Europe and around the world. Round table participants have been involved in these discussions at the national, and European and international level. Neda Bebiroglu is a scientific consultant at the Observatory of Research and Scientific Careers (F.R.S-FNRS). She is also a member of the Expert Group for the OECD Global Science Forum project "Reducing precarity of research careers". Gabor Kismihok is chair of the Research Funding Working Group, and chair of the Career Development Policy Task Force of the Marie Curie Alumni Association

(MCAA). Mathias Schroijs is the coordinator of Eurodoc, The European Council of Doctoral Candidates and Junior Researchers, Mental Health Working Group. He is also project leader for training and professional development services for researchers at ULB.

SYMPOSIUM 24: From adolescence to young adulthood: Taking a glance into the rising challenges

17701/1551 | Current social media use and links to cyberbullying during adolescence

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Background and aims: The relationship between the two online specific behaviors of cyberbullying perpetration and problematic social media use has been demonstrated before (e.g., Kircaburun et al., 2019). It is not yet evident whether the extent of social media use of young adults could be attributed to previous problematic online behaviors, including cyberbullying and cybervictimization. This would have implications about targeted interventions on adolescents involved in cyberbullying in order to prevent problematic media use in young adulthood (e.g., Ariso, & Reyero, 2014). The present study aims to (a) explore the impact of past cyberbullying involvement during adolescence in young adulthood social media behaviors and (b) examined the mediating role of the beliefs about social media use and the locus of control.

Methods: 300 young adults aged 18-35 years old ($M = 22.10$, $SD = 2.84$) completed an online questionnaire in a cross-sectional design. Participants were asked to report their past cyberbullying and cybervictimization levels when they aged 6-18 years old (Personal Experiences Checklist; Hunt et al., 2012) and they also completed measures on their current online behavior, beliefs about social media use, locus of control (Multidimensional Locus of Control Scale; Levenson, 1973) and Facebook Bullying Questionnaire-20 (Stavrinides, 2018). Structural equation models were conducted using Mplus 7.3.

Results: The analyses are currently being processed. Preliminary findings supported that cyberbullying explained 36% of current social media use, but cybervictimization during adolescence did not have effect on current social media use. The beliefs about social media use and the internal locus of control mediated the relationship.

Conclusions: Current social media use may be partially explained by the functions for which the adolescents tended to use the web. Cybervictims may not change their social media use behaviors as they grow up, due to beliefs that they need to socialize and due to external locus of control.

17701/1552 | Bullying in adolescence and identity development

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Background and aims: Young adulthood is a challenging period during which young adults should integrate their childhood and adolescent experiences and characteristics and continuously develop parts of their identity (Kroger, 2017). Stressful experiences such as bullying can be considered major dangers of identity integration and may limit the potential of those adolescents to reject their bully/victim identity and grow (e.g., Cassidy, 2009). This might be partly due to the difficulties presented with emotion regulation when going through such stressful experiences (e.g., Morelen et al., 2016). The present study aims to (a) examine the impact of bullying involvement during 6-18 years old on the identity disturbance of young adults and (b) test the mediating role of difficulties to regulate emotions in the relationship.

Methods: A sample of 225 university students from Cyprus and Greece aged 18-35 years old ($M= 21.74$, $SD= 1.73$) completed an online survey, which included The Dimensions of Identity Development Scale (Luyckx et al., 2008), the Bully-Victim Questionnaire Revised (Olweus, 1993) and the Difficulties in Emotion Regulation Scale (Gratz & Roemer, 2004). Structural equation modeling was conducted using Mplus 7.3.

Results: The analyses are currently being processed. Preliminary findings of the present study supported that being bullied as a child or adolescent was related to increased levels of identity disturbance in young adulthood. The young adults who have experienced bullying seemed to struggle more with setting goals and looking after the future. Difficulties with emotion regulation mediated the relationship between the two.

Conclusions: Being bullied as a kid or adolescent makes identity integration harder, partly because of the resulting difficulties in regulating emotion, both for those acting as bullies and the victims. Early interventions for those who are involved in bullying should focus on emotion regulation training (e.g., Lang, 2018) and meaning making of their past bullying experiences.

17701/1553 | Resilient young adults: Is it a matter of personality traits and is it consistent with recovering from adolescent adversities?

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Background and aims: Resilience as a term emerged almost five decades ago, but a consensus with clarity and consistency about its operationalization is still lacking (Khanlou & Wray, 2014). Resilience was at first conceptualized as an individual trait that could lead to adaptation in the context of adversity (Sapientza & Masten, 2011), however recent accounts refer to a dynamic mechanism of dealing with stressful life events in order to recover from adversities and return to past levels of functioning. The present study aims to (a) evaluate the consistency among measures of resilience, and (b) validate the profiles of resilient individuals when considering the stressful experiences they had as adolescents.

Methods: 300 young adults aged 18-35 years old ($M= 22.10$, $SD= 2.84$) completed an online questionnaire in a cross-sectional design. Participants completed the Life Events Checklist (Gray et al., 2004), the Personality Inventory for the DSM-5 (Krueger et al., 2012), the Brief Symptom Inventory (Derogatis & Melisaratos, 1983), the COPE inventory (Carver et al., 1989) and the Resilience Scale (Wagnild & Young, 1993). Also, participants completed a checklist with multiple risk and protective factors at the individual, family, school and community level while they were in the adolescence period. Structural equation models and latent profile analyses were conducted using Mplus 7.3.

Results: The analyses are currently being processed. The preliminary findings supported that adolescents who have been through adversities and reported moderate to high levels of resilience also had many coping skills but did not necessarily have many protective environmental factors. The profile analysis resulted in three different resilient profiles, when taking into consideration past adversities, personality traits, coping mechanisms, psychopathology symptoms and protective environmental factors.

Conclusions: Resilience seems to be a multi-facet construct. Determination of resilient individuals should follow multilevel assessment of personal, environmental and dynamic interactive aspects.

SYMPOSIUM 25: Contextual factors shaping the educational motivation and engagement among young people

17636/1479 | Teaching quality and student development in the years of early adolescence

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Stage-environment fit theory postulates that the learning environment has a great impact on the development of adolescent students, yet little research has examined this assumption in a longitudinal perspective. Focusing on the classroom as students' most proximal learning environment, we examine whether changes in students' academic development (i.e., academic identification with school, academic achievement) and general school adjustment (i.e., students' feelings of school belonging and social relatedness) are related to changes in teaching quality (i.e., classroom management, monitoring, teacher support) in a sample of $N = 3880$ German secondary school students and their homeroom teachers from 5th to 8th grade. Multilevel longitudinal growth curve models that were performed at the student- and at the classroom level indicated increases in academic

achievement and student-reported feelings of school-belonging and social relatedness across secondary school, whereas perceived teaching quality declined for both the student and the teacher perspective. Students' academic development and general school adjustment were positively related to teaching quality over time. From the student perspective, students' academic development was most consistently related to teaching quality at the classroom level, whereas students' individual perception of their teacher (i.e. student level) was most important for their general school adjustment. In general, the findings highlight the important role of teachers' instructional and interpersonal behavior for students' fit with their learning environment. Results suggest that high levels of teaching quality are relevant for the academic development of all students in the classroom, whereas a "dyadic" fit between a particular student and his/her teacher is most important for a students' general school adjustment.

17636/1480 | Grit and academic goal commitment profiles: The role of socio-economic status

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Education attainment differences are substantially due to the variances in socio-economic status (SES). Yet, while the role of SES in shaping educational expectation has been studied extensively, there is less research on its influence in shaping grit, or persistence with a task. Thus, the purpose of this study is to examine the influence of SES on profiles of grit and academic goal commitment. The study draws on a large longitudinal study in Finland, comprising 549 students in 8th and 9th grade. Grit was measured using the short version of the grit scale. Academic goal commitment was measured by first asking students to report one personal goal related to academic domain and then to evaluate how committed they are to this goal. Socio-economic status was measured by family financial situations. Measurement invariance latent profile analysis identified four groups: Committed and Perseverant, Extremely-low Commitment and Perseverant, Mediocre and Low Commitment and Perseverant profiles.

Multinomial logistical regression analysis found that a High committed profile was more strongly associated with high SES family than were Mediocre Low commitment, or Extremely-low committed profiles. Students in with an Extremely-low committed profile had the lowest SES, lower than students from Mediocre and Low committed profiles. This is one of the first studies to show that SES corresponded strongly with grit-perseverance and academic goal commitment. The findings provide evidence for a potential pathway linking SES to achievement gaps. It is concluded that it is necessary to support students from low SES background in building up and maintaining socio-emotional skills, in particular grid and academic goal commitment.

17636/1482 | School engagement among at-risk Canadian high-school students: Which factors prevent NEET status during the transition to adulthood?

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The transition to adulthood is a critical junction of development, especially as it relates to education and work. Youth who are not in education, employment or training (NEET) during this period are considered at risk of living in poverty and suffering from mental and physical problems later in life (OECD, 2015;2016). To reduce NEET rates, some studies show that enhancing school engagement during high school may be a promising strategy (Ryan et al., 2019). Yet, it is unclear which components of school engagement matter the most. This study examines which indicators of school engagement in high school result in a reduced likelihood of NEET status during the transition to adulthood: 1) attitude towards school, 2) importance assigned to grades, 3) aspirations, 4) perceptions of grades and 5) involvement in extracurricular activities. A sample of 545 high school students recruited from 12 high-schools in and around Montreal (Mage = 16 years old) were assessed against these indicators and re-interviewed four years later (Mage = 20 years old) about their education and employment status. One third of this sample is comprised of dropouts, another third of similarly at-risk youth who have persevered and the remaining third of normative students (see Dupéré et al., 2017).

Based on multinomial logistics regressions analysis controlling for sociodemographic risks (e.g., parents' employment and education, immigrant status), results showed that adolescents involved in extracurricular activities were significantly more likely to be pursuing education (OR = 4.85; 95% CI = 1.14-20.64) or employed (OR = 4.34; 95% CI = 1.05-17.88) four years later instead of being NEET. Moreover, in comparison with educational status, NEET status was significantly lower among students with higher aspirations (OR = 1.91; 95% CI = 1.21-3.01). Thus, aspirations and extracurricular activities appear to be important factors of school engagement to target during adolescence.

17636/1481 | Mismatched educational expectations: What happens if parents and their children do not agree?

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Previous research has identified parental educational expectations for their children as well as the educational expectations of the young people themselves as crucial predictors of educational attainment. There is however less attention to the match between parental and children's expectations. The aim of this study is to examine the congruence between parental educational expectations for their children and children's own expectations in shaping educational attainment. Guided by expectancy-value theory we assume that expectancy beliefs play a crucial role in motivation behaviour, yet also take into account that expectancy beliefs are sensitive to contextual cues. Following the assumption that Since there is no previous research on the question of

congruent expectations, we assume that unmatched parental and adolescent expectations can boost or undermine attainment. The study draws on data collected for the national representative study Next Steps (formerly known as the Longitudinal Study of Young People in England), following a cohort of young people born in 1989/90 from age 13/14 to 25. Education expectations of parents and the young people were assessed at age 16 when important decisions regarding future education are made. The findings show that the majority of parents and their offspring have both high educational expectations (77.1%), 8.3% have both low expectations, in 10.4% of cases the adolescents have higher expectations than their parents and in 4.2% parents have higher expectations than their children. We find that incongruent expectations are associated with a decreased likelihood of participating or completing higher education, i.e. attaining a degree level qualification by age 25. The study illustrates the potential negative effects of imbalanced educational expectations and highlights the important role of parents as co-agents in the educational attainment process.

SYMPOSIUM 26: The multifaceted influences of migration on adolescents

17700/1543 | Interplay of ethnic, national, and personal identity for immigrant adolescents living in Greece

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Though forming a personal identity is a challenging developmental task for all adolescents, it is even more challenging for immigrant adolescents, who must navigate between at least two cultures. For immigrant adolescents, the quest for identity includes not only exploring how they form their goals for the future (i.e., personal identity), but also how they can define themselves in terms of ethnicity, possibly combining aspects of the culture of origin (ethnic identity) and the host culture (national identity), in which they live and develop. Because personal, ethnic, and national identity have typically been addressed in separate literatures, our understanding is limited regarding how these aspects of identity co-develop during adolescence. In this study, we examined the longitudinal interplay among ethnic, national, and personal identity on a 3-wave sample of 795 immigrant adolescent students living in Greece. Applying Cross-Lagged Panel Models, we tested the lagged and concurrent associations among ethnic, national, and personal identity Exploration, as well as among ethnic, national, and personal identity Commitment. Overall, two main findings emerged. First, national (host culture) identity Exploration and Commitment at Wave 1

served as a resource, as they were associated with increased Wave 2 ethnic Exploration and ethnic Commitment, as well as with increased Wave 2 personal identity Commitment. Second, for both Exploration and Commitment, positive concurrent associations were found among national, ethnic, and personal identity, indicating that changes in one type of identity tend to go hand in hand with covalent changes in the other types of identity. These findings offer insights towards a synthesis of the diverse identity literatures that have separately examined personal, ethnic, and national identity processes.

17700/1544 | Positive and negative intergroup contact experiences in school and out-of-school contexts: A longitudinal analysis of the spillover effect

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The developmental contextualism (Lerner, 2002) and the ecological systems (Bronfenbrenner & Morris, 2006) theories emphasize that adolescents' development is embedded in multiple socialization contexts. Notably, the experiences that adolescents have in one context can affect the experiences they enact in another environment, a phenomenon known as the spillover effect (e.g., Flook & Fuligni, 2008). In line with this, the present study aimed to examine whether the spillover effect also applies to intergroup contact experiences (Allport, 1954; Pettigrew & Tropp, 2006). Thus, we tested whether intergroup contact experiences in the school context influence intergroup contact experiences in the out-of-school context (e.g., in the neighbourhood, in sport groups) and vice versa, for both native adolescents and adolescents with a migrant background. Participants were 797 adolescents (63.2% females; Mage=14.57, SDage=0.68), of which 630 native and 167 with a migrant background, involved in a longitudinal study conducted in the North-East of Italy. They filled the Positive and Negative Intergroup Contact Interactions scale (adapted from Hayward, Tropp, Hornsey, & Barlow, 2017) in school and out-of-school contexts. The results of cross-lagged analyses conducted in Mplus 8 indicated that positive intergroup contact experiences in the school context increased positive intergroup contact experiences in the out-of-school context over time, and vice versa. Similarly, negative intergroup contact experiences in the school context increased negative intergroup contact experiences in the out-of-school context over time, and vice versa. Multi-group analyses highlighted that these results were replicated in native adolescents and adolescents with a migrant background. Overall, these bidirectional longitudinal associations document a spillover effect regarding the transmission of the quality (positive and negative) of intergroup contact experiences across the school and the out-of-school contexts.

17700/1545 | Do I Belong to this Society? The Role of Positive Inter-ethnic Climate in Class and Fairness of Teachers

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Social alienation and marginalization among immigrant youth are important risk factors for their adjustment and integration into the host society. Thus, it is very essential to develop a comprehensive understanding on why some immigrant youth feel belong to the host society whereas others do not. One of the indicators of societal belongingness among immigrant youth could be related to the nature of their interpersonal experiences in school with their peers and teachers. Immigrant youth who experience positive inter-ethnic contact in class and treated fairly by their teachers may develop greater feelings of class belonging and social trust, and in turn, they may feel part of the host society. To test these conceptual arguments, we examined (1) whether positive inter-ethnic class climate and fair treatment of teachers are associated with societal belonging, and (2) whether adolescents' feelings of class belonging and social trust explain these links.

The data came from the first wave of an ongoing three-year longitudinal study, the Youth & Diversity Project. The analytical sample included youth with at least one parent born outside of Sweden (N = 423; Mage = 13.19, SD = .51; 44% girls). The results of mediation analysis showed that class belonging significantly mediated the association between positive inter-ethnic class climate and societal belonging, $\beta_{ind}=.13$, $z = 3.85$, $p < .001$, 95% CI: .08, .22. In addition, social trust significantly mediated the link between fair treatment of teachers and societal belonging, $\beta_{ind}=.04$, $z = 1.96$, $p < .05$, 95% CI: .01, .08. Overall, these findings suggest that experiencing positive inter-ethnic relationships in school may help immigrant youth develop connection to their immediate social context, and in turn build feelings of societal belonging. Furthermore, fair treatment of teachers may promote social trust among immigrant youth, and indirectly lead to feeling belong to the larger society.

THEMATIC SESSION 19: Internalizing/externalizing behaviours & parental support: different perspectives

17609 | Mindfulness and internalizing problems: The mediating role of stress management

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Within the last decades, a growing number of studies has focused on identifying a number of personal competences that can foster positive youth development. In this context, one of the competences that have caught the attention of researchers is mindfulness. Although there is a well-known link between adolescents' mindfulness and reduced internalizing problems, there has been little research on the mechanisms underlying this relationship. Thus, the aim of this study was to examine the mediating role of stress management in the relationship between mindfulness and internalizing problems and to explore whether these relations were (dis)similar across gender. The sample was composed of 726 adolescents (54.1% female) recruited from 12 high schools in the South of Spain. All participants were aged between 12 and 17 years old ($M = 14.80$, $SD = 1.54$). Results showed that mindfulness was negatively associated with internalizing problems ($\beta = -.48$, $p < .001$) and positively with stress management ($\beta = .46$, $p < .001$), while stress management was negatively associated with internalizing problems ($\beta = -.23$, $p < .001$). Further, stress management partially mediated the relationship between mindfulness and internalizing problems ($\beta = -.11$, $p < .001$). However, this proposed model was only observed in girls. Invariance testing indicated that, in boys, the relationship between mindfulness and internalizing problems was strong and negative, but not mediated by stress management. Findings contribute to an increasing body of research exploring the mechanisms that underline the relationship between adolescents' mindfulness and internalizing problems. It can also provide practical information to design gender-based interventions to prevent internalizing problems in adolescence.

17679 | Getting hot-headed: Systemic inflammation and externalising behaviour in adolescence

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Background: There are bidirectional associations of obesity and behaviour, including aggressive and antisocial behaviours, and current perspectives on externalising behaviour indicate that it is shaped, in part, by biological processes. These processes may include the actions of inflammatory factors on expected neural development related to emotion regulation and behavioural expression, including aggression, impulsivity and risk-taking. This study examines the relationship of obesity-mediated systemic inflammation and externalising behaviours in adolescence.

Methods: Adolescent and child participants, aged 10-14 years ($N=70$; 50% overweight) completed measures of behaviour, including aggression and risk-taking. Participants also completed measures of psychosocial wellbeing, including measures of anxiety, depression and self-perceived competencies. Salivary samples were obtained and used for determination of tumour necrosis factor-alpha and interleukin-6, and these are used as indicators of inflammation. Body mass index and waist-hip ratio were also measured.

Results: Overweight participants had significantly higher levels of interleukin-6 and tumour necrosis factor-alpha than the normal weight participants. Age and body mass index were significantly and positively related to externalizing behaviours for both boys and girls. In a hierarchical linear regression model, externalising behaviour was associated with age, body mass index, perceptions of social acceptance and markers of systemic inflammation, but only for girls.

Conclusions: The results are interpreted with consideration of the biological pathways via which inflammation relates to behaviour, including the development of executive function, and the social-contextual factors which may influence both behaviour and body mass index. The findings contribute to an emerging literature that examines the association of systemic inflammation, psychosocial development and behaviour during adolescence

17585 | Internalising and externalising problems during adolescence and the likelihood of being Not in Employment, Education or Training (NEET): A prospective study

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Background: Although some studies find that mental health problems in adolescence increases the risk of being Not in Employment, Education or Training (NEET) in young adulthood, less is known about the risks from different aspects of mental health. This study investigates: the associations that internalising and externalising problems in adolescence share with being NEET in early adulthood; the mediating role of school achievement; and if associations among mental health, school achievement and NEET vary across gender.

Methods: Participants were Swedish youth (n= 4,981, 51% females) from the Children of Immigrants Longitudinal Survey in Four European Countries (CILS4EU). Participants completed questionnaires in grade 8 (age 14-15 years, 2010/2011 academic year), providing information on internalising and externalising problems. School grades came from administrative registers one-year later. Information on NEET came from administrative registers a further four years later (19-20 years, 2015). Gender-stratified linear probability models (LPMs) were performed, controlling for key sociodemographic background factors (e.g. household income, immigrant background) and cognitive ability.

Results: 13% of young adults were NEET at 19-20 years of age and rates were higher for participants who had externalising problems or high internalising problems in grade 8. Males with externalising problems had an increased likelihood of being NEET. For females, internalising problems predicted an increased risk of being NEET. Links between mental health problems and subsequent likelihood of being NEET were mediated by school grades for both genders.

Conclusions: Mental health problems in adolescence are associated with a greater likelihood of being NEET in the post-secondary school period. However, internalising and externalising problems represent different risks for males and females, and

lower school performance is an explanatory mechanism. Ongoing analyses are testing alternative measures of school performance, such school incompleteness. We are also updating the NEET measure with recent register data covering until 22-23 years of age.

17755 | Longitudinal relationships between maternal support/closeness and internalizing problems: Moderation effects by pubertal status

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Introduction/Hypotheses. Biological changes that accompany the onset of puberty, impact both adolescent's emotions as well as their relationships with others, including parents. As youth transition from early to late adolescence, parental closeness decreases autonomy striving and an orientation to peers increases. The present study tested developmental links of maternal closeness and support and internalizing behaviors, and the extent to which these links are conditioned by pubertal status, over a two-year period. It was hypothesized that early pubertal timing would potentiate the link between maternal closeness and internalizing behaviors in comparison to youth who mature on time or late. Similarly, early puberty would potentiate the maternal support-internalizing behaviors link, in comparison to on time or late maturing youth. **Methods.** Four waves of data, six months apart, were collected from 586 Czech adolescents from Moravia (58.4% female; Mage = 12.34 years, SD = 0.89 at W1), in two cohorts, one 6th grade and 7th grade. Confidential self-report survey data were collected which included two items part of the Physical Developmental Scale (PDS), the Adolescent Family Process measure, and the Weinberger Adjustment Inventory. **Results/Implications.** Preliminary SEM multigroup tests on the 6th grade cohort provided evidence that pubertal status (early, on-time, and late) moderated the links between maternal closeness and anxiety. Additional model tests will be completed for depression as the outcome, and for the 2nd 7th grade cohort. Thus far, study findings provide some evidence that pubertal timing moderates the links between closeness and anxiety.

17677 | Evaluating informative hypotheses for parameters of a structural equation model using Bayes factors

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A new R-package, “bain”, allows researchers to test informative hypotheses about frequentist models, using Bayes factors. The Bayes factor indicates how much support the data provides for an informative hypothesis. This is an alternative to null-hypothesis significance testing, which involves rejecting an (often meaningless) null-hypothesis.

This presentation demonstrates how to use “bain” to evaluate informative hypotheses about regression coefficients in a random-intercept cross-lagged panel model. It includes a QR-code linking to a short Youtube-tutorial for the methods used, and a link to sample data, so researchers can try out this new method.

For this demonstration, we re-analyze data on parenting behaviors and adolescents’ emotion regulation (Van Lissa et al., 2019).

We focus on parental support, but the original publication examined behavioral- and psychological control as well.

We had three informative hypotheses: H1) that both parents’ support would be positively associated with adolescents’ emotion regulation, H2) that these associations would be stronger for mothers than for fathers, H3) that associations between maternal support and emotion regulation would be stronger for daughters than for sons.

We estimated a dual-group random-intercept cross-lagged panel model for boys and girls separately, using the free SEM-package “lavaan”. Then, we used “bain” to calculate Bayes factors for each informative hypothesis. This Bayes factor is a ratio of evidence in favor of the hypothesis, relative to evidence against it. For H1, the Bayes factor was 1.12, indicating no evidence for or against the hypothesis. For H2, the data provided approximately three times more evidence ($BF = 3.07$) in favor of the informative hypothesis, than against it. For H3, a Bayes factor of 28.61 indicated substantial evidence that the effect of maternal support on emotion regulation is indeed stronger for girls than boys. Thus, only the latter hypothesis is conclusively supported.

EARA Young Scholar Award: Peers matter! The role of peer networks and norms in adolescent development

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As awardee of the Young Scholar Award, I have been invited to present my research and ideas at the EARA Conference. My research focuses on the role of peer relationships in adolescents’ behavioral and psychosocial development. When children move into adolescence, they start seeking autonomy from authority figures, such as parents or teachers, while peer relations – such as friendships – gain heightened significance and valence. Peer relationships are attractive for adolescents because they are more egalitarian, less controlling, more accepting, and more present-oriented than relationships with adults. Adolescents tend to hang out with peers who are similar to them (friendship selection), but can also become more similar to their peers over time (friendship influence). This can be for better, when adolescents are influenced by peers in prosocial behavior or high academic achievement, or for worse, when adolescents hang out with delinquent or aggressive friends and start adopting these behaviors.

My work has demonstrated that these selection- and influence processes strongly vary between contexts such as the classroom, depending on classroom peer norms. In particular the behaviors of popular peers can pose a powerful norm (a “popularity norm”) for adolescents, possibly because these peers are at the center of attention and enjoy admiration. Adolescents use these normative behaviors as selection criterion for whom they prefer as friends, and are – in particular for aggression – inclined to adopt these behaviors from their friends. But how do these norms emerge? And what happens if a classroom is characterized by contrasting (e.g., prosocial and aggressive) norms? And how do these norms affect adolescents’ wellbeing and psychosocial adjustment in the classroom? In the current presentation I will highlight some key findings of my research on the role of peer norms and friendship networks in adolescent development. I will also discuss several new ideas on how to deepen and broaden our understanding of the role of peers in adolescents’ behavioral and psychosocial development.