



**ABSTRACT
BOOK**

EADP 2021

EADP SUMMER TOUR SEPTEMBER 2021

DEVELOPMENTAL TRENDS: CONCERNS AND OPPORTUNITIES

Day 2: **10th September 2021**

The Polish Association of Human Development Psychology
Poland

Co-organizer



<https://psprc.edu.pl/eadp>

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EADP SUMMER TOUR 2021

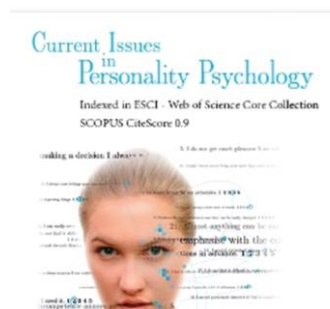
The EADP Summer Tour 2021 offers an excellent virtual opportunity for scientists to present and discuss their latest research. The overarching theme of the EADP Summer Tour 2021 "to keep tomorrow alive" aims to stimulate high-quality scientific exchange and particularly invites the submission of innovative and future oriented developmental research.

PROGRAMME OVERVIEW

Friday 10th September 2021 | 08:30 - 18:00

08:30 - 09:00	Time for log in and technical matters			
09:00 - 09:30	Opening			White Room
09:30 - 10:30	Keynote I Developmental figures in the person's lifetime in the context of contemporary sociocultural trends Lucyna Bakiera, Adam Mickiewicz University, Poznań, PL			White Room
10:30 - 10:45	Break			
	White Room	Yellow Room	Green Room	Blue Room
10:45 - 12:15	Invited Symposium 1: Young people citizenship activity	Thematic Session 1: Technologies and development	Thematic Session 2: Emotional development, sensitivity and empathy	Thematic Session 3: Regulation of emotions in the social context
12:15 - 13:00	Lunch Break			
	White Room	Yellow Room	Green Room	Blue Room
13:00 - 14:00	Poster Session 1: Youth	Poster Session 2: Emotional problems	Poster Session 3: Parents – children	Poster Session 4: Adults
14:00 - 14:15	Break			
14:15 - 15:15	Keynote II Even less visible: Disadvantaged children in disadvantaged countries Ayşe Bilge Selçuk, Koç University, Turkey			White Room
15:15 - 15:30	Break			
	White Room	Yellow Room	Green Room	Blue Room
15:30 - 17:00	Invited Symposium 2: Ethnicity, Race, Migration	Symposium 1: Perfectionism, emerging adulthood	Thematic Session 4 Social issues and interventions	Thematic Session 5 Parenthood and lifestyle
17:00 - 17:15	Butterworth Award announcement			White Room
End of scientific program				

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PROGRAMME DETAIL

Friday 10th September 2021 | 08:30 - 18:00

08:30 - 09:00 Time for log in and technical matters

09:00 - 09:30 **Opening**

White Room

09:30 - 10:30 **Keynote I**

White Room

Developmental figures in the person's lifetime in the context of contemporary sociocultural trends

Lucyna Bakiera, Adam Mickiewicz University, Poznań, PL

Chair: Beata Krzywosz-Rynkiewicz & Katarzyna Markiewicz

10:30 - 10:45 Break

10:45 - 12:15 **Invited Symposium 1: Young people citizenship activity**

White Room

Young people citizenship activity as developmental task and opportunity - how to keep it alive

Chairs: Beata Krzywosz-Rynkiewicz, University of Warmia and Mazury in Olsztyn, Poland; Anna Zalewska, SWPS University, Warsaw, Poland

- » **Asian youth and unconventional forms of civic engagement - youth developmental trend or political impatience?** | Kerry J Kennedy et al.
- » **Are emerging adults more cooperative and/or competitive citizens than middle-aged and old citizens in the face of the COVID pandemic?** | Márta Fülöp et al.
- » **Young people citizenship and radicalization. Can radicalization be an expression of young people citizenship engagement and can civic competency prevent it?** | Marcin Skład
- » **Active citizenship among emerging adults: why personal resources still matter?** | Anna Zalewska
- » **Young people citizenship in transition: real, virtual and digital** | Beata Krzywosz-Rynkiewicz

Thematic Session 1: Technologies and development

Yellow Room

Chair: Dagmar Strohmeier

- » **Parental and Demographic Factors on Internet Use of Turkish Children** | Ilknur Coban et al.
- » **Parents' and children's perspective on rules for digital technology use in the family** | Marina Kotrla Topić et al.
- » **Tots and Touchscreens: Impact of screen time and parental mediation strategies on child development of high and low touchscreen users** | Annalyn De Guzman-Capulong
- » **Preschoolers' behavioural and emotional problems during the quarantine due to Covid-19 pandemic: the role of parental distress and screen time** | Lauryna Rakickienė et al.
- » **Evidence from the application of tim project for children: a training program to enhance mentalizing in children aged 7/8** | Elisabetta Lombardi et al.

Thematic Session 2: Emotional development, sensitivity and empathy

Green Room

Chair: Willem Koops

- » **Longitudinal associations between attachment and internalizing/externalizing problems in preschoolers: mediator effects of emotion regulation** | Catrinel Alice Ștefan et al.
- » **The Moderator Role of 5-HTTLPR Polymorphism on the Relationship between Prenatal Parenting Factors and Infant's Socio-emotional Development: A Longitudinal Study** | Figen Eroglu Ada
- » **Environmental sensitivity in young adolescents: the identification of sensitivity groups in a Polish sample** | Monika Baryła-Matejczuk et al.
- » **Promoting prosociality in primary school: Effects on emotional self-efficacy, empathy, and behaviors** | Federica Zava et al.
- » **The moderating role of shyness in the link links between feelings of empathy and empathetic behaviours** | Federica Zava et al.

Thematic Session 3: Regulation of emotions in the social context

Blue Room

Chair: Spyridon Tantaros

- » **Child-Parents Math Anxiety and Test Anxiety among Palestinian primary school students** | Nagham Omar Anbar
- » **School climate and SWPBS intervention among middle school French students: a latent class analysis** | Alexia Carrizales et al.
- » **Exploring the links between Justice Sensitivity and aggression and its trajectories in childhood and adolescence: A five-year longitudinal study** | Ahuti Das-Friebel et al.
- » **An investigation of the relations of bullying during adolescence, emotion regulation and identity development** | Spyridon Tantaros et al.
- » **Attachment and problem behaviour in early and late adolescence: the role of emotion regulation** | Ilona Skoczeń et al.

12:15 - 13:00 Lunch Break

13:00 - 14:00 **Poster Session 1: Youth**

White Room

Chair: Sara Filipiak, Maria Skłodowska-Curie University, PL

- » **Effects of SWPBS on students perceived school climate over time: examination of cross-level Interactions on longitudinal associations** | Violaine Kubiszewski et al.
- » **Difficulties in emotion regulation mediate the relationship between childhood neglect severity and well-being in young adults** | Ludovica Di Paola et al.
- » **How did body image affect self-efficacy during the pandemic period? A mediation study on Italian adolescents** | Aurelia De Lorenzo et al.
- » **Personality traits and locus of control in middle adolescence. Mediating effect of hope for success** | Sara Filipiak et al.
- » **Do conscientious students prefer Achievement values? Comparative analysis of personality traits and value preference in Polish students in early adolescence** | Beata Łubianka et al.
- » **Understanding labeling effects in the area of personal identity and aggression** | Ewelina Kamasz
- » **Personality and cognitive predictors of procrastination in the Polish and Ukrainian youths** | Katarzyna Markiewicz et al.

Poster Session 2: Emotional problems

Yellow Room

Chair: Tuğçe Aral, Koç University, Turkey

- » **Gender differences in young preadolescents' mindreading abilities and well-being** | Marcella Caputi et al.
- » **Intergenerational Effects of Parents' Math Anxiety on Children's Math Anxiety** | Andreea Ioana Petruț et al.
- » **"My true not real friend": imaginary companion, socio-emotional competence and behavioural problems in school age children. A multi-informant study** | Alessandra Sperati et al.
- » **Reciprocal Associations between Peer Problems and Non-Suicidal Self-Injury throughout Adolescence** | Lisa De Luca et al.
- » **Anxiety and Depression Symptoms in Adolescence during the COVID-19 Pandemic – Polish perspective** | Ilona Skoczeń et al.
- » **Interpersonal emotion regulation strategies and social problem-solving skills: How do they interact in the prediction of psychological distress in adolescents** | Meryem Söğüt et al.
- » **The association of numeracy skills with Penn Conditional Exclusion Test performance of 5-to-8-year-old Turkish children** | Meryem Söğüt et al.

Poster Session 3: Parents – children

Green Room

Chair: Monika Baryła-Matejczuk, University of Economic and Innovation in Lublin, PL

- » **What do parents find important in the upbringing of their school-aged children in the times of COVID?** | Maria-Christina Katsarou et al.
- » **Child's looking behaviour towards talking faces in a naturalistic setting: Could this mechanism support novel word learning?** | Tamara Bastianello et al.
- » **The role of infant temperament, infant at-risk health conditions and parental depression in infant sleep quality: an Italian cross-sectional study** | Benedetta Ragni et al.
- » **The questionnaire of Sensory Processing Sensitivity in Children - a psychometric evaluation** | Monika Baryła-Matejczuk
- » **Preliminary development and validation of a questionnaire to measure parental support for drawing** | Brenda de Groot et al.
- » **Attention training effects in children and transfer to other cognitive functions – attempting to predict the transfer scope based on the improvement in trained tasks** | Monika Deja et al.
- » **To lie or not to lie? Parents' socialization goals and flattery behavior in their preschool children** | Joanna Jakubowska et al.

Poster Session 4: Adults

Blue Room

Chair: Ludmiła Zając-Lamparska, Kazimierz Wielki University in Bydgoszcz, PL

- » **The Polish-Mother's pattern of functioning as a correlate of parental burnout and following selected parental myths** | Anna Małgorzata Szymanik-Kostrzewska
- » **Selection, optimization and compensation strategies and their relationship with well-being and impulsivity in Poles during adulthood** | Ludmiła Zając-Lamparska
- » **The Quality of Religiosity vs. Personal Integration in Polish Young Adults** | Wanda Zagórska et al.
- » **Dimensions of religious morality in adults** | Małgorzata Tatala
- » **Depressive symptoms in young people: The role of parental behavior and romantic relationship status** | Sanja Smojver-Azic
- » **Pedagogical innovations and projects as a form of preventing cyber threats and developing media and information competences of children (also with Asperger Syndrome)** | Magdalena Słowik
- » **A Workflow for Open Reproducible Code in Science (WORCS)** | Caspar van Lissa et al.

14:00 - 14:15 Break

14:15 - 15:15 **Keynote II**

Even less visible: Disadvantaged children in disadvantaged countries

Ayşe Bilge Selçuk, Koç University, Turkey
Chair: Sevgi Bayram-Özdemir

15:15 - 15:30 Break

15:30 - 17:00 **Invited Symposium 2: Ethnicity, Race, Migration**

White Room

Developmental Perspectives on Ethnicity, Race, and Migration in Europe

Chair: Moin Syed, University of Minnesota, USA

- » **The Changing Landscape of Ethnic, Racial, and Immigrant Labels in Europe** | Moin Syed
- » **Wir sind hier! Family and peer ethnic-racial socialization and identities among German youth of color** | Linda Juang et al.
- » **Societal Belongingness: A Conceptual Clarification and Future Directions** | Metin Özdemir et al.
- » **Reflections on Studying Emotions and Personality Change in Syrian Origin Young Adults in the Netherlands** | Joanne M. Chung

Symposium 3: Perfectionism; emerging adulthood

Yellow Room

Another kind of pandemic. The impact of perfectionism on development in adolescence and emerging adulthood

Chair: Konrad Piotrowski, SWPS University, Poznań, PL

- » **Perfectionism, affect, emotion regulation, and coping in adolescents: A short prospective study** | Diana Vois et al.
- » **The role of perfectionism in shaping adolescents' perceptions of family acceptance** | Iulia M. Domocus et al.
- » **The impact of perfectionistic strivings and perfectionistic concerns on identity formation in the domains of education, future plans, and parenting** | Konrad Piotrowski
- » **The Alienated Perfectionist: How the Quest for Perfection Impairs Interpersonal Connection** | Chang Chen et al.

Thematic Session 4: Social issues and interventions

Green Room

Chair: Ersilia Menesini

- » **Efficacy of a brief child sexual abuse prevention program for elementary school-age children** | Rukiye Kızıltepe et al.
- » **Early-childhood Teachers' Emotion Socialization Practices: A Multi-Method Study at Nursery** | Elisabetta Conte et al.
- » **What role do schools and teachers play in supporting refugee youths' mental wellbeing?: A qualitative study with Swedish teachers** | Serena McDiarmid et al.
- » **Ethnic friendship patterns among primary school children: prevalence, friendship quality and stability** | Sophie Oczlon et al.
- » **Career development challenges: The role of interest-based personality and systemizing** | Ifunanya Chukwueke et al.

Thematic Session 5: Parenthood and lifestyle

Blue Room

Chair: Monika Baryła-Matejczuk

- » **Parents' perceptions of child's weight-related behavior problems and confidence to deal with those problems: The Lifestyle Behavior Checklist** | Catarina Canário et al.
- » **How do parents promote creativity in the school-aged children? A cross-cultural study** | Georgios Vleioras, et al.
- » **Are school-aged children's lifestyle behavior problems related to specific feeding and physical activity parenting practices?** | Marco Jorge Silva-Martins et al.
- » **The Moderator Role of Cognitive Flexibility on the Relationship between Attachment Styles and Phobia of Covid-19** | Demir Merve et al.

17:00 - 17:15 **Butterworth Award announcement**

White Room

End of scientific programme

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Opening words EADP online conferences



Prof. dr. Marcel van Aken

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Dear Colleagues,

On behalf of the European Association for Developmental Psychology (EADP), it is my pleasure to invite you all to the EADP Summer Tour 2021!

Of course, after the successful and most pleasant conference we had in Athens in 2019, we would have loved to see you all again in St. Petersburg, where we originally planned our 2021 conference. But we all know what happened: the world was shaken by a terrible virus and our lives were completely turned upside down. All of us have endured terrible situations, both in our professional, but certainly also in our private lives. And although in Europe things slowly seem to be changing for the better, we're still not there. And as a consequence, we're still not able to meet each other in one of our beautiful cities.

But we came up with an alternative: an online Summer Tour. On three subsequent Fridays in September (3, 10 and 17) a committee under the supervision of Dagmar Strohmeier (Austria), Katarzyna Markiewicz & Beata Krzywosz-Rynkiewicz (Poland), and Simona C.S. Caravita (Norway) have organized three very interesting thematic workshops. As you will see from this program, in these three workshops we will be able to show how we as developmental scientists address some of the challenges today's societies are confronted with.

And I think we as EADP can be proud to see that we address these challenges with high quality research, originating from various parts of Europe. This illustrates our 'raison d'être' as European association: together we join our scientific forces.

These three days also encompass the EADP events that normally would have taken place during the conference: the presidential address by incoming president Dagmar Strohmeier on September 3; the membership meeting directly following this presidential address; the Butterworth Awardee Keynote on September 10; and the Preyer Awardee Keynote by this year's winner Christina Salmivalli on September 17. All of these events start at 17.15. There is even a virtual reception on September 17 between 18:00 and 18:30, where we will announce the venue of the ECDP 2023, where we hopefully will be able to again meet in person.

We are looking forward to seeing you online during this summer tour, and we are sure that it will almost look like we're together as we would have been!

Marcel van Aken



Assoc. Prof. Beata Krzywosz-Rynkiewicz, Ph.D.

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Dear Colleagues,

On behalf of the Polish Association of Human Development Psychology, welcome to the conference day organized by the Polish team.

One would like to say we meet under unusual conditions. But I doubt whether this is really the case. The pandemic experience, suddenly turned the normal into the "new normal" and then, over many months, the "new normal" became normal again. It has forced us to adapt to new conditions and to search for a new equilibrium. It also set new developmental directions and trends. The pandemic has taken its toll on all of us, but most adults have coping mechanisms to overcome these challenges, managing their lives and overcoming developmental and life crises. Many people have been prompted to revise their life strategies. In contrast, the formative growth of young people and their social and emotional development has been occurring during the COVID-19 crisis. Some of these experiences could become a valuable resource, whereas others could evolve into dysfunctional patterns that will persist for many years. We as developmental psychologists look at these patterns, identifying their mechanisms both adaptive and destructive. We also help practitioners find ways to support people in developmental pathways that lead to well-being and potential fulfillment. But there are also phenomena that have been maybe neglected recently muffled by pandemic, but are still important and cognitively intriguing. All of them will become the subject of consideration in our meeting. Two lectures, three symposia, five thematic sessions and twenty six posters prepared by over 180 authors will be presented. We hope that during this conference, in addition to knowledge sharing, we will be inspired to new explorations but also to solutions supporting practitioners in their work for human development in all ages and conditions.

We are happy to meet you in Poland, if only in this virtual way. Developmental psychology in our country has several decades of history and rich traditions. We meet on annual conferences (next year the 30th jubilee conference is expected). We also publish a renowned Polish Developmental Psychology Journal. Our cooperation with EADP has also lasted for many years. Thanks to Professor Adam Niemczyński commitment we hosted you in Krakow in 1995 year. We hope that this meeting will be a successful continuation of our cooperation.

We invite all speakers to submit their papers to two journals - Polish Developmental Psychology and Current Issue of Personality Psychology, which has dedicated thematic issues to conference presentations.

We wish you great conference time. Welcome to EADP 2021 tour and welcome you to Poland!

Beata Krzywosz-Rynkiewicz

European Association of Developmental Psychology Council Members



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Welcome to publish your papers
in our journals

Thematic issues are dedicated
EADP Summer Tour 2021



Psychologia Rozwojowa/Developmental Psychology is the only Polish journal dealing with human developmental issues. It began publication in 1993 on the initiative of the psychologists who were engaged in research into human development associated with the Section of Developmental Psychology of the Polish Psychological Association. The journal provides a forum for sharing information and experience both in the field of developmental research and practices that are related to the psychological diagnosis and support for development. It invites contributions not only from psychologists, but also from representatives of other disciplines engaged in research on human development: anthropologists, philosophers, physicians or educators. Such an open formula allows an interdisciplinary reflection on the issues of human development. More information can be found [here](#)

Current Issues
in
Personality Psychology
Indexed in ESCI - Web of Science Core Collection
SCOPUS CiteScore 0.9



Current Issue of Personality Psychology Journal https://www.termedia.pl/Journal/Current_Issues_in_Personality_Psychology-75, noted on international database (e.g Scopus) dedicates its thematic issue for papers presented on the conference. Details will be announced two months before conference. Current Issues in Personality Psychology (CIPP) publishes high quality original articles and reviews of recognized scientists that deal with personality theories and research from the perspective of social science, law and medicine. CIPP promotes the study and application of personality psychology to various domains of individual and social functioning. In particular we are interested in such topics as the role of personality in interpersonal relations; individual differences; personality disorders; personality development; personality and behavior dynamics; quality of life and wellbeing; the interplay of culture and personality; biosocial bases of personality; and personality assessment and diagnosis. However, we are open to innovative research and new conceptual reviews in the field of personality science.

INVITED LECTURES

Lucyna Bakiera || Adam Mickiewicz University || Poznań || Poland

Developmental figures in the person's lifetime in the context of contemporary sociocultural trends



Associate professor at the Adam Mickiewicz University in Poznań. She currently works at the Department of Developmental Psychology at the AMU Faculty of Psychology and Cognitive Science. Her scientific activity focuses on 1) psychology of human development - developmental changes in adolescence and adulthood, as well as the complementarity of parents and children development; 2) parentology - parental involvement, parental self-creation; parental generativity; 3) gamology - psychological aspects of functioning in marriage and cohabitation, affiliation behaviors. She was an initiator of parentology as an interdisciplinary approach to parenthood. The author, among others, of the monograph *Does growing up have to be difficult?* (2009), co-author of the *Lexicon of the human development psychology* (2011), the book *Personal models in human development* (2016), and editor of the books. She is a member of the Ethics Committee for Research Projects at the Faculty of Psychology and Cognitive Science and an expert at the Polish Accreditation Committee.

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Keywords: COVID-19 pandemic; developmental figure; psychosocial development

Abstract:

The issue of the social aspect of human development has been investigated by many researchers, but the dynamic changes associated with globalization and glocalization, and recently with the COVID-19 pandemic, still shed some new light on the meaning of interpersonal relations. Paying attention to experiencing the complexity, diversity and rapid changeability of events, and above all to changes related to the pandemic, brings to mind an observation about the universality of the need for close interpersonal relations and the importance of social support in coping with difficult situations. At the same time, the recent restrictions have caused closeness to be sometime in excess, to be even wearing, and maintaining social distance to be a prerequisite for protection against contracting the disease. The diversity of contacts and people in the person's environment introduce an important balance into the person's life. This balance has been recently disturbed. The lecture will be devoted to significant others in the person's development. I suggest defining, analogically to the attachment figure or transition figure, an individual who has a significant meaning for the person's psychosocial development, the developmental figure. In my view, it is any individual whose influence has an impact on the direction of the person's development. I consider interactions with significant others to be frequent and deep, to constitute a source of bond, whereas developmental figures also have an influence through indirect and sporadic contacts. What developmental figures can be distinguished in the person's lifetime? What is their influence? Which of them create a developmental chance, and which of them pose a risk of disturbances? Answers to these questions, among others, are an invitation to the reflection on interpersonal relations in human development.

Bilge Selçuk Koç

University || Stambul || Turkey

Even less visible: Disadvantaged children in disadvantaged countries



Professor of psychology at Koc University. She received her BSc and MSc degrees from Middle East Technical University, and Ph.D. from the University of Melbourne. Her research focuses on psychological well-being and development in children living in disadvantaged contexts and in children with atypical development. She has conducted a four-years extensive research that tracked the development of institution-reared children and compared their development with parent-reared children in socioeconomically disadvantaged families in five cities in Turkey. In the context of significant migration from Syria to Turkey and severe political and armed conflict in the region, research of Prof. Selçuk has focused on the effects of prolonged poverty and war trauma on cognitive, social-emotional development and psychological wellbeing of children. The severe discrimination and maltreatment of Syrian refugees also led her to conduct research on the selective usage of cognitive and social-emotional capacities. In her recent research, Prof. Selçuk investigated the intergroups factors that are linked with the deployment of mind- and emotion-reading in children and adults, regardless of the high maturity in these capacities.

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Keywords:

COVID-19 pandemic; language, cognitive and social development; technology

Abstract:

Sub-optimal development in childhood is associated with a range of environmental factors including poverty and exposure to violence; and is observable in many parts of the world, even in high-income countries. In some regions, however, risk factors often co-occur, and their cumulative effect compromises children's development to a greater extent. Yet, ironically, we know and talk little about them. In this speech, I will try to draw a picture depicting psychological development and wellbeing of children in underprivileged countries. I will present findings from our research in Turkey comparing language, cognitive and social development in institution-reared children and low-SES parent-reared children, and in children who live in disadvantaged conditions characterized by prolonged extreme poverty, and familial and political conflict. I will also look at current circumstances for these children after the covid-19 pandemic, and will make suggestions about how we can make use of technology to support children's development at an early age.

INVITED SYMPOSIA

Invited Symposium 1 Young people citizenship activity

Young people citizenship activity as developmental task and opportunity - how to keep it alive

Chairs:

Beata Krzywosz-Rynkiewicz

University of Warmia and Mazury in Olsztyn || Poland



Psychologist, a head of Department of Clinical, Developmental and Educational Psychology on University of Warmia and Mazury in Olsztyn, Poland. Her special interest is young people social participation and self-responsibility. She is author and co-authors over 75 articles and 7 books on the field of social and developmental psychology with focus on citizenship. She was a member of Scientific Committee of European Science Foundation in 2006-10 and currently is a President of Polish Association for Human Development Psychology, President Elect of Children's Identity and Citizenship European Association.

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Anna Zalewska

SWPS University || Warsaw || Poland



Professor of Psychology at SWPS University in Warsaw, former Dean of Faculty of Social Sciences and Design in Poznan, Poland. She is an author and co-author over 80 articles and 10 books in the field of personality, well-being and social psychology. She is especially interested in personality and environment factors as predictors of well-being and desirable positive behavior (e.g. citizenship). She was a leader of Interdisciplinary Team for science dissemination at Ministry of Science and Higher Education (2011-2016) and has been a member of the ESF College of Expert Reviewers (2016-2019).

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Keywords:

Civic participation; citizenship activity; young people

Abstract:

Civic participation has significant meaning for building internal resources of the individuals and is an important development task for them. The classic research provided by developmental psychologists (Hess i Torney-Purta, 1967) shows that becoming citizen is more than obtaining formal rights. Early developmental years seem to be critical time for mobilizing internal resources conducive to civic activity. Childhood and youth are important periods for understanding social system and structures like power, government, parliament and also gain experience that is fundamental in shaping attitudes to citizenship as adults. It is hard to believe that passive and withdrawn young people will become active and committed citizens in the future. In the symposium academics from Asian and European countries will present their research and discuss recent developmental processes and trends on young people citizenship activity: (1) does the activity still matters and what are current challenges for development and education, (2) what is the role of personality traits and social influence (e.g. social isolation, competition) and political trends (authoritarianism and radicalization) on young people citizenship action, (3) how new technologies transforming citizenship nature from real to virtual world.

Asian youth and unconventional forms of civic engagement - youth developmental trend or political impatience?

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Xiaxoue Kuang Education University of Hong Kong

Keywords: Civic engagement; young people; personal and social development

Abstract:

Since 2014, Korea, Taiwan and Hong Kong have experienced legal and illegal protests, many involving young people. Why has this turn taken place and how extensive is it? Using mixture models and drawing on international data, profiles were developed of the ways young people see their future civic engagement. Protest was clearly identified as a real possibility for many young people but by no means all. There were larger numbers of respondents attracted to more conventional forms of engagement and some who did not see themselves being engaged at all. The implications for personal and social development are discussed.

Are emerging adults more cooperative and/or competitive citizens than middle-aged and old citizens in the face of the COVID pandemic?

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Keywords: COVID-19 pandemic; competitiveness; cooperativity

Abstract:

In the presentation two-stage study ran during the first and second wave of the pandemic in Hungary will be described. University students' and middle-aged and old citizens' perception of changes of personal, national, and global competitiveness and cooperativity was investigated in a questionnaire study together with short and long-term optimistic and pessimistic views on the pandemic's effect on society and social relationships. The study will discuss if young people differ in their predictions how the pandemic influences social cohesion, solidarity, and citizenship.

Young people citizenship and radicalization. Can radicalization be an expression of young people citizenship engagement and can civic competency prevent it?

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Keywords: Adolescence; social identity; civic competences

Abstract:

Adolescence is the time when forging a social identity becomes fundamental developmental task. This combined with neurological development this makes young people particularly vulnerable to allure of radical movements advocating for violence as mean of social change. The presentation will consider mechanisms contributing to this attractiveness and ways in which strengthening civic competences of youth can disturb these mechanisms of that attraction. In the final section we review preventive interventions based on civic competences and our studies considering social media engagement as a form of civic activity typical for young generation and its potential role in stimulating and preventing radicalization.

Active citizenship among emerging adults: why personal resources still matter?

Anna Zalewska

SWPS University || Warsaw || Poland

Keywords:

Civil society; self-esteem; social competences

Abstract:

Civil society needs citizens who are involved in various forms of civic activity, therefore knowledge of the factors that contribute to undertaking various behaviors is still needed. The study focuses on personal resources – self-esteem, social competences and three dimensions of mental condition (emotional, social and psychological well-being) - of emerging adults (at the age of 19-25) as predictors of their readiness to four kinds of civic activity: social, political, oriented to changes and personal. Such knowledge can be useful in increasing the willingness to undertake various forms of civic activity, since all these resources can be modified by deliberate influences and positive interventions.

Young people citizenship in transition: real, virtual and digital

Beata Krzywosz-
Rynkiewicz

University of Warmia and Mazury in Olsztyn || Poland

Keywords:

COVID-19 pandemic; new technology; virtual citizenship

Abstract:

The development of new technology blurs the line between reality and the virtual world. Young people are increasingly weary of political life, and social life of Generation Z takes place in the Net. In the face of social phenomena such as the COVID-19 pandemic, these attitudes have steadily gained ground, encouraging young people to move their school and social lives online. As a result, modern technology has revolutionized the conventional concept of citizenship, namely the relationship between the state and daily activities, by transforming it into a non-territorial phenomenon. In the presentation the way in which members of Generation Z, who recently acquired formal civil rights, conceptualize the phenomena of citizenship and virtual citizenship will be presented.

Invited Symposium 2 Ethnicity, Race, Migration

Developmental Perspectives on Ethnicity, Race, and Migration in Europe

Chair:

Moin Syed

University of Minnesota || Twin Cities || USA



Associate Professor of Psychology at the University of Minnesota, Twin Cities. His research is broadly concerned with identity and personality development among ethnically and culturally-diverse adolescents and emerging adults. Much of his current scholarly work focuses on methods, theories, and practices within the broad frameworks of open science and meta-psychology, with a particular emphasis on ethnic minority psychology, diversity within the field, and building bridges across the fractured sub-disciplines of psychology. He is currently serving as the Editor of *Infant and Child Development*.

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Keywords:

Ethnicity; race; immigration

Abstract:

Research on ethnicity, race, and migration in Europe from a developmental perspective has been increasing steadily over the past decade. The major focus of this work has been on immigrant adolescents' patterns of orientations towards their host societies and heritage cultures, and how these orientations are associated with adaptation. Whereas this research has been necessary and influential, it is also limited in scope, and therefore has led to major gaps in our collective understanding on this critically important topic. The purpose of this symposium is to highlight work that is pushing new boundaries in our understanding of the development of ethnic, racial, and migrant minority youth across Europe. All four of the papers highlight work that represents new and much-needed perspectives on the topic. The first paper by Syed is a conceptual discussion of how we use ethnic, racial, and immigrant terms, arguing for the need for clarity to move research forward. The second paper by Juang, Aral, and Pevec reports on a qualitative study of how youth of color in Germany experience socialization from families and peers in the context of discrimination. The third paper by Özdemir and Bayram Özdemir reports on the development of a new measures of societal belongingness among immigrant youth in Sweden. Finally, in the fourth paper, Chung reviews the opportunities and challenges of conducting a longitudinal, participatory study of Syrian refugee youth in the Netherlands. By spanning substantive topics, methods, and national contexts, the four papers highlight emerging research on ethnicity, race, and immigration in Europe, and will provide fodder for future work.

The Changing Landscape of Ethnic, Racial, and Immigrant Labels in Europe

Moin Syed

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Key words:

Immigration; ethnicity; group membership

Abstract:

Research on immigration, ethnicity, and race focuses heavily on psychological phenomena associated with group membership, such as identity, belonging, discrimination, and socialization. But how do we define those groups? And how does the way we define groups impact our understanding of how group membership is related to development? Research in this area is dominated by work conducted in the U.S., but the labels and frameworks for understanding groups in the U.S. does not translate directly to the European context. At the same time, a general aversion to discussing race has been a barrier to developing a progressive understanding of groups in Europe. This presentation will seek to motivate research in this area by 1) providing a review and integration of research on group-based labels related to ethnicity, race, and immigration across Europe, drawing primarily from work in Sweden, Germany, and the Netherlands, 2) illustrating some of the ways group definitions impact how we understand developmental phenomena, and 3) outlining recommendations for researchers and a program for future work in this area that is relevant across Europe.

Are emerging adults more cooperative and/or competitive citizens than middle-aged and old citizens in the face of the COVID pandemic?

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Sharleen Pevec

Keywords:

Socialization; ethnic minorities; identity exploration

Abstract:

Racially motivated shootings in Halle and Hanau, global anti-racism protests after the killing of George Floyd, and restitution for the consequences of colonialism, are some recent events that have prompted a public motivation to address racism in Germany. What needs to be better understood is how German youth of color are socialized by their families and peers regarding experiencing, make meaning of, and actively resisting against racism. What does this socialization mean for how youth develop their identities while growing up in a diverse and inequitable society? We interviewed 28 young adults (18 females, 8 males, 2 non-binary) of Turkish-, Kurdish-, African-, Asian- and Mixed race-heritage between the ages of 18-35 years. They reflected on their adolescence to share how their families and peers contributed to their identities as Germans and ethnic minorities. For most young adults, identifying with being both German and another heritage did not happen during adolescence, but in their 20s. Parents engaged in cultural socialization by promoting “integration” into broader German society and maintaining heritage culture through language and community connections. Socialization messages and interactions with peers depended on whether peers were of different or similar backgrounds. All young adults experienced some form of race-based discrimination such as foreigner objectification. Most did not tell their parents about these experiences, some turned to siblings, and some to friends, especially if they shared similar minoritized backgrounds. Findings are discussed within the sociohistorical context of Germany where everyday racism and bi- or multi-cultural identities are not easily acknowledged. It may be challenging for German adolescents of color to engage in identity exploration and formation of identities inclusive of their multiple heritages.

Societal Belongingness: A Conceptual Clarification and Future Directions

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Keywords: Societal belongingness; social identity; adjustment

Abstract:

People tend to seek opportunities to connect with others and social groups who can provide them with self-assurance, verification, care, and respect. The fundamental human need for belongingness drives this tendency (Baumeister & Leary, 1995). Most research on youth's belongingness has examined belongingness toward a peer group, classroom, or school. Evidence suggest that social belongingness predicts positive adjustment of adolescents. On the other hand, poor social belongingness or social alienation impede youth's well-being. Yet, the current literature has overlooked the potential role of belongingness to the larger society. Although similar concepts such as social identity and national identification have been used to study youth's feelings toward the larger social context, societal belongingness is a unique construct that may provide developmental researchers with opportunities to expand our understanding of social integration and adjustment of adolescents, particularly those with immigrant background. In this presentation, we will provide a thorough comparison of societal belongingness construct to similar other concepts such as social identity and national identification. Then, we will introduce a newly developed societal belongingness measure; its validity and reliability for youth samples of both native and immigrant background (N = 1050); and measurement invariance across groups and over time. Finally, we will provide future directions to advance developmentally oriented research to the understanding of immigrant youth's social integration and adjustment in the country of resettlement.

Reflections on Studying Emotions and Personality Change in Syrian Origin Young Adults in the Netherlands

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Keywords: Refugee status; intercultural communication; everyday life; personality change

Abstract:

Around the world, the number of people who seek or have refugee status continues to increase. Despite the challenges they encounter, adversity is thought to promote growth in character traits such as empathy, relatedness, and gratitude. Much of this research has focused on retrospective reports, with little being known about how such positive personality development occurs over time. Karakter is a 13-month longitudinal study that focused on experiences of adversity, emotions in everyday life, and personality change in Syrian origin young adults who have resettled in the Netherlands (initial N = 168). Karakter consisted of four assessment waves with multiple methods (i.e., personality questionnaires, repeated narratives, experience sampling, and the Electronically Activated Recorder) and was meant to examine emotions as one potential pathway to character growth. Here, I will present the first descriptive results of the Karakter project. I will discuss the unique challenges and opportunities we encountered, including how we applied cross-cultural methods, open science, and participatory research in the project, as well as issues with recruitment, intercultural communication, and generalizability. I will close with some recommendations for researchers who wish to conduct similar research in the future.

SYMPOSIA

Symposium 3

Perfectionism; emerging adulthood

Another kind of pandemic. The impact of perfectionism on development in adolescence and emerging adulthood

Chair: Konrad Piotrowski
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Keywords: Perfectionistic strivings; perfectionistic concerns; emerging adulthood

Abstract:

Perfectionism is a personality characteristic manifested in setting very high, unrealistic standards and striving to realize them flawlessly. This tendency is often accompanied by subordinating self-evaluation to the achievement of these standards, fear of failure, and self-criticism (Hewitt et al., 2017). Dozens of studies proved that perfectionism profoundly impacts behavior, emotional and cognitive functioning, and the risk of psychopathology (Stoeber & Otto, 2006). What is important from the perspective of developmental science is that the prevalence of perfectionism in modern societies significantly raised during the last 30 years (Curran & Hill, 2019). As Curran and Hill (2019) speculate, this increase in perfectionism results from an increase in individualism, materialism, social antagonism, and competitiveness in Western societies and changes in parenting practices that have become more controlling and anxiety-driven. This systematic rise of perfectionism in the developed countries may profoundly impact developmental processes and developmental trajectories. However, our understanding of the relationship between perfectionism and human development and of the mechanisms of this influence is still insufficient. The proposed symposium aims to draw the attention of developmental psychologists to the significance of perfectionism for adolescents' and emerging adults' development and stimulate further inquiries on this topic. We will present a rich and diverse picture of perfectionism and its complex relationships with young people's development by using different approaches (cross-sectional, longitudinal, and experimental studies, experience sampling) and perspectives during the symposium. The present studies, conducted in Romania, Poland, and Canada, will also allow the symposium to adopt a cross-cultural perspective.

Perfectionism, affect, emotion regulation, and coping in adolescents: A short prospective study

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Keywords: Perfectionism; affect; reappraisal; coping; adolescents

Abstract:

Longitudinal evidence regarding the relation between perfectionism, emotion regulation, and coping is very limited, but indicates that perfectionism plays an important role in emotion regulation and coping (Castro et al., 2016; Dunkley et al., 2014; Richardson et al., 2014), as well as in adolescents' affect (Damian et al., 2014). The present research represents the first short prospective study investigating the relation between perfectionism, affect, emotion regulation, and coping in adolescents. A non-clinical sample of 227 adolescents of Romanian ethnicity (15-18 years) was recruited for a two-wave prospective study. Adolescents attending two public high schools completed paper-and-pencil questionnaire in the

classroom during school hours. Results of linear regression analyses showed that self-oriented perfectionism predicted relative increases in adolescents' positive affect. Moreover, self-oriented perfectionism predicted relative increases in adolescents' use of reappraisal (i.e., emotion regulation strategy). Socially prescribed perfectionism predicted relative decreases in adolescents' positive affect. In contrast, other-oriented perfectionism predicted relative increases in adolescents' use of reappraisal and behavioral disengagement (i.e., coping strategy). In conclusion, whereas self-oriented perfectionism seems to be related to the development of a healthy emotion regulation, other-oriented perfectionism is ambivalent as it seems to be related to both healthy emotion regulation and maladaptive coping. Moreover, socially prescribed perfectionism is a longitudinal predictor of experiencing less positive affect. Therefore, our findings bring forth evidence for a better understanding of the role perfectionism plays in the development and maintenance of adolescents' affect, emotion regulation and coping strategies.

The role of perfectionism in shaping adolescents' perceptions of family acceptance

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Keywords: Adolescents; perfectionism; perceived family acceptance; longitudinal study

Abstract:

Theory suggests that at the core of perfectionism are beliefs developed in a relationship context that guide perceptions within specific relationships, with an emphasis on parents and family roles (Hewitt, Flett, & Mikail, 2017). Also, contingent self-worth and conditional acceptance from self and others is central to perfectionism (Flett, Besser, Davis, & Hewitt, 2003; Flett et al., 2002; Lundh, 2004). However, little research directly investigated how adolescents' perfectionism and their perceived family acceptance shape each other over time. Thus, the present study is the first to investigate the reciprocal longitudinal relations between adolescents' perfectionism and their perceived family acceptance. The study examined a sample of adolescents (aged 14-19 years) using a cross-lagged longitudinal design with two time points, spaced three months apart. Results showed that perfectionistic standards predict relative increases in adolescents' perceived family acceptance. Contrastingly, perfectionistic concerns predict relative decreases in adolescents' perceived family acceptance. On the other hand, perceived family acceptance did not predict significant changes in perfectionistic standards nor in perfectionistic concerns. Considering this, perfectionism may be an antecedent for perceptions of family acceptance, suggesting the influence of cognitive biases of perfectionism in relationships. They emphasize the role perfectionism plays in shaping adolescents' interpretations of their family's attitudes and behaviors, shedding more light on the dynamics of relations between perfectionism and interpersonal experiences within the family. The present results support present theories concerning perfectionism and perfectionistic behavior and open new directions for future research and practice.

The impact of perfectionistic strivings and perfectionistic concerns on identity formation in the domains of education, future plans, and parenting

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Keywords: Perfectionism; identity development; exploration; commitment

Abstract:

Most of the facets of perfectionism are believed to belong to two higher-order dimensions: perfectionistic strivings (setting high expectations, striving for perfection) and perfectionistic concerns

(fear of failure, self-criticism). Although these dimensions are positively correlated, when their specific impact is controlled for, they differ fundamentally. Perfectionistic strivings are positively associated with conscientiousness, positive affect, and active coping styles, while perfectionistic concerns are related to negative affect, depression, eating disorders, shame, and anxiety (Ashby et al., 2006; Stoeber et al., 2007, Stoeber and Otto, 2006). The paper will present the results of a series of cross-sectional and longitudinal studies (more than 1000 emerging adults participated) conducted in Poland, which focused on the link between different aspects of perfectionism and identity development in the domains of education, future plans, and parenting. The obtained results showed that the difficulties with forming a stable identity that many maladaptive perfectionists (characterized by high perfectionistic strivings and high perfectionistic concerns) experience may result from the negative impact of perfectionistic concerns on cognitive (e.g. indecisiveness, rumination) and emotional (e.g. shame proneness) functioning. Secondly, the longitudinal associations between perfectionism and identity suggested that they may be reciprocally associated. The present studies contribute to the literature by testing the link between perfectionism and identity in different domains and verifying the longitudinal links between these characteristics.

The Alienated Perfectionist: How the Quest for Perfection Impairs Interpersonal Connection

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Keywords:

Interpersonal relationships; experimental design; experience sampling

Abstract:

Theory and empirical literature suggest that interpersonal components of perfectionism (i.e., socially prescribed perfectionism, other-oriented perfectionism, and perfectionistic self-presentation) in emerging adults are associated with a variety of intra- and inter-personal dysfunctions, including identity diffusion, social isolation, and interpersonal conflicts (e.g., Chen, Hewitt, Flett, & Roxborough, 2019; Habke, Hewitt, & Flett, 1999; Mackinnon et al., 2012). However, the extant research on perfectionism and interpersonal relationships has relied almost exclusively on global, self-report measures of relationship functioning. Hence, in response to calls for a stronger focus on actual interpersonal behaviors in personality research (Baumeister, Vohs, & Funder, 2007; Furr, 2009), we will present preliminary results from both laboratory and experience sampling studies exploring how thoughts, feelings, and behaviors associated with perfectionism affect opportunities for affiliation and emotional connection in social interactions. In Study 1, 200 emerging adults were videotaped having a one-on-one, “getting acquainted” interaction with another participant who was a research confederate. Participants were randomly assigned to discuss topics demanding either a high or low amount of self-disclosure. Following the interaction, participants also reported their thoughts and feelings about themselves and the interaction. In Study 2, 200 emerging adults indicated their thoughts and feelings, as well as the amount of self-disclosure following each social interaction lasting over 10 minutes for seven consecutive days. By studying the emotional and behavioral outcomes associated with perfectionism in dynamic interpersonal processes, we hope to further elucidate the links between perfectionism and interpersonal functioning in different social contexts.

THEMATIC SESSIONS

Thematic session 1: Technologies and development

Parental and Demographic Factors on Internet Use of Turkish Children

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Keywords: Compulsive internet use; social media; children; adolescents; parenting

Abstract:

Social media is one of the most widely used tools of internet. Factors affecting social media and compulsive internet use behavior includes child and parental characteristics. Firstly, this study examines Turkish children's and adolescents' social media behavior and then their compulsive internet use and its relationship with demographic factors and perceived parental behaviors. A total of 598 1st thru 11th graders (349 girls & 249 boys) and their mothers and fathers from 19 cities in Turkey participated in this study. Mothers and fathers completed demographics, and children completed social media form, compulsive internet use scale, and perceived parental behavioral and psychological control, overprotection, and performance pressure. Findings indicated that older children spent more time on social media and also their online activities differed from younger children. Additionally, compulsive internet use was correlated with child's age indicating that older children showed higher score on compulsive internet use. Moreover, compulsive internet use also found to be positively correlated with perceived parental behavioral control (disclosure and monitoring) and negatively correlated with perceived psychological control, overprotection, and performance pressure. Further analysis indicated that there are some demographic and parental factors that may play a protective role on compulsive internet use of children and adolescents. Findings of this study will have an important role to shed light in terms of understanding new generations' technological behaviors comprehensively.

Parents' and children's perspective on rules for digital technology use in the family

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Keywords: Digital technology; parental mediation; rules; family media plan

Abstract:

Research shows that parents play an important role in mediating (guiding and monitoring) their children's interactions with digital media. Parental mediation strategies include different forms of mediation, such as active, restrictive, co-viewing, etc., but they also include rule—making strategies and restrictions. In this study we focus on deeper understanding of parental mediation of digital media use in children aged 4 to 8 years, by investigating both the parental and children's' perception of how the rules regarding

digital media use are being created and changed in the family. Data presented here are a part of a larger qualitative study conducted under research project “Digital technology in the family: patterns of behaviour and effects on child development” financed by the Croatian Science Foundation. We conducted 30 semi-structured, online research interviews with children aged 4 to 8 years and one of their parents. Interviews were transcribed and the results were analysed using thematic analysis. Results show that most families in the study do not have a specific family media plan and in most cases rules are created and changed spontaneously as new circumstances emerge. Children are well aware of these rules and in most cases feel they participated in their making. Parents are mainly concerned about different, mostly negative, consequences of their children’s digital technology use and with different rules and strategies they are trying to prevent the negative effects of digital media use onto their children. Implications for promotion of creating a family media plan for children and families are discussed.

Tots and Touchscreens: Impact of screen time and parental mediation strategies on child development of high and low touchscreen users

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Keywords: Touchscreen; child development; digital media

Abstract:

This study is a part of a sequential research that investigated the impact of screen time and parental mediation strategies on young children’s developmental outcomes. Specifically, it aimed to examine the possible differences between high and low touchscreen users in terms of the cognitive and socioemotional development among infants and toddlers. This study examines the impact of touchscreen use on child development from the lens of Vygotsky’s and Bronfenbrenner’s theories. Forty children were selected based on the maternal report of children’s average daily screen time—top 20 screen time group (high touchscreen users) and the bottom 20 screen time group (low touchscreen users). All children were individually assessed using the Filipino-made assessment tool, Early Child Care and Development Checklist. Results revealed that screen time was negatively correlated with expressive language and socioemotional domains. In terms of the impact of parental mediation strategies, results showed that lower use of technical safety guidance strategy was associated with higher scores in the cognitive domain while higher use of restrictive mediation was associated with higher scores in the socioemotional domain. For high users, diversionary mediation was positively correlated with the expressive language domain while active strategy was negatively correlated with the cognitive domain. For low users, restrictive strategy was positively correlated with the socioemotional domain. The study highlights the benefits of employing more than one parental mediation strategies in monitoring children’s touchscreen use.

Preschoolers’ behavioural and emotional problems during the quarantine due to Covid-19 pandemic: the role of parental distress and screen time

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Keywords: COVID-19 pandemic; screen time; parental distress; preschoolers

Abstract:

Lithuania was one of the countries that applied strict quarantine during the first wave of COVID-19 pandemic. Despite emerging literature showing negative effects of the quarantine on children’s mental health, insight into specific risk factors is still lacking due to limited longitudinal data. The aim of the present study was to analyse changes in Lithuanian pre-schoolers’ emotional and behavioural problems

during the first quarantine due to Covid-19 pandemic and their relations to the potential risk factors such as parental distress and increase in daily screen time. Parents of 78 children aged 4 to 6 (31% girls and 69% boys, mean age at the first measurement 66.1 months (SD = 10,33)) completed Child Behaviour Checklist (CBCL/1½-5), questions on children's screen time and physical activity and reported their distress on 6-item scale before the quarantine (November 2019-February 2020) and at the end of it (May-June 2020). The results showed that children had more behavioral problems, spent more time on screens and were less physically active after quarantine and their parents were experiencing more distress than before. However, parental distress emerged as the only variable that predicted emotional and behavioral problems of preschool children after previous problems were taken into account. This highlights the importance of targeting support towards families raising children with behavioral problems, as the challenges they were already facing still increase during quarantine and their parents may be more susceptible to less desirable practices such as providing children with more screen time as a way to cope with this situation.

Evidence from the application of tim project for children: a training program to enhance mentalizing in children aged 7/8

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Keywords: Mentalizing; theory of mind; training; emotion; metacognition; TiM Project

Abstract:

Mentalization is an extremely useful ability for social functioning. Understanding and managing emotions are crucial aspects of mentalization. The TiM (Thoughts in Mind) Project training program (Bak et al., 2015; Valle et al., 2016) based on based on the explication of mentalization mechanisms and designed for adults, deals with emotion regulation. Starting from the TiM-Project, the present study aimed at testing the efficacy of the TiM Child (TiM-C) training program, over a control training program. To address this aim, we designed a training program by adapting the TiM Project for the use with children. Participants were 56 children (26 boys) attending Year 2 (Mage = 7.5 years; SD = 3.54 months), assigned to the TiM-C or control conditions. At pre-test the two groups did not significantly differ for ToM, measured via the Strange Stories (White et al., 2009), 2nd-order-FB (Perner & Wimmer, 1985; Sullivan et al., 1994) and Triangle Task (Castelli et al., 2000), neither for Metacognition measured by the questionnaire "Me and my Mind" (Friso et al., 2013) and Emotion Regulation Strategies Stories (Davis et al., 2010). We also checked for SES, reading comprehension, verbal ability, and executive functioning. Pairwise contrasts revealed significant improvements over the training period only in the TiM-C group for: emotion regulation strategies ($p < .001$, partial $\eta^2 = .13$), metacognition ($p < .001$, partial $\eta^2 = .23$), and Triangle Task ($p < .001$, partial $\eta^2 = .15$).

Thematic session 2: Emotional development, sensitivity and empathy

Longitudinal associations between attachment and internalizing / externalizing problems in preschoolers: mediator effects of emotion regulation

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Keywords: Attachment security; preschool children; emotion regulation

Abstract:

Attachment theory posits that parents serve as models for their children's ability to successfully manage negative emotions. In turn, emotion regulation (ER) skills are regarded as key mechanisms underlying their risk for psychopathology. Hence, the current study's aim was to assess longitudinally the mediator effect of ER on the relationship between attachment security and preschoolers' risk of internalizing/externalizing problems. Preschool children (N = 232) aged 3- to 5-years old participated in the study. Their attachment representations were assessed at baseline (T1) with the Attachment Story Completion Task. Furthermore, teachers rated children's ER strategies at T1 and at 7 months follow-up (T2) on the Child Emotion Regulation Questionnaire, whereas both teachers and parents assessed their internalizing/externalizing problems employing the Caregiver-Teacher Report Form, and the Child Behavior Checklist, respectively. Mediation analyses performed with a bias-corrected bootstrapping procedure revealed that: 1) attachment security exhibited a direct effect on externalizing problems, but not internalizing problems; 2) children with more secure attachment representations showed lower externalizing problems through increased self-regulation; and 3) more securely attached children exhibited fewer internalizing/externalizing problems through less under-regulation of negative emotions. No mediator effects were found for support-seeking or over-regulation. These results suggest that preschoolers' learning experiences within the parent-child attachment relationship shape their use of ER strategies, which in turn either decrease or increase children's risk of mental health problems. Such findings have implications which support the relevance of interventions aimed at increasing attachment security as a strategy for enhancing children's likelihood of engaging in more adaptive ER strategies.

The Moderator Role of 5-HTTLPR Polymorphism on the Relationship between Prenatal Parenting Factors and Infant's Socio-emotional Development: A Longitudinal Study

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Keywords: Transition to parenthood; infancy; 5-HTTLPR polymorphism

Abstract:

In the prenatal period, parenting factors play an important role in social-emotional development of children. Recently, interdisciplinary studies also provided evidence for the conclusion that the effect of environmental factors is moderated by genetic factors (e.g., 5-HTTLPR genotype). In the present study, the moderator role of 5-HTTLPR polymorphism on the relationship between prenatal parenting factors in the transition to parenthood and infant's socio-emotional development will be examined longitudinally. The participants of the study will consist of 99 first-time mothers, their partners and infants. The data will be collected at three different times (i.e., T1: third trimester of pregnancy, T2: 6th postnatal month and T3: 12th postnatal month) by convenience sampling method. In order to evaluate the prenatal parenting factors, pregnant women and their partners will be requested to complete Parenting Expectations,

Multidimensional Scale of Perceived Social Support, Dyadic Adjustment Scale, and Brief Symptom Inventory at T1. In addition, parents will be asked to complete ASQ: Social-Emotional and IBQ-R Very Short Form at T2 and T3. Infants' 5-HTTLPR genotypes will be determined via PCRs from swab samples at T3. It is expected that parents' prenatal anxiety will mediate the relationship between prenatal parenting factors and socio-emotional development of infants at 6 and 12 months of age. Furthermore, it is hypothesized that the moderator role of 5-HTTLPR polymorphism will be consistent with the differential susceptibility model. The hypotheses will be tested with PROCESS. The present study may provide contributions to preventive programs by highlighting the potential roles of this transition process.

Environmental sensitivity in young adolescents: the identification of sensitivity groups in a Polish sample

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Keywords: Environmental sensitivity; Highly Sensitive Child Scale; Latent Class Analyses

Abstract:

The research described herein is based on the assumptions of the sensory processing sensitivity concept and the meta framework for the concept of environmental sensitivity. The adopted theoretical framework shows that individuals differ in their sensitivity to the environment, with some being more sensitive than others. From the evolutionary perspective, it has also been assumed that sensory processing sensitivity follows a normal distribution in the population, with a minority being exceptionally or highly sensitive to environmental stimuli. We explored data from a sample of 928 young adolescents in two studies. The tool used to evaluate their sensitivity was the Highly Sensitive Child Scale, which in studies 1 and 2 had a three-factor structure. Latent class analysis was used for the interpretation of the data of the studied groups. The obtained results indicate the existence of three groups which differ significantly from each other according to the HSC result. Based on the obtained results, it may be assumed that young adolescents are divided into three groups characterized by different sensitivities and their percentage distribution is not in agreement with the research conducted to date. The acquired information has both a theoretical value and a practical applicability, prompting reflection about the different aspects of the study, such as cultural differences, changes related to the development stage and the characteristics of the evaluation tool itself. The obtained results may provide important information to decision-makers who plan support or intervention programs at various levels of prevention.

Promoting prosociality in primary school: Effects on emotional self-efficacy, empathy, and behaviors

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Keywords: Prosocial behaviours; primary school; prevention; promotion

Abstract:

Prosociality is considered a promotion and prevention factor because supports positive psycho-social adjustment and helps to reduce negative behaviors (Luengo Kanacri et al., 2014). In SEL framework, the

CEPIDEAS junior program (Caprara et al., 2014), promotes prosociality in primary school, by integrating emotions, cognition, and behaviours into the school curriculum, to build self and social skills to attaining and maintaining well-being. The aim of the study was to evaluate the effects of the intervention on emotional self-efficacy, empathy, prosocial and aggressive behaviours. One hundred hours of intervention was implemented in primary schools in Rome. Children's prosocial and aggressive behaviors were assessed by teachers and peers (Caprara et al., 1992), empathy by teachers (Zhou et al., 2003), emotional and empathic self-efficacy (SE) were self-evaluated (Caprara & Gerbino, 2001). The intervention group included 534 students (243 girls; Mage = 8.51 SD = .82), the control group 521 students (232 girls; Mage = 8.57 SD = .73). Both were assessed at the beginning and at the end of the intervention. Results of repeated-measures ANOVAs showed, in the intervention group, an increase of teacher- and peer-reported prosocial behaviour [$F(1,967) 29.85; p<.001; \eta^2=.030$; $F(1,959) 20.44; p<.001; \eta^2=.021$] and a decrease aggressive behaviour [$F(1,970) 8.78; p=.003; \eta^2=.009$; $F(1,990) 5.95; p=.015; \eta^2=.006$]. Moreover, an increase of empathy, empathic SE [$F(1,721) 71.58; p<.001; \eta^2=.090$; $F(1,961) 44.48; p<.001; \eta^2=.044$] and emotional SE was found [$F(1,961) 10.22; p=.001; \eta^2=.011$; $F(1,962) 25.35; p<.001; \eta^2=.026$]. These promising results support the importance of school-based SEL programs, suggesting that the CEPIDEAS junior program may reduce aggression, and favour prosociality, empathy, emotional self-efficacy, attaining children personal and social well-being.

The moderating role of shyness in the link links between feelings of empathy and empathetic behaviours

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Keywords: Shyness; empathic behaviours; social withdrawal; preschool children

Abstract:

The ability to empathize and respond appropriately to others is crucial to positive socio-emotional development (Eisenberg et al., 2015). Shy children, characterized by an approach-avoidant conflict between the desire to interact and to withdraw (Coplan & Xiao, 2020), have been described as less empathic. However, this may be due to a performance rather than a competence difficulty (Findlay et al., 2006). To test this postulation, the study aimed to examine the moderating role of shyness in the links between preschool children's self-reported empathic feelings and both empathic reactions and indices of empathy-related social functioning. Multi-source and multi-method assessments were used as well as children's interviews (i.e., self-reported empathy), parental ratings (i.e., shyness, empathic reaction, reparative behaviours), teacher ratings (i.e., prosocial behaviours, popularity). Participants were N = 212 children (102 girls; M = 58.32, SD = 10.72) from 10 classes in central Italy and their parents and teachers. Results from hierarchical multiple regression analysis revealed interaction effects between empathic feelings and shyness in the prediction of outcome variables. Of interest, among children with lower levels of shyness (1SD below the mean), feelings of empathy were significantly and positively related to empathic reactions ($b = 0.35, p = 0.018$), reparative behaviours ($b = 0.69, p = 0.004$), and prosocial behaviours ($b = 0.38, p = 0.001$). However, these associations were attenuated at higher levels of shyness (empathic reactions: $b = -0.14, p = 0.18$; reparative behaviours: $b = -0.05, p = 0.68$; prosocial behaviours: $b = 0.11, p = 0.27$). Although shy children may experience feelings of empathy, they may be less likely to act empathically. These results provided preliminary empirical evidence to suggest that shy children may appear to be less emphatic to others because of a performance deficit, rather than a competence deficit.

Thematic session 3: Regulation of emotions in the social context

Child-Parents Math Anxiety and Test Anxiety among Palestinian primary school students

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Keywords: Math anxiety; test anxiety; achievements in mathematics

Abstract:

A significant percentage of young and adolescent report experiencing math anxiety, as well as an increased avoidance of mathematics courses and other math-related subjects. These increased levels of math anxiety and the potentially long-lasting effects led researchers to investigate the reasons behind this phenomenon. The current study investigated the levels of math anxiety and test anxiety among Palestinian students in 3rd and 4th grade and explored the gender differences and the association between both forms of anxiety, also examined the relationship between a child's math anxiety and parent's math anxiety. Our sample consists of 230 children and one parent of each child. The Modified Abbreviated Math Anxiety Scale (MAMAS), The Scale for Early Math Anxiety (SEMA), The Children Test Anxiety Scale (CTAS) and The Mathematics Anxiety Rating Scale (MARS) were used for data collection. Our results revealed that females reported higher levels of both math anxiety and test anxiety, also a positive strong association was found between math anxiety and test anxiety, while a positive weak correlation was found between parent's math anxiety and their daughters' math anxiety but not sons, in addition a negative relationship between the higher levels of math anxiety and test anxiety with student's achievements in mathematics was calculated. We suggest for policymakers, educational professionals and teachers take these findings into consideration by executing strategies and procedures to reduce or eliminate math anxiety and test anxiety, thus improve math achievement. Further investigations are recommended for a better understanding of the parental influence on a child's math anxiety.

School climate and SWPBS intervention among middle school French students: a latent class analysis

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Keywords: School climate; adolescence; latent class analysis; SWPBS intervention

Abstract:

Positive school climate (SC) plays a protective role in the social, emotional, and academic development of adolescent. Moreover, research on School-wide positive behaviour support (SWPBS) which is a school-based interventions that brings together school communities to develop positive, safe, supportive learning cultures and assists schools to improve social, emotional, behavioural and academic outcomes for adolescents suggest that this framework is positively related to SC. Until now, most researchers have utilized variable-centered measures to assess SC. However, this is limited in capturing heterogeneous patterns of SC dimensions perception (educational, fairness, belonging, between students relational, teacher-student relational and safety climates) in subpopulations of students. The aim of this study was to examine whether there are differences in discrete classes of SC perception considering the students' SWPBS group (control vs. intervention). In addition, we explored the role of grade in perceived SC dimensions. Participants came from French middle schools and were separated across SWPBS group (intervention, n = 3694 and control, n = 3063). Analysis highlight four latent classes of SC perception in the SWPBS intervention group and five latent classes in the control group. Overall, independently of SWPBS group, the findings indicated that grade level significantly predicted SC class membership. Compared to older grader, 6th graders were more likely to be members of the class gathering students

with the best perception of SC dimensions. The results of this study provide researchers and educators with a nuanced picture of SC dimensions patterns among middle school students.

Exploring the links between Justice Sensitivity and aggression and its trajectories in childhood and adolescence: A five-year longitudinal study

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Keywords: Aggression; aggression trajectories; childhood; adolescence

Abstract:

Objective: Justice sensitivity (JS), a personality trait, is characterized by frequent perceptions and intense adverse responses to negative social cues. To overcome limitations of previous cross-sectional evidence, we examined the longitudinal links between JS and forms (physical, relational) and functions (proactive and reactive) of aggression during childhood and adolescence. The role of JS in predicting aggression trajectories is also explored. Method: Participants (N = 1665) reported on their JS and aggression at 9–19 (T1), 11–21 (T2), and 14–22 years of age (T3). Results: Latent cross-lagged models showed: (i)Forms: Higher T1 perpetrator JS predicted lower T2 physical aggression, and higher T2 physical aggression predicted lower T3 victim JS. Higher T2 relational aggression predicted higher T3 victim and lower perpetrator JS. Total aggression at T2 mediated the relation between T1 and T3 victim and perpetrator JS. (ii)Functions: Higher T1 and T2 victim JS predicted higher T2 and T3 reactive aggression, respectively. Higher T2 perpetrator JS predicted lower T3 proactive aggression, and higher T2 proactive aggression predicted lower T3 perpetrator JS. Latent Class Growth Analysis showed that higher T1 victim JS and perpetrator JS predicted high and low (total) aggression and reactive aggression trajectories, respectively. Conclusions: JS contributes to the development of aggression during childhood and adolescence, and vice versa. Stability of aggression is influenced by JS, which can be used to discern individuals who show high versus low levels of aggression. Efforts to address aggressive behaviours during childhood and adolescence could benefit from assessment of JS traits.

An investigation of the relations of bullying during adolescence, emotion regulation and identity development

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Keywords: Bullying; emotion regulation; identity formation

Abstract:

Young adults, during their challenging period of life, should integrate their childhood and adolescent experiences and characteristics and develop parts of their identity (Kroger, 2017). Stressful experiences like bullying may then represent major dangers of identity integration and may limit the potential of those adolescents to reject their bully/victim identity and grow, which might be partly due to the difficulties presented with emotion regulation when going through such stressful experiences (Cassidy, 2009; Morelen et al., 2016). This study aims to examine the impact of bullying involvement during 6-18 years old on the identity disturbance of young adults, as well as to test the mediating role of difficulties to regulate emotions in the relationship. 225 university students from Cyprus and Greece aged 18-35 years old (M= 21.74, SD= 1.73) filled in (a) The Dimensions of Identity Development Scale (Luyckx et al., 2008), (b) the

Bully-Victim Questionnaire Revised (Olweus, 1993) and (c) the Difficulties in Emotion Regulation Scale (Gratz & Roemer, 2004). Results support the idea that being bullied as a child or adolescent seems to be related to increased levels of identity disturbance in young adulthood. Young adults who have experienced bullying seem to struggle more with setting goals and looking after the future. Difficulties with emotion regulation mediated the relationship between the two. Being bullied as a child or adolescent makes identity integration harder, both for those acting as bullies and the victims, partly because of the resulting difficulties in regulating emotion.

Attachment and problem behaviour in early and late adolescence: the role of emotion regulation

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Keywords: Attachment; problem behaviour; emotion regulation; adolescence

Abstract:

Since the development of John Bowlby's attachment theory, it has become one of the leading theoretical frameworks in psychological research. Researchers no longer focus only on attachment in early childhood and in adulthood, but also explore adolescence, which is a unique period in human life with dynamic changes occurring at intrapersonal and interpersonal levels. Adolescents often experience difficulties with regulating emotions which in turn increases the risk of problem behaviours (Neumann et al., 2012). This study aimed to examine the association between attachment, emotion regulation, and problem behaviour in adolescence. It was assumed that insecure attachment would have an impact on internalizing and externalizing problem behaviours and that emotion regulation strategies would mediate this relationship. The study was conducted in a community sample of 638 Polish adolescents between 12 and 20 years of age. Participants filled out three measures: Experiences in Close Relationships Scale – Revised Version (ECR-RC; Brenning et al., 2011), Emotion Regulation Inventory (ERI; Roth et al., 2009), and Youth Self-Report (YSR; Achenbach & Rescorla, 2001). The results showed strong direct associations between insecure attachment and problem behaviour. Analysis of mediation supported the assumption that emotion regulation is a significant mediator in explaining the relationship between attachment anxiety and problem behaviour in adolescence. The results confirm the importance of emotion regulation in explaining the link between insecure attachment and problem behaviour in early and late adolescence.

Thematic session 4: Social issues and interventions

Efficacy of a brief child sexual abuse prevention program for elementary school-age children

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Keywords: Child sexual abuse, prevention program, school-age children, knowledge, skills

Abstract:

School-based sexual abuse prevention programs aim to increase the knowledge level and skills of children to be protected from sexual abuse. It has been well known that these programs have produced short-term and long-term benefits for the children. Although these programs have been implemented in developed countries for many years, they have started to be implemented quite recently in developing countries such as Turkey. Therefore, we developed a brief child sexual abuse prevention program for elementary school-age children. This study aimed to investigate the efficacy of a brief child sexual abuse prevention program in second-grade elementary school children in Izmir, Turkey. The sample included 104 children. This study was conducted using a quasi-experimental design, in which classes were assigned either to the intervention condition or the comparison condition. The one-week program consisted of four modules including children's rights, body safety rules, good-bad touch. To evaluate the efficacy of the program, Good Touch Bad Touch Curriculum Test and Self-protection Skill Form were used. The results of repeated measures ANOVA indicated that the children in the intervention group showed greater knowledge gains than those in the comparison group, Wilks' $\Lambda = .90$, $F(1, 101) = 11.639$, $p < .001$. For skills, the analysis is still ongoing. Consistent with the literature, the findings of this study showed that participation in the program increased the knowledge level of the children. It is recommended to test the effectiveness of the program in studies with large sample sizes.

Early-childhood Teachers' Emotion Socialization Practices: A Multi-Method Study at Nursery

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Keywords: Emotion socialization style; early childhood teachers; emotion socialization practices

Abstract:

Early childhood teachers respond and react to toddlers' emotions in different ways. Independently of teachers' leading style (i.e., coaching or dismissing), multiple factors may elicit a range of responses, and variability may even occur within a single interaction. Hence, we aimed to capture the variability, contingency, and complexity of teachers' responses to children's emotional distress via a multi-method research design, that combined self-report measures and structured observational situations at nursery. Eighty-nine teachers (Mage = 38.29 years; SD = 11.06) completed two questionnaires about their emotion socialization style and beliefs about emotions, respectively. A subsample of 40 teachers also participated in two experimental situations designed for observing their responses to children's emotional distress. We developed an innovative coding system for classifying teachers' reactions in terms of focus (problem, emotion, solution, time) and style (coaching, dismissing, and amplifying, a new style we detected). All teachers deployed a variety of emotion socialization practices, even within the same situation. Coaching reactions (especially emotion-focused) were the most frequent overall, followed by dismissing (problem- and emotion-focused responses) and, to a lesser extent, amplifying responses (mainly problem-focused). There were significant associations between the self-report scores and the responses observed in the

experimental situations. Helping teachers to recognize the reasons and impacts of their behaviors and fostering their own emotional competence represent first key steps towards making them feel more effective and changing their representations surrounding emotions. This in turn should make them increasingly more skilled at offering supportive and attuned responses to children's emotions.

What role do schools and teachers play in supporting refugee youths' mental wellbeing?: A qualitative study with Swedish teachers

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Keywords: Refugee youths; teachers; schools; wellbeing; thematic analysis

Abstract:

Refugee youths are at risk of suffering mental health problems and poor overall wellbeing. Schools are non-stigmatizing places where these youth can be accessed and services can be provided. However, it is not clear whether school staff believe that the school or its educators should play a role in supporting refugee youths' mental wellbeing. We sought to address this gap in the literature by answering the question: What do Swedish teachers believe is the role of (1) schools and (2) teachers in supporting the mental wellbeing of refugee youths?. Method: Data were collected through four semi-structured focus groups as part of the RefugeesWellSchool programme. Participants included 30 Swedish educators from five schools. Transcripts were analyzed using reflexive thematic analysis. To conduct the analysis, we derived codes that captured the key ideas expressed by participants and explicitly focussed on core concepts of our research question: what schools and teachers do to support refugee youths' mental wellbeing. Codes and associated text segments were then organized further and grouped to construct themes in a reflexive manner. Results: Seven themes were constructed to describe how refugee youths' mental wellbeing is supported by schools and teachers. Schools provide support by: Promoting Belonging, Offering Refuge, and Instilling Civic Literacy. Teachers support refugee youths' wellbeing by: Relating to Students, Maintaining a Non-therapeutic Relationship, Connecting to Professionals, and Instructing in the Classroom. Discussion: The challenges schools and teachers face will be discussed, along with the implications for educational institutions and staff.

Ethnic friendship patterns among primary school children: prevalence, friendship quality and stability

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Keywords: Ethnic homophily; network analysis; friendships quality, friendship stability

Abstract:

Do primary school children prefer same-ethnic friendships, and are these friendships of higher quality and stability? Research does not give a detailed answer to this question, as it has focused on adolescents in secondary schools, resulting in sparse knowledge on the prevalence, quality and stability of same-and cross-ethnic friendships before transitioning to secondary school. To get a better understanding of ethnic friendship patterns before the transition to primary school, we investigated the prevalence, friendship

quality and stability of same-and cross-ethnic friendships while also accounting for network effects. We used longitudinal data from the beginning and the end of grade 4 of 860 children in 42 classes in Austrian primary schools. We first investigated prevalence, quality and stability of friendships descriptively using Quadratic Assignment Procedure, and then explored prevalence and stability over time in stochastic actor oriented models, accounting for key network effects, gender and socioeconomic status. Results showed that students tend to create friendships with those who belong to their own ethnic group, however effects are small. We identified a reduction of this effect when network effects were taken into account. Same-ethnic ties appear to be more stable over time, but no difference in quality was found. The findings suggest that children already have a preference for same- ethnic friendships, which are also more stable, before they arrive in secondary school, and underline the importance of considering network effects.

Career development challenges: The role of interest-based personality and systemizing

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Keywords: Career development, personality, systemizing, career indecision, guidance

Abstract:

Choosing a career path is an important decision made in the course of life, a developmental task which every individual faces. Career indecision, however, is a challenge that have plagued young people who do not know the career options they have, or lack vital information on oneself that will help them make a course choice. Some factors that play a role in career decision including career guidance, interest-based personality and systemizing were investigated to predict students' course choice. The study involved 248 participants consisting of 128 males and 117 females who completed the survey online. Results revealed that both the utility and deficiency subscales of career guidance did not predict course choice. Enterprising personality type predicted course choice only when career guidance and interest-based personality were considered (OR = 6.36, $p = .03$, 95% CI = [1.11, 36.41]). However, topography subscale of systemizing predicted course choice, noting a decreasing odds of falling within the humanities category (OR = .64, $p = .01$, 95% CI = [.44, .91]). The study shows that career indecision is still one of the major developmental challenges that faces an individual while growing up thus career counsellors are expected to play a vital role in providing solutions to these challenges by providing insightful guidance to individuals from an early stage.

Thematic session 5: Parenthood and lifestyle

Parents' perceptions of child's weight-related behavior problems and confidence to deal with those problems: The Lifestyle Behavior Checklist |

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Keywords: Overweight and obese school-aged children; parents' perceptions of child's weight-related behavior problems; parents' confidence

Abstract:

Portugal has one of the highest prevalence of overweight and obese school-aged children in the European Union. Despite the efforts made to address these conditions, valid instruments are still necessary to evaluate the needs/characteristics of children and parents, and whether the objectives of interventions are successfully addressed. The Lifestyle Behavior Checklist (LBC) includes a Problem Scale to evaluate parents' perceptions of child's weight-related behavior problems, and a Confidence Scale to evaluate parents' confidence to address those problems. Previous studies determined its validity and ability to differentiate families with obese children. The purpose of the current study was to evaluate the LBC psychometric properties, construct validity, and measurement invariance across two samples of Portuguese parents (N=614) of school-aged children (M_{age}=8.05). The first sample included 130 parents (83.1% mothers) of overweight/obese children recruited from a hospital, and the second 484 parents (85.1% mothers) recruited from schools. All parents completed the LBC. Parents of the hospital sample also completed the Alabama Parenting Questionnaire and the Child Feeding Questionnaire at baseline, and the LBC again 3-months after. Confirmatory factor analyses revealed adequate psychometric properties of a four-factor model (misbehavior, overeating, emotional correlates, physical activity) for the Problem Scale, and a single-factor model for the Confidence Scale. Invariance across parents' samples was supported for both scales. In the hospital sample, construct validity and test-retest stability were identified. The LBC is appropriate to assess child's weight-related behavior problems and parents' confidence to deal with those problems. The instrument seems to be relevant for research and intervention purposes with school-aged children.

How do parents promote creativity in the school-aged children? A cross-cultural study

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Keywords: Creativity; parents; school; age; Greece, The Netherlands

Abstract:

According to creativity scholars, creativity emerges in the interaction between the individual and the social and material environment (Glaveanu, 2015). While research on children's creativity usually relies on individual tests of creativity (Kupers et al., 2019), there is an increasing awareness of creativity as emergent in children's everyday lives, embedded within the own culture (Glaveanu et al., 2020). This would mean that parents are expected to have a significant role in children's creativity, but this role has rarely been investigated. The aim of this cross-cultural study was to identify how parents describe their role in promoting their children's creativity in Greece and in the Netherlands. **Method:** Twenty Greek parents (13 mothers), aged 30 to 52, and 18 Dutch parents (14 mothers), aged 32 to 49, were interviewed on four areas of interest: Definitions of creativity, importance of creativity, creative instances, and ways of stimulating creativity. This presentation focuses on the last area. The transcripts of the interviews were analysed using thematic analysis (Braun & Clarke, 2006). Cross-cultural comparisons were conducted using a chi-square test. **Results:** Most parents reported that they were involved in promoting their children's creativity in both countries. Several strategies were identified, including verbally encouraging the children, providing creative material, and being involved in creative activities. The chi-square comparisons exhibited both similarities as well as differences between the two countries. **Implications:** The results of this study form an important first step to create culture-sensitive interventions aimed at supporting the parents in promoting their children's creativity.

Are school-aged children's lifestyle behavior problems related to specific feeding and physical activity parenting practices?

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Keywords: Parenting practices; physical activity practices; lifestyle behavior problems

Abstract:

Previous findings suggest that parenting practices (PP) relate to parents' perceptions of children's lifestyle behavior problems (CLBP), but little is known about how specific feeding and physical activities PP contribute to CLBP. The purpose of this exploratory cross-sectional study was to analyze feeding (child control, emotional regulation, promotion of healthy eating, food as reward, involvement, modeling, monitoring, pressure to eat, restriction) and physical activity (encouragement, promote screen time,

psychological control, safety concerns) PP as predictors of CLBP (overeating, misbehavior, emotional correlates, physical activity). Participants were 507 parents (85.0% mothers) of children aged 5-10 years, recruited from Portuguese schools. Parents completed the Physical Activity Parenting Practices Questionnaire, the Comprehensive Feeding Practices Questionnaire, the Lifestyle Behavior Checklist, and provided children's anthropometric data. Three-step hierarchical multiple regression models were performed to explore physical activity and feeding PP, separately, as predictors of CLBP, controlling for children's Body Mass Index z-scores, and parent's sex, education, and confidence to address CLBP. Less parental confidence was related to more CLBP in all models. Overeating was positively predicted by food restriction. Misbehavior in relation to food was positively predicted by food restriction and psychological control. Emotional correlates of overweight was positively predicted by psychological control. Physical activity problems were positively predicted by screen time, psychological control, child control and food restriction, and negatively by monitoring and encouragement. The findings support the contributions of distinct physical activity and feeding PP to CLBP. Future studies should explore bidirectional relations between CLBP and parental competence to promote healthier behaviors in children.

The relationship between maternal hostility and sharing: The mediator role of the moral reasoning

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Keywords: Maternal hostility; moral reasoning; sharing

Abstract:

The main purpose of the study was to examine the relationships between moral reasoning ability, maternal hostility and sharing behavior during the early and middle childhood. The sample consisted of 206 children (91 males, 115 females) aged between 4 to 9 years old living in the central of Mersin. Children's sharing behavior measured by the number of stickers they gave to other children in the dictator game. Children's moral reasoning abilities were evaluated with a number of questions asked after reading four stories containing moral violations. Lastly, children's perceptions of hostile behaviors of their mothers were evaluated with the Child-Puppet Interview. The results of the analyses indicated that children's sharing behavior increased with age. In addition, it was observed that boys shared more stickers than girls. The results of the mediation analysis conducted with structural equation modeling showed that the relationship between maternal hostility and children's sharing behavior was fully mediated by children's moral reasoning abilities. Maternal hostility negatively predicted children's moral reasoning abilities and children's moral reasoning abilities positively predicted sharing. The findings showed that hostile behaviors of mothers towards their children impaired children's moral reasoning abilities and in turn sharing decreased. The findings were discussed in the light of literature.

The Moderator Role of Cognitive Flexibility on the Relationship between Attachment Styles and Phobia of Covid-19

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Keywords: Attachment; phobia of coronavirus-19; cognitive flexibility; early adulthood

Abstract:

According to several studies, there is a significant relationship between the attachment styles and various psychopathologies including phobias. Additionally, the level of cognitive flexibility plays an important role on the relationship between attachment styles and psychopathologies. In the light of the literature the aim of the present study is to investigate the interplay of attachment styles and cognitive flexibility in

predicting phobia of Covid-19. The participants will include 300 undergraduate students, and the convenience sampling will be used to recruit the participants. Undergraduates will complete Three Dimensional Attachment Style Scale, COVID-19 Phobia Scale, and Cognitive Control and Flexibility Questionnaire to report on their attachment style, phobia of Covid-19 and cognitive flexibility, respectively. Based on previous research, it is expected that participants with insecure attachment style will be more likely to report high level of phobia of Covid-19. Furthermore, it is hypothesized that cognitive flexibility may act as possible moderator on the relationship between attachment styles and phobia of Covid-19. Higher levels of cognitive flexibility appear to confer a protective role for participants with insecure attachment style. The hypotheses of the study will be tested by using hierarchical multiple regression analyses. Although several studies have confirmed the relationship between the attachment styles and various phobias on early adulthood, few have explored the potential moderating effect of cognitive flexibility, nor considered the phobia of COVID-19. The results of this study can be resource for intervention policies aiming at decreasing the phobia of COVID-19 during pandemic.

POSTER SESSIONS

Poster Session 1: Youth

Effects of SWPBS on students perceived school climate over time: examination of cross-level Interactions on longitudinal associations

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Keywords: School climate, adolescents, SWPBS, multilevel modeling, cross-level interaction

The aim:

The aim of this study was to assess whether the introduction of SWPBS in grades 6th to 9th of French middle schools moderates the relationships between students' perception of T1 (baseline) and T2 SC's dimensions.

Abstract:

As school social environment is associated with a large range of social, emotional and academic outcomes, there is a growing interest on measures that could enhance school climate (SC). School-Wide Positive Behavior Support (SWPBS) is one such approach that involves systemic measures favoring a healthy school context by making expectations explicit, having clear rules applied consistently, providing need-sensitive support, valuing students' success, promoting preventive approaches or even teaching socio-emotional skills. The aim of this study was to assess whether the introduction of SWPBS in grades 6th to 9th of French middle schools moderates the relationships between students' perception of T1 (baseline) and T2 SC's dimensions. On a sample of 1553 adolescents from middle schools implementing SW-PBS (n=11) or from control ones (n=10), we measured five SC dimensions (educational, fairness, belonging, safety and teacher-student relational climates) at two times: before (T1) and after (T2) the SWPBS introduction in intervention schools. Using multilevel analyses controlling for contextual variables (e.g., school size, staff turn-over, % of disadvantaged students), cross-level interactions revealed a significant effect of SWPBS on the relation between perceived educational climate at T1 and T2. A more in-depth analysis (Johnson-Neyman Plot) shows that SWPBS strengthens the link between educational climate perception at T1 and T2. This suggests an effect of SWPBS on SC perceived at the individual level.

Difficulties in emotion regulation mediate the relationship between childhood neglect severity and well-being in young adults

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Keywords: Severity of childhood neglect, childhood maltreatment, emotion regulation, well-being

The aim:

The present study aims to analyses whether the relationship between the severity of childhood neglect and well-being is mediated by specific mechanisms of emotions regulation.

Abstract:

Young people who experienced childhood neglect present low level of relational well-being, of perceived social support and difficulties in interpersonal relationships (e.g., Horan & Widom, 2015). However, no studies yet have investigated specific emotional mechanisms that might explain this relationship considering the severity of childhood neglect. The present study aims to analyse whether the relationship between the severity of childhood neglect and well-being is mediated by specific mechanisms of emotions regulation. We used the CTQ (Bernstein et al., 2003); the Italian versions of the Difficulties in Emotion Regulation Scale (Sighinolfi et al., 2010) and the PERMA-Profil (Giangrasso, 2018). Sample: Participants were 375 Italian university students (84% females) (age: $M=19.87$; $SD=1.92$). Lack of emotional awareness explains the relationship between childhood neglect and lower level of relational well-being, specifically for those who have experienced childhood neglect at a moderate/severe level compared to those who have not experienced it ($b = -.110$; $se = .047$; $p < .05$), but not for those who have experienced childhood neglect at a low level. Lack of emotional confidence and emotional control mediates this relationship for both levels of childhood neglect severity (low and severe) as compared to those who have not experienced it. Implications: Emotional awareness is the most compromised mechanism of emotions regulation among those who have experienced more severe levels of childhood neglect. Findings suggest the need to differentiate interventions in relation to the severity of the neglectful experiences.

How did body image affect self-efficacy during the pandemic period? A mediation study on Italian adolescents

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Keywords: Body image, self-efficacy, weight variation, adolescents, school

The aim:

The relationship between the variation of perceived weight after two months of lockdown, and Self efficacy, mediated by body image perception in a sample of Italian adolescents

Abstract:

Lockdown period in Italy due to Covid-19 government restrictions, caused sedentary behavior and a reduction in physical activity, with an increase of body weight and a change in body perception. Body image includes beliefs about one's appearance. Women tend to exhibit poor body image when compared to men, this difference is greatest during adolescence. Furthermore, only a small percentage of adolescents perceive their body image as normal. Adolescence represents a critical period of physical change, including changes in weight, height, body shape. Self-efficacy, a specific kind of self assessment, is affected by body image. Self Efficacious students tend to be more persistent in the face of unexpected difficulties, particularly important in the current pandemic conditions. Our study analyzed the relationship between the variation of perceived weight after two months of lockdown, and Self efficacy, mediated by body image perception in a sample of Italian adolescents. Simple mediation analyses were conducted using PROCESS 3.5 for SPSS 27. A total of 250 high school students from northern Italy took part in the study of which 82% were female with a mean age of 16 years. The data confirmed a partial mediation effect of body image perception. These results emphasize that body image is an important component of adolescents' self-evaluation, as it affects their self-efficacy, a predictor also of school achievement. We hope that studies like these can support the importance of interventions aimed at promoting well-being among adolescents, specifically regarding aspects of physical and motivational self-evaluation.

Personality traits and locus of control in middle adolescence. Mediating effect of hope for success

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Keywords:

Personality traits; locus of control; hope for success;

The aim:

The analysis of connections between personality traits, locus of control and hope for success in Polish students in middle adolescence attending to the last grades of junior high school.

Abstract:

The aims of this study was the analysis of connections between personality traits, locus of control and hope for success in Polish students in middle adolescence attending to the last grades of junior high school. It was presumed that analyzed variables are important for successful educational achievements. Moreover, as students were to change education stage in the nearer future, it was assumed that they may play a crucial role in adopting to new requirements and formulating expectations about the future. 495 students ($M_{age}= 15.54$; $SD=.53$) from 4 public junior high schools took part in this study in academic year 2018/2019. The research sample was made up of 45,9% boys and 54,1% girls. Ten Item Personality Inventory (TIPI-PL) in Polish adaptation of Sorokowska, Słowińska, Zbieg and Sorokowski was used to assess personality traits, Locus of Control Questionnaire by Kupis and Kurzyp-Wojnarska was used to assess locus of control in situations of successes and failures. Kwestionariusz Nadziei na Sukces by Łaguna, Trzebiński and Zięba was administered to examine hope for success. Results indicate that hope for success mediates the relationship between some personality traits and locus of control in situations of successes and failures. Specifically, hope for success is a mediator of relationships between extraversion, openness to experience, conscientiousness, agreeableness and locus of control in successes and between conscientiousness and agreeableness with locus of control in failures. Results are discussed in context of new educational demands which stand in front of the surveyed adolescents.

Do conscientious students prefer Achievement values? Comparative analysis of personality traits and value preference in Polish students in early adolescence

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Keywords:

Personality traits; preference of values; adolescents

The aim:

The analysis of connections between personality traits and value preference in Polish students in early adolescence.

Abstract:

The paper presents the issue of personality traits and preference of values in Polish adolescents. Research was conducted in the context of psychological theory of Big Five Model of P. Costa and R. McCrae and Universal Structure of Values of S.H. Schwartz. The main aim of this study was the analysis of connections between personality traits and value preference in Polish students in early adolescence. Picture Based Personality Survey for Children (PBPS-C) designed by Maćkiewicz and Ciecuch and Picture Based Value Survey for Children (PBVS-Cv2) in Polish adaptation of Ciecuch, Harasimczuk, Döring were used. Both tests are adequate for the level of cognitive functioning of students in early adolescence. 907 students aged 12-14 took part in this study from lubelskie voivodship, ethnically and religiously homogenous. The sample was made up of 49% boys and 51% girls. Regression analysis with interaction effect of gender

indicated on different configurations between Agreeableness, Conscientiousness and Neuroticism, and preference of Safety, Achievements, Stimulation and Universalism. The results are discussed in terms of support of educational workshop of school psychologists and changes in Polish education system.

Understanding labeling effects in the area of personal identity and aggression

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Keywords: Developmental psychology; aggression; identity; youth;

The aim:

To examine how a hostile school environment of bullying, aggression, labeling, and nicknames affects youth identity.

Abstract:

There is a general agreement that school bullying is a widespread social phenomenon involving both individual and group variables, yet almost every child has to attend school five days a week, ten months a year for many years. There have been a lot of studies on the links between aggression and gender. Scientists have already discussed different forms of aggression, the readiness to act violently and even the likeliness of becoming either the offender or the victim of violent acts. However, most of these studies included adult subjects. It is important to emphasize the fact that developmental changes are a crucial factor in developing the ability to regulate their attention and emotions, learning how to control their impulses and use verbal communication to resolve conflicts and express needs. We also need to remember that children's and youth's abilities of expressing anger and coping with aggression are strongly associated with their parents' attitudes towards aggression. The present study was aimed at analyzing how a hostile school environment filled with bullying, aggression, labeling and nicknaming affects youth's identity. The Mini Direct Indirect Aggression Inventory, The Dimensions of Identity Development Scale and one self-constructed questionnaire on pupils' nicknames were administered to a sample of high-school students. Findings indicate that there are relations between gender, nicknames, identity and aggression in high-school youths. They also show us the relations of power and hierarchy in the students' group. The results help us to better understand how the labeling, nicknaming and bullying can affect pupils' developing personal identity.

Personality and cognitive predictors of procrastination in the Polish and Ukrainian youths

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Keywords: Active procrastination, executive function, early and late adolescence

The aim:

To determine the differences between the Polish and Ukrainian youths in procrastination and delineate their personality and cognitive predictors.

Abstract:

The study aimed to determine the differences between the Polish and Ukrainian youths in procrastination and delineate their personality and cognitive predictors. The study comprised 180 students (96 girls and

94 boys) aged from 12 to 17 84 of them lived in Lublin, Poland, while 96 in Lviv, Ukraine. The Pure Procrastination Scale (PPS), Ten Item Personality Inventory (TIPI-PL), and Comprehensive Executive Function Inventory were used in the study. The statistical analysis showed that personality traits did not differentiate factor the two groups taken as a whole. However, when gender was taken under consideration, Polish girls proved to be more emotionally stable than Ukrainian girls. Also, Ukrainians reported higher intensity of maladaptive procrastination, while Polish students exhibited higher levels of Attention and Organization. Also, early adolescents from Ukraine scored higher in maladaptive procrastination and planning, while Polish students reported higher levels of Attention. In older adolescents, higher levels of maladaptive procrastination were reported by Ukrainian students. Gender was not a differentiating factor both within the Polish and Ukrainian groups. The regression analysis revealed that in the group of Polish adolescents the negative predictors of procrastination were conscientiousness and extraversion within the personality traits dimension. In contrast, in the cognitive processes dimension, it was Attention, Inhibition, Initiation, Organization, and Self-monitoring. In the Ukrainian group the moderate negative predictors of personality were all of the Big Five traits except openness to experience. Attention, Initiation, Organization, and Planning proved to be significant predictors in the cognitive processes dimension.

Poster Session 2: Emotional problems

Gender differences in young preadolescents' mindreading abilities and well-being

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Keywords: Theory of mind; anxiety; life satisfaction; middle childhood; well-being

The aim:

To investigate individual differences in those constructs and gendered relational patterns among preadolescents.

Abstract:

Recent longitudinal evidence shows that the relation between cognition and subjective well-being is partially explained by other factors. We investigated whether mindreading skills were linked to life satisfaction and anxiety in middle school-aged children. Research on children's social and emotional experiences during the transition into adolescence shows the emergence of anxiety symptoms, with girls often scoring higher than boys. High levels of anxiety are usually related to lower life satisfaction. In contrast, little findings exist on mindreading and anxiety. That is, there remains a lack of research on specific dimensions of anxiety, and on the specific mentalization skills. Therefore, our aim was to investigate individual differences in those constructs and gendered relational patterns among preadolescents. A sample of 142 sixth- and seventh-graders (84 boys) was recruited in Northern Italy and completed tests regarding theory-of-mind skills, perceptions of different subtypes of anxiety, and life satisfaction. Although no interrelations were found among the variables for total sample, separate gender analyses conducted using Hayes' PROCESS mediation tool showed significant results. Specifically, only among girls, higher levels of theory-of-mind skills were associated with lower levels of life satisfaction through the mediation of higher levels in generalized anxiety. That is, for girls only, the combination of higher mindreading skills with higher levels of anxiety led to feelings of lower life satisfaction. The identification of such a mediation pattern suggests that the approach to adolescence might be a timely intervention window to prevent the development of internalizing symptoms and their cascade effects on young people's well-being.

Intergenerational Effects of Parents' Math Anxiety on Children's Math Anxiety

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Keywords: Math anxiety; parents; primary school children

The aim:

To determine the relationship between parents' math anxiety and children's math anxiety.

Abstract:

The development of math skills is crucial for adequate functioning in academic and professional settings. We tested the relations between parents' math anxiety and their children's math anxiety. The research was conducted on a sample of 427 pupils (208 girls), in the 2nd, 3rd and 4th grade from two schools in the Northwest region of Romania and their parents. The results show a modest positive correlation between

parents' math anxiety measured with the Mathematics Anxiety Rating Scale (MARS, Suinn & Winston, 2003) and children's math anxiety ($r = .18$, $p < .001$) for the modified Abbreviated Mathematics Anxiety Scale (mAMAS Carey et al., 2017) and ($r = .13$; $p < .001$) for the Scale for Early Math Anxiety (SEMA, Wu et al., 2012). Next, we found a positive correlation between parents' involvement in math homework (measured with the the questionnaire for homework-helping behaviour (Maloney et al., 2015) and children's math anxiety ($r = .14$; $p < .005$ for mAMAS and $r = .15$, $p = .003$ for SEMA), and a negative correlation with children's math performance ($r = .23$, $p < .001$). Thus, the more frequent the parents' involvement in homework, the higher is the children's math anxiety and the lower their math performance. A negative correlation was found between parents' math anxiety and their retrospective reports of school performance ($r = -.38$, $p < .001$). These findings provide evidence of a mechanism for intergenerational transmission of low math achievement and high math anxiety.

My true not real friend”: imaginary companion, socio-emotional competence and behavioural problems in school age children. A multi-informant study

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Keywords: Imaginary companion; socio-emotional competence; behavioural problems; school age

The aim:

The role of having an imaginary companion (IC) for social-emotional competence and behavioral problems in school-aged children.

Abstract:

Imaginary companion (IC) – an invisible playmate invented by some children – is a fascinating but little explored phenomenon. While some studies highlight the protective role of IC on pre-schoolers' development, it's still unclear the IC function for socio-emotional adjustment in schoolers. With the current study we aim to contribute to fill this gap by exploring the role of having an IC for socio-emotional competence and behavioural problems in school-age children. 130 Italian schoolers (Mage = 9.07 years, 56% F) self-reported on the presence of IC and on the frequency of interaction with it; their mothers and teachers reported on children socio-emotional competence and behavioural problems. Results showed that 55% of children have an IC with a higher presence for females but no differences according to age. Mothers' and teachers' reports of children socio-emotional competence and behavioural problems do not differ between children who have an IC and those who don't. A multiple regression evidenced that higher frequency of interactions with IC was associated with lower socio-emotional competence reported by mothers ($\beta = -.14$, $p = .014$) and gender significantly contributed ($\beta = .50$, $p = .012$). No significant associations were found based on teachers' report. Findings suggest that having an IC during school age could represent a treat for socio-emotional adjustment in the home context when child very frequently involve in. Future studies could consider investigating what parenting and children's individual variables increase the use of the IC as the predominant source of sociability.

Reciprocal Associations between Peer Problems and Non-Suicidal Self-Injury throughout Adolescence

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Keywords: Non-suicidal self-injury; friendship stress; loneliness; peer victimization; Random Intercept Cross-Lagged Panel Models

The aim:

To investigate the reciprocal associations between three indicators of peer problems (i.e., friendship stress, loneliness, peer victimization) and NSSI throughout adolescence, distinguishing between- and within-person effects.

Abstract:

Peer problems has emerged as important predictors of Non-Suicidal-Self-Injury (NSSI) development during adolescence (e.g., Heilbron & Prinstein, 2010). However, the possibility that adolescents who engage in NSSI may in turn be at increased risk for experiencing difficulties with their peers has rarely been examined. Research aim: This study aimed to investigate the reciprocal associations between three indicators of peer problems (i.e., friendship stress, loneliness, peer victimization) and NSSI throughout adolescence, distinguishing between- and within-person effects. Method: At each wave, adolescents completed self-report measures of NSSI, friendship stress and loneliness and they took part in a peer nomination procedure to assess peer victimization. Random Intercept Cross-Lagged Panel Models (RI-CLPM) were used to examine within-person cross-lagged effects between each peer problem and NSSI from Grade 7 to 12. Sample: Participants were 866 adolescents (54.5% females), aged between 12 and 15 years old at baseline ($M_{age} = 13.12$ years, $SD = 0.78$) who took part in six waves of data collection. Results: After accounting for between-person associations between peer problems and NSSI, results indicated that higher-than-usual levels of NSSI predicted increases in adolescents' own levels of friendship stress, loneliness and peer victimization at the subsequent time point. Conversely, no within-person cross-lagged effects from peer problems to NSSI were found. Implications: Findings highlight the importance of intervening at both the individual and the community level to decrease the possible negative social consequences of NSSI. In the case of a community intervention, it seems important to address the stigma associated with NSSI.

Anxiety and Depression Symptoms in Adolescence during the COVID-19 Pandemic – Polish perspective

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Keywords: Anxiety; depression symptoms; COVID-19 pandemic; adolescence

The aim:

1/ To draw attention to the symptoms of anxiety and depression in adolescence and 2/ To highlight gender and age differences in this area.

Abstract:

Mental health has been found to be an extremely important issue, especially in times of the COVID-19 pandemic. In Poland, youth have not attended school for almost a year and this country has been at the forefront in terms of the number of suicides and suicide attempts by young people. The aims of this

research were: 1) to draw attention to the symptoms of anxiety and depression in adolescence and 2) to highlight gender and age differences in this area. The study was conducted in a community sample of 399 Polish adolescents between 11 and 17 years of age ($M = 13.26$; $SD = 1.57$; 56% females). Data were collected during the COVID-19 pandemic at the beginning of 2021. Participants filled out the Revised Child Anxiety and Depression Scale - short form (RCADS; Chorpita et al., 2000). The results show that young people declare a higher level of anxiety and depression symptoms in comparison to the results of the previous studies on Polish teenagers (e.g. Skoczzeń et. al. 2018). Generalized anxiety, phobia, and depression are found to be positively related to age and gender; girls scored higher on depression and each of the anxiety subscale compared to boys. These findings have been also supported by previous reports (e.g. Esbjørn, 2012). The increasing levels of anxiety and depression symptoms underline the need to develop mental health prevention programs for youth.

Interpersonal emotion regulation strategies and social problem-solving skills: How do they interact in the prediction of psychological distress in adolescents

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Keywords: interpersonal emotion regulation, social problem solving, adolescence, psychological distress

The aim:

How the interaction of IER strategies with social problem solving (SPS; individuals' efforts in identifying and resolving problematic social situations) is associated with lower levels of psychological distress.

Abstract:

Interpersonal emotion regulation (IER) refers to the utilization of others for the management of difficult emotions. IER comprises four strategies, namely enhancement of positive affect (seeking out others to heighten pleasant emotions), perspective taking (seeking to be reminded by others to not worry), soothing (looking for comfort and sympathy from others in stressful situations), and social modeling (imitating others' strategies to handle emotional hardships). Relying too much on IER to modify emotions at times of difficulty may increase psychological distress, especially among individuals who lack additional resources to deal with difficult emotions. In the current study, we aimed to examine how the interaction of IER strategies with social problem solving (SPS; individuals' efforts in identifying and resolving problematic social situations) is associated with lower levels of psychological distress. We expect the association of IER strategies with psychological distress to change depending on the level of SPS in adolescents. Two hundred sixty-nine (141 girls) adolescents between age 13 and 17, answered questionnaires assessing IER, SPS, and psychological distress. The results indicated that among the dimensions of IER, only social modeling had a significant interaction with SPS. In other words, adolescents with good SPS skills report experiencing lower levels of psychological distress. However, for adolescents with poor SPS skills, the inclination to imitate others' way of dealing with difficult emotions is linked to higher levels of psychological distress. In conclusion, SPS appears to be a factor that buffers the risk that stems from relying too much on certain IER skills.

The association of numeracy skills with Penn Conditional Exclusion Test performance of 5-to-8-year-old Turkish children

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Keywords:

Numeracy skills;-ef-related abilities; penn conditional exclusion test; concept formation

The aim:

To examine (1) the association of numeracy skills with EF-related abilities as measured by the Penn Conditional Exclusion Test (PCET) and (2) age differences in the performance of PCET subcomponents.

Abstract:

Card sorting tests are commonly used to evaluate individual differences in task shifting skills, which are composed of multiple components. Each component follows a unique developmental trajectory and is shaped by the individual differences in various capacities, including some non-EF variables such as basic numeracy skills (the understanding of patterns, relations, and relative quantities) that might be critical for the conceptual understanding of the sorting criteria among younger children. The purpose of the current study was to examine (1) the association of numeracy skills with EF-related abilities as measured by the Penn Conditional Exclusion Test (PCET) and (2) age differences in the performance of PCET subcomponents. We used the Early Numeracy Test (ENT) to assess numeracy skills. The sample consisted of 114 (54 girls) Turkish children between the ages of 5 and 8. All children completed the PCET and ENT in a quiet room of their schools with a counterbalanced order. Results revealed a two-factor structure: concept formation and perseveration for PCET. Only concept formation scores improved significantly between the ages of 5 and 6, but this trend became less pronounced after the age of 6. Using hierarchical regression analysis, we found significant relations only between the concept formation factor of the PCET and two ENT scores (comparison and classification), indicating the significant link between the variables in terms of concept formation. This finding suggests that potential interfering variables should be considered when evaluating the sorting task scores of children aged 5 to 6.

Poster Session 3: Parents – children

What do parents find important in the upbringing of their school-aged children in the times of COVID?

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Keywords: School age; thematic analysis; parenting; child development; COVID

The aim:

To investigate what parents find important for their children's lives in the times of COVID to investigate what parents find important for their children's lives in the times of COVID

Abstract:

Background and aim. What parents find important for their children's lives informs their parenting practices, and parenting practices affect in direct and indirect ways child development (Bornstein, et al., 2018). The COVID pandemic has affected families, parents and children in profound ways (Bornstein, 2020). The aim of this qualitative study was to investigate what parents find important for their children's lives in the times of COVID. Method: Twenty-two parents (21 mothers) of school-aged children, ranging in age from 34 to 49 years ($M = 40.1$, $SD = 4.6$), were interviewed on their hopes, dreams, and commitments for their school-aged children, and on the kind of persons that they want their children to be in the weeks following the interview. This interview was inspired from the principles on narrative practice in therapy and community work (White, 2007). The transcripts of the interviews were analysed using thematic analysis (Braun & Clarke, 2006). Results: Nine themes were identified: Relationships, Values, School, Emotions, Health, Behaviours, Situations, Character strengths, and the Parental role. Some of the sub-themes were general (e.g., exhibiting respect), while others were specific to the pandemic (e.g., following health-related guidelines) or to the timing of the interviews (e.g., a normal beginning of the school year). Implications: Investigating what parents find important for their children is an important first step to create interventions aimed at supporting them in their role in these difficult times.

Child's looking behaviour towards talking faces in a naturalistic setting: Could this mechanism support novel word learning?

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Keywords: Word-learning; multimodality; audio-visual integration; language acquisition; face looking

The aim:

To explore whether children's vocabulary rate can be explained by the percentage of time they spend in looking towards the adult's face when exposed to a set of words and nonwords containing familiar and non-familiar sounds.

Abstract:

Background. Learning a new word is a complex mechanism which requires the activation of different modalities (Vigliocco et al., 2016): the auditory mechanism alone does not entirely support new word

learning since visual stimuli, particularly the adult's face, also play a specific role (Swingley, 2005). Aims. This study aims to explore whether children's vocabulary rate can be explained by the percentage of time they spend in looking towards the adult's face when exposed to a set of words and nonwords containing familiar and non-familiar sounds. Method: Sixteen 12-15-month-old babies were video-recorded—both through a stationary camera and a head-mounted camera on their mother's head—while being exposed to a set of audio-visual stimuli, real words (F) or non-words (NF), containing sound-stimuli that they were able (+) or not (-) to reproduce. Stimuli were chosen based on the parents' MB-CDI answers. Their child's looking behaviour was analysed second-by-second and their vocabulary rate was measured through the MB-CDI. Results: The vocabulary scores were significantly predicted by face looking times ($F(4,9) = 4.59, p = .023$) only when the children were presented with words containing sound-stimuli that they were able to reproduce ($F+$ and $NF+$, $ps < .05$). A descriptive test showed that children who looked longer towards the adult's face during the naturalistic task had a smaller vocabulary. Implications: This datum supports the double role of the face as a redundant and supportive mechanism for word learning, although more participants are needed to confirm these patterns.

The role of infant temperament, infant at-risk health conditions and parental depression in infant sleep quality: an Italian cross-sectional study

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Keywords: Infant; congenital anomalies; postpartum depression; bedtime routines; sleep

The aim:

To explore if at-risk health conditions that arise at birth and require infants to be admitted to intensive care units, together with temperament (negative emotionality), parental factors (postpartum depression) and parental bedtime practices (constant routines) contributed to explaining child's insomnia symptoms.

Abstract:

Sleep problems are a concern commonly reported by parents during early childhood. Research in the context of the Transactional Model adapted to sleep had corroborated significant associations between children's individual characteristics, caregiver behaviors, parental bedtime practices and sleep (Camerota et al., 2019). Main aim of the current study was to explore if at-risk health conditions that arise at birth and require infants to be admitted to intensive care units, together with temperament (negative emotionality), parental factors (postpartum depression) and parental bedtime practices (constant routines) contributed to explaining child's insomnia symptoms. Method: 110 Italian families (43 enrolled at Bambino Gesù Children's Hospital) of children aged 8-12 months participated in this study. Parents completed Brief Infant Sleep Questionnaire (Sadeh, 2009), Edinburgh Postnatal Depression Scale (Cox et al., 1987), Italian Questionnaires of Children Temperament (Axia, 2002). A multiple regression was performed to test associations between children insomnia symptoms, negative emotionality, at-birth risk conditions, parental postpartum depression symptoms, constant bedtime routines. Results: Children's insomnia symptoms resulted associated with children negative emotionality ($b = 0.18, p = 0.010$), parental postpartum depression ($b = 0.16, p = 0.025$) and constant routines ($b = -0.186, p = 0.006$). No significant associations were found between children's insomnia symptoms and at-birth risk conditions ($b = -0.080, p = 0.321$). Conclusions: This study highlights the role of parental postpartum depression and children negative emotionality as risk factors for children's sleep. These results contribute to enhance understanding of risk and protective factors among families, healthcare providers, and the general public.

The questionnaire of Sensory Processing Sensitivity in Children - a psychometric evaluation

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Keywords: Sensory processing sensitivity; environmental sensitivity; Highly Sensitive Child; Item Response Theory

The aim:

Presentation of the psychometric parameters of The Questionnaire of Sensory Processing Sensitivity in Children (QSPSC)

Abstract:

The Questionnaire of Sensory Processing Sensitivity in Children (QSPSC) is a new questionnaire designed to measure the personality trait of sensory processing sensitivity (SPS) of children between 3 and 10 years old. SPS is a phenotypic personality trait which is characterized by a deep information process of the environment at cognitive, sensory and emotional levels. Thus, SPS is a phenomenon which has a great influence on different life areas (Acevedo, 2020). The research described herein is based on the assumptions of the sensory processing sensitivity concept and the meta framework for the concept of environmental sensitivity. The adopted theoretical framework shows that individuals differ in their sensitivity to the environment, with some being more sensitive than others. It became the basis for the construction of the questionnaire whose psychometric evaluation the purpose of the study. The questionnaire has been developed in a parent version and a teacher version. Data from over 1300 teachers and parents were done with Psych package (Ravelle, 2014). The classical psychometric approach enabled an Exploratory Factor Analysis, classical psychometrics index for reliability, and new psychometric analysis enabled a multinomial Item Response Theory approach (Rasch Model, 1960, 1980). Data will be presented by each subscale over the teachers and parent responses. The results show that the QSPSC constitutes a reliable method whose validity is proven by correlations with EAS Temperament Questionnaire and HSC scale as well as being a reliable measure of the SPS construct. The results obtained prove the multi-factor structure of the scale.

Preliminary development and validation of a questionnaire to measure parental support for drawing

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Keywords: Children; drawing; parental support; questionnaire; validation

The aim:

Preliminary construction and validation of a questionnaire suitable for measuring (different types of) parental support in the context of drawing.

Abstract:

Drawing is one of the first ways for a child to express, play with and communicate their mind. Since drawing is an acquired behaviour, the support of the social environment, and especially that of parents, is expected to play a significant role during its development. The aim of this study was the preliminary construction and validation of a questionnaire suitable for measuring (different types of) parental support in the context of drawing. We developed the item pool of the Parental Support for Drawing Questionnaire (PSDQ) by consulting the literature on parental support for drawing. The validation procedure consisted of establishing face and content validity, an exploratory part using Exploratory Factor Analysis (EFA) applying principal axis factoring and oblimin rotation, and assessing internal

consistency. The drafted version of the PSDQ consisted of 20 items which were completed by 203 respondents, who were the primary caretakers of children aged 2 - 12 years old. The EFA revealed a four-factor solution including the following scales: resource support, joint drawing, scaffolding, and praise. The final questionnaire consists of 14 items with acceptable psychometric properties, indicated by factor loadings of $>.5$, a Cronbach's Alpha value of $\alpha = .765$, and explaining 63.95% of total variance. The PSDQ is deemed suitable for assessing (different types of) parental support in the context of drawing, which is of interest to researchers and educators. However, as the scale is the first of its kind, future research is required to establish its concurrent and construct validity.

Attention training effects in children and transfer to other cognitive functions – attempting to predict the transfer scope based on the improvement in trained tasks

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Keywords: Executive attention; cognitive training; childhood

The aim:

To analyze the effects of the executive attention (EA) training in preschool children and their transfer to untrained tasks performance, measuring working memory (WM) and fluid intelligence (Gf).

Abstract:

Studies on the possibility of improving cognitive functioning of people of all ages through short-term cognitive trainings have been of growing interest in psychology in recent years. The meta-analysis of the published studies shows that the improvement in the performance is observed not only in the trained tasks, but also in tasks that engage other basic (near transfer) and more complex (far transfer) cognitive processes. However, the results of the studies are inconclusive (e.g. Au et al., 2014; Melby-Lervåg, Hulme, 2013; Soveri et al., 2016). Moreover, researchers are looking for moderators of training's efficiency and the scope of the transfer (Lövdén et al., 2012). The aim of research was to analyze the effects of the executive attention (EA) training in preschool children and their transfer to untrained tasks performance, measuring working memory (WM) and fluid intelligence (Gf). The aim was also to try to predict the scope of transfer to non-training tasks based on the improvement of the training tasks. The sample consisted of 180 typically developing children from two age groups: 4-year-olds (N=90) and 6-year-olds (N=90). Children were divided respectively into three research groups: Training (executive attention's training), Active Control (naming objects) and Passive Control (lack of activity) groups. In the Training group the computer version of adaptive EA training was used. 14 appointments were arranged. An assessment of working memory (WM) and fluid intelligence (Gf) were performed on each group in pre-test and post-test. The analysis of the data showed that (a) the EA training in children leads to an improvement in the correctness of performance of tasks which engaging EA, WM and Gf; (b) the scope of the transfer cannot be predicted based on the improvement of the trained tasks.

To lie or not to lie? Parents' socialization goals and flattery behavior in their preschool children

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Keywords: False praise-telling; socialization goals; flattery behavior; preschool children

The aim:

To find if parent's socialization goals are related to their children's false praise-telling (FPT).

Abstract:

Prosocial lying, observed for the first time in 5-year-olds, is usually the most socially accepted deceptive behavior. Taking Super and Harkness's (1986) concept of developmental niche and the action-based model of the development of deception (Jakubowska & Białecka-Pikul, 2020), our goal was to find if parent's socialization goals are related to their children's false praise-telling (FPT). Using an art-rating task, we tested about 160 children to assess FPT at the age of 5, 6, and 7 years. When children were at the age of 6, their parents filled up Harwood's (1992) questionnaire. Polish parents value most highly decency and self-maximizing goals. Five-year-olds FPT was significantly and weakly related only to decency values: if parents highly rated the value of being honest and hard-working (Wald = 4.49, $p = .034$, OR = .72 and Wald = 4.64, $p = .031$, OR = .71, respectively) their children were less likely to falsely praise another person. Similar relation was observed for the value of honesty and FPT at the age of 6 (Wald = 4.76, $p = .029$, OR = .76). Socialization goals valued mostly by Polish parents seem to be in-between goals important in high-SES (self-maximization; e.g., middle-class American mothers) and low-SES (decency; Puerto-Rican mothers) cultural groups (Harwood, 1992). It may be argued that high valuing of being decent (honest and hard-working) may result in children's behavior of not telling a false praise when rating other's work, although there is a space for other factors as well.

Poster Session 4: Adults

Parents' socialization goals and flattery behavior in their preschool children

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Keywords: Polish-Mother; parental burnout; parental myths; mothers of small children

The aim:

To determine whether the identification with the functioning pattern of the Polish Mother correlates with parental burnout and following parental myths

Abstract:

The Polish-Mother pattern of functioning is characterized by such features as protectiveness, thoughtfulness, diligence, resourcefulness, taking care of children, engaging in their life, supporting them, ensuring order in the house and fulfilling herself in the role of a mother (Szymanik-Kostrzewska, Michalska, 2020, in press). Parental burnout consists of four symptoms: emotional distancing from the child, saturation/fedding up with being a parent, exhaustion from the parental role and contrast with the parental image of himself previously (Szczygieł et al., 2020). Two parental myths – constructs corresponding with “helicopter parenting” (Schiffrin et al., 2014) and “Tiger Mother’s behavior” (Chua, 2011) – concern the beliefs that the child is the most important in the world (therefore deserves the best) and the parent should ensure a happy childhood (Szymanik-Kostrzewska, Trempała, 2017). The research question was: is the identification with Polish-Mother’s pattern of functioning correlates parental burnout and being guided by parental myths? Three methods were used: the Identification with a Polish Mother Questionnaire, the Selected Parental Myths Questionnaire and polish version of the Parental Burnout Scale (Szczygieł et al., 2020). 156 mothers (aged 19-50) of at least one child aged 1-10 took part in voluntary, anonymous research (in progress). Preliminary results shows that the degree of identification of the participants with the characteristics of the Polish Mother was negatively correlated with parental burnout symptoms, but positively with following parental myths in thinking and declared behaviors. The assumption that identification with the Polish-Mother may protect against parental burnout is discussed.

Selection, optimization and compensation strategies and their relationship with well-being and impulsivity in Poles during adulthood

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Keywords: Life-management strategies; life-span development; successful development; well-being; impulsivity

The aim:

To compare the use of SOC strategies in early, middle and late adulthood, and to investigate the relationship between the use of SOC strategies and well-being and impulsivity.

Abstract:

The model of selection, optimization, and compensation (SOC) is a metatheory referring to successful development. The studies conducted so far have consistently indicated a relationship between the use of SOC strategies and well-being. In contrast, the relationship between SOC strategies and impulsivity has not yet been empirically examined. In this context, the aim of the study was to compare the use of SOC strategies in early, middle and late adulthood, and to investigate the relationship between the use of SOC strategies and well-being and impulsivity. The study sample comprised 589 Poles from three age groups: early adulthood (n = 186, 20-35 years), middle adulthood (n = 165, 40-55 years) and late adulthood (n = 238, 60-85 years). In the study the following research tools were used: SOC48-PL questionnaire which is a newly developed Polish version of the SOC Questionnaire, the Short Depression-Happiness Scale (SDHS)

and the Short UPPS-P Impulsivity Scale (S UPPS-P). The study identified a "developmental peak" for SOC strategies in middle adulthood. At the parallel, the obtained results showed that age-related differences in the use of SOC strategies are rather small, and overlapped with substantial individual differences. As was predicted and in line with the results of previous studies, the use of SOC strategies was found to be positively associated with well-being in all age groups, especially in older adults. The relationship between the use of SOC strategies and impulsivity was found to be negative, especially for two dimensions of impulsivity: lack of premeditation and lack of perseverance.

The Quality of Religiosity vs. Personal Integration in Polish Young Adults

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Keywords: Young adults; quality of religiosity; personal integration

The aim:

To establish the relationship between the religious quality of Polish young adults and their personal integration.

Abstract:

The research problem concerns the links between the quality of religiosity of Polish young adults and their personal integration. The theoretical underpinnings are: Huber's centrality of religiosity concept (2003), Jaworski's concept of the personalness of the relationship with God (1988), and Zagórska and Bebrysz' post-Eriksonian concept of personal integration (2014). The hypotheses regarding the dependencies between the quality of religiosity and personal integration were verified. Huber's Centrality of Religiosity Scale adapted to Polish (2007), Jaworski's Personal Religiosity Scale (1988), and Personal Integration Questionnaire by Zagórska, Migut, and Jelińska (2014) were applied. A total 775 respondents aged 18-35 years, of both sexes, were surveyed online, 470 of which were believers and 305 non-believers. It turned out that young adults in whom religiosity occupies a more central place in their personality are more strongly personally integrated in the scope of trust, identity, intimacy, and generativity. The personalness of the relationship with God is also positively related to these resources (apart from identity). Young believers, compared to non-believers, are characterised by a stronger trust/hope and concurrently have a weaker sense of possession of resources related to placing trust in oneself: autonomy, initiative, and industriousness. The quality of religiosity of Polish young adults affects the growth and integration of their psychosocial resources related to relationness and closeness with God and people, as well as concern for matters of God and of another person. It cannot be excluded that the level of integration of these resources has a rebound effect on the quality of religiosity.

Dimensions of religious morality in adults

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Keywords: Religious morality; middle adulthood; late adulthood

The aim:

Determining whether people in middle adulthood differed in the frequency of the emergence of the subcategory of religious morality compared to people in late adulthood.

Abstract:

The present research involved the emergence of a structure of religious morality that proved to be hierarchical. Four main categories were proposed: basis of moral functioning, moral attitude toward conflict situations, moral attitude toward experienced dissonances, and reference to the principle of

moral autonomy. For the basis of moral functioning, subcategories were identified: Self, religion, others, consequences. For the moral attitude to conflict situations, these are: task-oriented, avoidant, emotional, religious. For the moral attitude toward experienced dissonances, the following subcategories emerged: informational-religious, normative, avoidant, conflictual. With respect to the principle of moral autonomy, these were: congruence and incongruence. It was also examined whether individuals in middle adulthood differed in the frequency of the emerged subcategories of religious morality compared to those in late adulthood. 120 individuals belonging to Catholic religious communities, 60 each in middle and late adulthood, were surveyed. A Piaget-type exploratory-critical interview was used. The study was based on Walesa's cognitive-developmental model of integral human religious development. The frequency of occurrence of specific subcategories of religious morality was significantly differentiated by the age of the subjects for three of the four extracted categories: basis of moral functioning, moral attitude toward conflict situations, and moral attitude toward experienced dissonances.

Depressive symptoms in young people: The role of parental behavior and romantic relationship status

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Keywords: Depressive symptoms; young people; parental behaviour; relationship status

The aim:

To examine the contribution of parental behavior and romantic relationship status on depressive symptoms in young males and females.

Abstract:

Emerging adulthood can be a vulnerable period for developing psychological problems, including depression. Although the role of relationship with parents to depression in children and adolescents is well documented, there is an increased interest in analyzing the effects of these relationships among young people. Furthermore, involvement in romantic relationship as an important developmental task can also significantly contribute to well-being. Since depressive symptoms are more common among females, the effects of social relationships on depressive symptoms may be gender specific. The main aim of this study was to examine the contribution of parental behavior and romantic relationship status on depressive symptoms in young males and females. Perceived Parental Autonomy Support Scale (P-PASS) that assess autonomy-supportive and controlling parenting behaviors (separately for mothers and fathers) and Depression, Anxiety and Stress Scale (DASS-21) were applied. Three hundred seventy-nine high-school graduate students and college students (76.5 % females) participated in the study (mean age: 20,70, SD: 2,83). Results of hierarchical regression analyses show different role of specific parental behaviors and romantic relationship status in females and males. For males, controlling fathers' behavior (e.g. threats to punish, performance pressures, guilt-inducing criticisms) was single significant positive predictor of depression. In females, autonomy-supportive behaviors of fathers (e.g. choice within certain limits, rationale for demands and limits, acknowledgement of feelings) and having a romantic relationship were negative predictors of depression. The study confirms the importance of examining the role of close relationships in depressive symptoms among young people.

Pedagogical innovations and projects as a form of preventing cyber threats and developing media and information competences of children (also with Asperger Syndrome)

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Keywords: Media competences; pedagogical innovation; "Digital Natives"; "Digital Family"

The aim:

Influencing the media competences of children and adolescents, also at developing these competences in parents and teachers

Abstract:

The conducted research took into account the goals, themes and scope of impacts of the programs and pedagogical innovations implemented at the school, such as, for example, "Digital Natives" or "Digital Family". In order to obtain data showing the results of the impact of pedagogical innovation and projects implemented in a given institution, the research covered 477 students in grades IV - VIII, 397 parents and 81 teachers of primary schools in a large voivodeship city. Categorized interviews were conducted among the respondents, documents were analyzed, and observation and anonymous questionnaires were used. The research among students concerned mainly access and the way they use new technologies, awareness of cyber threats and help from parents in the competent use of digital benefits. The research among parents concerned parents' opinions on the way and intensity of their children's use of multimedia, awareness of the dangers and interest of parents in multimedia tools in education. The research covered primary school students attending grades II-VIII (also with Asperger Syndrome), parents of students in grades I-VIII and teachers. Due to the fact that these were qualitative research, the size of the research sample was determined not by the quantitative index, but by theoretical saturation. The qualitative research planned in the project allowed to show the current situation (during the pandemic) in education at the primary school level, mainly due to the previously undertaken interactions, showing the state of media and information competences of teachers, parents and children from grades 1-3 and 4-8 (also with Asperger Syndrome) and showed the functioning of the respondents in the context of acquired and possessed competences, taking into account the educational and upbringing conditions during the pandemic.

A Workflow for Open Reproducible Code in Science (WORCS)

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Keywords: Open science; reproducibility; FAIR; dynamic document generation; version control

The aim:

Developing the progress and the idea of open science.

Abstract:

Academia is reaching the tipping point of a paradigm shift towards open science. Open science is more reliable, cumulative, collaborative, and promotes inclusivity by removing barriers for participation. Capitalizing on these advances has the potential to accelerate scientific progress, as has been

demonstrated by the scientific response to the coronavirus. However, adopting open science principles can be challenging and time-intensive, requiring substantial conceptual education and training in the use of new tools. Research aim: The Workflow for Open Reproducible Code in Science (WORCS) is a step-by-step procedure that researchers can follow to make a research project open and reproducible. WORCS is based on sensible defaults and best practices, and can be used either in parallel to, or in absence of, existing requirements by journals, institutions, and funding bodies. Method: This presentation addresses how WORCS meets the requirements of open science (the TOP-guidelines and FAIR principles), introduces the three pillars of WORCS: Dynamic document generation, version control, and dependency management, and discusses best practices with regard to sharing data, code, and research materials, pre-registration, publishing preprints and research archives, and metadata – particularly in developmental research. Results: WORCS is a conceptual workflow and stepwise procedure. To facilitate widespread adoption, most of these steps are automated by an R-package, which offers an RStudio project template that is, effectively, a "one-click solution". Implications: WORCS could help many more developmental researchers adopt open science practices. It is easy to learn for beginners (including newcomers to R), and flexible enough to accommodate advanced users' needs.

