



VNOP Conference 2018

May 15th – 16th

Wageningen International Congress Center

Wageningen, the Netherlands

Program-at-a-glance

9:00 - 10:00 Registration	9:00 - 10:00 Hang up posters	9:00 - 9:30 Registration
10:00 - 10:30 Opening		9:30 - 10:45 Parallel symposia round 3
10:30 - 11:30 Keynote 1: Iroise Dumontheil		10:45 - 11:00 Coffee break ☺☕
11:30 - 11:45 Group photo 📷		11:00 - 12:15 Parallel symposia round 4
11:45 - 12:45 Lunch		12:15 - 13:15 Lunch
12:45 - 14:00 Parallel symposia round 1		13:15 - 14:00 Flash talks round 1 / Teaching workshops
14:00 - 14:15 Coffee break ☺☕		14:00 - 14:15 Coffee break ☺☕
14:15 - 15:30 Parallel symposia round 2 / Teaching workshops		14:15 - 15:00 Flash talks round 2 / Teaching workshops
15:30 - 16:45 Poster session ☕	VNOP Board meeting	15:00 - 16:00 Keynote 3: Jaap Denissen ☕
16:45 - 17:45 Keynote 2: Nienke van Atteveldt		<p>Legend</p> <ul style="list-style-type: none"> = Plenary Activity = Keynote = Parallel Sesion = Board Meeting = Social Activity = Food & Drinks
17:45 - 18:45 General assembly VNOP members & award ceremony		
18:45 - 20:15 Dinner		
20:15 - Party with Live Music @ Café Loburg 🎸🎤🎧		
		<p>To view abstracts, scan this QR code:</p> 

Keynote speaker: Dr. Iroise Dumontheil

Tuesday May 15th (10.30-11.30)

Social cognition during adolescence

The human brain reaches adult size around the age of 8-9 years old. However significant changes in brain structure continue to take place beyond childhood. Large scale longitudinal studies of brain structure development have demonstrated prolonged and region-specific trajectories of grey and white matter development, with significant changes occurring during adolescence and until early adulthood. These changes allow fine-tuning of brain networks to individuals' behaviours and their environment.

Adolescence starts with the onset of puberty and ends when individuals achieve an independent role in society. Therefore substantial changes occur in the social environment during adolescence. Relationships with peers become increasingly important, individuals become responsible for their actions, and are given more and more independence. The social brain is the network of brain regions supporting our ability to process social information, from facial expressions to mental states, and to interact with others. Regions of the social brain show prolonged changes in structure, but also function, during adolescence, with for example evidence of a change in the balance of recruitment of the prefrontal and temporal cortices when individuals are mentalising, i.e. reflecting on their own and other people's thoughts. Recent research using novel experimental paradigms have shown that along this structural and functional maturation, there are prolonged cognitive and behavioural changes during adolescence, for example in the use of perspective taking, sensitivity to social exclusion and resistance to peer influence. These changes, along with the development of emotions and executive functions also taking place during adolescence, are thought to underlie behaviours that are typically associated with adolescence, such as risk taking.

Dr. Iroise Dumontheil is a lecturer in the department of Psychological Sciences at Birkbeck (University of London). Her research focusses on social cognition and executive functioning in adulthood, as well as their development during adolescence

Recent publications

Dumontheil, I., & Meaburn, E. (2017). Genome-wide association study of executive functions and their genetic relationship with IQ, academic achievement and psychopathology. *Behavior Genetics an International Journal Devoted to Research in the Inheritance of Behavior in Animals and Man.*, 47(6), 704.

Magis-Weinberg, L., Blakemore, S.-J., & Dumontheil, I. (2017). Social and Nonsocial Relational Reasoning in Adolescence and Adulthood. *Journal of cognitive neuroscience*, 29 (10), 1739-1754



Keynote speaker: Dr. Nienke van Atteveldt

Tuesday May 15th (16.45-17.45)

Proving or improving yourself: the neural and behavioral response to feedback and failure in adolescents

Why do some children thrive at challenging school tasks, while others tend to avoid challenges? Why do some embrace feedback about mistakes as a learning opportunity, while it causes others to give up? In addition to actual ability, children's implicit beliefs about the nature of their abilities also impact their motivation and achievements. Ability beliefs range from viewing abilities as "entities" that cannot be improved much by effort (entity beliefs), to believing that they can increase with effort and time (incremental beliefs). Importantly, ability beliefs shape which goals a student pursues at school: proving themselves (performance goals) or improving themselves (learning goals). To investigate how beliefs and goals result in different responses to challenges and setbacks, we start from the proposition that a child's dominant goal orientation at school may influence learning-related information selection and decision-making. This is based on previous neuro-imaging evidence for the profound top-down influence of behavioral goals on selective information processing. In this talk, I will present an overview of our ongoing behavioral and neuro-imaging studies into how beliefs and goals influence learning processes at the behavioral and neuronal level in the developing adolescent's brain.

Dr. Nienke van Atteveldt is Associate Professor at the section of Clinical Developmental Psychology at the Free University of Amsterdam. Her research focusses on the underlying mechanisms of motivation and resilience in high school students.

Recent publications

De Kraker-Pauw, E., van Wesel, F., Krabbendam, L., & van Atteveldt N. (in press). Teachers' mindsets on malleability of intelligence and appraisal of achievement in the context of feedback. *Frontiers in Educational Psychology*.

Schuijjer, J.W., De Jong, I.M., Kupper, F., & Van Atteveldt, N.M. (2017). Transcranial Electrical Stimulation to Enhance Cognitive Performance of Healthy Minors: A Complex Governance Challenge. *Frontiers in Human Neuroscience*, 11:142.



Keynote speaker: Prof. Jaap Denissen

Wednesday May 16th (15.00-16.00)

Personality-environment transactions across the lifespan

Does the environment determine the way that our personalities are shaped, or do we instead shape our environment? This basic question has been at the center of much scientific debate. The talk will contrast static models of personality traits with more dynamic-interactionist models. In the first part of the talk, a selection of research findings will be presented to demonstrate that traits are affected by situational influences (e.g., social relationships and social norms). Evidence is also presented that traits are partly shaped by dynamic fluctuations of daily social-emotional processes. While this evidence favors an interpretation of personality as an open system, it is also clear that the malleability of personality is not unlimited. This means that establishing an optimal fit between an individual's stable characteristics and his or her environment can be important. To illustrate, evidence is presented that the fit between personality and job characteristics predicts adolescent victimization and adult job earnings.

Prof. Dr. Jaap Denissen is full Professor in the unit of Developmental Psychology at Tilburg University. His research focusses on personality and identity formation throughout adolescence and adulthood.

Recent publications

Schwaba, T., Luhmann, M., Denissen, J.J.A., Chung, J.M.H., & Bleidorn, W. (2018). Openness to experience and culture-openness transactions across the lifespan. *Journal of Personality and Social Psychology*

Bleidorn, W., & Denissen, J.J.A. (2018). Personality and life transitions in early adulthood. In O. P. John & R. W. Robins (Eds.), *Handbook of personality: Theory and research*.: Guilford



Detailed program VNOP conference 2018

Day 1 Tuesday, May 15th

9.00 - 10.00	Registration Hang up posters
10.00 - 10.30	Opening
10.30 - 11.30	Keynote speaker 1: Dr. Iroise Dumontheil Social cognition during adolescence
11.30 - 11.45	Group photo
11.45 - 12.45	Lunch
12.45 - 14.00	Parallel symposia round 1

Symposium 1A

ESM in developmental psychology: emotional reactivity in children, adolescents, and adults - *Chair: Eeske van Roekel*

S1A.1 Operationalizing and analyzing emotion dynamic patterns in children and adolescents: A systematic review – *Anne Margit Reitsema, University of Groningen*

S1A.2 Appraisals of everyday situations and the association with positive and negative affect in adolescents – *Sjoerd van Halem, Tilburg University*

S1A.3 Acute stress responses after indirect exposure to the MH17 airplane crash – *Bertus F. Jeronimus, University of Groningen*

S1A.4 Self-disclosure in the flow of daily life: Associations with positive and negative affect – *Eeske van Roekel, Tilburg University*

Symposium 1B

Social functioning in preschoolers: Prosocial behavior, empathy, and links to victimization - Chair: Yue Song, Utrecht University

S1B.1 Happy little benefactors or happy little victimizers? Young children's happiness following prosocial and antisocial behavior– *Anouk van Dijk, Utrecht University*

S1B.2 Facial emotional mimicry as an indicator of empathy in 3- and 5-year-olds – *Stefania Vacaru, Radboud University*

S1B.3 Does Maternal Time, Autonomy Encouragement/Discouragement, and Negative Emotionality Matter in Preschoolers Empathy and Behavior Problems? - *Shuyang Dong, Utrecht University & Capital Normal University, China*

S1B.4 The Role of Early Childhood Social Behavior in the Development of Peer Victimization – *Loes Pouwels, Erasmus University Rotterdam*

Symposium 1C

Current trends in developmental research on decision making

Chair: Tycho Dekkers, University of Amsterdam

S1C.1 What I do and what I say I do: Relating task-related and self-reported risk-taking tendencies to the neural processing of decision-making under risk and ambiguity in adolescence – *Neeltje Blankenstein, Leiden University*

S1C.2 How children combine their own judgment with that of others; Sequential versus integrative perceptual decision making – *Jacqueline N. Zadelaar, University of Amsterdam*

S1C.3 Learning from social interactions: Development of adaptive social decision making across adolescence – *Bianca Westhoff, Leiden University*

S1C.4 Social influences on risky decision-making in adolescents with ADHD: the impact of peer pressure and parental monitoring – *Tycho Dekkers, University of Amsterdam*

14.00 - 14.15 Coffee break

14.15 - 15.30 Parallel symposia round 2 & teaching workshops

Symposium 2A

Biological responses to social stress and the development of internalizing problems in adolescents: evidence from birth to adolescence

Chair: Marieke Buil, Erasmus University Rotterdam

S2A.1 The relation between infant freezing and the development of internalizing symptoms in adolescence: A prospective longitudinal study – *Hannah Niermann, Radboud University*

S2A.2 The Role of the Mineralocorticoid Receptor in Social Behavior During Adolescence – *Hinke Endedijk, Utrecht University*

S2A.3 Temporal Aspects of Methylation and Internalizing Problems in Adolescence: Stress Reactivity and Information Processing as Links Between Genetics and Behavior – *Magali Van de Walle, KU Leuven*

S2A.4 Bullying-Victimization, DNA Methylation and the Development of Anxiety: A Longitudinal Study from Birth to Adolescence - *Marieke Buil, Erasmus University Rotterdam*

Symposium 2B

Understanding loneliness in adolescence: Predictors, consequences and underlying mechanisms

Chair: Luc Goossens, KU Leuven

S2B.1 Predictors of loneliness in adolescence: Belongingness Needs and social perception variables – *Maaïke Verhagen, Radboud University*

S2B.2 The developmental interplay among loneliness, social anxiety symptoms, and depressive symptoms across adolescence – *Sofie Danneel, KU Leuven*

S2B.3 Examining prospective relations between loneliness, self-esteem and depressive symptoms in adolescence – *Ellen Jongen or Sanny Smeekens, Open University*

Teaching Workshops

15.30 - 16.45	Poster session	
	15.30 – 16.00	P1.1 – P1.10
	16.15 - 16.45	P2.1 – P2.10
	VNOP board meeting	

- 16.45 - 17.45** Keynote speaker 2: Dr. Nienke van Atteveldt
Proving or improving yourself: the neural and behavioral response to feedback and failure in adolescents
- 17.45 - 18.45** General assembly VNOP members & award ceremony
- 18.45 - 20.15** Dinner
- 20.15 – late** Party with live music

Day 2 **Wednesday, May 16th**

9.00 – 9.30 Registration

9.30-10.45 Parallel symposia round 3

Symposium 3A

Emotion regulation in children and adolescents: strategies, correlates and malleability

Chair: Lysanne te Brinke

S3A.1 Think Cool, Act Cool: Disentangling the cognitive and behavioral components of emotion regulation – *Lysanne te Brinke, Utrecht University*

S3A.2 Effectiveness of traditional and third wave emotion regulation strategies in children – *Joyce Weeland, University of Amsterdam*

S3A.3 Effects of emotion regulation instructions on children's sadness feelings and facial expressions – *Annemiek Karreman, Tilburg University*

S3A.4 Can you change your feelings, by thinking differently? Effects of emotion regulation instructions and parenting behaviors on children's experienced emotions - *Odilia Laceulle, Utrecht University*

Symposium 3B

The power of peers: the influence of individual and contextual factors on social interactions during childhood and adolescence

Chair: Elisabeth Schreuders

S3B.1 Development of Sensitivity to Social Rewards in Adolescents and Young Adults: The Social Reward Questionnaire – Adolescent Version – *Sibel Altikulaç, VU University Amsterdam*

S3B.2 Peer Rejection and the Development of Elementary School Children's Sharing Behavior With Peers – *Susanne Asscheman, VU University Amsterdam*

S3B.3 Investigating the role of peer identity as social rewards in a GoNogo paradigm *Miriam Hollarek, VU University Amsterdam*

S3B.4 Ventral striatum activity for rewards for friends: The role of friendship stability - *Elisabeth Schreuders, Leiden University*

Symposium 3C

Parenting Dynamics Within Individual Parent-Child Dyads

Chair: Loes Keijsers, Tilburg University

S3C.1 Dynamics between parenting and adolescent adaptation: A systematic review of processes within parent-adolescent dyads – *Savannah Boele, Tilburg University*

S3C.2 Do you want to know a secret? An empirical example of Random-Intercept Cross-lagged Panel Models (RI-CLPM) on the link between secrecy and privacy invasion – *Evelien Dietvorst, Tilburg University*

S3C.3 Behavioral Parenting Training: How do we know how it works? – *Joyce Weeland, University of Amsterdam*

10.45 - 11.00 Coffee break

11.00-12.15 Parallel symposia round 4

Symposium 4A

Externalizing behavior during childhood and adolescence: Unraveling the underlying neurobiological mechanisms.

Chair: Marieke Bos, Leiden University

S4A.1 Longitudinal structural brain development and externalizing behavior in adolescence – *Marieke Bos, Leiden University*

S4A.2 Behavioral and neural correlates of delay and effort discounting in ADHD – *Gabry Mies, Radboud University*

S4A.3 Neural mechanisms of social-emotional dysfunction in criminal justice-involved boys with conduct disorder – *Eduard Klapwijk, Leiden University*

S4A.4 Resting RSA and Heart Rate Reactivity to Sadness-inducing Stimuli in ODD/CD Boys, With and Without Comorbid Anxiety Disorder - *Jarla Pijper, Utrecht University*

Symposium 4B

Social experiences, psychophysiology and behavioural problems

Chair: Pia Behnsen

S4B.1 Relational Peer Victimization in Elementary School Relates to Heart Rate and Perceived Stress – *Pia Behnsen, Free University of Amsterdam*

S4B.2 Risk-taking and the Autonomic Nervous System Reactivity in Elementary School Children – *Jacintha Tieskens, Free University of Amsterdam*

S4B.3 Childhood Adversity and Levels of Cortisol and DHEA In Adolescence – *Lotte van Dammen, Groningen University*

S4B.4 Grey matter development is differently modulated by early-life and current pubertal stressful experiences - *Anna Tyborowska, Donders Institute Nijmegen*

Symposium 4C

Parenting Under the Microscope

Chair: Patty Leijten, University of Amsterdam

S4C.1 Transactional relationships between parental self-efficacy, attributions, and behaviors during moment-to-moment parenting situations – *Jorg Huijding, Utrecht University*

S4C.2 Turning parenting goals into action: A field experiment on parents' goal-orientations for improving parenting behavior – *Jolien van Aar, University of Amsterdam*

S4C.3 Observed dyadic language complexity of mothers and fathers and child language comprehension at age 5 – *Rianne Kok, Erasmus University Rotterdam*

S4C.4 Are relationship enhancement and behavior management “The Golden Couple” for reducing disruptive child behavior? Two meta-analyses 4 - *Patty Leijten, University of Amsterdam*

12.15-13.15 Lunch

13.15-14.00 Flashtalks round 1 & teaching workshops

Flashtalks round 1A

1A.1 Visual emotion processing in deaf children with a cochlear implant – *Yung-Ting Tsou, Leiden University*

1A.2 The effectiveness of the online mindset intervention 'The Growth Factory' for youth with intellectual and developmental disabilities – *Fenneke Verberg, University of Amsterdam*

1A.3 Heritability of neural reactions to social exclusion and prosocial behavior in middle childhood – *Mara van der Meulen, Leiden University*

1A.4 Giving to Friends, Classmates, and Strangers in Adolescence – *Suzanne van de Groep, Leiden University*

1A.5 Bidirectional relation between Empathy and Friendship Development in Youngsters with and without Developmental Language Disorder: a Longitudinal study – *Neeltje van den Bedem, Leiden University*

1A.6 Parenting and Adolescent Self-Control: A Multi-Level Meta-Analysis - *Yayouk Willems, Free University of Amsterdam*

1A.7 Feeling conflicted about who you are: Bicultural adolescents' ambivalence toward their bicultural identity – *Sheida Novin, Utrecht University*

Flashtalks round 1B

1B.1 The protective function of social emotions on the development of aggression in adolescents with and without hearing loss – *Evelien Broekhof, Leiden University*

1B.2 Early Childhood Markers of (Mal)Adaptive Functioning in Emerging Adulthood: A 16-Year Follow-Up Study – *Ildeniz Arslan, Erasmus University Rotterdam*

1B.3 What characterizes adolescents who have difficulties with making academic choices? – *Laura van der Aar, Leiden University*

1B.4 Heterogeneity in cognitive and socio-emotional functioning in adolescents with on-track and delayed school progression – *Loren Vandenbroucke, KU Leuven*

1B.5 Dynamic Transactions between Neuroticism and Negative Daily Experiences in Adolescence – *Jeroen Borghuis, Tilburg University*

1B.6 Maternal Postnatal Psychosocial Distress and Its Association With Cortisol Levels and Immunological Composition in Breast Milk - *Pamela Browne, Radboud University*

1B.7 The effects of different types of feedback on the cognitive flexibility of preschoolers – *Bianca van Bers, University of Amsterdam*

Teaching Workshops

14.00 - 14.15 Coffee break

14.15 - 15.30 Flashtalks round 2 & teaching workshops

Flashtalks round 2A

2A.1 Midfrontal theta power reactivity to unexpected peer rejection feedback: An individual differences approach – *Elise Kortink, Leiden University*

2A.2 Interpretation bias and social anxiety in Chinese adolescents: Cultural replication and comparison - *Meng Yu, Beijing Normal University; Leiden University*

2A.3 The Incredible Years Teacher Classroom Management programme: a mixed methods systematic review – *Elizabeth Nye, University of Oxford*

2A.4 Changes in Working Memory from Pregnancy to Postpartum – *Sara Pieters, Radboud University*

2A.5 Tree typology of adolescent personality pathology – *Amy See, Tilburg University*

2A.6 A Single Latent Developmental Dimension: Dynamics, Strategies, and Variability - *Jan Boom, Utrecht University*

2A.7 Specificity of implicit and explicit measures of math anxiety in the prediction of math related outcomes using a multitrait-multimethod approach – *Eva Schmitz, University of Amsterdam*

Flashtalks round 2B

2B.1 Cross-Cultural Comparison of Early Adolescents' Risky Decision Making – *Joshua Weller, Tilburg University*

2B.2 Typologies of Childhood Adversity and Disparities for Sexual and Gender Minority Youth – *Laura Baams, University of Groningen*

2B.3 Self-reliance, social capital and help seeking in at-risk youth: A qualitative study – *Margriet Lenkens, Erasmus University Rotterdam*

2B.4 Maternal Postnatal Psychosocial Distress: Associations with the Breast Milk Microbiome – *Pamela Browne, Radboud University*

2B.5 Paternal and Maternal Self-Control and Child Aggression: Household Chaos and Parental Mindfulness as Moderators – *Marieke Deutz, Utrecht University*

2B.6 Individual Differences in Infant's Visual Attention as Predictors of Toddler's Self-Regulation: A Multi-Method Longitudinal Study - *Sanne Geeraerts*

2B.7 Simulating theoretical models: how it works and why it is useful – *Mandy van der Gaag, University of Groningen*

Teaching Workshops

15.00-16.00

Keynote speaker 3: Prof. Jaap Denissen

Personality-environment transactions across the lifespan