

VNOP ISED CAS Research Days 2017

Program and abstracts

Thursday, November 23th and
Friday, November 24th
Utrecht University



Contents

Word of Welcome	2
Program	3
Workshops	5
Keynote	7
Poster Presentations	8
Symposia Overview	10
Symposia 1	13
Symposium 1.1: Self-concept development in adolescence	13
Symposium 1.2: Early Development	16
Symposium 1.3: Genetic and neurological perspective on development and behavior	18
Symposia 2	20
Symposium 2.1: Social behavior and interactions	20
Symposium 2.2: A cultural perspective on development and well-being . . .	23
Symposium 2.3: Socio-emotional problems	25
Symposia 3	28
Symposium 3.1: Prosocial Behavior	28
Symposium 3.2: Specific developmental contexts	30
Poster Symposium 3.3	32
Venue	33

Word of Welcome

Dear members and guests of VNOP, ISED and CAS,

We are very pleased to welcome you to our joint Research Days 2017 in Utrecht. With two days of workshops, symposia, paper and poster sessions, we have put together a stimulating program for you; our PhD students and researchers.

In this booklet you will find the final program for both days, including keywords of the posters and titles and abstracts of paper presentations.

The first day is organized especially for our PhD students and includes a round of workshops and a social activity!

On the second day, PhD students are joined by all researchers of VNOP, ISED and CAS for another interesting program including a key-note by Prof. dr. Eveline Crone (Leiden University), three rounds of symposia and a poster session.

Lastly, we cordially invite you to have a drink with us at the end of the program on Friday. Enjoy!

Kind regards,

The 2017 organizing committee:

Lilly Bogicevic	Utrecht University
Leentje van Alphen	University of Groningen
Jacqueline Tenkink-de Jong	Utrecht University
Rianne van Dijk	Utrecht University
Jochem Spaans	Leiden University
Annette Spithoven	KU Leuven
Lysanne te Brinke	Utrecht University
Suze van Wijngaarden	VU University Amsterdam
Hester Sijtsma	VU University Amsterdam

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

Program

Thursday, November 23th

Timeslot	Activity	Location
12:45 - 13:15	Registration	Parnassos
13:15 - 13:25	Plenary opening	Theaterzaal
13:30 - 15:00	Workshops	Parnassos
	<i>Create awesome scientific posters</i>	Theaterzaal
	<i>Personal branding</i>	104
	<i>How to build a gratifying career in academia?</i>	107
15:00 - 15:15	Break	
15:15 - 17:00	Continue Workshops	Parnassos
	<i>Create awesome scientific posters</i>	Theaterzaal
	<i>Personal branding</i>	104
	<i>How to build a gratifying career in academia?</i>	107
17:00 -	Social activity	Utrecht

Friday, November 24th

Timeslot	Activity	Location
10:00 - 10:30	Registration	Het Oude Tolhuys Entrance
10:30 - 10:45	Plenary opening	Waterliniezaal
10:45 - 11:30	Keynote	Waterliniezaal
11:45 - 12:45	Symposia 1	
	<i>Symposium 1.1</i>	Sonneveld
	<i>Symposium 1.2</i>	Hulstkamp
	<i>Symposium 1.3</i>	Tuinzaal
12:45 - 14:00	Lunch break	Plein
14:00 - 15:00	Symposia 2	
	<i>Symposium 2.1</i>	Sonneveld
	<i>Symposium 2.2</i>	Hulstkamp
	<i>Symposium 2.3</i>	Tuinzaal
15:00 - 16:00	Poster session and Coffee break	Plein
16:00 - 17:00	Symposia 3	
	<i>Symposium 3.1</i>	Sonneveld
	<i>Symposium 3.2</i>	Hulstkamp
	<i>Symposium 3.3</i>	Tuinzaal
17:15 -	Reception and drinks	Plein

Workshops

Create awesome scientific posters

By The Floor is Yours

When you go about a poster presentation the wrong way, your poster will drown amid the hundreds of others. You yourself will be utterly bored standing next to your poster twiddling your thumbs. But things can be different. In this workshop we will walk you through the steps on how to build a scientific poster. One that is clear and engaging and will bring you and your audience the greatest value. Among others, the workshop will discuss

- How to grab the attention? (Why should the audience listen to you?)
- Telling your story in 1 minute.
- How to structure your poster?
- Getting a lengthy paper on a compact poster.
- Examples of awesome research posters.
- Where do you find professional images?
- How to design a scientific poster.

During the workshop we will work with posters the participants send us. That enables us to work with examples which are relevant for the audience and to give some personal feedback.

Personal Branding

By Veronique Hoex Communication

People often ask questions like:

How do I stand out in a large group, in such a way that people trust me and think of me when an opportunity arises?

Can you influence people strategically, in such a way that you can create new (career) opportunities? And if so, how do you do that?

How can you be successful, without selling yourself all the time?

The goal of this workshop is to make participants aware they can influence other people by having a clear strategy, namely having a clear personal brand. During this interactive and dynamic workshop, we will discuss why having a personal brand is so important, how you can realize your own personal brand and how to use your personal brand.

At the end of this workshop, participants will have skills and knowledge to develop and use their own personal brand.

How to build a gratifying career in academia?

By dr. Sander Thomaes

One major challenge for PhD candidates is to prepare for a gratifying, meaningful career. How do I set out a career path that fits my goals, values, and interests? How can I be a productive scholar without neglecting other responsibilities (e.g., being a good colleague, taking up administrative roles, or enjoying a personal life)? How do I deal with setbacks? How do I wisely create career opportunities? Sooner or later you will face profound questions as these. With others (Johnson, 2011; Sternberg, 2008), I propose that the ability to effectively address them is key to developing a gratifying, meaningful academic career. The goal of this workshop is to help you begin to formulate the answers that work for you, and be able to make more informed career decisions.

Keynote

Self-concept development in adolescence: New insight based on examining brain activity

By Prof. dr. Eveline Crone

Self-concept is probably one of the main components of identity development in adolescence, but is notoriously difficult to study. In this presentation, I will show how brain-imaging studies provide us with new insight on self-concept development and question some of the prevailing theories. In these studies, we examined how adolescents think about their own traits, from a self and reflected perspective, and we show that these processes rely on overlapping neural networks. We further related these neural activities to other-oriented behavior, such as prosocial actions.

Co-authors: Jochem Spaans, Renske van der Cruisen and Laura van der Aar

Poster Presentations

Overview of the posters that will be presented on November 24th from 15:00 to 16:00.

Name	Title
1. Jacqueline van Tuyl van Serooskerken	Exploring parental understanding of self-determination by people with severe or profound intellectual and multiple disabilities: A life course perspective.
2. Sibel Altikulac	The teenage brain: Public perceptions of neurocognitive development during adolescence
3. Lilly Bogicevic	Which early childhood factors predict cognition and behaviour in moderately preterm born children at 6 years?
4. Zhipeng Sun	Sexual identity and HIV risk behaviors among men who have sex with men: A comparative research between The Netherlands and mainland China
5. Rahma	Predictors of sensitive parenting in urban slums in Makassar, Indonesia
6. Wei Li	The effect of Still-Face Paradigm: A cross-cultural comparison
7. Anna Lotz	A neural signature of paternal protective behavior
8. Khadija Alsarhi	Observing maternal sensitivity in slums in Yemen: The veiled challenge
9. Kim van Dijk	Testosterone and cortisol levels related to prenatal and postnatal paternal involvement? A pilot study
10. Anna Ridderinkhof	Does mindfulness meditation increase empathy? An experiment
11. Bianca Westhoff	Development of prosocial learning across adolescence
12. Marike Deutz	Using a bifactor approach to study the dysregulation profile: A summary of four studies

Symposia Overview

This section lists the titles of the posters and presentations within the symposia. The next sections will give you more information about these symposia, including the presenting author and abstract.

Symposium 1.1: Self-concept development in adolescence

- Do as you say? Linking prosocial development & self-concept in adolescence
- The neural correlates of academic self-concept in adolescence
- Neural and behavioral development of direct versus reflected self-evaluations in adolescence

Symposium 1.2: Early development

- Giving choice leads to an increase of sharing in 3-year-olds, but not 2.5-year olds
- Infant free-viewing: the role of object knowledge

Symposium 1.3: Genetic and neurological perspective on development and behavior

- Heritability of neural reactions to social exclusion and prosocial behavior in middle childhood
- Genetic and environmental influences on self-control: Assessing self-control with the ASEBA self-control scale
- Estimating the heritability of experienced child maltreatment in an extended family design

Symposium 2.1: Social behavior and interactions

- You win! Behavioral and neural reward sensitivity when winning for friends across adolescence
- Learning from social interactions : development across adolescence
- Childrens elementary school social experiences affect their social decision-making

Symposium 2.2: A cultural perspective on development and well-being

- Youth Got Talent: Optimising Youth Potential for Social Participation, Health, and Wellbeing
- Religious Self-esteem, Ethnic Self-esteem and Citizenship Competences: Promotive Roles of Students Religious Affiliation and School Type
- Exploring Ethnic and Socioeconomic Differences in Child Emotional and Behavioral Problem Recognition: The Perspectives of Mothers

Symposium 2.3: Socio-emotional problems

- Psychometric Properties of a New Performance-based Measure of Childrens Socioemotional Competence: the Socioemotional Competence Domino Test (SoCoDoT)
- General Psychopathology and the Dysregulation Profile in Childhood and Adolescence: Same with a Different Name?
- Relational Peer Victimization in Elementary School Relates to Heart rate and Perceived Stress

Symposium 3.1: Prosocial behavior

- Personality and social influences on donating behavior in adolescence
- Examining the links between empathy, risk-taking, and prosocial behavior in adolescence

Symposium 3.2: Specific developmental contexts

- The quality of life of children with hearing loss; a longitudinal study
- Emotion is for doing: Discrete emotions are important in identifying high-conflict divorces
- Children exposed to antiepileptic drugs in utero: longterm neurocognitive and behavioral effects from a family perspective

Poster Symposium 3.3

- Shame and guilt; do they protect or contribute to aggression in adolescents with and without hearing loss?
- The prediction of peer victimization from the teacher-student relationship, two genes, and gene-environment interactions
- Time heals all wounds? How teachers' bullying history affects their current perception of bullying
- Close peer relationships of lonely individuals

Symposia 1

Timeslot: 11:45 - 12:45

Symposium 1.1: Self-concept development in adolescence

Room Sonneveld

Chair: Prof. dr. Jan Boom

Title: Do as you say? Linking prosocial development & self-concept in adolescence.

Presenting author: Jochem Spaans
Leiden University

Prior functional neuroimaging (fMRI) studies have consistently found that adolescents show more reward-related activity in the striatum, for monetary and social rewards. This might explain increased risk-taking behavior seen in middle to late adolescence. Recently, it has been suggested that this adolescent-specific increase in sensitivity to rewards might lead to an increase in prosocial behavior as well. The social reward gained from performing a prosocial action, the warm glow of ‘doing good’, may also be stronger in adolescence, and as such increase motivation to perform prosocial actions. In addition, we investigated how pro-social self-concept development related to this concept; do adolescents act in accordance with the way they describe themselves? We collected fMRI data for 160 participants (ages 11-21) during a task in which they could earn money for themselves and for a self-chosen charity by selecting one of two options with unknown outcomes, to reveal an outcome for self, charity or both. Results indicated higher activity in the nucleus accumbens (NAcc) when winning for self than when winning for charity. There was a main effect of age for self-gain, charity-gain and both-gain: 11-14-year-olds had more NAcc activity than 15-17-year-olds and 18-22-year-olds. After the scan, participants could donate part of their participant money to charity in a coin division task. Participants who kept most coins to themselves showed higher NAcc activity during self-gain than participants who donated most coins to charity. The reverse was true too, with participants who kept most coins to themselves showing lower NAcc activity during charity-gain than participants who chose to donate most coins to charity. In addition, pro-social self-concept related to the subjective perception of charity-gain and to donation behavior. Together, these results demonstrate a link between striatum activity and prosocial giving, and show that early adolescence is a sensitive period for reward-activity.

Title: The neural correlates of academic self-concept in adolescence

Presenting author: Laura van der Aar
Leiden University

An important challenge for adolescents is to make future-oriented academic choices

that fit with their identity. How adolescents think about themselves in an academic context (i.e. academic self-concept) has often been related to their academic achievement. However, less is known about its relation with the motivation to make these future oriented career- related decisions. In this study we combined behavioral indices and neural correlates of academic self-concept and related these outcomes to the motivation to make future oriented academic choices (e.g. choosing a study in higher education). We used a subsample of 48 adolescents that participated in the Leiden Self-Concept study. These participants were in the age-range of 14–20 years and indicated to be in one of the final years of secondary education. Academic self-concept was measured with an fMRI task in which participants were presented with 20 short sentences that described positively or negatively valenced traits or competencies in the domain of academics. They could indicate on a scale from 1 (not at all)–4 (completely) to what extent these traits applied to them. Behavioral results showed that academic self-concept, but not academic achievement, was related to the motivation to choose a study in higher education. fMRI contrasts for academic self-concept versus a control task resulted in significant brain activations in precuneus and mPFC. Activation in the precuneus specifically, showed to mediate the relation between academic self-concept and orientation to academic choice. Together, these results demonstrate the importance of studying (the neural correlates of) academic self-concept in the educational decision-making process.

Title: Neural and behavioral development of direct versus reflected self-evaluations in adolescence

Presenting author: Renske van der Cruijssen
Leiden University

Adolescents are very preoccupied with the opinions of their peers, and reflected self-evaluations play a large role in the construction of the self-concept. To date, no prior studies investigated the developmental patterns of the neural correlates of direct and reflected self-evaluations across the whole age range of adolescence. In this study, 150 adolescents (80 girls) between 11 and 21 years old participated in an fMRI study in which they performed direct and reflected self-evaluations. In both tasks, participants evaluated 60 trait sentences describing positive and negative traits in the academic, physical and prosocial domain. Participants answered the question: 'Does this trait describe me?' (direct) or 'Do my peers think this trait describes me?' (reflected), on a scale of 1 (not at all) to 4 (completely). Behavioral results showed that self-evaluations in the youngest adolescents (11-12 years) were more positive from their own perspective than from the perspective of their peers. We examined brain activation for (1) direct- and (2) reflected self-evaluations versus a control task. These contrasts resulted in largely overlapping brain activations in mPFC, and bilateral TPJ, from which ROIs were extracted. Activation in all regions for direct and reflected self-evaluations showed very strong correlations. Additionally, in accordance with the behavioral results, we found that the youngest adolescents (11-12 years) engaged stronger mPFC activation when evaluating their traits from their own perspective versus when evaluating their traits from a peers' perspective. The results suggest that the perceived opinion of others about the self become

adopted in ones self-concept during adolescence.

Symposium 1.2: Early Development

Room Hulstkamp

Chair: Prof. dr. Willem Frankenhuus

Title: Giving choice leads to an increase of sharing in 3-year-olds, but not 2.5-year olds

Presenting author: Yue Song
Utrecht University

Although sharing develops during toddlerhood, the conditions under which this behavior occurs are still not well-understood. The current study explored how the freedom of choice and the cost of sharing affects sharing behavior during toddlerhood. Forty-eight 2.5-year-olds and 47 3-year-olds participated a study in which they either could choose or were instructed to share either a valuable (a colorful toy cat) or non-valuable object (a small piece of white paper) with a puppet. We measured their subsequent sharing behavior by asking them to share three stickers with a new puppet. Results show that 3-year-olds (but not 2.5 year olds) who were free (i.e., could choose) to share in the first task shared more stickers with the new puppet in the subsequent task, compared with their peers who were instructed to share in the first task. The value of the object shows no effect on subsequent sharing behavior in any age group. Although previous studies found it is not until the age of 5 years that the freedom of choice affects childrens prosocial behavior, the current results highlight the importance of freedom of choice on the early development of sharing behavior. Furthermore, the current study supports the idea that prosocial behaviors are more often intrinsically motivated (a sense of autonomy) rather than extrinsically motivated (obeying others request).

Title: Infant free-viewing: the role of object knowledge

Presenting author: Daan van Renswoude
University of Amsterdam

What factors drive infants' eye movements over complex real-world scenes? In adults, the influence of knowledge of objects (top-down) versus perceptual salience (bottom-up) on gaze behavior is heavily debated in the literature. For infants, perceptual salience is likely to have a larger influence than knowledge of/familiarity with objects, as many objects that appear in real-world scenes are unknown. However, as infants get older and become familiar with more objects the influence of objects on gaze behavior is likely to increase. In this study, we examine if and how object knowledge influences infants' eye-movements. To answer this question, 40 infants (6 - 12-month-olds) will free-view 29 scenes from the OSIE (Object and Semantic Images and Eye-tracking) dataset in which objects are tagged. Parents are asked to what extent they think their infant knows the objects displayed in the scenes on a scale from 'never seen' to 'can name the object'. We fit a GLMM (Generalized

Linear Mixed Model) to the data and control for the influence of the central bias, perceptual salience and the size of objects to assess the role of object knowledge on gaze behavior. More specifically, we expect that known objects are more frequently fixated than unknown objects. In addition, we explore the role object knowledge has on fixation durations, fixation order, and number of fixations. The results show a developmental pattern in the data: older infants look more often and earlier at familiar objects, whereas younger infants look more often and earlier at salient objects. These results provide evidence for a development from salience-based to knowledge-based exploration behavior.

Symposium 1.3: Genetic and neurological perspective on development and behavior

Room Tuinzaal

Chair: Prof. dr. Marcel van Aken

Title: Heritability of neural reactions to social exclusion and prosocial behavior in middle childhood

Presenting author: Mara van der Meulen

Leiden University

Observing social exclusion can be a distressing experience for children that can be followed by concerns for self-inclusion, as well as prosocial behavior to help others in distress. So far, little is known about heritability of these reactions. To distinguish between self-concerns and other-concerns when observing social exclusion in childhood in a twin sample (N=512), we used a four-player Prosocial Cyberball Game in which participants (aged 7-9) could toss a ball to three other players. When one player was excluded by two other players, participants showed consistent prosocial helping behavior in response to this exclusion by tossing the ball more often to the excluded player. In a sub-sample (N = 283) we studied neural reactions to social exclusion. We found activity in social perception related areas (mPFC, IFG, and subACC) for experiencing exclusion, which was best explained by genetic and unique environmental factors (mPFC), or shared environmental factors (IFG) and unique environmental factors. We found activity in reward and salience related areas (striatum, insula, and ACC) for experiencing inclusion, and activity in PCC for prosocial helping behavior. Differences in activity in these regions, as well as differences in prosocial behavior, were best explained by unique environmental factors and measurement error. Together, these findings show that experiencing exclusion is sensitive to genetic and shared environmental factors, whereas experiencing inclusion and showing prosocial helping behavior were sensitive to unique environmental factors, supporting the hypothesis of a dissociation between social exclusion and prosocial behavior.

Title: Genetic and environmental influences on self-control: Assessing self-control with the ASEBA self-control scale

Presenting author: Yagouk Willems

VU University Amsterdam

This study used a theoretically-derived set of items of the Achenbach System of Empirically Based Assessment (ASEBA) to develop the Achenbach Self-Control Scale (ASCS) for 7 to 16 year olds. Using a large dataset of over 20.000 children, who are enrolled in the Netherlands Twin Register, we demonstrated the psychometric properties of the ASCS for parent-, self- and teacher-report by examining internal, construct and criterion validity, and inter-rater and test-retest reliability. We found

associations between the ASCS and measures of well-being, educational achievement, and substance use. Next, we applied the classical twin design to estimate the genetic and environmental contributions to self-control. In conclusion, we developed a validated and accessible self-control scale, and show that both genetic and environmental factors influence the individual differences in self-control across youth aged 7 to 16 years.

Title: Estimating the heritability of experienced child maltreatment in an extended family design

Presenting author: Katharina Pittner
Leiden University

Background: Child-driven genetic factors can contribute to negative parenting and may increase the risk of being maltreated. Experiencing maltreatment during childhood has been speculated to be partly heritable but results of twin studies are mixed. The present study examined additive genetic and environmental effects on maltreatment in an extended family design. Further, we applied a multivariate approach to test the genetic and shared environmental overlapping effects for abuse and neglect. Lastly, we explored whether SES moderated the heritability of child maltreatment. Method: The sample consisted of 395 individuals (225 women; Mage = 38.85 years, range = 7 to 88 years) from 63 families with two or three generations participating in a three-generational study on parenting. Experienced child maltreatment was measured using a combination of the Conflict Tactics Scale (Strauss, Hamby, Finkelhor, Moore, and Runyar, 1998) and the Childhood Trauma Questionnaire (Bernstein et al., 1994). All heritability analyses were performed in the Sequential Oligogenic Linkage Analysis Routine (SOLAR; Almasy & Blangero, 1998). Results: All maltreatment phenotypes were partly heritable with estimates ranging from 0.30 (SE = 0.13) for neglect to 0.62 (SE = 0.19) for severe physical abuse. Shared environmental effects (c^2) explained a significant proportion of variance for all phenotypes except for (very) severe physical abuse ($c^2 = 0.09$, $p = .26$). The genetic correlation between abuse and neglect was $g = .73$ ($p = .02$). Common environmental variance increased as SES decreased but additive genetic and unique environmental variance were constant across different levels of SES. Conclusion: Maltreatment was found to be heritable in an extended family design. This effect appears not to be driven by specific forms of maltreatment. High comorbidity of abuse and neglect can be partially explained by shared genetic factors.

Symposia 2

Timeslot: 14:00-15:00

Symposium 2.1: Social behavior and interactions

Room Sonneveld

Chair: Prof. dr. Catrin Finkenauer

Title: You win! Behavioral and neural reward Sensitivity when winning for friends across adolescence

Presenting author: Lisa Schreuders
Leiden University

Adolescence is a sensitive developmental period for social development. Adolescents spend an increasing amount of their time with peers, and peer interactions become increasingly significant. Previous studies have consistently found that reward sensitivity in the ventral striatum peaks in mid-adolescence when winning money for oneself. However, less is known about the development of reward sensitivity when winning for a best friend, which may underlie approach behavior and the development of friendships. In the current functional magnetic resonance imaging (fMRI) study, we used an accelerated longitudinal design to examine developmental trajectories across adolescence and early adulthood of neural and behavioral reward sensitivity when winning for friends, and adjustment measures such as friendship quality, best friend stability and perspective-taking. Participants (aged 8-29 years) played a gambling task in which they could win or lose money for their best friend at three time points that were two years apart (299, 255, and 243 fMRI-scans at Time1, Time2, and Time3, respectively). Preliminary results show that there are no developmental changes in ventral striatum activity when winning versus losing for friends and that boys are more sensitive to rewards than girls. Behavioral results show that pleasure derived from winning for a friend declines with age, negative friendship quality increases with age, positive friendship quality is stable across adolescence, and that perspective-taking abilities increase until early adulthood. Additionally, females score higher on positive friendship quality and perspective-taking than males. Next, we will examine brain and behavior links and group differences between participants who reported to have the same best friend at all three time points (23%) and participants who reported different best friends at different time points. Our findings will provide insights into developmental trajectories of brain responses to rewards for b

Title: Learning from social interactions: Development across adolescence

Presenting author: Bianca Westhoff
Leiden University

Humans live in a highly social environment, thus the ability to quickly adjust to

social situations is a critical skill. For learning in social situations, we need to incorporate and anticipate others choices as well as outcomes, and additionally flexibly adapt our own behavior across contexts. Little is known, however, about the developmental trajectories and the mechanisms of such adaptive social learning. Here, we assessed social learning in children and adolescents between 8 and 18 years (N=168, 48% female), using an incentivized social decision making task. Participants played two computerized social economic games, each composed of several single-shot games with anonymous opponent players that had been assigned to either a cooperative or a competitive community. Over the course of the experiment, participants could learn to adjust their response adaptively to each community they interacted with. As a control condition we included a simple non-social learning game with two communities of computer opponents. Preliminary results show that all age groups are able to learn and adjust behavior in the non-social environment. However, the ability to adjust to different social environments increased across adolescence. Particularly, learning to trust and cooperate with a cooperative community increased with age. Moreover, social preferences such as inequality aversion explained part of these developmental differences. Next steps focus on unraveling the influence of social preferences and outcome sensitivity on learning by using a computational modeling approach. These results will provide new insights on the changing influence of others in young adolescents' learning.

Title: Children's elementary school social experiences affect their social decision-making

Presenting author: Susanne Asscheman
Erasmus Universiteit Rotterdam

Approximately 10-15 percent of the children in elementary school are socially rejected by their peers (Rubin et al., 2006) and are at risk for behavioral difficulties (Parker et al., 2006). Several studies suggest that such social stressors may impact individuals decision-making tendencies, making them choose more prosocial (e.g. Starcke & Brand, 2012). Here, we hypothesized that peer rejection was positively related to sharing behavior over time. In the current two-year longitudinal study 963 elementary school children (51.8% boys; mean age first assessment = 9.1 years, SD=.9) were assessed on sharing behavior using the Dictator Game (Kahneman et al., 1986). Children performed three different rounds with a different recipient each (i.e. another person, liked peer, and a disliked peer). They were instructed to divide 10 coins between themselves and the recipient. Childrens social experiences were assessed with peer nominations and we used low likeability, dislikeability, and the interaction between low likeability and dislikeability as measures of peer appraisal. A hierarchical autoregressive cross-lagged panel model strategy was used to assess the unique effect of social experiences on changes in sharing behavior over time. All models were controlled for age and gender effects. Our results show that a model that included the interaction between low likeability and dislikeability significantly improved model fit compared to a model without this interaction term, $\Delta\chi^2(3) = 9.8$, $p \leq .05$, and resulted in a good fit of the data, CFI=.98, SRMR=.02, RMSEA=.05. Post-hoc probing of the simple slopes demonstrated that specifically peer rejection decreases

sharing behavior toward disliked peers over time, $=-.19$, $SE=.08$, $p \leq .05$. No changes were found for sharing with friends or unknown peers over time. The results suggest that peer rejection can uniquely influence sharing behavior already during elementary school but appear to have differential effects on sharing

Symposium 2.2: A cultural perspective on development and well-being

Room Hulstkamp

Chair: Prof. dr. Kirsten Buist

Title: Youth Got Talent: Optimising Youth Potential for Social Participation, Health, and Wellbeing

Presenting author: Dom Weinberg
Utrecht University

The Netherlands is at or near the top of the international rankings in income, housing, health status, safety, and education, yet despite the opportunities that this provides, young people from disadvantaged backgrounds are increasingly likely to fall behind in a number of life domains. The SES-health gradient refers to the robust link between low socioeconomic status (SES) and less youth social participation, poorer (mental) health, and lower wellbeing. However less is known about how this gradient depend on the national and neighbourhood environment, and is moulded by social, cultural, legal, and political contexts. Existing research has mostly adopted a risk perspective to explain the SES-health gradient (e.g. examining stress, feelings of relative deprivation and stigma) to the detriment of understanding the importance of positive processes, such as adolescents goals and ambitions, creativity, hope and autonomy. These gaps in our understanding are highly problematic, because adolescence and young adulthood are pivotal life phases, when young people are thinking about their future and goals, in which socioeconomic status, social participation, (mental) health, and wellbeing are formed. The YOUth Got Talent project is therefore an inter- and transdisciplinary approach to understanding the relationships between socioeconomic status and youth development and health.

Title: Religious Self-esteem, Ethnic Self-esteem and Citizenship Competences: Promotive Roles of Student's Religious Affiliation and School Type

Presenting author: Imane Oulali
University of Amsterdam

Objectives. The current study seeks to better understand the roles of religious affiliation and school type in the relation of religious and ethnic self-esteem with citizenship competences among religious minority students. The aim of this study was to assess whether the associations of religious self-esteem and ethnic self-esteem with citizenship competences would be moderated by students' religious affiliation and school type. **Methods.** Data were gathered from 1,378 6th graders (Mage=11.73, SD= 0.61; 52% girls; 48.8% Muslim, 31.0% Reformed Protestant (Liberated), 20.2% Hindu from 9 Reformed Protestant (Liberated), 9 Islamic, 3 Hindu and 16 public schools across different regions in the Netherlands. Students were asked to complete

an anonymous paper and pencil questionnaire containing measures of the variables of interest. Results. Moderation analyses showed that Reformed Protestant (Liberated) students attending Reformed Protestant (Liberated) schools who reported higher levels of religious self-esteem tended to have more positive attitudes - and reflected more about citizenship competences. Hindu and Muslim students attending religious schools who reported higher levels of ethnic self-esteem tended to be more positive about attitudes concerning citizenship competences. Reformed Protestant (Liberated) students and Muslim students attending public schools with higher levels of religious self-esteem reflected more on citizenship competences. Hindu students attending public schools with higher levels of ethnic self-esteem reflected less on citizenship competences. Conclusions. Our results emphasize the need of further examining how religious and ethnic self-esteem influence students' citizenship competences in religious and public schools, particularly among religious minority youth.

Title: Exploring Ethnic and Socio-economic Differences in Child Emotional and Behavioral Problem Recognition: The Perspectives of Mothers

Presenting authors: Elisa Duinhof
Utrecht University

Parents' recognition of their children's mental health problems has been identified as the first crucial step in children's access to mental health care. It has been theorized that the socioeconomic and cultural environments of parents may affect their problem recognition. In line with this theoretical notion, previous studies have found that ethnic minority parents recognize relatively few internalizing and externalizing problems in their children compared to ethnic majority parents. To date, it is largely unknown how to understand this phenomenon. Several explanations have been proposed in the literature: (a) parents may differ in their identification of problem symptoms, (b) parents may differ in their perception of (ab)normal child development and (c) parents may differ in their reluctance to share concerns within their informal social network. These explanations have however hardly been examined. Moreover, previous studies comparing ethnic minority with ethnic majority parents may confound cultural and educational differences, as ethnic majority parents are usually better educated. The present study aims to explore the processes of identifying problem symptoms, problem perception and problem sharing to increase our understanding of ethnic and socioeconomic differences in parents' problem recognition. It will do so by using a qualitative approach in which the perspectives of mothers from different socio-economic and ethnic backgrounds on these processes will be explored. In total, 46 semi-structured in-depth interviews were held with a community sample of lower (n = 7) and higher (n = 8) educated Moroccan-Dutch mothers, lower (n = 8) and higher (n = 7) educated Turkish-Dutch mothers and lower (n = 7) and higher (n = 9) educated native Dutch mothers. Similarities and differences in the perspectives of the lower- and higher educated Moroccan-Dutch, Turkish-Dutch and native Dutch mothers on (a) identifying problem symptoms (b) perception of (ab)normal child development (c) problem sharing will be discussed.

Symposium 2.3: Socio-emotional problems

Room Tuinzaal

Chair: Prof. dr. Hinke Enkedijsk

Title: Psychometric Properties of a New Performance-based Measure of Childrens Socioemotional Competence: the Socioemotional Competence Domino Test (SoCoDoT)

Presenting author: Joanna Papiéska
KU Leuven

The study was aimed at verifying the psychometric properties of a newly-developed performance-based test of socioemotional competence: the Socioemotional Competence Domino Test (SoCoDoT). The sample consisted of 304 third-graders from six Polish primary schools (sixteen classes). The data was collected using teacher questionnaires (pro-social behaviour, hyperactivity, emotional problems, peer problems, and conduct problems) and parent questionnaires (pro-social behaviour, hyperactivity, emotional problems, and peer problems), peer nominations of social competence, and performance-based tests of social understanding and emotional awareness. Results suggested that the reliability of the SoCoDoT was acceptable. Moreover, the test had a sufficient convergent and predictive validity. The test explained unique variance in childrens outcomes, taking into account another validated and performance-based measure of emotional awareness. Overall, the study provided first evidence that the SoCoDoT can be used for research to assess socioemotional understanding and, in addition, contributes to the prediction of pro-social behaviour and behavioural (mal)adjustment in children.

Title: General Psychopathology and the Dysregulation Profile in Childhood and Adolescence: Same with a Different Name?

Presenting author: Marika Deutz
Utrecht University

Background: The General factor of Psychopathology (GP) and the Dysregulation Profile (DP) are two conceptually similar, but independently developed approaches to re-conceptualizing psychopathology. GP and DP can both be derived using bifactor modeling, in which the commonly observed interrelatedness between different forms of psychopathology is explained with a shared underlying factor that exists next to specific factors. This study examines the conceptual (aim 1) and empirical (aim 2) overlap between GP and DP. Methods: Brief narrative review for aim 1 and empirical analyses in a longitudinal sample of 1,073 children (49.8% female) for aim 2. GP and DP models were estimated at ages 8 and 14 years using the parent-reported Child Behavior Checklist and the youth Self Report. Antecedents and outcomes were derived using a multi-method multi-informant approach. Results: From the conceptual review it can be concluded that GP and DP have different origins but are described

and derived in highly similar ways. Empirical analyses showed that the general GP and DP factors were strongly correlated ($\geq .90$), with similar early-childhood antecedents (e.g., lower effortful control, higher maternal depression) and outcomes at age 15 (e.g., reduced academic functioning, poorer mental health). Both GP and DP were moderately stable, with specific factors showing lower stability. Conclusions: GP and DP are highly similar constructs, describing a general vulnerability for psychopathology. Their core seems to be issues with (emotional) self-regulation. Findings were consistent across middle childhood and adolescence. This study demonstrates that GP and DP are more similar than different. Integration of these fields would benefit cumulative science and could thus lead to a better understanding of the structure and antecedents and outcomes of psychopathology.

Title: Relational Peer Victimization in Elementary School Relates to Heart rate and Perceived Stress

Presenting authors: Pia Behnsen
Erasmus Universiteit Rotterdam

Social stress has been linked to altered autonomic nervous system (ANS) functioning. In the elementary school period, children can become exposed to social stress, such as relational victimization in the peer context. However, we lack insights into the association between relational victimization and the physiological stress system in children. The goal of this study was to examine the association between relational victimization in the classroom and heart rate (HR), heart rate variability (HRV) and perceived stress in 504 children from 20 mainstream elementary schools (M age = 9.78 years, SD = 1.05, 52% boys) in the Netherlands. HR and HRV was assessed at four different time points during a regular school day. Perceived stress and relational victimization was assessed via self-report. Associations were controlled for conduct problems, pubertal status, age, sex and SES. Our results showed that relational victimization was negatively associated with HR and positively associated with perceived stress. Relational victimization was not associated with HRV in our sample. Collectively these results suggest decreased SNS functioning at the expense of perceived stress on a regular school day among children who experienced higher relational victimization in the classroom. The findings underscore the importance of the physiological stress system in studying the consequences of peer victimization in children.

Symposia 3

Timeslot: 16:00-17:00

Symposium 3.1: Prosocial Behavior

Room Sonneveld

Chair: Prof. dr. Inge van der Valk

Title: Personality and Social Influences on Donating Behavior in Adolescence

Presenting author: Suzanne van de Groep
Leiden University

Prosocial behavior in adolescence is a complex phenomenon that is influenced by multiple factors, including social context and personality characteristics. Recent studies have shown that prosocial behavior differs as a function of whom the adolescent interacts with, but relatively little is known about whether and how this differentiation between interaction partners is influenced by personality. We examined donating behavior in 520 adolescents aged 12–17 years, by having them play a dictator game in which they had to divide coins between themselves and several peers (a stranger, classmate, and friend). In addition, we asked them to fill out personality questionnaires. We found that adolescents donated most coins to a friend, followed by classmate, and donated least to a stranger. Individual differences in perspective taking, sensitivity to social rewards, and prosocial motivation were associated with how much adolescents donated in general, as well as how much they differentiated between targets of donating behavior. No developmental differences were observed. Together, these findings highlight the importance of considering adolescents' personality and sensitivities to varying social contexts in explaining prosocial behavior in adolescence.

Title: Examining the links between empathy, risk-taking, and prosocial behavior in adolescence

Presenting author: Neeltje Blankenstein
Leiden University

Although adolescence is often described as a developmental period of heightened risk-taking and negative health outcomes, research has increasingly focused on positive aspects of adolescent development, such as adaptive exploration and prosocial behavior actions intended to benefit others). However, it is not yet well understood how these behaviors are related. Recently, a novel area of investigation has proposed that adolescents can take risks in order to benefit others (i.e., prosocial risk taking). Here we addressed the question whether prosocial actions may be especially pronounced for those who show high empathic concern for others, but are simultaneously willing to take risks. We presented 202 adolescents and young adults

(106 female, $M = 17.79$, $SD = 3.46$, range = 11-28 years) with questionnaires on their levels of empathy, risk-taking behavior, and the frequency of prosocial actions towards friends and peers. Pitting empathy and risk-taking behavior against each other resulted in four behavioral profiles: Indifferent Bystanders (low empathy, low risk-taking), Empathic Bystanders (high empathy, low risk-taking), Antisocial Risk Takers (low empathy, high risk-taking), and Prosocial Risk Takers (high empathy, high risk-taking). Comparing these groups on prosocial actions showed that particularly the Prosocial Risk Takers differed from the Indifferent and Empathic Bystanders. That is, those individuals who displayed high levels of empathy, as well as high levels of risk-taking, engaged in significantly more prosocial behavior than those who had low empathy and low levels of risk-taking, or those who displayed high empathy but low levels of risk-taking. Our findings suggest that both empathy and risk-taking behaviors are crucial in explaining overt prosocial behaviors in adolescence and young adulthood. As such, these findings highlight that adolescence is a period of vulnerabilities as well as opportunities.

Symposium 3.2: Specific developmental contexts

Room Hulstkamp

Chair: Prof. dr. Carolien Rieffe

Title: The quality of life of children with hearing loss; a longitudinal study

Presenting author: Tirza van der Straaten
Leiden University

Abstract Aim: To examine the extent to which language and communication skills at baseline contribute to the development of quality of life (QoL) of children with hearing loss (HL) 7 years later. Materials & methods: 62 children with HL participated in this nationwide longitudinal study. The Pediatric Quality of Life (PedsQL) questionnaire was completed by parents at two time points (3-5 and 10-13 years old). Children also completed the PedsQL self-report at Time 2. Results of the PedsQL were compared with a Dutch hearing group of van Engelen et al. Language skills of 4 years old children with HL were analysed by the Reynell and Schlichting Tests. Communication skills were measured through the MacArthur-Bates Communicative Development Inventory III proxy-questionnaire. Results: Children with HL in mainstream education reported higher QoL related to school activities compared to their peers in special education, but both groups scored lower compared to their hearing peers. Also parents of children with HL noted a lower QoL related to school activities, and in addition, they reported a lower QoL in the social interaction of the children with HL. Besides, communication but not language skills measured at Time 1 were positively related to a better QoL development (including all aspects). Conclusion: Knowing that children with HL encounter problems specifically related to activities of their school curriculum, more guidance or support might be given to increase their social support within the class, which in turn might increase their overall QoL. This longitudinal study also showed that communication skills are essential for the QoL of children with HL.

Title: Emotion is for doing: Discrete emotions are important in identifying high-conflict divorces

Presenting author: Heleen Koppejan-Luitze
Utrecht University

Divorces nowadays are common. A significant number of divorces turn into high-conflict divorces, generating tremendous costs to individuals, relationships, and society. Being involved in a high-conflict divorce is traumatic and damaging for the ex-partners, their children and their social network. While links between high-conflict divorce and various co-parenting problems are well-established, the specific processes underlying these associations are poorly understood. This lack of understanding hampers both identifying risk-groups and the development of effective interventions. Here, we examine the role of discrete emotions in co-parenting and parental behavior in divorces with children. Discrete emotions may signal approach, avoidance, attending,

rejection, or antagonism. They may thereby shape the interaction between divorced parents and may lead to loyalty conflicts in their children. In a first, exploratory step, we compared the emotional profiles of parents in intact relationships, divorced parents, and parents in high-conflict divorces. These descriptive analyses allowed us to identify discrete emotions that not only differentiate between intact and divorced parents, but also between divorced and high-conflict divorced parents. In a second step, we examined the relation between discrete emotions and behavior relevant for constructiv co-parenting in divorced and high-conflict divorced parents. The results have important implications for clinical practice.

Title: Children exposed to antiepileptic drugs in utero: longterm neurocognitive and behavioral effects from a family perspective

Presenting author: Yfke Huber-Mollema
University of Amsterdam

Background: Children exposed to antiepileptic drugs (AEDs) in utero are at higher risk for congenital malformations. In the past years, there has been increasing attention for the longterm effects on child neurocognitive and behavioral development. On the other hand, there is little known about the family factors related to longterm developmental outcomes of children born to women with epilepsy. A child of a mother with epilepsy who uses AEDs during pregnancy is at double risk, both from prenatal exposure to AEDs and from having a parent with a chronic condition. Objective: EURAP & Development (NL) is a prospective longitudinal study of children of mothers with epilepsy who were exposed to AEDs in utero in which neurocognitive and behavioral development, and parenting is investigated. The current study aims to examine the neurocognitive abilities. The research question is: What are the longterm effects of exposure to monotherapy VPA, CBZ, LTG or LEV during pregnancy on neurocognitive development of children of 6/7 years? Methods: Children born between 2007-2011 and their parents were asked to participate by conducting neuropsychological tests (e.g., WISC-III-NL, NEPSY-II-NL), and by completing questionnaires. Inclusion was on the basis of an earlier inclusion of the mothers with epilepsy in the European Registry of Antiepileptic Drugs in Pregnancy (EURAP-NL) database. Analyses: multiple regression analyses will be conducted to evaluate differences between children exposed to the four types of AEDs. Child IQ is the primary outcome variable. Secondary outcomes are more specific cognitive abilities. Results: In anticipation of the upcoming report, preliminary results of the approximately first 150 children will be presented. In addition a case report on impact of maternal epilepsy on the child and the family will be discussed. Conclusion: On basis of the results longterm effects of prenatal exposure to AEDs will be discussed from a family perspective.

Poster Symposium 3.3

Room Hulstkamp

Chair: Prof. dr. Helen Vossen

Presenting author: Karlien Demol

KU Leuven

Title: The prediction of peer victimization from the teacher-student relationship, two genes, and gene-environment interactions

Presenting author: Isabel ten Bokkel

KU Leuven

Title: Time heals all wounds? How teachers' bullying history affects their current perception of bullying

Presenting author: Evelien Broekhof

Leiden University

Title: The prediction of peer victimization from the teacher-student relationship, two genes, and gene-environment interactions

Presenting author: Annette Spithoven

KU Leuven

Title: Close peer relationships of lonely individuals

Venue

Thursday

Parnassos Cultuurcentrum
Kruisstraat 201
3581 GK Utrecht
Tel: (030) 253 84 48 (receptie)

By Public Transport

From Utrecht Centraal bus station Jaarbeurszijde (Haltes C and D), take a bus to the bus stop Wittevrouwen or Stadsschouwburg (e.g., bus 7, 50, 53, 74, or 77).

Parking facilities

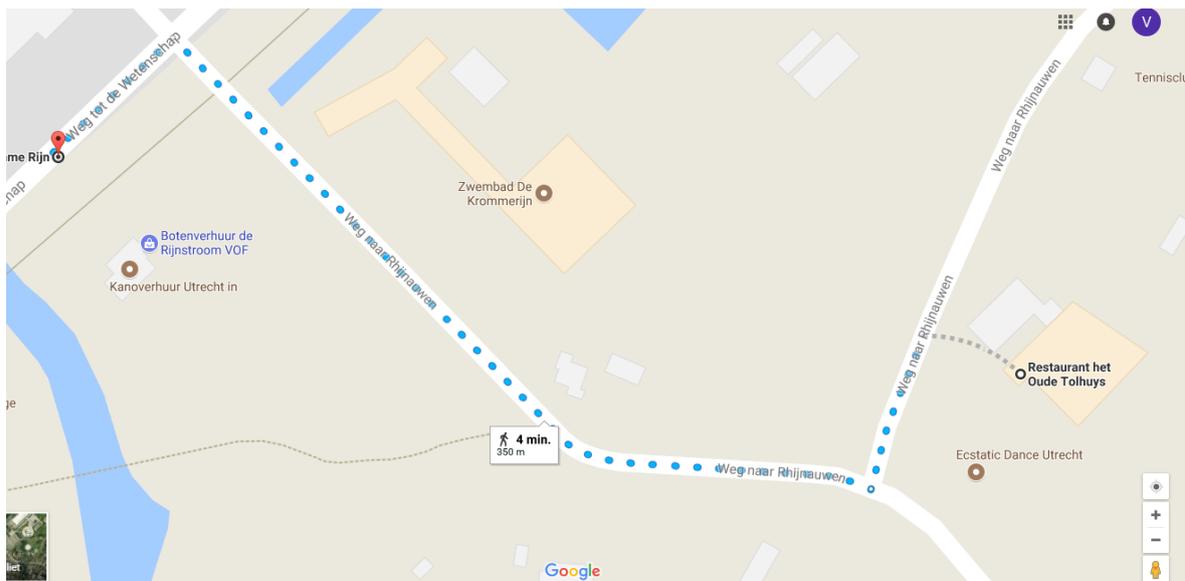
Parking Kruisstraat is nearly opposite of the Parnassos building. Parking rate is 2 euro per half hour (maximum of 21 euro a day). Payment is possible using a debit card.

Friday

Restaurant het Oude Tolhuys
Weg naar Rhijnauwen 13-15
3584 AD Utrecht
Tel: 030-2511215

By Public Transport

When you arrive by train at Utrecht Central Station go to bus station Jaarbeurszijde (Haltes C and D). Take bus 12 or 12s (bus stop C8) to busstop Krommerijn (zwembad). The venue is a 5 minute walk from the busstop.



Parking facilities

Het Oude Tolhuys has its own (free) car park. In addition, cars can be parked in front of the Zwembad Krommerijn.