

FOUNDING CONFERENCE

VERENIGING NEDERLANDSE
ONTWIKKELINGSPSYCHOLOGIE

MAY 15 & 16, 2008

WAGENINGEN, THE NETHERLANDS

LOCATION

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SCHEDULE

May 15, 2008

10:00	registration/coffee
10:30	opening
11:00	presentation research program University of Tilburg
12:15	presentation research program University of Groningen Part 1
13:00	lunch
14:00	presentation research program University of Groningen Part 2
14:30	presentation research program Radboud University Nijmegen
15:45	coffee break
16:05	presentation research program University Leiden
17:20	poster session + reception
18:20	Meeting all VNOP members
19:20	dinner
21:20	bar open

May 16, 2008

8:00	Breakfast
9:00	Presentation research program University of Amsterdam
10:15	key-note: Prof. J. Asendorpf (Humboldt University of Berlin)
11:15	coffee break
11:35	Presentation research program University of Utrecht
12:50	lunch
13:50	Presentation research program Free University
15:05	key-note: Prof. W. Koops (University of Utrecht)
16:05	closing/poster award

ABSTRACTS

TILBURG UNIVERSITY

MAY 15, 2008, 11.00 hrs

1. Anneloes van Baar

Developmental psychology, in particular Pediatric psychology

The department is introduced. The research program concerns consequences of somatic risk factors for the development of the children within their families. Developmental and parent-child interaction processes in healthy children form an important reference framework. Specific studies regard development and functioning of children with a *chronic disease* (like Diabetes), or children with *perinatal risk* factors such as prematurity, or prenatal exposure to maternal emotional complaints. Which neuro-biological factors and aspects of medical treatment are important for the cognitive and social-emotional development of the children? What is the role of self-regulation capacities, the relationships and interaction processes with the parents and their behavior or personality characteristics? How can we enhance development in case of specific risk factors?

Studies presented concern behavior of mothers, and development of children with perinatal risk factors. Many children born more than 2 months too soon show developmental impairments; do moderately preterm children also show such problems?

2. Dominique Meijssen

The IBA Intervention Program (IBAIP) for very preterm infants and their parents

Background and Aim: Prematurity leads to increased developmental vulnerability. This may be mediated by parenting factors. The Infant Behavioral Assessment and Intervention Program (IBAIP) offers a neurobehavioral home based intervention in the first six months post-term. The effect is studied in a randomized controlled trial on mother-infant interaction and maternal psychological well being at 6 months corrected age.

Methods: Mother infant interaction was observed with the Still Face procedure and the Maternal Sensitivity and Responsivity Scales (MSRS). Maternal psychological well being was measured with the General Health Questionnaire (GHQ-28).

Results: 112 mother-infant dyads were analysed (57 intervention group, 55 control group). Intervention group mothers showed more positive and sensitive interaction behavior. No differences were found in infant interaction behavior after IBAIP. 57% of the mothers reported psychological distress. IBAIP did not influence this outcome.

Conclusion: IBAIP promotes mothers' positive and sensitive interaction behavior with their very preterm infants at 6 months corrected age.

3. Hedwig van Bakel

Maternal self-regulatory skills and continuity in negative parenting behavior.

In infancy and early childhood, it is very uncommon to observe hostility displayed by the parent towards their child during a video-taped interaction episode. In a community based sample followed from 15 months to 7 years, we nevertheless observed hostility in a considerable number of parents during a series of parent-child instructional tasks. We are particularly interested in this unfavourable aspect of parental behavior because angry and hostile parental

behavior during infancy seems to affect child development in toddlerhood and beyond (Leadbeater et al, 1996).

In a sample that consisted of 102 children (55 boys, 47 girls) and their parents, parental hostility was observed at the ages of 15 months, 5 and 7 years, and parental emotional control was examined using a questionnaire.

It was shown that mean level of hostility increases with age, particularly for less emotional intelligent parents and parents who scored low on stress management.

4. Anouk de Bruijn

Prenatal maternal stress and behavioral problems of their sons and daughters.

Background. Prenatal maternal stress is associated with behavioral problems of the children. Sex differences concerning this relationship have been found in animal research. The HPA-axis and stress reactivity of the children might be influenced.

Methods. Healthy women (N=465, M age = 30.7 year, sd =3.7) answered questionnaires about depression and anxiety (EDS, STAI, SCL) during pregnancy (weeks 12, 24, 36). Both parents reported on their current emotional complaints (EDS, SCL) and on the behavioral problems (CBCL), of their children aged 12-60 months. Two subgroups, with (N=67) and without (N=66) prenatal emotional complaints, were visited at home and saliva of the children was collected for cortisol determination.

Results. More behavioral problems are observed in girls after prenatal exposure to maternal stress. In the cortisol responses of the children an interaction effect between subgroup and sex is found

Conclusion. Prenatal maternal emotional complaints are associated with behavior problems and stress responses that differ for boys and girls.

5. Bea van den Bergh

Developmental Origins of Behavior, Health and Disease (DOBHAD)

The level of anxiety, depression and stress experienced by a mother during pregnancy influences the subsequent development of her child. In a prospective longitudinal study, started with 86 mothers, we showed that exposure to maternal anxiety during pregnancy is associated with developmental impairments from the fetal life period until the age of 20, including changes in fetal behavioral states, being irritable as a baby and toddler, ADHD at the age of 8-9, alterations of the diurnal cortisol profiles and depression at the age of 14-15, and specific cognitive problems (i.e. with exogenous cognitive control) at the ages of 14-15, 17 and 20. HPA-axis involvement and cognitive functioning (measured with EEG and fMRI) will be illustrated to give an idea of underlying mechanisms.

Preliminary data on assessments of mother-child relationship during and after pregnancy and their associations with infant stress reactivity stress regulation as measured by salivary cortisol at the age of 4 months are reported.

UNIVERSITY OF GRONINGEN

MAY 15, 2008, 12.15 & 14.00 hrs

Abstracts to be announced

RADBOUD UNIVERSITY NIJMEGEN

MAY 15, 2008, 14.30 hrs

Abstracts to be announced

LEIDEN UNIVERSITY

MAY 15, 2008, 16.05 hrs

Abstracts to be announced

UNIVERSITY OF AMSTERDAM

MAY 16, 2008, 9.00 hrs

1. Hilde Huizenga

Mathematical and statistical models in developmental psychology

Developmental research at the University of Amsterdam is characterized by a strong focus on mathematical and statistical methods. Recent developmental examples include sophisticated fMRI analysis of noisy developmental data; diffusion model analysis of two choice reaction times in adolescents with a low and high IQ, multivariate diagnostics in Parkinson's disease, meta regression analysis of Alzheimer and ADHD research, and latent group analysis of child and adolescent decision-making. The latter two topics relating to ADHD and to decision-making will be treated in a bit more detail. It will be shown that advanced mathematical and statistical methods provide surprising new insights into existing controversies. Moreover, it will be shown that the results of these techniques effectively guide the design of new experimental paradigms.

2. Richard Ridderinkhof

Never too old to learn

Ageing is generally associated with decline. Among others, seniors experience more difficulty in learning which choices provide the desired outcomes, which is important in all kinds of new ICT-applications. Science, politics and media nowadays take a serious interest in life-long learning. From this perspective, there is actual news value in the finding that older adults can learn as effectively as young adults by merely showing them a happy Disney-filmclip. Because the natural quantities of dopamine in the brain diminish with aging, various cognitive processes lose efficiency among seniors. Positive affective states happen to be associated with a transient increase in dopamine, especially in those brain areas that are important for learning capacities. Individuals with reduced natural quantities of dopamine in their brains therefore are better at learning which choices produce the desired outcomes after viewing a merry film clip

then after an emotionally neutral fragment. Thus, based on new neuropsychological insights, the decline in learning capacities can be countered in an easy and straightforward way.

3. Reinout Wiers

Assessing and Re-training implicit processes in adolescent addictive behaviors

During the past decade various tools have been developed to assess implicit cognitive processes in addictive behaviours. Acknowledgment and assessment of implicit processes have been accompanied by dual process models of addictive behaviors (see for many examples, Wiers & Stacy, 2006). In these models, the general picture is that at least two semi-independent systems influence addictive behaviors: a fast associative “impulsive” system, in which stimuli are automatically evaluated in terms of their emotional and motivational significance, and a slower “reflective” system, which includes controlled processes related to conscious deliberations and emotion regulation. There is accumulating evidence that individual differences in both the relatively automatic appetitive processes and executive control processes are involved in the development of addictive behaviors, and that important neuroadaptations in both systems take place under the influence of alcohol during adolescence (Dahl & Spear, 2004). I will present some recent studies which show that working memory moderates the influence of automatic appetitive responses to alcohol- and smoking-related stimuli. In addition, I will show some recent results of new interventions which directly interfere with the automatic processes that play a role in the etiology and maintenance of addictive behaviors in youth.

4. Maartje Raijmakers

Development of category learning

Development of learning was an important area of research in cognitive development. A new field is now emerging that differs from the old in recognizing that children's learning includes active as well as passive mechanisms and qualitative as well as quantitative changes (Siegler, 2005). The focus is not only on the outcome of learning but also on the learning process itself. Moreover, it has been recognized that children form different representations and apply a variety of learning strategies. In our research on the development of category learning we account for intra-individual and inter-individual variation by the application of statistical latent-variable models.

I will present a methodology to detect how the similarity structure of exemplars in a category-learning task affects the learning process. The main goal is to analyze qualitative differences between humans of different ages and different species in terms of stages that are underlying their learning process, thereby taking into account possible intra-individual and inter-individual differences within and between species. As an illustration, I will present a comparative category-learning study with children (4-12 years of age), adults, and pigeons.

UNIVERSITY OF UTRECHT

MAY 16, 2008, 11.35 hrs

1. Marcel van Aken & Bram Orobio de Castro

Social and Personality Development: Person x environment transactions

The mission of the research programme of the Department of Developmental Psychology at Utrecht University is to study normal and deviant development of children and adolescents by focusing on the interaction between intra-individual characteristics of the person (personality, temperament and social-cognitive processing styles) and inter-individual characteristics of the environment in which they live. This is accomplished by the use of both longitudinal and experimental research designs involving clinical and non-clinical samples.

In the present symposium, after a short introduction by the program leaders, three research projects within the program will be presented in more detail. First, Annemiek Karreman will present short-term longitudinal research on the interaction between parenting and young children's temperament in the development of externalizing problems. In the second paper, Sander Thomaes will present a series of experimental studies on narcissism and aggression. In the third paper, Jan Boom will demonstrate the application of a multi-group accelerated cohort sequential design in a study on an intervention in moral cognitions in anti-social youth.

2. Annemiek Karreman

The role of self-regulation for externalizing problems in young children: Interactions with parenting

This presentation will focus on the role of self-regulation for externalizing problems in young children. Effortful control is a concept of self-regulation, defined as the ability to suppress a dominant response and to perform a subdominant response (Rothbart, 1989). A study is presented which investigated observed temperamental effortful control and interactions with observed parenting in the prediction of externalizing problems. Relations were examined concurrently when the child was 3 years old, and longitudinally at 4.5 years. The sample included 89 two-parent families and their firstborn children. Children with a low level of effortful control were most at risk of displaying externalizing problems. However, parental positive control appeared to buffer this risk. In addition, child sex effects were found in the relations. These findings show the importance of integrating a child's individual characteristics and parenting behavior in order to improve our understanding of externalizing problems in young children.

3. Sander Thomaes

Narcissism, Wounded Pride, and Aggression in Young Adolescents

Many current intervention programs rely on "boosting self-esteem" to reduce aggression. However, there are no compelling theoretical or empirical reasons to suspect that low self-esteem causes aggression. In a series of laboratory experiments, we found that youth with inflated, narcissistic self-views (rather than youth with low self-esteem) were most aggressive, especially when they suffered a blow to their egos. We also conducted a field experiment to test whether a social-psychological intervention designed to lessen the impact of ego-threat reduces narcissistic aggression. 409 middle school students (M age = 13.9) were randomized to either the intervention condition (a brief writing assignment allowing children to reflect on their personally important values) or a control condition. We expected that the intervention would

temporarily attenuate the ego-protective motivations that normally drive narcissists' aggression. As expected, the intervention reduced narcissistic aggression for a one-week period, i.e., for a period of up to 400 times its own duration. These results suggest that "buttressing self-esteem" (rather than "boosting self-esteem") can be effective at reducing aggression in important subsets of youth at risk.

4. Jan Boom

Problems encountered and solutions found, for a longitudinal intervention design

Children participated in an intervention program and had to fill in questionnaires 4 times, 4 months apart. Some had one pre- measure and three post-; others two pre- and two post-; and the remaining had three pre- and one post- measure. The main dependent variable was self-reported anti-social behavior. We converted this design to a multi-group, accelerated, cohort sequential design in order to align the interventions such that there are three consecutive pretest measures, an intervention, and three consecutive posttest measures, albeit with many systematic missings. Next, we modeled the pretest measures apart from the posttest measures as two independent latent growth models, in order to assess the effect of the intervention. We also considered that the measures were censored at zero, because we asked for number of recent transgressions (no negatives and excess of zeros). I will illustrate the possibilities of this design with simulated and a real data set.

FREE UNIVERSITY OF AMSTERDAM

MAY 16, 2008, 13.50 hrs

Abstracts to be announced

KEYNOTE LECTURES

MAY 16, 2008, 10:15 - 11:15 hrs

Jens B. Asendorpf, Department of Psychology, Humboldt University Berlin

Long-term outcomes of early inhibition and aggressiveness: Evidence from the LOGIC study

I present yet unpublished findings from the Munich Longitudinal Study on the Genesis of Individual competencies (LOGIC) on key outcomes of high preschool inhibition and aggressiveness in emerging adulthood. The data were assessed and analyzed together with Marcel van Aken, and more recently, Jaap Denissen, from Utrecht University. As adults, inhibited boys and girls were judged as inhibited by their parents and showed a delay in establishing a first stable partnership and finding a first full-time job. However, only the upper 8% in terms of inhibition tended to show internalizing problems, including self-rated inhibition. Aggressive boys showed an externalizing personality profile in the parental and self-judgments, were educational and occupational underachievers, and showed a higher adult delinquency rate than the controls, even after controlling for sex and social-economic status. The results suggest delayed social transitions without internalizing problems for most male and female inhibited children, and a significant long-term risk of an externalizing profile for aggressive children.

MAY 16, 2008, 15:05 - 16:05 hrs

Willem Koops, Department of Social Sciences University Utrecht, Professor of Developmental Psychology

From Child Psychology to Developmental Psychology (1970-2008)

(Lecture will be in Dutch, but an extended abstract in English will be provided)

In the early seventies of the former century Dutch developmental psychology moved away from a European (German and French) orientation to an American one. The clinically and educationally oriented field of child psychology was outsourced to a newly invented discipline: orthopedagogy. Child psychology became developmental psychology and became a rigorous analytical empirical discipline. The relationship with the rapidly growing discipline of "pedagogy" was ambivalent, if not hostile.

With the creation of a national "Research School" for both disciplines together (ISED or the Institute for the Study of Education and Development) in 1992 a new atmosphere of collaboration came into existence. For all the visitation bureaucracy in the nineties this ISED was very helpful to survive. However, within NWO (the national research council) developmental psychology got the color of a soft "pedagogical" discipline, which in the long term was less profitable. Now is the time for reorientation: the research schools (including ISED) are losing their power and NWO is richer and more powerful than ever.

The main tasks of the now founded VNOP is therefore: try to develop a respectful and collaborative relationship with pedagogy; create a structure (as once -until 1992- done by the Association of Developmental Psychology) from which the visibility and the competitiveness of Developmental Psychology within NWO can be increased substantively.

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