



VNOP Conference 2016

May 17th – 18th at Hof van Wageningen

Colophon

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The VNOP Conference 2016 held on 17 and 18
May at the Hof van Wageningen.

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On behalf of the board of VNOP and the organizing committee we would like to welcome you at this 2016 conference. We are very excited that so many people have come to this conference to present their work. From all the submissions the committee was able to put together 18 very interesting symposia. Moreover, there will be three inspiring keynote speakers in the field of developmental psychology. This year two teaching workshops are introduced. With these workshops we hope to bring together lecturers in developmental psychology to share experiences and improve education in developmental psychology.

On behalf of the organizing committee, we wish you an exciting and pleasant conference.

The organizing committee,

Sander Begeer
Mariët van der Molen
Dominique Maciejewski
Marieke Buil
Jin He
Pia Behnsen
Susanne Aschemann
Jacintha Tieskens

General Information

Opening

Kleine Veerzaal

Key Notes

Kleine Veerzaal

Symposia

- Locations:

Kleine veerzaal

Pomonazaal 1&2

Jagerskampzaal

Hoeversteinzaal

- Duration: 75 minutes

- Language: English

- Role Chair: Give short introduction into the topic

- Role Discussant: Engage the audience in a lively discussion (not just a summary)

Members' Meeting

Kleine Veerzaal

Poster session

Terraszaal

Coffee & Tea

Lounge

Lunch

Terraszaal

Conference program

Tuesday May 17		Wednesday May 18	
9:00 - 10:00 Registration	9:00 - 10:00 Hang up posters	9:00 - 10:00 Registration	9:00 - 10:00 Hang up posters
10:00 - 10:30 Opening		10:00 - 11:15 Parallel symposia 3	
10:30 - 11:30 Keynote 1: Prof. Dr. Bernstein		11:15 - 12:30 Parallel symposia 4	
11:30 - 12:30 Lunch		12:30 - 13:30 Lunch	
12:30 - 13:45 Parallel symposia 1		13:30 - 14:30 Keynote 3: Prof. Dr. Krabbendam	
13:45 - 14:15 Coffee break	13:45 - 14:15 Poster session	14:30 - 15:00 Coffee break	14:30 - 15:00 Poster session
14:15 - 15:30 Parallel symposia 2		15:00 - 16:15 Parallel symposia 5	
15:30 - 16:30 Poster session	15:30 - 16:30 VNOP Board meeting	16:15 - 16:30 End of conference	
16:30 - 17:30 Keynote 2: Prof. Dr. Verschueren			
17:30 - 18:30 ALV meeting			
19:00 Dinner			
20:30 Party with live music (Café Loburg)			

- Plenary session
- Parallel symposia
- For VNOP members
- Social activity

For a detailed overview see the complete program in this booklet

The venue

Hof van Wageningen

The VNOP conference 2016 will be held at the Hof van Wageningen.
The address of the Hof van Wageningen is:

Hof van Wageningen
Lawickse Allee 9
6701 AN Wageningen



How to get there?

By car

Coming from Arnhem/Nijmegen (= A50):

Take exit Renkum/Wageningen/Oosterbeek. At the traffic lights take direction Renkum/Wageningen (N225). Go straight on until you come to a roundabout. At the roundabout go straight on, and you will enter Wageningen.

Hof van Wageningen: At the 4th set of traffic lights straight on. After 200 metres turn left and you will enter the parking lot of Hof van Wageningen, Lawickse Allee 9.

Coming from Utrecht/Ede/Apeldoorn (= A12):

Take exit Wageningen/Ede/Bennekom. At the end of the exit go (in the) direction (of) Wageningen (Dr. Dreeslaan). In Wageningen turn right at the first set of traffic lights (Nijenoord Allee) (and) follow this ring road (in the) direction (of) Rhenen. At the 3rd set of traffic lights (you will see the Agro Business Park in front of you) turn left (Kortenoord Allee). At the first set of traffic lights, after the roundabout, turn left (N225), direction Renkum (Lawickse Allee).

Hof van Wageningen: After 100 metres, on your right-hand side, you will see the parking lot of Hof van Wageningen, Lawickse Allee 9.

Coming from Rotterdam/Breda (Motorway A15):

Take exit Ochten/Kesteren. Immediately after the exit turn left (follow N233, Rhenen). Over the bridge at Rhenen (river Rhine) turn right (follow N225, direction Wageningen/Renkum). After approximately 6 kilometres at the roundabout straight on (N225).

Hof van Wageningen: After the roundabout and the traffic light, take the first road to the right to enter the parking lot of Hof van Wageningen.

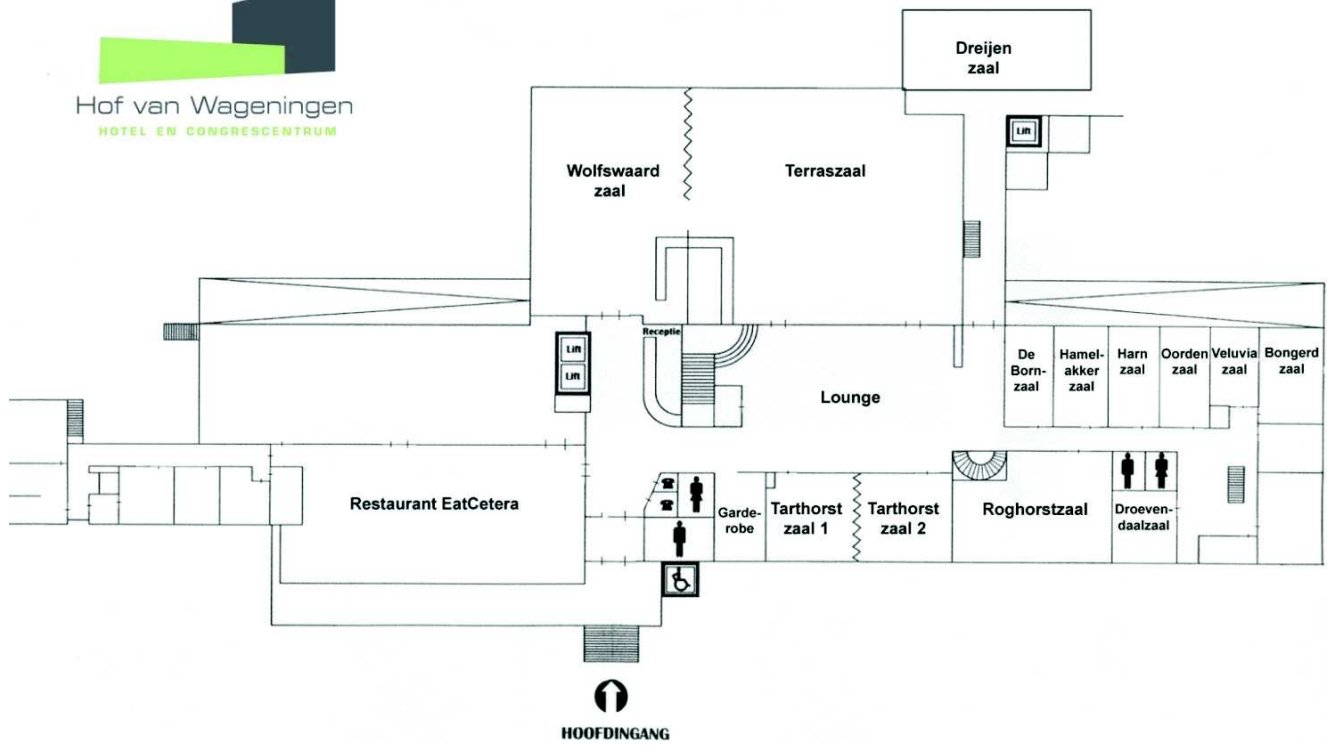
By public transport

Tip: for Dutch train Information, use www.ns.nl. From "Ede-Wageningen" railway station, you can take the bus, line 88 to Wageningen bus terminal. Hof van Wageningen is located approximately 250 meters to the West.

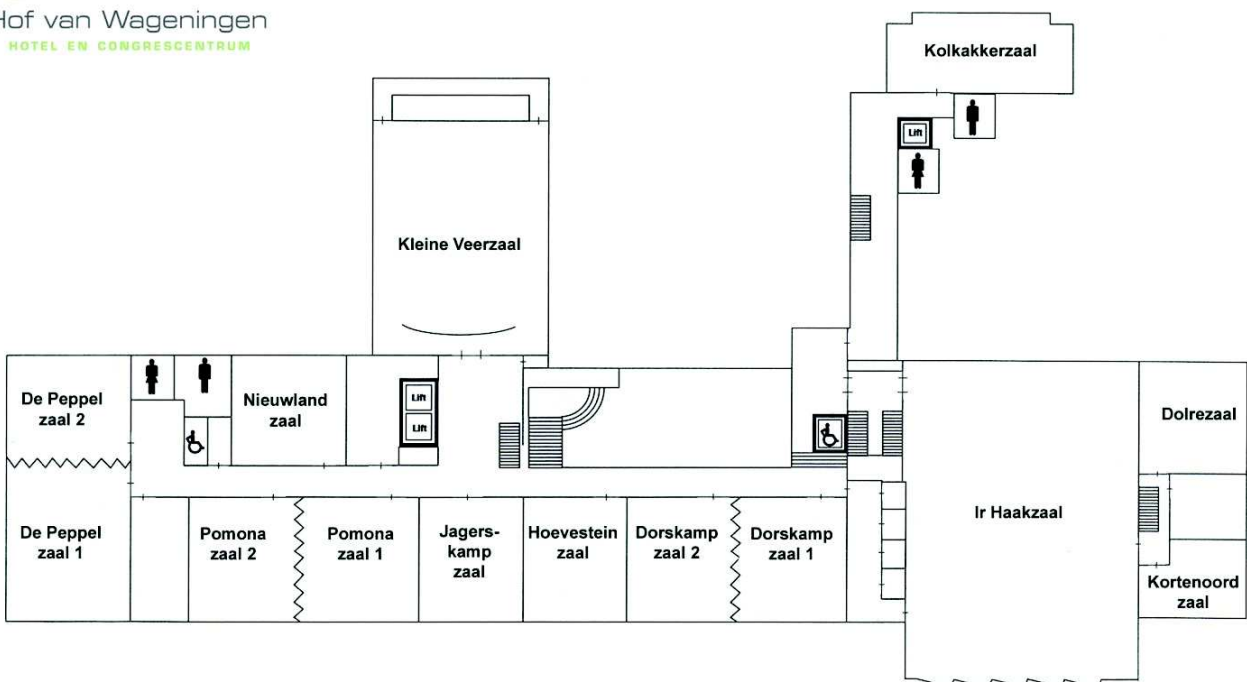
Where are the conference rooms?



BEGANE GROND



1e VERDIEPING



Keynote Speaker

May 17th

The role of school-based social relationships for child and adolescent development

Relying on bio-ecological models of development and attachment theory as the main theoretical frameworks, my research has focused on studying how children's development is impacted by the interplay of child and family characteristics, on the one hand, and interpersonal relationships at school, on the other. In the past ten years, I have mainly focused on the affective quality of the teacher-child relationship as a developmental context. Research questions that were addressed include: How do child and teacher characteristics jointly shape the quality of the teacher-child relationship? Does the quality of the teacher-child relationship protect at-risk children, such as children with insecure attachment to their primary caregivers, from developing adjustment problems? Also, I tried to shed light on some of the intervening mechanisms that may explain the role of teacher-child relationship quality for children's behavioral adjustment. In this presentation, I will highlight what I think are the most important conclusions from this research program.

In addition, my recent work has looked at classroom peer relationships and how they impact children's academic development in school. Integrating this research with the research on teacher-child relationships, I aim to shed more light on how the teacher may shape the classroom peer ecology, and how both jointly impact academic development. This research has mainly focused on school engagement as an important educational outcome.

10.30-11.30,
Kleine Veerzaal
Prof. Dr.
Karine Verschuieren



Prof. Dr. Karine Verschuieren is a full professor and head of the research group School Psychology & Child and Adolescent Development at KU Leuven. Her research focuses on the social relationships as contexts for children's development.

Recent publications:

De Laet, S., Doumen, S., Vervoort, E., Colpin, H., Van Leeuwen, K., Goossens, L., & Verschuieren, K. (2014). Transactional links between teacher-child relationship quality and perceived versus sociometric popularity: A three-wave longitudinal study. *Child development*, 85(4), 1647-1662.

Verschuieren, K. (2015). Ontwikkeling en onderwijs: de bijdrage van bio-ecologische ontwikkelingsmodellen aan onderwijsonderzoek. *Kind & Adolescent*, 36(4), 209-225.

Keynote Speaker

May 17th

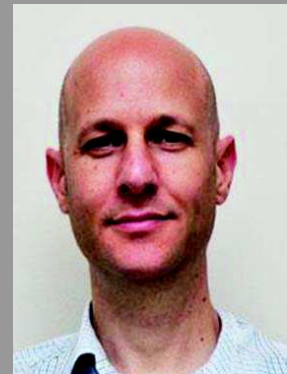
I knew it and so did you! Social cognition across the lifespan

Social cognition permits us to communicate and empathize through our assessment of what others know and feel. Yet, our own knowledge and feelings often limit our ability to take another's perspective, or know how another feels. Our own knowledge can also limit our ability to recognize our own prior ignorance. These errors occur frequently in children, but also in adults.

Errors in social cognition can be costly. On March 31, 2009, six Italian scientists and a former government official met in the city of L'Aquila to discuss the possibility of a major earthquake in the region. Despite several recent tremors recorded nearby, the group concluded that it was impossible to predict a major earthquake. Six days later, a 6.3 magnitude quake devastated the ancient city, killing 300 people. On October 22, 2012, an Italian court sentenced these individuals to six years in jail for manslaughter, and ordered them to pay 7.8 million euros in damages (The Telegraph, 2012). Predicting earthquakes and other judgments under uncertainty is hard (Tversky & Kahneman, 1974). Without outcome knowledge, the scientists and former government official made an educated guess about the future. With outcome knowledge, the Italian court likely made an over-educated guess, claiming that the group of seven "should have known" more than they knew (Fischhoff, 1975). This "curse of knowledge" or *Hindsight bias* appears whenever we fail to ignore what we know to reason from a more naïve perspective. Hindsight bias resembles an error often seen in young children: Show a preschooler a crayon box containing a toy pig, and ask what she first thought was inside before the box was opened. Chances are she'll say, "pig." Ask what she thinks her same-age friend will think is inside, and again, she'll say, "pig." She simply cannot imagine that the other child has different knowledge.

At around age 5, children begin to realize that the beliefs that they and others hold about the world can be false. This realization is called theory of mind. Hindsight bias and theory of mind are hallmarks of social cognition, yet few studies explore the development of these abilities across the lifespan. A challenge for social scientists is to develop tools and methods to study social cognition in children and adults. I will present work exploring social cognition from preschool to old age. I will show that hindsight bias and theory of mind follow similar developmental patterns across the lifespan, and will discuss similarities and differences between these constructs. Fusing developmental, cognitive, and learning sciences, this research can benefit researchers, teachers, students, policy makers and parents.

16.30-17.30,
Kleine Veerzaal
Prof. Dr.
Daniel Bernstein



Prof. Dr. Daniel Bernstein is full professor at the Kwantlen Polytechnic University in Canada. His research interests are in false memory and cognitive development.

Recent publications:
Bernstein, D. M., Aßfalg, A., Kumar, R., & Ackerman, R. Looking Backward and Forward on Hindsight Bias. *Handbook of Metamemory* (pp.289 – 304). Oxford.

Begeer, S., Bernstein, D. M., Aßfalg, A., Azdad, H., Glasbergen, T., Wierda, M., & Koot, H. M. (2016). Equal egocentric bias in school-aged children with and without autism spectrum disorders. *Journal of experimental child psychology*, 144, 15-26.

Keynote Speaker May 18th

Development of trust and distrust during adolescence

Trusting others can be risky, and therefore requires a sensitivity to the other person's perspective. During adolescence, the increasing complexity of the social environment puts even higher demands on trust decisions. There is evidence that perspective-taking skills are still developing during adolescence. How does this impact on their disposition to trust and cooperate? In my presentation, I will draw on behavioural and neuroimaging studies investigating trust and cooperation during the adolescent years. In the first behavioural study, trusting behaviour and perspective-taking were assessed in 200 adolescents. Trust was experimentally assessed using a trust game, in which the first player can express trust in the second player by investing money. The results suggest that increased perspective-taking ability was negatively related to expression of trust, but only in adolescents with a proself orientation. In the second study, better perspective-taking was associated with a stronger decline in trust in response to unfair behaviour from the other player in the trust game. In the third study, we used two trust games with a trustworthy and an unfair partner to explore the neural mechanisms underlying trust in subjects ranging from adolescence to mid-adulthood. Increasing age was associated with higher trust at the onset of social interactions, increased levels of trust during interactions with a trustworthy partner and a stronger decline in trust during interactions with an unfair partner. The findings demonstrate a behavioural shift towards higher trust and an age-related increase in the sensitivity to others' negative social signals. Increased brain activation in mentalising regions, i.e. temporo-parietal junction and precuneus, supported the behavioural change. Together, the results suggest that sensitivity to the other person's perspective is crucially involved in decisions to trust or not trust in adolescence.

10.30-11.30,
Kleine Veerzaal
Prof. Dr.
Lydia Krabbendam



Prof. Dr. Lydia Krabbendam is a full professor at the Vrije Universiteit Amsterdam. Her research focusses on the development of higher cognitive functions and social cognition during adolescence and early adulthood

Recent publications:

Fett, A.J., Gromann, P.M., Giampietro, V., Shergill, S.S. and Krabbendam, L. Default distrust? An fMRI investigation of the neural development of trust and cooperation (2014). *Social Cognitive and Affective Neuroscience*. 9: 395-402.

Fett AK, Shergill SS, Gromann PM, Dumontheil I, Blakemore SJ, Yakub F, Krabbendam L. 2014. Trust and reciprocity in adolescence: a matter of perspective-taking. *Journal of Adolescence*, 37: 175-84.

Detailed program

Program Tuesday May 17

Please note that the symposia have duration of 75 minutes.

9:00 – 10:00

Registration and coffee
Hang up posters

Terraszaal

10:00 – 10:30

Opening

Kleine Veerzaal

10:30 – 11:30

Keynote speaker: Prof. Dr. Daniel Bernstein
I knew it and so did you! Social cognition across the lifespan

Kleine Veerzaal

11:30 – 12:30

Lunch

Terraszaal

12:30 – 13:45

Parallel symposia 1

Symposium 1.1

Kleine Veerzaal

Interpretation of ambiguity as a vulnerability or maintaining factor in youth anxiety; assessing and training cognitive biases

Chaired by Leone de Voogd

Differences between self-perceived and peer-perceived likeability in socially anxious adolescents with a mild intellectual disability – *Anke Klein*

Interpretation bias as vulnerability factor for children of parents with an anxiety disorder – *Rianne van Niekerk*

Scenario-based and imagery based Cognitive Bias Modification for Interpretations for adolescents with heightened symptoms of anxiety and depression: a randomized controlled trial – *Leone Voogd*

Combining cognitive bias modification with standard treatment for adolescents with Obsessive Compulsive Disorder: A small randomized controlled trial – *Else Salemink*

Symposium 1.2

Pomonazaal 1& 2

The social cognitions of children involved in bullying: do bullies have distinct perceptions of their peers?

Chaired by Anouk van Dijk, Discussant Antonius H.N. Cillessen

The role of social perspective taking skills in children's bullying and peer acceptance – *Dorinde J. Jansma*

Social Cognition of Young Bullies and Bully-Victims: Distinct or Shared Characteristics? – *Anouk van Dijk*

Bullying Roles and Human Characteristics Attributions: Child and Target Differences – *Tirza H.J. van Noorden*

Symposium 1.3

Hoeversteijnzaal

Biological underpinnings of adolescent psychosocial functioning

Chaired by Rosa Meuwese, Discussant Carolina de Weerth

Gene by environment contributions to autonomic stress reactivity in youth – *Andrea Allegrini*

Neural sensitivity to rewards in adolescence is related to peer status – *Rosa Meuwese*

Moving from candidate genes to polygenic risk scores: An illustration for adolescent social anxiety symptoms – *Stefanie Nelemans*

Teaching Workshop

Jagerskampzaal

(see page 33 for more information)

13:45 – 14:15

Coffee

Poster session

Lounge

Terraszaal

14:15 – 15:30

Parallel symposia 2

Symposium 2.1

Kleine Veerzaal

Learning processes in educational settings

Chaired by Lisette Hoekstra

Sequential analysis of teacher-pupil language interaction during science lessons – *Astrid Menninga*

Motivation and Performance in Favorite and Non-Favorite Subjects in Secondary School – *Lindy Wijsman*

Asymmetric dynamic attunement of speech and gestures in the construction of children's understanding – *Lisette de Jonge- Hoekstra*

Ask, Don't Tell Improving science education by focusing on the co-construction of scientific understanding – *Sabine van Vondel*

Symposium 2.2

Pomonazaal 1 & 2

Studying Adolescent Decision-Making: Effects of Context and Peers

Chaired by Anika Bexkens, Discussant Anika Bexkens

Formal modelling of the Resistance to Peer Influence Questionnaire: A Comparison of Adolescent Boys and Girls with and without Mild-to-Borderline Intellectual Disability – *Laura Dekkers*

Friend versus foe: Neural networks of prosocial decision-making with peers – *Elisabeth Schreuders*

Dealing with uncertainty: Testing risk- and ambiguity-attitude across adolescence – *Neeltje Blankenstein*

Symposium 2.3

Jagerskampzaal

The importance of parental perceptions of parenting skills and children's externalizing behavior for family and parental functioning

Chaired by Amaranta D. de Haan, Discussant Maja Deković

Longitudinal associations between parental self-efficacy, perceived externalizing behavior and marital stress – *Willemijn M. van Eldik*

The effectiveness of an individualized booster parent intervention: The role of mothers' perceived level of child's aggression – *Sabine Stoltz*

Mothers' and fathers' perceptions of parental competence and parental Big Five personality development – *Amaranta D. de Haan*

Symposium 2.4

Hoevesteinzaal

Biological mechanisms of the intergenerational transmission of Social Anxiety Disorder

Chaired by Maurits van der Molen, Discussant Maurits van der Molen

Autonomic Arousal in Children of Parents with and without Social Anxiety Disorder – *Milica Nikolić*

Behavioral and electrophysiological reactions to social stress: possible endophenotypes of social anxiety? – *Anita Harrewijn*

I feel embarrassed... - Social Norm processing as an intermediate phenotype of Social Anxiety Disorder – *Janna Marie Bas-Hoogendam*

15:30 – 16:30

Poster session

Terraszaal

VNOP Board meeting

Jagerskampzaal

16:30 – 17:30

Keynote speaker: Prof. Dr. Karine Verschueren

The role of school-based social relationships for child and adolescent development

Kleine Veerzaal

17:30 – 18:30

ALV meeting

Kleine Veerzaal

19:00 – 20:30

Dinner

Terraszaal

20:30

Party with free drinks and live music

Café Loburg

Program Tuesday May 18

Please note that the symposia have duration of 75 minutes.

9:00 – 10:00

Registration and coffee

Hang up posters

Terraszaal

10:00 – 11:15

Parallel symposia 3

Symposium 3.1

Kleine Veerzaal

The Dark Side of Personality Across the Lifespan

Chaired by Theo Klimstra

Pathways to Borderline Personality Disorder (BPD): Linking Early Temperament, Maladaptive Parenting and BPD symptoms at age 11-12 –
Odilia Laceulle

Dimensions of personality pathology differentiate between adolescents' attitudes towards left- versus right-wing political extremism – *Alithe van den Akker*

A test of the Vulnerability Hypothesis: A Meta-analysis of Prospective

Associations Meta-analysis of Prospective Associations Between Neuroticism and Common Mental Disorders, Thought Disorders, and Non-specific Mental Distress - *Bertus Jeronimus*

In Search of the Dark Ages: Age Trends in the Dark Triad Traits – *Theo Klimstra*

Symposium 3.2

Pomonazaal 1 & 2

Adding friendly (and free!) tools to the developmental psychologist's statistical toolbox

Chaired by Joost Agelink Van Rentergem

Claire Stevenson: Examining learning as it occurs with Item Response Tree models – *Claire Stevenson*

Userfriendly ways to compare individuals to a norm – *Joost Agelink van Rentergem*

The application of the Mean Field Approximation to empirical data – *Jolanda Kossakowski*

A user-friendly free app for N=1 analysis: An illustrative application to a study on the efficacy of a therapeutic robot – *Hilde Huizenga*

Symposium 3.3

Jagerskampzaal

How Peers Influence Behavior in Childhood

Chaired by Tessa Weyns

Being nice will be liked: Adjustment in Prosocial Behaviors Improves Children's Peer Relationships and Protects Against Further Development of Aggression and Depression – *Jin He*

Social evaluation and aggression in childhood: a test and replication study – *Michelle Achterberg*

The effect of individual and class-level teacher-child interactions and peer acceptance on behavior development in kindergarten: A three-wave longitudinal study – *Tessa Weyns*

Prosocial behavior in childhood – *Mara van der Meulen*

Symposium 3.4

Hoeversteinzaal

Social Relationships and Adjustment across Adolescence: The Role of Informant Discrepancies

Chaired by Andrik Becht, Discussant Geertjan Overbeek

Socialization of the Self Across Adolescence: A Within-Person Change Model on The Role of Parent and Peer Relationship Quality and Adolescents' Self-Concept – *Andrik Becht*

Parent-Adolescent congruence on adolescents' peer-related loneliness – *Annette Spithoven*

The difference between self-perceived likeability and peer-rated likeability in socially anxious children – *Jeanine Baartmans*

Teaching workshop

TBA

(see page 33 for more information)

11:15 – 12:30

Parallel symposia 4

Symposium 4.1

Kleine Veerzaal

Emotion regulation and emotional problems across the lifespan – origins, consequences, and interventions

Chaired by Dominique Maciejewski

Most Fare Well – But Some Do Not: Distinct Profiles of Mood Variability Development and Their Association with Adjustment during Adolescence – *Dominique Maciejewski*

Are women lonelier than men? A meta-analysis on gender differences across the lifespan – *Marlies Maes*

Impact of language impairments on emotion awareness and emotion dysregulation in early adolescence – *Neeltje van den Bedem*

Promoting social and emotional competence in primary school classrooms: Intervention effects of the 'EMOScope' – *Joanna Papiéska*

Symposium 4.2

Pomonazaal 1 & 2

A Close-up View of Parenting

Chaired by Patty Leijten

The Role of Parenting Stress in the Association of Parental Bonding With Child Executive Functioning at 24 Months – *Evi de Cock*

Self-Esteem Development during the Transition to Motherhood – *Manon van Scheppingen*

Coparenting and child negative affect across early childhood: the moderating role of pre-birth marital quality – *Marijke Metz*

Why Children Comply: Multilevel Meta-analysis of How Parenting Behaviors Shape Child Compliance – *Patty Leijten*

Symposium 4.3

Jagerskampzaal

Education and Family Oriented Interventions for Children with Emotional and/or Behavioral Problems

Chaired by Moniek Zeegers

Which school for whom? Placement choices for students with emotional and behavioral disorders in primary education – *Inge Schrooten*

What happens after interventions end? A multilevel meta-analysis on stability versus change in disruptive child behavior after parenting intervention termination – *Jolien van Aar*

The Efficacy of a Mind-Mindedness Oriented Treatment for Child Attachment Problems in Adoptive Families – *Moniek Zeegers*

Symposium 4.4

Hoevesteinzaal

Unique Developmental Perspectives on Bullying as a Group Process

Chaired by Loes Pouwels, Discussant Miranda Sentse

The (In)Stability of Bystanders' Behavior in Bullying Events: Longitudinal Associations of Popularity and Preference with Outsider and Defender Behavior – *Jeroen Pronk*

Predicting Adolescents' Bullying Participant Role Involvement from Developmental Trajectories of Social Status and Behavior – *Loes Pouwels*

Anti-Bullying Intervention Does Not help Everyone: What Role Do Victim Characteristics Play? – *Tessa M.L. Kaufman*

12:30 – 13:30

Lunch
Poster session

Terraszaal
Terraszaal

13:30 – 14:30

Keynote speaker: Prof. Dr. Lydia Krabbendam
Development of trust and distrust during adolescence

Kleine Veerzaal

14:30 – 15:00

Coffee
Poster session

Lounge
Terraszaal

15:00 – 16:15

Parallel symposia 5

Symposium 5.1

Kleine Veerzaal

The development of emotional and behavioral (mal) adjustment in Childhood and Adolescence: genetic influences, social-environmental influences and their interplay.

Chaired by Pol van Lier

Genetic Susceptibility to the Effectiveness of an Early Elementary School Intervention Program Targeting ADHD Symptoms – *Marieke Buil*

Genetic Susceptibility for the Effects of Peer Acceptance and Peer Rejection on Emotional Adaptation in Adolescents – *Sofie Danneel*

Adolescent Externalizing Behavior, Parental Psychological Control, and Peer Rejection: Transactional Processes and Dopaminergic Moderation – *Luc Goossens*

The influence of schizophrenia genetic risk on the development of substance use during adolescence – *Marieke Hiemstra*

Symposium 5.2

Pomonazaal 1 & 2

Measuring and improving pro- and anti-social emotional behavior in autism

Chaired by Sander Begeer

Moderating Effects of Social Economic Status and autism within the immediate family on a Theory of Mind training for children with autism: a Randomized Controlled Design - *Danielle de Veld*

The role of emotion control in the development of internalizing and externalizing behavior problems in boys with ASD – *Marieke Bos*

Peers promote prosocial behavior in adolescent males with and without ASD – *Jorien van Hoorn*

Types and development of social interaction style in autism spectrum disorders – *Anke Scheeren*

VNOP Board Meeting

Jagerskampzaal

Symposium 5.3

Hoeversteinzaal

The influence of stress in parenting and early development

Chaired by Gabry Mies, Discussant Anneloes van Baar

Maternal prenatal anxiety is associated with children's health: a longitudinal study – *Maartje Zijlmans*

An Experimental Study on Mother-Infant Skin-to-Skin Contact in Full-terms –
Roseriet Beijers

Associations between the Cortisol Circadian Rhythm and Stress Responses in
6-year-old Children – *Sterre Simons*

16:15 – 16:30

End of conference

Kleine Veerzaal

Parallel symposia

Integrative statements

During the VNOP conference 2016 5 parallel symposia sessions will be held. For each session an integrative statement is provided by the presenters to give you a short overview of the content of the symposium.

May 17

12:30 -13:45 - Parallel symposia 1

Symposium 1.1

Interpretation of ambiguity as vulnerability or maintaining factor in youth anxiety; assessing and training cognitive biases

Anxiety disorders are highly prevalent in children and adolescents, and adult anxiety often has its onset during childhood. Previous research has shown that anxiety is related to negative biases in information processing, like the tendency to interpret ambiguous information in a negative way. Prospective studies and studies on Cognitive Bias Modification (CBM), in which biases are directly manipulated by computerized training procedures, have also supported a causal role of such biases in the development and maintenance of anxiety symptoms.

The studies in this symposium extend our knowledge on the relation between youth anxiety and cognitive biases by investigating biased information processing in at-risk samples, and methods of modifying biases, aimed at reducing anxiety and related emotional problems.

The first speaker reports on the relation between social anxiety and biased perceptions of likeability in a sample of adolescents with a mild intellectual disability, a relatively understudied population. The second presentation focuses on children of parents with anxiety disorders, who are at risk of developing anxiety themselves. This study shows that biases in interpretation are already present in these children, and may act as a vulnerability factor. Whether vulnerability for anxiety disorders can be reduced by targeting such biases, was the question of the third study. Adolescents with heightened symptoms of anxiety or depression received a Cognitive Bias Modification for Interpretations (CBM-I) training to increase positive interpretations and positive imagery. However, the expected positive effects on emotional symptoms did not exceed effects of a placebo training. The last study shows more promising results of CBM-I. Here, this training was studied in a small sample of adolescents with Obsessive Compulsive Disorder (OCD), and was found to reduce OCD symptoms.

The studies presented in this symposium clearly show the important role of cognitive biases in youth anxiety. However, with regard to training these biases, results are mixed. Although based on only two studies (including a small one), these findings suggest that CBM-I might be most effective in clinical samples. Though, the potential for reducing biases in at-risk populations like those presented here, before full-blown disorders develop, remains an important question for future research.

Chair: Leone de Voogd

Speakers: Anke Klein, Rianne van Niekerk, Leone de Voogd, Elske Salemink

Symposium 1.2

The social cognitions of children involved in bullying: do bullies have distinct perceptions of their peers?

Children who are involved in bullying during primary school are likely to show poor social-emotional adjustment, poor academic achievement, and a lack of friendships (Nansel et al., 2001). Considering these risks, it is important to understand the mechanisms underlying bullying behavior. One explanation for bullying behavior may be that bullies have deficits in how they perceive their peers and their peers' behavior. The papers in this symposium explore this explanation by comparing the social cognitions of bullies and noninvolved children.

Paper 1 (Jansma et al.) examined social perspective taking skills in bullies and noninvolved children (age 10-12), and found that bullies have impaired (rather than superior) perspective taking abilities; a finding that held regardless of whether bullies were liked by their peers. Paper 2 (Van Dijk et al.) examined several social-cognitive processes in bullies, bully-victims, and noninvolved children (age 4-9); such as their interpretation of others' intentions, and reactive and proactive motives for aggression. Bullies and bully-victims had similar (rather than distinct) deficits in their social cognition. Thus, these two studies indicate that bullies have distinct perceptions of their peers. Paper 3 (Van Noorden et al.) extended these findings by examining whether the social cognitions of bullies (age 8-12) further vary with the perceived peer's role as involved (i.e., bully, victim, bully-victim) or noninvolved. Bullies (as well as noninvolved children) perceived more antisocial and less prosocial characteristics in their involved versus noninvolved peers.

Together, the studies in this symposium suggest that bullies have distinct perceptions of their peers: Compared to noninvolved children, they have impaired perspective taking skills (Paper 1), perceive more hostile intent in others, and have more reactive and proactive motives for aggression (Paper 2). In addition, bullies have differentiated perceptions of the prosocial and antisocial characteristics of peers with different bully roles (Paper 3). However, deviations in bullies' social cognition—as found by the studies in this symposium—have not been consistently replicated, and may not be stable over time. The discussion will focus on these issues as well as the practical implications of the findings.

Chair: Anouk van Dijk

Discussant: Antonius H. N. Cillessen

Speakers: Dorinde J. Jansma, Anouk van Dijk, Tirza H. J. van Noorden

Symposium 1.3

Biological underpinnings of adolescent psychosocial functioning

There has been growing interest in the biological underpinnings of adolescent psychosocial stress experiences and social functioning. Adolescence is a crucial phase for studying these topics, as this period is characterized by heightened vulnerability to psychosocial stressors and is a cornerstone for social interactions and peer acceptance. The three studies in this symposium focus on different facets of biological underpinnings of adolescent psychosocial stress experiences and social functioning, by focusing on genetic underpinnings of adolescent social anxiety symptoms (study 1), gene-by-environment interplay determining adolescent stress reactivity (study 2), and neural activity associated with reward-related processing in adolescent peer relationships (study 3).

Specifically, the first study ($N = 1,031$, $M_{\text{age}} = 13.7$), by Dr. Nelemans and colleagues, examined genetic underpinnings of adolescent social anxiety symptoms, using a novel polygenic approach rather than a candidate gene approach. In this way, the combined effect of multiple single nucleotide polymorphisms (SNPs) was examined on adolescent social anxiety symptoms, rather than the effect of a single SNP. Results suggested that the novel factor-analytic polygenic approach appeared useful for creating clusters of genes, or so called polygenic risk scores, by taking into account a weighted combination of different SNPs within a biological system. Adolescents' genetic liability/susceptibility within a biological system related to social behavior (i.e., the oxytocin system) appeared to be associated with adolescent social anxiety symptoms. Such polygenic approaches may also be useful in future gene-by-environment research on adolescent social anxiety symptoms.

In line with a similar genetic susceptibility standpoint, the second study by Allegrini and colleagues focused on the gene-by-environment interplay determining adolescent physiological stress reactivity, which is the way in which individuals cope with external demands (i.e. stressors). In their study ($N = 711$, Age: 8 to 20 years), they investigated how polymorphisms of 6 genes, involved in neurobiological pathways related to autonomic nervous system functioning, interacted with composite measures of adversity to explain adolescents stress reactivity to a psychosocial stressor. Testing two different evolutionary frameworks, differential susceptibility and diathesis stress hypotheses, the present study adds to the gene-by-environment research on stress reactivity and ultimately provides useful information for future research on autonomic dysregulation in youth. The last study, by Meuwese and colleagues, examined the neurobiological underpinnings of adolescent social relations. Peer relationships play an important role in adolescent social development. Other-regarding preferences (e.g. selflessness, fairness) and consecutive prosocial behavior in peers are highly valued within adolescent social relationships. Using functional Magnetic Resonance Imaging (fMRI), they investigated the role of reward-related processing in peer relationships by scanning activation patterns in the Nucleus Accumbens during a social gambling paradigm. Results show that neural reactivity when winning monetary rewards is related to peer acceptance. This exemplifies the importance of considering the broader social context when studying neural activation and behavior in social tasks. Together, the three studies in this symposium highlight the importance to investigate the biological underpinnings of adolescent development in the context of psychosocial demands and provide interesting insights on the associations between (neuro)biological factors and processes underlying adolescent social behavior.

Chair: Rosa Meuwese

Discussant: Carolina de Weerth

Speakers: Andrea Allegrini, Rosa Meuwese, and Stefanie Nelemans

14:15 -15:30 - Parallel symposia 2

Symposium 2.1

Learning processes in educational settings

This symposium aims to shed light on learning processes in educational settings. Specifically, the presenters will focus on processes that provide insight into how learning outcomes might be constructed. Learning outcomes are defined in various ways, including report card grades, teacher-student interactions, and the interplay between real-time speech and gestures. In the first three presentations, factors influencing these learning outcomes are studied. The fourth

presentation focuses on natural development of attunement of gestures and speech. The studies are conducted in different settings and age groups within primary and secondary education. The first presentation uses self-reports as main outcome, while the other three presentations focus on studying learning in real-time interaction. Together, the presentations provide a variety of perspectives on learning processes in different educational settings.

First, Wijsman aims at providing insight into the role of autonomous and controlled motivation and self-efficacy in seventh grade students' performance in their self-chosen favorite and non-favorite subjects. Autonomous and controlled motivation and self-efficacy are known to be related to school performance. Addressing, students' favorite and non-favorite subjects separately, however, influences the roles of different types of motivation and self-efficacy in performance in these subjects.

Second, Van Vondel describes the effect of an educational intervention on the co-construction of scientific understanding by analyzing teacher-student interactions. State space grid analysis are used to depict the dynamics over time. The study focused at science and technology education in a whole class setting in the upper grades of elementary education.

In the third presentation, Menninga focuses on the bidirectional sequential relations between specific language use (syntactic complexity, rich vocabulary and eliciting teacher questions) of teachers and pupils. This study focused on science and technology education in small group learning in the lower grades of elementary education. In addition, the differences and similarities between experienced and inexperienced (student-)teachers were considered, as well as the inter-individual variability.

Lastly, De Jonge-Hoekstra focuses on the asymmetric dynamic attunement of gestures and speech as children perform a one on one hands-on science task. By applying Cross Recurrence Quantification Analysis to the time series of gestures and speech, we found differences between younger and older children in the dynamic attunement of gestures and speech, as well as for children who performed well on past tasks, math, or on a language test.

Chair: Lisette Hoekstra

Speakers: Astrid Menninga, Lindy Wijsman, Lisette de Jonge-Hoekstra, and Sabine van Vondel

Symposium 2.2

Studying Adolescent Decision-Making: Effects of Context and Peers

Adolescence, compared to childhood and adulthood, is characterized by unique decision-making processes, with differences in, amongst others, risky and pro-social choice. The past decades, the study of potential factors that may explain adolescent decision-making processes has increasingly gained attention, with a special focus on the influence of peers. This symposium brings together three studies on this topic.

In a first study (Blankenstein), the focus is on both contextual aspects of choice problems and the influence of peer advice during adolescence. It was aimed to examine the development of attitudes to risk (known probabilities) and ambiguity (unknown probabilities), to relate these attitudes to individual differences in real-life risk-taking, and to test whether these attitudes would change when additional peer advice is given. Adolescents from a wide age-range were provided with choices between a sure gain or gamble, that varied in amount, probability, and level of ambiguity. Using formal modeling, it was shown that, ambiguity-, but not risk-aversion, linearly increased with age and was negatively related to real-life risk taking. Additionally, social context influenced risk-attitudes, especially in early adolescence, with adolescents being more risk-seeking when provided with peer advice.

In a second study (Schreuders), the influence of peers is further unraveled by examining pro-social and selfish decisions and their neural correlates during interactions with familiar liked (i.e., friends), disliked, or neutral classmates, and unfamiliar peers. Adolescents played an allocation game while positioned in the fMRI scanner. Result revealed that adolescents were more pro-social towards their friends and more selfish towards disliked peers compared to neutral and unfamiliar others. It was expected that brain areas previously implicated in social decision-making—related to affect, mentalizing, and cognitive control—would be modulated by the interaction partner during pro-social and selfish decisions.

In a final study (Dekkers), the awareness of the influence of peers in adolescents with Mild-to-Borderline Intellectual Disability (MBID) and Typically Developing (TD) adolescents was studied. To this end, MBID and TD boys and girls were required to fill out the Resistance to Peer Influence Questionnaire (RPIQ), of which items have a tree-based structure. That is, on each item, individuals first choose whether a less versus more peer resistant group best describes them; they then indicate whether it is ‘Really true’ versus ‘Sort of true’ that they belong to the chosen group. Using formal modeling, it was shown that RPIQ-items tap three dimensions: A Resistance to Peer Influence (RPI) dimension and two Response Polarization dimensions. Additionally, results revealed sub-group differences at all three dimensions, in that MBID, compared to TD adolescents, report to be less RPI and are more polarized in their responses; and girls, compared to boys, report to be more RPI, and, after an initial choice to be more RPI, are more polarized in their responses.

Together, these studies provide important insights in the effects of context and peers on adolescent decision-making in risky and pro-social choice, as well as adolescents’ awareness thereof. The value of using formal modeling and brain imaging in both typically and atypically developing adolescents is underlined.

Chair: Anika Bexkens

Discussant: Anika Bexkens

Speakers: Neeltje E. Blankenstein, Elisabeth Schreuders, Laura M. S. Dekkers

Symposium 2.3

The importance of parental perceptions of parenting skills and children’s externalizing behavior for family and parental functioning

Understanding underlying processes within the family environment may ultimately be critical to understanding the development of (mal)adjustment in children. Theories within developmental psychology emphasize the importance of child behaviors for parenting (e.g., Bell & Chapman, 1968; Belsky, 1984; Sameroff & MacKenzie, 2003) and identify parents’ perceptions of their own parenting skills as an important influential aspect in family functioning, as it is related to parenting behavior, parental well-being, child adjustment (Coleman & Karraker, 1998; Jones & Prinz, 2005), and personality development (Roberts & Jackson, 2008). Unfortunately however, little is known about *how* and *why* parental perceptions influence family’s and parents’ individual functioning.

This symposium brings together three recent longitudinal and intervention studies that elucidate how parental perceptions, regarding both parenting skills (parental self-efficacy) and children’s externalizing problem behaviors, affect family functioning and parents’ individual development. These studies examine, using sophisticated methodologies and among large community samples and an at-risk sample, how parental perceptions are longitudinally and reciprocally related to the marital relationship (family-level), parent’s personality development (individual level) and parental involvement in interventions. Moreover, these studies provide new insights into the similarities in processes across mothers

and fathers and potential developmental differences regarding the role of parental self-efficacy and perceived child behavior.

The first study shows by cross-lagged modelling how, maternal and paternal perceptions of their parenting skills and child behavior are reciprocally related to stress in the marital relationship, across childhood and adolescence in a community sample. The second study demonstrates the importance of parents' perceptions of their children's externalizing behaviors for their involvement in an intervention aimed at reducing externalizing behaviors. The third study shows evidence for effects of both self-efficacy and parents' perceptions of children's adjustment problems on mothers' and fathers' long-term personality development in a community sample.

Together, the presentations in this symposium show the importance of maternal- and paternal perceptions of their parenting skills and child's externalizing behavior on a range of parental and family level outcomes, in community as well as clinical samples and across time.

Chair: Amaranta D. de Haan

Speakers: Willemijn M. van Eldik, Sabine Stoltz, Amaranta D. de Haan

Discussant: Maja Deković

Symposium 2.4

Biological mechanisms of the intergenerational transmission of Social Anxiety Disorder

Patients with social anxiety disorder (SAD) extremely fear and avoid social situations. SAD is a common, debilitating anxiety disorder with severe consequences. Previous studies have shown that SAD runs in families, first-degree relatives of patients with SAD are 10 times more likely to have SAD than relatives of persons without SAD (Stein et al., 1998). Twin studies have shown heritability estimates of 20-50% for SAD. Furthermore, environmental factors and gene-environment interactions play an important role in the development of SAD (Beauchaine, Neuhaus, Brenner, & Gatzke-Kopp, 2008). A better understanding of the biological mechanisms implicated in the intergenerational transmission of SAD could help in early detection and treatment of the disorder.

The intergenerational transmission could be studied in different ways. First, by studying children of parents with and without SAD. Second, by investigating families of patients with SAD. Within these families, the intergenerational transmission of SAD could be studied by focusing on endophenotypes. Endophenotypes are heritable trait markers of a disorder. Profiling endophenotypes of SAD will advance our understanding of the genetic architecture of this disorder and reveal its neurobiological and neurocognitive abnormalities (Ritsner, 2009).

In this symposium we will present several studies that focus on biological mechanisms of the intergenerational transmission of SAD. The first talk will focus on autonomic arousal in children of parents with and without SAD. In the second talk candidate behavioral and electrophysiological endophenotypes during social stress in patients with SAD and their family members will be discussed. In the third talk, results from fMRI studies in patients with SAD and their family members will be presented. Altogether, we aim to delineate biological mechanisms involved in the intergenerational transmission of SAD.

Chair: Maurits van der Molen

Speakers: Milica Nikolić, Anita Harrewijn, Janna Marie Bas-Hoogendam

Discussant: Maurits van der Molen

May 18

10:00 -11:15 - *Parallel symposia 3*

Symposium 3.1

The Dark Side of Personality across the Lifespan

The focus in the study of personality is typically on general adaptive traits, such as the well-known Big Five. However, in recent years there has been an increasing interest in maladaptive traits and their effects on general functioning. The present symposium brings together four studies that focus on a wide array of different ‘dark’ and maladaptive personality traits, their development, and their associations with adjustment throughout the lifespan. The first contribution, by Laceulle and colleagues, will discuss the effect of difficult temperament in early childhood on Borderline Personality Disorder symptoms in early adolescence. In the second contribution, van den Akker and colleagues provide a different take on adolescent personality pathology by examining how pathological traits are linked to left- and right-wing extremism. The third contribution, by Jeronimus and colleagues, provides a meta-analytic perspective on the prospective effect of Neuroticism on psychopathology. In the fourth and final contribution, Klimstra and colleagues examine the age trends of the so-called Dark Triad traits (i.e., narcissism, psychopathy, and Machiavellianism) across the lifespan. Collectively, these studies point out that maladaptive traits deserve to be studied in a developmental framework. Hence, we aim to inspire researchers to consider such traits when studying human development.

Chair: Theo Klimstra

Speakers: Odilia Laceulle, Alithe van den Akker, Bertus Jeronimus,
Theo Klimstra

Symposium 3.2

Adding friendly (and free!) tools to the developmental psychologist's statistical toolbox

Developmental and school psychology have always been accompanied by the development of many sophisticated statistical methods because researchers are necessarily confronted with longitudinal data, as they study changes over time. But also in a school or clinical setting statistical methods are used on a daily basis to diagnose and to evaluate progress.

Many of the state-of-the-art methods in the past required a large investment on the part of the psychologist. With this symposium, we would like to show that more and more effort is being put into making these sophisticated methods more accessible and easy to use. To this end, we have developed free software packages and interactive websites in which state-of-the-art methods have been implemented. All psychologists can use these methods, to analyze the data they collect in clinical practice or in schools, in addition to research settings.

In this symposium, we will focus on four different statistical methods that are both state-of-the-art and simple to use. These methods are related to different applications: a method to assess learning by studying changes in behavior during a task, a method to compare a patient's scores to a norm group, an N=1 method to predict phase transitions in a participant's behavior, and an N=1 method to evaluate a patient's progress during therapy.

Chair: Joost Agelink van Rentergem

Speakers: Claire Stevenson, Joost Agelink van Rentergem,
Jolanda Kossakowski, Hilde Huizenga

Symposium 3.3

How Peers Influence Behavior in Childhood

Peers play a central role in the development of children. Our symposium will focus on several aspects of peer relationships and their effects on children's adjustment. First, Jin He will present a longitudinal study in kindergarten and first grade that focused on how changes in prosocial behaviors improve children's peer relationships and how it protects against further development of aggression and depression. More specifically, this study examined whether increasing prosocial behavior can improve children's peer preference status during kindergarten and furtherly protect them from developing aggressive behaviors and depressive symptoms. The study showed that adjustment in prosocial behavior had a significant buffering effect for children's peer status and maladjustment development during school entry year.

Second, Tessa Weyns will present a three-wave longitudinal study in kindergarten that focused on the effect of individual and class-level teacher-child interactions and peer acceptance on behavior development in kindergarten. The study aimed at investigating the effects of several school-based interactions on the psycho-social development of children. More specifically, we examined the effect of individual and class-level teacher-child interactions and peer acceptance on externalizing behavior, internalizing behavior and prosocial behavior in kindergarten. Regarding individual and class-level teacher-child interactions, we distinguished between the effects of several dimensions, i.e., negativity, positivity, and teacher sensitivity. The results stress the importance of several actors in the school context for kindergartners' behavioral development.

Next, Michelle Achterberg will present a pilot, test and replication study that focused on social evaluation and aggression in childhood. It investigated the relation between social feedback and aggression on a behavioral and neural level by using a new social evaluation paradigm: the social network aggression task (SNAT). We used a pilot sample (N=20) to generate hypotheses, a test sample (N=30) to test these hypotheses and a replication sample (N=30) to confirm the findings, with participants from 7-8 year old. We found significant differences in behavioral aggression after receiving positive versus neutral versus negative feedback, with negative social feedback resulting in the most aggression. Moreover, fMRI analyses showed heightened activation of the face processing network in response to receiving social feedback.

Finally, Mara van der Meulen will present on prosocial behavior in childhood. We investigated prosocial behavior in 7-8 year old children as a reaction to observed exclusion by using a four-player prosocial Cyberball game. In a pilot sample (N = 20) we generated hypotheses on prosocial behavior and its neural correlates. We proposed ways to replicate and extend the findings in two other samples (each N = 30) in which the same paradigm was used. We found that children showed prosocial behavior upon observed exclusion by compensating for that exclusion. This finding was replicated in two other samples. Exploration of neural correlates of prosocial behavior during Cyberball is in progress.

Chair: Tessa Weyns

Speakers: Jin He, Tessa Weyns, Michelle Achterberg, and Mara van der Meulen

Symposium 3.4

Social Relationships and Adjustment across Adolescence: The Role of Informant Discrepancies

This symposium brings together a set of studies that used various approaches to examine the role of social relationships in shaping adolescent adjustment. Both parents and peers are considered key socializing agents in shaping adolescents self-views and further adjustment. Yet, it is unclear how we can use discrepancies and consistencies in the perception of social relationships across multiple informants (i.e., parents, peers, adolescent self-reports) to further enhance our understanding of adolescent development.

The first study ($N = 497$, $M_{age} = 13.03$ years) examined intra-individual reciprocal longitudinal linkages between quality of relationships with parents and peers and adolescents' self-concept. Multiple-informant data allowed to investigate consistency in the linkages between relationship quality and self-concept across multiple informants of relationship quality. In doing so, this study found more support for adolescents shaping relationship quality (i.e., child effects) compared to parents and peers shaping adolescents self-views (i.e., socialization effects).

The second study ($N = 577$, $M_{age} = 10.0$ years) examined how adjustment is related to perceptions of social relationships. Moreover, it is examined whether social anxiety influences the children's perception of their social relations by comparing their perceptions of their social relations with the perceptions of their peers on these relations. Findings suggest that children who were more socially anxious perceived themselves to be less liked by peers, which was not supported from the perception of their peers.

Finally, the third study ($N = 391$, $M_{age} = 15.7$ years) investigated how discrepancies in the perception of social relationships related to adolescents' adjustment. Specifically, it is explored how the discrepancy between the parent perspective and the adolescent perspective on adolescents' peer-related loneliness related to adolescents' adjustment. An expert in the field of parent-child relationships and adolescents' psychosocial adjustment will lead the discussion.

Chair: Andrik Becht

Discussant: Geertjan Overbeek

Speakers: Andrik Becht, Annette Spithoven, and Jeanine Baartmans

11:15 -12:30 - Parallel symposia 4

Symposium 4.1

Emotion regulation and emotional problems across the lifespan – origins, consequences, and interventions

Emotional problems, such as emotion dysregulation, depression, and loneliness, are very common throughout the lifespan. Despite the fact that emotional problems are very persistent and impairing, there is still little research on how emotional problems develop, what consequences they have, and how we can prevent them. The present symposium brings together four studies that examine the origins, consequences, and prevention opportunities for emotional problems in childhood, adolescence, and adulthood.

The first presentation uses multi-level meta-analytic techniques to examine gender differences in loneliness across the lifespan. Effect sizes for 662 gender comparisons were computed with data covering 37 different countries. Results showed that that males and females across the lifespan are very similar regarding mean levels of loneliness.

The second presentation examined how emotional functioning (emotional awareness and emotion dysregulation) is related to depression in children with Specific Language Impairment and children with a Typical Development (TD), aged 9 till 15. Results showed that children who understand their emotions less well, have more problems regulating their emotions and use less adaptive coping styles reported more depression.

The third presentation uses daily diary data from 482 adolescents that were followed from ages 13 to 20 and focuses on developmental differences in mood variability and their association with adjustment. Results show that most adolescents reported decreases in mood variability across adolescence (i.e., more stable moods), whereas a small group experienced increases in mood variability. Although these adolescents were protected more alcohol use towards late adolescence, they also developed more depressive and delinquency symptoms in early to middle adolescence and thus should be monitored more closely.

The fourth presentation determined effectiveness of the educational set 'EMOScope'. The 'EMOScope' aims to contribute to children's social competence by promoting emotional understanding. In particular, the intervention targets specific skills such as: recognising and naming emotions in oneself and in other people (self and other awareness) and understanding the relationship between emotions and situations. The research provided first evidence of the positive impact of the 'EMOScope' on children's emotional awareness and on reductions in child adjustment problems.

Chair: Dominique Maciejewski

Speakers: Dominique Maciejewski, Marlies Maes, Neeltje van den Bedem, and Joanna Papienska

Symposium 4.2

A close-up view on parenting

Parenting is one of the core topics in developmental psychology and studied extensively for decades. Yet, our understanding of many aspects of parenting, and how parenting precisely impacts child development, is still limited. This symposium brings together a group of researchers who zoom in on developmental processes underlying various aspects of parenting, such as parental self-esteem, stress, co-parenting, and disciplining behavior. Covering the early life span from the prenatal period to early childhood, each presenter contributes to refinement of our understanding of how parents and children (co-)develop.

The first presentation focuses on the development of maternal self-esteem. Following 84,711 mothers during the transition from pregnancy to motherhood, results indicated that mothers' self-esteem development is associated with childbirth. Specifically, both first time mothers and mother with multiple children showed a decline in self-esteem during pregnancy, followed by a sudden increase during the first six months after birth and a gradual decrease in the years after. These findings have implications for understanding self-esteem development.

The second presentation covers the transition to parenthood in a five-wave study. The authors tested whether pre-birth marital quality influences the association between supportive and undermining co-parenting and children's negative affect. High pre-birth marital quality predicted less undermining and more support at all child ages, up to four years. Importantly, and in contrast with previous work, only parents with high pre-birth marital quality showed less supportive co-parenting in children with more negative affect.

The third presentation describes pathways underlying the relationship between parental bonding and children's executive functioning. Studying mothers and fathers

separately, the authors tested whether parenting stress mediates the association between lower quality of parental bonding during infancy and children's executive functioning in toddlerhood. Data confirmed this hypothesis for mothers, but not for fathers. For fathers, parental bonding during infancy and children's executive functioning in toddlerhood were unrelated.

The fourth presentation discusses different perspectives on why children comply with parental requests (e.g., to approach rewards or to avoid social exclusion). The authors meta-analyzed experimental work to test the discrete parenting behaviors, each supporting one of the different perspectives, that shape child compliance. Their findings suggest that particularly parenting behaviors that activate children's basic psychological need to belong are effective for increasing child compliance. Children's main motivation for compliance seems to avoid social exclusion.

Chair: Patty Leijten

Speakers: Evi de Cock, Manon van Scheppingen, Marijke Metz, and Patty Leijten

Symposium 4.3

Education and Family Oriented Interventions for Children with Emotional and/or Behavioral Problems

Children with emotional and/or behavioral problems are at risk for a large number of adverse outcomes in later life. Although only a very small percentage of all children experiences emotional and/or behavioral problems, these children place an excessive demand on support services and health care in society. To support this population and to prevent them from experiencing adverse prospects, various interventions are available in school, home and community settings.

The current symposium will focus on several education- and family oriented interventions. The first presenter will discuss which student and teacher factors are related to choices for two educational interventions for students with emotional and behavioral disorders: inclusion in regular education or referral to special education. Students' self-perceptions were examined as well. Data were collected with elementary school students and their teachers. Results showed that characteristics that have been deemed essential by existing policies, could be questioned. The second presenter will discuss the effectiveness of an innovative attachment intervention (Basic Trust) in adoptive families with children who displayed attachment-related emotional and/or behavioral problems. The intervention was specifically designed to address parental mind-mindedness, parents' tendency to treat their child as a mental agent, which has shown to be an important facilitator of child attachment security. The preliminary promising effects of Basic Trust and its implications for attachment interventions will be discussed. The last presenter focusses specifically on the sustainability of intervention effects. She will discuss whether reduced levels of disruptive child behavior are maintained or change in the months or years after parenting interventions have ended. Forty randomized controlled trials were included in a multilevel meta-analysis to identify maintained behavioral change (sustained effects), relapse into previous behavior patterns (fade-out effects), or further improvement (sleeper effects). The promising results of this meta-analysis and its implications for research and practice will be discussed.

Chair: Moniek Zeegers

Speakers: Inge Schrooten, Jolien van Aar, and Moniek Zeegers

Symposium 4.4

Unique Developmental Perspectives on Bullying as a Group Process

Bullying can be seen as a group process in which all classmates play a role. Students can be classified as victim, bully, reinforcer, assistant, defender, or outsider (Salmivalli et al., 1996). Bystander behaviors influence the level of bullying and victimization in the classroom. Most previous research has examined the concurrent characteristics of children in the participant roles. More longitudinal research is needed to get insight into the underlying mechanisms of participant role behavior and the stability of the roles over time. The current symposium provides a unique developmental perspective on bullying as a group process. The studies use different analytical techniques, such as cross-lagged path models, latent multilevel growth curve modelling, and multivariate growth mixture modelling.

Paper 1 examined the stability of outsider and defender behavior across the school transition. Results showed that youth's tendency to show outsider behavior and their popularity mutually influence each other negatively. In contrast, youth's tendency to show defender behavior and their social preference mutually influence each other positively. Paper 2 identified different clusters based on developmental trajectories of social status (social preference and popularity) and behavior (aggression and prosocial behavior) from Grade 3 till Grade 8. These clusters predicted adolescents' participant role in bullying in Grade 10 and 11. Paper 3 identified longitudinal clusters that described children's trajectories of victimization over two years. It will be discussed how these clusters are associated with victims' adjustment. As data from this study stem from the KiVa anti-bullying program evaluation, these insights create further possibilities to improve the effectiveness of this intervention. Together, these studies provide more insight into the (in)stability of the participant roles. Findings also highlight the importance of examining individual heterogeneity in developmental trajectories over time. Finally, results indicate that social preference and popularity play an important role in the group process of bullying.

The symposium discussant has expertise in longitudinal research on bullying and social status and will reflect upon the implications of these studies for future research and practice.

Chair: J. Loes Pouwels

Discussant: Miranda Sentse

Speakers: Jeroen Pronk, J. Loes Pouwels, Tessa M. L. Kaufman,

15:00 -16:15 - Parallel symposia 5

Symposium 5.1

The development of emotional and behavioral (mal)adjustment in Childhood and Adolescence: genetic influences, social-environmental influences and their interplay

Over the last two decades genetically informed studies and studies on gene-environment interplay have gained a vast amount of popularity among developmental researchers interested in the study of emotional and behavioral (mal)adjustment throughout childhood and adolescence. However, these studies are increasingly criticized because they (a) look at the effect of a single gene, (b) only take a candidate gene approach, and (c) have inadequate research designs (e.g., small N, cross-sectional, poor measures of environment, lack of experimental designs).

The present symposium brings together four studies from Belgium and the Netherlands that try to remedy these shortcomings of current research. First, several of our

studies look at the effects of multiple genes (i.e., a polygenic approach) to estimate genetic vulnerability for the development of behavioral problems within the externalizing spectrum, that is aggression, rule breaking and substance use. These analyses are based on a biologically informed multi-locus profile score or a polygenic risk score retrieved from a genome-wide association approach. Second, three of our studies incorporate genetic information into classical longitudinal designs using sophisticated data-analytical approaches (i.e., piecewise growth modeling, three-level growth modeling or cross-lagged analysis) that allow for a deeper understanding of genetic influences and gene-environment interactions for both behavioral and emotional outcomes as they unfold over time. Third, the three studies focused on gene-environment interactions incorporated a rich assessment of the environmental factors under scrutiny, including multiple informants (e.g., peer-nominations, self-reports, parent-reports, teacher-reports) and settings (school-environment, home-environment, and both parent- and peer-influences). Fourth, one of the studies used a randomized controlled trial to investigate genetic susceptibility to a classroom—based universal intervention program aimed at improving children’s behavioral adjustment. Together, these four studies advance insight in the genetic and environmental contributions, as well as their interplay, to the development of emotional and behavioral problems and adaptations in early childhood and later adolescent years.

Chair: Pol van Lier

Speakers: Marieke Buil, Sofie Danneel, Luc Goossens, Marieke Hiemstra

Symposium 5.2

Measuring and improving pro- and anti-social emotional behavior in autism

Some of the core deficits in young people with an autism spectrum disorder (ASD) are present in the domain of social emotional functioning. In the current symposium we highlight recent findings in the field of ASD, collectively addressing the measurement and improvement of various aspects of social behavior during childhood and adolescence. On the one hand, these studies focus on the development of antisocial behavior (i.e. internalizing and externalizing behavior) and social interaction style, and on the other hand on improvement of Theory of Mind (ToM) and prosocial behavior.

Two studies in this symposium measure social development of young people with ASD over multiple time points. The results emphasize the role of emotion control in the maintenance and development of internalizing and externalizing behavior problems in this clinical group between childhood and adolescence (age 9-15). The second study reports developmental stability of social interaction styles during adolescence (age 13-17), which may provide a clinically meaningful way of distinguishing subtypes within the heterogeneous sample of ASD. Possibly, these subtypes are associated with differential prognosis and responsiveness to treatment.

Another clinically relevant question is whether we can improve social behavior in young people with ASD. One study focused on the question whether ToM, or the attribution of mental states to yourself and others, can be improved in children with ASD. Findings indicate that SES, but not autism in the immediate family influences treatment effects in children (age 7-12). Lastly, typically developing adolescents often learn social behaviors from their peers through peer influence. The results of the final study will inform us whether peers can promote prosocial behavior in adolescents with ASD (age 12-17), which may have important implications for social skills training.

Taken together, these studies provide important insights for treatment of children and adolescents with ASD, specifically for social functioning. Given that young people with ASD

report to have few friends, and in fact only 6% meets up with friends regularly after school, these studies may provide a starting point to foster social relationships in daily life.

Chair: Sander Begeer

Speakers: Danielle de Veld, Marieke Bos, Jorien van Hoorn, Anke Scheeren

Symposium 5.3

The influence of stress in parenting and early development

Adversity and stress experienced early in life, or even before birth, carries risk of poor psychological and behavioral outcomes as well as poor health. It is important to understand this deterioration process so that efforts could be undertaken to mitigate it. Studies investigating the possible underlying mechanisms relating early adversity to later outcomes, point to the role of Hypothalamic-Pituitary-Adrenal (HPA)-axis and its end product cortisol. This symposium will focus on: 1) associations between different aspects of HPA-axis functioning in children, 2) links between maternal prenatal stress and health in early childhood, and 3) skin-to-skin contact between mother and infant as a potential intervention to decrease infant cortisol concentrations.

Physiological regulation in a stressful situation is partly driven by the HPA-axis, resulting in the release of a cascade of hormones. Cortisol, secreted by the adrenal cortex, is the primary hormonal end product of the HPA-axis. Cortisol is not only produced in stressful situations, but also in a pulsatile fashion during the entire day. This baseline production of cortisol follows a circadian rhythm with high cortisol concentrations early in the morning, followed by a gradual decline during the day. Although we need cortisol to react sufficiently to stressful situations, repeated or chronic activation of the HPA-axis early in life is associated with alterations in HPA-axis functioning. This in turn, have been associated with physical health problems and psychopathologies, including depression, anxiety disorders, schizophrenia and post-traumatic stress disorders. However, not much is known about associations between baseline circadian cortisol dynamics and alterations in cortisol secretion in response to stressors. Hence, the first presentation will focus at the associations between the cortisol circadian rhythm and cortisol stress responses in 6-year-old children.

In humans, infants are born with a functional HPA-axis reacting with the secretion of cortisol in response to stressors. During development and in response to experiences, HPA-axis functioning is further fine-tuned and adapted to the early life environment. It has been found that stressful early life experiences, like childhood abuse, are associated with later physiological reactions to stressors and health problems. In our lab, we have found that maternal stress before birth, so during pregnancy, is related to infant health during the first year of life. In the second presentation, the associations between prenatal maternal stress and child health during the first six years of life will be presented.

There are also indications that positive early life experiences contribute to more optimal HPA-axis functioning. For example, higher quality of maternal care has been associated with quicker cortisol recovery from a mild stressor in three- and five-month-old infants. The final presentation will focus on the effects of a skin-to-skin intervention on HPA-axis functioning in 5-to-6 week old infants.

Chair: Gabry Mies

Discussant: Anneloes van Baar

Speakers: Maartje Zijlmans, Roseriet Beijers, Sterre Simons

Teaching workshops

The VNOP Conference 17/18 May 2016 will include two workshops on teaching in the field of developmental psychology. For the first time, we offer the opportunity to share experiences with fellow lecturers in the domain of developmental psychology. The teaching workshops will be organized on Tuesday May 17, from 12.30 – 13.45 and on Wednesday May 18, from 10:00-11:15. During the workshops, we will create small groups (2-4 persons) from different universities, to discuss overlap and differences in strategies and experiences. Together you will make a poster on good practices, and remaining questions. Posters will be exhibited after the sessions. Topics include:

- May 17 session (12.30 – 13.45): Skills in developmental psychology (Conversation skills, assessment and treatment and psychological methods), Internships, BAPD and Miscellaneous
- May 18 session (10:00-11:15): Developmental psychology in the bachelor (introduction, cognitive, social and emotional development), curriculum changes and international students.

Participants can also add topics to focus on. An overview of teachers in the field of Developmental Psychology in the Netherlands will be provided, to be completed during the conference. The *Who is Teaching What Where in Dutch Developmental Psychology* list will be distributed among the VNOP members after the conference.

Poster session

Laura van der Aar

The development of self-views across adolescence: a comparison between social-cognitive and social-affective self-knowledge using a novel experimental paradigm

Roseriet Beijers

Differential associations between behavioral and cortisol responses to a stressor in securely versus insecurely attached infants

Evelien Broekhof

Social emotions as regulating social behavior in adolescents with or without a hearing loss

Renske van der Cruijssen

Developmental trajectory of intentional control in autism

Naqi Dahamat Azam

Reactive and proactive aggression in Malaysian adolescents: The association of coping strategies, empathy and cultural values

Tycho Dekkers

The contribution of peer pressure on risky decision making in adolescents with and without ADHD

Lotte van Doeselaar

The links between stressful life events, identity commitments, and depressive symptoms

Willemijn van Eldik

Dynamic associations between marital stress and externalizing problem behavior from middle childhood to adolescence: The role of parental sense of competence

Maaike Engels

Too Cool for School: The Role of Peer Status in Adolescents' Academic Engagement Trajectories

Hana Hadiwijaya

The development of parent-adolescent relationships: a five-wave longitudinal study

Esther Houtkamp

Interpretation biases in highly anxious adolescents with mild intellectual disability

Fabienne Naber

Not now! Parenting and social media

Loes Pouwels

Adolescents' Self, Peer, and Daily Diary reported Victimization: Prevalence, Concordance, and Relation to Internalizing Problems

Peter Prinzie

Developmental trajectories of anxious and depressive problems during the transition from childhood to adolescence: Personality x parenting interactions

Daan van Renswoude

General biases in infant eye movements

Eva Schmitz

Can components of anxiety be applied to math anxiety? Development of a new questionnaire

Marry Schreur

What person do we see? How observed personality traits influence nonverbal responses to depressed adolescents

Sterre Simons

Cortisol stress responses and children's behavioral functioning at school

Jochem Spaans

A fiend in deed is a *friend* in need : Role of friendships in reactions to observed ostracism across adolescence

Geert Verheijen

The W5 Model of Video Game Play Behavior

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