

November, 2015

Editor

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From the President

We are pleased to extend a warm invitation to the upcoming EARA Conference, September 16-19, 2016 in La Barrosa, Novo Sancti Petri, Chiclana de la Frontera, Andalusia, Spain. Our colleagues Marion Kloep and Leo Hendry, Co-chairs of the meeting, have been preparing an invited program featuring distinguished scholars who have made significant contributions to the understanding of adolescent development. You will find detailed information about the conference in another part of the newsletter.

EARA has been continuing collaborations with other institutions recently. An expert meeting on “Immigrant Youth Adaptation and Well-being” was organized, on behalf of SRCD, EADP and EARA, by Frosso Motti-Stefanidi and Radosveta Dimitrova. Our colleague Dagmar Strohmeier represented EARA. In addition, Luc Goossens, Rainer Silbereisen, Peter Titzman also contributed to this initiative at different levels, on Hydra island in Greece in September 2015. At the end of the meeting, a mission statement was prepared and shared widely, including on the EARA webpage with the title “Positive Development of Immigrant Youth: Why Bother?” This initiative is very important especially after the huge migration from Syria recently and I would like to thank Frosso Motti-Stefanidi and Radosveta Dimitrova for organizing the meeting.

The Special issue in the Journal of Adolescence, on “Shedding light on the dark side of identity formation” based on the 2014 EARA Çeşme conference papers has

progressed well. It seems that this great special issue will come out soon.

Our colleagues have developed ideas for organizing EARA sessions at upcoming conferences such as SRA, ISSBD conferences. These collaborations will definitely prove to be fruitful.

With the encouragement provided by “Psychosocial development in adolescence seminar and methodology workshop” organized in Bordeaux, France last spring, we have planned another regional meeting. This time, with the collaboration of EARA member Cecilia Essau, a regional symposium and a methodology workshop has been organized in London by University of Roehampton and EARA. These meetings are very useful for recruiting potential new members and providing new contacts among colleagues at different places. Senior EARA members –mostly in/or connected with UK– will give talks. Inge Seiffge-Krenke, Martyn Barrett, Nick Emler, Marion Kloep and Leo Hendry, as well as Cecilia Essau and Olympia Palikara from the hosting institution, University Roehampton will give talks. Loes Keijsers will run a one day workshop on “New methods of analysing longitudinal data: Within- and Between-person modelling”. Furthermore, another short-term-future plan is to organize a methodology workshop in Ankara in 2016. This workshop will be on intervention programs with the contribution of Metin Özdemir from University of Orebro, Sweden. All these activities serve as learning opportunities for young researchers studying adolescence in various different locations.

Finally, I would like to prepare an EARA documentary, which I believe will be especially helpful for young members, as well as for recording EARA activities. This documentary is likely to be an amateur video. For this project I will ask all members to share photos and memories related to EARA. I especially hope for contributions from our senior members as it would be nice to dedicate the video to the memory of founder and first president of EARA, Sandy Jackson. I will provide more information about the EARA documentary and create a sharing point (like google.doc or dropbox) for sharing photos needed for the video. I very much

hope to share the video at the upcoming EARA conference in Andalusia, Spain.

Please let me know your ideas and initiatives for improving EARA. I wish you a lovely fall and winter session.

Figen Çok
EARA president
TED University, Ankara, Turkey

Special Methodological session

In this issue, there will be a new section aimed at dealing with methodological questions. The aim is to provide students and researchers with simple and handy knowledge on both basic and advanced methodological matters. The first issue features a contribution from Elisabetta Crocetti on meta-analysis, one from Enrique Ortega on Multilevel Modelling, and one from Davide Marengo and Michele Settanni on Item Response Theory. I would like to thank the authors for their precious contributions. I also would like to invite EARA members to send suggestions for topics that they would like to see covered in this space.

1. Systematic Reviews with Meta-Analysis

Elisabetta Crocetti (Utrecht University, the Netherlands)

Systematic reviews with meta-analysis are considered the gold standard for conducting a reliable and trustworthy synthesis of available evidence in one area of study (Crocetti, 2015). Specifically, a *systematic review* (or research synthesis) is a review of a clearly formulated question that uses systematic and explicit methods to identify, select, and critically appraise relevant research, and to collect and analyze data from the studies that are included in the review (Higgins & Green, 2011). *Meta-analysis* refers to the use of statistical techniques to synthesize results across

multiple primary studies. Importantly, systematic reviews and meta-analyses can be conducted independently from each other. Indeed, a systematic review may not include a statistical synthesis of the results and a meta-analysis can be applied to data not retrieved by means of a systematic review. The best practice is to combine the advantages of systematic reviews and meta-analyses in order to provide more sophisticated and advanced reviews of a certain field.

A systematic review with meta-analysis can be conducted to summarize and critically evaluate both inconsistent and consistent literature and be performed with a small, medium, or large number of studies. By means of a systematic review with meta-analysis several research questions can be addressed, such as relevant theoretical (e.g., How does adolescent identity develop over time? What is the association between adolescent personality and well-being? Are there gender differences in adolescent problem behaviors?) and methodological (e.g., what is the overall reliability of a certain instrument; Hale, Crocetti, Raaijmakers, & Meeus, 2011) questions. In addition, another aspect addressed by several systematic reviews with meta-analysis is the efficacy of interventions and treatments (e.g., is a certain psychosocial intervention effective for adolescents? Campbell Collaboration, 2014; Higgins & Green, 2011).

Importantly, systematic reviews with meta-analysis provide a context to test which factors (moderators) can explain differences in the magnitude of the effect being observed. In this way, it is possible to identify factors that might have accounted for inconsistent findings reported in the literature or individuate a number of conditions that might explain an amplification or a reduction in the effect under investigation. Furthermore, in line with the statistics reform occurring in the social sciences (Cumming, 2012; Kline, 2013), systematic reviews with meta-analysis are focused on estimating the dimensions of effects under consideration (this information is provided by the effect sizes) and their precisions (this information is provided by the confidence

intervals), more than their statistical significance.

Conducting a systematic review with meta-analysis requires following multiple steps, from the definition of the research questions being addressed until the publication of the results (Crocetti, 2015).

The first step for conducting a systematic review with meta-analysis is to define the object of the review and the research question being addressed. The aim of a systematic review with meta-analysis should be rooted in a clear theoretical background. This is a prerequisite for avoiding “fishing” temptations and committing a mistake that can invalidate the entire process - that is, mixing “apples and oranges” (Lipsey & Wilson, 2001).

The second step consists of specifying inclusion and exclusion criteria. These criteria define which studies will be eligible for inclusion in the systematic review with meta-analysis. Eligibility criteria can be grouped into two main classes: eligibility criteria referring to the characteristics of the study (issues concerning the population, the variables, and the study designs of interest) and those referring to the characteristics of the publication (year, language, and type).

The third step consists of searching the literature. In order to conduct a comprehensive search of all available primary studies, a good practice is to employ multiple search strategies (e.g., computerized database search, searching indexes of journals, and searching reference lists).

The fourth step consists of selecting primary studies. This step implies multiple sub-phases that should be all documented in a diagram (i.e., the PRISMA flow diagram; Moher et al., 2009). First of all, duplicates (i.e., the same reference retrieved from multiple search strategies) can be identified and deleted. Second, the remaining references are screened by checking their title and abstract. If they could potentially match the eligibility criteria they are retained, otherwise they are excluded. Third, the full-text of the retained references are assessed. Articles included in the systematic review can be further included in the meta-analysis if they report data required for statistical computations. To facilitate navigation

through these phases, researchers can benefit from using a reference manager (e.g., Endnote) to save search and selection results.

The fifth step is coding primary studies, to extract relevant information. This step can be conducted by means of a coding protocol, detailing which data should be extracted from each study and how they should be coded. Data coded from each primary study can be grouped into three categories: (a) characteristics of the study (e.g., age of the sample, type of design, measures being used); (b) characteristics of the publication (e.g., year, language, type); and (c) data for effect size computations.

The sixth step requires conducting statistical analyses. Specifically, the following analyses are required: computing an effect size for each study as well as a measure of its precision; assigning a weight to each study; obtaining the overall effect size; evaluating heterogeneity across studies; and testing for factors that can explain this heterogeneity. The last sub-phase consists of moderator analyses (subgroup analyses and meta-regressions) through which factors that are assumed to affect the magnitude of the effect sizes can be tested. Additionally analyses include sensitivity analyses (to assess the impact of each study on the final result of the meta-analysis) which are particularly important for assessing the robustness of the overall results and the impact of potential study outliers. Finally, it is important to evaluate publication bias, which occurs when published studies (those that can be easily retrieved) differ systematically from unpublished studies (grey literature; Rothstein, Sutton, & Borenstein, 2005). This evaluation can be conducted using multiple approaches: funnel plot, Egger's linear regression method, Begg and Mazumdar's rank correlation method, Duval and Tweedie's Trim and Fill method, Rosenthal's Fail-safe N. All these statistical analyses can be easily conducted with software specific for meta-analysis (e.g., ProMeta 2.0, for handling complex meta-analytic databases). The final step is publishing a high-quality article. In publishing a systematic review with meta-analysis, the researcher should be as detailed as possible. In this respect, the author is strongly supported by following

available guidelines, which provide useful tools for preparing high-quality reports of systematic review with meta-analysis. Most important guidelines include PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses; Liberati et al. 2009; Moher et al., 2009); MARS (Meta-analysis Reporting Standards; American Psychological Association, 2010); and MOOSE (Meta-analysis of Observational Studies in Epidemiology; Stroup et al., 2000).

For a more detailed explanation and for all the references see: Crocetti, E. (2015). Systematic reviews with meta-analysis: Why, when, and how? *Emerging Adulthood*. Online first.

2. When to use multilevel models of analysis for nested data?

Enrique Ortega (California State University, Dominguez Hills, Los Angeles, USA)

We often consider the type of statistical analysis we will conduct based on the structures of our variables and on how we will test the hypothesized associations that exist among our variables of interest. The question of whether the unit of analysis we are analyzing is nested within a higher unit is sometimes overlooked. Multilevel models are statistical models that are designed to analyze associations where parameters vary at more than one level of unit of analysis.

Consider the information coming from pupils from a classroom. We may contemplate that each pupil's residuals (difference between predicted value and actual value) are independent from one another and thus the assumptions of independence of observations is not violated and we may conduct a general linear model analysis. If however we are aiming to study multiple classrooms or multiple schools or multiple school districts then the question of clustering of residuals must be asked and answered before choosing an appropriate statistical analysis technique. We must consider that the pupils' characteristics or responses to a survey may be clustered

according to varying levels of analysis thus violating the assumption of independence of observation. We have to account for the fact that pupils from one school may be similar to one another and distinct from pupils from another school and thus that their responses to a survey or general characteristics will be similarly constrained or clustered in some way. If we were to plot responses on a given variable for 5 different schools we may find that each school has its own distinct Y intercept and slope. Practitioners using multilevel models must be able to parcel out the level (hierarchy) at which data has been collected. In this example we must consider that the pupils' score on a particular variable will vary according to their own individual characteristics (level 1), and due to the similarities of the group (school, (level 2)). If we ignore the level 2 grouping then we are attributing all the variance to the between individuals components alone. In this case we will most likely end up with small standard errors that may lead us to conclude that there is a significant effect when there really is not one present.

Data will be considered multilevel with a hierarchical structure of students being nested within schools if information from both levels are considered for analysis. If we fail to consider the hierarchical nature of our data then the lack of independence of may leave our study at risk for inflated Type I errors where we are at risk of rejecting the null hypothesis when it is true. Multilevel models consist of models that are specified at different levels. Following the example of pupil data, single level regressions will take into account the pupil's (level 1) intercept on particular data (the expected value of Y when X is 0), slope (the expected change in Y for each one unit change in X) and disturbance (the variance in Y that cannot be explained by your X's). Multilevel regressions will incorporate school level covariates into the regression model where group membership (school) will be accounted for and thus the regression model will be fitted for each unit of level 2 data (school). Thus, the use of multilevel models may improve estimation of effects within individual units through repeating the same model on other units and

may statistically partition the variance and covariance components across levels.

3. The Item Response Theory

Davide Marengo and Michele Settanni
(University of Torino, Italy)

Currently one of the most prominent branches of psychometrics, *item response theory* (IRT) provides researchers with a vast array of mathematical models aimed at describing the relationship between observed behaviors and latent psychological constructs. More specifically, IRT rests on the assumption that a person's correct (or affirmative) response to an item can be modeled as a probabilistic function of a person's and item's latent features, each represented as a parameter in a mathematical model; the nature and number of such features vary depending on the characteristics of the assessment design and the complexity of the chosen model.

IRT is similar to *classical test theory* (CTT), in that they both aim at the analysis of categorical item-response data (e.g., students' responses to achievement tests or clinical patients answering quality of life questionnaires). IRT modeling, however, is generally claimed to offer several advantages over CTT, which has resulted in a gradual increase in the use of IRT compared to CTT over the last decades.

A major advantage of IRT modeling over CTT consists in the possibility to scale and score both a persons' and items' features on a common measurement metric. An additional feature of IRT modeling, which makes it preferable over CTT, is the possibility to examine the functioning of instruments at the item and response category level (e.g., person-item targeting, measurement invariance across groups of respondents). Common IRT analyses usually also includes the computation and examination of model-fit statistics at both the item and person level, which provide useful diagnostic information concerning the consistency of the data with the assumptions of the chosen IRT model. Model assumptions depend on the characteristics of the IRT model and its underlying hypothesis

concerning the nature of the assessment process.

Early implementations of IRT, such as the Rasch model for dichotomous data (1960), attempted to describe the assessment process as a function of a person (i.e., the person's ability/endorsing propensity) and an item parameter (i.e., the item solving/endorsing difficulty), while its generalizations to polytomous response data (e.g., the Partial Credit model, Masters, 1982) also included parameters for multiple response categories. As a consequence of the stringent assumptions they impose on the measurement process (e.g., local independence of items, unidimensionality of the latent features, fixed item discrimination), models from the Rasch family are well-suited for pursuing in-depth investigations of measurement reliability and validity, thus rendering them especially valuable for research in clinical, educational and developmental contexts. More recent generalizations of the Rasch model have increased its flexibility, i.e., by allowing the modelization of multidimensional latent features (e.g., the Multidimensional Random Coefficient Multinomial Logit Model, Adams, Wilson & Wang, 1997), rater/observer effects (e.g., the Many-Facet model; Linacre, 2001) and testlet effects (e.g., the Rasch Testlet model, Wang & Wilson, 2005). Concurrently, a parallel family of IRT models has been presented over the years which substantially relaxes some key assumptions of the Rasch model, i.e., by allowing for varying item discrimination - e.g., two parameter logistic models (2PL, Birnbaum, 1968) - or including additional parameters attempting to model random guessing responses - e.g., the three parameter logistic model (3PL, Birnbaum, 1968) - and inattentive test response behaviors - e.g., the four parameter logistic model (4PL, Barton & Lord, 1981).

The examination of potential measurement bias among different subpopulations (e.g., groups based on gender, age) represents a typical application of IRT in developmental psychology. When using instruments to measure psychological or behavioral characteristics, measurement invariance is assumed from childhood to adolescence and young adulthood as well as

for males versus females. However, given the development in cognitive and social skills, it has been often questioned whether psychological constructs such as depression are experienced and/or expressed in the same way by persons from different ages (Weiss & Garber, 2003) or different gender (Kovacs, Obrosky, & Sherrill, 2003).

If such phenomenological differences exist, the reliability of the age and gender differences in measured constructs comes into question. Are age and gender differences real, or do they depend on the way age groups and/or males and females differ in the way they respond to specific items in the questionnaire? Answering this question permits to avoid possible biases in describing and analyzing developmental patterns. Van Beek and colleagues (2012) conducted research to examine the Children Depression Inventory (CDI), which previous studies found to be biased, overestimating depression in late childhood, and underestimating it in middle-aged adolescent boys. Using IRT-based DIF analysis techniques, authors found violations of measurement invariance for both age and gender in each of the four dimensions of the CDI. Developmental patterns for boys and girls varied quite strongly when measurement bias was taken into account. Hence, IRT analysis has permitted to highlight the need for both scientific and clinical use of the CDI, correcting for measurement bias, by weighing items depending on age and gender group.

Another relatively recent extension of IRT modeling regards longitudinal analyses: IRT-based methods have been developed to examine growth trends and over-time assessment validity. These methods are particularly suitable for the study of change in developmental psychology (Liu & Hedeker, 2006). Using data collected on a sample of adolescents (9th to 10th grade), for example, Liu, Hedeker & Mermelstein (2013) used a longitudinal extension of Birnbaum's 2PL model to examine changes in functioning of the 10 items included in the Nicotine Dependence Syndrome Scale (NDSS) over the course of a 2-year period. Results of the IRT analyses indicated that only a subset of 5 NDSS items would provide

a consistent discriminative power in distinguishing different levels of nicotine dependence. IRT analysis also allowed the researchers to highlight potential variations in the dimensionality of the NDSS instrument over time. Items showing significant variations over the course of the 2-year period, thus indicating higher discriminative power, reflected both a general drive concept of dependence and a total overarching dimension of dependence, while items focusing on withdrawal symptoms showed less variation over time, thus proving to be less able to discriminate among different levels of nicotine dependence. As a result, the authors concluded that among a sample of very light adolescent smokers, the drive dimension would be better able to detect vulnerability to escalate and develop further dependence.

Both free and commercial software packages are available for performing IRT analyses. Software packages for the calibration of unidimensional IRT models include Winsteps (Linacre, 2009) and the “eRm” package for R (Mair & Hatzinger, 2007), both focusing on the Rasch family of IRT models, along with BILOG-MG (Zimowski, 1998) and the “ltm” package for the R environment (Rizopoulos, 2006), which also performs analyses with Birnbaum’s 2PL and 3PL models. Several software packages are also available for the calibration of multidimensional IRT models: the IRT-PRO software (Scientific Software International, 2011) and the “mirt” package for R (Chalmers, 2012) perform confirmatory multidimensional IRT analyses, while also allowing multiple-group estimation of the Rasch, 2PL and 3PL models; Conquest (Adams, Wu, Wilson, 2012) allow calibration of both unidimensional and multidimensional Rasch and 2PL models, along with IRT models including rater/observer effects and testlet effects. More complex IRT models, including longitudinal IRT models, can be implemented and estimated using the GAUSS programming language (GAUSS 3.6, 2001).

For an introduction to the properties and the implementation of Rasch modeling, see Bond and Fox (2013). Embretson and

Raise (2013) provide a more general introduction to IRT principles and implementations in psychology research.

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Mission statement: “Positive development of immigrant youth: Why bother?”

Submitted by Dagmar Strohmeier,
University of Upper Austria, (Austria)

Formulated in Hydra, Greece, September 19th, 2015 at the Experts' Meeting on Immigrant Youth Adaptation and Well-being organized by *Frosso Motti-Stefanidi and Radosveta Dimitrova.*

The meeting was funded by and organized on behalf of the Society for Research in Child Development (SRCD) (International Affairs & Racial and Ethnic Issues Committees) in collaboration with the European Association for Developmental Psychology (EADP) and the European Association for Research on Adolescence (EARA).

Mission statement working group (presented in alphabetical order):

Cynthia García Coll, Carlos Albizu University, Puerto Rico
Frosso Motti-Stefanidi, University of Athens, Greece
Brit Oppedal, Norwegian Institute of Public Health, Norway
Vassilis Pavlopoulos, University of Athens, Greece
Dagmar Strohmeier, University of Applied Sciences of Upper Austria, Austria
Fons van de Vijver, Tilburg University, The Netherlands

All members of the experts' meeting adopted the mission statement, including (presented in alphabetical order):

Amina Abubakar Ali, Lancaster University, UK
Jens Asendorpf, Humboldt University Berlin, Germany
Radosveta Dimitrova, Stockholm University, Sweden
Gail M. Ferguson, University of Illinois at Urbana-Champaign, USA
Laura Ferrer-Wreder, Stockholm University, Sweden
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David Lackland Sam, University of Bergen, Norway
Emilie Phillips Smith, University of Georgia, USA
Peter F. Titzmann, University of Zurich, Switzerland

Positive Development of Immigrant Youth: Why Bother?

It is in the best interest of Europe and other receiving countries to have successful adaptations among their immigrant populations. The current refugee influx renders this a particularly timely and pressing issue. However, the successful adaptation of immigrants to new lands is also all the more important in light of increasing life expectancies and decreasing birth rates in receiving societies. As a result, for example, nonimmigrant senior citizens' retirement pensions partly depend on the economic contribution of immigrants. In this context, immigrants are expected to become in the next decades an important force in the economies of receiving societies and also to contribute to the care and support of the aging nonimmigrant, as well as immigrant, populations (Hernandez, 2012). International research suggests that wellinformed policies and practices are necessary for the successful incorporation of immigrants into new societies.

This evidence shows that:

- Children's positive adaptations and well being provide the foundation for healthy and productive adult lives (Motti-Stefanidi, Berry, Chrysochoou, Sam, & Phinney, 2012; UNICEF, 2013). Investing in

childcare, education, and health-related prevention and intervention programs comes with multiple economic and social returns, including more labor participation and reduction of crime (Heckman & Masterov, 2007; Lundberg & Wuermli, 2012). For some host societies without such programs, immigrant youths' well-being and educational prospects may deteriorate as they age and acculturate to their new environments (Garcia Coll & Marks, 2012).

- Providing immigrant families with economic opportunities and reducing barriers to obtain adequate employment equips parents to raise well-adjusted and productive citizens (Stoessel, Titzmann, Silbereisen & 2011). It has been shown that immigrants in many countries pay more in taxes over their life course than they receive from the social benefits (Dustmann & Frattini, 2013). Without economic opportunities, citizenship documentation, or a clear path to citizenship, children and families suffer in their health and well-being (Suarez-Orozco, Yoshikawa, Teranishi, & Suarez-Orozco, 2011).
- Policies toward immigrants are important for the successful adaptation of immigrant youth (Filindra, Blanding, & Garcia Coll, 2011). However, countries differ in their policies toward immigrants (Helbling, 2013; Huddleston, Niessen, Chaoimh, & White, 2011). Immigrant youth do better in countries with more integration oriented policies; assimilation policies can be counter-productive (Yağmur & Van de Vijver, 2012).
- Immigrant youth adopting the host cultures and languages while also maintaining the heritage culture and language, do better and contribute more to society than youth who learn only one language or cultural orientation (Suarez-Orozco, AboZena, & Marks, 2015; Berry, Phinney, Sam,

& Vedder, 2006; Nguyen & BenetMartinez, 2013).

- Discrimination, racism and exclusion have deleterious effects for positive youth development (Marks, Ejessi, McCullough, & Garcia Coll, 2015) and social cohesion, and are risk factors for radicalization (Pascoe & Richman, 2009; Schmitt, Branscombe, Postmes, & Garcia, 2014). In contrast, feelings of belonging and being accepted by the receiving society, strengthen youths' ties to the host society (Arends-Tóth & van de Vijver, 2006; Motti-Stefanidi, Pavlopoulos, Obradović, & Masten, 2008).

We therefore recommend that policies and practices in receiving countries concerning immigrants should:

- Be informed by research and interventions that have been shown to have beneficial results.
- Promote non-segregated, welcoming environments and opportunities for intercultural communication and collaboration at all ages.
- Provide economic opportunities to ensure that immigrant families do well and contribute to the country.
- Provide early childcare, education, and health-related prevention and intervention programs to ensure that immigrant youth have the basis for successful integration.
- Create public campaigns that show the contribution of immigrants to the host countries as well as respect to the diversity and needs of various ethnic groups.
- Incorporate these considerations as part of choosing where to resettle refugees in addition to the availability of spaces.

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XV EARA conference in La Barrosa/Spain

***Submitted by
Marion Kloep***

**BIENVENIDOS to
The 15th Biennial Conference of EARA
Visit our web page
<http://www.eara2016.com>**

Which will take place 16 – 19th September,
2016 at La Barrosa, Novo Sancti Petri,

Chiclana de la Frontera, Andalusia, Spain.
The focus of the conference is:

¿Qué será, será? Adolescent Research into the Future: Visions and Challenges

We invite contributions from a broad array of topics within research on adolescence. Such topics should be of interest to psychologists, but also to those working in disciplines such as Sociology, Psychiatry, Biology, Education, Anthropology, Law, Social Work, Leisure, Sports and Medicine, and we particularly encourage inter-disciplinary studies. The suggested topics include, though not exclusively: young people and their social groups, developmental transitions, social institutions, risk, deviance and the law, mental and physical health, leisure, identity, gender roles, minorities, technology, sports, cross-cultural differences, interventions, and relevant and innovative research methods.



Invited key-note speeches will be given by:

Lisa Diamond: *“Development of gender identity and sexual orientation.”*

Saskia Kunnen: *“A complex dynamic systems perspective on adolescents: Adolescence is complex, dynamic and systemic. So let's study it that way.”*

John Schulenberg: *“The contributions to the life course of adolescence and the transitions to adulthood.”*

Carles Feixa: *“From generation @ to generation #. Adolescence in the digital era”.*

Apart from key note speeches, there will also be a round-table discussion with **Håkan Stattin**, **Rainer Silbereisen**, **Ingrid Schoon** and **Wim Meeus** on *Issues with large cohort and longitudinal studies*, and a podium discussion between **Howard Sercombe** and **Peter Uhlhaas** on: *The Adolescent Brain: What we can and cannot infer.*

We offer eight **pre-conference workshops**:

1. **Centro Reina Sofia**: *“Online work with families to manage problems of adolescents”*
2. **Monique Landberg**, **Maria Wängqvist** and **Joseph Schwab** (sponsored and organised by SSEA): *“Qualitative and mixed methods approaches.”*
3. **Takuya Yanagida**: *“Introduction to Multilevel Modelling and advanced applications with longitudinal data.”*
4. **Elisabetta Crocetti** and **Marlies Maes**: *“Meta analysis.”*
5. **Metin Özdemir**: *“Issues with prevention and intervention.”*
6. **Nikolaus Koutakis**: *“Empowering parents in their fight against their offspring’s alcohol use: a successful project from Sweden.”*
7. **Susan Branje**: *“Writing articles for English language journals.”*
8. **Centro Reina Sofia**: *“Estrategias y técnicas de intervención con familias para la protección de adolescentes en circunstancias de riesgo.”*

CONFERENCE VENUE AND ACCOMODATION

The conference venue is **Hipotels Barrosa Park**. There are apartments, single and double rooms as well as family rooms to book in this hotel and the adjoining luxury Hotel Barrosa Palace & SPA (both with a free children’s club and directly on the beach) and [Sensimar Playa Barrosa \(Adults Only\)](#).

Economical alternatives are Sol Sancti Petri Apartamentos, Aparthotel Las Dunas and Hotel Novomar which are only 5 minutes away, and there is also the Valentin and the Vincci Costa Golf Hotels.

There is an array of restaurants nearby, and also a supermarket, if you want to prepare your own meals.



Note that it can be cheaper to book a package holiday with a tour operator – the major

ones have offers for La Barrosa/Novo Sancti Petri. Alternatively, and particularly if you take your family, there is a range of holiday homes available for rent. But book early, this is still high season in Andalusia!

Why not stay a few days longer and combine the conference with a holiday?

HOW TO GET TO LA BARROSA:

By air:

The nearest airports are Jerez de la Frontera, Sevilla, Gibraltar and Malaga.

By car/ private transport:

You can book private transport or rent a car at all airports.

Chiclana/La Barrosa is situated on E5 motorway linking Cadiz with Malaga, exit 10, and then follow the sign-posting “La Barrosa/hotels.”



By train:

Spain has excellent, fast trains. The next train station from La Barrosa is San Fernando-Bahia Sur, just outside Cadiz.

There are direct connections to San Fernando from Sevilla (90 minutes) and Jerez airport (30 minutes), and indirect connections (ca 4 hrs) from Madrid (change in Sevilla) and Malaga (change in Dos Hermanas). You can book tickets in advance at <http://www.renfe.com/EN/viajeros/> for high speed AVE and <https://venta.renfe.com/vol/inicioCompra.do> for middle distance trains.

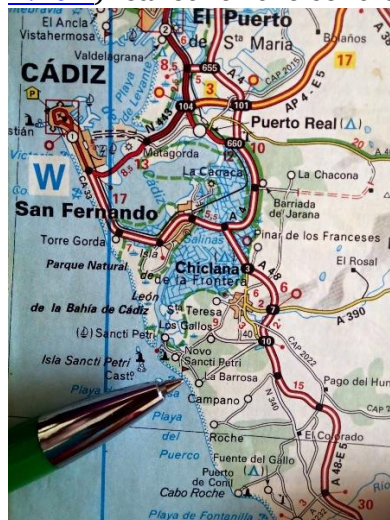
(We might be able to get a reduction in ticket prices for delegates).

By bus:

From the train station in San Fernando, there is bus M - 120 (time table http://siu.cmtbc.es/es/horarios_lineas_tabla.php?linea=7) leaving opposite the train station to the centre of Chiclana (every 30 minutes).

From Sevilla's airport, there is a flight bus taking you either to the railway station Santa Justa or to the bus station El Prado de San Sebastian (time table http://www.tgcomes.es/horarios_19.htm) from where you can catch a bus to the terminus in Chiclana centre.

From Gibraltar: Go over the border to the bus station in La Linea (map: <http://www.andalucia.com/travel/bus/lalinea.htm>), from where the bus (time table http://www.tgcomes.es/horarios_33_english.htm) leaves for the centre of Chiclana.



From the Centre of Chiclana, take a taxi or Bus nr. 8 to 'Hoteles' (time table:

<http://www.dechiclana.com/chiclana/transportes/autobus-chiclana.php>). The bus drivers will be informed and will show you where to alight.

REGISTRATION

Deadline for abstract submission: March 31, 2016

Notification of acceptance of abstracts: April 30, 2016

Deadline for early registration: May 15, 2016

While on-site registration will be possible, it is recommended that participants register well in advance and take advantage of the fee reductions. On-site registration will be handled on a first-come, first-served basis, and only cash payments can be accepted.

Presenters who wish their contribution to be listed in the programme should register before May, 15th.

Fees include Conference Participation, Materials, Opening Ceremony and 2 coffee-breaks per day.

Prices are in Euro.

EARLY REGISTRATION (until May 15, 2016)

EARA members	250
Non-members	300
EARA students	140
non-EARA students	200

LATE REGISTRATION (until September 12, 2016)

EARA members	300
Non-members	350
EARA students	190
non-EARA students	240

REGISTRATION ON-SITE (cash only)

EARA members	340
Non-members	400
EARA students	250
non-EARA students	290

PRE-CONFERENCE WORKSHOPS

EARA members	30
Non-members	40

SUBMISSIONS

The following submissions are called for:

1. Symposia

A symposium lasts 90 minutes and consists of either 4 papers and a discussant, who summarises and comments on the papers, or 5 papers without a discussant. Each paper is given 15 minutes (which will be strictly observed). There should be at least 15 minutes for general discussion. The submissions for a symposium should include a summary, outlining the common elements of the papers, and a short description of each paper, containing titles, authors, affiliation of presenting author(s), research question, description of methods and implications. A

reference list is not required. The outline should not exceed 1000 words.

2. Discussion Sessions

A discussion session lasts 90 minutes, and is meant to be an exchange of ideas and views. The moderator should prepare a series of questions which will be discussed by up to 4 panellists of his/her choice. There should NOT be any individual presentations of research findings, but a discussion of issues related to theory, methods, practice, the future of adolescent research, inter-disciplinary and cross-cultural co-operation. The use of Power Point slides is not appropriate. Each session will be allocated 60 minutes for discussion among the panellists and 30 minutes for discussion with the audience. Submissions for Discussion Sessions should include a proposal of no more than 500 words that describes the topic and rationale for the session, at least three discussion questions to be addressed by the panellists, and a brief description of the background and expertise of the participants.

3. Individual Papers

Individual Paper proposals are grouped into symposia of 4 - 5 papers. Each paper is given 15 minutes (which will be strictly observed). Each symposium lasts 90 minutes, which should allow at least 15 minutes of general discussion. Submissions for paper presentations should include a proposal of no more than 500 words, containing the following: name and affiliation of authors, title, introduction to the research question(s), description of methods, results, brief discussion and implications. A reference list is not required.



4. Posters

Poster sessions of 90 minutes duration are presented in areas beyond the auditoria, with delegates circulating among the posters. Submissions for poster presentations should include a proposal of no more than 500 words, containing the following: name and affiliation of authors, title, introduction to the research question(s), description of methods,

results, brief discussion and implications. A reference list is not required. EARA-members can apply for the SECNET best poster award.

For all submissions, please use the online submission form on <http://www.eara2016.com>. The deadline for abstract submission is March 31, 2016

WHAT TO DO....

... before, after - and even during the conference



Daytrips:
Visit the beautiful ancient towns of Seville, Cadiz,

Cordoba and Granada, the white villages on mountain tops and the sherry bodegas in Chiclana and Jerez de la Frontera. See the apes in Gibraltar and the migrating birds crossing the Atlantic at Tarifa, go dolphin watching, take the ferry to Tangier and visit the places of Sharpe's battles in La Barrosa and Trafalgar, see a show with the beautiful Andalusian horses in Jerez. Do not miss the exotic market hall in Chiclana, with its great offers on fruit and sea food. We will arrange special prices for different personalised tours with our travel agency (information will be on our web-page), but most trips can also be made using public transport.

Evenings: Taste the unique tuna and Iberian ham specialities in one of the many restaurants, see a flamenco show and watch the sun go down from the esplanade bars overlooking the sea.

Sport: We will have special offers for golf enthusiasts, ranging from training sessions and swing analysis to playing rounds on Sancti Petri Hills golf course (designed by MANUEL PIÑERO).



The water temperature of the sea is over 20 degrees Celsius at this time of the year, and La Barrosa is one of the

most beautiful beaches of Spain – just swim or kayak or surf..... You can rent a bicycle, play tennis and padel, try archery, go horse-riding through the pine forests, and walk in the salt marches. And after all that, relax in the spa of the conference hotel.

There is enough to do for many days: Why not stay a while longer?

SEE YOU NEXT
SEPTEMBER!

LEO & MARION

Contact:

eara2016@gmail.com

More

<http://www.eara2016.com>



information:

students, post-docs, and young assistant professors.

We are really looking forward to the next **EARA conference in Spain!**

During the last few months we started organizing some SECNet activities that will be carried out during the 15th EARA conference in Spain. These are:

- Conversation with Editors (thank you so much to the editors that already agreed to join this event! If more editors are planning to attend EARA and would like to present their journals, please be in touch with us)
- SECNet Assembly
- SECNet Social Dinner
- SECNet Best Poster Award Competition (Three SECNet Best Poster Awards will be granted to doctoral students presenting a poster at the EARA conference; in order to apply, doctoral students must be also EARA members).

Now that the call for proposals is out, we will start to involve SECNet members (especially the national representatives) in the organization of high-quality symposia. Young scholars and seniors will have the chance to network and to share some research interests and research ideas for collaboration.

Finally, we invite you to continuously look at our **EMERGING SCHOLAR SPOTLIGHT**

(<http://earasecnet.weebly.com/emerging-scholar-spotlight.html>). Every month a young scholar writes a new spotlight in which he/she presents his/her latest publication that has appeared in an international journal. The quality of these publications is very high, with several of them being published in high-ranking (Q1) journals. This is the sign of a vibrant young generation of adolescent scholars!

If you would like to find out more information about the SECNet, our future activities, and/or to be in touch with us,

From the Student and Early Career Network (SECNet): Students and Early Career Network (SECNet) Activities at the EARA conference

***Submitted by Elisabetta Crocetti,
Utrecht University (The Netherlands)***

Dear EARA members,

We would like to give you an update about SECNet, the young section of EARA that is comprised of young researchers, doctoral

please visit our website:
<http://earasecnet.weebly.com/>

Your SECNet Committee,
Elisabetta Crocetti (representative)
Jolien van der Graaff (deputy representative)
Katharina Eckstein (secretary)
Constantina Demetriou (communication team)
Aysenur Ataman (communication team/members team)

Call for papers

Submitted by Rita Žukauskienė,
Mykolas Romeris University, Vilnius
(Lithuania)

Dear Colleagues

I am writing to invite you to submit an article for the new international journal *Social Inquiry into Well-Being*.

All manuscripts will undergo the regular peer review process. All papers published in SIIW from the first issue will be indexed in Scopus, after we move to Elsevier publication platform.

Benefits of Publishing in the SIIW

Your publication in *Social Inquiry into Well-Being*, will give you the following benefits:

- Rigorous peer review of your research
- Prompt publishing
- Multidisciplinary audience
- High visibility for maximum global exposure

Publication details

Social Inquiry into Well-Being is published using an open access publication model, meaning that all interested readers are able to freely access the journal online at <https://www3.mruni.eu/ojs/social-inquiry-into-well-being/issue/view/289> without the need for a subscription, and authors retain the copyright of their work.

SIIW has a distinguished Editorial Board with extensive academic qualifications, ensuring that the journal maintains high scientific standards and has a broad

international coverage. A current list of SIIW Editorial Board can be found at https://www3.mruni.eu/ojs/social-inquiry-into-well-being/pages/view/editorial_board/

Manuscripts should be submitted online to the journal at <https://www3.mruni.eu/ojs/social-inquiry-into-well-being/user/register>

We look forward to your contributions and hope you will consider SIIW as an outlet for your research!

Editor-in Chief
Rita Žukauskienė

EARA Publications

Arnett, J.J., Žukauskienė, R., Sugimura, K. (2014). The New Life Stage of Emerging Adulthood, Ages 18-29: An International Perspective. *Lancet Psychiatry*, 1, 569–576.

Barbot, B., & Perchee, C. (2015). New Directions for the Study of Within-Individual Variability in Development : The Power of “N = 1”. *New Directions for Child and Adolescent Development*, 147, 57–67.

Bergman, L.R., Ferrer-Wreder, L., Žukauskienė, R. (2015). Career outcomes of adolescents with below average IQ: Who succeeded against the odds? *Intelligence*, 52, 9-17
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