

List of available mentors (in alphabetical order):

- **Susan Branje**
- **Fabrizia Giannotta**
- **Zena Mello**
- **Ingrid Schoon**
- **Eeske van Roekel**

Susan Branje – Utrecht University, Department of Education and Pedagogy, Section Youth and Family

- **Idea/ topic for investigation (five keywords regarding proposed topics)**

Identity, autonomy, psychosocial functioning, relationships with parents/friends/partners

- **Brief description of suggestions for the collaborative research**

My research focuses on understanding developmental changes in youth's relationships with parents, siblings, friends, and intimate partners, and how these developmental changes are associated with development of identity, autonomy and psychosocial functioning. I adapt an ecological systems model approach by including factors at the individual, interactional, relational, contextual and societal levels. I use a combination of designs, including long-term longitudinal multi-method and multi-informant research projects, as well as observational studies and qualitative interview studies.

I am interested in understanding dyadic processes, not only how relationships affect adolescent behaviour over time, but also how relational partners adapt to adolescent's behaviour and what role adolescents' individual characteristics play in this process. I am also interested in understanding development across life transitions (to secondary or tertiary education, living independently, partner relationships, work, parenthood), and examining the short-term within-person interaction processes underlying long-term developmental changes in relationships and psychosocial functioning.

- **Available data sources**

1. RADAR <https://www.uu.nl/en/research/radar>, <https://doi.org/10.17026/dans-zrb-v5wp> and <https://doi.org/10.17026/SS/RWDNJS>)

RADAR is a long-term longitudinal multi-informant and multi-method three-generation study on the development of personality, identity and psychosocial functioning in the context of close relationships with family members and peers from early childhood until young adulthood. We examine the interplay between (epi)genetic, biological, individual and relational factors in this development. We also examine mechanisms of intergenerational transmission of psychosocial functioning. RADAR follows a group of about 800 target participants, their fathers, mothers, siblings, friends, partners and children, already for more than 20 years. The project includes questionnaire data, observations, and experience sampling, combined with psychophysiological, (epi)genetic, and neighbourhood data. Several research opportunities exist, particularly regarding development and transitions in emerging adulthood and (long-term) intergenerational transmission.

2. ERC-CoG InTransition <https://www.uu.nl/en/research/intransition>

Intransition aims to examine how interactions with parents and friends affect adolescents' identity, autonomy and psychosocial adjustment during school transitions. This project aims to increase our understanding of the interplay between developmental and relational processes across moments, days and years, that drive developmental changes during transitional periods. Also, it aims to get a better understanding of developmental processes at individual level.

➤ **Five keywords on methodological expertise/interests**

Longitudinal multi-informant studies; observational data; dyadic analysis; ESM.

Fabrizia Giannotta – University of Turin, Department of Psychology

➤ **Idea/ topic for investigation (five keywords regarding the proposed topics)**

Wellbeing, mental health, cross-national comparison, socio-inequalities, school and family contexts.

➤ **Brief description of suggestions for the collaborative research**

My research focuses on adolescent mental health, well-being, and preventive interventions. I investigate risk and protective factors influencing youth development, particularly in relation to mental health, substance use, and family dynamics. My work includes evaluating evidence-based interventions, studying the intergenerational effects of parental mental health and substance use, and exploring school-related factors affecting adolescent well-being. I lead projects on youth mental health trends and decision-making in prevention programs. Through longitudinal and experimental studies, her research informs policies and interventions aimed at improving adolescent resilience, reducing mental health disparities, and enhancing support systems for vulnerable youth populations.

My current research focuses on understanding the protective and risk factors influencing adolescent mental health, including both internalizing and externalizing problems. I am particularly interested in how these factors vary within and across countries based on different socio-economic conditions. Using a bioecological framework and a developmental approach, I aim to collaborate with researchers who are interested in cross-national comparisons of these socio-economic influences. My work primarily relies on quantitative methods and data from the HBSC survey.

➤ **Available data sources**

I would like to use the HBSC data sources in order to compare data from different countries [HBSC study | Health Behaviour in School-aged Children study](#). The Health Behaviour in School-aged Children (HBSC) study is a large international research project conducted in collaboration with the World Health Organization (WHO). It collects data on the health, well-being, social environment, and health behaviors of 11-, 13-, and 15-year-old students across multiple countries. The study has been conducted every four years since 1983, providing valuable insights into trends in adolescent health.

The HBSC study provides cross-national, comparative datasets covering key areas such as:

- Health behaviors: Physical activity, nutrition, substance use (alcohol, tobacco, drugs), and sexual behavior.
- Mental and emotional well-being: Life satisfaction, stress, self-esteem, and psychological health.
- Social environment: Family relationships, peer interactions, school experiences, and socioeconomic status.
- Risk and protective factors: Bullying, social support, screen time, and sleep habits.

The datasets are collected through standardized self-report questionnaires administered in schools. They include both individual-level and aggregate data, allowing for trend analyses, country comparisons, and subgroup analyses (e.g., gender, socioeconomic background).

➤ **Five keywords regarding methodological expertise/interests**

SEM, longitudinal research, cross-sectional repeated measures design, RI-CPLM.

Zena R. Mello, Psychology Department, San Francisco State University

➤ **Idea/ topic for investigation (five keywords regarding the proposed topics)**

Adolescent marginalized identities (gender, immigration, race/ethnicity, skin color, social class), 2. Discrimination, Academic outcomes, Mental health, Substance use

➤ **Brief description of suggestions for the collaborative research**

Drawing from my extensive experience with mentoring diverse students (> 100 students), I am committed to actively engaging with the mentee to complete our collaborative research. As a first-generation college student, I recognize the critical role mentorship has played in leading me to academia. Motivated by this experience, I have made a concerted effort to mentor students from diverse backgrounds. Evidence of this commitment is demonstrated by the 28 publications and more than 100 presentations I have co-authored with students. To date, I have secured \$175,000 in grants to support my students. I employ several strategies to ensure the success of my mentoring relationships. As a result, many of my students have earned prestigious awards, and recognition for their academic achievements.

For the EARA mentoring program, I will supervise my mentee in selecting a topic that aligns with their scholarly goals. Based on their individual needs, I will provide targeted support in statistical analyses and manuscript writing. I have created a course on publishing that will support this effort. Our collaboration will result in co-authored manuscripts (mentee as first author, where appropriate) for submission to journals (e.g., *Journal of Research on Adolescence*) and presentations at the 2026 EARA meeting.

➤ **Available data sources**

1. Quantitative data set ($N = 1,679$). Adolescent survey from high school-based study. Topics included racism, colorism, gender discrimination, immigration discrimination, social class discrimination, time perspective, academic outcomes, substance use, mental health (e.g., depression and self-esteem).
2. Quantitative data set ($N = 1,558$). Adolescent survey from high school-based study. Topics included social class discrimination, substance use, impulsivity, academic outcomes (e.g., school belongingness, academic achievement), mental health (e.g., anxiety and self-esteem).
3. Quantitative data set ($N = 791$). Adolescent survey from high school-based study. Topics included bullying and victimization, creativity, personality, ethnic identity, consumerism, substance use, impulsivity, academic outcomes (e.g., STEM, expectations), and mental health (e.g., anxiety and self-esteem).
4. Data sources include American adolescents, age 14 to 18 and Grade 9 to 12.

➤ **Five keywords regarding methodological expertise/interests**

Multi-level modeling, Multivariate analysis, Scale development, Factor Analysis

Ingrid Schoon, University College London, Social Research Institute

➤ **Idea/ topic for investigation (five keywords regarding the proposed topics)**

Transition to Adulthood, Risk and Resilience; Health and Wellbeing; Social Inequality; Social Change.

➤ **Brief description of suggestions for the collaborative research**

My research focuses on the study of risk and resilience, in particular regarding social inequalities in skill development, attainment and health, asking 1) to what extent and how do social conditions, in particular socio-economic adversity, affect individual thinking, feeling and behaviour; 2) to what extent and in what circumstances can individuals succeed against the odds and steer their own life course?; 3) what can be done to improve the life chances of the most vulnerable? My studies span the fields of psychology and sociology and are guided by a socio-ecological developmental systems approach, mapping human development over time and in context, using longitudinal data.

Currently I am interested in how young people cope with the increasing uncertainty they are facing regarding their education, employment and career development and associated health and wellbeing. Life in contemporary societies is characterised by increasing uncertainty – from the personal and local, to the global. Individuals are faced with the challenge of making sense of this uncertainty. New and robust evidence on how they cope is needed, and should be informed by ideas and research from across the social sciences that deal with young people's wellbeing in the face of uncertainty, social change, and global transformations.

➤ **Available data sources**

National Cohort and Panel Studies including the British Cohort studies (such as the Millennium Cohort Study; Longitudinal Study of Young People in England; UK Household Longitudinal Study; German Socio-Economic Panel; Growing up in Germany (AIDA); Tree; PISA

➤ **Five keywords on methodological expertise/interests**

Analysis of Change; Comparative Research; Longitudinal Research; Structural Equation Modeling

Eeske van Roekel - Department of Developmental Psychology, Tilburg University

➤ **Idea/ topic for investigation (five keywords regarding the proposed topics)**

Wellbeing, flourishing, positive and negative emotions, emotion regulation, social relationships

➤ **Brief description of suggestions for the collaborative research**

My research focuses on two interrelated research lines: (1) understanding emotion dynamics across different timescales and (2) developing interventions to enhance mental health and well-being. There are several opportunities for collaboration, using my Experience Sampling Method (ESM) datasets among adolescents and young adults. Potential projects could explore:

Emotion Dynamics and Well-being: Investigating how positive and negative emotion dynamics in daily life (e.g., reactivity, emotion regulation, emotion goals) relate to indicators of well-being (e.g., optimism, self-compassion) and ill-being (e.g., depressive symptoms, anhedonia).

Contextual Influences on Emotions: Examining how environmental, social, and cognitive factors shape emotional experiences and regulation strategies in daily life.

Intervention Development: Using data from my just-in-time adaptive intervention on positive emotions to examine intervention effects on emotion regulation.

➤ **Available data sources**

I have multiple ESM datasets among adolescents and young adults in which I measured a range of constructs related to this. In addition to this, I also have data from a just-in-time adaptive intervention on positive emotions.

➤ **Five keywords regarding methodological expertise/interests**

Experience Sampling Methods/Ecological Momentary Assessment, just-in-time adaptive intervention (JITAI), Dynamic Structural Equation Modeling (DSEM), multilevel modeling