
EARA

Newsletter

European Association for Research on Adolescence

November, 2017

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From the President

Dear EARA members,

During this year, we have focused on increasing international collaboration with other associations and societies, and on the preparation of the next EARA Conference, to be held in Ghent, Belgium. When it comes to international collaboration, a SSEA/EARA presidential symposium was organized by me, Seth J. Schwartz, Elisabetta Crocetti and other prominent scholars during the 8th SSEA conference on Emerging Adulthood "Emerging Adults As Change-Makers Around The World", held in Washington D.C, USA, in November 2017. This activity was used to promote the EARA among the international community. As president of the EARA, I gave an overview of the society research priorities, key areas of interest, The Student and Early Career Network (SECNet) activities and also informed SSEA participants about our next conference in Ghent. Elisabetta Crocetti presented the paper "Emerging adulthood in Europe: What we know and what we don't know?" encouraging other scholars to devote more attention on emerging adults research in Europe. I and Goda Kaniušonytė presented the paper "Objective and Subjective Aspects of Transition to Adulthood in Emerging Adults: The link with Quality of Family Relationships and Well-Being", while Seth J. Schwartz from USA presented the paper "Defining biculturalism: A daily diary study

of bicultural identity and psychosocial functioning“. Some EARA members also presented their individual papers at the 18th European Conference on Developmental Psychology in Utrecht, and at the 15th European Congress of Psychology, in Amsterdam. Moreover, Lisa Crockett, president of the Society for Research on Adolescence (SRA), invited EARA representatives to chair and organize an invited paper symposium for the 2018 SRA conference. SRA was established in 1984 as an international, multidisciplinary, nonprofit professional association, and aims at understanding adolescence through research and its dissemination. SRA currently represents more than 25 countries throughout the world. Conference organizers anticipated that approximately 2,000 people from a wide variety of disciplines and countries will attend the meeting in Minneapolis. If you happen to attend this Conference, please attend the Invited EARA/SRA symposium as a networking event.

Preparations for the EARA Conference in Ghent are underway. The organizing committee of the upcoming EARA conference in Ghent, Belgium (12-15 September, 2018) is working hard to prepare this meeting. The overall theme of the XVI EARA biennial meeting is: “Nurturing adolescent growth”. A variety of formats are available (e.g., Posters, Individual Paper, Symposia, Discussion Sessions, and Views by Two), thus we are sure that you will be able to find the one that suits your contribution the best. Deadline for abstract submission is March 1st, 2018, while deadline for early registration is May 15th, 2018. For more information, visit the page <https://www.eara2018.eu/>.

I and Susan Branje visited the Conference site and met with Wim Byers and his team to discuss the progress of preparations in September, 2017.

Our main priority consists in strengthening the EARA as the leading association in

Europe that focuses on research on adolescence. The EARA is looking into ways to increase the number of its members, since the membership fees are the primary financial source for the society. Using the membership fees we contributed to the EARA-SRA-SRCD joint summer school in 2017. This very successful Summer School was held in Utrecht, The Netherlands from August 26th to August 29th. Traditionally, Summer Schools bring together established researchers, recognized for their expertise and teaching abilities with doctoral students from around the globe for several intensive days of research training. The previous EARA summer schools have provided students with enthusiasm to search for scientific guidance outside of the borders of their countries and the walls of their universities. This year, the Summer School was directed by Susan Branje and included prominent teachers such as Craig Colder, Elisabetta Crocetti, Velma McBride-Murry, Christiane Spiel, and Manuel Voelkle. A total of 24 students were selected on the basis of their academic records, research experience, letters of recommendation, and overall evidence of scientific aptitude and competence. The very positive evaluation and the report prepared by Susan Branje show that the summer school was a great success. Please have a look at students’ report published in this issue. Moreover, more information about this event is available at <http://www.ecdp2017.nl/eadp-eara-sra-summer-school-2017/>.

We have started planning the next Summer School, to be held before the EARA Conference in Ghent. If you would like to become a Program director/co-organizer of this school, please contact us as soon as possible.

To be able to support such activities in future, EARA really needs you and your contribution. I would like to remind you to renew your memberships, check your contact info and please encourage your

colleagues who are interested in research on adolescence to be part of EARA.

As our work proceeds, we will report to the members about plans, activities and outcomes.

Do not hesitate to contact us with queries or suggestions – we are at your service. And, last but not least, I hope to see as many of you as possible in Ghent in 2018.

Yours sincerely
Rita Žukauskienė
EARA President
Mykolas Romeris University
Lithuania

The Czech Republic Contribution for Research on Adolescence

Submitted by Jan Šerek
(Masaryk University, Czech Republic)

1. What precedes what? Longitudinal analysis of the relation between adolescents' political participation, political efficacy, and interest in politics¹

Jan Šerek
(Masaryk University, Czech Republic)

Our paper (coauthored by Hana Macháčková and Petr Macek) from the field of political socialization examined whether psychological factors, such as political efficacy or interest, should be understood as antecedents of political participation, or whether they are also outcomes of different types of participation (Šerek, Macháčková, & Macek, in press¹). The prevailing approach in political socialization research is to treat psychological factors as precursors or predispositions of political behavior.

However, the causal effect from psychological factors to political behavior is not the only explanation for the well documented correlations between political beliefs, attitudes and behaviors. For instance, the theory of cognitive dissonance or the self-perception theory state that people seek to maintain cognitive consistency between their attitudes and behaviors, and thus, performing a behavior can cause changes in one's beliefs and attitudes in order to make them more consistent with the behavior (Bem, 1972; Festinger, 1962).

Unfortunately, studies on the directionality between adolescents' political beliefs, attitudes, and behaviors are still lacking. An exception is a three-wave study on Belgian adolescents by Quintelier and van Deth (2014) who clearly showed that the effects from political participation to political interest and efficacy were stronger than the effects of interest and efficacy on participation. Despite its contribution, one limitation of this study was that it distinguished between general political participation and political consumerism but not between political protest, representational participation, and volunteering that appeared to be relevant in the previous similar studies on adults. Hence, the goal of our study was to test the directionality of the effects between three psychological variables (political interest, internal and external political efficacy), and three types of participation (protest, representational, and volunteering) in adolescence. A two-wave longitudinal sample of 768 Czech high school students (aged from 14 to 17, M[age]=15.97 at T1; 54% females) was used to answer our questions. A time lag between T1 and T2 was 1.5 years.

Cross-lagged structural models brought up two main findings. First, we found support for the claims emphasizing that in youth, active participation has effects on political beliefs and attitudes, while effects in the

opposite direction are less pronounced (Quintelier & van Deth, 2014). Specifically, political participation affected the development of internal and external political efficacy and political interest. However, effects in the opposite direction were not found. Second, our findings emphasized the need to differentiate between diverse types of political participation. Our data showed that while protest participation had its effects on the development of all studied psychological characteristics, volunteering contributed only to changes in external political efficacy, and representational participation had no consequences for political beliefs or attitudes. Hence, a positive message for parents and civic educators might be that adolescents' political participation is not contingent on their political interest or political efficacy. Instead, it seems to be political participation that fosters political development in youth. However, the efforts to motivate youth participation should consider that the effects might differ across different types of participation. Parents and civic educators should be aware that some political activities are beneficial, reinforcing beliefs in own competencies, while some do not impact youth substantially, or even reinforce negative views on the political system.

This concern is also documented in another study published this year (Šerek, 2017) suggesting that the beneficial impact of adolescents' involvement in civil society on their civic identity vanished since early post-communism to the present day in the Czech Republic. Survey data from two different generations of Czech middle adolescents showed that associational involvement and volunteering predicted adolescents' stronger civic identity in 1995, but no such effect was observed in 2010. Simultaneously, both associational involvement and volunteering were determined by the economic situation of adolescents' family in 2010, but not in 1995. The paper suggests that the most likely reason for the vanishing impact of civic

involvement might be the advancing professionalization of civil society.

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2. Roles of attachment relationships in emerging adults' career decision-making process: A two-year longitudinal research design¹

Lucia Kvitkovičová,

(Masaryk University, Czech Republic)

In our paper (coauthored by Tomotaka Umemura from Hiroshima University, Japan, and Petr Macek from Masaryk University, Czech Republic), we focused on

young people's career decision-making process (Kvitkovičová, Umemura, & Macek, 2017). Career identity development is a critical task in emerging adulthood during which time individuals explore their life goals (Arnett, 2004). Attachment theory has been used as an organizing framework for relationship-based perspectives that have been applied to career development (Blustein, Prezioso, & Schultheiss, 1995). It has been proposed that attachment relationships facilitate the career decision-making process. Specifically, secure attachment fosters confident explorations, which enable individuals to engage in risk-taking behaviors and experimentations during their career development process (Blustein, Walbridge, Friedlander, & Palladino, 1991; Blustein et al., 1995). Consistent with theoretical explanations, the existing research has demonstrated that secure attachment is associated with greater progress in emerging adults' career decision-making process (e.g., Braunstein-Bercovitz, 2014; Braunstein-Bercovitz, Benjamin, Asor, & Lev, 2012; Vignoli, Croity-Belz, Chapeland, de Phillipis, & Garcia, 2005).

Although parents play important roles in the life of young people, as individuals develop, their relationship focus shifts from parents to peers, such as friends and romantic partners (Markiewicz, Lawford, Doyle, & Haggart, 2006). During emerging adulthood, people have a particular preference to show their attachment to the romantic partner over friends (Meeus, Branje, van der Valk, & de Wied, 2007; Umemura, Lacinová, & Macek, 2014). Moreover, many researchers strongly believe that the role of romantic relationships in emerging adults' career development is important (Branje, Laninga-Wijnen, Yu, & Meeus, 2014; Ranta, Dietrich, & Salmela-Aro, 2013; van Dulmen, Claxton, Collins, & Simpson, 2014).

However, the roles of attachment relationships with the romantic partner and with other attachment figures (such as

parents and friends) were not simultaneously examined; therefore, the relative importance of romantic attachment in career development remains unclear. Moreover, only some research on attachment and career development has employed a longitudinal research design; therefore, the effects of attachment relationships on longitudinal changes in the career decision-making process have not been clarified.

Thus, the present study employed a two-year longitudinal research design to examine direct associations between attachment relationships with four different figures (the mother, father, best friend, and romantic partner) and career decision-making process. The questionnaires were administered to 1,342 Czech young people at two time points (two years apart).

Our findings identified several important differences in the ways in which these attachment figures are associated with the career decision-making process. At Time 1, attachment relationships with all of these figures showed associations with the career decision-making process, whereas at Time 2, only the attachment relationship with the romantic partner was associated with longitudinal changes in career decision-making process from Time 1 to Time 2. We argue that these results correspond to the developmental changes in attachment relationships from adolescence to emerging adulthood. While parents and friends continue to be important attachment figures from the childhood, the romantic partner becomes increasingly important during the late adolescence and emerging adulthood (Fraley & Davis, 1997; Hazan & Zeifman, 1994).

These findings suggest that the romantic partner is the most influential attachment figure in emerging adults' career decision-making process, although attachment relationships with parents and the best

friend also remain important in their career development.

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3. Coping processes in adolescent elite athletes

Kateřina Bartořov

(Masaryk University, Czech Republic)

In our two projects (Psychological Correlates of Coping in elite Athletes in the Czech Republic, MUNI/A/0839/2016, and Psychological Aspects of Coping in elite Athletes in Adolescence, MUNI/A/1042/2015) we focused on psychosocial aspects of training load and overtraining in adolescence.

Motoric and sport activities play an important role in adolescents' physical and psychological development, socialization, and the formation of personality traits such as competitiveness, strong-mindedness, the ability to cooperate, coping with stress etc.

However, in the context of elite sport training, these activities can also be associated with an increased physical and psychological strain, which can be accompanied by symptoms of overtraining, or the overtraining syndrome. Such outcomes result from the rapid development of most sport disciplines and the achievement pressure on young athletes, whose training load is constantly increased. Therefore, psychical activities of adolescent athletes are associated not only with positive but also negative effects on their physical and mental health. Extreme overload, stress and fatigue are generally considered as potential risk factors linked to the overtraining syndrome. Besides, an important role is played by other internal (e.g., individual dispositions concerning the context of sport) and external factors (both related and unrelated to training).

The main aim of our research, conducted at the Institute of Psychology at the Faculty of Arts, Masaryk University, is to describe the prevalence of overtraining syndrome in adolescent elite athletes in the sociocultural context of the Czech Republic. We also aim to find out possible associations between the levels of perceived training load, the intensity of training, and selected psychological aspects of training load. To fulfil these goals, we conducted several studies, of which two will be described more in detail in this paper.

In our study on the association between parent-initiated motivational climate and the development of overtraining syndrome in adolescent elite athletes (Zuzana Frydrychov & Kateřina Bartořov) we assumed that, in families, parents create a motivational climate that influences child's perceptions, attitudes and behaviors related to various types of activities, including sport activities. The Achievement Goal Theory postulates two types of motivational climate, mastery- or performance-oriented climates, which have differing impact on young athletes. Both types of climate can help

young people to cope with their training load, or they can serve as potential stressors contributing to the maladaptive development. The main goal of our study was to examine the relation between parent-initiated motivational climate and overtraining in the sample of adolescent elite athletes (N=424, M[age]=15.43 let, SD[age]=2.15), gender differences in the perceptions of motivational climate, and the differences in the perceptions of motivational climates in people with different levels of overtraining. The climate was measured by the Questionnaire of Parent-initiated Motivational Climate and the overtraining was captured by the Profile of Mood States (POMS).

Results showed that the perceptions of parent-initiated motivational climate differed between athletes with different levels of overtraining, and that the mastery-oriented climate was more common in the families of young athletes than the performance-oriented one. For both types of climate, there was a stronger association between father-initiated climate and overtraining (all dimensions of POMS, including the composite score of total mood disturbance) than between mother-initiated climate and overtraining. These results have practical implications for the education of families, trainers, and elite athletes.

Another study aimed to examine the effect of trainer's interaction style on coping with training load in adolescent elite athletes (Viola Pirová & Iva Burešová). We also focused on the prevalence of the overtraining syndrome in this group, and its relation to gender and sport discipline. Besides, our secondary goal was to test psychometric properties of our measures. Czech translations of the POMS questionnaire and the Questionnaire on Supervisor were administered to 447 young elite athletes (24.8% females; aged between 11 and 19 years) who do sports on the national or international level.

Results suggested associations between trainers' interaction styles and the levels of overtraining in young athletes. Next, we found gender and discipline-based differences in perceived training load; specifically, females reported a higher overtraining than males, and adolescents doing individual sports reported a higher overtraining than those doing collective sports. However, we did not find expected differences in interaction styles between male and female trainers. Overall, our results can be utilized by trainers to improve their communication with adolescents and to prevent overtraining in young athletes.

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From the Student and Early Career Network (SECNet): Students and Early Career Network (SECNet)

***Submitted by Jolien van der Graaff,
Utrecht University (The Netherlands)***

Dear EARA-members,
As the Student- and Early Career network (SECNet) of EARA we are looking forward to the upcoming EARA conference in Ghent where we hope to meet many of our fellow young scholars.

SECNet activities at EARA 2018 in Ghent

At this moment we are already busy to prepare all kind of scientific and social activities especially for young scholars at EARA 2018. For instance, there will be several interesting pre-conference workshops, a meet-the-editor session, and of course we will have our famous and popular SECNet dinner (in the nice atmospheric city center of Ghent)! Moreover, young scholars who are member of EARA, will have a chance to win the 'SECNet Best Poster Award'. More information about all activities and how you can join them will follow later. But in the meantime, if you have any ideas or suggestions, or if you would like to be involved in the organization of a particular event, we are happy to hear from you!

SECNet @Facebook

In the previous SECNet report we informed you already about our new initiative: the SECNet Facebook page, initiated by Hana Hadawijaya and Sofie Danneel. The SECNet Facebook page is a platform where a lot of interesting information can be found and shared. More specifically, by joining our Facebook page, you get informed about

upcoming conferences, job vacancies, interesting articles, and so on, all related to the study of adolescence. Moreover, you can easily get into contact with other young scholars. Hence, we kindly invite you to post any information relevant to SECNet members. Currently, we have 60 followers from 22 different countries all across Europe, but also from other parts of the world. Not bad at all! To extend this network even further, we kindly invite you and your colleagues to also join our Facebook page. When we reach 100 followers we will raffle among all followers a free ticket for the SECNet dinner in Ghent! So, don't wait any longer!

Emerging Scholar Spotlight

We also invite you to have a look at our website and see our monthly 'Emerging Scholar Spotlight' (<http://earasecnet.weebly.com/emerging-scholar-spotlight.html>) to read about young EARA-members' recent publications in leading journals in the field of research on adolescence. Please propose your own studies or a study of a colleague for upcoming 'Emerging Scholar Spotlights' by contacting Sofie Danneel (sofie.danneel@kuleuven.be).

SECNet committee update

An update from our own committee is that three of our committee members will not be able to join the conference or the preparation of it, because of the happy reason that they expect a baby around that time. We are glad that Sofie Danneel (Leuven University), Elina Marttinen (University of Jyväskylä), and Marie-Lotte (Ghent University) are willing to strengthen our committee during that period! Sofie Danneel and Elina Marttinen will take over some tasks from other committee members, and Marie-Lotte will be of help as our local expert in Ghent. Thank you for joining us!

We will keep all of you posted about our activities at EARA 2018. Please keep us informed if you have any ideas or suggestions for us (email:

eara.secnet@gmail.com) and keep an eye on our facebook page! interesting information to share with your peer-adolescence-researchers!

EADP-EARA-SRA Summer School 2017 Report

Submitted by

Alexia Carrizales, (*Université de Bordeaux, France*),

Adam J. Hoffman (*University of Michigan, USA*), and

Ilona Skoczeń (*Cardinal Stefan Wyszyński University in Warsaw, Poland*).



This year's EADP-EARA-SRA Summer School included 24 junior scholars and seven senior scholars from across the globe and gathered at the Hotel Bergse Bossen in Driebergen, The Netherlands from 26-29 August 2017. The program began with a welcome dinner on Saturday evening. As we entered the restaurant, everyone received name tags and had time to informally network and eat our meals, to end the evening we moved our conversations to the hotel bar for welcome drinks. The next day we began the day with an introduction of The Summer School given by the organizer

Susan Branje. Presentations of each day was planned in a way that combined presentations of both seniors and juniors. The first senior presentation, given by Christiane Spiel, focused on implementing interventions into public policy and practice. Following her presentation, junior scholars were asked to discuss the transfer of evidence based interventions in each of our countries/continents. Junior and senior scholars then broke out into smaller groups and junior scholars had the opportunity to share some of their research in presentations. The second senior scholar presentation was given by Craig Colder. He discussed the importance of understanding the developmental pathways to adolescent alcohol use, with a special emphasis placed on investigating the role of early sipping. Junior scholars were asked to design a study to identify potential risk and protective developmental pathways that may account for the effects of early sipping/tasting on later alcohol outcomes. The day was rounded out with another breakout session of junior scholar presentations.

The second day of the summer school began with Velma McBride-Murray's talk on the impact of discrimination and marginalization on adolescents' development. Junior scholars were asked to design an intervention or a means of prevention to avert the potential negative effects of discrimination on youth development. Then, Elisabetta Crocetti, another senior scholar, gave a presentation that explored the development of identity in adolescence. Her presentation was followed by a junior scholar activity, where scholars were asked to develop a research project to gain new insights into our own research areas by considering identity. We finished the day with break out session of junior scholar presentations and professional development roundtable discussion on various career pathways that are available upon graduation.

The third and final day of the summer school began with a methodological

workshop by Manuel Voelkle. During his presentation we learned how to run continuous time modeling in R. After the workshop, we had a second professional development roundtable discussion on the effective ways of communicating research to the public. The last senior scholar presentation was given by Susan Branje on emotional variability and its role in adolescents' psychosocial development and the junior scholars were tasked to design a study that included assessments of behavioral variability. After a summary of the workshop, the Junior scholars received certificates of attendance and approximately half of the participants left for the European Conference for Developmental Psychology (ECDP) beginning that day just 20 minutes away in Utrecht, The Netherlands.

From the junior scholar's perspective, we burgeoning experts in our specific fields of study, however we are also learners. For many of us we sometimes found it challenging when scholars (both junior and senior) asked questions about our research design and methods that many of us take for granted. Given the diversity and breadth of research views and perspective, these questions were difficult and stretched our understanding of our areas of research. However, it was these hot-housed, intercultural/national scholarly conversations that allowed us to garner new and interesting perspectives on our research. We appreciated these illuminating discussions as they are difficult to duplicate outside of The Summer School experience/context.

The Summer School represented an unique and exceptionally enriching and rewarding experience as we were surrounded by colleagues from completely different cultures and areas of research. This context allowed us to discover both the commonalities and uniqueness in the ways we understand our research and approach problems and ideas. The Summer School unites scholars who might otherwise only have sat adjacent in the same conference presentations. The Summer School provided

us with the scaffolding we needed to bridge our research worlds, both in terms of content areas of research but also cultures and countries. We were with each other for extended periods of the day, not only during the student's activities but also during social time, as well. Many of the discussions between scholars (both junior and senior) were focused on common themes of research across cultures/countries. However, also we took the time to discuss and the current political, economic and social situations in other countries besides our own and how they might impact current and future research. We also discussed various traditions of intellectual work, different ways in which doctoral degrees are organized, funded, supervised in different countries.

The experience of The Summer School not only broadened our understanding of our research but has potential to act as a foundation for the development of international collaborations among scholars. Many of us made plans to see each/meet with each other at the 2017 ECDP Conference in Utrecht and are making plans for the 2018 Society for Research on Adolescence Conference and continue the discussions started at The Summer School!

Events like The Summer School foster growth and strengthen the field of developmental psychology. The Summer School allowed us to engage in deeply enriching discussions that lead to a more full understanding of different phenomena in adolescents, at national and international levels. The junior scholars would like to thank Susan Branje and Natasha Koper for their seamless organization and coordination of this event. We would also like to thank the senior scholars for their time, insight, and wisdom that they shared with the group. Finally, we would like to thank the EADP, EARA, and SRA for aiding the in the sponsorship of this great event. We hope that The Summer School continues for many years to come. For many of us, The Summer School made a lasting impact on

our lives, both professionally and personally, and has shaped us to be a contemporary scholars, engaged in cross-cultural, critical dialogues and research that enhances our understanding and knowledge in developmental psychology.

In memoriam of Prof. Jari-Erik Nurmi



Submitted by Brett Laursen
(Florida Atlantic University)

Born in a small village in Western Finland and reared in a union household, Jari was not one to let being a professor go to his head. His tastes were simple, his speech was plain, and his capacity for work was endless. Jari left his home in Harjunpää to attend the University of Turku, where he received his M.A. degree in 1980 and his licentiate degree in 1984. Along the way he grew his hair, learned to play the guitar, and got married (not necessarily in that order). As a newly minted psychologist, Jari worked in a remote psychiatric ward in Turku in lieu of

mandatory military service, which both illustrated his principles and provided a great many interesting stories. Reluctantly, Jari cut his hair, opting for the mustache that accompanied him through much of his career. After a stint in the United States (and an M.A. degree from the University of Oregon), Jari moved to the University of Helsinki, where he earned his Ph.D. in Psychology in 1990. He remained for several more years, courtesy of a prestigious early career research appointment from the Academy of Finland. Jari was now the father of three children, who evinced varying degrees of enthusiasm for the next move, to Jyväskylä. Jari flourished at the University of Jyväskylä. In between two stints as Department Chair, he was the Director of the Finnish Academy Center of Excellence in Learning and Motivation Research. Awards accumulated, including an honorary doctorate (Örebro University, Sweden), appointment to the Finnish Academy of Sciences, and a designation (by the President of Finland) as a First Class Knight of the White Rose. Life continued, as it does. His children grew, left home, graduated from university, and started impressive careers. Jari became a grandfather. He fished, took singing lessons, read detective novels, and tended his tomatoes (with mixed success). In the end, he asked to be returned to Harjunpää.

Jari was a prodigious scientist. A quick search of Google Scholar reveals hundreds of papers, more than 50 with at least 100 citations. Outside of Finland, Jari was best known for his work on adolescence, particularly his scholarship on identity formation, personal goals, and future orientation. A new millennium brought new interests and Jari shifted his attention to school achievement, increasingly among preadolescent children. Within Finland (and beyond), he soon emerged as a leading expert on the role of motivation in learning and was increasingly sought after as a methodologist. Jari's work mattered to policy-makers, none more than his research

on teacher-student relationships. Children in Finland continue to benefit from changes to schools that were the direct result of his research. Given Finland's position as a leader in education policy, it is safe to say that Jari's research will impact children the world over for years to come. He did not arrive at this level of prominence on his own. Jari supervised dozens of Ph.D. students, who serve with distinction at universities around Finland and abroad.

Jari was an indefatigable champion of developmental psychology in Finland and a well-travelled, well-recognized ambassador beyond the borders. He was elected to the Executive Committee of many professional societies, including the International Society for the Study of Behavioral Development (ISSBD), where he later served as Secretary General. He organized training workshops for junior scholars on behalf of ISSBD, in Finland and in Estonia. These were the stuff of legend. Don't take my word for it; many past and current leaders of the society were in attendance. There they learned to row boats, properly sauna, roast bread dough over a fire on a stick, eat and drink the unfamiliar, tango, and sing. Along the way there was interesting science.

Jari was a man of wry wit. He was good at having a good time. He had a beautiful voice, a magnificent laugh, and a mischievous smile. He listened, really listened, when you talked. It was not his practice to judge others. When he offered counsel, it was wise. Jari was proud to be a Professor. He was good at it. The job gave him purpose. Jari's door was always open to those who were thinking about something interesting and to those who wanted to talk about interesting thoughts. Jari was a unique individual, an unconventional force, a distinctive personality. We who enjoyed his presence are diminished by his absence.

EARA Publications

Albertos, A., Osorio, A., & Lopez-del Burgo, C. (2016). Parental knowledge and adolescents' risk behaviors. *Journal of Adolescence*, *53*, 231–236. <http://doi.org/10.1016/j.adolescence.2016.10.010>.

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The EARA newsletter is a publication of the European Association for Research on Adolescence, and is published twice a year. All inquiries about the content of the newsletter should be addressed to the editor:

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