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Editor

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From the President

Almost two months ago, we were in the beautiful city of Ghent, Belgium for the 16th Biennial Conference of EARA. About 450 scholars were at the conference and enjoyed a very high quality program. We had high quality symposia, interesting poster sessions and inspiring addresses from invited speakers from Europe and the United States, such as Eveline Crone, expert on adolescent brain development, and Lisa Crockett, past-president of the Society for Research on Adolescence, our North American sister organization. The discussion session on power dynamics in academics addressed many related issues that require our continuous attention. During the conference, several awardees were honored. The EARA lifetime honorary achievement award was given to Håkan Stattin, a distinguished European scholar and past-president of EARA. The young scholar award was given to Marlies Maes of KU Leuven in Belgium. The EARA Outstanding Mentor Award, which has been introduced in 2018 by former EARA president Figen Cok, proved to be a successful initiative, as its first edition had two awardees. Peter Noack received the senior mentor award and Theo Klimstra received the junior mentor award.

Just before the EARA conference, the EADP-EARA-SRA summer school was organized in Drongen Abbey, a historical cloister close to

Ghent. Senior scholars this time were John Schulenberg, Andrew Fuligni, Sabine Walper, Eva Pomerantz, Frosso Motti and Loes Keijsers. Together with 24 junior researchers, they experienced three very intensive and productive days. This was the second summer school organized in close cooperation with our sister organizations European Association for Developmental Psychology (EADP) and SRA and I am glad we can continue this important form of training for young scholars since the funding from Jacobs foundation has come to an end. We are currently preparing for the next summer school, which will take place in late August 2019 in Athens, just before the biennial meeting of the EADP. Stay tuned for the call for applications! Very positive is that all three associations are committed to organizing at least two or three more summer schools, so continuity of the schools for the near future is guaranteed. So we can look forward as well to a summer school in 2020, just before the EARA conference in Porto.

As the incoming president, I am fortunate to find our association in excellent financial shape. After experiencing a drop in our income a few years ago, which was related to a drop in membership renewals, the new membership committee, consisting of Elisabetta Crocetti, Metin Ozdemir and Saskia Kunnen, has spent tremendous efforts in reinstalling and improving our membership renewal procedures. This has resulted in an increase in our membership and in our financial resources as well: The temporary dip in budget has not only disappeared, the budget looks better than ever. I would like to thank you for becoming or renewing your membership, as this kind of involvement in the association is extremely important for the future of the association.

This positive development is a good base to start developing plans as incoming president. It will facilitate working on my goal to provide young scholars training. As a first step, the council decided to reinstall travel grants for young scholars for

conferences, something we offered in the past with funding of the Jacobs Foundation. In addition to organizing summer schools, possibilities for workshops will be explored, with particular emphasis on ethical aspects of research. In our field we have seen a growing emphasis on ethical aspects of research, in terms of protecting participant rights and privacy, but also in terms of so-called FAIR (Findability, Accessibility, Interoperability, and Reusability) data principles. I consider it important to discuss these issues and their implications at our conferences and other meetings. I will also aim to strengthen the efforts of EARA to show the societal and policy implications of research on adolescence, both in collaboration with sister organizations and the International Consortium of Developmental Science Societies (ICDSS). An important development in this is the new journal of on developmental science and global policy, with an editor from each of the member societies. Whenever possible, I will attend the meetings of the ICDSS, to promote closer cooperation with them. Moreover, I will strengthen the emphasis of EARA on interdisciplinary perspectives on adolescent development, for example by organizing interdisciplinary sessions at future conferences and paying attention to interdisciplinary aspects in EARA workshops. In this, I will work closely together with Paula Mena Matos, who has similar plans for the 2020 conference.

So far for the news of the president. I will keep you updated in the upcoming newsletters and wish all EARA members a productive and healthy academic year.

Warm regards,

Susan Branje
Utrecht University, The Netherlands

Looking back and ahead: Reflections on the 16th EARA conference and ideas for future practice

Submitted by Tina Kretschmer
(University of Groningen, The Netherlands)

As I travel back home from Ghent, I scan through my conference notes, look up the articles I got inspired to read, and sketch out new research ideas. This EARA conference was my third since attending the summer school in Turin as a PhD student ten years ago, and I am extremely excited to see how “grown up” research on adolescence has become. Many of us use large, longitudinal samples to study development. We collect data not only from adolescents themselves but also their friends, families, and teachers. We use diary methods, well-designed experiments, or biological samples, and integrate different layers of development, ranging from the (epi)genome, to the brain, to personality, to the proximal, and distal environment. We employ cross-cultural research to draw conclusions about the societal impact on adolescence. Reflecting on these developments, I am really curious to see where EARA as a society and conference is headed, and would like to outline two suggestions for future meetings and one additional suggestion for research on adolescence in general. These ideas are informed by open science practices and represent innovative ways of presenting research:

1. Discussing work-in-progress

At conferences - EARA is no different - one of the most common ways to start a question after a talk is by asking whether the presenter had also ‘looked into this

association’ or ‘tested for that covariate’. Many of those suggestions are excellent but often it is too late to consider them: Because data collection has finished, experiments have been run, and articles, in which results are written-up, are under review or even published. The suggestions from the audience are needed at a moment that they can still be incorporated into study or analytic designs, without compromising good research practice.

The traditional journal peer-reviewing system functions similarly: Reviewers suggest different concepts, strategies for data collection, statistical models and covariates after a study has been conducted, when results are determined, written-up, and discussed. However, a new format - Registered Reports format, which has been adopted by more than 130 journals among which *Emerging Adulthood* and the *British Journal of Developmental Psychology*, provides an alternative. Authors submit introduction, theoretical background, and methods sections, but no results or discussion. Editors accept or reject articles based on reviewers’ evaluations of the theoretical justification for a study and its design. This procedure contributes to improving the quality of proposed studies because feedback is given prior to data collection or processing. More detail on Registered Reports can be found on the Center for Open Science website (www.co.io/rr/), together with a list of journals that have implemented this format.

As a conference format, discussing planned studies and analyses could have similar effects: We would increase collaborative practice, ensure that our research benefits from the good ideas of others, and facilitate discussion as to why specific design and analysis decisions are better suited than others. It is not difficult to put this into practice: At EARA 2020, let’s organizing a plenum session in which early career researchers pitch their ideas, followed by lunch that facilitates feedback from senior colleagues and discussion of those ideas with other researchers.

2. Thinking about p-values, effects, and explanations

Let us also remember what exactly we are after in our work: As developmental researchers, we seek to understand how adolescents behave, think, feel, or “are”. We want to know why young people do what they do and how they do it. We aim to elucidate how individual differences between adolescents or within individuals over time comes about. We look for explanatory factors, compare the relative predictive strength of different factors, under different conditions, and in interplay with each other.

However, this is not always how we talk about our results where we pay most – too much? - attention to statistical significance and usually evaluate the importance of our findings based on whether or not p is below .05. The p -value indicates whether or not the null hypothesis is true for a specific model (such as a correlation between a and b , or a mean difference between c and d), i.e., that there is no correlation, or no mean difference at the population level. However, the p -value does not say anything about the strength of the correlation or the size of the difference between two means, thus leaves us stuck for the explanations we set out to obtain. The p -value can also be deceptive: A statistically significant association does not always indicate a meaningful real-life relationship between two phenomena, as shown in practical terms by media psychologist Tobias Dienlin (<https://bit.ly/2O1iXnT>). A large sample, for instance, increases the chance of obtaining statistically significant but relatively meaningless results. Despite those limitations, p seems to remain the most important determinant of how interesting a study is and it can be tempting to collect data and adjust analytic strategies until $p < .05$, or selectively report statistically significant results.

It is time to reconsider the importance we assign to the p -value, not only because it increases the risk of such questionable research practices, but also because it

distracts from drawing meaningful conclusions. Pre-registration of planned data collection and analyses (<https://bit.ly/2DV4eWU>)

forces the researcher to plan data collection and analytic strategies well ahead and report results from all planned analyses. Although most straightforward at the very beginning of a project, guidelines to pre-registering secondary analyses, which we often conduct in research on adolescence, become increasingly available (<https://osf.io/v4z3x/>). To draw conclusions about the importance of a particular explanation for adolescent development, we need to report and discuss effect sizes, in addition to (if not in place of) p -values. Different models result in different effect sizes but we should follow the APA guidelines in reporting and interpreting the magnitude of an association or difference not only in articles but also conference presentations. Moreover, presenters should be encouraged to reserve their final slide for a “real-world application”, similar to many funders and journals requiring approaches to valorization of research.

3. Benefitting from shared data

I have outlined two ideas for future EARA conferences but innovative scientific practice does not stop here: In line with the European Plan S (bit.ly/2wF1g2A), it will become increasingly important to ‘open science’ – to the public, who should be able to access our publications without having to pay for them, as well as to colleagues, who might want to use our stimuli, code, or data. There are clear benefits to sharing these information: data can more easily be included in meta-analyses, data that are difficult to collect can be pooled to increase statistical power, and replication of studies is facilitated. What is more, using existing data allows us all to work on research questions that we might otherwise not have the funds to collect data for. Several treasure troves of open data for developmental researchers exist, such as the UK Data Archive which includes several longitudinal

birth cohorts (data-archive.ac.uk), Add Health (www.cpc.unc.edu/projects/addhealth), and the Adolescent Brain Cognitive Development study (www.abcdstudy.org). Data sharing is not just about contributing, but definitely also means to benefit and make the most of existing data!

To conclude, similarly to pre-registration and registered reports, work-in-progress formats can help to shift the focus back from results to the importance of the research question and quality of the study design. Sharing data, to the extent that is possible without compromising participants' privacy, increases transparency and saves resources that can ultimately be used to answer new questions. As such, innovative scientific practices hold many benefits for our work and should be utilized to further improve the study of adolescent development.

Thanks to Laura Baams, Gerine Lodder, and Charlotte Vrijen for helpful feedback.

Minutes of the EARA General Assembly in Ghent, Belgium

Submitted by Elisabetta Crocetti
(University of Bologna, Italy)

1. Opening by the President and Report on EARA 2016-2018

The President, Rita Zukauskienė, opens the General Assembly. The Minutes of the General Assembly at La Barrosa (Spain) 2016 are approved.

The president gives an overview of her term: She developed a draft for conference contracts according to which the positive income will be split (50%) between the conference organizers and the association. The president contributed to the organization of the EARA conference (visiting the location, providing feedbacks on the invited program, etc.). She organized

presidential symposia at various other conferences (SRA, ISSBD, SSEA) to spread information about EARA. During her term summer schools were organized and the website was completely renovated.

2. Report of the membership committee

The membership committee (Elisabetta Crocetti, EARA secretary; Saskia Kunnen, EARA membership secretary; and Metin Ozdemir, EARA treasurer) reports about the current status of memberships. The number of members increased substantially, and it includes now about 250 members with an almost equal number of senior members and student members (i.e., those who are currently working on pre-doctorate levels or have obtained their doctoral degree within the last two years). The international composition of the association also increased: now members come from 37 different nations (84% from Europe and Turkey; 16% from other continents). The increase in membership was strongly favoured by the intensive contacts with members (when their membership was going to expire or was expired, with invitations to renew it); the introduction of the new website (which simplified the registration and payment procedures); the policy that all EARA benefits (e.g., reduced conference fees, awards) apply only to members.

3. Report of the treasurer

The treasurer, Metin Ozdemir, presents the current balance of the association. It is very positive with a steep increase from 2014 (7.280 euros) to 2016 (15.692 euros) to 2018 (31.131 euros). The council proposed to invest the budget for supporting the training of young scholars:

- For the organization of the next summer schools
- For introducing travel awards for junior researchers
- For proposing methodological workshops

4. Summer Schools

Susan Branje directed the 2017 and 2018 EARA/EADP/SRA summer schools. The three associations jointly organized the summer schools in Utrecht (2017) and in Ghent (2018) before the EADP and EARA conferences, respectively. A total of 24 doctoral students were selected for each summer school, on the basis of their academic records, research experience, letters of recommendation, and overall evidence of scientific aptitude and competence.

The council discussed the importance of summer schools to train junior scholars. Susan Branje will discuss with SRA and EADP plans for the next summer school and will make plans to have a more sustainable long-term organization.

5. Publications

Journal of Adolescence

Wim Beyers reports that the journal is doing well, under editorship of Nancy Darling. The last special issue, based on 2016 conference in Andalusia, on Adolescent Psychopathology in Times of Change was finished in March 2018 and published completely in August 2018 (<https://www.sciencedirect.com/journal/journal-of-adolescence/special-issue/10K140PBL60>)

Based on this conference, another special issue will be launched.

Newsletter

Fabrizia Giannotta, the newsletter editor, reports that the newsletter is published regularly twice per year (in May and November).

Studies in Adolescent Development (SIAD) series

Susan Branje and Lauree Tilton-Weaver are the series editors for the SIAD series published by Psychology Press in conjunction with EARA. Recently, a book was published on *Autonomy in Adolescent Development*, Edited by Bart Soenens, Maarten Vansteenkiste, Stijn Van Petegem.

Another book (*Psychosocial Development in Adolescence: Insights from the Dynamic Systems Approach*) is close to production and two new books (on *Online Peer Engagement in Adolescence* and *Youth in multicultural societies*) are currently being developed.

6. Digital media

In 2018 the EARA website was completely renewed, including the new system to manage registrations and membership. Elisabetta Crocetti worked on this and now continues to update it as webmaster.

7. Conferences

The 16th Biennial conference in Ghent, chaired by Wim Beyers, is running very successfully, with about 450 participants, plus more than 80 participants who attended the pre-conference workshops and more than 70 who have attended the Practitioners' day. Financial numbers look very positive.

The **2020 conference** will take place from September 2 to 5, 2020 at the Faculty of Psychology and Education Sciences – University of Porto, Portugal. Paula Mena Matos, chair of the conference committee, gives a presentation about the conference location, the conference team, and the conference theme (*Adolescence in a rapidly changing world*).

8. EARA Student and Early Career Network (SECNET)

The members of the SECNet committee (Jolien van der Graaff, Marlies Maes, Ioana Pop, Sofie Danneel, Elina Marttinen, and Susanne Schulz) organized several activities at the EARA conference: the secnet dinner (more than 80 people have registered for it); the conversation with editors; the SECNet best poster award competition (which was also a mentoring opportunity as past presidents gave feedbacks to each poster submitted).

Winners of the SECNet best poster award competition are announced:

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- Dom Weinberg
 - Laura Castillo-Eito
 - Lotte van Doeselaar

9. Incoming president

Susan Branje briefly announces her plans for her term. She will continue her work on providing young scholars training, by organizing summer schools in collaboration with sister organizations and setting up a summer school committee for the organization of future schools. In addition, possibilities for workshops will be explored, with particular emphasis on ethical aspects of research. She will also aim to strengthen the efforts of EARA to show the societal and policy implications of research on adolescence, both in collaboration with sister organizations and ICDSS.

Moreover, she will strengthen the emphasis of EARA on interdisciplinary perspectives on adolescent development, for example by organizing interdisciplinary sessions at future conferences and paying attention to interdisciplinary aspects in EARA workshops.

The EARA Lifetime Achievement Award: Professor Håkan Stattin

Submitted by Elvira Cicognani

University of Bologna (Italy)

Written by Metin Özdemir Örebro University (Sweden)

Over the last 40 years, Professor Stattin has been highly and consistently prolific in producing high quality research on adolescent development within family, school, and leisure context.



He has published over 200 journal articles and book chapters, and four books, which together received over 16 000 citations. More than 40 of his publications received over 100 citations. However, this bibliometric information is rather limited in exemplifying his contribution to research on adolescence.

One should not be modest in describing an outstanding academic life, which is enjoyed by very few researchers. Professor Stattin, starting from his very first engagement in research, has always been focused on finding explanations on how adolescents develop. His research focus encompasses a wide scope of areas including antisocial behaviors, peer relations, parent-adolescent interactions, school adjustment, leisure time, engagement in free-time activities, conduct problems, political development, pubertal maturation, and prevention of problematic behaviors. In each of these areas, he has published a number of influential studies.

Professor Stattin has not only conducted a large number of high quality empirical studies but also made a strong impact in several research areas. Some of his research changed established views in psychological research. For example, his research on parental monitoring, together with his colleague and life partner Margaret Kerr, had challenged a long tradition of research

and led to major changes in how researchers define and measure parents' attempts to monitor adolescent behaviors. Two of his major publications on parental monitoring have received over 3 600 citations since they were published in 2000, and continue to receive hundreds of citations every year. Next, his research on leisure time activities and youth clubs, together with his postdoctoral supervisee John Mahoney, led to a whole new way of thinking by making a distinction between structured and unstructured leisure time contexts, and demonstrating how unstructured leisure activities may lead to antisocial behaviors among adolescents. Third, his work on puberty demonstrated how the timing of this major biological change in adolescents' body has a major impact on behavioral and psychological adjustment of adolescents. Fourth, his studies on parent-adolescent interactions transformed the deterministic view, which argued for the critical role of parenting styles, suggesting that adolescents' behavior and adjustment is mostly an outcome of parents' behaviors. Together with a number of colleagues and doctoral students, he demonstrated that parents' behaviors are mostly reactions to their adolescents' behaviors, and parenting styles have limited impact on the overtime changes in adolescents' behaviors and adjustment. Fifth, he also made a major contribution to prevention research. He, together with Margaret Kerr and his doctoral student Nikolaus Koutakis, developed the Örebro Prevention Program, which used a minimalistic approach to successfully reduce and delay heavy alcohol drinking among adolescents. This strategy was a unique demonstration of how strong developmental research could be translated into intervention strategies which could be integrated into routine practices of schools,

and that a brief program could be as effective as, or even more effective than, complicated multimodal prevention programs. Hence, this program has been quickly adopted by over 80% of the Swedish schools, has motivated development of similar programs in other countries, and has become the first European alcohol prevention program receiving promising program designation from the internationally respected listing of interventions for healthy youth development - Blueprints. In sum, Professor Stattin has not only published many impactful studies, his research especially in five specific areas has also challenged dominating old traditions in research and opened up new horizons to generations of new researchers.

Contribution to science cannot be quantified only based on research production. Professor

Stattin has been engaged in many other activities during his academic career to further the field of adolescent research. Together with his colleagues, Professor Stattin pioneered the establishment of EARA as a professional organization. He has taken leading roles within the organization as president and as member of the executive committee. He had a genuine focus on expanding the research community and creating stimulating opportunities for young researchers. He was strongly involved in the organization of the EARA summer schools. He enabled the EARA summer schools to develop into the legendary EARA/SRA summer schools, which created an organic bonding between EARA and its North American counterpart, SRA. These summer schools brought talented doctoral students together for an intellectually stimulating experience, gave them opportunities to listen to, and discuss their research and future career with the leading senior

researchers. Today, a number of the participants of early summer schools are the upcoming research leaders in Europe and North America, and most of them are producing quality research at their academic posts.

Professor Stattin's exceptional research career and contribution to developmental research has been celebrated and acknowledged in several occasions. Together with Margaret Kerr, he has received the Roberta Grodberg Simmons Prize Lecture of Society for Research on Adolescence (SRA) in 2004, the William T. Preyer Award for Excellence in Research on Human Development from the European Association for Developmental Psychology (EADP) in 2013, and the Distinguished Scientific Contribution Award from the International Society for the Study of Behavioral Development (ISSBD) in 2016.

The EARA Young Scholar Award: Dr. Marlies Maes

Submitted by Elvira Cicognani

University of Bologna (Italy)

Written by Luc Goossens

Leuven University (Belgium)

Marlies Maes has shown outstanding scholarly promise in research on adolescence. In her dissertation, she has addressed two problems that have hampered progress in research on adolescent loneliness for a long time.



The first problem deals with measurement and conceptualization. It has long been unclear which measures of loneliness are sufficiently reliable and valid and which types of loneliness can be distinguished. The second problem is that the scientific study on loneliness has been fragmented and that there are few systematic reviews on any topic related to loneliness. Almost all of her dissertation chapters have already been published in good or excellent Journals. After completion of her PhD programme, Marlies has worked as post-doctoral student at Leuven. She currently holds a very competitive three-year position as Research Fellow of the Research Foundation – Flanders. Through her work over the past six years, she has established herself as an independent researcher who is widely recognized in the field. She has organized and chaired symposia at international scientific conferences and she has now 14 papers in international peer-reviewed Journals. Marlies is also strongly oriented toward the international scene and she spent several periods abroad. She has been strongly involved with the EARA, also as representative of EARA Young Scholars.

OUTSTANDING MENTOR AWARD

EARA has introduced also the outstanding mentor, and the Junior mentor award since 2018. Two candidates have been selected, in view of their excellent mentoring profile toward young scholars:

Theo Klimstra (Junior mentor award)



Peter Noack (outstanding mentor)



National Representatives: Fourth meeting in Ghent

Submitted by Fabrizia Giannotta,
Mälardarens University (Sweden)

The fourth meeting between EARA newsletter editor, Fabrizia Giannotta, the EARA president, Susan Branje, the EARA secretary, Elisabetta Crocetti, and the EARA National Representatives was held at the XVI EARA conference in Ghent. The EARA young scholars (former SECNet), Marlies Maes, and the EARA young scholars (former SECNet) National Representatives were also invited, and important issues have been discussed.

First, the tasks for the National Representatives have been re-defined.

- In general terms, National Representatives are expected to spread the knowledge about the society in order to make the society visible and to involve as many researchers and professionals that work with adolescents as possible. The goal is to make EARA the society of reference for those that deal with adolescents.
- In order to achieve this goal, National representative will be asked to track and contact as many researchers as possible from their own country and to send e-mails to them in order to spread the knowledge about the society. This will happen especially before the EARA conference. Therefore, they are required to create a contact lists of researchers that study adolescence in their country

and that can be used to spread out the information about EARA conference, and all the features and the advantages to become members will be also described. It is important to try to reach researchers also from other disciplines (e.g. epidemiology, social work, sociology, etc.), so that the society can grow and reach all the researchers or practitioners that deal with adolescence.

- The National representatives are also asked to collaborate with the Newsletter. From time to time, they will be asked to contact EARA members from their country and propose them to submit short summary of recent published studies. This will help to share new research studies of the EARA members. It could also be an incentive to become a member. As this is one of ways to spread the knowledge about the society and give visibility to its members, it is important that the National representatives take seriously this task. It has been discussed during the meeting that the National representatives will have the chance to refuse this task two times. At the third refusal, the National representative will be asked to resign, as it would be clear that he/she does not have enough time to fulfil the tasks implied in the role.
- Moreover, a better synergy between EARA National Representatives and the EARA young scholars (former SECNet) representatives should be achieved. The representatives should work together and address respectively senior and young potential EARA members to spread the knowledge about the society. Specifically, the EARA young scholars (former SECNet) representative will be asked to work with the National Representatives to contact the

researchers before the conference. It will be responsibility of the National representative to contact the EARA young scholars (former SECNet) representative to initiate the collaboration.

Nation	Representative	Year of election
Austria	Elisabeth Stefanek	2018
Bulgaria	Radosveta Dimitrova	2014
Cyprus	Panagiotis Stavrinides	2018
Czech Republic	Jan Sirugek	2012
France	Cyrille Perchec	2018
Germany	Katharina Eckstein	2018?
Greece	Spryros Tantaros	2018
Ireland	Jennifer Symonds	2016
Italy	Tiziana Pozzoli	2018
Japan	Kazumi Sugimura	2018
Lithuania	Rasa Erentaitė	2018
Luxembourg	Isabelle Albert	2013
Portugal	Filomena Parada	2013
Romania	Oana Negru-Subtirica	2016
Slovakia	Mária Bačíková	2016
Sweden	Ylva Svensson	2016
Switzerland	Grégoire Zimmermann	2018
The Netherlands	Caspar J. van Lissa	2018
Turkey	Eylem Türk	2016

From the EARA Young Scholars (former SECNet):

EARA Young Scholars Activities at the EARA conference

Submitted by Marlies Maes,
KU (Belgium)

The 16th EARA conference in Ghent, Belgium, was attended by many students and early career scholars from a wide variety of (European) countries. The scientific program was of high quality and covered many important topics in adolescent research. It was great to see that so many young scholars contributed to this by presenting their research in both poster presentations and symposia.

As the Student and Early Career Network (SECNet), we organized several activities for young scholars, which were all well-attended. It was wonderful to see how everyone actively participated, enjoyed the activities, and took the opportunities to network with colleagues from all over the world.

The pre-conference workshops were attended by over 80 young scholars, and covered a wide variety of academic skills. During the conference, we organized the 'Meet the editors!' session, where five editors gave valuable advice and answered many questions on the publishing process. Many thanks to the participants for posing all of those interesting questions, and to Wim Beyers, Luc Goossens, Kazumi Sugimura, Rita Žukauskienė, and Katariina Salmela-Aro for sharing their expertise!

On Thursday evening, September 13th, more than 80 young scholars joined the EARA Young Scholar Dinner. At De Stokerij, we got to know each other better, while also enjoying typical Ghent food and Belgian beers. During the dinner, we thanked our passionate and enthusiastic representative

Jolien van der Graaff for her great work for SECNet. Marlies Maes will take over her role and introduced three new and enthusiastic SECNet committee members: Sofie Danneel, Elina Marttinen, and Susanne Schulz. After the dinner, our SECNet colleague and very personal Ghent tour guide Marie-Lotte Van Beveren showed us historic, interesting sights and cozy Belgian beer bars in the city center of Ghent.

During the General Assembly, the SECNet poster award committee, chaired by Jolien van der Graaff, Elina Marttinen, and Ioana Pop, awarded the three best posters presented by doctoral students. The posters were judged by past EARA presidents Figen Çok and Rita Žukauskienė, and current EARA president Susan Branje. Many thanks for providing helpful feedback on the posters of all doctoral students who applied for the award! The winners of the SECNet poster award were Laura Castillo-Eito (University of Sheffield), Lotte van Doeselaar (Tilburg University), and Dom Weinberg (Utrecht University). Congratulations!

We also have some other news to share with you: with the approval of the EARA council, we have changed our name ("SECNet") into "EARA Young Scholars"! It really is wonderful to see how active and passionate EARA Young Scholars are, and we would like to keep in touch with you. You can keep an eye on the EARA website or join us on Facebook! We are also looking for new young scholar national representatives for several countries. So, if you are interested in getting more involved and taking up this role, if you would like to have more information, or if you have any ideas to strengthen our network, don't hesitate to contact us!

(email: earayoungscholars@gmail.com).

Your EARA Young Scholars committee,
Marlies Maes
Ioana Pop
Sofie Danneel
Elina Marttinen
Susanne Schulz

Mette Ranta
Elisabeth Borschel

Report EADP-EARA- SRA Summer School 2018

Submitted by Jessica Kanskya
(University of Virginia, USA) &
Nina van den Broekb *(Radboud*
University, The Netherlands).

This year's Summer School took place in Belgium from September 9 to 12 at the beautiful Drogen Abbey, close to Ghent. The summer school was directed by Susan Branje and Katariina Salmela-Aro. In total, 24 enthusiastic junior scholars from all over the world were admitted to the program and were eager to learn more about research on adolescent development and to collaborate with each other and with the senior scholars. The senior scholars included (in alphabetical order) Andrew Fuligni, Eva Pomerantz, Frosso Motti-Stefanidi, John Schulenberg, Loes Keijsers, and Sabine Walper.

After arrival in the beautiful abbey, we started with a well-prepared dinner at a restaurant in Ghent. In-between the delicious salmon tartare, the trio of wines, and the delicious dessert, the junior and senior scholars got the chance to get to know each other in a nice and relaxed setting. Already, some great discussions took place including both professional and personal topics. It was clear from this dinner, that the summer school would serve a purpose well beyond purely academic. Rather, all scholars seemed interested in building friendships, collaborations, and long-lasting relationships as "reunions" at future conferences were already being discussed.

After the dinner, we returned to the abbey for a good night's sleep, to be well-prepared for three days of intensive collaborative training.

The next morning, we woke up early to have breakfast and to be ready at 8:30 in the morning. Susan gave an inspiring talk about how to communicate and collaborate with people from other countries and cultures. After setting the foundation for our collaborative work, we had our first block with one of the senior scholars. Each senior scholar session started with an introductory presentation to a specific topic. This year's topics included substance using during the transition from adolescence to adulthood, immigrant youth adaptation, controlling versus autonomy-supportive parenting, intergenerational transmission, and sleep during adolescence. Subsequently, groups of 5-6 junior scholars were formed in which assignments were given. These tasks included developing new research questions, applying research findings to interventions, and creating novel research designs to test tricky psychological phenomena. During these tasks, we not only had on-task engaging discussions from the diverse perspectives of the junior scholars, but they also provided us with the opportunity to get to know each other better.

The junior scholars also attended a methodological block, where we discussed the challenges of traditional longitudinal methods and learned more about a new method for analyzing longitudinal data: random-intercept cross-lagged panel models. Senior scholar Loes Keijsers made sure that every single junior scholar was engaged, whether it was using chocolate eggs to explain sampling and generalization or bringing individuals to the front of the room to play dice games. Every junior scholar walked away with a greater

understanding of how to apply these innovative statistical principles to their own research.

In addition to the presentations and assignments of the senior scholars, each junior scholar had the opportunity to present his or her work to two senior scholars and other junior scholars. In this way, junior scholars could practice their presentation skills and share their own personal research endeavors and interests, while also receiving focused feedback and engaging in critical discussion about their own projects. With the feedback on our own presented research projects, we were able to hit the ground running upon landing (or driving) back to our home country with a fresh perspective and renewed energy for our research projects.

Lastly, besides the senior and junior tasks and presentations, a very valuable part of the summer school was to get to know each other informally during the meals and evenings. We often found ourselves being asked to leave the dining room because everyone was so engaged in conversation that no one realized it was well past closing time. At every meal, the junior and senior scholars blended into one community, making it easy to get to know each other and begin forging collaborations that will last well beyond the summer school. The one bar in town became our “hang-out” spot on the last night of our summer school, and we had nice conversations over delicious Belgian beers. Moreover, Belgian chocolates were passed around to make the experience complete. A Facebook group with all junior scholars was initiated on the last day so that everyone has a convenient way to keep in touch and plan for future reunions. Many of us already have posted photos from our stay in Belgium as a way to reminisce about the experience. Even after the program had

officially concluded, junior scholars continued chatting in the abbey and traveled with each other to their next location of their travels.

On behalf of all the junior scholars, we would like to thank Susan Branje for the organization of the Summer School and SRA, EARA, and EADP for financially supporting this wonderful program. It was an incredible experience that allowed us to walk away with new knowledge of adolescent development, unique perspectives on our own research, and friends and colleagues for years to come. We would also like to thank the senior scholars for their engaging presentations, thoughtful activity plans, and helpful feedback!



The 2018 EARA-SRA Summer School Junior Scholars (in alphabetical order):

Allen Mallory	Nina van der Broek
Ana Rodríguez	Rengin Isik-Akin
Meirinhos	
Angie Calvin	Sabina Kapetanovic
Çisem Gürel	Sarah Borowski
Cortney Simmons	Savannah Boele
Erika Maksniemi	Shogo Hihara
Farin Bakhtiari	Sofia Stepanyan
Jessica Kansky	Sofie Danneel
Lara Aumann	Susanne Schulz
Lisan Henricks	Suzanne van de Groep
Naseer Bhat	Vaida Gabé
Nicolette Rickert	Xiaoyu Lan

Presentation of two books

Wim Meeus, **Adolescent Development. Longitudinal Research into the Self, Personal Relationships, and Psychopathology.** Abingdon, Oxon & New York: Routledge.

This groundbreaking book provides students and researchers with a unique overview of the longitudinal study of the development of young people from the ages of 12 to 25. It offers a comprehensive introduction into the multiple theories on the development of the self, personal relationships and psychopathology in adolescence, alongside a non-statistical overview of the many longitudinal models used to study development.

The book includes key topics such as the development of the self, adolescent identity and personality; the development of parent–adolescent relationships; friendships and the understanding of others; and the development of psychosocial problems such as anxiety, depression, delinquency, aggression and substance use. Meeus highlights multiple findings showing how these processes are integrated and identifies eight fundamental patterns of adolescent development to help determine why most adolescents develop into mature and organized individuals towards the end of this life stage, while a substantial minority show an inability to mature.

It is essential reading for graduate students and researchers in adolescent development and anyone seeking to use longitudinal research methodology in the social and behavioral sciences.

TABLE OF CONTENTS: 1. Adolescence as Life-phase and Adolescents as Group 2. Longitudinal Models to Study Adolescent Development 3. Descriptive Models: Identity and Personality 4. Descriptive Models: Personal Relationships and Empathy 5. Descriptive Models: Problem Behavior 6.

Developmental Covariation: Prediction and Developmental Sequence Models 7. Developmental Covariation: Longitudinal Mediation Models to Explain Developmental Sequence 8. Developmental Patterns in Adolescence: Turmoil or Formation?

Wim Meeus, Emeritus Professor of Adolescent Development at Utrecht University and of Developmental Psychology at Tilburg University, is an internationally recognized scholar in the study of adolescent development. He conducted a series of long-lasting longitudinal studies into the development of young people. His key interests are identity and personality, personal relationships and psychopathology in adolescence. He is also a specialist in longitudinal models.

Leo B. Hendry, and Marion Kloep,
Reframing Adolescent Research.
(2018) Routledge, New York & London.

Edited by Leo B. Hendry, Emeritus Professor, University of Aberdeen, UK and Marion Kloep, University of Glamorgan, UK. This ground-breaking volume focuses on the challenges and new directions in adolescent development research. Contributions from world-class academics examine theoretical concerns and methodological challenges to substantive areas in the field, whilst considering innovations and novel approaches to the study of adolescence and development across the lifespan. New theories, methods and interventions are presented that are essential to advancing the project of understanding adolescents, youth and how they develop on a global stage. This is valuable reading for advanced students and researchers in adolescent development and developmental psychology.

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