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Editor

Fabrizia Giannotta

Mälardarens University, School of Health,
Care and Social Welfare, Västerås, Sweden.

Guest Editor

Tiziana Pozzoli, University of Padova, Italy
(EARA representative for Italy).

In this Issue...

- p. 1 Letter from the President.
- p. 2 *Research on Adolescence from Italy.*
 - 1. Prejudice and Inclusiveness in Adolescence: The Role of Multiple Categorization and Social Dominance Orientation.
 - 2. Solitude and loneliness profiles in early adolescents: A person-centred approach.
 - 3. Longitudinal associations between mothers' and fathers' anger/irritability expressiveness, harsh parenting, and adolescents' socioemotional functioning in nine countries.
 - 4. Disentangling culture and migration effects on emotion understanding in early adolescence: A cross-national study.
 - 5. How to stop victims' suffering? Indirect effects of an anti-bullying program on internalizing symptoms.
 - 6. Peer assessment of social reputation among Italian early adolescents: A revised short form of the extended class play.
 - 7. The role of class victimization levels on the relation between peer victimization and somatic problems.
 - 8. Creativity as Identity Skill? Late Adolescents' Management of Identity, Complexity and Risk-Taking.
- p.16 XVII EARA conference in Porto: Adolescence in a Rapidly Changing World
- p. 17 From the EARA Young Scholars (former SECNet): Updates from EARA Young Scholars
- p. 17 Renew your EARA membership!
- p. 18 Report from the EADP-EARA-SRA Summer School in Kalamata, Greece.
- p. 21 Earra publications.
- p. 24 Inquires.

From the President

Dear EARA members,

The coming year, we have several exciting meetings to look forward to. First, the organization of the 17th biennial EARA conference is well underway. The 17th EARA conference, which has as overall theme Adolescence in a rapidly changing world, will be held September 2 to 5, 2020 in Porto, Portugal. As you might have seen on the conference website, the conference organizers were able to involve excellent keynote speakers. The invited program further includes stimulating invited symposia on interdisciplinary research, climate change, and positive development, to name just a few. Although EARA explicitly welcomes researchers on youth from all disciplines, in practice it is proven difficult to include researchers from other disciplines than psychology or closely related fields. As understanding youth does not only require psychologists but also researchers from other disciplines, I am extremely excited about the inclusion of interdisciplinary symposia on various topics. The EARA young scholars committee is involved in scheduling a varied selection of preconference workshops. The call for submissions will open this month. EARA members will benefit from a lower conference fee than non-members (even when including the membership fee), so we hope that you will all renew your membership and that you will advise your

colleagues that attend the conference to do the same.

Preparations have also started for the 2020 EADP-EARA-SRA summer school, which will take place in Porto from August 30 until September 2. Early September 2019, the summer school in Kalamata, Greece, took place, which was a great success. While enjoying a marvelous location and splendid meals (thanks to the support of Spyridon Tantaros and his colleagues), 24 PhD students and 8 senior researchers enjoyed an intensive, inspiring, and fun program. You can read more about the 2019 summer school in the report written by three PhD students who participated in the summer school in this newsletter. I hope to see many symposia of summer school participants at our next conference! Those who are interested to participate in the next summer school will have to be patient; the call for applications will be out in the beginning of 2020.

The Studies in Adolescent Development book series, published by Routledge in conjunction with EARA and edited on behalf of EARA, is doing very well. Another thought-provoking new volume in the series on Online Peer Engagement in Adolescence is ready to go into production and will be published before the summer. As currently I am the only editor for the book series, we invite EARA members that are willing to assist in the editing of the book series.

I am also very proud to say EARA is in a healthy financial position. Just a few years ago the financial situation of EARA seemed to be a reason for concern, which was due to a backlog in collecting membership fees. Our present treasurer and secretary, Metin Özdemir and Elisabetta Crocetti, and the membership secretary, Saskia Kunnen, have worked very hard to catch up and reestablish our communication with members, with great success. The successful 2018 conference in Ghent also contributed to this healthy financial position. The EARA council is currently developing plans to organize

activities that benefit our members. The council is very happy to announce that we will award 20 travel grants of € 250- each for young scholars to attend the 17th EARA conference.

For now I wish you a lot of joy in the preparation of your poster, individual paper, or symposium contribution to the 17th EARA conference.
Enjoy reading this newsletter!

Susan Branje
Utrecht University, The Netherlands

Research on Adolescence from Italy

Submitted by Tiziana Pozzoli
(University of Padova, Italy)

1. Prejudice and Inclusiveness in Adolescence: The Role of Multiple Categorization and Social Dominance Orientation

***Flavia Albarello and Elisabetta
Crocetti*** (University of Bologna, Italy)

Migration is rendering current societies increasingly diverse (Fiske, 2015). This can be seen as a resource, given that social and cultural diversity might lead to augmented tolerance towards others (Crisp & Turner, 2011). Nonetheless, many Western countries have witnessed an increase in ethnocentrism and nationalism, resulting in a call to establish barriers against “foreigners” and defend own nations against migrants (Annan, 2006). Anti-immigrant prejudice is, thus, a major risk factor for the establishment of harmonious intergroup relationships in modern multicultural societies. This raises a core question: How is it possible to lessen prejudice and promote people’s attitudes

towards social inclusiveness? In our recent paper (Albarello, Crocetti, & Rubini, 2019) we sought to address this question by integrating social and developmental theoretical perspectives.

Social psychological literature showed that defining outgroup members in terms of multiple categorization, by depicting them with more than four categorical dimensions (Crisp, Hewstone, & Rubin, 2001), can reduce outgroup prejudice (Albarello, Crisp, & Rubini, 2018; Albarello & Rubini, 2012). Conversely, social dominance orientation, as an individual trait expressing support for group-based hierarchies on the basis of the belief that one's group is superior than any other group (Sidanius & Pratto, 2001), can heighten prejudice against disadvantaged groups (Pratto, Sidanius, Stallworth, & Malle, 1994; see also Bratt, Sidanius, & Sheehy-Skeffington, 2016), such as migrants. However, it has not been shown how these two factors interact in explaining prejudice. It has also not been addressed whether they can affect individuals' identification with the human group as a fundamental symbolic root of social inclusiveness that captures individuals' awareness of being member of the human group, irrespectively of the differences that may characterize the large variety of social categories (Albarello & Rubini, 2012).

In a novel way, this study examined the relations of multiple categorization and social dominance orientation with adolescents' prejudice against migrants and identification with the human group over time. Participants were 304 Northern-Italian late adolescents (61.84% female, Mage = 17.49) involved in a three-wave longitudinal study (with three months interval between waves).

Results showed that multiple categorization was negatively linked to prejudice at a later time, whereas social dominance orientation was positively associated with it; prejudice also negatively affected multiple categorization and positively affected social dominance orientation at a later time. Moreover, prejudice mediated the effects of

multiple categorization and social dominance orientation on human identification. These findings have important implications suggesting the construens effect of multiple categorization for enhancing social inclusiveness.

Besides this beneficial role of multiple categorization, the study also addressed the longitudinal association between social dominance orientation and prejudicial attitudes in late adolescence with the aim of clarifying previous inconsistent evidence about the bidirectionality of the phenomenon. A major novelty of this study regards the fact that it stands on the evidence that the path from prejudice to social dominance orientation was stronger than that from social dominance orientation to prejudice. Overall, these effects highlighted a "dark chain" in which prejudice affects the extent to which late adolescents endorse social dominance, showing that prejudice can work as a legitimizing myth of social inequalities.

Reference to original publication

Albarello, F., Crocetti, E., & Rubini, M. (2019). Prejudice and inclusiveness in adolescence: The role of multiple categorization and social dominance orientation. *Child Development*. Advance on line publication retrieved from <https://doi.org/10.1111/cdev.13295>.

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10.1002/ejsp.2117

2. Solitude and loneliness profiles in early adolescents: A person-centred approach

Paola Corsano and Luisa Molinari
(University of Parma, Italy)

Following a person-centred approach, the recent research on the attitudes towards the solitary experience identified different groups of adolescents with specific patterns of scores on attitudes towards aloneness, loneliness and other adjustment variables (Maes, Vanhalst, Spithoven, Van den Noortgate, & Goossens, 2016). In general, adolescents with low scores in affinity for aloneness and high aversion to solitude showed a more adjusted profile, characterized by great self-esteem, low peer-related loneliness and high quality of friendship. However, insightful suggestions have come from other studies, finding that two different attitudes might be at the origin of the search for solitude, one more active, adaptive and constructive, the other reactive, maladaptive and non-constructive (Thomas & Azmitia, 2019).

In leading adolescents towards different attitudes to being alone and loneliness, some relational and individual dimensions, such as friendship quality, self-esteem, rejection sensitivity, age, gender and nationality could play a role (Molinari, Grazia, & Corsano, 2019). Adopting a multidimensional and person-centred approach, our study aimed to

distinguish, in a sample of early adolescents, different clusters, by crossing four dimensions of solitude and loneliness: parent- and peer-related loneliness, affinity for and aversion to aloneness. Moreover, we aimed to evaluate the role of relational and individual variables as predictors of cluster belonging.

Participants

Six hundred fifty-six middle school students (50.9% females and 49.1% Italian), with a range from 11 to 15 years ($M=12.24$; $SD=.99$) participated in the study. The immigrant adolescents came from Africa (approximately 49%), Eastern Europe (approximately 34%), and several Asian countries (in particular 5% from Sri Lanka). All the participants attended a middle school located in Northern Italy, and were almost equally distributed in Grades 6th, 7th and 8th.

Measures and procedure

The Italian versions of measures of aloneness and attitudes toward loneliness (Loneliness Aloneness scale for Children and Adolescents - LACA), self-esteem (Rosenberg Self-Esteem Scale - RSES), rejection sensitivity (Children's Rejection Sensitivity Questionnaire - CRSQ) and quality of peer relationship (Friendship Quality Scale - FQS) were administered to all participants in their classrooms during school hours, after receiving informed consent from their parents. All the students participated voluntarily in the study and they were assured as to the confidentiality and anonymity of data handling. The research was conducted in line with the ethical norms laid down by the European Code of Conduct for Research Integrity (ECCRI).

Loneliness and aloneness

Clustering adolescents. Cluster analyses on the four sub-scales of the LACA has identified three groups. Participants in Cluster 1 reported low perceptions of loneliness both toward parents and toward peers, participants in Cluster 2 showed low perceptions of parent-related loneliness and

an average perception of peer-related loneliness, and participants in Cluster 3 perceived parent and especially peer-related loneliness to a higher degree. As far as attitudes towards aloneness are concerned, the adolescents in Cluster 1 reported higher negative attitudes and lower positive attitudes as compared to the other two groups. In line with previous literature, we named the Cluster 1 as “Aversion to aloneness” and the Clusters 2 and 3 as “Constructive solitude” and “Non-Constructive solitude”, respectively.

Predictors of cluster belonging

We ran a multinomial logistic regression, which best suited our categorical dependent variable (cluster belonging), and we included gender, school grade, nationality, self-esteem, rejection sensitivity and quality of friendship in school as independent variables. The model was fitting in its entirety, and only negative quality of friendship with classmates was not a significant predictor of cluster belonging.

Comparing Cluster 3 (Non-Constructive Solitude) with Cluster 1 (Aversion to Aloneness), we found that males were more likely than females to belong to Cluster 1, as did younger students (6th and 7th Grade compared to 8th Grade) and Italian students as compared to immigrant students. Students with higher self-esteem were more likely to belong to Cluster 1. Students who reported higher levels of angry rejection sensitivity were more likely to belong to Cluster 3. Finally, students with higher scores of positive relationships with classmates were more likely to belong to Cluster 1.

Comparing Cluster 3 with Cluster 2 (Constructive solitude), we found that Italian students were more likely to belong to Cluster 2 than immigrant. Moreover, a higher score of self-esteem was a strong predictor of belonging to Cluster 2. Both dimensions of rejection sensitivity were significant predictors of cluster belonging, but in different directions: students with higher scores in anxious rejection sensitivity were more likely to belong to Cluster 2, while

students with higher scores of angry rejection sensitivity were more likely to belong to Cluster 3. Students with higher scores of positive relationships with classmates were more likely to belong to Cluster 2.

Finally, comparing Cluster 1 with Cluster 2, we found that younger students (both in 6th and 7th Grade) were more likely than those in 8th Grade to belong to Cluster 1. Higher scores in self-esteem predicted more likelihood to belong to Cluster 1, as well as positive friendship qualities. Instead, students with higher scores in anxious rejection sensitivity were more likely to belong to Cluster 2.

Our data confirmed the literature on the developmental trend concerning solitude, which pictures a higher degree of aversion to being alone in early adolescents and its progressive decrease (parallel to an increased affinity for being alone) from early to late adolescence. The new advance provided by our study is in the identification of two clusters based on affinity for aloneness. In line with what has been suggested elsewhere, the distinction between these two clusters confirms that the search for solitude may take on different meanings. In particular, we found one cluster (“Constructive solitude”), which was never described in previous studies based on the person-centred approach, and characterized by both a high affinity for being alone and a low or moderate perception of loneliness. It was less numerous than the “Aversion” cluster and included all students attending 8th Grade, who are progressing in the individuation process, strengthening new friendships and developing abstract thinking that may lead them to recognize the positive aspects of being alone. As in this cluster the affinity for aloneness co-occurred with low and moderate scores on perception of loneliness, we suggest that the quest for being alone is not to be automatically considered an indicator of maladaptive peer relationships. This result is particularly innovative, because in other studies that did not distinguish between the two meanings of the positive attitude towards aloneness, affinity for

aloneness was mainly related to maladaptive indicators. The distinction between the two different meanings of affinity for aloneness was strongly confirmed by regression analyses. In particular, belonging to the “Constructive solitude” cluster was predicted by both high self-esteem and high friendship quality. This finding suggests that not all the adolescents who search for solitude have difficulties in peer relationships.

Reference to the original publication:

Corsano, P., Grazia, V., & Molinari, L. (2019). Solitude and loneliness profiles in early adolescents: A person-centred approach. *Journal of Child and Family Studies*, 1-11. doi: 10.1007/s10826-019-01518-1.

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3. Longitudinal associations between mothers' and fathers' anger/irritability expressiveness, harsh parenting, and adolescents' socioemotional functioning in nine countries

Laura Di Giunta

(Sapienza University of Rome, Italy)

The transition to adolescence is associated with substantial increases in the prevalence of a wide range of externalizing and internalizing problems that have long-term implications for both physical and mental health in adulthood. Externalizing problems include overt and covert problematic behaviors, such as aggression and delinquency, respectively, directed toward the external environment. Internalizing problems include anxious and depressive symptoms, social withdrawal, and somatic complaints. The persistence of externalizing and internalizing problems in adolescence often precedes the emergence of psychiatric disorders in adulthood. When examining the diverse predictors of adolescent mental health, researchers have previously identified separate contributions of parent and adolescent characteristics and behaviors (e.g., Eisenberg, Cumberland, & Spinrad, 1998; Morris, Silk, Steinberg, Myers, & Robinson, 2007). Yet, few previous studies address the joint contribution of parents' and adolescents' characteristics, as well as parents' behaviors, in predicting the development of adolescents' externalizing and internalizing problems across time and culture.

In the present study, we examined the joint predictive effects of parents' characteristics (i.e., parents' irritability and self-efficacy beliefs about anger regulation), parents' behaviors (i.e., harsh parenting), and adolescents' irritability on adolescents' externalizing and internalizing problems. Such associations were examined longitudinally (from age 13 to age 15) and cross-culturally (in nine nations). One of the novel aspects of this study was to focus on

parents' self-efficacy beliefs about anger regulation as a parent characteristic (in addition to parent irritability) that might affect both parents' behaviors (i.e., harsh parenting) and adolescents' irritability. Specifically, the present study focused on what parents believe themselves capable of doing in response to their emotional experiences, namely self-efficacy beliefs about emotion regulation (e.g., Bandura, Caprara, Barbaranelli, Gerbino, & Pastorelli, 2003). These beliefs tap how well people believe they can control emotional experiences, including exerting control over the origins and intensity of, reactions to, and consequences of one's own emotions. Thus, one's self-efficacy beliefs about emotion regulation likely impact many aspects of one's response to emotionally evocative situations, including the interpretation of situations, the expression of emotion, choice of regulatory strategies, and evaluations of consequences.

The families investigated in the current study are participants in a larger ongoing longitudinal investigation of parenting and child mental health across cultures (P.I. J. Lansford; e.g., Lansford et al., 2018). Participants included 1,298 children ($M = 13.13$ years, $SD = .91$, 51% girls), their mothers ($N = 1,275$, $M = 41.74$ years, $SD = 6.62$), and their fathers ($N = 1,032$, $M = 44.70$ years, $SD = 6.51$). Families were recruited from 12 distinct ethnic/cultural groups across 9 countries including: Shanghai, China ($n = 121$); Medellín, Colombia ($n = 108$); Naples ($n = 100$) and Rome ($n = 103$), Italy; Zarqa, Jordan ($n = 114$); Kisumu, Kenya ($n = 100$); Manila, Philippines ($n = 120$); Trollhättan/Vänersborg, Sweden ($n = 101$); Chiang Mai, Thailand ($n = 120$); and Durham, NC, United States ($n = 111$ European American, $n = 103$ African American, $n = 97$ Latino).

Two separate path models (one for mothers, one for fathers) exploring associations among age 13 measures, age 14 measures and age 15 measures were estimated utilizing full-information maximum likelihood estimation procedures to handle missing data.

Adolescent irritability and harsh parenting at age 14 significantly mediated associations between both parents' irritability and maternal self-efficacy about anger regulation (at age 13) and adolescent adjustment (at age 15). These mediating paths were invariant across the 12 examined cultural groups. These results are coherent with the theory of parental emotion socialization by Eisenberg et al. (1998) because they provide cross-cultural empirical support for Eisenberg's hypothesis that parents' personal emotional tendencies implicitly teach adolescents which emotions and self-management strategies are appropriate. In addition, these results provide support for theoretical models attesting to the importance of family and cultural systems when trying to identify the determinants of child and adolescent adjustment (Eisenberg et al., 1998; Morris et al., 2007).

Clarifying the influence of parents' self-efficacy beliefs about emotion regulation could have clear translatable implications for enhancing existing empirically-based intervention methods. If replicated and verified with additional experimental and longitudinal research, these findings can be translated into interventions designed to improve emotion regulation skills to decrease adolescent health risk behaviors.

Reference to original publication

Di Giunta, L., Rothenberg, W. A., Lunetti, C., Lansford, J. E., Pastorelli, C., Eisenberg, N., Thartori, E., Basili, E., Favini, A., Yotanyamaneewong, S., Alampay, L. P., Al-Hassan, S. M., Bacchini, D., Bornstein, M. H., Chang, L., Deater-Deckard, K., Dodge, K. A., Oburu, P., Skinner, A. T., Sorbring, E., Steinberg, L., Tapanya, S., & Uribe Tirado, L. M. (in press). Longitudinal associations between mothers' and fathers' anger/irritability expressiveness, harsh parenting, and adolescents' socioemotional functioning in nine countries. *Developmental Psychology*.

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4. Disentangling culture and migration effects on emotion understanding in early adolescence: A cross-national study

Xiaoyu Lan

(University of Padova, Italy)

Early adolescence is a critical developmental stage during which the emergence of advanced cognitive skills enables children to develop conceptual knowledge about complex self-conscious emotions, such as pride, guilt, and shame (Lagattuta & Thompson, 2007; Thompson, 1989). In this period, emotion understanding (EU) - which serves important socioemotional goals across the lifespan - is broadened (Saarni et al. 2006). According to recent approaches (see Castro, Cheng, Halberstadt, & Grünh, 2016), EU comprises two main abilities, namely

emotion recognition and emotion knowledge, and has three foci, i.e., our understanding of the self, other, and general emotions. High levels of EU ability are linked to good social skills and prosocial behavior (e.g., Ensor, Spencer, & Hughes, 2011; Mostow, Izard, Fine, & Trentacosta, 2002), as well as to fewer externalizing, aggressive, and oppositional problem behaviors (e.g., Cook, Greenberg, & Kusché, 1994; Denham et al., 2003; Schultz, Izard, & Bear, 2004). Yet, little research has focused on the individual, family/social and cultural correlates of EU in early adolescence, and even less is known about EU skills in migrant children.

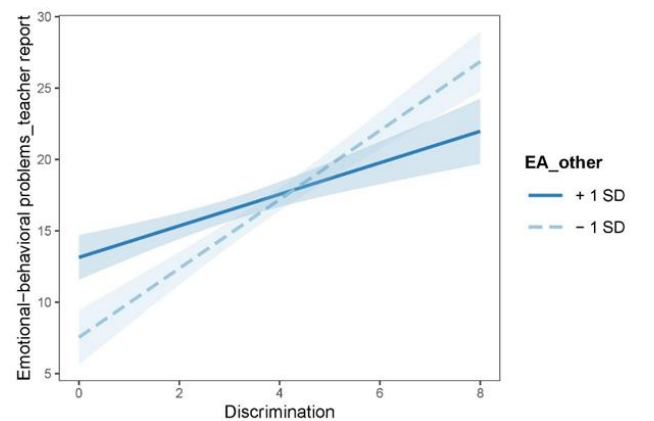
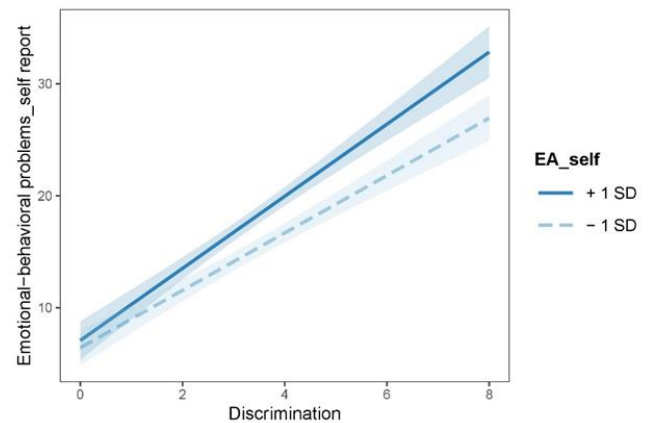
Early adolescence may be especially stressful for immigrant youth, who have to face the challenges of growing up in a sociocultural environment that often has norms and expectations vastly different from the native country. To date, many factors have been identified to explain differences in psychological adjustment between migrant and native children (e.g., the process of migration, the ethnic minority position of migrants, their specific cultural background and the selection of migrants; Stevens & Vollebergh, 2008). However, the potential role of EU in immigrant and native-born children's psychological adaptation has largely been neglected. An exception is a recent study by Yang and Wang (2016), who investigated the relation between EU and coping in European American and Chinese immigrant children. The results of this study suggest that the latter had greater emotion knowledge of fear and pride than their US counterparts, and that the relationship between children's knowledge of self-conscious emotions and their use of distraction coping strategies was moderated by culture. Albeit important, these findings do not allow to ascertain whether group differences are due to cultural background or immigrant status, which are confounded in this study. Given the large number of migrant children and adolescents in both Western and non-Western societies, understanding the factors contributing to EU is paramount to develop targeted prevention/intervention

programs addressing the specific needs of immigrant youth to improve the quality of interethnic relationships, reduce potential inequalities in school adjustment, and ultimately foster social integration.

The current study takes a socio-ecological, multimethod approach to disentangle the effects of culture and migration on different facets of early adolescents' EU (i.e., awareness, recognition, and knowledge). Specifically, we will use four different samples (i.e., Chinese immigrants in Italy, Italian natives, rural-to-urban migrants in China, and Chinese natives) to examine whether: (1) levels of EU facets differ by culture and/or immigrant status; (2) the different EU facets are linked to youths' social and academic adjustment, focusing on both positive (i.e., social competence, prosocial behavior) and negative outcomes (i.e., emotional-behavioral problems); (3) the expected associations between EU facets and social and academic adjustment are moderated by individual (e.g., environmental sensitivity, executive functioning), family (e.g., perceived parenting), peer (e.g., quality of friendships), and/or cultural factors (e.g., interdependent self-construal).

Here, I present one part of new findings from this project. We used a sample of Chinese rural-to-urban migrants in early adolescence to examine whether emotional awareness (EA) moderated the expected association between status-based discrimination and emotional-behavioral problems, and if patterns of associations differed across informants (self- vs. teacher-report). A total of 169 migrant early adolescents (46.1% girls, age 10-13 years) living in Shanghai completed self-report measures of discrimination and emotional-behavioral problems, while self- and other-related EA were assessed via structured vignettes. Teachers were asked to evaluate their students' emotional-behavioral problems. Linear regression analyses indicated that at high levels of discrimination, adolescents with higher EA-self reported having more emotional-behavioral problems than those with lower EA-self (see Figure 1); in addition,

adolescents with lower (as opposed to higher) EA-other were rated as more problematic by their teachers (see Figure 2). Our findings suggest that school-based prevention or intervention programs may target EA-related abilities to minimize the adverse effects of discrimination on rural-to-urban migrants' socioemotional adjustment.



Reference to original publication

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5. How to stop victims’ suffering? Indirect effects of an anti-bullying program on internalizing symptoms

Ersilia Menesini

(University of Florence, Italy)

Peer victimization is now well recognized as a significant risk factor for an individual’s well-being and adjustment. The symptoms that victims display in response to their bullying experience include internalizing symptoms such as depression, anxiety, suicidality, eating disorders and psychosomatic problems (Gini & Pozzoli, 2013; Holt et al., 2015; Kim & Leventhal, 2008; Reijntjes, Kamphuis, Prinzie, & Telch, 2010). Similarly, victims in the cyber context show higher levels of anxiety, depression, suicidal ideation, stress, fear, low self-esteem, feelings of anger and frustration, helplessness, nervousness, irritability, somatizations, sleep disorders, suicidal thoughts, and difficulty to concentrate, all of which affect their academic performance and social adjustment (Bauman, Toomey, & Walker, 2013; Fisher, Gardella, & Teurbe-

Tolon, 2016; John et al., 2018). Looking at the consequences, it seems clear that the prevention of bullying and cyberbullying is crucial.

The general goal of interventions against bullying and cyberbullying is to promote youths’ physical, psychological, relational and general well-being. Researchers and professionals have put great effort towards developing interventions able to stop bullying and cyberbullying, and thus buffering possible negative health consequences. Despite this, until now, only few studies have evaluated whether an antibullying prevention program may also have secondary effects on psychological symptoms and reduce the suffering of the victims (Fekkes, Pijpers, & Verloove-Vanhorick, 2006; Juvonen, Schacter, Sainio, & Salmivalli, 2016; Nocentini, Menesini, & Pluess, 2018; Williford et al., 2012).

On the basis of two recent meta-analyses (Gaffney, Farrington, Espelage, & Ttofi, 2019; Gaffney, Ttofi, & Farrington, 2019), the NoTrap! program (Palladino, Nocentini, & Menesini, 2016) is one of the few interventions in scientific literature able to significantly reduce both bullying and victimization in schools and online. Despite these important results, the effects of victims’ and cyber-victims’ suffering is still unclear.

Starting from the increased demand for an evidence-based framework that can inform interventions and policies against bullying and cyberbullying, the aims of the paper was to analyse the efficacy of the NoTrap! program to reduce internalizing symptoms, and the mediational processes involved in this change.

Participants were 622 adolescents, enrolled in the 9th grade of eight high schools in Tuscany (experimental group: N = 451; control group: N = 171). We collected data at three time points: pre-, mid- and post-intervention. Using latent growth curve models, we found that the program was efficacious in reducing the level of suffering (i.e., internalizing symptoms) in the experimental group, while we found a general stability in the control group. Next, we tested

both direct and indirect effects in a full mediation model, to understand if this decrease in internalizing symptoms was due to the program's effectiveness in reducing victimization and cybervictimization. We found that the decrease in victimization and cybervictimization completely accounted for the effect of the program on internalizing symptoms: only an indirect effect remained significant while the direct one was no longer significant. Looking in depth at the indirect effect, we found that only the path through the cybervictimization slope was significant. In other words, NoTrap! program was efficacious in reducing internalizing symptoms in the experimental group through the decrease in cybervictimization over and above the effect of the decrease in victimization.

The study integrates previous knowledge and gives some relevant suggestions to researchers and practitioners currently working on the prevention of bullying and cyberbullying. Starting from the standards of evidence framework (Flay et al., 2005; Gottfredson et al., 2015), we gave special attention to a neglected aspect of the antibullying programs: the impact on the victims' suffering. The results we obtained allow us to say that NoTrap! program was efficacious in counteracting the bullying and cyberbullying phenomena and, in turn, buffered internalizing symptoms, thanks to its impact on cybervictimization.

In terms of practical implications, we want to underline the importance of taking cyber context into consideration, as a specific domain not simply included into the traditional construct of bullying (Menesini, 2012; Olweus, 2012a, 2012b). Given the substantial overlap between traditional and cyber forms of victimization, and the results on the impact that reducing cybervictimization has on internalizing symptoms, the importance of prevention approaches addressing both types seems confirmed from these results. As an overall message, maintaining a dual focus on both contexts appears to be most promising perspective.

Reference to original publication

Palladino, B. E., Nocentini, A., & Menesini, E. (2019). How to stop victims' suffering? Indirect effects of an anti-bullying program on internalizing symptoms. *International Journal of Environmental Research and Public Health*, *16*(14), 2631. doi: 10.3390/ijerph16142631

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6. Peer assessment of social reputation among Italian Early Adolescents: A Revised Short Form of the Extended Class Play

Pasquale Musso

(University of Bari, Italy)

Peer reputation, that is the way in which the young are viewed by groupmates, is one of the relevant aspects influencing psychological and behavioral development. It seems to predict adjustment and maladjustment during childhood and adolescence. Literature shows that the extensive interest in the relevance of peer reputation has resulted in a search for effective tools to assess it, but also it suggests that cultural factors (e.g., expectations, beliefs, and values) may affect how behaviors and their correlates can be perceived and described across different contexts.

Various instruments have been developed over the years to assess children's and early adolescents' social reputations among their peers. Among these, the Extended Class Play (ECP) is now extensively used. It is a 37-item measure asking participants to pretend to be the directors of an imaginary play and to nominate their classmates for various positive and negative roles. In its original version, the ECP evaluated five different orthogonal dimensions of peer reputation: Aggression, Shyness-Withdrawal, Exclusion-Victimization, Popularity-Sociability, and Prosocial Behavior. However, studies thus far have been conducted largely in North American settings, whereas very little information is available in other cultural contexts. This calls for additional evaluations of the ECP among non-North American children and early adolescents. Moreover, practical considerations related to the socio-educational contexts where ECP is usually administered (e.g., taking less time for students) suggest the need to develop shorter forms of these measures. Based on these considerations, we aimed to examine the ECP dimensional structure in a non-North American context (Italy), and to develop a

short form of the ECP that could widen the applicability of the measure among practitioners and researchers. To reach these aims, we conducted two studies.

Study 1.

In the first study we specifically aimed at developing a new culturally adapted and brief form of the ECP. Six hundred and forty-three seventh-grade students (55% male) from thirty-one classrooms of thirteen public middle schools in southern and central Italy participated in the study. They completed the 37-item ECP according to the original procedure. This produced count data that were conveniently log-transformed and standardized within classroom and gender. Both the parallel analysis and the Kaiser criterion suggested a seven-factor solution. Also, an exploratory structural equation modeling extracting three to seven factors suggested that the seven-factor model fitted the data better than the other ones. Factors included such constructs as Shyness-Withdrawal, Prosociality-Leadership, Aggression, Popularity-Sociability, Victimization, Rejection-Exclusion, and Boastfulness. Shyness-Withdrawal, Aggression, and Popularity-Sociability factors largely corresponded to the original ECP factors. We re-named the Prosocial Behavior factor as Prosociality-Leadership. The original Exclusion-Victimization factor was replaced by two distinct factors, Exclusion and Victimization. Finally, a new factor emerged that we named Boastfulness, given that the related items expressed a mild form of aggression corresponding to boastful attitudes and behaviors. We positively subjected this seven-factor model to CFA and, then, this model was compared to the hypothetical original five-factor model considering a unique factor for Exclusion and Victimization and excluding Boastfulness factor. The model had very poor fit indices, suggesting retaining the seven-factor model. Based on the seven-factor model found, we selected a restricted group of items for each factor and obtained a 22-item short form of ECP (SF-ECP). We carried out the same

analyses previously reported for the long version of ECP, revealing the seven-factor solution as the best fitting model.

Study 2.

We investigated the SF-ECP psychometric characteristics in a different, non-dependent sample. Six hundred and fifty-two seventh-grade students (58% male) from forty-one classrooms of sixteen public middle schools in southern and central Italy participated in the study. They completed the 22-item SF-ECP following the original procedure, while participants' principal teachers completed the Teacher-Child Rating Scale, a widely adopted teacher-rating scale comprising six different dimensions, three indicating children's problem behaviors (acting out, shyness-anxiety, and learning problems) and three indicating competence (frustration tolerance, assertive social skills, and task orientation). The SF-ECP seven-factor structure was positively tested by CFA and, then, examined for measurement invariance across gender and context (data collected in southern vs. central Italy). The results showed full measurement invariance across gender and scalar invariance across context. Finally, we performed both correlations among the variables of SF-ECP and T-CRS. The results were extremely similar and supported our expectations. For example, Popularity-Sociability and Prosociality-Leadership positively correlated with competence behaviors, and Shyness-Withdrawal correlated positively with Shyness-Anxiety and negatively with Assertive Social Skills. Moreover, Boastfulness correlated positively with Acting out and Assertive Social Skills, and negatively with Shyness-Anxiety and Frustration Tolerance.

The results evidenced a seven-factor model of ECP compared to the five-factor structure that emerged from North American research and suggest the importance of culturally revised measures of social reputation. Results indicated the meaningfulness to distinguish between Exclusion and Victimization in Italian seventh-grade

students, the need to reconstitute the original Prosocial Behavior factor as a Prosociality-Leadership factor, and to consider the new factor of Boastfulness. These findings can be explained in view of the Italian culture, characterized by such Mediterranean constructs as familialism, which implies closeness to parents and family across all life stages, as well as by personalism, which implies attention to the needs of close others, but not necessarily interest for the society or larger groups.

In addition to the revised factorial structure of the ECP, we managed to shorten its initial number of items, while reasonably preserving its psychometric characteristics. The SF-ECP has 22 items. It is an easier instrument to be administered than the original 37-item ECP and it might attract a wider range of scientists, teachers, and educators who could take advantage from employing such a measure, which shows a balance between shortness and cultural and psychometric demandingness. In conclusion, we deem that future investigations on the peer assessment of children's social reputation are necessary and the SF-ECP can be particularly helpful in this research.

Reference to original publication

Musso, P., Lo Cricchio, M. G., Lo Coco, A., Tani, F., Ingoglia, S., & Rubin (2019). A revised short form of the extended class play among Italian early adolescents. *Psychological Reports*. doi:10.1177/0033294119884009

7. *The role of class victimization levels on the relation between peer victimization and somatic problem*

Tiziana Pozzoli

(University of Padova, Italy)

The link between peer victimization and somatic problems is well-established (Gini & Pozzoli, 2013). What is currently

understudied is under what contextual conditions victims' health might be most likely to be compromised. Recent findings show that negative outcomes associated with victimization may depend on the school classroom context. In particular, negative consequences (e.g., psychological distress) appear to be stronger for victims in classrooms where overall victimization is low, that is, where there are few victims in the class who are perceived by others as "social misfits" (Sentse, Scholte, Salmivalli, Voeten, 2007). Starting from this premise, in the current study we examined the "social misfit" hypothesis in relation to somatic problems reported by victimized students. Consistent with a person–context dissimilarity model, being a victim in a classroom in which victimization is not normative was hypothesized to exacerbate the link between peer victimization and somatic problems. In particular, the potential moderating role of class-level victimization on the association between individual victimization and somatic problems was tested in a large sample of Italian adolescents, while controlling for a variety of socio-demographic (age, sex, ethnic/cultural background, family affluence) and personal characteristics (satisfaction with friends and school, and sense of safety) that are known to be associated to both victimization and students' health.

A total of 1906 adolescents (65% girls; $M_{age} = 14.4$, $SD = 1.2$) in grades 6 to 10, nested into 102 classrooms, was involved in the study. Participants completed a survey about the frequency they experienced peer victimization and somatic problems. Moreover their satisfaction with friends and with school and their overall sense of safety in their class were investigated. In line with other studies using classroom norms, the individual victimization scores were averaged in each classroom to create a classroom-level indicator of victimization. Multilevel modeling with Bayes estimator indicated modest variation in somatic problems between classrooms. As expected, at the individual level, peer victimization was

positively associated with reports of somatic problems. More interestingly, this association varied across classroom as a function of class victimization level. In line with our hypotheses, simple slope computation confirmed that the association between peer victimization and somatic complaints became stronger as class victimization levels decreased.

The current study extends past research on the effects of person-environment mismatch (social misfit hypothesis) by focusing on how classroom victimization levels affect the relation between peer victimization and somatic problems. The finding that victims in classrooms with lower levels of victimization are more likely to report somatic problems is consistent with the bullying literature, showing that peer victimization among adolescents is evaluated less negatively, and is less likely to be associated with negative outcomes, in classrooms in which it is normative. This result could be explained in terms of attributional processes (Huitsing, Veenstra, Sainio, Salmivalli, 2012). Indeed, it is well known that for adolescents, whose adjustment and health are heavily dependent on social comparison, the psychological meaning of being physically, verbally or relationally victimized can vary depending on how typical such experiences are in their classroom. In classrooms with less victimization, victimized students may be more likely to feel different and to blame themselves for their condition. The more victims believe the cause of victimization is internal, the more they are expected to be psychologically maladjusted and the more being victimized becomes stressful, leading to stress-related health problems.

Findings from this study have important implications for school-based programs, associated student support services and school-based mental health screening. For example, evidence-based anti-bullying interventions usually propose a "whole school" approach (Brewer, Brewer & Kulik, 2018) that aims to reduce overall rates of victimization. However, schools should be aware that overall decreases in victimization

could have a negative impact among those students who continue to be targeted. So, it would be highly desirable that school-based bullying programs always include additional supports for victimized students addressing their unique needs.

Reference to original publication

Gini, G., Holt, M., Pozzoli, T., & Marino, C. (in press). Peer victimization and somatic problems: The role of class victimization levels. *Journal of School Health*.

8. Creativity as Identity Skill? Late Adolescents' Management of Identity, Complexity and Risk-Taking

Luigia Simona Sica and Tiziana Di Palma

(University of Naples Federico II, Italy)

Creativity meant as the ability to cope problems in several ways and to have the flexibility to define/re-define the identity. In these terms it could turn out to be key competences for contemporary society based on continuous innovation and de-standardization of development trajectories (Buchmann & Kriesi, 2011).

Studies about creativity area have examined the correlation between identity statuses and creative production (Chen, Chang, & Hung, 2008; Dollinger et al., 2005); dimensions of creative personality in correlation with identity formation processes (Sica, Nasti, & Sestito, 2012).

During adolescence and late adolescence, the exploration of identity is one of the most common processes for discovering oneself, and creativity develops considerably (Kleibeuker, De Dreu, & Crone, 2016). Thus, the focus of this study is on the relationships between creativity (Williams, 1994) and identity processes (Crocetti, Schwartz, Fermani, & Meeus, 2010) to explore the hypothesis that creative processes could

become skills for late adolescents to define their identity.

In line with that, using a person-centred approach, the present study aimed to assess the relationship between creative and identity formation processes. One of the hypothesis suggested that creative processes could be identified as key factors to facilitate identity formation, and they could become transversal soft skills for contemporary late adolescents.

The participants were 315 late adolescents (146 males and 166 females), aged 16–19 and attending the last 2 years of several high schools in a large Italian city (Naples). Participation was voluntary and anonymity was guaranteed

They were used the Italian version (Crocetti et al., 2010) of the Utrecht-Management of Identity Commitments Scale (U-MICS; Crocetti, Rubini, Luyckx et al., 2008) to assess commitment, in-depth exploration and reconsideration of commitment, and the Italian version of Test of Creative Personality (TPC; Williams, 1994) to assess the affective–feeling behavioral components of creativity.

The results confirm the relationship between identity and creativity. The six identity statuses and their differences in terms of creativity processes involved in identity formation.

In details, we examined the profiles of identity statuses in terms of risk-taking, complexity, curiosity, imagination, and overall creativity in order to explore the link between creativity and identity.

The profiles showed substantial differences. The most significant results suggest that creative capacities could facilitate identity formation, supporting both exploration and commitment processes in terms of courage to defend one's own ideas, ability to see many alternatives, curiosity and willingness to ponder the mystery of things and the power to visualize and build mental images. On the other hand, when creativity is lacking the commitments are not the results of exploration or reconsideration processes. In other terms, these adolescents do not imagine or make choices for their future and

their role in the social context before to make identity commitments.

Findings suggest important conceptual and practical implications, and they provide support for the importance of creativity for identity development in late adolescence.

Reference to original publication

Sica, L. S., Ragozini, G., Di Palma, T., & Aleni Sestito, L. (2017). Creativity as identity skill? Late adolescents' management of identity, complexity and risk-taking. *The Journal of Creative Behaviour*. doi: 10.1002/jocb.221

XVII EARA conference in Porto: Adolescence in a Rapidly Changing World

Submitted by Paula Mena Matos
(University of Porto, Portugal)

Dear all

We are happy to announce the upcoming conference of the **EUROPEAN ASSOCIATION FOR RESEARCH ON ADOLESCENCE (EARA)** that will take place in the beautiful city of **Porto, Portugal, September 2 to 5, 2020**, at the Faculty of Psychology and Education Sciences – University of Porto.

The conference theme intends to capture the current accelerated pace of change in adolescents' lives. We want to address the impact of changes in broader systems (i.e., globalization, immigration policies, climate and demography, gender/work roles, technology) on adolescents' developmental tasks and trajectories, and discuss how

adolescents and the microsystems in which they are embedded (families, schools, peers, communities, etc.) act as agents for social and developmental transformation. We aim to bridge approaches and to foster progress in the interdisciplinary and translational study of adolescence.

We invite researchers, practitioners, and students from different disciplines and different parts of the world to join us and build together a pleasant and inspiring conference!

Mark your calendar – Important dates

Call for submissions: November 15, 2019.
Deadline for abstract submission: January 15, 2020.
Notification of acceptance or rejection: March 15, 2020.
Deadline for early registration: May 1, 2020.

Registration is now open

Take advantage of the **early bird registration** rates and secure your place at EARA 2020.

EARA members will benefit from **reduced fees**.

EARA will offer **20 travel awards** for junior participants!

Discover more about the conference here:

<https://www.fpce.up.pt/eara2020>

And more about PORTO here:
<http://www.turismodeportugal.pt/pt/Paginas/homepage.aspx>

Looking forward to meeting you in Porto!

Paula Mena Matos

Conference chair

Faculty of Psychology and Education Sciences – University of Porto

From the EARA Young Scholars (former SECNet): Updates from EARA Young Scholars

Submitted by Marlies Maes
(KU Leuven, Belgium)

Dear EARA-members,

We would like to update you on the EARA Young Scholars, the network for all EARA students and early career researchers (including postdocs and assistant professors).

Looking forward to EARA 2019

During the last months we started with the organization of some of the EARA Young Scholars activities that will be carried out during the 17th EARA conference in Porto, including a Meet the Editors session, the Best Poster Award, our famous social dinner, and a social activity. We also received a lot of valuable suggestions and feedback on pre-conference topics that EARA young scholars would consider most helpful for their careers. Many thanks to the Young Scholars national representatives for their help in this and to all of you who filled out our poll!

Looking for presenters to organize a symposium?

Are you planning to attend EARA 2019 and looking for presenters to organize a symposium? Check out the forum on the EARA website! Here you can propose a topic for a symposium or read the posts of others to see whether there is a match with your research topic.

Committee news

We also have some committee news to share: Sofie Danneel recently defended her dissertation on adolescent loneliness

(congratulations!) and will leave the Young Scholars committee. We would like to thank Sofie for all of her hard work and enthusiasm in strengthening our network and organizing the monthly Young Scholars Spotlight! We are also happy to welcome Flore Geukens who will be taking over Sofie's tasks, including the Young Scholars Spotlight. The Spotlight is a brief, accessible summary of a recent study by one of EARA's young scholars that we publish each month. If you want to apply for a spot or nominate a colleague, please contact Flore (flore.geukens@kuleuven.be).

Stay updated!

The monthly spotlights are, together with interesting announcements, such as open vacancies, conference calls, and upcoming summer schools, posted on our Facebook page (@earayoungscholars) and Twitter page (@EaraYoung). So, follow us and stay updated!

Your EARA Young Scholars committee,

Marlies Maes, Flore Geukens, Elina Marttinen, Ioana Pop, and Susanne Schulz

Renew your EARA membership!

Submitted by Elisabetta Crocetti
(University of Bologna, Italy)

We would like to warmly remind you about the importance of renewing your EARA membership. The next month we will be contacting directly those of who whose membership is expiring at the end of 2019.

Please remember that members receive the following **benefits**:

- Reduced fees for the Association's Biennial Meetings (**members who register for the EARA2020**)

conference in Porto will save 10 euros)

- Possibility to apply or being nominated for **EARA awards** assigned at the EARA2020 conference in Porto
- Possibility to apply for **EARA special issues** published in **Journal of Adolescence** after each conference
- Possibility to apply for **EARA summer school** (the next one will be in September 2020)
- Free **Newsletter** twice a year
- Up-to-date **information** on congresses, research and grant opportunities via the website and the mailing list
- Free electronic **Membership Directory**
- **20% discount on the volumes in the Studies in Adolescent Development (SIAD) book series** (published by Psychology Press)

Biennial Membership fees are:

Full members: EUR 120,00

Student members: EUR 60,00

Reduced fee for full members*: EUR 60,00

*There is a reduced biennial membership fee of EUR 60 for members from the following countries: Afghanistan, Bangladesh, Benin, Burkina Faso, Burundi, Cambodia, Cameroon, Central African Republic, Chad, Comoros, Côte d'Ivoire, Democratic Republic of the Congo, Djibouti, East Timor, Eritrea, Ethiopia, Gambia, Ghana, Guinea, Guinea-Bissau, Haiti, Honduras, India, Kenya, Kiribati, Kyrgyzstan, Laos, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritania, Moldova, Mozambique, Myanmar, Nepal, Nicaragua, Niger, Nigeria, Pakistan, Papua New Guinea, Republic of the Congo, Rwanda, Sao Tome and Principe, Senegal, Sierra Leone, Solomon Islands, South Sudan, Sudan, Tajikistan, Tanzania, Togo, Turkey, Uganda, Ukraine, Uzbekistan, Vietnam, Yemen, Zambia, Zimbabwe.

This list of countries is based on recent data on GDP by capita.

The membership committee,

Elisabetta Crocetti (EARA secretary)

Saskia Kunnen (EARA membership secretary)

Metin Özdemir (EARA treasurer)

Report from the EADP-EARA-SRA Summer School in Kalamata, Greece

Submitted by Meg Bishop (University of Texas at Austin, USA), ***Laura Castillo-Eito*** (University of Sheffield, UK), ***Shanting Chena*** (University of Texas at Austin, USA) ***and Beatrice Hayes*** (Royal Holloway University of London, UK)

Interdisciplinary, global perspectives on adolescence: Unforgettable Experience in 2019 EADP-EARA-SRA Summer School in Kalamata, Greece

Four hours south of Athens, between the peaks of Taygetos Massif and the gulf of Messinia, lies Kalamata, Greece. Kalamata is most commonly known for its olives and beaches. In August 2019, it was also home to the EADP/EARA/SRA summer school, a week-long intensive training wherein dissertation-level predoctoral scholars from around the globe are mentored by top scholars in the field of adolescent development. After a dangerously delicious breakfast spread of pastries, traditional Greek pies, fruit, yoghurt, and coffee, our day usually began with a talk from a senior scholar followed by a collaborative activity designed in response to the talk in the morning. After lunch, activities were wrapped up and junior scholars presented

their dissertation work. The day usually ended with a stroll along the seaside or a dip in the ocean before a delicious dinner.

Cutting-edge research and collaboration

The senior scholars summarized in their presentations the most cutting-edge research in different aspects of adolescent development and pointed out important caveats in translating research findings into actionable interventions. Specifically, Dr Robert Crosnoe emphasized the need to take into account adolescents' biological and psychological changes as well as their social experience in designing effective interventions. Dr Crosnoe emphasized that although adolescence is often considered a period of irrational storm and stress, adolescents are in fact hyper-rational relative to their social contexts and urged us to start from a place of respect when designing adolescent interventions. Dr Tina Malti continued discussing the factors that we need to take into account to develop effective interventions. Specifically, Dr Malti talked about how promoting other-oriented and self-conscious emotions such as empathy and guilt can help prevent youth violence. Dr Michiel Westenberg took us through many years of research and experiments on the development of social anxiety and made us reflect on the differences between typical and atypical social fears.

The main take away from several senior scholars' presentation was that one size doesn't fit all; we must consider national, cultural, and historical contexts of the constructs that we study. For example, Dr Linda Juang explored how cultural and sociohistorical contexts shape the constructs that we study. Specifically, Dr Juang guided us through the distinctive historical and political contexts of race as a construct in

Germany relative to the United States, and how these diverse histories shape our research and measures. Dr.s Katariina Salmela-Aro and Ellen Hamaker also discussed the same idea, but this time in a methodological context. Specifically, these scholars emphasized the importance of making intentional decisions about person- vs. variable- centred approaches and longitudinal approaches to developmental science, urging us to make sure to use a method that fits our research questions.

Collaboration was a central part of the summer school experience. After each senior scholar's presentation, we were asked to complete group activities related to their presentation. For example, following Dr Salmela-Aro's presentation, we split into small groups by interest area to design a study considering person-centred approaches. In these activities, each group member brought his/her own expertise in brainstorming and refining each other's ideas to come up with better solutions. At the end of each group activity, each group presented their work to the large group. It was really interesting to see how different groups approached the same questions in different but innovative angles.



Between the senior presentations and group activities, we participated in the junior presentations. These consisted of the junior researchers presenting an overview of their PhD research to date in front of a small group

of both seniors and juniors (matched in terms of topic relatability). We presented within one-hour slots: half an hour to present and half an hour for discussion. During these discussions, we received feedback and tips to assist us in developing and improving our research further. These were really friendly and informative sessions which gave us the opportunity to share and discuss our research in a relaxed and informal environment, whilst also receiving invaluable feedback from the seniors. It was so interesting to gain insight into each other's areas and progression thus far, whilst also sharing personal anecdotes and experiences. Hearing about peer research taking place all over the globe was particularly inspiring, encouraging and a great opportunity for cross-cultural collaborations.

The final day of the summer school was a bit different. There were not junior presentations, but we participated in a Roundtable. This consisted of all seniors and juniors sitting together and having an open, honest discussion about the transition from PhD life to academia. Any questions were on the table and this allowed for the juniors to be honest about concerns and queries, receiving feedback from a variety of seniors across the globe. This was a particularly beneficial activity as, for PhD students, there are many grey areas within the world of academia. Being able to receive feedback from such a broad spectrum of seniors allowed juniors to develop a fuller and better picture of the realities of academia, including both the pros and cons. Luckily, we left this feeling optimistic about our futures!



Work is not everything!

During the evenings, we gathered together for our meals. These took place in the hotel's dining area where we enjoyed a delicious buffet spread – and bottomless wine! Sitting out, overlooking the beach with a great meal and glass of wine made these moments feel more like a holiday! We really enjoyed these informal evenings where we could all sit together and discuss our lives and cultures. The broad variety of cultures made fantastic conversation as we compared and contrasted various aspects of everyday life, anything from politics to colloquial phrases. These allowed a smooth transition from the work discussions of the day to a chilled evening.

Finally, we also had time each day to enjoy what Kalamata had to offer. There was time for everything, from walking along the beach and around Kalamata to going to the beach and the swimming pool; even some people took the bikes offered by the accommodation and went for a ride. These activities made the summer school more enjoyable and gave the participants the opportunity to learn more about each other and start forming friendships. To keep in touch, we created a WhatsApp group from the moment we arrived and we have kept using it to send pictures of our holidays and congratulate each other in big events such as engagements and weddings. We really hope that these friendships last many years and we can

become each other's strongest support to overcome the struggles and hurdles in our future career.

It was a great honour to have been selected to attend the Summer School and the experience did not disappoint. The academic and work-focused aspects were both enjoyable and beneficial, providing tangible and relevant learning points that will no doubt benefit all juniors throughout the rest of their PhDs and future careers. Even better, the networking, collaborations and, ultimately, friendships that were formed made the experience even better than we could have hoped for. Already, the juniors have benefitted from these interactions in the form of cross-cultural collaborations in the nature of study visits and joint papers. Further still, trips are being planned to visit each other across the globe (somehow on our PhD stipends!). This shows just how well-organised and well-rounded the school was. We would like to thank the organising committee for all their efforts. Drs Susan Branje, Katariina Salmela-Aro and Lisa Kiang did an excellent job. Without their hard work, none of this experience would have been possible. We had a brilliant time and would highly recommend the experience for anyone considering applying – only if we have secured a space first!



EARA Publications

- Albarello, F., Crocetti, E., & Rubini, M. (2019). Prejudice and inclusiveness in adolescence: The role of multiple categorization and social dominance orientation. *Child Development*. doi: 10.1111/cdev.13295
- Ball, J., Sim, D., Edwards, R., Fleming, T., Denny, S., Cook, H., Clark, T. (2019). Declining adolescent cannabis use occurred across all demographic groups and was accompanied by declining use of other psychoactive drugs, New Zealand, 2001–2012. *New Zealand Medical Journal*, 132(1500):12-24.
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Inquiries

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Fabrizia Giannotta
Mälardarens University,
Email: fabrizia.giannotta@mdh.se,
fabrizia.giannotta@gmail.com