
EARA

Newsletter

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From the President

Dear EARA members

Spring has arrived and with it a number of EARA initiatives and activities, mostly focused on publications and meetings, which will be the topic of this newsletter.

Following on from the 2022 EARA conference in Dublin, a **special issue in the Journal of Adolescence** is in preparation **on the topic of: “Adolescents’ Digital Life”**, based on presentations made at the 2022 EARA conference. Wim Beyers, Jennifer Symonds, and Ingrid Schoon serve as guest editors. The call for applications is now closed, and submissions are currently being reviewed. There has also been a call for submissions to the special edition of the EARA newsletter on “Adolescent development in the context of socio-economic inequality, organised by Rasa Erentaite and Olga Solomontos-Kountouri.

EARA has also started a new mentored **Early Career Fellowship program**. Following an initial call, we had a strong interest from early career researchers, and were able to establish 4 interest groups, focusing on wellbeing, prejudice and norms, LGBTQI+, and social inequality. The cluster on wellbeing includes Kara Buket, Nitzan Scharf, and Kathleen McCormick with Jennifer Symonds serving as a mentor and Candace Currie as co-mentor. The cluster on prejudice and norms includes Beatrice Boba and Ayse Yuksel with Giulio D’Urso as

mentor. The cluster on LGBTQI+ includes Edward Noon and Telmo Fernandes with Salvatore Ioverno as mentor, and the cluster on social inequality includes Savas Karatas and Thomas Wilke with Ingrid Schoon as mentor. We look very much forward to hearing more about their work.

Based on a collaboration between EARA-EASP and EAPP there is the opportunity to apply for participation in an **international meeting on “Building Inclusive Identities”**. This Multidisciplinary RKTS (Research Knowledge Transfer Scheme) initiative aims to bring together different perspectives and epistemologies on identity formation with the role of reaching a cross-fertilized, integrated picture of how young people compose their identities. A diverse group of **early career scholars (24 post-docs)** from three European associations will have the possibility, in collaboration with **six senior scholars** acting as facilitators, to develop joint research projects to be carried out after the training week. Projects developed during the training week will be then implemented and submitted for publication in top-tier international journals. For more information see: <https://www.earaonline.org/eara-easp-eapp-meeting> Deadline for applications is 16 June 2023!

Moreover, preparations for the **2023 EADP-EARA-SRA Summer School** to be held in Turku Finland are going well. The summer school will run over 4 days from 24-27th August, preceding the EADP conference. The summer school will be held in Ruissalo, a stunning archipelago island and national park just in front of Turku. The meeting will be directed by Dagmar Strohmeier, Susan Branje, Lisa Kiang, Simona Caravita and Katariina Salmela-Aro. There will be contributions from excellent senior scholars including (in alphabetical order): Elizabeth Cauffman, Berna Güroğlu, Metin Özdemir, Paul Poteat, Dagmar Strohmeier, and Peter Titzmann. I would like to thank them all for their time and investment into advancing the PhD projects and the career development of

the future generation of scholars conducting research on adolescents.

EARA is also planning a webinar series on Trauma, to gain a better understanding of how devastating events such as adverse childhood experiences, natural disasters, or war impact young people and what can be done to protect the most vulnerable. So please watch this space.

I hope there are ample opportunities for you to engage in the ongoing activities of the society and I wish you a happy and productive summer. Please get in touch with any suggestions or comments you would like to make.

Ingrid Schoon
EARA President
University College London, UK

Special Issue:

“Adolescent development in the context of socioeconomic inequality”

Submitted by Rasa Erentaite, Kaunas University of Technology, Lithuania

In this Newsletter we are focusing on socioeconomic inequality – a persistent and growing challenge for child and adolescent development globally. Presented studies and projects discuss different aspects of adolescent lives affected by poverty and socioeconomic disadvantage. A number of studies address educational and vocational functioning, specifically, achievement motivation, educational identity, and vocational choices of adolescents in relation to their socio-economic background. Another line of research centers around health, specifically, mental health, health behaviors, and substance use among adolescents affected by socioeconomic disadvantages. The third perspective, emerging in this issue, focuses on socioeconomic inequality in the context of a large-scale disruption, specifically, the Russian invasion in Ukraine

and the Covid-19 pandemic. Finally, conceptual issues of how socioeconomic inequalities develop and which contextual and individual factors and mechanisms that are at play in the face of socioeconomic disadvantage, are also discussed in this issue.

Overall, presented papers reveal the importance of studying both deficits and strengths of adolescents living in the conditions of poverty and socioeconomic disadvantage. The studies and projects also highlight the need to study the effects of socioeconomic inequality during the periods of social turmoil and disruption, which can reveal different patterns of adolescent functioning compared to regular, relatively stable times. Finally, presented studies and projects demonstrate a strong applied perspective and illustrate how research in this field can inform policies and practices, as well as propose specific tools to address developmental gaps in adolescence related to socioeconomic inequality.

Short reports based on published studies:

1. How do inequalities develop? Exploring mechanisms in the development of socioeconomic inequalities in mental health and health behaviors in adolescents and young adults (Margot Peeters)
2. The interplay of educational identity trajectories and socio-economic status in adolescence (Casandra-Timar Anton & Oana Negru-Subtirica)
3. Achievement goals of adolescents from different SES background before and during the Covid-19 pandemic (Rasa Erentaitė & Rimantas Vosylis)
4. Vocational choice and social relationships in students from low socio-economic status families (Sezgin Bekir)
5. Alcohol consumption in adolescents and young college students from a developing country before and during the COVID-19 pandemic (Lorena Cecilia López Steinmetz, Candela Abigail Leyes, Shao Bing Fong, Juan Carlos Godoy)

6. Bringing money into the fold: A new conceptual model for examining classism among adolescents (Zena R. Mello)

1. How do inequalities develop? Exploring mechanisms in the development of socioeconomic inequalities in mental health and health behaviors in adolescents and young adults

Wilma A. M. Vollebergh^a, Margot Peeters^a, Heiko Schmengler^a, Albertine Oldehinkel^b (^a Utrecht University, The Netherlands; ^b University Medical Center Groningen, The Netherlands)

In this newsletter we present results from a project, part of the Consortium on Individual Development, investigating social inequalities in adolescents entitled: “*How do inequalities develop? Exploring mechanisms in the development of socioeconomic inequalities in mental health and health behaviors in adolescents and young adults*”. Data from the Tracking Individuals Life Survey (TRAILS) study are used to investigate the processes underlying the development of socioeconomic inequalities in mental health and health behaviors. More specifically, the educational trajectory – as a proxy for developing SES – is evaluated in relation to mental health and health behaviors.

Educational inequalities in health behaviors and mental health

Risky health behaviors, such as underage drinking and smoking are much more common among adolescents in the lower than in the higher educational tracks in the Netherlands, and also in other European countries. Additionally, mental health problems, particularly externalizing behaviors and attention problems, have been associated with following a lower educational trajectory in adolescence, as well as socio-economic adversity in young adulthood.

Health-related selection versus social causation

An important question arising from the often-observed educational gradient in substance use and mental health is whether problem behaviors place adolescents into certain educational tracks (*direct health-related selection*). For example, health risk behaviors like alcohol use or mental health problems like ADHD symptoms may affect academic performance and in this way lead to lower long-term educational attainment.

In contrast, differences in the social context between educational tracks may contribute to inequalities in mental health and health behaviors (*social causation*). For example, educational differences in substance use-related social norms and social stressors may translate into inequalities in substance use, as well as externalizing behavior.

Lastly, relatively stable characteristics already present in childhood may contribute to educational inequalities in mental health and health behaviors as ‘third variables’. On the individual level, lower cognitive skills (e.g., lower IQ and effortful control) in childhood, which are to some extent influenced by genetics, are known to predispose placement in a lower educational track in early adolescence, as well as higher risk of problematic health behaviors and certain mental health problems (*indirect health-related selection*). On the social/environmental level, lower parental SES is strongly associated with selection into a lower educational track. Lower parental SES has also been associated with higher risks of mental health problems, as well as problematic health behaviors in adolescents (*social causation*).

Findings from this project

In the first study on educational differences in alcohol use (Schmengler et al., 2022), in early adolescence, social causation processes appeared to be present: Adolescents in the lower educational trajectories increased their drinking behavior more strongly three years later. In young adulthood, the influence of

the educational context was in the opposite direction, increasing the drinking behavior of those in the higher educational trajectories. Possibly, this finding reflects the transition to college life amongst young adults following the higher tracks. Lower IQ and effortful control were also related to more alcohol use, but mainly indirectly by predicting a lower educational trajectory. Higher parental SES predicted selection into a higher educational trajectory, less drinking in early adolescence, but stronger increases in alcohol use in young adulthood.

For attention problems (Schmengler et al., 2021), we consistently found direct health-related selection from early adolescence to young adulthood, with attention problems predicting decreases in education in subsequent waves. For externalizing behavior, a similar pattern was found, but this pattern disappeared when controlling for attention problems. Consistent with social causation, lower parental SES, but not IQ, predicted more attention problems and externalizing behavior in early adolescence.

In a third study (Schmengler et al., 2023), genetic influences on smoking and lower educational attainment were examined in relation to the educational gradient in adolescents’ smoking behavior. Associations between genetic risk factors and smoking seemed partially driven by differences in the educational context (i.e., social causation). Partly through their associations with lower IQ and effortful control, genetic variants predicted placement in a lower educational track, which in turn predicted increased tobacco use. Interestingly, IQ and effortful control were not directly associated with smoking, which is inconsistent with indirect health-related selection explanations.

Conclusion

The results of this project highlight the important role of the social context in explaining educational inequalities in health behaviors in adolescence. Particularly smoking and alcohol use seem strongly affected by the social environment.

Intervention efforts targeting adolescents' substance use should therefore focus on the educational context.

Attention problems place adolescents at risk for downward social mobility. Adolescents experiencing attention problems should be supported in their educational career to avoid unnecessary declines in future SES.

Our study sheds new light on the complex interplay between individual differences and the social environment in the emergence of socioeconomic inequalities in mental health and health behaviors in adolescents and young adults.

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2. The interplay of educational identity trajectories and socio-economic status in adolescence

Casandra-Timar Anton & Oana Negru-Subtirica (Self and Identity Development Lab, Babes-Bolyai University, Romania)

A team of researchers (Casandra Timar-Anton, Oana Negru-Subtirica, & Lavinia E. Damian) from the Self and Identity Development Lab, Department of Psychology, Babes-Bolyai University, Romania has conducted a study on educational identity trajectories of adolescents and parental socio-economic status (SES).

What did the study aim for?

In an increasingly unequal world, it is important to investigate how parental SES relates to adolescents' educational identity development. First, the study aimed to investigate what educational identity development trajectories are present in the Romanian context. Second, it examined how the identified educational identity trajectories relate to perceived parental SES.

Methods

Educational identity processes (commitment, in-depth exploration, and reconsideration of commitment; Crocetti, et al., 2008), perceived parental SES and perceived career-related behaviors were appraised every 5-6 months using a four-wave longitudinal design spanning two years. Data was collected from a sample of 744 adolescents from North-Western Romania. Latent Class Growth Analysis was employed to distinguish the identity trajectories. The relation with SES was investigated both by using DCAT/BCAT procedure in *Mplus* and by correlating the class membership probabilities with the SES values.

What did the study find?

Five educational identity trajectories were identified: undifferentiated (40%), achievement (23%), foreclosure (17%), searching-moratorium (11%), and diffusion

(9%). With regards to SES, adolescents who perceived their parental SES as being higher had a probability of being in the achievement or searching-moratorium trajectories, whereas adolescents who perceived their parental SES as being lower had a higher probability of being in undifferentiated or diffusion trajectory. Moreover, adolescents in the diffusion trajectory had the lowest perceived parental SES, followed by the undifferentiated trajectory, whereas adolescents in the searching-moratorium and achievement trajectories had the highest perceived parental SES.

Why are the results important?

Results indicated that adolescents perceiving their parents' SES lower, belonged to trajectories characterized by lower identity commitments and exploration in-depth, while those who had a higher perception of parental SES were characterized by higher identity commitments and in-depth exploration. The results are in line with previous findings by Rivnyák and colleagues (2021) who highlighted that less affluent families may have troubles supporting their children's long-term educational commitments. Moreover, affluent families experience less economic pressure, and thus have the resources both objective (time, money) and subjective (emotional and behavioral availability) to allocate towards their children (Bronfenbrenner & Morris, 2006; Skinner et al., 2022).

Reference to original publication

Timar-Anton, C., Negru-Subtirica, O., & Damian, L. E. (2023). The Role of Parental Socio-Economic Status and Perceived Career-Related Behaviors in Developmental Trajectories of Educational Identity in Adolescence: A Four-Wave Study. *European Journal of Personality*, 0(0). <https://doi.org/10.1177/08902070221150480>.

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Skinner, E. A., Rickert, N. P., Vollet, J. W., & Kindermann, T. A. (2022). The complex social ecology of academic development: A bioecological framework and illustration examining the collective effects of parents, teachers, and peers on student engagement. *Educational Psychologist*, 57(2), 87–113. <https://doi.org/10.1080/00461520.2022.2038603>

3. Achievement goals of adolescents from different SES background before and during the Covid-19 pandemic

Rasa Erentaitė^a & Rimantas Vosylis^{ab}
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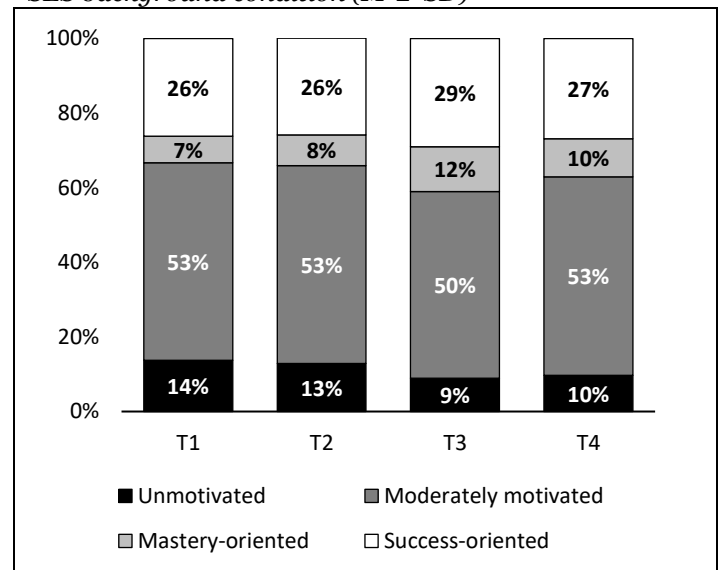
Considering the effects of socioeconomic inequality, academic functioning is among the most affected areas of adolescent lives. Adolescents from disadvantaged socioeconomic contexts have lower academic achievement compared to peers from more well-off backgrounds and this gap is increasing globally (Chmielewski, 2019). With the onset of the Covid-19 pandemic, researchers have voiced concerns about a potential decline in student academic functioning, particularly among socioeconomically disadvantaged adolescents (Branje & Morris, 2021). Since

most learning moved online due to pandemic-related school shutdowns, students became more dependent on their family educational resources (including learning facilities, technologies, parental digital literacy), which, by definition, are scarce in socioeconomically disadvantaged households.

A team of researchers working on a longitudinal *Goals' Lab* study, which started six months before the pandemic and followed 1267 adolescents for 1,5 years into the pandemic, have analyzed adolescent school-related motivational functioning over this period. Specifically, adolescent achievement goal orientation patterns (mastery-approach, mastery-avoidance, performance-approach, performance-avoidance, based on Elliot & Murayama, 2008) were assessed at four half-year timepoints. Following a multiple goals perspective (Pintrich, 2000), all achievement goal orientations were considered together by identifying their most common patterns using a person-oriented methodology. Four profiles, similar to those reported in previous studies (Niemivirta et al., 2019), were identified at each study wave: unmotivated, moderately motivated, mastery-oriented, and success-oriented. Prevalence rates of these profiles at different timepoints and adolescent transitions between these profiles over time were examined, considering potential effects of socioeconomic background.

The results showed a substantial link of student background with the distribution of achievement goal profiles, which revealed a substantial motivational disadvantage among students affected by socioeconomic hardships (Figure 1). This disadvantage was particularly pronounced before the pandemic but remained salient throughout the study. These results align with previous findings on the effects of socioeconomic background in the Lithuanian educational settings, which revealed sizable socioeconomic achievement gaps (OECD, 2019).

Panel A. Profile prevalence rates evaluated at the low SES background condition ($M-2*SD$)



Panel B. Profile prevalence rates evaluated at the high SES background condition ($M+2*SD$)

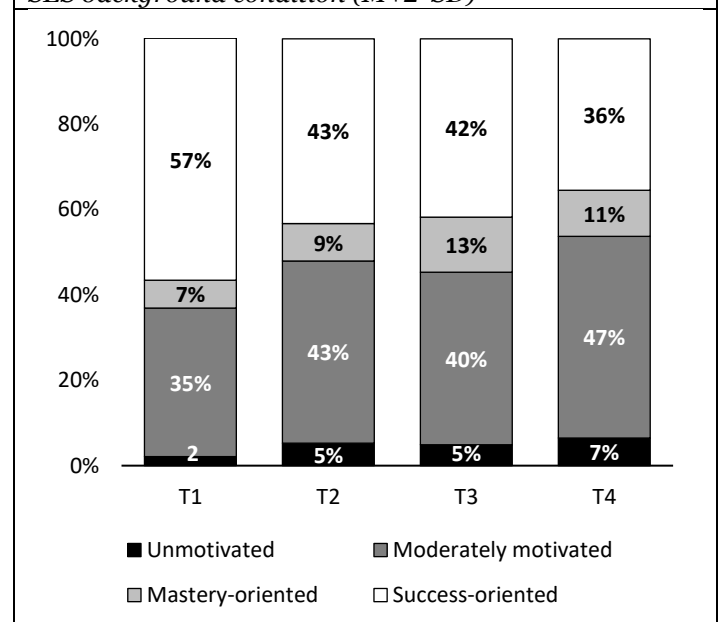


Figure 1. Academic motivation profile conditional prevalence rates (distributions) during the four assessments, evaluated at the low SES (panel A) and high SES (panel B) adolescent background condition (N = 1267).

However, contrary to our expectations, there was no direct link of socioeconomic background with the longitudinal transitions in academic motivation patterns. This means that disadvantaged students did not transit to less adaptive motivational profiles at larger rates than their peers. This may be explained by different factors. First, students from

socioeconomically disadvantaged backgrounds already had low levels of academic motivation before the pandemic, which left little chance for change to an even less favourable direction. Moreover, students from socioeconomically disadvantaged backgrounds may have shown resilience in the face of the pandemic, since the experiences of disruption and instability, brought by the pandemic, are also characteristic in poverty-affected contexts. Finally, certain educational policy measures (such as using school premises and equipment, supervision by school personnel) taken during the later waves of the pandemic could have prevented accelerated deterioration of achievement motivation among students from disadvantaged backgrounds. Overall, our study highlights the need for continuous support for students from disadvantaged socioeconomic backgrounds since their achievement motivation is continually and substantially lower than their peers' from well-off contexts.

Reference to original publication

Erentaitė, R., Vosylis, R., Raižienė, S., Simonaitienė, B., Augustinienė, A., & Branje, S. (2022). Profiles of achievement goal orientations among adolescents with different SES background before and during the Covid-19 pandemic. *European Journal of Developmental Psychology*.
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4. Vocational choice and social relationships in students from low socio-economic status families

Sezgin Bekir (Institute for Population and Human Studies - Bulgarian Academy of Sciences, Bulgaria)

Research in the field of developmental psychology suggests that during adolescence and early adulthood, one of the main psychosocial tasks is preparation for future professional roles (Arnett, 2000). Studies specifically in the field of youth unemployment indicate a significant relationship between personal characteristics, career maturity, motivation

for learning, socio-economic status, family relationships, and vocational choices of young people (Flouri, Buchanan, 2002; Blustein et al., 2002).

In the period 2019 – 2021 Prof. E. Tair, DSc, Ph.D. and S. Bekir, Ph.D. from the Institute for Population and Human Studies - Bulgarian Academy of Sciences implemented the project “Personality, education and professional self-realisation for people from vulnerable groups in the country: scientific dimensions and practical approaches”. The project was supported by the Bulgarian Ministry of Education and Science under the National Research Programme “Young Scientists and postdoctoral students” approved by DCM # 577 / 17.08.2018.

The main goal of the project was to study the personal and social factors determining the professional self-realisation of people from vulnerable groups in regions of the Republic of Bulgaria, where the percentage of the population with primary or lower education is high. As part of the project tasks, a survey with students in the seventh grade, from low socio-economic status families was conducted. In the present study, students' relationships with parents and the social environment, in general, are explored through the strokes economy, proposed in transactional analysis theory. Strokes, or signs of recognition, are assumed to be one of the basic needs of each person and a component of social relationships (Steiner 1990). Strokes can be categorised as either positive or negative, unconditional or conditional, and are often learned as a pattern of interaction in early childhood. According to Steiner (1990), all individuals develop a tendency to economise on giving or rejecting strokes, which he referred to as the "stroke economy": "Don't accept strokes if you want them", "Don't give yourself strokes", "Don't ask for strokes when you need them", "Don't give strokes if you have them to give", and "Don't reject strokes when you don't want them" (Steiner 1990:119).

The aims of the study were: (1) To investigate the vocational choice made by students with

low socio-economic status and their parent's level of education, (2) to establish the leading stroke economy among the studied students. More than half of the surveyed students (55.89 %) indicated that they had made their vocational choice towards professions in the field of healthcare (20.18 %), services and trade (21.10 %), sports (12.84 %) and information technology (11.93 %). It was established that 64.22% of the mothers and 66.97% of the fathers of the students with a vocational choice had secondary and higher education, while 69.77% of the mothers and 60.47% of the fathers of the students with no vocational choice had elementary and primary education. The orientation towards prestigious professions or occupations that will provide secure employment may be due to parental influence, financial difficulties, and certain ethnocultural characteristics of the family background of the students surveyed.

The results suggested that the students of the present study find it difficult to accept positive or negative signs of recognition from others, do not seek feedback on their behaviour, and show a tendency to underestimate their own needs and achievements. Significant differences in the stroke economy were found. We can summarise that the stroke economy related to the manifestation of neglect and underestimation of one's own needs, passivity, self-criticism, and dissatisfaction with own achievements and successes is more pronounced in students without a vocational choice. At the same time, students, having made their vocational choices, demonstrate a more pronounced tendency towards autonomy and focusing on their own experiences and relationship with others in their social environment.

Despite the limitation of the study, we could suggest that socio-economic status, parents' level of education, and established family relationship patterns likely affect adolescent vocational choice and the results can be useful in counselling and vocational guidance for students.

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5. Alcohol consumption in adolescents and young college students from a developing country before and during the COVID-19 pandemic

Lorena Cecilia López Steinmetz^{a,b*}, Candela Abigail Leyes^b, Shao Bing Fong^c, Juan Carlos Godoy^a (a Laboratorio de Psicología, Instituto de Investigaciones Psicológicas (IIPsi), Facultad de Psicología, Universidad Nacional de Córdoba (UNC) - Consejo Nacional de Investigaciones Científicas y Técnicas (CONICET), Córdoba, Argentina. ^b Universidad Siglo 21, Córdoba, Argentina. ^c Université de Rennes 1, Rennes, France)

The impact of the COVID-19 pandemic and lockdowns on alcohol drinking patterns,

expectancies, and drinking contexts among students remains an open question. Additionally, studies examining alcohol consumption patterns among adolescents and young people often overlook socioeconomic status (SES) or inequalities.

Our study aimed to assess changes in alcohol consumption in Argentinean adolescents and young college students (aged 18-24) from August 2019 to a one-year follow-up during the highly restrictive quarantine (lockdown) imposed in this country as a response to the COVID-19 pandemic. We considered various factors such as alcohol expectancies, drinking contexts, age of onset, biological sex (female/male), age, and self-perceived SES (low/middle/high). This study also aimed to test the stability of these factors on alcohol consumption across dependent and independent measures.

We conducted online surveys on a longitudinal sample of 300 students (70% female) and a cross-sectional sample of 165 students (78% female) and analysed the data using multilevel analysis and regressions, respectively.

Our findings revealed that alcohol consumption was higher during quarantine (8.26 alcohol units) compared to one-year prior (6.91 alcohol units). In the longitudinal sample, social facilitation (effect size [ES] 0.21-0.22), stress control (ES 0.17-0.18), and parental presence (ES 0.12-0.13) had stable increasing effects on alcohol consumption, while age of onset had a stable inverse effect on consumption (ES 0.12-0.12). In the cross-sectional sample, positive alcohol expectancies (ES 0.23), stress control (ES 0.80), and parental presence (ES 0.43) were associated with higher alcohol consumption during quarantine. Conversely, the contrast between medium and high SES was negatively related to alcohol consumption (ES 0.20). The mean and standard deviation of alcohol consumption in each SES group were as follows: low SES M = 12.65 (20.67), medium SES M = 8.27 (10.00), and high SES M = 10.14 (4.40).

Our study suggests that college students increased their alcohol consumption during quarantine, indicating that restrictive sanitary measures may negatively affect consumption.

The literature reports both decreases (1-4) and increases (5) in alcohol consumption among students from developed countries during the COVID-19 lockdowns. Among students from developing countries, decreases in alcohol consumption were reported (6-8). However, alcohol expectancies and consumption contexts were not assessed. In the current study, stress control and parental presence contexts were stable predictors that increased alcohol consumption before and during quarantine. Strategies to help students cope with stress and health policies aimed at modifying the behaviour of parents who promote/share alcohol consumption with their offspring may reduce drinking in college students.

Furthermore, in the cross-sectional sample, SES was a relevant variable influencing alcohol consumption during quarantine, with the medium SES group consuming less than the high SES group. Although the contrasts between the low SES group and the other SES groups did not achieve statistically significant relationships, it is worth mentioning that the low SES group had higher alcohol consumption compared to the other SES groups. These results suggest that socioeconomic inequalities play a role in consumption patterns. Moreover, these findings suggest that the influence of the SES variable on the alcohol consumption may be affected by the conditions imposed by quarantine and pandemic contexts, as this variable was found as significant in the cross-sectional but not in the longitudinal sample. A limitation of our study was that SES was assessed as a self-reported perception.

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de Psicología, Ciudad Universitaria. Córdoba, Argentina. Zip Code: 5000.

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6. Bringing money into the fold: a new conceptual model for examining classism among adolescents

Zena R. Mello (San Francisco State University, USA)

Economic inequality has reached a staggering level and is expected to increase in the future (International Monetary Fund, 2018). Substantial research has shown that social class is profoundly associated with key developmental outcomes among adolescents, including academic achievement, mental health, and psychological well-being (Reiss, 2013). However, scholars have yet to examine adolescents' experiences with discrimination based on social class, namely *classism*. To

address this knowledge gap, we propose a new conceptual model for examining classism and its associations with developmental outcomes among adolescents.

Social class is unique for adolescents because it is dependent on another person, such as their parent, family, or household. Adolescent social class includes parental income, education, occupation, and subjective social status (Currie et al., 1997; Krieger et al., 1997). Another distinguishing feature of adolescent social class is that it is subject to change over time as a result of changes in parental employment status, financial crisis, or natural disaster. Further, social class is relative, so it may change for adolescents across settings and contexts, including schools or neighborhoods. As a result of these particular qualities, classism may differ depending on how adolescent social class is operationalized.

In this essay, a new interdisciplinary conceptual model of adolescent classism is proposed (see Figure 1) that integrates theories from the following fields: developmental (García et al., 1996), counseling (Liu et al., 2004), and education (Langhout et al., 2007). The model is multidimensional and includes forms, targets, and sources of classism. *Forms* may be overt (harassment) and subtle (microaggressions). *Targets* may be direct, such as when an adolescent experiences classism personally. For example, an adolescent may be taunted by a peer because they do not wear brand name shoes. Classism may also be indirect or vicarious, such as when an adolescent sees or hears about their friends or family experiencing classism. For example, an adolescent may hear from their parents that a store clerk was rude to them because they used welfare to pay for food. *Sources* may include peers, school personnel, and adults in the community. Peers are likely to be particularly influential, given how salient peers are in adolescence.

Classism is hypothesized to be associated with key developmental outcomes among adolescents. As examples, classism may be

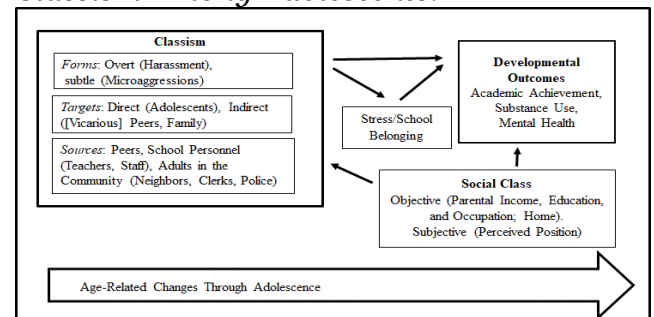
positively associated with substance use and negatively associated with academic achievement. The mechanisms linking classism with adolescent development may depend on the outcome. Adolescents who experience classism may experience harmful stress or heightened amount of stress due to their minoritized class status and, in turn, may use substances, including tobacco to cope with such stress. Another example includes academic achievement. Adolescents who experience classism in school may feel that they do not belong, which may negatively affect their academic performance.

Research drawing from the proposed model of classism among adolescents has great potential to transform the field by providing a new way of understanding how social class affects developmental outcomes. There are several important future directions of research that warrant examination. First, the proposed conceptualization must be empirically tested to show which forms, targets, and sources are important for adolescents. Qualitative methods, such as interviews, may be particularly useful for soliciting classism among adolescents. Second, measures need to be developed in order to reliably and validly assess the construct. Extant measures were developed for adults and may not be age-appropriate for adolescents. Third, consideration should be given to the intersection of classism with discrimination based on other social identities, including race/ethnicity, immigration, gender, and sexual orientation. It will be essential to generate knowledge about the ways in which various marginalized identities, including social class, interact for adolescents.

In conclusion, a new conceptual model of classism among adolescents is proposed that serves to engender research in this area. The model is interdisciplinary, multidimensional, and incorporates the unique qualities of social class among adolescents. Ultimately, knowledge generated from this new line of inquiry may be used to address class-based

marginalization in order to support the healthy development of adolescents.

Figure 1.
A New Conceptual Model for Examining Classism Among Adolescents.



Reference to original publication

Mello, Z. (2022). Where is the money? A new conceptual model for examining perceived discrimination based on social class among adolescents. *PsychArchives*.
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Ongoing and recent projects

1. Project *Minding the Gap*. Poverty and youth mental health from a systems perspective – towards a Mental-Health-In system approach to transform a vicious cycle into a virtuous cycle (Natasha Koper)
2. Young Ukrainians’ experiences and perspectives of the Russia-Ukraine war: A mixed-methods investigation on how to promote resilience and sustainable peacebuilding (Iuliia Pavlova)
3. Promoting social inclusion skills in a post-truth world: A gamified online platform and curriculum” (PROMIS) (Oana Negru-Subtirica)
4. Disparities in student achievement: A prototype of an analytics tool NO-GAP (Rasa Erentaitė)

1. Project *Minding the Gap*. Poverty and youth mental health from a systems perspective – towards a Mental-Health-In system approach to transform a vicious cycle into a virtuous cycle

Natasha Koper (Utrecht University, The Netherlands)

Poverty and poor youth mental health are urgent, interlinked public health problems. Youth growing up in poverty have an increased risk for poor mental health due to multiple, interacting, poverty-related psychological, social, physical and economic circumstances (e.g., Devenish et al., 2017; Russell et al., 2016; Stevens et al., 2018; Weinberg et al., 2019). Most mental health promotion strategies disregard this complexity of risk factors and solely apply individual-level interventions. To realise an important breakthrough in youth mental health promotion, we apply the complex adaptive systems theory to gain insight into the complex, multi-layered processes and crucial elements in the system leading to poor mental health among youth growing up in poverty (Langellier et al., 2019). To improve the mental health of youth growing up in poverty – which is the ultimate impact we strive for – the *Minding the Gap* project aims to fuel professionals and policymakers with knowledge and skills that enhance their possibilities to realise this impact. More specifically, in this project we develop the *Mental-Health-In* system approach, including working principles for:

- Essential collaborative processes (e.g., how to build a team of collaborating professionals, how to create a joined vision on system changes, how to implement *Mental-Health-In* actions to change the system),
- Building an action plan (e.g., insights in the system producing mental health among youth growing up in poverty, high potential *Mental-Health-In* actions, insights in the working mechanisms underlying system

changes due to *Mental-Health-In* actions)

- Future systems-based evaluations of the *Mental-Health-In* system approach (for continued evaluation and further improvement of the approach).

To realise this, ***Minding the Gap*** consists of seven work packages (WPs), i.e. five WPs with research activities taking place in two case study neighbourhoods (WP1-5), and two separate WPs focusing on the integration and translation (WP6) and dissemination (WP7) of insights from WP1-5. ***Minding the Gap*** started in January 2023, and is expected to end in December 2026.



Our project has seven aims (corresponding to the seven WPs):

1. To identify, meaningfully engage with and develop a local core team of relevant actors that play a role in understanding, changing, and sustaining the local system generating lower levels of mental health among youth growing up in poverty, including youth (of different ages 12-25 years), parents, teachers, social worker, regional child health centres, school-based preventive care, local policy makers, social housing services, municipal health services, and other stakeholders, in each of the two neighbourhoods;
2. To generate insights into the complex adaptive system linking poverty to youth mental health by developing a co-created vision of this system in the form of causal loop diagrams (CLDs) within the core teams;
3. To envision changes to the system and develop a *Mental-Health-In* action plan with the core teams during co-creation

sessions (in which we identify important leverage points for mental health improvement in the CLD, map already planned actions onto the CLDs, create an action plan by selecting (or co-creating) *Mental-Health-In* actions that match with important leverage points, and develop an implementation roadmap);

4. To evaluate implementation outcomes and process of the action plan, including the identification of barriers, facilitators and contextual influences that affect the implementation (guided by the Consolidated Framework for Implementation Research (CFIR));
5. To gain insight in the effects of the action plan on youth mental health by applying a realist approach, i.e., to unravel the underlying working mechanism, effective elements, and contextual factors of (the combination) local actions that add to these effects, and to understand how the existing actions could be made more effective for improving the mental health of youth growing up in poverty;
6. To develop a *Mental-Health-In* system approach that can be applied nationally, by integrating the insights gained from two case study neighbourhoods (WP1-5) and translate it into workable principles for essential collaborative processes, for building an action plan and for future evaluations;
7. To co-create dissemination materials with, and disseminate these in various forms to, the different groups we want to reach: local professionals, policy makers at municipalities, youth/parents, and researchers.

For more information about the project, contact the ***Minding the Gap*** research team through mindingthegap@uu.nl.

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2. Young Ukrainians' experiences and perspectives of the Russia-Ukraine war: A mixed-methods investigation on how to promote resilience and sustainable peacebuilding

Iuliia Pavlova (Lviv State University of Physical Culture named after Ivan Boberskij, Ukraine)

10.2 million young people live in Ukraine, almost a quarter of the country's population (Dmytruk et al., 2016). In connection with Russia's aggression, young Ukrainians became direct witnesses of the destruction of

civil infrastructure and mass killings of civilians in the occupied territories (Office of the High Commissioner for human rights, n.d.). It is almost impossible to estimate the scale of problems with psychological health today. According to preliminary estimates of the Ministry of Health of Ukraine, more than 60% of Ukrainians will have health problems due to the war and need further help (The Ministry of Economy of Ukraine). Despite the difficult circumstances, Ukrainian youth remain part of the population that is particularly active, determines the country's future, and makes decisions that affect their well-being and the situation of families and communities. It is crucial to understand the processes that take place among young people in order to ensure the best possible adaptation, socialisation, and realisation of their potential in the conditions of war and the post-war period, reducing the level of anxiety and psycho-traumatic situations caused by war (OECD, 2021). The search for new approaches toward resilience and peacebuilding in Ukraine is the key to a safer and healthier world.

This project aims to explore the experiences of the ongoing Russian-Ukrainian war among young people in Ukraine and to document key factors to promote resilience and peacebuilding processes. The project adopts a multidisciplinary approach to studying war experiences, resilience, and peacebuilding among young people in Ukraine. It is concerned with positive human experiences such as hope and optimism, purpose in life, and resilient coping by focusing on factors contributing to the flourishing or optimal functioning of young people in Ukraine in the current armed conflict. By employing a mixed-methods study design, the project adopts a people-focused systems approach focused on the empowerment and strengths of young people by bringing together the young generation in Ukraine and providing a platform to share and encourage their creative initiatives for collective resilience and peacebuilding work on different levels (Cohrs et al., 2013).

To implement the project tasks, a survey of young people (N=593, 18.90±2.35 years) was conducted in December 2022 – February 2023, and a preliminary data analysis was carried out. Among the respondents, 10.3% had experience of life under occupation, 13.6% were on the territory of Ukraine where active hostilities were taking place, and 31.5% changed their place of residence or study because of the war. Most participants (56.3%) were relatively highly satisfied with their own lives. Participants had medium/high levels of optimism (60.8%), the majority of the population had high or moderate levels of post-traumatic growth (58.7%) or resilience (60.5%). We have identified significant differences in the level of post-traumatic growth of men and women that can result from some social changes in the country due to the war. Levels of optimism, hope, resilience, emotional support as a coping strategy, and post-traumatic growth were among the predictors of satisfaction with the lives of youth. Negative impact on life satisfaction had life in occupation.

The findings will be used to inform further work, policy, and practice within identified key features that promote change and resilience as part of the collective effort to ensure peace and human flourishing now and into the future in Ukraine.

Winner of the Small Grants Program 2022 by Society for the Study of Peace, Conflict & Violence

Principal Investigator: Iuliia Pavlova (Lviv State University of Physical Culture named after Ivan Boberskij, Ukraine).

Steering Committee: Radosveta Dimitrova (Stockholm University, Sweden, Chair of the Research Initiatives Working Group (RIWG), APA Interdivisional Task Force on the Pandemic), Steven Krauss (Universiti Putra Malaysia, past recipient of the APA Peace Psychology Small Grant).

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3. Promoting social inclusion skills in a post-truth world: A gamified online platform and curriculum (PROMIS)

Oana Negru-Subtirica (Universitatea Babeş-Bolyai, Romania)

In the ERASMUS+ Strategic Partnership project **“Promoting social inclusion skills in a post-truth world: A gamified**

online platform and curriculum” (PROMIS), an international team of experts have developed applied tools to approach social inclusion and exclusion.

1. The e-book “*Building inclusive societies by promoting social inclusion and reducing discrimination: Theories, research, and interventions*” (BUILD), which integrates up-to-date theoretical knowledge and research findings with practical case studies of social inclusion.
2. The gamification manual “*Best Practices for the Gamification of Social Inclusion in Online Learning*”, which offers best practices and examples of how we implemented gamification in our online courses about social inclusion.
3. The **eBUILD gamified e-learning platform**, which includes 6 freely available online courses about the social inclusion of marginalised groups. A video presentation of the platform can be found here https://www.youtube.com/watch?v=Pz4cl4M7cyA&t=6s&ab_channel=PR OMIS

All project results, developed during 2019-2022, are freely available on <https://promis.education/> and the live transmission of the project closure event is available online <https://fb.me/e/1Ji5uFnII>. The project partners were: Babes-Bolyai University (coordinator), University of Bologna (Italy), University of Bordeaux (France), Cardinal Stefan Wyszyński University in Warsaw (Poland), Kaunas University of Technology (Lithuania), Utrecht University (Netherlands), and eLearning & Software (Romania). The project director was associate professor Oana Negru-Subtirica (Universitatea Babeş-Bolyai, Department of Psychology, oananegru@psychology.ro).

4. Disparities in student achievement: A prototype of educational analytics tool NO-GAP

Rasa Erentaitė (Kaunas University of Technology, Lithuania)

One of the main challenges facing contemporary education systems is the student achievement gap related to socioeconomic background. In Lithuania, the government aims to empower schools and municipalities to systematically reduce student achievement gaps (e.g., through the The Millennium Schools’ Progress program). However, for taking action at a local level, it is important to monitor the achievement gap of students from different backgrounds at an individual, school and municipal level. Currently, there is a lack of relevant user-friendly analytic tools, which would enable systematic monitoring of student achievement gaps and inform school- or municipality-level decisions addressing the achievement gap problem.

The aims of the project **Disparities in school achievement from a person and variable-oriented perspective: A prototype of a learning analytics tool NO-GAP** (no. 01.2.2-LMT-K-718-03-0059) are threefold:

Develop an integrated theoretical model of student achievement, which would conceptualise socioeconomic gaps in student achievement, identify student achievement profiles and clarify specific factors of achievement at a national, municipality and school level. The model was developed during the initial stages of the project and is available online (in Lithuanian only).

Operationalize student achievement, achievement gap and factors related to the gap using national population-level data from the Lithuanian Education Management Information System. The data for operationalizing relevant constructs covers a cohort of 8th grade students (from academic year 2021-2022) and their historical data since grade 4. The data includes yearly grades, national standardised assessment

test scores, student background, school characteristics, school personnel, etc. The data is handled in a fully anonymized way.

Develop a prototype of analytics tool NO-GAP designed to monitor and analyse achievement gaps at a national, municipal and school level. The structure of the prototype is presented in Figure 1. Modules 1-4 each cover several dashboards illustrating the situation of students, their achievement, achievement gaps and related factors at a school, municipal and country level. Currently the prototype is stored at the [Lithuanian Data Archive for Humanities&Social Sciences \(LiDA\)](http://lithuanian-data-archive-for-humanities-social-sciences-lida). The prototype is only accessible to schools and municipalities with their own unique ID. After logging to <http://nogap-lida.dataverse.lt/> the users can see a number of aggregations of their own institutional data and are able to compare it with aggregated data from other institutions.

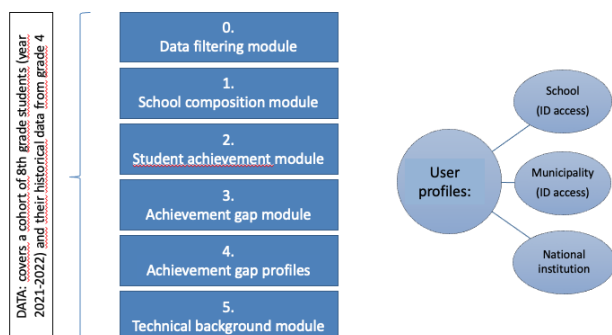


Figure 1. The structure of NO-GAP analytics tool prototype.

The project is implemented by a research team at the Faculty of Social Sciences, Arts, and Humanities at Kaunas University of Technology: Rasa Erentaitė (principal investigator), Eglė Melnikė, Vaidas Morkevičius, Daiva Sevalneva, Berita Simonaitienė, Rimantas Vosylis, and Giedrius Žvaliauskas.

The project has received funding from European Regional Development Fund (project No 01.2.2-LMT-K-718-03-0059) under grant agreement with the Research Council of Lithuania (LMTLT).

Updates from EARA Young Scholars

Updates from EARA Young Scholars

Submitted by Daráine Murphy

Dear EARA-members,

We would like to give you an update on EARA Young Scholars, the network for all EARA student members and early career researchers.

Looking forward to EARA 2024

We are currently in the early stages of planning the 2024 conference in Limassol Cyprus. We will be in touch with EARA young scholar members shortly to get your views on the pre-conference workshops, social activities and more!

Emerging Scholars Spotlight

Each month we put a recent publication authored by an EARA Young Scholar in the spotlight. Written in an accessible, non-technical language, these spotlights are the best way to stay updated on the most recent work of our vibrant community! The spotlights are distributed by email to all EARA members, appear on the EARA website, and are shared on our Facebook page. If you are an EARA Young Scholar and recently published a study in an international journal, you can contact Anna-Maria anna-maria.mayer@uni-due.de to contribute to the next Emerging Scholar Spotlight.

Stay updated!

The monthly spotlights on recent work of EARA's young scholars together with interesting announcements, such as open vacancies, conference calls, and upcoming summer schools are posted on our Twitter page ([@EaraYoung](#)). Follow us and stay updated!

Your EARA Young Scholars Committee,

Daráine Murphy, Savaş Karatas, Beatrice Bobba, Anna-Maria Mayer, Maria Petridou

EARA **Announcement**

**International EARA-EASP-EAPP
meeting “Building Inclusive
Identities”**

Multidisciplinary RKTS (Research Knowledge Transfer Scheme) conducted in collaboration with the Department of Psychology “Renzo Canestrari”, University of Bologna, Italy

Chairs: Elisabetta Crocetti, Monica Rubini

Topic

Identity has been a focal issue for the studies of psychology from the very beginning of this science. Social psychology has given a strong contribution to highlighting the role of social identity in intergroup relationships, with specific reference to intergroup discrimination. Research in developmental psychology has highlighted the role of identity dynamics as iterative processes through which individuals acquire identities by exploring options, getting committed or reconsidering their choices. Personality psychology has highlighted the role of

individual differences in leading to particular identity configurations.

This Multidisciplinary RKTS (Research Knowledge Transfer Scheme) initiative aims to bring together these perspectives and epistemologies with the role of reaching a cross-fertilized, integrated picture of how people compose their identities. A diverse group of **early career scholars (24 post-docs)** from three European associations will have the possibility, in collaboration with **six senior scholars** acting as facilitators, **to develop joint research projects** to be carried out after the training week. Projects developed during the training week will be then implemented and submitted for publication in top-tier international journals.

Format

The program will be structured in one week: from **18 to 22 September 2023**. It will be held at the Department of Psychology of the University of Bologna, Viale Berti Pichat 5, Bologna, Italy.

The RKTS will focus on the co-construction of knowledge among a diverse set of experts consisting of 24 early career scholars (post-docs) and 6 senior scholars acting as facilitators.

The meeting is organized in two main phases. First, developmental, personality, and social psychological models related to inclusive identities will be presented by senior scholars, along with a discussion of empirical research and related methodologies (e.g., longitudinal, experimental, survey). In the second step, post-docs will be invited to develop joint research projects building upon contributions presented in phase one as well as their own interests and prior research on the topic. Thus, through a combination of lectures, workshops, practical activities, and group assignments (e.g., group presentations, consultation meetings), the post-docs will develop collaborative research projects, bringing their own expertise on the topic and benefitting from theoretical and

methodological insights shared by the senior scholars.

The envisioned results of the meeting are thought to be disseminated through joint publications prepared by groups of participants to be submitted to top-tier journals in the field. Proposals for organizing one or more special issues will be considered and discussed during the RKTS.

Senior scholars:

- Prof. [Veronica Benet-Martinez](#) (Universitat Pompeu Fabra, Spain)
- Prof. [Susan Branje](#) (Utrecht University, The Netherlands)
- Prof. [Oliver Christ](#) (FernUniversität in Hagen, Germany)
- Prof. [Elisabetta Crocetti](#) (University of Bologna, Italy)
- Dr. [Francesca Prati](#) (University of Bologna, Italy)
- Prof. [Monica Rubini](#) (University of Bologna, Italy)

Organizers

This Research Knowledge Transfer Scheme is organized by the Department of Psychology of the University of Bologna, Italy in collaboration with three European scientific organizations:

- EARA European Association for Research on Adolescence (<https://earaonline.org>)
- EASP European Association of Social Psychology (<https://www.easp.eu/>)
- EAPP European Association of Personality Psychology (<https://eapp.org>)

Scientific Committee: Prof. Elisabetta Crocetti, Dr. Francesca Prati, Prof. Monica Rubini

Organizing Committee: Beatrice Bobba, Stefano Ciaffoni, Francesca De Lise, Mohammad Mohsen Khoddami, Fabio Maratia, Maria Pagano, Sara Panerati, Denise Ruggieri.

How to apply?

The **target** of the RKTS are **post-doctoral and junior researchers (holding a PhD)**. In this vein, this RKTS is meant for young researchers that, usually, have less chances to join training events (since most of them target PhD students). Applicants will be evaluated based on their CV and research interests, balancing for diverse and underrepresented geographical areas.

How to apply? Applicants will need to (a) fill this [application form](#) with their data and (b) send the following documents in English, saved as Word (.docx) or Adobe Acrobat (.pdf) files to elisabetta.crocetti@unibo.it (indicate in the Object: “Application for the EARA-EASP-EAPP meeting”):

- Curriculum vitae (labeled `firstname_surname_cv.docx`)
- 1-page describing their research interests pertaining to inclusive identities and sustained by published or ongoing projects (labeled `firstname_surname_research interests.docx`)

Note: Applicants need to be a member of EARA, EASP, and/or EAPP.

Timeline:

- Deadline for applying: June 16, 2023
- Selection of applicants and notification of responses: By July 15, 2023
- Meeting held from 18 to 22 September 2023.

Meeting fee: Participation in the meeting is free of charge. Selected participants will receive meeting materials and refreshments during coffee breaks and lunch. Participants will have to cover their own travel and accommodation costs. Please contact us if you have problems.

19th International Conference of the European Association for Research on Adolescence in Limassol, Cyprus, 24-28 September 2024

www.cyprusconferences.org/eara2024/

The Theological School of the Church of Cyprus is pleased to announce that it has undertaken the organisation of the 19th International Conference of the European Association for Research on Adolescence (EARA), which will take place from 25-28 September 2024, at St Raphael Hotel in Limassol, Cyprus. The Organizing Committee of the EARA|2024 Conference, chaired by Dr Olga Solomontos-Kountouri, Associate Professor of Developmental Psychology, together with internationally renowned scientists, who are members of the EARA Committee, and distinguished academics from all Cypriot Universities, are preparing an interesting academic and social program in cosmopolitan Limassol.

The academic programme has the following theme “Promoting Adolescent Solidarity and Wellbeing”. Today's young people are growing up in an ever-changing, diverse and digitally-driven world that is beset by a multitude of problems such as natural disasters, diseases, wars, economic and environmental crises, and other social challenges. Therefore, priority will be given to studies that examine different dimensions of solidarity, such as social, emotional and intercultural competences, moral values as well as inclusion and integration. In addition, research relevant to the promotion of many aspects of adolescents' well-being will be presented, such as: resilience, physical and mental health, academic achievement, identity formation, family ties, peer relationships, romantic relationships, etc. By promoting an understanding of these critical issues, we can work towards creating a more supportive and inclusive environment that

fosters well-being and solidarity among our young people. Accordingly, we welcome the submission of abstracts for papers related to the aforementioned themes and invite all scholars researching adolescence to participate in the EARA 2024 conference. Abstract submission opens on 25 September 2023.

The Theological School of the Church of Cyprus, as a non-profit organisation and through its experience in conducting conferences and its participation in a wide range of European Programmes, is ready to carry out this important conference, which is taking place for the first time in Cyprus, with the required professionalism and excellence. With the help of the experienced organisation EasyConferences, we expect to host more than 600 scientists who work with adolescents from Europe and the rest of the world.

In addition to the key note speakers, invited symposiums, thematic symposiums, round tables, poster presentations, practitioners' day, the Organizing Committee is preparing a variety of cultural and other activities that will take place in the beautiful seaside city of Limassol.

More information about the upcoming Conference (important dates for the submission of abstracts, the programme, etc.) can be found on the new, fully updated website of the Conference at www.cyprusconferences.org/eara2024

EARA Publications

Achterberg, M., Becht, A., van der Cruijssen, R., van de Groep, I. H., Spaans, J. P., Klapwijk, E., & Crone, E. A. (2022). Longitudinal associations between social media use, mental well-being and structural brain development across adolescence. *Developmental Cognitive Neuroscience*, 54, 1-17. [101088].

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