



Newsletter

From the President

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Editor

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Dear Members of the European Association for Research on Adolescence (EARA),

I hope you are all well. In this newsletter, I would like to share updates on several ongoing EARA activities that reflect our commitment to supporting adolescent research and strengthening our community.

Initiatives Organized *With* and *For* Early Career Researchers

Over the past months, we have worked intensively to promote and strengthen initiatives designed specifically for early career researchers.

We launched the **EARA Methodological Webinar Series**, developed in collaboration with the Early Career Researchers' Committee. The series began in January 2025 and includes a total of nine webinars, held bi-monthly. These webinars aim to provide high-quality training and foster networking opportunities. They are free of charge for all EARA members and—where space allows—also open to SRA members, thanks to our long-standing partnership with the Society for Research on Adolescence. You can learn more about the webinars and their significance in the report prepared for this newsletter by Beatrice Bobba, Chair of the Early Career Researchers' Committee.

I also introduced a new initiative: the **EARA Visiting Program**. This program enables early career scholars to visit senior EARA members to co-develop publications or

prepare grant applications, such as those for the Marie Skłodowska-Curie Actions. Three mentor–mentee pairs were selected through the 2024 Call and have already begun planning their visits. I am pleased to announce that the **Call for the 2025 edition is now open**—you can find all the details in this newsletter and on the EARA website.

In addition, we have launched the second edition of the **EARA Collaborative Research Network**, introduced by the former EARA President Ingrid Schoon. This is a mentoring initiative in which senior and early career scholars collaborate on shared publications. A wonderful group of four mentors is already working closely with mentees to develop joint papers.

The **2025 EADP–EARA–SRA Summer School**, led by Beata Krzywosz-Rynkiewicz, Susan Branje, and Lisa Kiang is approaching. A group of 24 students has been selected to join the summer school in Anupriškės, Lithuania, from August 21 to 25, 2025, just before the ECDP conference. The summer school is a cornerstone in our association and brings together established researchers, recognized for their expertise and teaching abilities, with doctoral students from around the globe, for several intensive days of research training.

All these activities reflect EARA’s strong commitment to supporting the training of early career researchers and fostering new networking opportunities. As these initiatives progress, you will be able to read detailed reports about each of them in future editions of the newsletter.

EARA Conferences

Among EARA’s core activities, the organization of conferences plays a central role.

We still have vivid memories of the wonderful **conference held in Cyprus**. Attendees were invited to contribute to a **special issue of the *Journal of***

Adolescence, based on the conference theme *"Promoting Adolescents' Solidarity and Wellbeing."* This issue is being edited by Olga Solomontos-Kountouri (conference editor), Metin Özdemir, Katharina Eckstein (guest editors), and Ingrid Schoon (process editor).

Looking ahead, Susan Branje and her team are actively preparing the **20th EARA Conference**, to be held in **Utrecht, the Netherlands, from August 18–21, 2026**. Meanwhile, I have begun planning the **2028 EARA Conference**, which I will have the honor of hosting at my home institution, the University of Bologna.

Looking forward to seeing you all in Utrecht next year!

Connecting the EARA Community

A strong and connected community is the foundation of our association.

In the past months, I have worked closely with members of the **Membership Committee**—Katharina Eckstein, Andrik Becht, and Savaş Karataş—to reach out to former members whose memberships had expired. Our goal was to understand their reasons for not renewing and to identify ways to better support and engage our members. This proactive effort has already led to valuable insights and renewed relationships.

At the same time, Filomena Parada has launched regular meetings with our **National Representatives** to gather ideas and strategies for promoting EARA more effectively across different countries. These discussions are helping lay the foundation for new, locally adapted initiatives.

In this **EARA newsletter**, you can read more about the research and initiatives of our members. Thank you very much to Olga Solomontos-Kountouri for organizing the Special Issue Echoing EARA 2024 topic: ‘Promoting Adolescents’ Solidarity and Wellbeing’.

In this newsletter, we also remember our colleague **Katariina Salmela-Aro**, who

recently passed away. We received this news with great sadness. Katariina, former member of the EARA Council, was an outstanding researcher and a lovely person. We had the joy and honor of celebrating her contributions by awarding her the EARA Lifetime Award last year. Thanks to Ingrid Schoon for writing a memorial for her.

To conclude, I encourage everyone to regularly check EARA updates via email, social media, and our website. A special thank you goes to our Secretary, Fabrizia Giannotta, for her tireless work in disseminating information and ensuring smooth communication across the association.

I hope each of you can act as an **ambassador for EARA**, sharing the association's activities with colleagues who may not yet be familiar with our work but who could greatly benefit from joining our vibrant community—especially those with a strong interest in adolescent research.

With warm regards,

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XXth conference of the European Association for Research on Adolescence

August 18-21, 2026
Utrecht Science Park
Utrecht, The Netherlands

Special Issue: Echoing EARA 2024 topic: 'Promoting Adolescents' Solidarity and Wellbeing'

*Edited by Olga Solomontos-Kountouri,
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The topic of the 19th EARA Conference of the European Association for Research on Adolescence 'Promoting Adolescent's Solidarity and Wellbeing' was indeed a major theme amongst participants' presentations. As it is the tradition after each biennale conference of EARA, the Journal of Adolescence advocates a special issue focused on the special theme of the conference. Guest editors of this special issue invited participants who examined different dimensions of solidarity, to contribute to the special issue by submitting their studies. A collection of interesting submissions is now under review. We are expecting the special issue to give us new insights on adolescents' solidarity, empowerment and wellbeing. The topic is still echoing because it is very central for academics, policy makers, and practitioners working with adolescents. That is why we dedicated the present special issue of EARA Newsletter to four more studies on wellbeing and solidarity.

Bullying Victimization and Students' Immigration Background across Europe: Do Citizen's Beliefs about Immigration Matter?

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Rationale & Significance: A growing trend of bullying victimization has been reported in schools throughout Europe in recent years,

and this has become highly worrisome given the negative individual and societal consequences associated with this phenomenon (OECD, 2019). Victimization in childhood has been associated with short- and long-term mental health problems, e.g., psychiatric problems, suicidality in adulthood, maladjustment, and substance use more than ten years later (Copeland et al., 2013; Kretschmer et al., 2016; Samara et al., 2021; Stevens et al., 2020). Bullying victimization and bullying offending are reciprocally related: physically victimized students tend to identify with and strive to be like bullies (Marsh et al., 2011; Walters, 2021). Existing theories and empirical evidence suggest that bullying victimization is more prevalent among students with an immigration background compared to native students (Stevens et al., 2020). This may explain the higher prevalence of juvenile delinquency among immigrant youth compared to native adolescents. The link between immigration and victimization has been claimed to be associated, among other risk factors, with the country in which immigrant children and their families reside (e.g., citizens' attitudes towards immigrants), school-related factors, as well as individual-level factors such as the immigrant's generation, gender and language spoken at home.

Scope: This study utilizes cross-national large-scale survey data from the most recent rounds of the European Social Survey (ESS 10) and the Program for International Student Assessment (PISA, 2022) to investigate and explain variations in the association between bullying victimization at school and students' immigration backgrounds across Europe. In doing so, we adopt a social-ecological multilevel perspective (Marsh et al., 2023), examining whether citizens' attitudes towards immigrants at the national level explain between-country differences in bullying victimization among adolescents with an immigration background.

Data & Participants: We use nationally representative samples of fifteen-year-old students from thirty-six European countries. The data are drawn from the PISA 2022 assessment frameworks, which originally targeted a larger number of countries worldwide; we include only European countries that also participated in ESS 10 in our sample. The data are hierarchical, with students nested within schools, and schools nested within countries; this three-level structure was accounted for in subsequent statistical analyses.

Measures: The outcome variable in our study is bullying victimization, a composite measure provided in the PISA study based on the frequency with which a student experiences certain behaviors at school (e.g., being left out on purpose, made fun of, threatened, etc.). Students' immigration generation (native, first-generation immigrant, second-generation immigrant) is defined according to OECD guidelines (Basarkod et al., 2022). The national context is operationalized using country-level aggregates of ESS variables measuring attitudes toward immigrants. In our analyses, we also consider other country-level indices reported to be associated with bullying victimization at school, including indices of human development (Marsh et al., 2023) and the Migrant Integration Policy Index (Stephens et al., 2020).

Statistical Analysis: The analysis involved exploring European Social Survey data to identify variables related to attitudes toward immigration. Country-level aggregated scores were obtained using two-level Confirmatory Factor Analysis (CFA). These aggregated scores were then merged with PISA data to investigate and explain between-country differences in bullying victimization through multilevel analysis. IBM SPSS Statistics facilitated data processing, Mplus was used for CFA, and R was employed for multilevel modeling, ensuring a robust methodological framework for analyzing these complex relationships.

Predictor	Allow Immigrants (IMM1)		Quality of Life and Immigrants (IMM2)		p-value Comparison
	Estimate (IMM1)	S.E. (IMM1)	Estimate (IMM2)	S.E. (IMM2)	
Student Level					
Socio-Economic Status	0.000	0.007	0.000	0.007	0.950 (IMM1) vs. 0.948 (IMM2)
First-Generation VS Native	0.797	0.187	0.619	0.151	0.000** (Both)
Second-Generation VS Native	-0.017	0.021	-0.016	0.021	0.425 (IMM1) vs. 0.427 (IMM2)
Age	-0.068	0.011	-0.068	0.011	0.000** (Both)
Gender (1=boy)	0.030	0.016	0.030	0.016	0.071 (Both)
Number of Siblings	0.035	0.004	0.035	0.004	0.000** (Both)
Language spoken at home (1 = language of the test)	-0.142	0.015	-0.142	0.015	0.000** (Both)
Residual Variance	0.933	0.021	0.933	0.021	0.000** (Both)
School-level					
FGPROP → Slope	-0.375	0.151	-0.375	0.151	0.013* (Both)
FGPROP → BULLYING	0.341	0.084	0.339	0.084	0.000** (Both)
Residual Variance					
Intercept	0.029	0.003	0.029	0.003	0.000** (Both)
Slope	0.062	0.016	0.062	0.016	0.000** (Both)
Country Level					
Attitudes → Slope	-0.250 (IMM1)	0.065 (IMM1)	-0.094 (IMM2)	0.026 (IMM2)	0.000** (Both)
Attitudes → Intercept	-0.018 (IMM1)	0.064 (IMM1)	-0.001 (IMM2)	0.025 (IMM2)	0.785 (IMM1) vs. 0.954 (IMM2)
Residual Variance					
Intercept	0.019	0.006	0.019	0.006	0.001** (Both)
Slope	0.008	0.004	0.008	0.004	0.044* (IMM1) vs. 0.061 (IMM2)

Table 1. Societal Attitudes Towards Immigration and the Effect of Being a First-Generation Immigrant VS a Native on School bullying

Note. Significant results: *p < .05, **p < .01. IMM1 refers to the model with 'Allow Immigrants,' and IMM2 refers to the model with 'Quality of Life and Immigrants.' FGPROP refers to the proportion of first-generation immigrants in the school.

Main Findings & Conclusion: Our study reveals that bullying victimization scores are, on average, higher for both first-generation and second-generation immigrant students compared to native students. Bullying victimization is also higher among students who do not speak the language of instruction at home, controlling for immigration background. The effect of immigrant status on bullying victimization exhibits statistically significant variation across countries. Differences in bullying victimization between students with an immigration background and native students remain statistically significant even after adjusting for student gender and socio-economic status. However, when the frequency with which the language of instruction is spoken at home is controlled, the effect of being a second-generation immigrant on bullying victimization is no longer statistically significant. Notably, national-level attitudes towards immigrants significantly explain the difference in bullying victimization between native students and first-generation immigrants: more positive attitudes towards immigrants are associated with a reduction in bullying experiences among both first- and second-generation students.

Implications for research & practice

Bullying victimization in adolescence affects other desired outcomes tied to lifelong learning and economic success, as it is linked to mental health issues, lower academic achievement, psychiatric problems, suicidality, maladjustment, juvenile delinquency, and substance use later in life. Therefore, identifying students at risk of being victimized at school is vital for public health and policy. Theoretical and empirical evidence suggests that bullying victimization is more prevalent among students with an immigration background compared to native students (Stephens et al., 2020). Investigating bullying victimization within this group of students has become increasingly pressing with the recent influx of

millions of war refugees into Europe (Garay et al., 2015). While cross-national datasets and advanced statistical models help address gaps in peer victimization research (Marsh et al., 2023), limited research has fully explored this potential. Our research may inform the development of policies for a smoother integration of students with an immigration background across Europe.

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Bias-based Bullying and School Safety among Hispanic/Latinx Youth: An Intersectional Approach

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While general forms of bullying have decreased, bias-based bullying (BBB)

continues to increase in U.S. schools (Russell et al., 2012; Mulvey et al., 2018). Although studies have documented racial/ethnic or other social-based BBB (Price et al., 2019; Galán et al., 2021; Eisenberg et al., 2022; O'Malley et al., 2022), less is known about bullying related to immigration status. We use an intersectional framework to examine how BBB related to race/ethnicity and immigration status are associated with perceptions of school safety among a sample of diverse US-based Latinx youth.

Experiences with BBB in school may decrease perceptions of school safety for Latinx youth. We examined how perceptions of school safety are related to BBB based on race/ethnicity and immigration status among Latinx youth. Intersectionality theory suggests that social identities can shape individual experiences, with those holding multiple marginalized identities often faring worse (Crenshaw, 1989). Latino/a Critical Race Theory explores the unique challenges faced by Latinx individuals in the United States, emphasizing the need to examine the intersection of multiple marginalized positions (Fernandez, 2002; Huber 2010). We hypothesized that youth experiencing both forms of BBB would report lower perceptions of school safety. We then explored how racial/ethnic and immigrant-origin BBB may jointly influence students' perceptions of school safety by comparing additive and multiplicative hypotheses.

Data were drawn from the 2017-2019 California Healthy Kids Survey (n = 451,072), a state-wide sample of students in 7th, 9th, and 11th grade classrooms (Austin et al., 2013). School safety was assessed via two questions: 1) "I feel safe in my school" on a 5-point Likert scale (from 0 = strongly disagree to 4 = strongly agree); and 2) "how safe do you feel at school", on a 5-point Likert scale (from 0 = very unsafe to 4 = very safe). These responses were averaged for a composite score of school safety (r = .62) with higher scores representing greater feelings of safety in school. To assess BBB, students were asked: "During the past 12 months, how many times on school property were you

harassed or bullied for any of the following reasons.”

Table 1

Descriptive Frequencies/Mean by full sample (n = 451,072), and stratified by bullying predictors

Variable	Full Sample	Racial/ethnic BBB (n = 67,705)	Immigrant BBB (n = 36,642)
School Safety (range 1-4)	2.59 (0.88)	2.21 (0.96)	2.18 (0.98)
Race/Ethnicity			
Hispanic	15.47%	13.96%	19.01%
American Indian or Alaska Native	4.33%	4.48%	5.56%
Asian	1.00%	1.63%	1.20%
Black or African American	1.35%	2.07%	2.10%
Native Hawaiian or Pacific Islander	0.62%	0.94%	0.89%
White	15.05%	11.64%	11.87%
Mixed Race	62.24%	65.28%	59.47%
LGB (ref. heterosexual)	12.00%	18.72%	19.90%
Transgender (ref. cisgender)	2.00%	4.74%	6.68%
Free/Reduced Lunch (ref. no free lunch)	61.41%	58.74%	63.52%
Parental Education (ref. no degree)	35.00%	41.23%	31.40%
Child's Sex (ref. female)	47.00%	44.79%	49.51%
Grade Level (ref. 6-8 th grade)	37.00%	26.48%	30.15%
Language (ref. English)	46.00%	48.19%	66.47%
Migrant Education Program (ref. No affiliation)	3.42%	4.26%	7.26%
Racial/ethnic bullying (ref. no bully)	12.37%	100%	6.75%
Undocumented bullying (ref. no bully)	7.00%	36.11%	100%

Note:

BBB = Bias Based Bullying

For racial/ethnic BBB participants were presented with the item “your race, ethnicity, or county of origin.” For immigrant BBB participants were presented with the item “you were an immigrant, or someone thought that you were.” For both items, response options ranged from 0 (never) to 4 (4 or more times).

Using a series of linear regressions, we controlled for lesbian, gay, bisexual, and questioning (LGBQ) status, free/reduced-price lunch, parental education, sex, grade level, primary language spoken at home, and participation in the migrant education program (a federal program to support high-quality education for migratory children). Missing data were addressed via full-information maximum likelihood estimation. Data were analyzed using STATA 18. Descriptive statistics were assessed among the final analytic sample and stratified by racial/ethnic- and immigration-based bullying (see Table 1).

On average among the full sample, youth reported feeling somewhat safe ($M = 2.59$, $SD = 0.88$). Results showed that racial/ethnic BBB was statistically significantly related to lower perceptions of school safety ($\beta = -0.41$, $p < .001$) (Model 1), and a similar pattern emerged for immigrant BBB ($\beta = -0.39$, $p < .001$) (Model 2). When both BBB predictors were included (a test of the additive model), immigration-based bullying was attenuated but remained significant ($\beta = -0.19$, $p < .001$) (Model 3). Testing the multiplicative hypothesis revealed that the combined impact of both forms of BBB on school safety was greater than either form alone ($\beta = -0.49$, $p < .001$) (Model 4). Upon additional probing, simple slopes analyses were conducted (Figure not shown) and indeed revealed a significant pattern: the presence of both racial/ethnic and immigrant bullying was significantly related to lower perceptions of school safety ($\beta = -0.24$, $p < .001$). Latinx students who experienced both forms of BBB felt less safe than their peers who reported either one form of BBB. The incorporation of

the additive and multiplicative hypothesis illuminates the combined effects of racial/ethnic and immigration BBB on students' perceptions of school safety. Findings underscore the need for tailored bullying prevention programs in schools that address the needs of their racially/ethnically minoritized students.

Feeling safe at school is vital for adolescent well-being and development. Among a sample of diverse Latinx youth, youth felt less safe when they experienced either or both forms of BBB related to their race/ethnicity and immigration status. Latinx youth are uniquely positioned in that experiences of both racial/ethnic and immigrant-based bullying may be salient due to historic and political contexts in the United States. Schools can work towards creating more inclusive environments by addressing negative immigration rhetoric in their policies and implementing programs designed for all youth that include attention to marginalized intersecting identities. Immigration is a global phenomenon that will continue to shape the lives of youth and their families. This study provides insight into the intersectional experiences of U.S. Latinx youth and BBB, suggesting that current school policies may not address the unique needs of those with racially marginalized identities and immigrant backgrounds.

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Linking Values to Adolescent Difficulties: The Role of Self-Compassion

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Motivations are associated to one's values and can guide action (Schwartz, 2001). Values underpin social interactions and affect wellbeing (Gilman & Anderman, 2006). Values of self-transcendence and self-achievement have an important role (i.e. Warren et al., 2018). Self-enhancement correlates with loneliness and depression, whereas self-transcendence has been found to have the opposite effect by promoting behaviours like helpfulness (Liu et al., 2021). Individuals with self-enhancement values may be driven by extrinsic goals and thus experience anxiety, exhibit greater moral disengagement and less consideration for consequences of their actions (Schwartz & Sortheix, 2018).

Self-compassion has also been found to be beneficial for adolescent wellbeing (Zessin et al., 2015). Self-compassion can be affected by value orientations; for example, cultures promoting self-achievement may encourage negative self-referent emotions and an absence of compassion (Gilbert et al., 2011). To our knowledge no study has investigated the relationship of self-transcendence and self-enhancement, self-compassion, and adolescent behaviour. This study investigated these factors in a group of young Cypriot adolescents with the following hypotheses:

1. Values of self-transcendence will positively predict self-compassion and negatively predict adolescent difficulties.
2. Values of self-enhancement will negatively predict self-compassion and positively predict adolescent difficulties.
3. Lower levels of self-compassion will predict adolescent difficulties and act as a mediator of the relationship between values and adolescent difficulties.

Method

Students were recruited as part of a preventative project from 14 different primary and middle schools in Cyprus. After consent was acquired, students completed the surveys. 210 students took part in the study (101 boys, 107 girls; Mean age = 11.7). Students completed the following questionnaires: The difficulties scale from the Strengths and Difficulties Questionnaire (SDQ-HeL, Goodman, 1997), the Self-Compassion Scale (SC; Neff, 2003) and the Portrait Values Questionnaire (Schwartz et al., 2001). Data were analysed using the software JASP (V. 0.19.1). Exploratory (EFA) factor analyses were applied on all scales. Factors loadings were then used in a Structural Equation Model (SEM). A mediation analysis was finally applied.

Table 1. Path analysis of hypothesized relationships

Hypothesized Relationships	Estimate (SE)	Z-value	p
Self-transcendence → SDQ-Difficulties	-.007 (.03)	0.21	.84 ns
Self-enhancement → SDQ-Difficulties	-.002 (.04)	-0.04	.97 ns
SC1 → SDQ-Difficulties	-.128 (.04)	-3.00	.003*
SC2 → SDQ-Difficulties	-.303 (.07)	-4.37	<.001**
Self-transcendence → SC1	.402 (.10)	3.86	<.001**
Self-transcendence → SC2	.050 (.07)	0.77	.442 ns
Self-enhancement → SC1	.210 (.09)	2.33	.020*
Self-enhancement → SC2	-.310 (.10)	-3.13	.002*

Note. * = $p < .05$, ** = $p < .001$; ns = not significant

Results

SDQ items for difficulties loaded on one factor (KMO = .83; Bartlett's test of sphericity, $p < .001$). SC was segregated into 2 factors (SC1 and SC2) consisting of common humanity, kindness, mindfulness (SC1) and over identification and self-judgement (SC2) (KMO = .84; Bartlett's test of sphericity, $p < .001$). Values of self-transcendence (VST; universalism and benevolence) and self-enhancement (VSE; self-achievement and power) loaded on two distinct factors (KMO = .80 Bartlett's test: $p < .001$). All five latent variables were included in the model. SDQ-Difficulties was modelled as a dependent variable predicted by SC1 and SC2 and by VST and VSE. VST and VSE were also modelled as predictors of SC1 and SC2. The model indicated fair goodness of fit according to benchmarks, $\chi^2 = 1411.03$, $df = 1153$ ($N=210$), $p < .001$, CFI = .92, TLI = .91, SRMR = .074 and RMSEA = .033 suggesting that the hypothesized relationships reasonably represent the data. As illustrated in Table 1, the study hypotheses were partially supported. Mediation analysis revealed insignificant direct effects between VST, VSE and SDQ-Difficulties. However, SC1 and SC2 significantly mediated the relationship between these values and SDQ-Difficulties along specific paths (Table 2).

Table 2. Direct and indirect paths of hypothesized relationships

Hypothesized Relationships	Estimate (SE)	Z-value	p
Self-transcendence → SC1 → SDQ-Difficulties	-.06 (.02)	-3.72	<.001**
Self-transcendence → SC2 → SDQ-Difficulties	.001 (.02)	.07	.94 ns
Self-enhancement → SC1 → SDQ-Difficulties	-.03 (.02)	-1.97	.048*
Self-enhancement → SC2 → SDQ-Difficulties	.07 (.02)	3.10	.002*

Note. * = $p < .05$, ** = $p < .001$; ns = not significant

Discussion

The study explored the relationships among values of self-transcendence, self-enhancement, self-compassion and adolescent difficulties. The results partly confirmed our hypotheses. While both facets of self-compassion predicted SDQ-Difficulties, self-transcendence and self-enhancement values did not predict SDQ-Difficulties. Although the value of self-transcendence did not directly predict lesser difficulties, a significant mediation path indicated that self-compassion (SC1) mediated the relationship between self-transcendence and difficulties. This finding is consistent Bilsky and Schwartz (1994) who suggested that self-transcendence is a healthier value orientation. Contrary to expectations, self-enhancement also predicted increased self-compassion (only in SC1) and through a weak mediation path reduced adolescent difficulties. However, in line with expectations, self-enhancement values increased (rather than decreased) self-judgement and over identification and through this path predicted increases in adolescent difficulties. This conflicting role of self-enhancement is indicative of mixed findings regarding this value orientation and may reflect different influences of the values of self-achievement and power (Kasser & Ryan, 2001). The study highlights the importance of considering value orientations in adolescent prevention focused on enhancing self- and other-directed compassion.

Implications and Conclusion

The study explores the relationships among five important factors considered in wellbeing and prosocial interventions in adolescence. The study highlights the important role of self-transcendence values which involve prioritizing goals beyond the self, encompass empathy and may foster solidarity with others. The finding that self-transcendence values can also predict higher self-compassion and in turn improved wellbeing highlights an important avenue in preventative interventions for adolescents. The most interesting aspect of the study

concerns self-enhancement values, however. The complex relationship of this value orientation with adolescent difficulties indicates that information designed to inspire adolescents to engage in self-achievement goals may need to be carefully formulated in a context that does not emphasize self-judgement and over identification (increased focus on self). Given the cultural dimension of values, this study is also important as it focuses on a specific (Cyprus) and rarely studied cultural context. Intervention programs may benefit from educating parents how to balance self-compassion whilst retaining aspirational goals in adolescence.

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Evaluation and comparative analysis of the school performance and psychosocial development of students diagnosed with special learning difficulties (SLDs), who have studied in the 6th grade of Primary School and have transitioned to the 1st grade of High School: Research over time

Frantzikinaki K. & Loizidou Ieridou N. *Frederick University, Cyprus*

Introduction The main purpose of the present study is to investigate the relationship between school performance

and psychosocial development of students diagnosed with special learning difficulties (SLDs), who attend either individualized special educational support (parallel support) or special education classes (integration class) in mainstream schools, during their transition from 6th grade of Primary School to 1st grade of High School. So, the purpose of the present study is to compare the levels of school performance, emotional intelligence, self-esteem, and self-perception of these two groups of students.

Table 1. *The comparison of the psychosocial development variables*

	Higher in Primary education	Higher in Secondary education	Equal in both educational levels	P-value
Emotional Intelligence	0	0	100	1,00
Self-Esteem	0	2	98	,317
Self-Perception	0	48	52	,000

Research Questions

Do SLDs affect academic performance and psychosocial development? Is there an interaction between academic performance and psychosocial development? Does the Greek State care about children with SLDs for a smooth transition? Do students consistently receive individualized special support during transitions? Is there cooperation between support teachers or the Inclusion Department in schools? Is there a difference in academic performance and

psychosocial development during the transition? Do students with SLDs positively develop, or do their difficulties increase? Are the existing interventions sufficient or do they need a review?

Method

The sample consisted 100 Greek-speaking students of Crete with a mean age of 11.5 years (11-12 age range) who were diagnosed with specific learning difficulties. The first phase of the research was conducted in sixth grade, during 2022-2023. The second phase was conducted through the same sample at the 1st grade of the High School, during 2023-2024.

To carry out the research, language (reading, spelling, writing) and mathematics (numerical operations, problems) skills detection tests were administered to above students, as well as a psycho-emotional development detection questionnaire (emotional intelligence, self-esteem, self-perception). To check for the existence of a statistically significant correlation of variables, a regularity check of the Shapiro-Wilk and Kolmogorov-Smirnov data was initially carried out and then the Spearman's rho correlation coefficient was used as the sample was not normally distributed.

Results

The first phase's results showed a statistically significant correlation between text writing and students' self-esteem and self-perception. Furthermore, in both first and second phases, it was founded a statistically significant and high positive correlation between the variables of emotional intelligence, self-esteem and self-perception.

Finally, concerning the comparative and over time analysis of the psychosocial development and school performance of students in two phases of research, the Wilcoxon Signed-Ranks Test was carried out. The results reveal that students' performance in decoding texts is better in the 6th grade of Primary School than in the 1st grade of High School but the students' self-perception is higher in High School than in Primary School.

Discussion and Conclusion

Based on the results, the factors responsible for the low school performance and psychosocial skills of adolescents with specific learning disabilities are identified and intervention strategies are proposed to improve them. The high school performance and emotional intelligence is interpreted as a process of managing multiple factors acting together complementing and converging in the same direction. That is, students with higher school performance and emotional intelligence are more capable of emotional perception and understanding, which allows them to put into practice emotional valorization, empathy and social skills. Also, students with high levels of emotional intelligence are more motivated to read and perform schoolwork. As the child grows, one of the crucial stages in the development of self-esteem occurs when he begins his/her school life. It has been observed that most of the children face difficulties in maintaining their self-esteem at higher levels, since they constantly have to meet the demands of adults and peers in the new environment along with new rules that may prove to be a challenge for the child. Parents and teachers should create a positive and supportive learning environment in which students feel encouraged, and adequately recognized. Peer support groups should be created to make students feel part of a community which promotes Adolescent's Solidarity and Wellbeing.

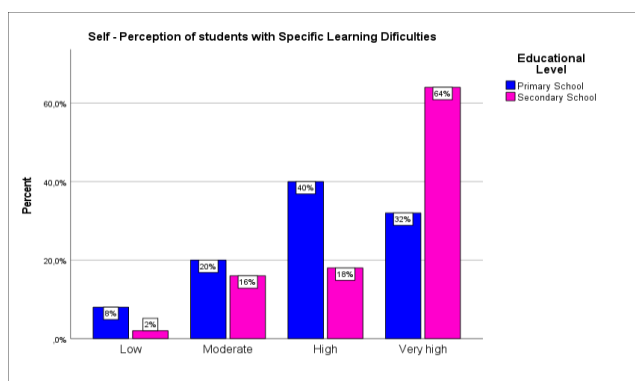


Figure 1. Self-perception of students in the two phases of the research

New insights and potential implications Psychosocial development and high school

performance, play a key role during adolescence, when teenagers begin to notice changes in their environment. It leads to the period of confusion where adolescents think about whether they want to be in their own world or diverge to the outside world. This highlights one of the necessary parts of adolescence, which is the formation of identity which is greatly influenced by how individuals cope with the aforementioned adjustments. One of the main goals of present study is to be shown the importance of socialization and how does it help children develop to function effectively as adults. Through this study is highlighted the attention should be paid to promoting adolescent self-esteem and academic self-efficacy through the support of the important adults, within the family and the school, that is the parents and teachers. Finally, findings of the research can help to create reform projects on behalf of the competent education and school psychology bodies in Greece, with main purpose the Adolescents' Solidarity and Wellbeing.

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EARA Members' Space

This is a new section where our members can send us a report from their work, or an announcement, or a call, or share info, etc.

It follows a first contribution to that section:

Teaching Innovation: A Toolkit for Applying Theory and Research to the Real World

Isabelle Nic Craith & Laura K. Taylor
University College Dublin

Students learn best when they feel engaged and supported (Eom & Ashill, 2016). We outline an innovative toolkit, which can be applied in whole or in part, to facilitate in-depth learning and critical thinking. Our toolkit, informed by *Universal Design for Learning* (UDL; CAST, n.d.-b), included 5 core readings with guiding questions (Cox et al., 2003; Hermida, 2009), Jigsaw activities over two class sessions (Aronson, n.d.; Minnesota Literacy Council, n.d.; Reading Rockets, n.d.), and an essay applying developmental theory and research to the real-world (O'Neill & Short, 2023): specifically, to autobiographies about social harm and adversity in youth. We evaluated this toolkit with 200 undergraduates in *Child and Adolescent Development*. However, the toolkit (available open access: <https://osf.io/ckj6a/>), can be adopted for social psychology, social work, education, and across the social sciences.

Learning for Life

To promote learning for life, students need course materials with practical, real-life applications (O'Neill & Short, 2023), bridging research and practice (Schlicht-Schmälzle et al., 2024). Thus, we chose autobiographies (vs documentaries, podcasts, etc.), which also combats the decline of young people reading books (Topping et al., 2024).

Our toolkit was informed by UDL, which aims to eliminate barriers to learning and empower students to engage with course materials in a manner which suits them (CAST, n.d.-b). First, to provide with multiple means of engagement (CAST, n.d.-e), students chose (a) one of four books, depending on their interest and (b) could engage with them as physical books, e-books or audiobooks. Second, to promote collaboration and collective learning (CAST, n.d.-f), Jigsaw exercises encouraged active participation and engagement with course materials over several weeks. Third, to recognise diversity and that not all students were starting on an equal footing (CAST, n.d.-b), as less than 60% of the cohort were second-year psychology undergraduates, additional guidelines were provided to support the development of skills in conducting literature searches and critically evaluating academic sources. Finally, to clarify meaning and purpose (CAST, n.d.), the toolkit mapped onto 3 of the 4 learning outcomes for our module: (a) summarise key theories, (b) critically evaluate the supporting research, and (c) apply both to real-world examples.

A Toolkit for Applying Theory and Research to the Real-World

We outline three complementary components: Book Selection, Jigsaw Activity and Written Assignment.

Engaging Students: Book Selection

Students could select one of four best-selling autobiographies focused on experiences of pressing social issues during childhood and adolescence; these included poverty (Imafidon, 2023; O'Sullivan, 2024), immigration (Sissay, 2019), war (Filipovic, 2006), incarceration (Imafidon, 2023) and growing up in the care system (Sissay, 2019), representing diversity with authenticity (CAST, n.d.-c; Appendix A; <https://osf.io/ckj6a/>). Optimizing choice and autonomy (CAST, n.d.-d), students chose a book by Week 6 (i.e., halfway through the semester). This step (a) ensured that students already had some degree of

understanding of the module material when selecting their autobiography, but (b) allowed them to engage with materials in the second half of the course with the real-world examples and written assignment in mind, and (c) practically, enabled us to plan for marking workload.

Supporting In-depth Learning: Jigsaw Reading

Jigsaw reading is a cooperative learning strategy (Aronson, n.d.; Reading Rockets, n.d.); students first focus on one topic (e.g., theory) in small groups, becoming an 'expert', and then move to new groups to explain their topic and learn new topics (Minnesota Literacy Council, n.d.). Fostering reflection through collaboration and collective learning (CAST, n.d.-f, n.d.-g), they work together to complete a 'Jigsaw' understanding of a complex puzzle.

To support students in preparing for the written assignment, academic articles on relevant theories and conceptual models for the autobiographies were selected (Appendix B and C). A week prior to the in-class activity, students were assigned to a Jigsaw stream, corresponding to one of the articles. Each stream was provided with a bespoke set of *guiding questions* for their article, ensuring that students were extracting and summarizing key theories, frameworks and concepts, and considering real-world applications. Students were instructed to read their article, supported by the guiding questions, prior to coming to class.

The in-class activity was structured in three parts. First, in groups of 4, students met within their Jigsaw stream (i.e., with those had read the same article). *Discussion questions* were provided to encourage them to summarize the key theories and concepts presented in their paper, the evidence supporting them, and the quality of that evidence. Second, students formed new groups (i.e., with those who had read the other articles). A new set of *integrative questions* was provided, encouraging peer learning and reflection on the implications of theories for public policy and interventions. Third, students reported to the class as a

whole, allowing the instructor to synthesize, reframe, and highlight key learning.

While our Jigsaw activity was designed for a two-hour session with 200 students and delivered in Weeks 6 and 12, it can be adapted, for example, for a one-hour class or smaller cohort.

Demonstrating Critical Thinking: Written Assignment

Students demonstrated their learning, applying theories from the Jigsaw activities and supporting empirical research to the autobiography, in a final written assignment. The assignment brief (Appendix D, <https://osf.io/ckj6a/>) clearly outlined expectations (e.g. apply two theories), provided a sample structure for the 1500-word essay, and highlighted how students could achieve top marks in line with university grading guidelines. To support skill development, a resource on searching academic literature and evaluating empirical evidence was provided (Appendix E, <https://osf.io/ckj6a/>).

Evaluating the Toolkit: Student Voices

Student evaluations provide insight into their perceptions and experiences of the toolkit.

Two out of three (62.5%) students agreed or strongly agreed that the applied nature of the book essay assignment was helpful for their learning. Students noted that they “[loved] the book idea behind the final essay. It helps you to understand and apply your knowledge” and that it “although challenging, [it gave] me a much greater understanding of developmental theories and has so broadened my research”. Highlighting the importance of a book-based assignment for students who may be disengaged with reading, one student noted that “I am dyslexic and reading for me can be tiring and a struggle at times. I wanted to thank you for putting up a book option as it really made me have to finish the book usually I give up on books after a couple of chapters. I felt so accomplished when I completed the book. Thank you for gifting me that opportunity I have currently read another book”.

Two out of three (62.5%) students agreed or strongly agreed that the Jigsaw reading activities were useful to prepare for the essay. Students noted that “the idea behind the jigsaw readings was great, as it meant we could learn via teaching each other” and that it “was really helpful in the final [assignment]”.

Applying the Toolkit

Applying UDL principles, our toolkit engaged students through in-depth learning, providing a way for them to demonstrate critical thinking by applying theory and research to the real world. We hope you will adapt the open access toolkit in your own teaching (<https://osf.io/ckj6a/>). Please let us know if you use it, how you adapt it, and what students say using #PSY20020 on Bluesky at @inicraith.bsky.social and @lauraktaylorphd.bsky.social.

In the Memoriam of Katarina Salmela Aro

(26 December 1961 to 26 May 2025)

Academy Professor of Educational Sciences at the University of Helsinki, Finland

Submitted by **Ingrid Schoon**, *Professor of Social Policy, Institute of Education, Social Research Institute, University College London, UK*

Developmental Science has lost an outstanding scholar and leader in the field of adolescent development, motivation and wellbeing research and associated interventions – and a wonderful human being due to a serious illness. She passed away peacefully, surrounded by her family.

Professor Katariina Salmela-Aro was awarded her PhD in 1996 from the University of Helsinki, where she also worked as a researcher and lecturer from 1995 to 2001. She continued her post-doctoral research at the Max Planck Institute in Germany from 1999 to 2000. From 2000 to 2018 she

worked as a Professor of Psychology at the University of Jyväskylä, Finland.

From 2006 to 2012 she was Professor at the Academy of Finland Centre of Excellence in Learning and Motivation and became the Research Director at the Helsinki Collegium for Advanced Studies (2009 to 2012). She then worked as a professor at the Faculty of Education and in 2021 she became an Academic Professor at the University of Helsinki.



In her research she showed that already children and adolescents suffer from burnout in the school context and identified and developed relevant measures to facilitate and support their motivation, engagement in school and work and their wellbeing over the life course. Her work had a sustained impact on the Developmental Science community, documented, for example, in her over 300 peer-reviewed research publications. She initiated and directed several ongoing longitudinal studies of young people,

including FinEdu, LEAD, and Gaps. She was the director of Education for the Future flagship program and the Minds hub at Helsinki University and was the principal investigator of several large scale national Strategic Research Council projects, Academy of Finland projects as well as projects funded by the Ministry of Education and Culture and by Business Finland. In addition, she collaborated on several EU projects, including GUIDE (Growing Up In Digital Europe), COORDINATE, and EuroCohort, a large-scale longitudinal survey of child and youth well-being.

She was the President of the European Association of Developmental Psychology, and the Division of Educational, Instructional, and School Psychology at the International Association of Applied Psychology (IAAP). She has had visiting professorships in several prestigious universities, including University College London (2015–2020), the University of California, Irvine (2015), Michigan State University (2016–present), the Australian Catholic University in Sydney, and was a Marie Curie Visiting professor at the ETH Zurich.

Professor Salmela-Aro served as an expert for OECD Education2030 and the OECD Learning Compass, and has received numerous awards, stipends, and scientific acknowledgements during her academic career, including the EARA Lifetime Achievement Award for her outstanding contributions to the study of adolescence. She is a Fellow of the Academia Europaea and the International Society for the Study of Behavioral Development (ISSBD). She also received a designation (by the President of Finland) as a First Class Knight of the White Rose.

I first met her in 2000 at an ISSBD conference in Beijing, and we remained colleagues and friends ever since. As one of her major achievements she counted her contributions to capacity building, the mentoring and training of her PhD students and post-doctoral researchers. She was a founding member of PATHWAYS - an

International Postdoctoral Fellowship Program, funded by Jacobs Foundation, with the aim to promote the next generation of scholars engaged in the study of productive youth development and for equipping young people for the challenges of a changing and uncertain world. She gave her time generously, provided unwavering support and contributed to the training of a large number of outstanding young scholars – with many of them now having themselves achieved leadership positions across the world. Her legacy and contributions will carry the new generation far into the future.

It is hard to comprehend that someone so full of life, passion, generosity, and dedication is no longer with us. Professor Katariina Salmela-Aro was an inspiring scholar, a deeply thoughtful mentor, a marvelous friend and colleague, a dedicated mother and grandmother. She had a wonderful sense of humor, zest for life and exquisite dress sense, always ready to help and get involved. I feel incredibly fortunate that I got to know her and to share part of her life.

She is survived by her husband Antti Aro, whom she met in high school, their three children Ville, Otso and Aurora, her two grandchildren Emil and Anna, her mother and brother. She will be dearly missed by her family, friends, colleagues, her students, her team and all who had the opportunity to collaborate with her throughout her distinguished career and to participate in her rich and colourful life, full of art, music, travel, laughter, nature, flowers, deep friendships and lots of love.



Updates from EARA Early Career Researchers committee

Beatrice Bobba,

Dear EARA-members,

We would like to give you an update on the EARA Early Career Researchers, the network that brings together all early career researchers interested in the study of adolescence. This community aims to provide early career researchers with the opportunity to connect with fellow colleagues from all over the world, to advance their competences, and to get in contact with senior researchers in the association. Such mission is achieved through learning activities (such as the webinar series) and other initiatives (such as the collaborative fellowship) which are organized throughout the year in collaboration with the EARA President and the Executive Council.

Webinars: A formative and community-building initiative

Since January 2025, EARA has launched a webinar series on methodological issues and core topics relevant to adolescent research. So far, three webinars “On writing well” (by Linda Juang and Elisabetta Crocetti), “Introduction to SEM with *Mplus* and R” and “Introduction to longitudinal data modelling with *Mplus* and R” (by Beatrice Bobba and Stefanos Mastrotheodoros) have been conducted with a great attendance of early career researchers. Besides providing relevant skills and methodological resources, the webinars have also offered a chance for community-building by connecting members of the Early Career Researchers network among themselves. They also provide a great (online) space for learning research tips and tricks from senior scholars and connect with them for possible future collaborations.

Furthermore, during each webinar a short moment of open discussion is reserved to allow early career researchers to express their thoughts and ideas about the association and to indicate possible needs that might be addressed with future initiatives.

The upcoming webinars are listed on the [EARA website](#) and the registration for the next webinar “[Introduction to Multilevel Modeling](#)” (by Takuya Yanagida) is now open!

We would like to thank all the scholars who have kindly agreed to teach in the webinar series: Thank you for contributing to the thriving of the organization and the learning and advancement of the Early Career Researchers community! We would also like to thank the early career researchers who have joined the webinars: Thank you for contributing to interesting discussions and reflections throughout the sessions!

Emerging Scholar Spotlight: Showcasing research of early career researchers

The Emerging Scholar Spotlight is a great opportunity for young researchers to have their research distributed within and outside the EARA community. Every month, the spotlight is published on our social media channels and the EARA website, and distributed via email to the members.

If you are an EARA Early Career Researcher and you recently published a study in an international journal, consider contributing to the next spotlights of the group. For further details, you can reach out to our email address: earaearlycareer@gmail.com. We are looking forward to receiving your research updates and spreading the news about the great work you have been doing!

Stay updated!

The EARA initiatives for early career researchers continue throughout the year. We encourage you to regularly check the EARA website, [Twitter page](#) (@EaraYoung), and the [LinkedIn group](#) for news,

announcements of initiatives, and the monthly spotlight. You can also reach us at our email contact: earaearlycareer@gmail.com for any questions, suggestions, or feedback.

Your EARA Early Career Researchers committee,

Beatrice Bobba, Fabio Maratia, Anna-Maria Mayer, Maria Petridou, Saira Wahid

Announcements

Call for the EARA visiting program –second call (2025)

The EARA visiting program, launched for the first time in 2024 by the EARA President, Elisabetta Crocetti, to support networking and mentoring among EARA members, opens a second call for 2025.

Who can apply?

One or a small group of **EARA early career members** (defined for this call as those who are currently working on pre-doctorate levels or have obtained their doctoral degree within the last five years; i.e., PhD title obtained after October 1, 2020) can apply together with an **EARA senior member** (a member with at least 10 years of experience after the PhD; PhD title obtained before October 1, 2015). Applicants need to have an active EARA membership when they apply.

The EARA early career members can apply for a visiting fellowship to visit an EARA senior member from another country (i.e., host institutions of the EARA early career and senior members must be in different countries) to work on either:

- a joint publication
- a joint grant application (e.g., for Marie Curie grants that require an early career scholar to apply together with a scientist in charge)

The possibility to apply is open to all EARA members, including those who hold specific roles in the association (e.g., national

representatives, members of the EARA committees) and those who have applied for the EARA Collaborative Research Network. The aim is to support new international collaborations or reinforce collaborations established in the 2025 call of the EARA Collaborative Research Network. EARA early career members who were funded in the 2024 EARA Visiting program cannot reapply.

How to apply?

The EARA early career member(s) need to apply together with a matched senior member. They need to:

- fill out this form with the data of each applicant (https://unibopsice.eu.qualtrics.com/jfe/form/SV_b8FE6VbNi9IAR6m)
- submit their CVs (labeled Surname_cv.docx)
- send a proposal (max 1000 words, with the word count specified on the first page) specifying the purpose of the visit (e.g., which is the joint publication or grant application you will be working on) and how it will be organized (e.g., for how long, how it will be structured) (labeled Proposal.docx).

Note. The main focus should be on research on adolescence. For research involving multiple developmental periods, it is required that the main one is adolescence.

- provide a budget plan (specifying if you have access to any additional support for the mobility; e.g., from your institution). The budget should be included on the last page of the proposal and does not count towards the word limit. Only costs for accommodation and travel costs can be considered.

These documents must be sent to the EARA secretary, Fabrizia Giannotta, by email (fabrizia.giannotta@unito.it). Indicate in the

Object: “Application for the EARA visiting program”.

Do you need help to find your match?

If you are an EARA early career and/or senior member interested in this Call, you might already have an idea who could be your best match (e.g., from prior conferences or shared research interests). If you need more ideas you can check who are the EARA members by accessing the Members directory (<http://www.earaonline.org/membership/members-directory/>; note: the access is restricted to members).

Furthermore, to facilitate the matching, you can post messages on the LinkedIn page of EARA (<https://www.linkedin.com/groups/4303105/>)

How much is the visiting fellowship?

The amount of the visiting fellowship can be a maximum of 1,500 euros (total for each proposal). The specific amount will be assigned by the committee based on the submitted budget plan and is meant to provide support to the EARA early career members. The fellowship will be paid by the EARA treasurer after the presentation of receipts of expenses. The total budget available for the second call is 5,000 euros.

As a token of appreciation, EARA senior member of selected proposals will have their membership extended for two years.

When to apply?

The schedule for the 2025 Call is the following:

- Call opens: June 2025
- **Deadline: September 30, 2025**
- Selection of applicants and notification of responses: By the end of October, 2025
- Travel visits can be done between November 2025 and August 2026.

The evaluation committee consists of Elisabetta Crocetti (EARA President),

Fabrizia Giannotta (EARA Secretary), and Andrik Becht (EARA treasurer).

What is the expected outcome?

Awardees are required to prepare a report to document the joint activity done during the visit. Each report will be published in one of the editions of the EARA newsletter.

Awardees are also encouraged to present their work at the next EARA 2026 conference in Utrecht, the Netherlands, in a dedicated symposium.

Publication of the abstracts e-book of the 19th EARA Conference 2024

The publication of the abstract book of the 19th conference of the European Association for Research on Adolescence was delayed, but the result is excellent! Please find in the link the [Book of Abstracts | EARA](#)

EARA Publications

Coenye, J., Verbeken, S., Goossens, L., Louis, J. P., & Beyers, W. (2025). Adaptive schema domains: Validation and higher-order structure of the Young Positive Schema Questionnaire in a sample of Flemish emerging adults. *Journal of Personality Assessment*.

<https://doi.org/10.1080/00223891.2025.2478032>

De Lise, F., Bacaro, V., & Crocetti, E. (2024). Don't sleep on identity: Longitudinal associations between identity and sleep quality in adolescents with different cultural backgrounds. *Applied Developmental Science*, 1–20.

<https://doi.org/10.1080/10888691.2024.2435392>

De Lise, F., Klimstra, T., Johnson, S. & Crocetti, E. (2025). Going out of the comfort zone: A longitudinal mixed-methods analysis of adolescents' identity development around

study abroad experiences. *Identity*. <https://doi.org/10.1080/15283488.2025.2479817>

Fino, E., Kapllanaj, M., Crocetti, E., & Rubini, M. (2025). Who matters the most? The differential role of parents, teachers, and peers' supportive relationships in early adolescents' subjective well-being. *Journal of Happiness Studies*, 26(19). <https://doi.org/10.1007/s10902-024-00856-2>

Gomez-Baya, D., Kozina, A., Buenconsejo, J., Muñoz-Velazquez, JA (2025). The mediating role of the 5Cs of PYD in the relationship between grit and academic adjustment in Spanish undergraduates. *Frontiers in Education*, 10,1504176. doi: 10.3389/educ.2025.1504176

Gomez-Baya, D., Manrique-Millones, D., Garcia, A. J., & Lopez-Bermudez, E. (2025). Differential Effects by Caring and Positive Empathy on Depression and Anxiety: Gender Differences in a Sample of Spanish University Students. *Psychiatry International*, 6(1), 17. <https://doi.org/10.3390/psychiatryint6010017> JCR Q4 IF: 1.2

Gomez-Baya, D., Martin-Barrado, A.D., Grasmeyer, A.J., Marton-Gomez, C., Palacios-Galvez, M.S., y Morales-Marente, E. (2025). The Developmental Assets Model for Positive Youth Development and Social Contribution: A Qualitative Study of Spanish Undergraduates. *New directions for child and adolescent development*. <https://doi.org/10.1155/cad/8882255>. JCR Q1 IF: 3.4.

Janssen, L. H. C., Beyens, I., Bij de Vaate, N. A. J. D., van der Wal, A., Valkenburg, P. M., & Keijsers, L. (2025). Parent-adolescent communication in a digital world: A 100-day diary study. *Child Development*, 96(2), 736-751. <https://doi.org/10.1111/cdev.14203>

Janssen, L. H. C., Valkenburg, P. M., Keijsers, L., & Beyens, I. (2025). A harsher reality for adolescents with depression on social media. *Scientific Reports*. <https://doi.org/10.1038/s41598-025-89762-y>

Landi, G., Pakenham, K. I., Bao, Z., Cattivelli, R., Crocetti, E., Tossani, E., & Grandi, S. (2025). Efficacy of psychosocial interventions for young offspring of parents with a serious physical or mental illness: Systematic review and meta-analysis. *Clinical Psychology Review*, 118, 102569. <https://doi.org/10.1016/j.cpr.2025.102569>

Mello, Z. R., Eytcheson, K., & Kakar, V. (2025). Sexism and Risky Health Behaviors: Examining the Association between Sources of Gender Discrimination and Tobacco Use Among Adolescent Girls. *Youth and Society*. <https://doi.org/10.1177/0044118X251336386>

Mello, Z. R., Kakar, V., Jaramillo, J., (2025). Examining How Social Class Discrimination is Associated with Combustible Tobacco Use, Nicotine Vaping, and Dual Use Among Adolescents in California. *Social Science and Medicine*. DOI: <https://doi.org/10.1016/j.socscimed.2025.117941>

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