

## Symposia

### **SYM 82 - Cultural Patterns of Parenting Behaviors and their Divergent Effects among Older Children and Adolescents**

8:15 - 10:00

Session Room 2 – Neumann (CTW)

Chair: Nebi Sumer, Middle East Technical University, Ankara, Turkey

#### **Measurement of Perceived Parental Psychological Control in Turkish Adolescents**

Sayil M.<sup>1</sup>, Kindap Y.<sup>2</sup>

<sup>1</sup>Hacettepe University, Ankara, Turkey, <sup>2</sup>Hacettepe University, Psychology, Ankara, Turkey

#### **Re-visiting Tarong: A Multi-generational Examination of Parental Ethnotheories in a Rural Philippine Village**

de Guzman M.R.T.<sup>1</sup>

<sup>1</sup>University of Nebraska-Lincoln, Department of Child, Youth & Family Studies, Lincoln, United States of America

#### **Ethnic Group Variation in Perceived Parent Related Problems and Parent-child Interaction among Preadolescents in Norway**

Oppedal B.<sup>1</sup>

<sup>1</sup>Norwegian Institute of Public Health, Division of Mental Health, Oslo, Norway

#### **Culture-specific Parenting Behaviors Predicting Attachment Security among Turkish Children**

Sümer N.<sup>1</sup>

<sup>1</sup>Middle East Technical University, Psychology, Ankara, Turkey

#### **Relations between Maternal Child-rearing and Children's Emotion Regulation: Findings from Families Residing in Big vs. Small Cities in Turkey**

Kumru A.<sup>1</sup>, Yagmurlu B.<sup>2</sup>, Sayil M.<sup>3</sup>

<sup>1</sup>Abant İzzet Baysal, Psychology, Ankara, Turkey, <sup>2</sup>Koc University, Psychology, Ankara, Turkey,

<sup>3</sup>Hacettepe University, Psychology, Ankara, Turkey

### **SYM 83 - Differential Effects of Early Childhood Environment on Competence Development**

8:15 - 10:00

Session Room 3 – Echter (Maritim)

Chair: Hans-Guenther Rossbach, University of Bamberg, Bamberg, Germany

Co-chair: Susanne Kuger, University of Bamberg, BiKS Research Group, Bamberg, Germany

#### **Why is Pre-school Effective in Boosting Achievement of Children in Primary School?**

Sylva K.<sup>1</sup>, Sammons P.<sup>2</sup>, Melhuish E.<sup>3</sup>, Siraj-Blatchford I.<sup>4</sup>, Taggart B.<sup>4</sup>, Barreau S.<sup>1</sup>

<sup>1</sup>University of Oxford, Department of Education, Oxford, United Kingdom, <sup>2</sup>University of Nottingham, School of Education, Nottingham, United Kingdom, <sup>3</sup>University of London, Institute for Child, Families and Social Issues, Birkbeck College, London, United Kingdom, <sup>4</sup>University of London, Institute of Education, London, United Kingdom

#### **Language Development in Dutch and Turkish-Dutch 4-to-6-year Olds: Interaction of Specific Language Input and Domain-general Learning Abilities**

Leseman P.P.M.<sup>1</sup>, Messer M.H.<sup>1</sup>, Mayo A.Y.<sup>1</sup>

<sup>1</sup>University of Utrecht, Langeveld Institute, Utrecht, Netherlands

#### **Effects of Family and Preschool Quality on Cognitive Development**

von Maurice J.<sup>1</sup>, Kuger S.<sup>1</sup>, Ebert S.<sup>1</sup>, Kluczniok K.<sup>1</sup>, Dubowy M.<sup>1</sup>, Rossbach H.-G.<sup>2</sup>, Weinert S.<sup>2</sup>

<sup>1</sup>University of Bamberg, BiKS research group, Bamberg, Germany, <sup>2</sup>University of Bamberg, Bamberg, Germany

## **SYM 84 - Transition from Preschool to School**

8:15 - 10:00

Session Room 4 – Külpe Lecture Hall (Röntgenring 11)

Chair: Lieselotte Ahnert, University of Cologne, Germany

Co-chair: Jonathan Tudge, University of North Carolina at Greensboro, United States of America

Discussant: Linda Harrison, Charles Sturt University, Australia

### **Changing Memory Strategies during the Transition from Preschool to School**

Schwenck C.<sup>1</sup>, Bjorklund D.F.<sup>2</sup>, Schneider W.<sup>2</sup>

<sup>1</sup>University Hospital Würzburg, Würzburg, Germany, <sup>2</sup>University of Würzburg, Würzburg, Germany

### **Learning How to Read, Write and Calculate: Links between Prerequisites and Acquired Skills**

Yang P.-J.<sup>1</sup>, Kloss A.-K.<sup>2</sup>, Ahnert L.<sup>3</sup>, Lamb M.E.<sup>1</sup>

<sup>1</sup>University of Cambridge, Cambridge, United Kingdom, <sup>2</sup>University of Applied Science, Stendal, Germany, <sup>3</sup>University of Cologne, Human Science, Cologne, Germany

### **Effects of Child Personality Traits and Preschool Experience on Adjustment to School**

Zupancic M.<sup>1</sup>, Kavcic T.<sup>1</sup>

<sup>1</sup>University of Ljubljana, Ljubljana, Slovenia

### **The Different Impact of Preschoolers' Everyday Activities and Interactions on Perceptions of their Academic Competence after Starting School: Data from the United States, Russia, and Estonia**

Tudge J.<sup>1</sup>, Meltsas M.<sup>2</sup>, Kulakova N.<sup>3</sup>, Snezhkova I.<sup>3</sup>

<sup>1</sup>University of North Carolina, Greensboro, United States of America, <sup>2</sup>The University of Tartu, Tartu, Estonia, <sup>3</sup>The Russian Academy of Science, Moscow, Russian Federation

## **SYM 85 – Children's Narrative Representations and Child Adjustment in Clinical and Community Samples**

8:15 - 10:00

Session Room 5 – Beatrix (Maritim)

Chair: Stephanie Stadelmann, Child and Adolescent Psychiatry, University of Basel, Switzerland

Discussant: Jonathan Hill, Child and Adolescent Psychiatry, University of Manchester, United Kingdom

### **Social Competence Related to Storystem Assessment Characteristics in Maltreated and Nonmaltreated Children**

Hodges J.<sup>1</sup>, Steele M.<sup>2</sup>, Kaniuk J.<sup>3</sup>, Hillman S.<sup>2</sup>, Asquith K.<sup>1</sup>

<sup>1</sup>Great Ormond Street Hospital for Children, London, United Kingdom, <sup>2</sup>Anna Freud Centre, London, United Kingdom, <sup>3</sup>Coram Family Adoption Service, London, United Kingdom

### **Story Stem Narratives of Clinical and Normal Kindergarten Children: Associations with Symptoms and Strengths**

Stadelmann S.<sup>1</sup>, von Klitzing K.<sup>2</sup>, von Wyl A.<sup>1</sup>, Perren S.<sup>3</sup>

<sup>1</sup>University of Basel, Child and Adolescent Psychiatry, Basel, Switzerland, <sup>2</sup>University of Leipzig, Department of Child and Adolescent Psychiatry and Psychotherapy, Leipzig, Germany, <sup>3</sup>University of Zuerich, Jacobs Center for Productive Youth Development, Zuerich, Switzerland

### **Exploration of a New Coding System for the MacArthur Narrative Story Stem Battery: Identifying Representations Associated with Behavior Problems in Middle Childhood**

Glowacki Colton A.<sup>1</sup>, Fonagy P.<sup>1</sup>, Target M.<sup>1</sup>

<sup>1</sup>Anna Freud Centre, London, United Kingdom

### **Mental Representations of Parents and Family Structure of First Grade Elementary School Children from Two Countries - Brazil & Germany: Similarities and Differences**

Franieck L.<sup>1</sup>, Hautzinger M.<sup>2</sup>, Günter M.<sup>1</sup>

<sup>1</sup>University of Tübingen, Child and Adolescent Psychiatry, Tübingen, Germany, <sup>2</sup>University of Tübingen, Institute of Psychology, Tübingen, Germany

## **SYM 86 - Understanding the Normative Development of Parents' Knowledge about their Adolescent Children**

8:15 - 10:00

Session Room 6 – Tiepolo (CTW)

Chair: J. Gowert Masche, Örebro University, Örebro, Sweden

### **Behavioral Autonomy Trajectories in Early Adolescence: Insights from Examining Parental Oversight of Peer Relations across the Middle School Transition**

Brown B.B.<sup>1</sup>, Von Bank H.<sup>1</sup>, Fletcher A.C.<sup>2</sup>

<sup>1</sup>University of Wisconsin-Madison, Department of Educational Psychology, Madison, United States of America, <sup>2</sup>University of North Carolina at Greensboro, Department of Human Development and Family Studies, Greensboro, United States of America

### **Explanation of Normative Declines in Parents' Knowledge about their Adolescent Children**

Masche J.G.<sup>1</sup>

<sup>1</sup>Kristianstad University, Department of Behavioural Sciences, Kristianstad, Sweden

### **Tell Me More! Longitudinal Model of Parenting, Adolescent Disclosure and Secrecy, and Privacy Invasion**

Keijsers L.<sup>1</sup>, Hawk S.T.<sup>2</sup>, Hale W.W.<sup>1</sup>, Branje S.<sup>1</sup>, Meeus W.<sup>1</sup>

<sup>1</sup>Utrecht University, Research Centre Adolescent Development, Utrecht, Netherlands, <sup>2</sup>University of Amsterdam, Department of Social Psychology, Amsterdam, Netherlands

### **Maturity and Parents' Knowledge of Early Adolescents' Activities: The Relevance of Authority Beliefs and Autonomy Striving**

Laird R.D.<sup>1</sup>

<sup>1</sup>University of New Orleans, Department of Psychology, New Orleans, United States of America

### **Sources of Parents' Knowledge: Links with Gender, Age, SES, and Parent-child Relationship Quality**

Baril M.E.<sup>1</sup>, Crouter A.C.<sup>1</sup>

<sup>1</sup>The Pennsylvania State University, Human Development and Family Studies, University Park, United States of America

## **SYM 87 - School, Family, and Community Variations in Literacy Development in Mexican Children and Mexican Immigrant Children in US**

8:15 - 10:00

Session Room 7 – Seminar Room 122 (Röntgenring 10)

Chair: Rebeca Mejia-Arauz, ITESO University, Tlaquepaque, Jalisco, México

Discussant: Alma Carrasco, Consejo Puebla de Lectura, A.C., Barrio del Alto, Mexico

### **Community Influences on Biliteracy Development among Children of Latino Immigrants: A Synthesis of Findings from the DELSS Project**

Reese L.<sup>1</sup>

<sup>1</sup>California State University Long Beach, College of Education, Long Beach, United States of America

### **Developing Transnational Literacies in a Central Mexican Community**

Murillo L.A.<sup>1</sup>, Smith P.H.<sup>2</sup>

<sup>1</sup>University of Texas Pan-American, College of Education Curriculum and Instruction, Edinburg, Texas, United States of America, <sup>2</sup>University of Texas at Brownsville, Dpt. of Curriculum and Instruction, Brownsville, Tx, United States of America

### **Teaching Practices and Students Participation in Early Literacy Classrooms in Four Mexican Communities**

Torres V.<sup>1</sup>, Mejia-Arauz R.<sup>1</sup>

<sup>1</sup>ITESO University, Dpt. of Health, Psychology, and Community, Guadalajara, Mexico

### **Literacy and Educational Inequity in Mexican Urban Public Schools**

Ray A.<sup>1</sup>

<sup>1</sup>ITESO University, Dpt of Education and Values, Guadalajara, Mexico

## **SYM 88 - The Use of High Density EEG to Study Neuromechanisms Underlying Individual Differences in Child and Adolescent Development and Psychopathology**

8:15 - 10:00

Session Room 8 – Seminar Room A (CTW)

Chair: Thomas Dishion, University of Oregon, Eugene, United States of America

Discussant: Marc Lewis, University of Toronto, Canada

### **Self-evaluation in Early Adolescence: Integrating Psychometrics and Neurometrics**

Tucker D.M.<sup>1</sup>, Crane S.M.<sup>1</sup>, Poulsen C.<sup>1</sup>, Moadab I.<sup>1</sup>, Luu P.<sup>1</sup>

<sup>1</sup>University of Oregon, Electrical Geodesics, Eugene, OR, United States of America

### **ERP Indices of Individual Differences in Emotion Regulation during Early Adolescence**

Moadab I.<sup>1</sup>, Luu P.<sup>2</sup>, Dishion T.J.<sup>3</sup>, Tucker D.M.<sup>2</sup>

<sup>1</sup>University of Oregon, Psychology, Eugene, OR, United States of America, <sup>2</sup>University of Oregon, Electrical Geodesics, Eugene, OR, United States of America, <sup>3</sup>University of Oregon, Child and Family Center, Eugene, United States of America

### **Neural Mechanisms Underlying the Emotion-regulation Capabilities of Subtypes of Aggressive Children: An ERP Study**

Lamm C.<sup>1</sup>, Lewis M.D.<sup>2</sup>

<sup>1</sup>University of Toronto, Brain and Behavior Laboratory; Department of Human Development and Applied Psychology, Toronto ON, Canada, <sup>2</sup>University of Toronto, Department of Human Development and Applied Psychology, Toronto ON, Canada

## **SYM 89 - Development of Biological Concepts: The Role of Culture and Parental Input**

8:15 - 10:00

Session Room 9 – Seminar Room B (CTW)

Chair: Beate Sodian, LMU, Munich, Germany

Co-chair: Florence Labrell, University of Reims, France

Discussant: Candida Peterson, University of Queensland, Australia

### **When Solving Complex Problems Involving Feature Inheritance College Students Pay Attention to Fewer Relevant Factors Than School Children**

Tarlowski A.<sup>1</sup>

<sup>1</sup>University of the Basque Country, Linguistics and Basque Studies, Vitoria Gasteiz, Spain

### **Western European and Ovambo Children's Understanding of Inheritance**

Sodian B.<sup>1</sup>

<sup>1</sup>Ludwig-Maximilians-University, Psychology, Munich, Germany

### **Maternal Contributions to 5 Year-olds' Conceptions about Living Things**

Labrell F.<sup>1</sup>

<sup>1</sup>University of Reims, Psychology, Reims, France

### **Should I Eat This Lovely Steak? On Children's Understanding of Various Food Properties**

Thibaut J.P.<sup>1</sup>

<sup>1</sup>University of Poitiers, Laboratoire LMDC, UMR CNRS 6215, Psychology, Poitiers, France

## **SYM 90 - Bringing Developmental Psychology into Child Protection: Approaches from Europe**

8:15 - 10:00

Session Room 10 – Auvera (CTW)

Chair: Ute Ziegenhain, University Hospital Ulm, Germany

Co-chair: Heinz Kindler, German Youth Institute, Munich, Germany

Discussant: Byron Egeland, University of Minnesota, Minneapolis, United States of America

### **Family Preservation Services in Two Spanish Autonomic Communities: Results of a Parenting Program for Families at High Psychosocial Risk**

Rodrigo M.J.<sup>1</sup>, Byrne S.<sup>1</sup>, Máiquez M.L.<sup>1</sup>, Martín J.C.<sup>2</sup>

<sup>1</sup>University of La Laguna, Faculty of Psychology, La Laguna, Spain, <sup>2</sup>ECCA Foundation for Adult Education, La Laguna, Spain

**A Healthy Start to Life: Interdisciplinary Networking as a Prerequisite for Integrated Service Delivery in Child Protection**

Ziegenhain U.<sup>1</sup>, Kindler H.<sup>2</sup>, Schneider S.<sup>1</sup>, Habermann A.<sup>1</sup>, Künster A.<sup>1</sup>, Fegert J.M.<sup>1</sup>  
<sup>1</sup>University Hospital Ulm, Ulm, Germany, <sup>2</sup>German Youth Institute, Munich, Germany

**Helping Out-of-home Placed Children with Severe Mental Health Problems: The Case of Flanders**  
Grietens H.<sup>1</sup>

<sup>1</sup>Katholieke Universiteit Leuven, Centre for Parenting, Child Welfare & Disabilities, Leuven, Belgium

**Implementing a National System to Assess and Provide Services to Children and their Families**  
Gray J.<sup>1</sup>

<sup>1</sup>Department for Children, Families and Schools, London, United Kingdom

**SYM 91 - Young Peoples' Formation and Pursuit of Personal Goals and Projects in Encounters with Social Institutions**

8:15 - 10:00

Session Room 11 – Bossi (CTW)

Chair: Agnes Dodds, The University of Melbourne, Melbourne, Australia

Co-chair: Jaan Valsiner, Clark University, Worcester, United States of America

Discussant: Nandita Chaudhary, University of Delhi, New Delhi, India

**Adolescents' Personal Project Profiles and Subjective Well-being**

Salmela-Aro K.<sup>1</sup>, Ruittala E.<sup>2</sup>

<sup>1</sup>University of Jyväskylä, Department of Psychology, Jyväskylä, Finland, <sup>2</sup>University of Jyväskylä, Department of Psychology, Jyväskylä, Finland

**Young Adults' Professional and Personal Goals and their Management of Smooth or Obstructed Pathways to Goals**

Dodds A.<sup>1</sup>, Talbot A.<sup>2</sup>, Lawrence J.<sup>2</sup>

<sup>1</sup>The University of Melbourne, Medical Education Unit, Melbourne, Australia, <sup>2</sup>The University of Melbourne, School of Behavioural Science, Melbourne, Australia

**Constraining One's Self within Fluid Social Worlds**

Valsiner J.<sup>1</sup>

<sup>1</sup>Clark University, Department of Psychology, Worcester, United States of America

**Thursday, July 17<sup>th</sup>**

**10:30-12:15**

**Symposia**

**SYM 93 - Diverse Paths and Forms of Family Socialization: Cultural and Ethnic Influences**

10:30 - 12:15

Session Room 3 – Echter (Maritim)

Chair: Jin Li, Brown University, Education Department, Providence, RI, United States of America

**Early Socialization of Filial Piety: Growing Up in Sino-Vietnamese Cross-border Marriage Families in Taiwan**

Fung H.<sup>1</sup>, Liang C.-H.<sup>1</sup>, Phởng T.T.H.<sup>1</sup>

<sup>1</sup>Academia Sinica, Institute of Ethnology, Taipei, Taiwan, Republic of China

**Value Orientations in the Domain of Achievement in Asian American Youths and their Parents**

Koh J.B.K.<sup>1</sup>, Wang Q.<sup>1</sup>, Shao Y.<sup>1</sup>, Tong Y.<sup>1</sup>

<sup>1</sup>Cornell University, Department of Human Development, Ithaca, NY, United States of America

**Parental Socialization of Children's Achievement: A Study of Resilience in Low-income Mexican American Families**

Suizzo M.-A.<sup>1</sup>

<sup>1</sup>The University of Texas at Austin, Educational Psychology Department, Austin, TX, United States of America

**When My Child Doesn't Learn Well: European American and Taiwanese Mothers Talking to their Children about their Children's Learning Weaknesses**

Li J.<sup>1</sup>, Fung H.<sup>2</sup>, Liang C.-h.<sup>2</sup>, Resch J.<sup>1</sup>, Luo L.<sup>1</sup>, Lou L.<sup>1</sup>

<sup>1</sup>Brown University, Education Department, Providence, RI, United States of America, <sup>2</sup>Academia Sinica, Institute of Ethnology, Taipei, Taiwan, Republic of China

**SYM 94 - The Shape of Things to Come in Images**

10:30 - 12:15

Session Room 4 – Külpe Lecture Hall (Röntgenring 11)

Chair: Christiane Lange-Küttner, London Metropolitan University, United Kingdom

Co-chair: Hanns-Martin Trautner, Universität Wuppertal, Germany

**Arnheim with a Vengeance! Conventions, Problem Solving and Visual Mental Images Do Not Drive Drawing Development, Everyday Aesthetics Does - Evidence from the Progression of Haptic Drawing in Congenitally Totally Blind Children**

D'Angiulli A.<sup>1</sup>

<sup>1</sup>Carleton University, Dept. of Psychology, Ottawa, Canada

**The Development of Strategies for Representational Change in Early and Middle Childhood**

De Bernart D.<sup>1</sup>, Pinto G.<sup>1</sup>

<sup>1</sup>University of Florence, Dipartimento Psicologia, Firenze, Italy

**Developmental Effects of Visual Information on Drawing Performance**

Smeets D.<sup>1</sup>, Van Mier H.I.<sup>2</sup>

<sup>1</sup>Faculty of Social and Behavioural Sciences, Leiden University, Leiden, Netherlands, <sup>2</sup>Faculty of Psychology, Cognitive Neuroscience, Maastricht University, Maastricht, Netherlands

**Drawing Animate and Inanimate Objects - Is It All the Same to Boys?**

Lange-Küttner C.<sup>1</sup>

<sup>1</sup>London Metropolitan University, Dept. of Psychology, London, United Kingdom

**SYM 95 - The Quality of Peer Relationships in Educational Settings: Victimization and Conflict Resolution**

10:30 - 12:15

Session Room 5 – Beatrix (Maritim)

Chair: Tania Stoltz, Universidade Federal do Parana, Brasil

Co-chair: Cristina del Barrio, Universidad Autonoma de Madrid, Spain

**Is Peer Victimization in Schools an Increasing Phenomenon? National Trends in Spain**

del Barrio C.<sup>1</sup>, Espinosa M.A.<sup>1</sup>, Martin E.<sup>1</sup>, Ochaíta E.<sup>1</sup>, de Dios M.J.<sup>1</sup>, Montero I.<sup>1</sup>, Gutiérrez H.<sup>1</sup>, Barrios A.<sup>1</sup>

<sup>1</sup>Universidad Autonoma de Madrid, Madrid, Spain

**Peer Aggression and Victimization in Brazil**

Cunha J.M.<sup>1</sup>, Natalia Dobrianskyj Weber L.<sup>1</sup>, Huber E.<sup>2</sup>, Lima J.B.<sup>3</sup>, Valentim C.<sup>4</sup>, Carvalhais T.<sup>4</sup>

<sup>1</sup>Universidade Federal do Paraná, Curitiba, Brazil, <sup>2</sup>Pontifícia Universidade Católica de Goiás, Goiânia, Brazil, <sup>3</sup>Universidade Estadual do Piauí, Teresina, Brazil, <sup>4</sup>Universidade Vale do Rio Doce, Governador Valadares, Brazil

**The Adolescent by Himself: Problems and Possibilities of Solution**

Stoltz T.M.<sup>1</sup>, Dayan S.P.<sup>2</sup>, Ribeiro T.<sup>1</sup>, Rosier M.B.<sup>1</sup>

<sup>1</sup>Universidade Federal do Paraná, Curitiba, Brazil, <sup>2</sup>Université de Genève, Archives Jean Piaget, Genève, Switzerland

**Peer Maltreatment due to Abuse of Power among University Students**

los Rios O.L.H.<sup>1</sup>, Martínez M.L.<sup>1</sup>, Santiago L.M.R.<sup>1</sup>, Mackenzie S.J.V.<sup>1</sup>, Solis K.O.<sup>1</sup>

<sup>1</sup>Universidad del Norte, Barranquilla, Colombia

**Conflicts and Resolution Strategies in a School Context: The Influence of Students' Age and Academic Level**

Andrés Gómez S.<sup>1</sup>, Martín E.<sup>2</sup>, Gutiérrez H.<sup>2</sup>

<sup>1</sup>Universidad de Alcalá, Psicopedagogía, Madrid, Spain, <sup>2</sup>Universidad Autónoma de Madrid, Psicología Evolutiva y de la Educación, Madrid, Spain

**SYM 96 - Mental Disorders in Children and Adolescents in the Child Welfare System in Germany**

10:30 - 12:15

Session Room 6 – Tiepolo (CTW)

Chair: Bettina Schuhrke, Protestant University of Applied Sciences Darmstadt, Department of Social Work, Germany

Co-chair: Tanja Besier, University Hospital Ulm, Department of Child and Adolescent Psychiatry, Germany

Discussant: Gottfried Spangler, University of Erlangen, Department of Psychology I, Germany

**Prevalence of Mental Disorders among Adolescents in German Youth Welfare Institutions**

Schmid M.<sup>1</sup>, Goldbeck L.<sup>2</sup>, Nützel J.<sup>3</sup>, Fegert J.M.<sup>2</sup>

<sup>1</sup>Psychiatrische Universitätsklinik Basel, Abteilung für Kinder- und Jugendpsychiatrie, Basel, Switzerland,

<sup>2</sup>Universitätsklinik Ulm, Abteilung für Kinder- und Jugendpsychiatrie, Ulm, Germany, <sup>3</sup>Zentrum für Psychiatrie Weisenau, Kinder- und Jugendpsychiatrie, Ravensburg, Germany

**Home-treatment Intervention for Children in Residential Care**

Bezier T.<sup>1</sup>, Fegert J.M.<sup>1</sup>, Schmid M.<sup>2</sup>, Goldbeck L.<sup>1</sup>

<sup>1</sup>Universitätsklinik Ulm, Abteilung für Kinder- und Jugendpsychiatrie, Ulm, Germany, <sup>2</sup>Psychiatrische Universitätsklinik Basel, Abteilung für Kinder- und Jugendpsychiatrie, Basel, Switzerland

**Children and Adolescents with Problematic Sexual Behaviour in (Partially) Residential Welfare Services in Germany**

Schuhrke B.<sup>1</sup>, Arnold J.<sup>2</sup>

<sup>1</sup>Evangelische Fachhochschule Darmstadt, Soziale Arbeit, Darmstadt, Germany, <sup>2</sup>Institut für Kinder- und Jugendhilfe, Mainz, Germany

**SYM 97 - Competition, Cooperation and Prosocial Behaviour in Childhood and Adolescence**

10:30 - 12:15

Session Room 7 – Seminar Room 122 (Röntgenring 10)

Chair: Márta Fülöp, Institute for Psychology, Hungarian Academy of Sciences, Budapest, Hungary

**Preschoolers' Aggressive and Prosocial Behaviours**

Zsolnai A.<sup>1</sup>, Lesznyák M.<sup>1</sup>, Kasik L.<sup>1</sup>

<sup>1</sup>University of Szeged, Department of Education, Szeged, Hungary

**Coping with Winning and Losing among Hungarian and Chinese Adolescents**

Fülöp M.<sup>1</sup>, Bai X.<sup>2</sup>, Berkics M.<sup>3</sup>

<sup>1</sup>Hungarian Academy of Sciences, Institute for Psychology, Budapest, Hungary, <sup>2</sup>Tianjin Normal University, Research Center for Psychology and Behavior, Tianjin, China, <sup>3</sup>Eötvös Loránd University, Institute for Psychology, Budapest, Hungary

**Adolescents' Perception of the Role of Competition in a Society under Transition: Narratives of Conflict from Indian Adolescents**

Kaura I.<sup>1</sup>

<sup>1</sup>Lady Irwin College, New Delhi, India

**Identity Development and the Role of Competition in Adolescence**

Pergar Kuscer M.<sup>1</sup>

<sup>1</sup>University of Ljubljana, Faculty of Education, Ljubljana, Slovenia

**SYM 98 - Cultural Context of Development: The Indian Experience**

10:30 - 12:15

Session Room 8 – Seminar Room A (CTW)  
Chair: Girishwar Misra, University of Delhi, India

**Reconstructing Childhood in the Indian Context**

Misra S.<sup>1</sup>

<sup>1</sup>Jesus & Mary College, Department of Psychology, New Delhi, India

**The Joys and Costs of Parenting in the Indian Context**

Sachdeva N.<sup>1</sup>

<sup>1</sup>Jesus & Mary College, New Delhi, India

**Mothering a Disabled Child**

Ghai A.<sup>1</sup>

<sup>1</sup>Jesus & Mary College, Delhi, India

**SYM 99 - From Crying to Talking: Infants' First Steps toward Language**

10:30 - 12:15

Session Room 9 – Seminar Room B (CTW)

Chair: Michael Robb, University of Canterbury, New Zealand

Co-chair: Kathleen Wermke, University of Würzburg, Germany

Discussant: John Saxman, Columbia University, New York, United States of America

**Pitfalls with Past Cry Research and Current State of the Art**

Robb M.<sup>1</sup>

<sup>1</sup>University of Canterbury, Department of Communication Disorders, Christchurch, New Zealand

**From Crying to Talking in Infants with Malformations of the Vocal Tract**

Kempf A.<sup>1</sup>, Mende W.<sup>2</sup>, Birr M.<sup>1</sup>, Voelter C.<sup>3</sup>, Stellzig-Eisenhauer A.<sup>1</sup>, Wermke K.<sup>1</sup>

<sup>1</sup>Julius-Maximilians-University Würzburg, Department of Orthodontics, Würzburg, Germany, <sup>2</sup>Berlin-Brandenburg Academy of Science, Berlin, Germany, <sup>3</sup>Julius-Maximilians-University Würzburg, Department of Otorhinolaryngology, Würzburg, Germany

**Prosodic Elements of Pre-speech Utterances as a Risk-marker for Disorders of Language Development**

Wermke K.<sup>1</sup>, Mende W.<sup>2</sup>

<sup>1</sup>Julius-Maximilians-University Würzburg, Department of Orthodontics, Würzburg, Germany, <sup>2</sup>Berlin-Brandenburg Academy of Science, Berlin, Germany

**SYM 100 - Cross-cultural Comparisons of Preschoolers' Development of Emotion Knowledge: Romanian, Japanese, and US Studies**

10:30 - 12:15

Session Room 10 – Auvera (CTW)

Chair: Hideko Bassett, George Mason University, Fairfax, United States

Co-chair: Susanne Denham, George Mason University, Fairfax, United States

Discussant: Bettina Janke, PH-Heidelberg, Heidelberg, Germany

**Development of Emotion Knowledge in Romanian Preschoolers**

Geangu E.<sup>1</sup>, Ionescu T.<sup>1</sup>, Benga O.<sup>1</sup>

<sup>1</sup>Babes-Bolyai University, Psychology, Cluj-Napoca, Romania

**Emotional Competence in Japanese Preschoolers: Gender Differences and Age Differences**

Fujioka K.<sup>1</sup>

<sup>1</sup>Yamagata University, Education, Yamagata-Shi, Japan

**Roles of Preschoolers' Demographic Characteristics on Development of Emotion Knowledge in a US Sample**

Bassett H.<sup>1</sup>, Warren H.<sup>1</sup>, Mun S.R.<sup>1</sup>, Graling K.<sup>1</sup>, Denham S.<sup>1</sup>

<sup>1</sup>George Mason University, Psychology, Fairfax, United States of America

**SYM 101 - The Role of Goals, Inner Motivations and Representations in the Attainment of Developmental Tasks and Adaptation during Adolescence and Emerging Adulthood**

10:30 - 12:15

Session Room 11 – Bossi (CTW)

Chair: Shmuel Shulman, Bar Ilan University, Ramat-Gan, Israel

Discussant: Jari-Erik Nurmi, University of Jyväskylä, Finland

**Developmental Regulation in Young Adulthood: Between Partnership, Leaving Home and Professional Career**

Seiffge-Krenke I.<sup>1</sup>

<sup>1</sup>University of Mainz, Psychology, Mainz, Germany

**Goal Pursuit, Personality and Adaptation among Emerging Adults: Typology and Change Overtime**

Shulman S.<sup>1</sup>, Walsh S.<sup>2</sup>

<sup>1</sup>Bar Ilan University, Psychology, Ramat Gan, Israel, <sup>2</sup>Bar Ilan University, Ramat Gan, Israel

**Buds of Future Romantic Love and Parenting among Male Young Adults**

Scharf M.<sup>1</sup>, Mayeless O.<sup>2</sup>

<sup>1</sup>University of Haifa, Education, Haifa, Israel, <sup>2</sup>University of Haifa, Haifa, Israel

**Role of Intrinsic Motivation, School Engagement and Burnout on Educational Choices in Adolescence: A Longitudinal Study**

Vasalampi K.<sup>1</sup>

<sup>1</sup>University of Jyväskylä, Psychology, Jyväskylä, Finland

**Thursday, July 17<sup>th</sup>**

**13:45-15:30**

**Symposia**

**SYM 81 - Are Peer Difficulties Causally Linked to Child Behavior Development?**

13:45 - 15:30

Session Room 1 – Barbarossa (Maritim)

Chair: Pol van Lier, Department of Developmental Psychology, VU University Amsterdam, the Netherlands

Discussant: Tom Dishion, University of Oregon, Child and Family Center, Eugene, OR, United States of America

**Testing for a Causal Link between Friends' Aggression, Symptoms of ADHD and Early Onset Smoking through a Randomized Controlled Trial**

van Lier P.<sup>1</sup>, Huizink A.<sup>2</sup>

<sup>1</sup>VU University Amsterdam, Department of Developmental Psychology, Amsterdam, Netherlands,

<sup>2</sup>Erasmus Medical Center, Child and Adolescent Psychiatry, Rotterdam, Netherlands

**Monozygotic Twin Differences Study of Peer Influence on Childhood Physical Aggression**

Vitaro F.<sup>1</sup>, Brendgen M.<sup>2</sup>, Boivin M.<sup>3</sup>, Cantin S.<sup>4</sup>, Dionne G.<sup>3</sup>, Tremblay R.E.<sup>5</sup>, Pérusse D.<sup>5</sup>

<sup>1</sup>University of Montreal, Research Unit on Children's psycho-Social Maladjustment, Montreal, Canada,

<sup>2</sup>Université du Québec à Montréal, Département de psychologie, Montreal, Canada, <sup>3</sup>Université Laval,

École de Psychologie, Quebec City, Canada, <sup>4</sup>University of Montreal, School of Psychoeducation,

Montreal, Canada, <sup>5</sup>Université de Montréal, GRIP, Montreal, Canada

**The Antecedents and Consequences of Early Peer Deviancy Training**

Snyder J.<sup>1</sup>, Schrepferman L.<sup>2</sup>

<sup>1</sup>Wichita State University, Department of Psychology, Wichita, Kansas, United States of America,

<sup>2</sup>Wichita State University, Department of Psychology, Wichita, Kansas, United States of America

**Testing the Causal Link between Childhood Peer Experiences and the Development of Externalizing and Internalizing Behavior through a Randomized Controlled Universal Preventive Intervention**

Witvliet M.<sup>1</sup>, van Lier P.<sup>1</sup>, Cuijpers P.<sup>2</sup>, Koot H.M.<sup>1</sup>

<sup>1</sup>VU University Amsterdam, Department of Developmental Psychology, Amsterdam, Netherlands, <sup>2</sup>VU University Amsterdam, Department of Clinical Psychology, Amsterdam, Netherlands

### **SYM 102 - Peer Relation Difficulties in Early Childhood: Predictors, Correlates and Outcomes**

13:45 - 15:30

Session Room 2 – Neumann (CTW)

Chair: Edward D. Barker, Kings College London Institute of Psychiatry, MRC Social Genetic and Developmental Psychiatry Centre, United Kingdom

Co-chair: Anne I. H. Borge, Psykologisk Institutt, University of Oslo, Norway

#### **Prospective Study of Bullying Victimization in Childhood and Psychosis-like Symptoms in a Non-clinical Population at 12 Years of Age in the ALSPAC Birth Cohort**

Wolke D.<sup>1</sup>, Schreier A.<sup>2</sup>

<sup>1</sup>The University of Warwick, Department of Psychology and Health Sciences Research Institute, Warwick Medical School, Coventry, United Kingdom, <sup>2</sup>University of Warwick, Medical School, Coventry, United Kingdom

#### **Trajectories of Peer Victimization in Preschool: Early Childhood Predictors and Continuity of Victimization in First Grade**

Barker E.D.<sup>1</sup>, Boivin M.<sup>2</sup>, Brendgen M.<sup>3</sup>

<sup>1</sup>Institute of Psychiatry, King's College London, MRC, Social, Genetic and Developmental Psychiatry Centre, London, United Kingdom, <sup>2</sup>Université Laval, Ecole de psychologie, Laval, Canada, <sup>3</sup>Université du Québec à Montréal, Department of Psychology, Montreal, Canada

#### **Family Origins of Peer-victimisation during Preschool**

Green N.<sup>1</sup>, Monks C.<sup>1</sup>, Smith P.K.<sup>2</sup>

<sup>1</sup>University of Greenwich Avery Hill Campus, Department of Psychology and Counselling, London, United Kingdom, <sup>2</sup>Goldsmith's College, University of London, Department of Psychology, London, United Kingdom

#### **Assessment of Victimization in Kindergarten and Elementary School: Who knows best?**

Nägele C.<sup>1</sup>, Alsaker F.D.<sup>2</sup>

<sup>1</sup>Eidgenössisches Hochschulinstitut für Berufsbildung, Zollikofen, Switzerland, <sup>2</sup>University of Bern, Department of Psychology, Bern, Switzerland

#### **Peer Relations among 2-6 Year Olds Moderate the Association between ADHD Behaviour and Conduct Difficulties**

Borge A.I.H.<sup>1</sup>, Strøm Natvig H.<sup>2</sup>

<sup>1</sup>University of Oslo, Psykologisk institutt, Oslo, Norway, <sup>2</sup>School Psychology, Clinical psychologist, Oslo, Norway

### **SYM 103 - Regulation of Relationships within Families**

13:45 - 15:30

Session Room 3 – Echter (Maritim)

Chair: Isabelle Albert, University of Luxembourg, Luxembourg

Co-chair: Dieter Ferring, University of Luxembourg, Luxembourg

#### **Relationship Regulation between Adult Children and Elderly Parents across Time**

Wagner J.<sup>1</sup>, Neyer F.J.<sup>2</sup>, Lang F.R.<sup>1</sup>

<sup>1</sup>Friedrich-Alexander-University Erlangen-Nürnberg, Psychogerontology, Erlangen, Germany, <sup>2</sup>University of Potsdam, Department of Psychology, Potsdam, Germany

#### **Regulation of Adult Child-parent Relationships by Means of Verbal Interaction**

Scholwin B.<sup>1</sup>, Buhl H.M.<sup>1</sup>

<sup>1</sup>Friedrich-Schiller-University, Psychology, Jena, Germany

#### **Child's Leaving Home - The Dynamics of a Familial Transition from the Perspective of Middle-aged Parents**

Perrig-Chiello P.<sup>1</sup>

<sup>1</sup>University of Bern, Psychology, Bern, Switzerland

### **Assessing Responsibilities for Elder Care within Families**

Albert I.<sup>1</sup>, Michels T.<sup>1</sup>, Ferring D.<sup>1</sup>

<sup>1</sup>University of Luxembourg, FLSHASE - Research unit INSIDE, Walferdange, Luxembourg

### **Intergenerational Relations and Life Satisfaction in German and Chinese Women**

Schwarz B.<sup>1</sup>, Trommsdorff G.<sup>2</sup>

<sup>1</sup>University of Basle, Psychology, Basle, Switzerland, <sup>2</sup>University of Konstanz, Developmental Psychology and Cross-Cultural Psychology, Konstanz, Germany

## **SYM 104 - Action Understanding and Action Control in Infancy**

13:45 - 15:30

Session Room 4 – Külpe Lecture Hall (Röntgenring 11)

Chair & Discussant: Birgit Elsner, University of Potsdam, Germany

Co-chair: Petra Hauf, St. Francis Xavier University, Canada

### **Agentive Experience Facilitates Action Perception and Action Production in Infants**

Hauf P.<sup>1</sup>

<sup>1</sup>St. Francis Xavier University, Department of Psychology, Antigonish, Canada

### **Functional Object Knowledge in Infants**

Hunnius S.<sup>1</sup>, Paulus M.<sup>1</sup>, Bekkering H.<sup>1</sup>

<sup>1</sup>Radboud University Nijmegen, Nijmegen Institute for Cognition and Information, Nijmegen, Netherlands

### **Infants Expect Action Outcomes but Don't Necessarily Use this Knowledge to Motivate Goal-directed Action**

Kenward B.<sup>1</sup>

<sup>1</sup>Uppsala University, Department of Psychology, Uppsala, Sweden

### **The Role of Efficiency in Young Children's Action Planning and Action Perception**

Jovanovic B.<sup>1</sup>, Schwarzer G.<sup>1</sup>

<sup>1</sup>University of Giessen, Department of Psychology, Giessen, Germany

## **SYM 105 - Developmental and Contextual Mechanisms Associated with Bullying and Victimization**

13:45 - 15:30

Session Room 5 – Beatrix (Maritim)

Chair & Discussant: Debra Pepler, York University, Toronto, Canada

### **Responses to Victimization in the Peer Group: Growth in Reactive Aggression, Withdrawal, and Prosocial Behavior**

Veenstra R.<sup>1</sup>, Sentse M.<sup>1</sup>, Lindenberg S.<sup>1</sup>, Peets K.<sup>2</sup>, Hodges E.V.E.<sup>3</sup>, Salmivalli C.<sup>2</sup>

<sup>1</sup>University of Groningen, ICS - Interuniversity Center for Social Science Theory and Methodology, Groningen, Netherlands, <sup>2</sup>University of Turku, Psychology, Turku, Finland, <sup>3</sup>St John's University, Psychology, New York, United States of America

### **The Development of Academic Competence among Adolescents Who Bully and Who Are Bullied**

Ma L.<sup>1</sup>, Phelps E.<sup>1</sup>, Lerner R.M.<sup>1</sup>, Lerner J.V.<sup>2</sup>

<sup>1</sup>Institute for Applied Research in Youth Development, Tufts University, Department of Child Development, Medford, MA, United States of America, <sup>2</sup>Boston College, Boston, United States of America

### **Classroom Context Moderates the Effects of Individual Risk Factors for Bullying and Victimization**

Kärnä A.<sup>1</sup>, Salmivalli C.<sup>1</sup>, Voeten M.<sup>2</sup>

<sup>1</sup>University of Turku, Department of Psychology, Turku, Finland, <sup>2</sup>Radboud University Nijmegen, Behavioral Science Institute and Department of Educational Sciences, Nijmegen, Netherlands

### **Are Gender Differences in Bullying and Victimization Consistent across Cultures? A Comparison of Chinese and British Children**

Zhang W.<sup>1</sup>, Ji L.<sup>1</sup>, Jones K.<sup>2</sup>, Smith N.<sup>2</sup>

<sup>1</sup>Shandong Normal University, Department of Psychology, Jinan, China, <sup>2</sup>University of Worcester, Worcester, United Kingdom

## **SYM 106 - Continuity and Change of Antisocial Behavior in Childhood, Adolescence, and Adulthood**

13:45 - 15:30

Session Room 6 – Tiepolo (CTW)

Chair & Discussant: Byron Egeland, University of Minnesota, Institute of Child Development, Minneapolis, MN, United States of America

### **Unique and Combined Effects of Children's Personality Characteristics and Parenting on Aggressive and Delinquent Behaviors from Childhood to Adolescence**

de Haan A.<sup>1</sup>, Prinzie P.<sup>1</sup>, Deković M.<sup>1</sup>

<sup>1</sup>Utrecht University, Psychosocial Problems, Utrecht, Netherlands

### **Sibling and Peer Deviancy Training in Relation to the Adolescent Antisocial Behavior**

Shaw D.<sup>1</sup>, Gross H.<sup>2</sup>

<sup>1</sup>University of Pittsburgh, Department of Psychology, Pittsburgh, United States of America, <sup>2</sup>University of Pittsburgh, Pittsburgh, United States of America

### **Turning Processes in Different Trajectories of Antisocial Behavior**

Alink L.<sup>1</sup>, Egeland B.<sup>1</sup>

<sup>1</sup>University of Minnesota, Institute of Child Development, Minneapolis, United States of America

### **Are Conduct Problems Personality Traits? Key Issues in Understanding Stability and Change**

Loeber R.<sup>1</sup>, Stouthamer-Loeber M.<sup>2</sup>

<sup>1</sup>University of Pittsburgh, Department of Psychiatry, Pittsburgh, United States of America, <sup>2</sup>University of Pittsburgh, Pittsburgh, United States of America

## **SYM 107 - Current Topics in Research on Attachment and Caregiving: Assessment and Effects of Level-Specific Organization**

13:45 - 15:30

Session Room 7 – Seminar Room 122 (Röntgenring 10)

Chair: Elia Psouni, University of Kristianstad, Kristianstad, Sweden

Co-chair: Peter Zimmermann, Dortmund University, Dortmund, Germany

Discussant: Carol George, Mills College, Oakland, United States of America

### **Attachment Development from Age 1 to Age 12: A Test of Continuity and Change at the Behavioural and the Representational Level**

Zimmermann P.<sup>1</sup>, Spangler G.<sup>2</sup>

<sup>1</sup>University of Dortmund, Department of Psychology, Dortmund, Germany, <sup>2</sup>University of Erlangen-Nürnberg, Department of Psychology, Erlangen, Germany

### **Individual and Social Predictors of Children's Emotional and Adrenocortical Regulation from Infancy to Early Adolescence**

Spangler G.<sup>1</sup>, Zimmermann P.<sup>2</sup>

<sup>1</sup>University of Erlangen-Nürnberg, Department of Psychology, Erlangen, Germany, <sup>2</sup>University of Dortmund, Department of Psychology, Dortmund, Germany

### **Script-like Representations of Attachment: Current Relevance and Future Directions**

Apetroaia A.<sup>1</sup>, Salatas Waters H.<sup>1</sup>

<sup>1</sup>State University of New York, Department of Psychology, New York, United States of America

### **Relationship between Parents' Attachment and Caregiving Representations at Different Levels of Awareness**

Psouni E.<sup>1</sup>, Bengtsson H.<sup>2</sup>

<sup>1</sup>Kristianstad University, Behavioural Sciences, Kristianstad, Sweden, <sup>2</sup>Lund University, Department of Psychology, Lund, Sweden

## **SYM 108 - The Influence of Contexts on Adolescent Civic Development**

13:45 - 15:30

Session Room 8 – Seminar Room A (CTW)

Chair: Burkhard Gniewosz, University of Würzburg, Germany

Discussant: Constance Flanagan, Pennsylvania State University, United States of America

### **Young People Engagement and Political Development: The Relevance of Quality of Participation Experiences**

Nunes de Azevedo C.<sup>1</sup>, Menezes I.<sup>1</sup>

<sup>1</sup>University of Porto, Porto, Portugal

### **Teachers Practices and Decision Making in School as Predictors of Adolescent Prosocial and Political Involvement**

Martínez M.L.<sup>1</sup>, Cumsille P.<sup>1</sup>

<sup>1</sup>P. Universidad Católica de Chile, Santiago, Chile

### **Trajectory Classes of Intolerant Attitudes towards Foreigners during Adolescence - Predictions by Classroom Climate**

Gniewosz B.<sup>1</sup>, Noack P.<sup>2</sup>

<sup>1</sup>University of Würzburg, Würzburg, Germany, <sup>2</sup>University of Jena, Jena, Germany

### **Interethnic Friendship and the Development of Prejudice in Adolescence**

Reinders H.<sup>1</sup>

<sup>1</sup>University of Würzburg, Würzburg, Germany

## **SYM 109 - Aging: Changing Attitudes to Develop an Activity and Healthy Life**

13:45 - 15:30

Session Room 9 – Seminar Room B (CTW)

Chair: Neide Magalhães, UFJF, Juiz de Fora, Brazil

Co-chair: Maria Elisa Ferreira, UFJF, Juiz de Fora, Brazil

3rd chair: Feliciano Posada, Univ. de Barcelona, Spain

### **The Contribution to Digital Inclusion in Two Different Communities to a Healthful Aging**

Magalhães N.C.<sup>1</sup>, Magalhães, Neide Cordeiro

<sup>1</sup>Juiz de Fora Federal University, Psychology, Juiz de Fora - Minas Gerais, Brazil

### **Consequences of Physical Activity for the Elderly Health**

Ferreira M.E.C.<sup>1</sup>

<sup>1</sup>Juiz de Fora Federal University, Physical Education, Juiz de Fora - Minas Gerais, Brazil

### **Changing Attitudes in Old Age: Grandparents Caregiver their Grandchildren**

Posada F.V.<sup>1</sup>, Posada, Feliciano Villar

<sup>1</sup>Barcelona University, Evolutive and Educational Psychology Department, Barcelona, Spain

## **SYM 110 - Developing an Understanding of Vision and Visual Perspectives**

13:45 - 15:30

Session Room 10 – Auvera (CTW)

Chair: Henrike Moll, University of Washington, United States of America

Co-chair: Martin Doherty, University of Stirling, United Kingdom

### **Taking a Different Perspective: Evidence from Neuro-developmental Disorders**

Riby D.<sup>1</sup>, Hancock P.<sup>1</sup>

<sup>1</sup>University of Stirling, Stirling, United Kingdom

### **The Gradual Development of Explicit Gaze Judgment Ability**

Doherty M.<sup>1</sup>

<sup>1</sup>University of Stirling, Stirling, United Kingdom

### **Can Young Preschool Children Be Trained to Perform Percept Deprivation and Diagnosis Tasks?**

McGuigan N.<sup>1</sup>

<sup>1</sup>University of St. Andrews, St. Andrews, United Kingdom

**Infants' Understanding of What Others Can and Cannot See**

Moll H.<sup>1</sup>, Tomasello M.<sup>2</sup>

<sup>1</sup>University of Washington, Seattle, United States of America, <sup>2</sup>MPI for Evolutionary Anthropology, Leipzig, Germany