

EUROPEAN ASSOCIATION FOR RESEARCH ON
ADOLESCENCE

PRACTITIONER'S DAY

21 AUGUSTUS 2026

UNIVERSITEIT UTRECHT



Universiteit Utrecht

Deelname aan de practitioner's day is 200 euro.

Accreditatie

Accreditatie is aangevraagd voor:*

- NVO Orthopedagoog-Generalist
- NIP Kinder- en Jeugdpsycholoog

Ook voor de SKJ kunt u accreditatie behalen.*

Hiervoor kunt u achteraf een bewijs van deelname bij ons opvragen via onderstaand emailadres.

Locatie

Marinus Ruppert gebouw, Leuvenlaan 21,
3584 CE, Utrecht (Utrecht Science Park).

Aanmelden kan via:

<https://www.aanmelder.nl/eara2026/registratie>

Meer informatie?

Zie ook <https://eara2026.sites.uu.nl/>

Voor meer informatie kunt u mailen naar Eara2026@uu.nl

*Aanvraag is in behandeling

EARA PRACTITIONER'S DAY

Op vrijdag 21 augustus 2026 organiseert de Universiteit Utrecht het EARA congres: een internationaal congres gericht op wetenschappelijke inzichten rondom adolescenten en hun omgeving. De voertaal van de practitioner's day is Engels.

Tijdens de EARA practitioner's day behandelen wetenschappers recente ontwikkelingen en nieuwe inzichten betreffende (ortho)pedagogische en psychologische vraagstukken. Het congres is toegankelijk voor professionals werkzaam in de jeugdsector: hulpverleners in de JGZ, preventie, opvoedondersteuning en het onderwijs; beleidsmakers bij gemeenten, ministeries en provincies; en onderzoekers bij kennisinstututen, hogescholen en universiteiten. Het doel van het congres is kennis- en expertise-uitwisseling door wetenschap, praktijk en beleid te koppelen en interactie tussen professionals te bevorderen.

PROGRAMMA

- | | |
|-------------|---|
| 08.15-8:45 | Ontvangst: koffie/thee en ophalen naambadges |
| 8:45-10:00 | Parallele sessies (3x) <u>Ronde 1</u>
Sessie 1: Invited Symposium: Science in Action for Youth Mental Health: Co-creating Pathways From Research_to_Practice
Sessie 2: Adolescent mental health and wellbeing in contexts of social and structural inequalities
Sessie 3: Inclusion initiatives to promote positive social development of youth in diverse societies |
| 10:30-11:15 | Keynote door Prof. Dr. Gonneke Stevens . Adolescent mental health in the 21st century: Explaining time trends across countries |
| 11:30-12:45 | Parallele sessies (2x) <u>Ronde 2</u>
Sessie 1: Strengthening Adolescent Health Across Contexts: Insights from Intervention Research
Sessie 2: Co Developing Digital Well Being: Guidelines, Family Processes, and Neurodiversity |
| 12:45-14:00 | Lunch |
| 14:00-15:15 | Postersessie |
| 15:15-16:30 | Workshop door Prof. Dr. Cecilia Essau : Preventing Anxiety and Depression in Adolescents |
| 16.30-17:00 | Afsluiting |

8:45-10:00

Sessie 1: Science in Action for Youth Mental Health: Co-creating Pathways From Research_to_Practice

Voorzitter: Dr. Margot Peeters, Universiteit Utrecht, NL

Presentatoren:

Dr. Yara Toenders, Erasmus University, NL

Dr. Yvonne van den Berg, Radboud University, NL

Dr. Eline Meuleman, VU Amsterdam, NL

Dr. Margot Peeters, Universiteit Utrecht, NL

Integratief statement:

On average, it takes 17 years for research results to reach practice. For urgent and complex issues like the mental health of youth, there is simply no room for such long delays. It is therefore crucial that science develops methods to make research results available to professionals and youth more quickly. This requires a translation process and a different way of communicating and conducting research. This symposium brings together innovative methodologies that support evidence-informed practice, such as co-creation with youth and professionals, and implementation strategies that contribute to improved application of science in practice (and back).

Sessie 2: Adolescent mental health and wellbeing in contexts of social and structural inequalities

Voorzitter: Dr. Kara Buket, Lancaster University, UK

Presentatoren:

Aiyana Tandon, Lancaster University, UK

Dr. Zena Mello, San Francisco State University, USA

Dr. Delia Fuhrmann, King's College London, UK

Hannah Armstrong, UVA Amsterdam, NL

Dr. Kara Buket, Lancaster University, UK

Integratief statement:

This symposium brings together five presentations exploring adolescent mental health through the lens of inequality, highlighting how socio-economic and institutional contexts shape wellbeing and developmental trajectories. The presentations are cohesive in their focus on the mechanisms through which inequality influences development and wellbeing, while the diverse methodologies and contexts provide complementary perspectives.

The first study explores the experiences of refugee students in UK secondary schools using a qualitative collective case study design, emphasising the role of educational settings as stabilising environments. The second study investigates social class discrimination in adolescence in the US, drawing on mixed-methods studies to illustrate how subtle and overt acts of discrimination from peers, teachers, and community members influence academic performance, mental health, and developmental outcomes. The third study focuses on loneliness among socio-economically marginalised young people in the UK, using co-produced mixed-methods research that incorporates network analyses and longitudinal data to explore how structural barriers such as housing

insecurity, discrimination, and limited access to resources shape social connection and loneliness. The fourth study examines adolescents' sense of entitlement within educational contexts in the Netherlands using daily diary data, exploring pathways that influence perceptions of deservingness and resource allocation. The fifth study focuses on co-produced research that explores parental mental health literacy in a socio-economically deprived UK community, highlighting the mechanisms and contextual factors that influence parents' recognition of and response to children's mental health needs.

Together, these presentations illustrate the multifaceted ways in which inequality interacts with adolescent development and mental health. By integrating empirical findings from diverse methodological approaches and cultural contexts, the symposium provides a nuanced understanding of structural and interpersonal determinants of adolescent wellbeing and highlights opportunities for intervention and policy to promote equity and wellbeing for all young people.

Sessie 3: Inclusion initiatives to promote positive social development of youth in diverse societies

Voorzitter: Ylva Svensson, University West, SE

Presentatoren:

Dr. Sauro Civitillo, Universiteit Utrecht, NL

Dr. Anke Munniksma, UVA Amsterdam, NL

Dr. Miriam Schwarzenthal, University of Wuppertal, DE

Ylva Svensson, University West, SE

Dr. Kara Buket, Lancaster University, UK

Integratief statement:

European societies are increasingly diverse, creating opportunities and challenges for today's youth. This calls for societal and educational inclusion initiatives that promote equal and positive social development. This symposium brings together research from three countries exploring different initiatives aimed at promoting the positive social development of youth in diverse societies. The first study assesses a Dutch initiative aimed at reducing and preventing prejudice toward Jewish communities, through direct intergroup interaction and dialogue. Using a longitudinal design, participants were compared with a control group. Preliminary results support the effectiveness of the initiative in promoting positive intergroup relations among youth. Study 2 explores whether multicultural education practices contribute to students' sense of belonging at ethnically diverse schools in the Netherlands. Multilevel analyses show that all five dimensions of multicultural education were related to students' higher sense of belonging, regardless of their ethnic background. Study 3 examines effects of a German mentoring program on critical reflections on social inequality and motivation for civic engagement among youth. TIC models were used to compare within-

person changes between program-mentors and a control group over time, and whether these changes were moderated by individual background characteristics and program-specific experiences. The fourth study explored school closures as a desegregation initiative in Sweden where schools in disadvantaged neighborhoods were closed, and their students bussed to schools in more affluent neighborhoods. Student's self-reported sense of safety and secure adult relationships from before and after the closures were compared, showing that students' sense of safety and secure relationships persisted after the school transition but faded with time in some respects. Taken together, the results show promising inclusion initiatives that promote positive social development of youth in a diverse society. The discussion will address practical implications, context specificity, and implementation challenges.

10:30-11:15

Keynote: Adolescent mental health in the 21st century: Explaining time trends across countries

Keynote door **Prof. dr. Gonneke Stevens**

There is substantial evidence that the mental health of adolescents has deteriorated considerably since the early 2010s. This trend has been relatively strong in the last couple of years and among girls. Although this decline is apparent in many countries across the globe, considerable cross-country differences have been found as well. Based on the findings of the Health Behaviour in School-Aged Children (HBSC) study using nationally-representative samples of 11-15-year-olds across almost 50 countries in Europe and Central Asia, I will provide an overview of our research on international trends in adolescent mental health in the last two decades. Societal phenomena that have been identified or hypothesized as potential explanations for cross-national differences in these trends will be addressed, particularly the impact of COVID-19, social media, perceived schoolwork pressure, 'prevalence inflation' and societal phenomena such as worries about the future and overparenting. Avenues for future research will be discussed. By going through these potential explanations, I will attempt to show that the trends in adolescent mental health are most likely the consequence of a combination of societal phenomena that reinforce each other.

11:30-12:45

Sessie 1: Strengthening Adolescent Health Across Contexts: Insights from Intervention Research

Voorzitter: Rick van Lochem, Erasmus University Rotterdam

Presentatoren:

Suhaavi Kochhar, Erasmus University, NL

Marlies van de Castele, Ghent University, BE

Rick van Lochem, Erasmus University Rotterdam

Dr. Crystal Smit, Erasmus University Rotterdam

Integratief statement:

Adolescence is characterized by rapid physical, psychological and social changes, making it a critical period for the emergence of physical and mental health problems. Given the substantial societal and personal risks associated with adolescent health problems, it is essential to invest in interventions that can assist adolescents and their environment in navigating these problems. This symposium showcases four innovative studies that illustrate the potential for enhancing adolescent health across various domains.

The first presentation highlights adolescents' agency in strengthening physical health. This study features a digital smoking cessation intervention, targeting mechanisms such as peer support and self-efficacy. Both short- and long-term outcomes, and the participatory design process, are discussed.

The second presentation moves to the domain of mental health by introducing an intervention that strengthens adolescents' need-crafting skills, empowering them to engage in activities that fulfill their core

psychological needs. This study illustrates the protective potential of providing adolescents with the skills to shape their own experiences in a demanding environment.

The third presentation shifts attention to the family context, assessing a personalized digital parenting intervention aimed at strengthening need-supportive parenting to improve adolescent mental health. By comparing parent and adolescent perspectives, this study highlights the dynamic and sometimes discrepant nature of family-based intervention effects.

The fourth presentation aims to bridge the gap between the domains of physical and mental health. Participatory action research was utilized to identify key behaviors for promoting both mental and physical health from the perspective of adolescents themselves, guiding the development of an integrated lifestyle intervention.

This symposium significantly contributes to the field by integrating findings from randomized controlled trials and participatory research, while spanning individual and familial contexts and the perspectives of adolescents themselves. Thereby, it advances a more comprehensive understanding of how interventions can support adolescent wellbeing.

Sessie 2: Co Developing Digital Well Being: Guidelines, Family Processes, and Neurodiversity

Voorzitter: Dr. Ina Koning, Universiteit Utrecht, NL

Presentatoren:

Dr. Hilde Brons, VU Amsterdam, NL

Dr. Sophie Mary, VU Amsterdam, NL

Dr. Ina Koning, Universiteit Utrecht, NL

Dr. Crystal Smit, Erasmus University Rotterdam

Discussant:

Dr. Helen Vossen, Universiteit Utrecht, NL

Integratief statement:

Screens and digital technologies are woven into the daily lives of children and adolescents, yet parents, practitioners, and policymakers continue to face uncertainty about how to best support healthy screen use. This symposium brings together three complementary studies that illuminate how guidelines, interventions, and family processes can better align with the lived realities of young people—both neurotypical and neurodivergent. Together, they provide a holistic understanding of developmental needs, contextual demands, and actionable pathways for promoting digital well-being.

The first presentation (Brons) explores children's first smartphone experiences within the family context. Focus groups with children (9–12) and parents revealed that while children view smartphones as crucial for autonomy and social belonging, parents rely heavily on restrictive mediation. Both groups expressed a need for more trust, open communication, and balanced guidance to foster digital resilience.

The second presentation (Mary) addresses a key gap in digital policy: the specific needs of neurodivergent young people. Using a multi-stakeholder Delphi study, the authors identified consensus on how media regulations and interventions should be selected and implemented for this population. Recommendations emphasised centring neurodivergent youths' capacities and perspectives, supported by appropriate social practices, organisational resources, and technological adaptations.

The third presentation (Koning) describes the development of the Dutch national guidelines "Healthy Screen Use", created in co-creation with practitioners and scholars. Through desk research and a rapid Delphi process, the team systematically evaluated the relevance, feasibility, and scientific basis of existing (inter)national recommendations. The resulting publicly shared guidelines—now endorsed for rollout by national practice organisations and the Dutch government—offer a unified, evidence-informed framework for parental guidance.

This symposium integrates evidence across methodological approaches and populations. It highlights shared principles for developing supportive, context-sensitive guidance that strengthens young people's healthy and resilient engagement with digital media.

15:15-16:30

Workshop: Strengthening Adolescent Health Across Contexts: Insights from Intervention Research

Door: Prof. Dr. Cecilia Essau

Cognitive-behavioral therapy (CBT) has a strong evidence base for preventing anxiety and depression in adolescents, with up to 65% of participants showing significant improvements in mental health outcomes. While lifestyle factors such as physical activity, dietary choice, and sleep are known to play a crucial role in adolescent mental health, few preventive programs systematically integrate these elements into CBT-based frameworks. This workshop introduces Super Skills for Life (SSL), a transdiagnostic, CBT-based program for preventing and early intervention in anxiety and depression, while promoting healthy lifestyle behaviors.

SSL targets four core domains: (1) promoting healthy lifestyle behaviors; (2) building emotional resilience through stress management; (3) facilitating peer learning and peer support; and (4) enhancing self-confidence and social skills.

Using a “train-the-trainer” model, SSL has built capacity and shaped the practice of more than 26,000 practitioners worldwide, positively impacting the mental health of approximately one million adolescents. SSL has been successfully delivered by school staff and youth workers across diverse contexts, including schools, residential care institutions, and correctional facilities. A substantial body of research demonstrates that SSL effectively reduces emotional problems, prevents the development of anxiety and depressive disorders, and improves social skills.

For more information about SSL, see:

<https://www.cecilia-essau.com/psychological-intervention>

LEARNING OBJECTIVES: At the end of the workshop, participants should have a good understanding of:

- The prevalence, comorbidity, developmental course, and cultural manifestations of anxiety and depression in children and adolescents.
- The theoretical foundations and core components of the SSL.
- Key techniques used in delivering the SSL.
- Common challenges and practical solutions for adapting and implementing CBT-based preventive interventions across different cultural contexts.

WORKSHOP FORMAT: The workshop will employ a combination of brief lectures, structured role-play activities, and video demonstrations to illustrate and practice SSL techniques.

Poster titles

1. You(th) know best: Adolescent-led evaluation of health services in India
2. Ultrasonic Bone Age as an Objective Marker of Adolescent Maturation
3. Mother-child attachment and emotion regulation mechanisms predicting child psychopathology
4. Beyond Personality: Stress and Moral Awareness in Deep Cyber Aggression Involvement
5. Symptoms of Internet Gaming Disorder and Executive Functions
6. Adolescents' Use of Social Media Platforms, Peer Status, and Status Goals
7. Perceived Cultural Empathy in majority and minoritized Youth
8. Socioeconomic discrimination, psychological assets, and health in low-income youth
9. How Media Conflict and Co-Use Shape Family Harmony: A Pilot Study
10. Adolescents' participation and personal-contextual factors in school type and well-being
11. Executive Functions in Early School Years: Structure, Measurement, and Academic Correlates
12. Context matters: middle school students' perceptions of peer sexual harassment
13. Friendship Network-Based Norms: Contexts of Aggression and Peer Status
14. Feeling Significant at School: Mattering, Friendship, and Classroom Cohesion Over Time
15. Teacher Liking as a Social Signal for Classroom Peer Relations
16. Positive youth development, academic buoyancy, and well-being among adolescents
17. Hope and Mental Health in Conflict-Affected Children: A Secondary Data Analysis
18. Risky Behaviors and Resilience in Adolescents Living in State Boarding Dormitories
19. Between presence and distance: Couples' lived meanings of phubbing
20. Adolescent shadows: How early parental loss impacts women's attachment and anxiety
21. Ask the Youth: A Qualitative Examination of Natural Mentors
22. Ego and Identity Development as Personality Factors Enabling Resilience.
23. Testing the Ethnic Identity Scale-Brief among Adolescents across two Colombian Regions
24. Identity negotiation: Associations with self-functioning and psychopathology
25. Keeping memories secret: Interpersonal silencing in late adolescence
26. Can identity act as an antidote to loneliness during the pandemic?
27. Socioeconomic Status, Goal Orientations, and Flourishing among Young People in Singapore
28. Negotiating Development, Desire and Autonomy: The Sexual Agency of Adolescent Girls
29. Behavioral and Cognitive Emotion Regulation in Adolescence: Evidence from CERQ and BERQ
30. Subjective Well-Being and School Involvement Among Lithuanian Students
31. Prosocial behavior may lead to value change among youth and adults
32. Longitudinal Relationship Between Over-Adaptive Tendencies and Emotional Awareness
33. Links Between Digital Parenting and Social-Emotional Development in Middle Childhood
34. Adolescents' Social-Emotional Skills Transitions and the Roles of Motivational Experiences