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## **Word of welcome**

*By prof. dr. Ruben Fukkink, ISED chairman*

Dear ISED-members and guests,

We are pleased to welcome you at the ISED Research Days 2013 in Amsterdam. With two plenary key-notes, four workshops, three symposia, many paper sessions and poster sessions, we have a rather complete programme. In this booklet you will find the final programme for Thursday and Friday, including the abstracts.

We cordially invite you to have a drink with us at the end of the program on Thursday and/or Friday. Enjoy all the presentations, the workshops and the social activity!

Kind regards,

The organizing committee:

Ruben Fukkink (chair)

Mijntje ten Brummelaar

Siuman Chung

Marloes Muijselaar

Emilie Prast

Maaïke van Rest

Marije Verhage

P.S. This IRD in 2013 there will be no awards ceremony for the best international scientific article and one for the best doctoral dissertation; this is scheduled for after the IRD.

## Programme ISED Research Days

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### Thursday, November 14<sup>th</sup>

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9.30-10.00	Registration	Music Hall
10.00-10.15	Welcome + Opening	Music Hall
10.15-11.15	Keynote: Prof. dr. Hans Grietens (University Groningen)	Music Hall
11.15-11.35	Break	Music Hall
11.35-12.50	Symposia Child Maltreatment Reading and Mathematics	3.06 3.08
12.50-13.50	Lunch	Music Hall
13.50-15.20	Workshops: Rens van de Schoot: Analyzing multilevel data Henny Bos: Ethical guidelines in pedagogical and educational research: Challenges and solutions?	3.06 3.08
15.20-15.50	Break	Music Hall
15.50-17.05	Symposia Parenting and Emotions Genes and Psychophysiology	3.06 3.08
17.05-.....	Drinks	CREA café
18.45-21.30	Social activity: Boat trip + dinner	Depart
21.00	Arrival at Amsterdam Central Station	at CREA
21.30	Arrival at CREA	

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## Programme ISED Research Days

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### Friday, November 15<sup>th</sup>

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09.00-09.30	Registration + coffee & tea	Music Hall
09.30-10.30	Keynote: Prof. dr. Geert Jan Stams (University of Amsterdam)	Music Hall
10.40-11.40	Symposia Stereotype threat Brain Studies	3.06 3.08
11.40-12.15	Network activities + coffee & tea Child learning and education Family, child and care	3.04 3.07
12.15-13.00	Lunch	Music Hall
13.00-13.45	Poster Sessions Learning Child and Family Studies	3.04 3.07
13.45-15.15	Workshops: Loes van Gelderen and Sylke Toll: Getting your PhD (in Dutch) Tim Tausendfreund: The power of the case study	3.06 3.08
15.15	Drinks	CREA café

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## **Keynote**

### **Researching Views of Children and Young People in Foster Care**

Prof. dr. Hans Grietens  
Centre for Special Needs Education & Youth Care  
University of Groningen

Thursday November 14<sup>th</sup>, 10:15-11:15  
Music Hall, CREA

The number of studies on the views of children and young people living in foster families is increasing. Researching these views may deepen our understanding of the foster care experience, but at the same time it gives rise to questions. We first give a rationale for including the child perspective in foster care research and introduce relevant theoretical frameworks. Next, we briefly summarize what listening to children's and young people's views may add to our knowledge. The summary is followed by a discussion on methodological and ethical issues. We end the presentation with concluding remarks and recommendations for future research on the voices of silenced groups.

## **Keynote**

### **Forensic child and youth care in research perspective**

Prof. dr. Geert Jan Stams

University of Amsterdam, Forensische Orthopedagogiek etc.

Friday November 15<sup>th</sup>, 09:30-10:30

Music Hall, CREA

Prof. G.J.J.M. Stams, Professor of Forensic Child and Youth Care Sciences at the Faculty of Social and Behavioural Sciences at the University of Amsterdam (UvA), will discuss recent (meta-analytic) research findings related to the moral development of children and severe behavioural and child-rearing problems in early childhood through young adulthood in which judicial intervention is or seems necessary.

Overview paper sessions & workshops Thursday 14th of November	1	2
<b>Room</b>	<b>3.06</b>	<b>3.08</b>
<b>11.35 – 12.50</b>	Paper session 1.1 <b>Child Maltreatment</b> <ul style="list-style-type: none"> <li>• Sandra Voorthuis</li> <li>• Ivanka van Delft</li> <li>• Saskia Euser</li> </ul> Chair: Judi Mesman	Paper session 1.2 <b>Reading and Mathematics</b> <ul style="list-style-type: none"> <li>• Lisanne Bos</li> <li>• Katinka Beker</li> <li>• Ilona Friso – van den Bos (not online)</li> </ul> Chair: J. van Luit
<b>Room</b>	<b>3.06</b>	<b>3.08</b>
<b>13.50 – 15.20</b>	Workshop  Rens van de Schoot: Analyzing multilevel data	Workshop  Henny Bos: Ethical guidelines in pedagogical and educational research: Challenges and solutions?
<b>Room</b>	<b>3.06</b>	<b>3.08</b>
<b>15.50 – 17.05</b>	Paper session 2.1 <b>Parenting and Emotions</b> <ul style="list-style-type: none"> <li>• Lotte van der Pol</li> <li>• Eline Möller</li> <li>• Marijke Metz</li> <li>• Evin Aktar</li> </ul> Chair: Carlo Schuengel	Paper session 2.2 <b>Genes and psychophysiology</b> <ul style="list-style-type: none"> <li>• Sophie Reijman</li> <li>• Ritu Bhandari</li> <li>• Dafna Windhorst</li> </ul> Chair: Marian Bakermans-Kranenburg

Overview paper sessions, poster sessions & workshops Friday 15th of November	1	2
<b>Room</b>	<b>3.06</b>	<b>3.08</b>
<b>10.40 – 11.40</b>	Paper session 1.1 <b>Stereotype threat among Dutch and immigrant students in The Netherlands</b> <ul style="list-style-type: none"> <li>• Bettina de Jong</li> <li>• Wendy Zwaanswijk</li> </ul> Chair: Marije Verhage	Paper session 1.2 <b>Brainstudies: in primary school children</b> <ul style="list-style-type: none"> <li>• Britt Hakvoort</li> <li>• Sandra Thijssen</li> </ul> Chair: Christine Espin
<b>Room</b>	<b>3.04</b>	<b>3.07</b>
<b>13.00 – 13.45</b>	Poster session <b>Learning</b> <p>Roxette van den Bosch            Marja Oudega            Ellen Kleijnen            Marcella Pavijs            Siuman Chung            Josefine Karlsson</p>	Poster session <b>Child and family studies</b> <p>Milica Nikolić            Floortje Kunseler            Christie Schoenmaker            Sheila van Berkel            Anouk Goemans            Erlijn Wenink            Elizabeth Hallers-Haalboom            Rani Damsteegt            Renée Dijkhuis            Marije Verhage</p>
<b>Room</b>	<b>3.06</b>	<b>3.08</b>
<b>13.45 – 15.15</b>	Workshop <p>Loes van Gelderen en            Sylke Toll: Getting your            PhD (<i>in Dutch</i>)</p>	Workshop <p>Tim Tausendfreund: The            power of the case study</p>

**Thursday 14<sup>th</sup> of November**

11:35-12:50

**Paper session 1.1**

**Child Maltreatment**

**Chair: Judi Mesman**

**Childhood Maltreatment Experiences and Child Abuse Potential: Temperamental Sensitivity as Moderator?**

*Presenting author:* Sandra Voorthuis, Leiden University

This study aimed to examine the relation between negative experiences in childhood (physical-, sexual-, and emotional abuse and emotional neglect) and the risk for an individual to become a perpetrator of child maltreatment in adulthood. Participants were 337 female college students who completed self-report measures of childhood trauma and temperament. Risk for child abuse was assessed with the Child Abuse Potential Inventory. Results showed that experiences of emotional neglect significantly predicted higher child abuse potential. Additionally it was shown that experiences of physical abuse significantly predicted higher child abuse potential but only in those individuals with high temperamental orienting sensitivity. These results underline the potentially damaging long-term effects of emotional neglect in childhood and they indicate that temperamental sensitivity may moderate the relation between being abused as a child and being at risk for maltreating one's own offspring.

**Child Maltreatment and Social Connectedness among Formerly Institutionalized Females: Links with Depression**

*Presenting author:* Ivanka van Delft, University Amsterdam

This study aimed to examine the effects of child maltreatment (physical abuse, sexual abuse, neglect and exposure to domestic violence) on depressive symptoms in adulthood and examine the protective effects of indicators of social connectedness, namely employment and romantic relationships, in a sample of formerly institutionalized females. The sample consisted of 124 females who were institutionalized in a Dutch juvenile justice institution during adolescence. Information on child maltreatment was extracted from treatment files. Conducting face to face interviews (using a life history calendar) with respondents at, on average, age 32, retrospective and current data on social connectedness during young adulthood was established. The Center for Epidemiological Studies scale for Depression (CES-D) was used to measure depressive symptoms in adulthood. Results showed that most of the females experienced child maltreatment and co-occurrence of subtypes was high. Child maltreatment was not associated with depressive symptoms, however more employment over time was strongly related to less depressive symptoms. In contrast, more romantic relationships over time was not related to depression. The quality of the current relationship was a stronger predictor of depression in females than employment. Our findings indicate

that employment and high quality relationships might serve as buffers for the development of depression.

### **Risk factors for child maltreatment**

*Presenting author:* Saskia Euser, Leiden University

How often does child maltreatment occur in the Netherlands and which factors may increase the risk of child maltreatment? In two epidemiological studies aimed at answering these questions we examined the prevalence and risk factors of child maltreatment in different Dutch populations. First, in the Netherlands' Prevalence study on Maltreatment of children and youth (NPM-2010) we examined the 2010 year prevalence of child maltreatment in the general Dutch population, using sentinel reports, substantiated CPS reports, and high school students' self-report. Overall prevalence rates were 33.8 per 1,000 children based on combined sentinel and CPS reports and 99.4 per 1,000 based on self-report. Important risk factors for maltreatment were low SES, single parent families, large families, stepfamilies, and immigrant status. Second, we examined the year prevalence of child sexual and physical abuse in residential and foster care. Children without disabilities had an increased risk of sexual abuse in residential care, and an increased risk of physical abuse in both types of care compared to the general population. Children with a mild intellectual disability were at increased risk of sexual abuse in both residential and foster care compared to regular out-of-home care and compared to the general population. These findings contribute to the prevention of future child maltreatment in different care settings.

## Paper session 1.2

### Reading and Mathematics

Chair: J. van Luit

#### **Reading as a sensory experience: An intervention study aimed at the formation of an embodied situation model**

*Presenting author:* Lisanne Bos, VU University Amsterdam

*Co-Authors:* Wassenburg, S. I., de Koning, B. B. and van der Schoot, M.

Recent surveys report an increasing number of poor reading comprehenders and also the motivation for reading decrease. The goal of this study was therefore to develop and test an innovative reading comprehension intervention aimed at improving children's ability to form a so-called 'embodied' situation model of a text. Readers who construct an embodied situation model connect information in the text to their existing knowledge base as well as to their own sensory, motor and emotional experiences. We trained children, grade 3 and 4, within one of the three 'embodied' situational model strategies: visualization, inference making, and monitoring. Besides, a control group followed their regular reading comprehension program. The intervention program existed of 8 lessons during 5 weeks. Some of the results of this intervention study will be presented.

#### **The activation of prior knowledge during reading**

*Presenting author:* Katinka Beker, Leiden University

Reading comprehension requires making connections between the text and prior knowledge. For example, to fully understand 'The vase fell off the table. She cut herself when she cleaned up the mess', a reader needs to infer that the woman cut herself by the fragments of the broken vase. This inference requires prior knowledge about attributes of the vase and gravity. In the current study the inconsistency paradigm (Albrecht & O'Brien, 1994) was adapted to study the influence of prior knowledge on reading comprehension. The results show that the paradigm was successful in identifying situations in which prior knowledge was activated. I would like to discuss possible follow-up studies that focus on factors that enhance or decrease the activation of prior knowledge, such as text factors and individual differences.

#### **Not online:**

Title

*Presenting author:* Ilona Friso- van den Bos

**Thursday 14th of November**

13.50-15.20

## **Workshops**

### **Analyzing multilevel data**

*Workshop presentation by Rens van de Schoot*

One of the assumptions in developmental research is independency of the data. However, in many research projects the data is nested, for example, children in schools, inhabitants in neighborhoods, patients in hospitals, participants followed over time, etc. Such hierarchical data cannot be analyzed with default regression techniques and one has to switch to multilevel techniques. This technique is also known as hierarchical linear modeling, random effects modeling, mixed linear effect modeling, variance component modeling, contextual analyses. All synonyms for the same technique.

In this workshop on multilevel analysis you will learn the basics needed to conduct a multilevel analysis. We will discuss when and why one should make the switch and what new possible research questions can be answered with multilevel analysis. Some typical multilevel concepts are discussed in detail: random intercept and random slopes, intraclass correlation, cross level interaction, explained variance, and many more.

The course will be rather intensive and interactive, so we would like to ask you to be prepared by searching for an applied paper in your research area where multilevel analyses is used as the main statistical technique. Read this article and bring a printed copy to the workshop.

No prior experience in working with multilevel data is required, although participants should have an understanding of regression analysis.

#### **Biography:**

Rens van de Schoot first studied Medical imaging techniques and worked for four years at the university hospital in Utrecht, The Netherlands. After this, he started studying again, completed his Psychology bachelor with a minor in juvenile delinquency and graduated cum laude for the research master Development and Socialization of Children and Adolescents at the graduate school for social sciences at Utrecht University, The Netherlands. He obtained his PhD (cum laude) on applying Bayesian statistics to real life data at the department of Methods and Statistics.

Currently, Rens van de Schoot is appointed as assistant professor at Utrecht University and as extra-ordinary professor at the North West University in South-Africa ([www.optentia.co.za](http://www.optentia.co.za)).

## **Ethical guidelines in pedagogical and educational research: Challenges and solutions?**

*Workshop presentation by Henny Bos*

In this workshop, Henny Bos, PhD, discusses the ethical aspects of research in social sciences in general and the study of education and human development in particular. The increasing importance of ethical committees is also of vital importance for PhD students and ISED staff members. The participants in this workshop will discuss the ethical guidelines of empirical research and will also learn about some practical matters related to approval of research proposals and procedures.

### **Biography:**

Henny Bos is a researcher in national and international research projects and is also a member of the Institutional Review Board of the Faculty of Social and Behavioural Sciences of the University of Amsterdam.

**Thursday 14th of November**

15:50-17:05

**Paper session 2.1**

**Parenting and Emotions**

**Chair: Carlo Schuengel**

**Fathers' and Mothers' Emotion Talk with their Preschoolers: Angry Boys and Happy Girl**

*Presenting author:* Lotte D. van der Pol, Leiden University

*Co-authors:* Marleen G. Groeneveld, Joyce J. Endendijk, Sheila R. van Berkel, Elizabeth T. Hallers-Haalboom, Judi Mesman and Marian J. Bakermans-Kranenburg

Parental emotion socialization can play an important role in young children's development of empathy and self-regulation. Furthermore, fathers' and mothers' gender-biased emotion socialization can influence the gender-role development in boys and girls. In the current study we observed statements about emotions by fathers and mothers towards their preschoolers in 374 families. Parents were asked to discuss an emotion picture book with drawings of gender-neutral children displaying the emotions anger, fear, sadness, and happiness. Each emotion was shown twice; once within a context indicating the cause of the emotion (e.g., a broken toy causing sadness) and once displaying only the face of the child. In addition to emotion talk, we coded gender labeling of the children on the pictures. A series of Repeated-Measure (M)ANOVA analyses showed that mothers used emotion talk more often than fathers with their preschoolers. Furthermore, both parents used the label boy for the angry child in the pictures more often than for children in the other emotion pictures, and both parents used the label girl for the sad and happy children in the pictures more often than for children in the other pictures. The results suggest that mothers pay more attention to emotions when talking with their children than fathers and point to the potential influence of gender stereotypes on emotion talk.

Author Note:

This research was supported by a European Research Council Starting Grant awarded to Judi Mesman (project # 240885). Marian J. Bakermans-Kranenburg was supported by the Netherlands Organization for Scientific Research (VICI Grant 453-09-003)

## **Paternal, but not maternal, expressed anxiety predicts infant anxiety and avoidance during the visual cliff experiment: a social referencing study**

*Presenting author:* Eline Möller, University of Amsterdam.

*Co-authors:* dr. Mirjana Majdandžić and prof. dr. Susan Bögels.

Infants use signals from others to guide their behavior when confronted with novel situations, a process called 'social referencing' (SR). Via SR signs of parental anxiety can lead to infant anxiety. SR can be studied by exposing infants to novel, potentially dangerous situations. Fathers have been neglected in research on the transmission of anxiety and little is known about differences in the effect of paternal and maternal SR signals on child anxiety. We studied whether fathers and mothers differently affect infant responses to the 'visual cliff'. Eighty-one infants aged 10-15 months were randomly assigned to conduct the task with their father (n=41) or mother (n=40). The infant was placed on the shallow side of the cliff and the parent, standing at the deep side, was instructed to encourage the infant to cross. Although mothers behaved more encouraging than fathers, no differences occurred in with how much anxiety/avoidance infants crossed the cliff with fathers and mothers. However, path analyses showed that paternal, but not maternal, expressed anxiety was positively associated with infant expressed anxiety/avoidance. Our results suggest that fathers' expressed anxiety plays a more important role than mothers' in the transmission of anxiety to infants exploring a novel situation.

## **Relations between coparenting and fearful temperament in 4 – 30 month-olds**

*Presenting author:* Marijke Metz, University of Amsterdam

*Co-authors:* Mirjana Majdandžić and Susan M. Bögels

Even though parenting is often considered in research about the development of children (e.g., McLeod et al., 2007), the collaboration between two parents, i.e. coparenting, is generally overlooked. The coparenting construct is an ideal concept to study the triadic family system, since it provides information about the parental subsystem and thus goes beyond the dyadic parent-child relationship (Majdandžić et al., 2012). Coparenting is generally divided into at least two constructs: undermining and support. The quality of the co-parenting relationship has been linked to several developmental outcomes, such as child and adolescent emotional and behavioural problems (e.g. Belsky, Putnam, & Crnic, 1996; McHale, 1995; Teubert&Pinquart, 2010).

In the current longitudinal study, participants were 128 fathers and mothers who both separately filled out the Coparenting Questionnaire (McHale, 1997) at the child's age of 4 months, 12 months, and 30 months. Parents also filled out the IBQ-R and the ECBQ as measures of their child's fearful temperament. Preliminary results indicate a positive association between undermining coparenting and scores on the fearful temperament scale. Further analyses and longitudinal results will be presented and discussed.

## **Infant temperament and parental depression/anxiety predict infant pupil reactivity to positive and negative facial expressions of emotion**

*Presenting author:* Evin Aktar, University of Amsterdam

*Co-authors:* Dorothy J. Mandell, Mirjana Majdandžić, Wieke de Vente, Maartje Raijmakers and Susan M. Bögels

Infants' processing of emotions largely depends on what is present in their immediate socio-emotional environment (Lepannen & Nelson, 2009). Given parents' prominent presence in infants' socio-emotional environment in the first years of life, overexposure to certain expressions of parental emotions in daily life may affect infants' processing of these emotions (Field et al., 2009; de Haan et al., 2004). Infant temperamental characteristics are an additional source of individual variation in the processing of emotions (de Haan, et al., 2004). Temperament is closely linked to infants' expressions of emotions, and may affect infants' reactivity to emotions.

In the present project, we investigated infants' (N=60, mean age=14.22 months) processing of facial expressions of emotions as a function of infants' depressed and anxious temperament and parents' depression and anxiety. Infants' pupil responses were recorded in an eye-tracker paradigm during the processing of happy, sad, angry, fearful and neutral faces (of a female stranger). Infants' temperament and parents' depression and anxiety were measured via questionnaires. We tested the predictive value of parents' depression/anxiety and infants' temperament on infants' pupil reactivity to emotions. Results will be presented and discussed in the symposium.

## Paper session 2.2

### Genes and Psychophysiology Chair: Marian Bakermans-Kranenburg

#### **Salivary alpha-amylase reactivity to infant crying in maltreating and non-maltreating mothers**

*Presenting author:* Sophie Reijman, Leiden University

*Co-authors:* L. R. A Alink, M. J. Bakermans-Kranenburg, H. C. G. Compier-de Block, C.D. Werner, A. Maras, C. Rijnberk en M. H. Van IJzendoorn

The relationship between child maltreatment and physiological reactivity to infant crying was evaluated in a sample of 45 maltreating and 45 non-maltreating mothers. All mothers were recruited at a mental health facility, where maltreating mothers received family therapy. Their Child Protection Services (CPS) records were coded with the Maltreatment Classification System (MCS; Barnett et al., 1993) to substantiate maltreatment. Non-maltreating mothers attended a clinical subdivision of the same mental health facility concerning their children's learning or developmental problems. In this group a Dutch translation of the Maternal Maltreatment Classification Interview (MMCI; Cicchetti, Toth & Manly, 2003) was used to verify the absence of maltreatment. Mothers filled out the Childhood Trauma Questionnaire Short Form (Bernstein & Fink, 1998; Bernstein et al., 1994) and their scores were dichotomized into a low and high level of experienced maltreatment. Mothers listened to nine cry sounds of three different pitches during a standardized cry paradigm. Each fundamental frequency was presented three times, over three blocks, preceded by a baseline episode and concluded with a recovery segment. After baseline, each cry sound, and the recovery episode, salivary  $\alpha$ -amylase (sAA) was assessed as a marker for autonomic nervous system activity. Maltreating mothers had overall lower sAA levels than non-maltreating mothers. In addition, maltreating mothers showed a less pronounced sAA recovery from block 2 of cry sounds to the recovery segment. Finally, there was an interaction effect of current maltreatment status with experienced maltreatment: only maltreating mothers low on experienced maltreatment showed a decrease in sAA from baseline to the cry sounds. The results suggest that for maltreating mothers, infant stimuli may fail to sufficiently activate the ANS and mobilize mothers for prompt and appropriate behavioral responses.

## **Salivary Oxytocin Mediates the Association Between Emotional Maltreatment and Responses to Emotional Infant Faces**

*Presenting author:* Ritu Bhandari, Leiden University

*Co-authors:* Marian J. Bakermans-Kranenburg, Rixt van der Veen, Christine E. Parsons, Katherine S. Young, Karen M. Grewen, Alan Stein, Morten L. Kringelbach en Marinus H. van IJzendoorn

Childhood emotional maltreatment has been associated with a higher risk for maltreating one's own offspring. In the current study, we explored a possible role of oxytocin in mediating the association between childhood emotional maltreatment and participants' interpretation of infant facial expressions. Oxytocin levels were measured in 102 female participants using saliva samples. They rated the mood of thirteen infants with happy, sad and neutral facial expressions. Emotional maltreatment indirectly influenced responses to happy infant faces by modulating oxytocin levels: Higher self-reported emotional maltreatment was related to higher levels of salivary oxytocin which were in turn related to a more positive evaluation of happy infant expressions, but not to the evaluation of sad infant expressions. Oxytocin receptor polymorphism rs53576 did not moderate the relation between maltreatment experiences and salivary oxytocin levels. Increased levels of endogenous oxytocin may make happy infant stimuli more salient in individuals with childhood emotional maltreatment experiences, and lower the risk for maltreating their own offspring.

## **Differential Susceptibility in a Developmental Perspective: DRD4 and Maternal Sensitivity Predicting Externalizing Behavior**

*Presenting author:* Dafna Windhorst, Leiden University

*Co-authors:* Viara Mileva-Seitz, Mariëlle Linting, Albert Hofman, Vincent W.V. Jaddoe, Frank C. Verhulst, Henning W. Tiemeier, Marinus H. van IJzendoorn, Marian J. Bakermans-Kranenburg

The DRD4 7 repeat-polymorphism has been shown to moderate the association between maternal sensitivity and externalizing behavior. We aimed at replicating and extending this finding in a large cohort study, including longitudinal measures of maternal sensitivity (14, 36 and 48 months) and externalizing behavior (18 months, 36 months and 5 years). Significant interaction effects of maternal sensitivity at 14 months and DRD4 genotype on externalizing behavior were found at 18 and 36 months. Results for externalizing behavior at 18 months were consistent with the differential susceptibility model, with significantly stronger effects for children with at least one DRD4 7-repeat allele. Externalizing behavior at age 5 was predicted by insensitive parenting at 48 months, independent of DRD4 genotype. A structural equation model including all measures across time supports the differential susceptibility model: The overall effect of early maternal sensitivity on later externalizing behavior was significant for children with the DRD4 7-repeat allele, but not for children without the DRD4 7-repeat allele. Our study is the first investigating longitudinal effects of gene-environment interplay of DRD4 genotype and maternal sensitivity on externalizing behavior. The results highlight the importance of studying gene-environment interactions from a developmental perspective.

**Friday 15th of November**

10.40-11.40

**Paper session 1.1**

**Stereotype threat among Dutch and immigrant students in The Netherlands**

**Chair: Marije Verhage**

**Stereotype threat in Turkish and Moroccan immigrant students in the Netherlands:  
Meta-stereotypes in relation to school performance and behavior**

*Presenting author* : Elisabeth M. de Jong (Bettina), University of Amsterdam

*Co-authors*: Francine C. Jellesma, Helma M. Y. Koomen and Peter F. de Jong

In this study the achievement gap and differences in problem behavior between native and ethnic minority students in the Netherlands were studied from the stereotype threat perspective. Two forms of negative meta-stereotypes were measured as a precursor of stereotype threat, namely meta-stereotypes related to performance and to behavior. School grades of Dutch, English and mathematics, and self- and teacher reported problem behavior served as outcome variables. Participants were first-year pre-vocational students with a native Dutch, Moroccan or Turkish background. Results showed that although there was an achievement gap on English and mathematics, this gap was not related to either type of meta-stereotypes. Problem behavior was, however, related to negative meta-stereotypes. A small group of ethnic minority students reported negative meta-stereotypes and these students had more problem behavior than students without negative meta-stereotypes, according to both self- and teacher reports of problem behavior. These results indicate that the effects of stereotype threat can reach beyond performance. Furthermore, it becomes apparent that it is important to address the types of stereotypes that exist in a culture and might affect ethnic minorities.

## **LifeQuest: A comparative study on experiencing social defeat among native Dutch, Moroccan Dutch and Antillean Dutch youths**

*Presenting author:* Wendy Zwaanswijk, Leiden University

Recent findings indicate that youth offenders with a Moroccan background struggle with feelings of frustration regarding their minority position in the Netherlands, which increases their risk of engaging in crime. The present research examines an explanatory model for the relations between long-term exposure to ethnic disadvantage and behavioral problems in Moroccan-Dutch adolescents; the social defeat model. Social defeat refers to the feeling of being an outsider and being inferior. The model states that chronic feelings of social stress can lead to decreased self-esteem and increased risk for severe mental health problems.

The study design consists of two sampling methods. The first is an examination of a troubled group of youths: adolescents with different ethnic backgrounds presenting behavioral problems who receive residential youth care. The second sampling method concerns a screening study among school attending youths. High and low scorers on mental health problems are asked to participate in the same research paradigm as adolescents in residential youth care. Data-collection of the present study is still in progress. Up till now, 1045 students have filled in screening questionnaires on emotional- and behavioral problems, psychopathic traits, anxiety and social defeat. The current presentation will discuss preliminary results of the screening study.

## Paper session 1.2

### Brainstudies: in primary school children

Chair: Christine Espin

#### **Basic auditory processing skills do not relate to literacy at the end of primary school**

*Presenting author:* Britt Hakvoort, University of Amsterdam

*Co-authors:* prof. dr. Aryan van der Leij, prof. dr. Ben Maassen and dr. Titia van Zuijen

In the longitudinal Dutch Dyslexia Programme (DDP), children with a familial risk of dyslexia (FR) and a control group have been followed their entire pre- and primary school period. Over time the FR group has been divided into two groups; a group of familial risk non-dyslexic (FRnondys), and a group of familial risk dyslexic (FRdys) children, allowing us to discern factors that relate to reading and not merely relate to being at risk for dyslexia. The current study investigated whether more proficient basic auditory processing is related to reading fluency. We specifically addressed differences in amplitude rise-time (art) processing, as a diminished sensitivity to differences in art processing has been previously connected to reading fluency. Participants' sensitivity to amplitude rise time, but also to intensity and frequency processing was measured with event-related potentials (ERPs). The ERP component of interest is the mismatch negativity (MMN), which reflects auditory change detection independent of attention. Our results indicate that controls, FRdys and FRnondys children do have an MMN to changes in art and frequency. On intensity, only controls had an MMN. Contrary to previous findings our results suggest that neither art nor frequency processing is related to reading fluency. Furthermore, our results imply that diminished sensitivity to changes in intensity should be regarded as risk factors for dyslexia that do not directly relate to reading fluency.

#### **Cortical Thickness and Prosocial Behavior in School-Age Children: a Population-Based Study**

*Presenting author:* Sandra Thijssen, Erasmus University Rotterdam

Prosocial behavior plays an important role in establishing and maintaining relationships with others. It is associated with various positive developmental outcomes and may counterbalance aggressive and externalizing proclivities. This study examines the association between cortical thickness and prosocial behavior in a population-based sample of 6- to 9-year old children.

The present study was embedded within the Generation R Study. MR scans were acquired from 329 children whose parents had completed the prosocial scale of the Strengths and Difficulties Questionnaire. To study the association between cortical thickness and prosocial behavior we performed whole-brain surface-based analyses.

We found a significant positive correlation between prosocial behavior and cortical thickness in a cluster that covers part of the left superior frontal cortex and the left rostral middle frontal cortex.

We found associations between prosocial behavior and cortical thickness in brain regions related to inhibitory control (rostral middle frontal cortex), theory of mind (ToM) and empathy (superior frontal cortex). Prosocial behavior, ToM and empathy may therefore share a similar neuroanatomical foundation.

## **Poster session 1.1**

13.00-13.45

### **Learning**

- **Reading Comprehension of Narrative Texts: A Developmental Causal Network Approach**  
*Presenting author:* Marcella Pavias, Leiden University  
*Co-authors:* Paul van den Broek, Katinka Beker and Linda Van Leijenhorst
- **CBM progress monitoring in reading for secondary-school students: The technical adequacy of the maze task**  
*Presenting author:* Siuman Chung, Leiden University  
*Co-authors:* Christine A. Espin, Claire Stevenson and Marian Verhallen
- **The role of working memory in updating a mental model during sentence comprehension in children**  
*Presenting author:* Josefina Karlsson, Leiden University  
*Co-authors:* Paul van den Broek and Linda van Leijenhorst
- **Cognitive control during reading comprehension by adolescent readers: The effects of pressure to perform and educational level**  
*Presenting author:* Marja Oudega, Leiden University  
*Co-authors:* Paul van den Broek and Linda van Leijenhorst
- **Reducing learning disadvantages through a school library**  
*Presenting author:* Ellen Kleijnen, University of Amsterdam  
*Co-authors:* Frank Huysmans and Ed Elbers
- **Teachers' interpretation of graphed progress-monitoring data**  
*Presenting author:* Roxette van den Bosch, Leiden University  
*Co-authors:* Renske IJsselstijn, Marian Verhallen, Christine Espin and Dana Wagner

## Poster session 1.2

13.00-13.45

### Child and Family Studies

- **Relationship between Blushing and Social Anxiety: A Meta-analytic Review**  
Presenting author: Milica Nikolić, University of Amsterdam  
Co-authors: Cristina Colonnaesi, Wieke de Vente, Susan Bögels and Peter Drummond
- **Changes in parenting self-efficacy and anxiety and depressive symptoms in the transition to parenthood: A bidirectional association**  
*Presenting author:* Floortje Kunseler, VU University Amsterdam  
*Co-Authors:* Agnes M. Willemen, Mirjam Oosterman & Carlo Schuengel
- **From Maternal Sensitivity in Infancy to Adult Attachment Representations: A Longitudinal Adoption Study with Secure Base Scripts'**  
*Presenting author:* Christie Schoenmaker, Leiden University
- **Behavioral development in toddlers with siblings: Relations with fathers' and mothers' treatment of both children**  
*Presenting author:* Sheila R. van Berkel, Leiden University  
*Co-authors:* Marleen G. Groeneveld, Judi Mesman, Joyce J. Endendijk, Elizabeth T. Hallers-Haalboom, Lotte D. van der Pol, and Marian J. Bakermans-Kranenburg
- **The HOME in The Netherlands: A validation study**  
*Presenting author:* Anouk Goemans, Leiden University
- **Intergroup Attitudes, Contact and Perception of Threat between Native Dutch and Islamic Adolescents in The Netherlands**  
Presenting author: Erlijn Wenink Leiden University  
Co-authors: Mitch van Geel; Paul Vedder
- **Wait until your mother gets home! Mothers' and fathers' discipline strategies**  
*Presenting author:* Elizabeth T. Hallers-Haalboom, Leiden University.  
*Co-authors:* Judi Mesman, Marleen G. Groeneveld, Sheila R. van Berkel, Joyce J. Endendijk, Lotte D. van der Pol and Marian J. Bakermans-Kranenburg.  
Leiden University
- **Tympanic Membrane Temperature in Adopted Children: Associations with Behavior Problems**  
*Presenting author:* Rani Damsteegt, Leiden University  
*Co-authors:* Dorothée Out, Marian J. Bakermans-Kranenburg and Marinus H. Van IJzendoorn
- **Behavioral predictors of Subjective Quality of Life in Young High-Functioning Adults with Autism Spectrum Disorder (ASD)**  
*Presenting author:* Renee Dijkhuis, Leiden University

- **Intergenerational transmission of attachment: preliminary meta-analytic results**  
*Presenting author:* Marije Verhage  
*Co-authors:* C. Schuengel, M. J. Bakermans-Kranenburg, M. Oosterman, S. Madigan, R. M. P. Fearon, R. Cassibba, H. Hadiwijaya, & M. H. van IJzendoorn

**Friday 15th of November**

13.45-15.15

## **Workshops**

### **Getting your PhD: what do you need to do? (In Dutch)**

*Workshop presentation by Loes van Gelderen and Sylke Toll*

You are almost finished. A few more weeks and the manuscript can be sent to the review committee: Congratulations! But before receiving your PhD degree, some other stuff has to be taken care of and some important decisions need to be made. Which form has to be handed over to which office? How do you choose a publisher and who takes care of the layout? Who is on the list for receiving a copy of your dissertation and who are you going to invite for your defense? What can you do to prepare yourself for the defense? The aim of this workshop is to address these questions and related issues, based on our own recent experiences.

### **Researching multi problem families – The power of the case study**

*Workshop presentation by Tim Tausendfreund*

Up to now Dutch Child and Youth Care has not sufficiently succeeded in facilitating sustainable change for children growing up in (multi) problem families. Hence firm calls for more effective child and youth care to target this group. Evidence Based Practice (EBP), as leading (research) paradigm, has made an important contribution in developing effective care standards, recognizing in its core that improving care is ultimately a task of joint forces of participating clients, practitioners, policymakers and scientists. However, EBP has also shifted power within the process of decision making by favouring comparative large-scale research designs, which leave little room to grasp individualized care trajectories, practical expertise and tentative experiences.

In our presentation we will illustrate the impact of different scientific methods and theoretical perspectives on the research results of long term home care for (multi) problem families. The examples we use are drawn from six years of mixed method research on this target group, which we conducted in the Northern Netherlands between 2006 and 2012. We conclude that case study research is coming closest to the ideal of best informed decision-making by connecting the crossroads between science and practice, care taker and client. We make a plea for more case study research within the EBP framework.

The workshop is structured in four parts:

1. Presentation – Frontal/ Presenter guided: 20 minutes
2. Group work – Independent/ Participant guided: 35 minutes
3. Discussion – Interactive/ Presenter guided: 20 minutes
4. Summary and closure – Frontal/ Lecturer guided: 15 minutes.

We make use of different methods to shape learning experiences. Those are related to the workshop goals: The presentation of basic scientific concepts ensures shared knowledge on the subjects. The group work creates opportunities to actively explore and share experiences of contrasting scientific methods against the complexity and ambiguity of care realities. And finally the participants get the chance to raise questions and share insights plenary. The presenters will close by framing the participants input within the theoretical framework.

## List of participants IRD 2013

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## Social Activity



The theme of the *evening programme IRD 2013* is a boat trip through the canals of Amsterdam with a tapas dinner on Thursday, 14 November.

An additional fee of € 10,00 is required for participation, to be paid in cash at the start of the IRD.

### **Programme:**

- 18:45h: Depart from CREA
- 19:00h: Entering boat
- 21:00h: Arrival Amsterdam Central Station
- 21:30h: Arrival nearby CREA.



## Venue

### **Congress location**

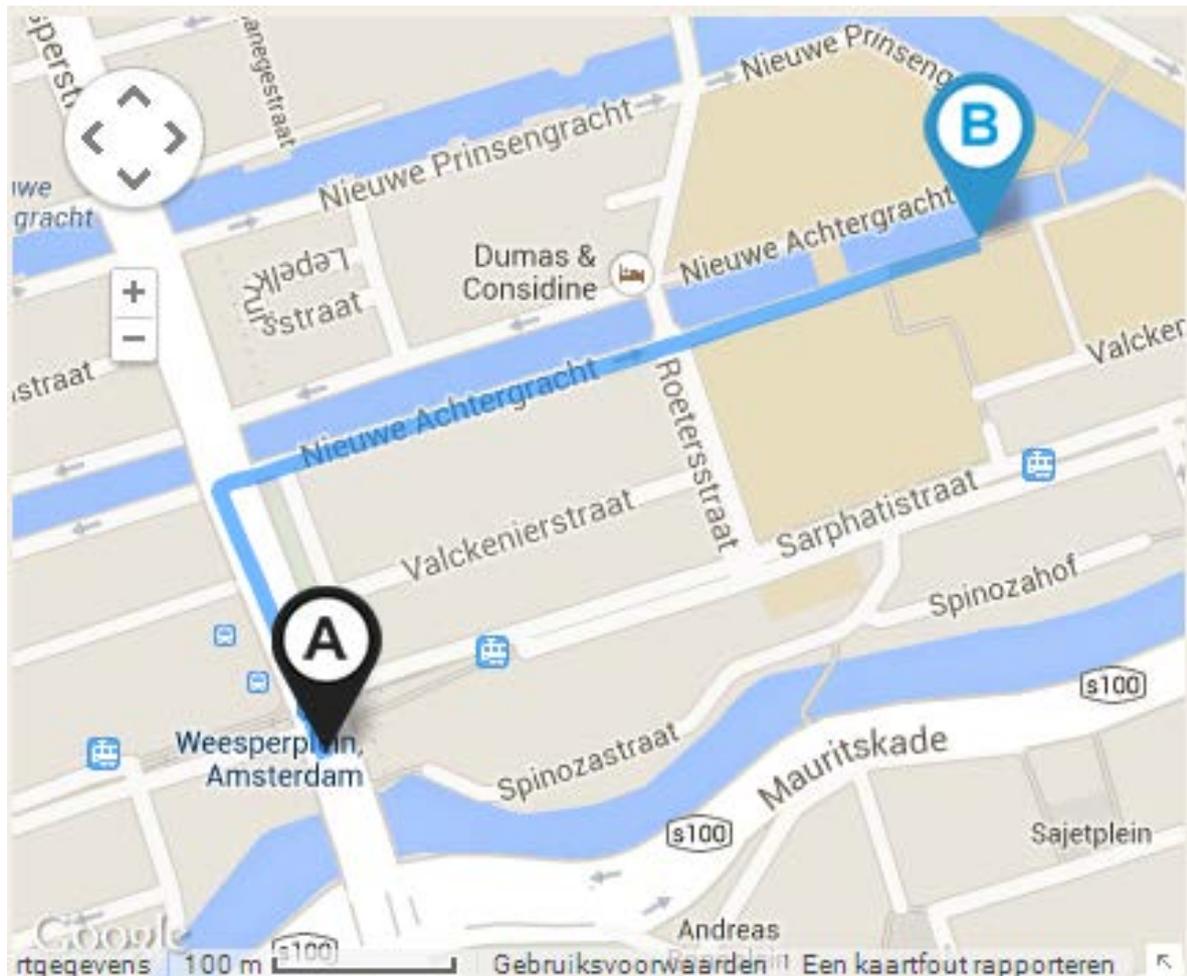
University of Amsterdam  
CREA, Music Hall  
Nieuwe Achtergracht 168-178  
1018 WV Amsterdam

CREA is situated in a car-free area. There is very limited parking space close to CREA, especially at night.



### **Route**

By public transport, the University can be reached from Amsterdam Central Station through metro 54. Get off at Weesperplein then walk to the Sarphatistraat, direction east. Cross the Roetersstraat. Shortly, you'll find a small car-free street on your left hand.



**For additional travel information, please see:**

[http://www.crea.uva.nl/index\\_en.php?cat\\_id=1&subcat\\_id=42](http://www.crea.uva.nl/index_en.php?cat_id=1&subcat_id=42)

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