

Australasian Human Development Association | AHDA 2021 Online Conference: Detailed Program

Times are displayed in NZD (GMT+13), AEDT (GMT+11) and AEST (GMT+10).

AEST is ½ hour behind ACDT and 2 hours ahead of AWST.

Remember to follow us on [Twitter!](#) Use [#AHDA2021](#) to post your AHDA conference updates.

DAY ONE: 18th November 2021

Welcome to Conference

Annette Henderson (AHDA President), University of Auckland

NZD: 11:30am–11:45am

AEDT: 9:30am–9:45am

AEST: 8:30am–8:45am

Keynote 1: Assoc. Professor Kate Williams, Queensland University of Technology

The Rhythm of Life: Rhythm, Movement, the Brain, and Development Across the Lifespan

NZD: 11:45am–12:45pm

AEDT: 9:45am–10:45am

AEST: 8:45am–9:45am

Abstract: To be human is to be rhythmic. The first sense of sound we experience is our mothers' rhythmic heartbeat, and at the end of life, as our other senses fade, our hearing is the one that remains – our own heartbeat perhaps soothing us with its slowing rhythm. Across the lifespan, rhythm plays an incredibly important role in brain, motor, and social-emotional development, and social cohesion. In this keynote, Associate Professor Kate Williams will provide an overview of how the human brain and body perceive rhythm, and the intersection between rhythm, movement, and development. Kate will argue that rhythmic movement is an untapped resource for supporting learning and wellbeing. She will use a range of examples of how we might understand and utilise rhythm in different settings, including her own program of work, Rhythm and Movement for Self-Regulation (RAMSR). A 2020 randomised controlled trial trained kindergarten teachers in low socio-economic areas, with no specialist music skills, to deliver RAMSR, with important gains for children's self-regulation. The future of research and practice in this area is exciting with many avenues yet to be understood and explored.

Biography: Kate E. Williams is an Associate Professor and Leader of the Centre for Child and Family Studies, Queensland University of Technology (QUT). Her program of research works at the interface of health and education to address inequalities that first arise in early childhood, often because of early adversity. Kate's primary research focusses on children's development of self-regulation, the parenting, educational, and intervention contexts that support such, and associated longitudinal outcomes. She has also been a Registered Music Therapist for 20 years, spending seven years with the Australian government funded national Sing & Grow program. As an interventionist, she has designed and tested several early childhood and parenting interventions and enjoys longitudinal quantitative modelling using the Longitudinal Study of Australian Children (LSAC) dataset. Kate currently leads the Rhythm & Movement for Self-Regulation (RAMSR) program of research which brings together her loves of developmental psychology and the benefits of rhythm participation.

Session 1A: Individual Papers

Identity and Adjustment

Adolescent Identity Status, Identity Disturbance, and Personal Adjustment: Testing the Moderating Effects of Emotion Dysregulation and Intolerance of Uncertainty

Shawna Campbell, Melanie Zimmer-Gembeck, Amanda Duffy

Abstract: Theory identifies identity exploration as a typical developmental task of adolescents that may also be associated with disruptions to personal adjustment. The aim of this study was to investigate whether the association between identity exploration and personal adjustment (borderline personality, and depressive and social anxiety symptoms) is conditional on youth's level of identity commitment, emotion dysregulation and intolerance of uncertainty. Participants ($N = 505$, age 12 to 20 years) completed surveys to report their identity commitment, in-depth exploration and reconsideration in education and friendship domains, emotion dysregulation, intolerance of uncertainty, and adjustment. Regression models were used to test associations, as well as 2-way and 3-way interactions, controlling for age, gender, and identity reconsideration. In multiple regression, multiple features of identity had unique associations with adjustment even after accounting for the larger associations of emotion dysregulation and intolerance of uncertainty with poorer adjustment. Two significant 3-way interactions showed that in-depth exploration was associated with more symptoms of depression among youth high in educational commitment and low in either emotion dysregulation or intolerance of uncertainty. Also, two 2-way interactions of identity commitment and in-depth exploration revealed a positive association between in-depth exploration and borderline symptoms only among youth reporting high education or friendship commitment. Taken together, the findings suggest that youth usually found to be the most well-adjusted may be more destabilized by identity exploration, given that it is under the condition of high commitment and, sometimes, low dysregulation where exploration is associated with more depression and borderline symptoms.

Navigating Roles With Help From My Future Self

Lindsay Eastgate, Michelle Hood, Peter Creed, Andrea Bialocerkowski

Abstract: The transition between adolescence and adulthood is a pivotal point in identity development, and, for tertiary education students, it is a critical time for future career preparation. However, recently, data suggests that students are struggling to complete their degrees, with students citing the challenges of managing multiple roles (e.g., holding a job) while completing their degree that will enable their future career goals to be achieved. Although research has shown that a salient future-self concept can provide students with motivation and assist with the prevention of withdrawal during challenging academic situations, to date, little research has examined how future-self could assist students with the management of their current roles. Our study combined two areas of research, future-self identity and role boundary management, to examine how students who have developed a clear and salient concept of their future-self use that to manage their current roles. We tested these relationships using interview data ($N = 20$) and questionnaire data ($N = 266$) from a sample of university students who were working while studying. The results of our study indicated that future-self concept is important in understanding how students manage their competing role demands during this school-to-work developmental transition. The connection to their future-self not only assisted them to decide where they place their boundaries, but how they maintained those boundaries. Thus, assisting students to have a clear future identity focus is likely to help them manage their academic and career development and, ultimately, achieve their future life goals.

The Greta Effect? Youth Worry, Anger, and Hope about the Future and the Planet are Tied to Educational Engagement, Coping, and Adjustment

Melanie Zimmer-Gembeck, Kathryn Modecki, Amanda Duffy, Tanya Hawes, Lara Farrell, Allison Waters, Ellen Skinner

Abstract: Youth ($N = 863$; age 10 to 16 years) reported their worry, anger, and hope about six future challenges (e.g., the planet, job opportunities) to identify the prevalence of distinct emotion profiles and to characterize profile differences in coping responses, academic stress and engagement, emotional adjustment, and parental support. Four clusters of youth were found: Hopeful (32%), Indifferent (26%), Concerned about Planet (27%), and Concerned about Future Life (15%). Youth in the Hopeful cluster demonstrated the most positive adjustment, followed by those Concerned about the Planet. In contrast, the Concerned about

NZD: 12:50pm–2:20pm

AEDT: 10:50am–12:20pm

AEST: 9:50am–11:20am

Future Life cluster reported the poorest adjustment. Youth in the Indifferent cluster were also low in academic engagement but reported moderate personal adjustment. These findings highlight the range of responses youth have to world issues, while also emphasizing the negatives of youth indifference, different adjustment patterns based on what youth express worry/anger about, and the complexity of hope.

Knowing is Half the Battle: A Qualitative Synthesis of Gender Identity Development Experiences Among Gender Diverse Peoples

Molly Speechley, Jaimee Stuart, Kathryn Modecki

Abstract: As transgender and gender diverse (TGD) individuals become more visible across society, it becomes increasingly important to understand their unique developmental experiences. While emerging research has found that TGD children may have similar processes of gender identity development to cisgender children (those who identify with their assigned sex at birth), lack of identification with sex at birth may lead to distinct developmental experiences as they grow, including withdrawal of support from parents, fear of or disgust with the body at the onset of puberty, or even violence. Understanding how these unique experiences affect TGD individual's gender development is difficult, however, due to the large number of studies performed in this area and the absence of efforts to consolidate them. Developmental studies in this field tend to be qualitative and rely on small samples, making it a challenge to compare across studies and generate testable theories about TGD gender identity more broadly. To extend our knowledge in this area, a systematic review (meta-ethnography) was undertaken of the extant, qualitative literature that concerned gender identity development among TGD individuals. From an initial corpus of 6079 entries, 73 studies (both published and grey literature) were included representing the perspectives of over 1800 participants. The raw data and thematic content from these studies were collated and subject to thematic analysis to synthesise the findings. This presentation will discuss the process of the review, preliminary findings of the data synthesis, and highlight the implications of the findings for future research, policy, and practice.

Session 1B: Individual Papers

Innovations in Interventions

Exploring the Feasibility of Positive Self-Review Video Self-Modelling with Adolescent Mothers and Its Impact on Maternal Behaviour and Dyadic Synchrony

Jennifer van Gerwen, Myron Friesen

Abstract: Interventions that enhance caregiver sensitivity, attunement and responsivity improve the caregiving-infant bond and can interrupt a risk trajectory for an infant. Video-feedback (VF) is effective in enhancing maternal sensitivity and is widely used. However, VF requires the parent to be willing to watch videos of their parenting interactions alongside a practitioner and receive their coaching. This is an activity some parents may be reticent to engage in. An alternative approach, using positive self-review through video self-modeling (PSR-VSM), has the potential to offer benefits associated with video feedback without requiring engagement in a therapeutic relationship. Thus, PSR-VSM offers differential utility from video feedback for parents who experience barriers to engaging in parent coaching. Adolescent mothers commonly enter motherhood challenged by factors that can compromise crucial caregiving behaviours. Yet, due to negative social attitudes and stigmatization, unsurprisingly, these vulnerable new mothers can perceive, and experience parenting support and intervention negatively. Considering this, an appealing, minimally intrusive, strengths-based intervention that enhances crucial parenting behaviours and impacts positively on maternal self-efficacy would be a desirable tool when working with this population. Hence, the aim of this study was to explore the acceptability and impact of PSR-VSM with a small group of adolescent mothers and their children. A single-case, multiple baseline design was carried out with three dyads. Results relating to changes in maternal behaviour and dyadic synchrony were obscured by methodological limitations, however positive findings relating to participant engagement and intervention acceptability suggested that further investigation into the use of this intervention is warranted.

NZD: 12:50pm–2:20pm
AEDT: 10:50am–12:20pm
AEST: 9:50am–11:20am

A Novel Developmental Intervention for Improving the Functional Capacity and Psychological Wellbeing of Clients with Autistic Traits: A Clinical Case Study Feasibility Project

Jacinta Ryan, Frances Cunliffe

Abstract: People on the Autism spectrum who seek help from psychologists for complex developmental problems often describe frustration at experiencing limited gains from conventional therapies. Social and functional difficulties, intractable anxiety and mood disorders, educational under-achievement and sparse vocational opportunities are all too common. This presentation will share the promising outcomes of a joint clinician-client research endeavour to test the feasibility of a novel developmental intervention, the Davis Autism Approach (DAA). The DAA, which utilises three-dimensional clay modelling of approximately 50 abstract life concepts and customised behavioural exploration, seeks to target the sensory, cognitive and functional aspects of Autism. The aim is to teach a series of standardised, conceptual life lessons so that people can integrate new experiences into their identity, acquire greater cognitive flexibility and achieve core developmental competencies in line with their unique potential. Utilising an iterative longitudinal case-study approach, 19 participants, including four children, completed clinical batteries and key participants were offered co-researcher roles involving reflective interviews and personal change journals. Qualitative outcomes included multiple developmental gains, including evident and stable improvement in sensory integration, focus, sense of self, cognitive flexibility, ability to initiate action and take experiential learnings across time, functional and social capacity. Mental health and general wellbeing were enhanced. This presentation will focus on the gains of our first participant co-researcher whose striking progress enabled her to recover from agoraphobia, leave home, complete her post-graduate study and commence her career. This feasibility study, working with clients in a real-world setting, indicates the DAA generates practical and meaningful developmental gains and further research is warranted.

Parents as Child Sexual Abuse Prevention Educators: Problems and Future Directions

Julia Rudolph, Melanie Zimmer-Gembeck

Abstract: The primary focus of child sexual abuse (CSA) prevention has been child-education, teaching children about the dangers of CSA and the relevant self-protection skills. Parental involvement has been limited, with their role restricted to that of educator. However, research suggests that many parents avoid teaching their children about the specifics of sexual abuse, preferring to discuss strangers and abduction dangers. This paper presents the results of 3 studies with Australian parents, confirming previous research, that parents may be ineffectual CSA educators, choosing not to give their children comprehensive CSA prevention messages. This research also highlights the discrepancies between what parents think they should do and what they actually do when it comes to CSA education. Future directions for the involvement of parents are discussed.

Trauma-Focused Social Adjustment Therapy: A Specialized Intervention for the Effects of Childhood Trauma on Developing Social adjustment

Sayedhabibollah (Habib) Ahmadi Forooshani, Kate Murray, Zahra Izadikhahb, Nigar Khawaja

Abstract: Experiencing trauma during childhood and adolescence can have long-term effects on the process of developing social adjustment. Research has shown that trauma-related difficulties with social adjustment can be resistant to improvement in response to current standard trauma-focused therapies or social adjustment interventions because the specific links between childhood trauma and long-term social adjustment difficulties have been overlooked in the designs of these interventions. The lack of specialised evidence-based interventions for treatment-resistant effects of trauma on social adjustment is in an important gap in the current research and practice. To address this gap, we conducted a comprehensive intervention mapping research to design the preliminary protocol of a specialized theory-and-evidence-based intervention based on a series of literature reviews, meta-analytical and pilot mixed methods studies. We identified a few specific psychological capacities which can be impaired after experiencing childhood trauma and consequently can inhibit the process of developing social adjustment. We found that these capacities have not been sufficiently targeted in the designs of current interventions for traumatized young individuals. Therefore, based on the standard process of intervention mapping, we identified the most effective strategies to target the impaired capacities of developing social adjustment, and then we integrated those strategies as a short-term specialized intervention to promote social adjustment of traumatized young individuals. The results of our pilot case study have

<p>been promising in supporting the effectiveness of this intervention. We also, have introduced a detailed research design (to be followed by future studies) to evaluate the feasibility and effectiveness of this intervention. The intervention can be referred as Trauma-Focused Social Adjustment Therapy.</p>	
--	--

<p>AHDA ANNUAL GENERAL MEETING + LUNCH BREAK</p>	
---	--

<p>Please bring your lunch and join us for the AGM. All members and conference attendees welcome.</p>	<p>NZD: 2:30pm–3:30pm AEDT: 12:30pm–1:30pm AEST: 11.30am–12.30pm</p>
---	---

<p>Session 2A: Individual Papers Attention and Executive Functioning</p>	
---	--

<p>Self-regulated Learning and Executive Function in Early Childhood: Chickens, Eggs, or All the One Frittata?</p>	<p>NZD: 3:30pm–4:30pm AEDT: 1:30pm–2:30pm AEST: 12.30pm–1.30pm</p>
---	---

<p><i>Helen Davis, Debora Valcan, Deborah Pino-Pasternak</i></p> <p>Abstract: Self-regulated learning (SRL) refers to the cycle of metacognitive and motivational processes engaged by a learner in pursuit of personal learning goals. SRL is considered to promote academic achievement and enable lifelong learning. It is widely assumed that SRL development in children depends upon maturation of executive function (EF) but, plausibly, SRL experience might contribute to EF, or both might be manifestations of the same latent ability. To compare these alternatives, we tested a sample 176 5-year-olds on measures of EF in their final term of Preschool and again 12 months later in Year 1. Teachers rated children’s SRL skills, using the Checklist of Independent Learning Development, at both timepoints. We used cross-lagged structural equation models to test the prediction of Year 1 SRL from Preschool EF, Year 1 EF from Preschool SRL, and reciprocal effects of EF and SRL on each other over time, while controlling for concurrent associations between variables and longitudinal consistency in the same measures over time. We also evaluated a common factor model, representing the EF and SRL measures as manifestations of the same underlying construct. The cross-lagged models supported EF as an independent predictor of future SRL, but not SRL as an independent predictor of future EF. The common factor model also fit the data very well. The findings are more consistent with a maturational interpretation than an experiential one, but they also highlight the need for researchers who regard EF and SRL as separate constructs to produce evidence that they are distinguishable.</p>	
--	--

<p>Epistemic Cognition and Executive Functioning in Early Childhood</p>	
--	--

<p><i>Sue Walker, Jo Lunn, Laura Scholes</i></p> <p>Abstract: Epistemic cognition refers to cognitive processes about the nature of knowledge and knowing (Sandoval, Greene & Brayten, 2016; Walker et al., 2020). Recent research (e.g., Brownlee et al., 2016; Brownlee et al., 2019; Walker et al., 2020) has provided insights into the ways epistemic development can contribute positively towards the inclusion of diverse children in school (e.g., Baumeister et al., 2005). We argue that, to engage in reasoning about inclusion or exclusion children may need both the capacity to evaluate competing perspectives (epistemic cognition) and the ability to be cognitively flexible. Cognitive flexibility forms a subset of skills within a suite of self-regulation skills known as Executive functions (EF). The current study proposes that the development of the core EF skill of cognitive flexibility may be related to young children’s development of epistemic cognition by facilitating children’s ability to take a variety of perspectives. A total of 82 children (58.5% male, Mean age = 4.46, SD = 0.44) participated. Children’s cognitive flexibility (Executive Function) was assessed through three EF tasks designed to assess children’s ability to flexibly shift from one mental set to another. Children’s ability to engage with different perspectives (epistemic cognition) in the context of social inclusion/ exclusion was assessed through a new pictorial and interview methodology designed to capture children’s reasoning in realistic situations involving a variety of perspectives. Results indicated that, in contrast to expectations, cognitive flexibility and children’s epistemic cognition as assessed via the new methodology were not related.</p>	
---	--

Attentional Capture in Goal-Directed Action During Childhood, Adolescence, and Early Adulthood

Christopher Erb, Jeff Moher, Stuart Marcovitch

Abstract: Attentional capture occurs when salient but task-irrelevant information disrupts our ability to respond to task-relevant information. Although attentional capture costs have been found to decrease between childhood and adulthood, it is currently unclear the extent to which such age-related changes reflect an improved ability to recover from attentional capture or to avoid attentional capture. Additionally, recent research using hand-tracking techniques with adults indicates that attentional capture by a distractor can generate response activations corresponding to the distractor's location, consistent with action-centered models of attention. However, it is unknown whether attentional capture can also result in the capture of action in children and adolescents. We therefore presented 5-year-olds, 9-year-olds, 13- to 14-year-olds, and adults ($N = 96$) with a singleton search task in which participants responded by reaching to touch targets on a digital display. Consistent with action-centered models of attention, distractor effects were evident in each age group's movement trajectories. In contrast to movement trajectories, movement times revealed significant age-related reductions in the costs of attentional capture, suggesting that age-related improvements in attentional control may be driven in part by an enhanced ability to recover from, as opposed to avoid, attentional capture. Children's performance was also significantly impacted by response repetition effects, indicating that children may be more susceptible to interference from a wider range of task-irrelevant factors than adults. In addition to presenting novel insights into the development of attention and action, these results highlight the benefits of incorporating hand-tracking techniques into developmental research.

Session 2B: Individual Papers

Cooperation in Early Childhood

The Cooperative Phenotype in Infancy

Nichole Breeland, Annette Henderson

Abstract: Cooperation (i.e., the process of working together to achieve a shared goal) facilitates the functioning of human societies. Substantial research has aimed to understand, describe, and improve cooperative function across the lifespan. Several researchers have provided evidence of an adult cooperative phenotype by converging measures of cooperative behaviour across experimental tasks. Despite evidence suggesting that cooperative competence begins to develop before an infants' second birthday, it remains unknown if infants demonstrate a cooperative phenotype. The present study ($N = 204$) examined if several measures of 23-month-old infants' cooperative competence, obtained through eye-tracking and cooperative exchanges with an adult experimenter, reflected a latent factor structure comprised of cooperative understanding, ability, motivation, and interaction quality. Results from a Confirmatory Factor Analysis failed to support empirically driven four-factor models of infants' cooperative competence. An exploratory Principal Component Analysis indicated that measures of infants' motor, spatial, and attention abilities obtained during cooperative exchanges formed the primary component of cooperative competence and was related to infants' ability to mentally represent shared goals in an eye-tracking task. Thus, infants may demonstrate an understanding and ability focused cooperative phenotype in less difficult cooperative situations (i.e., when interacting with adults who tend to scaffold activities). However, socially oriented cooperative competencies such as motivation and interaction quality could be crucial in more challenging cooperative situations (i.e., when interacting with a same-aged peer). These findings offer the first evidence of a cooperative phenotype in infancy and highlight the critical role that social partners play in its emergence.

NZD: 3:30pm–4:30pm

AEDT: 1:30pm–2:30pm

AEST: 12:30pm–1:30pm

Does Early Cooperation at Age 3 Predict Later Behavioural Outcomes at Age 4?

Simran Kaur, Annette Henderson

Abstract: Prosocial behaviours, such as cooperation, are key to human functioning and emerge in early life. While prior evidence suggests that prosocial individuals are less likely to have poorer outcomes, such as lower externalising and internalising problems, most of the evidence comes from studies with older children and adults. This longitudinal study examined whether children's early cooperative behaviour is associated with later behavioural outcomes. Children's ($N = 248$) cooperative behaviour with an unfamiliar experimenter was assessed when they were 3 years old via two indices of cooperative competence: ability (how fast they

successfully completed the task) and quality (affiliative and antagonistic behaviour during the task). Children's behavioural and emotional difficulties were assessed when they were 4 years old via parent report using the Strengths and Difficulties Questionnaire (SDQ). Our analyses revealed that 3-year-olds who took longer to complete a complex cooperative task and showed more antagonism towards their social partner during the task were more likely to have conduct and externalising problems a year later. Further, 3-year-olds who took longer to complete a second complex cooperative task but showed more affiliation while doing so were less likely to have emotional and internalising problems a year later. These findings suggest that for 3-year-old children who take longer to successfully cooperate with a social partner, whether they show antagonistic (cooperation hindering) vs. affiliative (cooperation enhancing) behaviour, is associated with different behavioural outcomes. Thus, how children cooperate with others may be important in shaping children's long-term social functioning.

Parenting and Prosociality in Children: A Bidirectional Association Moderated by Parental Responsiveness

Anna M. Elisara, Jess Aitken, Annette Henderson

It is well-established that parents play a crucial role in children's development of prosocial behaviours (e.g., Wong et al., 2020). While some scholars posit this relation is reciprocal (e.g., Newton et al., 2014), this is currently a remarkably under-researched area. The present study addressed this gap by examining how children's cooperative competence influences later parenting, and whether parental sensitivity moderates such effects. Parent-child dyads ($N = 150$) visited the lab over two sessions, when children were 22 and 36 months old. At 22 months, cooperative ability (spatial coordination, success in achieving the goal, and latency to success) was measured during cooperative tasks with an experimenter, cooperative understanding (visual predictions to objects used in a cooperative activity) was measured using an anticipation paradigm, and parental sensitivity was measured during semi-structured parent-child play. At 36 months, parenting behaviours were measured using the CTNES questionnaire (Spinrad et al., 2007). Preliminary findings indicated children's success in cooperative tasks at 22 months is linked to higher later parental expressive encouragement when coping with children's negative emotions ($p = .012$), whereas children's cooperative understanding at 22 months is linked to higher later punitive, minimisation, and distress reactions ($p < 0.05$ for all). Future analyses will test for moderation effects as parents who are more sensitive, thus more attuned to their child's social competence, may be more likely to adjust their behaviours in response to their children. As previous work has focussed on the role of parents, our findings shed light on the role children play in their own social development.

Session 3A: Symposium 1

Digital Contexts of Development: Integrating and Extending Research in Cyberpsychology and Development 1

Chair: Jaimee Stuart

Integrative Statement: Psychology has been grappling with the implications of increased exposure to and engagement in digital media since the widespread introduction of internet-connected personal computers into the home and workspaces during the 1990s. However, it was not until the advent of mobile technologies and social media that cyberpsychology became a major focus of research and we recognised how much these technologies are integrated into our daily lives. Research in this area has come a long way from a focus on internet addiction, depersonalisation, and disconnection from real-life. Digital contexts are now understood to be extensions of our offline lives, with affect, cognition and behaviours online reflecting individual attitudes and motivations as well as being influenced by social and cultural norms. Yet, the affordances of the internet and the unique features of contemporary digital technologies also influence individual and collective behaviour, and thus have major impacts on development in online and offline environments. This symposium includes 7 distinct studies showcasing the importance of using diverse methods (e.g., qualitative, daily diary, meta-analysis) to understand the interplay between cyberpsychology and development. The presentations span a range of topics including experiences of cyber abuse, motivations for anonymity, online friendships, social comparison, motivations for self-disclosure, and emotional reactions to social media engagement. The symposium spans 2 sessions, ending with a panel discussion concerning the future of cyberpsychology and development.

NZD: 4:30pm–6:00pm
AEDT: 2:30pm–4:00pm
AEST: 1:30pm–3:00pm

The Effects of Engaging in Social Comparison on Social Media: A Systematic Review and Meta-Analysis

Carly A. McComb

Abstract: An abundance of research has identified concerning outcomes from engaging with social media, including reduced wellbeing and symptoms of anxiety and depression. Exposure to a steady stream of seemingly idyllic lives prompts people to make comparisons with their own lives. It is this process of social comparison that is largely held responsible for the negative effects of social media. To understand the extent of the effect of social comparison on social media sites, we conducted a systematic review and meta-analysis of the experimental literature. The meta-analysis included 50 studies with a total of 11,205 participants. Results indicated that social media comparisons were associated with a decrease in people's emotional wellbeing and self-evaluations, with a small to medium sized effect. The findings of this study suggest that engaging in social comparison on social media sites may be detrimental and result in a range of negative outcomes.

Can Social Connectedness Derived from Instagram Support Better Mental Health?

Rachel Grieve

Abstract: Previous research has established that social connectedness derived from Facebook is related to improved mental health, however, to date it is unclear whether similar benefits are associated with social connectedness derived from Instagram. While Instagram ostensibly provides a means to connect, the environment of Instagram has a strong emphasis on curated self-presentation, which may make it difficult for users to obtain benefits from their social connectedness on the platform. In this cross-sectional study, Instagram users (N=219) completed measures of Instagram-derived social connectedness, social comparison orientation, depression, anxiety, and stress. Analyses were via three multiple regressions, with age and gender included as covariates at Step 1, and social comparison orientation at Step 2, with Instagram social connectedness entered at Step 3. The combination of variables significantly predicted each of depression, anxiety, and stress. However, differential effects were found for Instagram social connectedness' predictive utility between the three models. Post-hoc moderation analyses confirmed no buffering effects were evident. Findings are discussed in terms of belongingness theory and users' emotional enmeshment in Instagram.

Connecting on Social Network Sites: A Daily Diary Examination of the Association Between Relationship Maintenance Motivations and Social Connection

Karlee O'Donnell

Abstract: Over a decade of research on social network sites (SNS) has demonstrated that maintaining relationships online is beneficial for psychosocial well-being. However, most of the existing evidence comes from single time point data, as such there is limited understanding of the implications of online relationship maintenance in a way that is congruent with how most young people use SNS i.e., daily. Consistent with the existing literature, emerging daily evidence reports greater positive affect on days when young people engaged in relationship maintenance behaviours (e.g., instant-messaging) but not on days when they only browsed SNS without interacting with others (Wenninger et al., 2019). However, no studies have examined if there is daily variation in young adults' motivation to maintain their relationships on SNS or tested the relationship between daily motivations and feelings of social connection. To address this gap in the literature we conducted a 10-day diary study with 152 young adults ($M_{age} = 19.65$, $SD = 2.00$, 75.2% female). A multilevel regression performed in Mplus (with days nested within persons), indicated that 59% of the variance in relationship maintenance motivations was attributable to daily variation. Further, a positive day-level relationship between motivations and social connection was found, indicating that on days when participants were motivated to maintain relationships on SNS they felt more socially connected. At the person-level, there was not a significant relationship between motivations and social connection. A discussion of the implications of these results for future cyberpsychology research will form the basis of the proposed presentation.

Seeking Anonymity: A Diary Study of University Students' Anonymous and Identifiable Online Behaviour and Social Media Use

Lewis Nitschinsk

Abstract: This research investigates why young adults are drawn to anonymous online environments and whether motivations to seek anonymity predict social media usage, and online behaviour. 325 university students participated in a 7-day diary study assessing their daily active social media and forum use for nonwork purposes while both anonymous and identifiable. This methodological approach reduces the interval between the survey and the event of interest, minimising recall issues and more uniquely capturing human phenomenology. Participants spent more time per day engaged in identifiable ($M = 60\text{min}$) relative to anonymous ($M = 10\text{min}$) social media activity, and anonymous engagement was positively associated with self-expression and toxic motivations for anonymity. Facebook, Instagram, YouTube, and TikTok were the most visited websites when identifiable and anonymous. Participants' motivations for seeking anonymity predicted differences in social media usage and online behaviour. Those with self-expression motivations were more likely to participate in benign or prosocial online behaviours and visit sites such as Twitter, Twitch, and Discord while anonymous. Those who seek anonymity to behave toxically were more likely to visit Reddit, Instagram, and online dating sites such as Tinder while anonymous, and were more likely to participate in malign or antisocial behaviours while both identifiable and anonymous. Lastly, participants indifferent to seeking anonymity were more likely to spend time on Facebook and Instagram while identifiable. We conclude that motivations to seek anonymity predict differences in anonymous social media usage and online behaviour, and furthermore exemplify the benefits of diary studies in social media research.

Session 3B: Symposium 2

Understanding Contemporary Mothers and Fathers in Australia

Chair: Kate Williams

Integrative Statement: Parenthood is a crucial period to understand in relation to human development, not only due to the way that becoming a parent represents a significant change to the lives of adults, but because of the ways parenting exerts critical influences on children's development. Over time, the nature of parenting has changed rapidly, with important transitions including the integration of technology into family life, increasing expectations of paternal involvement with child-rearing, and the modern context of parents balancing paid employment and significant caregiving responsibilities. While there is a wealth of research on parenting and its impact on child development, much less work has focussed on the wellbeing and experience of parents, and even less has focussed specifically on fathers. In this symposium, three papers each explore a different aspect of contemporary parenthood. Two papers use quantitative approaches to focus on fathers, documenting their experience of work-family conflict and guilt, and mental health over time. The final paper turns to mothers, using a qualitative to develop a deep understanding of the ways mothers use smartphone technology, and the associated affordances and challenges in relation to everyday family life. Taken together, these innovative papers provide unique insight into what life is like for contemporary fathers and mothers, with important implications for both parental and child development, and the ways that society can support optimal wellbeing for both.

NZD: 4:30pm–6:00pm
AEDT: 2:30pm–4:00pm
AEST: 1:30pm–3:00pm

What about Dad Guilt? Examining Work-Family Conflict and Guilt in Working Fathers

Daniel Manning

Abstract: Work-family conflict describes conflict which arises when work and family demands clash with one another, such that fulfilling the responsibilities of one role makes it difficult or impossible to meet the responsibilities of the other role. Conflict can be bidirectional, such that work-interferes-with-family (WIF conflict) or family-interferes-with-work (FIW conflict). Literature has shown that work-family conflict can evoke unpleasant emotions, such as work-family guilt. However, much of the research exploring these associations has focused on mothers or parents in general. There is a real need to better understand fathers' experiences of balancing their work and family lives. The current study sought to examine the associations among fathers between WIF and FIW conflict and WIF and FIW guilt, respectively, controlling for various demographic characteristics. Participants ($N = 442$) were fathers of children aged 12 years or under who worked a minimum of 15 hours per week. Fathers completed an online survey that formed part of a wider project exploring parents' perceptions and experiences of work-family balance. As anticipated, hierarchical regression analyses revealed that WIF and

FIW conflict positively and significantly predicted fathers' levels of WIF and FIW guilt, respectively, as did fathers' age, work/study hours per week and work role salience. The study contributes to existing literature by demonstrating that guilt in response to work-family conflict is not a phenomenon restricted to mothers. Several practical applications of the findings at the individual, couple and organisational level will be discussed.

Fathers in Australia: A Longitudinal Study of Fathers' Psychological Problems, and Associations with Children's Social-Emotional Development

YooMi Byun

Abstract: The role of fathers has changed significantly in most developed societies over time, with increasing paternal involvement in children's early years over the last 60 years. Of increasing interest is the nature of paternal mental health and its influence in children's developmental outcomes. This study uses data from the Longitudinal Study of Australian Children Birth cohort ($N = 5,107$) across Wave 1 (children aged birth to 12 months) to Wave 5 (8-9 years old) to examine changes over time in fathers' reports of psychological problems, and their associations with children's social-emotional outcomes. A latent growth curve model indicated that the fathers' psychological problems decreased across their child's first 7 years of life. Children of fathers who spoke a language other than English also had a higher initial level of psychological problems, and fathers' psychological problems were associated with children's internalising and externalising behaviour problems at 8-9 years. The findings reinforce the role of fathers' mental health in children's development, and the importance of programs that support such.

Smartphone Use by Mothers to Support Parenting Practices

Cicilia Ev

Abstract: Smartphone use by parents among Australian families is ubiquitous, with strong interest in the extent to which this use impacts or not, on family relationships. Popular media tend to use inflammatory headlines, suggesting that parental smartphone use is problematic and distracts parents from their parenting responsibilities. Despite this high level of interest and concern, research on parental smartphone use in Australia is very limited. The current study focuses on the use of smartphone by mothers in the Australian context and explores mothers' perceptions on the affordances and challenges of such usage. Five mothers with children aged 9 to 13 years were interviewed individually with data analysed using Thematic Analysis and Family Practices theory. Mothers perceived their use of smartphones as mainly beneficial in supporting parenting practices by mediating parent-child interactions, supporting children's learning, and providing safety and security for their children. Mothers also acknowledged the challenges of their smartphone use. The current study discovered both affordances and challenges of smartphone use by mothers in the family setting. Mothers perceived that smartphone use largely supported their parenting practices, opposing the trend from existing literature. Challenges were also acknowledged, including continuous use of smartphones and how such usage sets the example for children's smartphone use.

TEA BREAK (30 minutes)

Session 4A: Symposium 3

Digital Contexts of Development: Integrating and Extending Research in Cyberpsychology and Development 2

Chair: *Jaimee Stuart*

Note that this is the second part of the symposium scheduled in Session 3A. This session concludes with a panel discussion with all presenters.

NZD: 6:30pm–8:00pm
AEDT: 4:30pm–6:00pm
AEST: 3:30pm–5:00pm

Adolescents' Reactions to Social Media: The Good, The Bad, and The "Meh"

Jaimee Stuart

Abstract: Social media now forms a key context for social connection, self-expression, and validation. This is particularly true among adolescents who are the keenest adopters and the most active users of digital technologies (Nesi & Prinstein, 2018). Yet, social media place high demands on young people in managing self-presentation, relationships, and personal safety, creating interrelated opportunities and risks (Livingstone, 2014). Research indicates that perceived threats to status and peer group acceptance on social media can elicit emotional distress and decrease wellbeing among adolescents (Lee et al., 2020). The current study examined textual emotional reactions among adolescents ($N = 556$; $Mage = 15.56$ years) to posting, social validation, and social status threats on social media. Using the circumplex model of emotions, content was coded by arousal and valence. When posting content, participants expressed neutral (48% fine, ok) followed by positive (37%; happy, good, great) and negative emotions (15%; anxious, weird). Receiving likes elicited greater high arousal positive emotions compared to positive comments (46% vs 33%). The opposite was true for social threat, with high negative arousal stronger for comments compared to no likes (39% vs 30%). Posting positive and negative comments on others' posts was also found to elicit high arousal positive and negative emotions respectively (56% and 42%). Examinations of gender, age, and motivations for use show distinct distributions of emotions by individual differences. These results contribute to a growing body of research examining the conditions under which engagement in social media impacts on emotions among adolescents.

Adults Who Experience Cyber Abuse: A Qualitative Exploration

Evita March

Abstract: Cyber abuse is defined as online behaviour that threatens, intimidates, harasses, and/or humiliates someone with intent to cause harm. Cyber abuse encompasses a variety of online antisocial interpersonal behaviours such as cyberbullying, cyberstalking, and sexual solicitation. Although cyber abuse can be experienced at any time across the lifespan, researchers exploring cyber abuse has typically focused on adolescent and young adult populations. As such, the experience and impact of cyber abuse on adult populations is largely underexplored. The aim of the current study was to conduct a qualitative exploration of adults' experience of cyber abuse. Participants ($N = 78$; 70% women) aged 18 to 69 years ($M = 26.62$; $SD = 8.72$) completed an online questionnaire. Participants provided narratives describing their experiences with cyber abuse as an adult, coping strategies they employed, and the impact of the experience. A thematic analysis indicated that adults commonly experienced cyber abuse associated with intimate relationships and online hate speech (i.e., cyberhate). These experiences were shown to have significant impact on their mental health, with fear, anxiety, and depression among some of the most common outcomes. Participants largely coped with experiencing cyber abuse by accessing social supports. Findings of the current study provide evidence of the significant psychological impact for adults who experience cyber abuse and highlight the importance of developing intervention and supportive strategies.

It's Almost Easier to be Yourself Online: Exploring Young Adults' Perceptions of Online and Offline Social Interactions With Close Friends

Riley Scott

Abstract: For many young people, digital environments provide an important extension to offline (face-to-face) friendships, allowing greater connection and interaction with both pre-existing friends and strangers (Yau & Reich, 2020). Despite this, we know little about the lived experiences of youth in terms of how their social relationships play out across social settings. To better understand perceptions of social interactions in the digital era, the current study aimed to (1) understand how young adults interact with close friends online, and (2) to qualitatively explore young adults' perceptions of how their interactions with close friends

differ across online and offline contexts. A sample of Australian young adults ($N = 687$; 59.8% female; $Mage = 19.45$ years) were recruited for the study and were asked how they thought their interactions with close friends online differed compared to interactions with them offline. Content analysis is currently being undertaken following codes derived from models of internet features, including factors such as asynchronicity, convenience, and reduced non-verbal cues, that may transform the nature of social interactions online. Initial results indicate that, although some young adults indicate no difference between online and offline interactions, others perceive their interactions with friends to be more meaningful and intimate in offline settings and use online interactions to organise in-person catchups. Further, the ease of interactions across distinct contexts is emerging an important theme, with some young adults reporting being more confident, assertive, and honest online. These results contribute to a growing area of research examining the impacts of online interaction on young adults' friendships.

Session 4B: Individual Papers

Learning and Development

Beliefs, Knowledge and Skills of Bhutanese Pre-service Mathematics Teachers

Kinley, Dann Mallet, David Nutchey

Abstract: In Bhutan there is a push to reform mathematics curriculum and the teaching of mathematics in secondary schools. This case study investigated the beliefs, knowledge, and skills of the Bhutanese pre-service mathematics teachers and their preparedness to teach the reformed curriculum. The participants in this study were most of the final-year secondary Mathematics pre-service teaching students studying at one of Bhutan's colleges of education. A variety of data from these participants were collected, including observations of the participants as they joined a series of inquiry-oriented, technology enabled calculus workshops. Analysis of this data revealed many inconsistencies between the participants' espoused and enacted beliefs, and misalignments between their mathematical knowledge and skills when compared to the intentions of the newly reformed curriculum. From this, implications have been drawn about the preparedness of the soon-to-graduate pre-service teachers, and recommendations are made regarding ways future pre-service teachers' mathematical beliefs, knowledge and skills may be enhanced.

Harmonising Education to the Melodies of Life

Jay Somasundaram, P. A. Danaher, Mohammad G. Rasul

Abstract: Just as paradigm shifts in the physical sciences 4 centuries ago sparked the industrial revolution, we are now experiencing paradigm shifts in the human sciences. In this presentation, we describe 5 developments in our understanding of human learning and their implication for education policy: (i) dual modes of thinking; (ii) the neuroplasticity of learning and memory; (iii) sensory-motor, cognitive, emotional, and interpersonal activities are closely integrated operations; (iv) habits rather than will-power are the key to successful self-regulation; and (v) neurobiological changes during human maturation are not uniform and can be leveraged for optimum learning. Of particular importance for education policy is to align delivery to cater for the whole human lifecycle. We propose a model for education, in the shape of a fishbone, that integrates two melodies: the neurobiological and the socioeconomic stages. Developments in human sciences give us the opportunity for social revolutions that rival, and perhaps even surpass, the industrial revolutions.

Reflexive Social Visual Attention in Older Adulthood: A Meta-Analytic Investigation

Kate McKay, Louisa Talipski, Sarah Grainger, Manikya Alister, Julie Henry

Abstract: Given emerging evidence that enhanced social connection is highly positively correlated with many healthy ageing outcomes, this research investigated whether ageing is associated with reductions in the social cognitive mechanisms that subserves the maintenance of social connection has become an increasingly important question. One particularly vital social cognitive mechanism is the perception of and use of others' eye gaze to direct our own attention. Indeed, accurately perceiving and rapidly responding to others' eye gaze cues is critical to the establishment of joint and shared attention between persons which is in turn theorised to be critical to the many aspects of higher order social cognition including cognitive empathy and theory of mind. It is well established that healthy adults show a robust attentional cueing effect wherein they have facilitated responding to targets appearing at locations gazed-at rather than gazed-away-from by others, indicative of an intact social visual attention mechanism. Whether this gaze-cueing effect is reduced as a function of typical

NZD: 6:30pm–8:00pm
AEDT: 4:30pm–6:00pm
AEST: 3:30pm–5:00pm

ageing has been investigated extensively in the existing literature but findings to date have been mixed. We conducted a systematic review and meta-analysis to synthesise this mixed literature to determine whether empirical findings to date support the hypothesis that there are age-related declines in attentional cueing to gazed-at-locations and through sub-analyses determine key moderators of age-related differences in gaze-cued attention.

A Systematic Review of Adapted Bike Riding for Children and Adolescents with Disabilities: Impact on Body Structures and Functions, Activity, Participation and Quality of Life

Abiramy Thevarajah, Margaret Wallen, John Carey, Christine Imms, Chris Lonsdale, Elspeth Froude

Abstract: The primary objective of this systematic review was to evaluate the effects of adapted bike riding for children aged 4 to 18 years with disabilities on body structures and functions, activity, participation, and quality of life. The secondary objectives were to i) identify any effective interventions for supporting the implementation of adapted bike riding for children and adolescents aged 4 to 18 years with disabilities and ii) investigate the impact of adapted bike riding for children aged 4 to 18 years with disabilities on their family's participation in social and recreational activities. Ten studies were assessed as eligible and included in this systematic review: three RCTs, two interrupted time series, three single case experimental designs and two pre-post studies. Amongst the included studies, there were improvements in most outcomes for participants at the body structures and function level and activity level of the ICF. Only two studies evaluated the effects of adapted bike riding on participation for children with disabilities making it difficult to draw overall conclusions on this domain. The impact of adapted bike riding for children with disabilities and their family's quality of life and participation in social and recreational activities was not assessed in any of the included studies. In conclusion, there is limited evidence in the current literature regarding effective interventions for supporting the implementation of adapted bike riding for children and adolescents aged 4 to 18 years with disabilities in the areas of participation, quality of life and overall family participation in social and recreational activities.

END OF DAY 1

DAY TWO: 19th November 2021

Welcome to Day 2

Annette Henderson (AHDA President), University of Auckland

NZD: 11:30am–11:45am

AEDT: 9:30am–9:45am

AEST: 8:30am–8:45am

Keynote 2: Professor Janeen Baxter, The University of Queensland

Social Disadvantage, Family Dynamics, and Gender Inequality: A Life Course Perspective

NZD: 11:45am–12:45pm

AEDT: 9:45am–10:45am

AEST: 8:45am–9:45am

Abstract: I present recent research examining social disadvantage, family dynamics and gender inequality in Australia. Applying life course theory and using high-quality longitudinal data, I argue for moving beyond averages to understand heterogeneity in experiences and outcomes and the need for policies to be targeted to specific social groups and contexts. I discuss core concepts in life course theory and new theoretical advances, as well as outlining new directions in the recently re-funded multidisciplinary, collaborative ARC Centre of Excellence for Children and Families over the Life Course.

Biography: Janeen Baxter is Director of the Australian Research Council Centre of Excellence for Children and Families over the Life Course in the Institute for Social Science Research. Janeen has research interests in social disadvantage, gender inequality, family dynamics, life course and longitudinal studies and has published widely in these areas, as well as supervising the research of numerous higher degree students and research fellows. Janeen has served on several editorial boards for national and international journals and has been a member and Chair of the College of Experts for the Australian Research Council. Janeen is an elected fellow of the Academy of Social Sciences in Australia and a former member of its executive committee. She is currently a member of several government advisory committees and research advisory boards, including the Expert Advisory Board for the Singapore Longitudinal Early Development Study and 100 Families WA. Janeen is also a member of the CEDA Council on Economic Policy.

Session 5A: Individual Papers

Social Cohesion in Trying Times

Perception of Social Inequality in 27 Countries: An Age-Period-Cohort Analysis

Helena Chui, Luisa Batalha

Abstract: Inequality has increased, such that gains have been concentrated with a small group. However, people's perception of inequality often does not concur with reality. Perceived inequality, and not the actual level of inequality, has been found to correlate strongly with demands for resources redistribution. We aimed to decompose trends in the perception of social inequality into age, period, and cohort effects and examine whether the perception of social inequality was associated with perceived social conflicts, while taking into account demographic variables such as gender, education, and employment status. Hierarchical age-period-cohort analysis was conducted using data from four waves of cross-sectional International Social Survey Programme (ISSP), collected between 1987 and 2009. The sample included 103,538 individuals (53% women) aged 16-98 years ($M = 45.91$, $SD = 16.86$) from 27 countries. The findings showed a significant quadratic effect of age on perceived social inequality. The random effects of period and cohort were also significant. Perceived conflicts between the poor and rich, the working and middle class, and the management and works, were positively associated with perceived social inequality. The effects of age, period, cohort, and perceived social conflicts were evident. However, considering the small effect sizes, results were inconclusive as to whether these effects have reached practical significance.

NZD: 12:50pm–2:20pm

AEDT: 10:50am–12:20pm

AEST: 9:50am–11:20am

Feeding Families in Tough Times: An Example of Co-Designing with Key Stakeholders in Food Security

Sabine Baker, Danielle Gallegos

Abstract: Household food and nutrition security is a human right and means that households have physical, social and economic access to sufficient, safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life. Food insecurity is a salient issue even in high income countries. For example, it is estimated that

nearly 1 million Australian children live in households that struggle to put food on the table every day. These children have poorer diet quality and are at higher risk for poor health and development outcomes. This presentation briefly summarises what is known about the link between food insecurity and child development outcomes. It then introduces the Feeding Families in Tough Times project, a partnership between academics, families with a lived experience of food insecurity, and key actors in food security. We will outline how co-design and creative methods will be incorporated into different phases of the 4-year research program which aims to build a rich understanding of food insecurity in Australian families, develop a portfolio of sustainable solutions and inform policy and service delivery. We will discuss challenges and lessons learnt about recruitment and engagement of families with a lived experience of food insecurity and share insights gained from stakeholder engagement and workshops with families and organisations during the first phase of the research.

Changes in Child Wellbeing During the COVID-19 Pandemic

Jacqueline Homel, Ross Homel, Tara McGee, Kate Freiberg

Abstract: There is currently great concern about how the wellbeing of children has been affected by the COVID-19 pandemic. In addition to repeated lockdowns and school closures, stress on families has been at high levels for many months. This study reports on changes in child socio-emotional wellbeing over the period 2019, 2020 and 2021. Wellbeing was assessed in primary schools using Rumbles Quest, a multidimensional instrument that uses an interactive video game format that empowers children to report their own wellbeing (<https://www.realwell.org.au/rumbles-quest/>). Data were available for 1,721 children who were tested at least once before February 2020, and at least once from June 2020 to July 2021. Children were clustered in 12 communities in NSW (3%), QLD (55%), Tasmania (12%) and WA (30%). Multilevel models examined change in wellbeing indices over time. Results showed that, on average, positive relationships decreased, self-regulation increased, and school attachment decreased. However, these changes were largely accounted for by differences in baseline age, with older children experiencing less increase in all indices. For comparison, we examined changes in Rumbles scores over time between 2018 and 2019, before the pandemic. Similar patterns of change were seen in most indices over this time period. Overall, these preliminary results suggest that changes in wellbeing over 2020-2021 in this sample may have been developmentally normative. One reason may be that the children were living in states least affected by COVID restrictions after June 2020. This paper will explore variation by age, gender, and community-level risk and protective factors.

Wisdom and Stress Appraisals Associated with the Australian COVID-19 Pandemic

Carissa Attavar, Nancy Pachana, Leander Mitchell

Abstract: This presentation will detail the role wisdom may play with regards to how older adults in Australia have experienced the COVID-19 pandemic. The impact of a threat is typically amplified when that threat is poorly understood, its occurrence and nature are associated with uncertainty, and when individuals perceive limited self-control on the stressor's onset or cessation (Anisman & Matheson, 2005; Folkman, et al., 1986). This captures one interpretation as to why the impact the COVID-19 pandemic has been so significant. The aim of this study was to identify if wisdom has a protective effect on pandemic stress appraisals. Adults aged 50 years and over residing in Australia completed a questionnaire that included the Self-Assessed Wisdom Scale (SAWS; Webster, 2003, 2007) and the Stress Appraisal Measure (SAM; Peacock and Wong, 1996). Linear regression analysis revealed significant positive relationships between the overall measure of wisdom and perception of one's peak pandemic experience as controllable by oneself and a challenge that one may grow from. Varying relationships between dimensions of the SAWS and stress appraisal components were also uncovered. In conclusion, wisdom may play an important role in an individual's peak pandemic experience for older adults in Australia. This is particularly important given the added vulnerability for this age group.

Session 5B: Individual Papers

Emotion Across the Lifespan

Experiences of Regret and Relief in Children

Ally Jones, Jonathan Redshaw, Shalini Gautam

Abstract: Adult humans frequently imagine possible worlds and compare these to the actual world. In counterfactual thinking, for instance, we compare alternative versions of past events to what actually happened, which can elicit feelings of regret and relief. The current study investigated the emergence of regret and relief experiences in 4- to 9-year-old children ($N = 107$). Children were presented with 10 virtual coins and a 2-box choice task, where they had to select a box that could either result in losing 5 coins or keeping all coins. In the counterfactual conditions (regret and relief), the two boxes resulted in different outcomes; in the non-counterfactual conditions (frustration and excitement), the two boxes resulted in the same outcome. Children reported their emotional experience after seeing inside their chosen box, and again after seeing inside the alternative box. Results showed that children felt happier when there was a counterfactual alternative to the positive outcome (relief) than when there was not (excitement). Children did not, however, feel sadder when there was a counterfactual alternative to the negative outcome (regret) than when there was not (frustration). This is consistent with children experiencing counterfactual relief, but not regret.

Context Matters: A Longitudinal Analysis of Preschoolers' Goal-Based and Emotion-Based Helping

Sina Gibhardt, Jess Aitken, Annette Henderson

Within the second year of life, toddlers develop strong and sophisticated tendencies to engage in prosocial behaviours towards non-kin (e.g., Dunfield & Kuhlmeier, 2013; Svetlova et al., 2010; Warneken & Tomasello, 2006). However, the findings remain limited to cross-sectional designs, and the broad definition of prosocial behaviours used in the literature often fails to acknowledge the multidimensional nature of prosocial behaviours. The aim of the present study was to conduct a detailed, longitudinal examination of the development of spontaneous helping in diverse contexts. Participants ($N = 203$) completed a series of goal- and emotion-based helping tasks, modelled after Svetlova et al. (2010), at 2, 3, and 4 years of age. Consistent with prior work, our results show that both within and between timepoints, children help significantly faster in tasks that require instrumental help compared to tasks that require emotion-based and costly help (e.g., passing own soothing toy to alleviate another's distress). However, in contrast to Svetlova et al. (2010), our analyses revealed that, at each timepoint, children's helping differed significantly between the different tasks within each of the broader categories (instrumental, emotion-based, and costly). These findings are consistent with prior evidence suggesting that helping is a diverse construct consisting of distinct subtypes. Our findings highlight the limitations of previously used helping procedures and emphasize the importance of critical evaluation of the different task demands that likely influence children's helping responses across development.

Are Older Individuals Happier Because They Savour Pleasant Events More?

Paul Jose

Abstract: Research seeks to explain why older adults report higher levels of happiness compared to middle-aged and young adults. We predicted that this increase in happiness might be due to older adults engaging in more effective efforts to experience pleasant events, termed 'savouring'. In the present study, we first obtained self-reports of subjective happiness across the age-span from 16 to 80 ($N = 319$) for 3 times of measurement separated by 3 months each to verify a general increase in happiness with age. Second, we obtained self-reports of amplifying savouring (e.g., "looked for other people to share it with") and dampening savouring (e.g., "I told myself how it wasn't as good as I'd hoped for") to determine whether one or both types of savouring would predict this anticipated increase with age. Regression results showed that subjective happiness increased with age, from 4.72 (on a 7-point scale) for young adults to 5.58 for older adults, $B = .024$, $p < .001$, $R^2 = .12$. Inconsistent with predictions, amplifying savouring was found to be a non-significant predictor of this slope, however, we found that a diminishment of dampening savouring with age was a significant predictor of increased happiness, $B = -.01$, $p < .05$, $R^2_{ch} = .02$. The results suggested that, with age, people may become happier partly due to avoiding the counterproductive emotion regulation strategy of dampening savouring as a pathway to experiencing greater happiness.

NZD: 12:50pm–2:20pm

AEDT: 10:50am–12:20pm

AEST: 9:50am–11:20am

LUNCH BREAK (40 minutes)

Session 6A: Individual Papers

Social Development in Early Childhood

Children's Perspectives on Why and When Teachers Listen to Their Ideas: Exploring Opportunities for Participation in the Early Years of School

Sue Walker, Julia Mascadri, Jo Lunn, Laura Scholes, Donna Berthelsen

Abstract: Increasingly, young children are viewed as active citizens who can make meaningful decisions in their everyday worlds. However, limited research has explored children's views about their participatory rights in classroom contexts. This longitudinal interview study followed 168 children from Year 1 (aged 6 to 7 years) to Year 3 (aged 8 to 9 years) of primary school, in Queensland, Australia, to understand their perspectives of being listened to by their teachers. Findings showed that most children believed teachers listened to their ideas, with the proportion of children expressing such views increasing over the 3-year period. However, the children's experiences of being listened to tended to occur during monologic rather than dialogic exchanges. Implications for future research, teaching, and learning are discussed.

Inside the Shoes of Another: The Development of Empathy in Toddlers

Shirley Chen, Annette Henderson

Abstract: Empathy, which encompasses the ability of people to understand what another person is thinking or feeling and share these emotions, is fundamental to human development. Although prior studies have revealed several factors shaping development in empathy across early childhood, most of these studies have been cross-sectional, which limits our understanding of how empathy develops. Further, while parenting behaviour and practices have been linked to empathy development, the impact of parents' values and expectations on children's empathy is unknown. This longitudinal study examined children's development of empathy from 2- to 3-years of age and the role that parents' values and expectations relating to other-oriented behaviour predict their child's empathy development. Children's empathic concern towards an experimenter in need was assessed when participants ($N = 213$) were approximately 24- and 36-months-old. Parents' other-oriented values (i.e., why should children help others?) and expectations (i.e., at what age should children help others?) were previously assessed in a survey when their child was 9 months old. Analyses revealed that children's empathy increased from 24- to 36-months of age, which suggests a developmental progression in empathy across early childhood. Contrary to our hypotheses, neither parents' values nor their expectations assessed when their child was an infant predicted that child's empathy at 2- to 3-years of age. However, it is possible that parents adjust their values and expectations as their child develops. Future work will examine whether assessing parents' values and expectations at the same time as assessing children's empathy reveal significant associations.

Something About the Way You Speak: A Meta-Analysis on Children's Linguistic-based Social Preferences

Jessica Spence, Matthew Hornsey, Kana Imuta

Abstract: There is growing interest in the role of linguistic cues (accents, dialects, language) in driving children's social preferences, that is, who they prefer to attend to, befriend, learn from and give to. This meta-analytic integration of 131 effect sizes from 38 studies, involving 2,680 infants and children from 2 days old to 11 years, revealed that, overall, children prefer native-accent, native-dialect, and native-language speakers over non-native counterparts ($d = 0.57$). Children displayed significantly stronger preferences based on accent ($d = 1.04$) than dialect ($d = 0.44$) and language ($d = 0.39$). In contrast to theories on the beneficial role of exposure to cultural and linguistic diversity on attenuating the development of prejudicial biases, meta-regression highlighted that bilinguals ($d = 1.12$) did not exhibit less native-speaker preference compared to monolinguals ($d = 0.62$). Results also suggest that children with general exposure to non-native speech (i.e., those who frequently hear non-native accents, dialects or languages) may exhibit stronger native-speaker preferences than children without such exposure. Children's age, cultural background (i.e., Western versus non-Western) and preference measure used (i.e., implicit versus explicit tasks) were not significant moderators of children's linguistic-based social preference. The data will be discussed in light of several theoretical explanations for when and why children show linguistic-based social preferences, as well as important directions for future research.

NZD: 3:00pm–4:00pm

AEDT: 1:00pm–2:00pm

AEST: 12:00pm–1:00pm

Session 6B: Individual Papers

Screen Time in Early Childhood

Screen Talk Matters: A Comparison of Infant and Parent Verbal Communication During Social Gameplay in Face-to-Face and Video-Chat Contexts

Wan-Ting Yeh, Annette M. E. Henderson, Alecia Moser, Sam Morrison, Mark Sagar

Abstract: Cooperation in communication requires communicative partners to take turns using conventionally communicative signals to achieve a shared goal. The clear-cut structure of social routines provides a contingent communicative context for infants to understand the coordination. However, with the increasing use of screen media during early parent-infant interactions, the whole part of the cooperative nature in the communication is disruptive. Given the important role of early social interaction in development, it is critical to identify how face-to-face interaction changes across digitally mediated contexts. To date, most studies on digital media have focused on the outcome of infants' learning. We address this gap by examining infant and parent's verbal communication during familiar social gameplay, peek-a-boo, with different interactive digital devices. Infants aged 18 to 25 months and their primary caregiver ($N = 65$ dyads) were recruited in two conditions: (1) face-to-face: parent and infant sat opposite each other with a tablet present, (2) video-chat: parent and infant were physically separated and interacting via a video-chat interface. Although the coding is still ongoing, our preliminary data ($N = 10$ dyads) suggest that infants tend to speak more in the face-to-face context, but there was no such preference found in parents. In addition, both parents and infants had a tendency to use explicit language in speech in video-chat (e.g., "Let's play peek-a-boo!") compared to face-to-face interaction (e.g., "Do you want to play peek-a-boo?"). These findings present the preliminary evidence of social learning differences in today's cyber world.

NZD: 3:00pm–4:00pm

AEDT: 1:00pm–2:00pm

AEST: 12:00pm–1:00pm

Parent-Infant Cooperation in Video Chat and Face-to-face Contexts

Yimei Chuah, Alecia Moser, Kristina Wolsey, Annette Henderson

Abstract: Cooperation is an essential skill for successfully participating in our social world and emerges and develops greatly in infancy. Previous research has focussed on triadic parent-infant cooperative interactions in face-to-face contexts with traditional toys, but early engagements more consistently involve digital media. The current study examined cooperation between 18- to 26-month-old infants and their parents ($N = 102$) in two digital conditions: (1) parent-infant dyad sat face-to-face and played an interactive social game on a shared tablet and (2) parent-infant dyad played the same game via a video-chat context on separate devices. The social game, a block building task, consisted of two 45s phases and was the first of several tasks within a larger study. In the first phase, parents were instructed to "Play with the blocks" and then given an explicit goal, to "Build a tower together", in the second phase. We developed a holistic joint coordinated engagement (JCE) measure of the observed coordination of attention, communication, and action within each phase. Our evaluation revealed an effect of age; dyads with older infants scored higher on JCE, showing greater cooperation. Critically though, we found that JCE scores were lower in video chat compared to the face-to-face condition. Results will be discussed as they relate to the difficulties of communicating and coordinating via video chat, particularly with regard to the degraded and restricted set of social cues available in comparison to face-to-face interactions. This research has important implications for how caregivers approach communicating with infants in our ever-increasing digital world.

The Screen Time Inattention/Hyperactivity Controversy: Is There a Causal Link?

Maria Corkin, Elizabeth Peterson, Annette Henderson, Karen Waldie, Elaine Reese, Susan Morton

Abstract: Research into potential relationships between screen time and attention has been contentious, and the results have been unclear. In our talk, drawing on our own research, we will consider whether there is evidence to support a causal link between screen time and symptoms of inattention/hyperactivity. Our first study was a correlational study aimed at determining potential predictors of screen time for preschool children aged 4 to 5 years. Symptoms of inattention/hyperactivity were included in the model. Our second study investigated longitudinal relationships between symptoms of inattention/hyperactivity and a range of different screen media variables that may influence the screen media environment the child experiences in the home. Amongst these was the child's pattern of screen time,

showing whether the child's screen use was high or low at 2 years and 4 years. Our finding that children's patterns of screen time across the preschool years was not predictive of symptoms of inattention/hyperactivity at 4.5 years, but concurrent screen time was, provides evidence against a causal link. Reasons for these findings will be explored.

Session 7A: Symposium 4

Social Exclusion Discourses as They Relate to Young People: Novel Policy Approaches to Promote Inclusion

Chair: Alexander O'Donnell

Integrative Statement: The social exclusion framework is routinely discussed within policy discourses to denote those who (1) are denied access to resources and rights, (2) experience obstacles that inhibit participation in activities and relationships, and (3) subsequently have reduced quality of life. Policies centred on "inclusion" are often paternalistically focused on individual autonomy to promote pathways to paid employment. These approaches can be criticised for their narrow economic focus and failure to address underlying structural factors associated with exclusion, with only an indirect application to young people. This symposium will address these issues and contribute to a policy discussion centred on young people and social exclusion. First, Redmond outlines the processes of social exclusion among adolescents, showcasing how deprivation experienced by children are more closely related to exclusion in a school setting and life satisfaction than household deprivation. Second, O'Donnell considers the importance of social participation, and outlines how prominent pathways to exclusion at school can be partially offset when young people are provided supportive community spaces that encourage social participation. Third, Thomson provides in-depth case studies of young carers, a group who experience considerable marginalisation and exclusion in the Australian context and illustrates how caring responsibilities can foster internal strengths that are not considered in typical policy responses. Finally, Turkmani focuses on the importance of access to social relations to promote mental health (an important outcome in the process of social exclusion) and illustrates how positive family relations and community belonging can promote positive outcomes.

NZD: 4:00pm–5:30pm
AEDT: 2:00pm–3:30pm
AEST: 1:00pm–2:30pm

Who excludes? Young People's Lived Experience of Social Exclusion

Gerry Redmond

Abstract: Existing policy research has not comprehensively examined the processes by which young people experience social exclusion: that is, the relationships among different risk factors of exclusion, their actual lived experiences of exclusion, and outcomes that matter for their life chances. Drawing on data from a survey of Australian 13–14-year-olds ($N = 3,535$), this paper adapts the Bristol Social Exclusion Matrix to examine pathways from young people's personal and family resources, their experience of participation and exclusion (bullying victimization; satisfaction with school; connectedness with teachers), and their life satisfaction, a predictive indicator of wellbeing and mental health in adulthood. The moderating effect of other characteristics or risk factors for young people's social exclusion (living with disability, being a young carer, identifying as Indigenous, and speaking a language other than English at home), are also examined. This paper shows that lived experience of exclusion mediates the relationship between young people's personal and family resources and life satisfaction. Moderation by characteristics or risk factors does not change this relationship, suggesting that processes of social exclusion, enacted in interpersonal encounters, are driven by overarching structural factors. These findings are relevant for policy in Australia, and also in other countries with similar policy regimes.

Extracurricular Activities as a Vehicle to School Engagement: The Importance of Social Inclusion in low Socioeconomic Status Communities

Alexander O'Donnell

Abstract: Feelings of acceptance and respect within school communities can promote positive educational and psychological outcomes. Despite occurring outside of the classroom, youth who engage in extracurricular activities typically report greater school belonging, potentially due to feelings of social connectedness fostered in the activities. In the current study, we examined the longitudinal effect of extracurricular activities on school belonging in a nationally representative, Australian sample of 12- and 13-year-old adolescents ($N = 3,850$) who were followed through to the ages of 16 and 17 years. Using a random-intercept cross-lagged panel model with indicators of peer connectedness (feeling

understood and respected by friends), we found extracurricular activity participation at Time 1 predicted higher school belonging four years later, but only indirectly via greater peer connectedness. Further, this relationship was moderated by community-level socioeconomic status. Participants residing in low socioeconomic status communities garnered the greatest benefit from participating in activities, despite having the lowest levels of participation. Our data highlights how structured leisure time pursuits can promote positive connections with others and build school belonging, especially within more disadvantaged communities.

Young Carers' Wellbeing: An Asset-Based Approach

Cathy Thomson

Abstract: Young carers have low rates of year 12 completion and high rates of disadvantage, in terms of employment and income, then their non-caring counterparts. As such, they are identified as “at risk” of social exclusion. Policy settings in education and employment systems often create barriers for young carers to balance family responsibilities with their own education and/or workforce participation and to accrue the assets that come from full participation. This paper builds on research about social exclusion faced by young carers in education and employment systems. The paper uses in-depth qualitative data from young carers who were involved in three projects: Stories of Resourcing (SOR), Making a Difference (MAD) and the Australian Child Wellbeing projects (ACWP). Data is analysed to identify the assets young carers in these studies developed through their caring, and the structural and relational resources that enabled them to mobilise these assets. These analyses illustrates that although caring can be a risk in young people’s lives, it also produces assets that can be mobilised given the opportunity and favourable conditions. The analysis identifies young carers’ assets, how they are produced and mobilised to inform policy, and service development that is more responsive to the priorities and concerns of young carers. Only then can schooling and employment systems genuinely support their wellbeing rather than intensify the disadvantages they face.

Session 7B: Symposium 5

Yes, Parents Still Matter! New Developments in Understanding the Continued Importance of Parents in the Lives of Adolescents

Chair: Cassy Dittman

Integrative Statement: An overwhelming body of evidence points to the central importance of effective parenting and warm and connected parent-child relationships in the healthy physical, social, and psychological development of children. In comparison, the influence of parents on adolescent development and wellbeing has received much less attention. This has implications for understanding how we can best improve parental capacity to promote positive outcomes for adolescents. The adolescent period is being increasingly recognised as an important intervention point with national and international policy emphasising that comprehensive strategies that support adolescent health and mental health are a critical component of protecting the wellbeing of communities across the life course. Thus, much more work needs to be done to understand how parents and parenting can facilitate positive adolescent adjustment generally and in the context of mental health problems. To accomplish this goal, we require better measurement of adolescent outcomes and parenting during the adolescent period. This symposium includes three presentations that aim to provide further understanding of the continued importance of parents in the lives of adolescents. The first paper will provide an overview of a body of work aimed at developing and validating a suite of new measures of parenting adolescents and adolescent functioning. The second paper examines the role of parental connectedness and hostility in improving outcomes in the context of adolescent anxiety, while the final paper will examine the potential of parents to mitigate the effects of early adversity and promote positive development in young people.

NZD: 4:00pm–5:30pm
AEDT: 2:00pm–3:30pm
AEST: 1:00pm–2:30pm

The Development and Validation of Adolescent-Specific Measures of Parenting and Adolescent Functioning

Kylie Burke

Abstract: A major limitation of measures used to assess risk and protective factors within the adolescent period is that they were developed to evaluate functioning across childhood and adolescence, rather than being purpose built to assess behaviours specific to adolescent development. This is particularly the case with measures of parenting, in which researchers and clinicians are required to use measures designed to assess the parenting practices and behaviours relevant to parenting children and then make presumptions about

their generalisability to adolescents. Given the renewed focus on adolescence as an important intervention point, valid and reliable adolescent-specific measures are needed to determine the impact of programs designed to promote positive outcomes for adolescents. This paper describes a program of work to develop and validate new measures of adolescent functioning and parenting of adolescents. The goal of this process is to construct scales that: a) sample parenting, relationship, and functioning items applicable to the adolescent period and into emerging adulthood; b) assess both parent and adolescent perspectives; c) are brief and easy to administer; d) are freely available; e) have strong psychometric properties (reliability, validity and change sensitivity); and f) can be used in research and clinical settings. We will specifically report on the validation of two measures in the suite, the 28-item Adolescent Functioning Scale (AFS; Dittman et al., 2016, 2021) and the 15-item Parent-Adolescent Relationship Scale (PARS; Burke et al., 2021). The paper will conclude by outlining future work in the development of this new suite of measures.

The Role of Parent-Adolescent Relationship Quality in Moderating the Effect of Teenagers' Anxiety on their Functioning

Cassy Dittman

Abstract: There is growing recognition that the relationship between adolescents and their parents play an important role in adolescent mental health, but less is known how this relationship influences outcomes in the context of adolescent mental health problems. This paper aims to examine the role of parent-adolescent relationship quality (connectedness and hostility) in adolescent functioning (positive development [PD] and oppositional defiant behaviour [ODB]) for adolescents in the community with anxiety, which is itself a risk factor for poorer adolescent outcomes. Specifically, we explored the 1) links between adolescent anxiety and parenting practices, parent-adolescent relationship quality, and parent psychological distress, and how these factors influence adolescent functioning; and 2) whether the parent-adolescent relationship moderates the association between anxiety severity and adolescent functioning. The study was an online survey of 723 community parents. Parents of adolescents (aged 11-17 years) who reported significantly poorer parental wellbeing, parenting practices and parent-adolescent relationship quality also reported significantly poorer PD and more ODB in their teenagers. Adolescents with greater anxiety had significantly weaker PD and greater levels of ODB. Regression analyses showed that connectedness and hostility in the parent-adolescent relationship uniquely predicted adolescent PD and ODB. Connectedness and hostility were also shown to moderate the strength of the association between adolescent anxiety and PD. Thus, parent-adolescent relationship quality appears to be a critical factor impacting adolescent functioning and should be accounted for in treatment planning to improve wellbeing for anxious adolescents.

Looking to the Future, Despite the Past: How Parents can Support Teens after Adversity

Carys Chainey

Abstract: Adolescents with a strong future orientation tend to think about the future, make goals and anticipate consequences. These future-oriented cognitions and behaviours help them to navigate the path through adolescence and into emerging adulthood. While future orientation may be negatively impacted by young peoples' past experiences of adversity, little is known about how parenting practices and the parent-adolescent relationship might mitigate the effects of adversity. This study aims to explore these relationships, using data from the Longitudinal Study of Australian Children, K Cohort. Self-reported future orientation was measured at age 16/17 years. Proxy variables captured the presence of four adversities from age 4/5 to age 14/15 years: parental separation and divorce, household substance abuse, household mental illness, and domestic violence. Four elements of parenting were measured at age 14/15 years: warmth, hostility, communication, and monitoring. Moderated logistic regressions were used to explore the relationships between adolescents' future orientation, parenting, and adversity. Teens were at increased risk for having poor future orientation if they had experienced higher levels of adversity and hostility, and lower levels of parental communication and monitoring. Parenting was not a significant moderator, indicating the effects of adversity and parenting are independent of one another. It is therefore important that we support families to avoid adversity, use effective parenting, and develop strong relationships, if we are to help adolescents to thrive both now and in their future.

TEA BREAK (30 minutes)

Session 8A: Symposium 6

The Identity and Social Processes Involved in Antisocial Behaviours During Adolescence and Young Adulthood: A Multidisciplinary Discussion

Chair: Alexander O'Donnell

Integrative Statement: As a developmental period, adolescence is characterised by growing needs to connect with extrafamilial peers and develop agency. Consequently, adolescents must draw upon their sense-of-self and navigate increasingly complex social situations. While most adolescents optimally traverse these changes, developmental processes can lead to behaviours that harm others, including aggression, rule breaking, and non-conformity. Using multiple research methods, the presentations will offer distinct discourses stemming from criminological, psychological, and sociological theories to explain how antisocial behaviours can manifest among young people. To start, O'Donnell demonstrates the importance of social processes by drawing upon robust longitudinal effects linking antisocial acts to previous exposure to risk-taking peers. Subsequent analyses further illustrate how factors that alter peer group formation can therefore reduce antisocial acts. Next, McLaw's studies how beliefs stemming from both interpersonal and intrapersonal processes can contribute to the desistance of crime in a sample of juvenile offenders. Using longitudinal modelling, McLaw's specifically tests whether reductions in perceived personal and social rewards of crime reduce reoffending. Finally, Skattebol introduces qualitative data that challenges the immediate conclusion that these behaviours are inherently "bad". By drawing upon the perspective of disadvantaged youth, Skattebol demonstrates the social benefits of collective antisocial behaviour and argues that preventative measures need to ensure these social relations are not disrupted. Collectively, these presentations show how social and individual processes are implicated in both the uptake, maintenance, and desistance of antisocial acts and simultaneously offers contrasting views of the benefits and pitfalls for adolescents when they engage in these behaviours.

NZD: 6:00pm–7:30pm
AEDT: 4:00pm–5:30pm
AEST: 3:00pm–4:30pm

The Relationship between Financial Hardships and the Development of Risky Behaviours: The Protective Role of Sporting and Non-Sporting Activities

Alexander O'Donnell

Abstract: Past research has demonstrated an association between financial hardships and risk-taking behaviours (broadly defined as delinquent, antisocial, or transgressive acts). However, this effect may differ based upon the provision or protective spaces, like those offered in extracurricular activities. In the current study, we examined and compared the longitudinal effect of financial hardships on risk-taking in a nationally representative Longitudinal Study of Australian Children ($N = 3,852$), which repeatedly surveyed adolescents every two years. Using a random-intercept cross lagged panel model, we found participation in financial hardships at the age of 12/13 years predicted higher risk-taking two years later. Further, a longitudinal indirect effect was observed, where financial hardships were associated with lower risk-taking four years later via increasing increased exposure to risk-taking peers. This latter effect was moderated by non-sporting activity participation, with activity participation offsetting the increased risk associated with financial hardships. In contrast, participation in sports was implicated in any of our analyses. Our data highlights how the provision of non-sporting activities may improve behavioural outcomes during adolescence, especially among more financially disadvantaged adolescents.

Relationship between Identity and Desistance Mediated by Perceived Personal and Social Rewards of Crime for Serious Adolescent Offenders

Shaun McLaws

Abstract: There is a growing interest in understanding the role of identity in the desistance process for adolescent offenders as they transition into adulthood. One useful theoretical perspective is the Identity Theory of Desistance (Paternoster & Bushway, 2009). The theory emphasises human agency, placing identity and rational choice as key focal points to the desistance process. The theory posits that for desistance to occur an offender must shift towards an identity signifying a conventional non-offending lifestyle, defined as a positive possible self. One phase of this shift is a commitment to achieving the possible self, which when undertaken can lead to changes in the way an offender weighs the perceived costs, rewards and risks of a crime, strengthening their pathway towards desistance. Currently, no research has looked into this pathway. The present study aims to bridge this empirical gap.

Using data on serious juvenile offenders from the Pathways to Desistance Study (Mulvey et al., 2004), a series of longitudinal cross-lagged models tested the hypothesis that perceived personal and social rewards of crime mediated the relationship between the expectation of achieving a positive possible self and desistance over time. Findings did not support the hypothesis, showing only a limited mediating role for both perceived personal and social rewards of crime in the desistance process. Moreover, there were mixed results linking the expectation of achieving a positive possible self to perceived rewards of crime, and perceived rewards of crime to offending. Overall, the findings provide avenues for future research, theoretical, and policy considerations.

What Do Practices of Identification and Belonging Do in High Poverty Contexts?

Jennifer Skattebol

Abstract: Identifications and the sense of belonging it generates are important drivers of action for young people experiencing economic and related adversities. Educational policy expects young people to make positive identifications as learners who accrue the educational and employment capital necessary for workforce participation and economic independence. While data across a program of related studies (Skattebol et al., 2012; Redmond et al., 2016) shows that young people themselves and their families often share these expectations, these expectations are often trumped by daily struggles for resources and institutional failures to respond to these struggles. Furthermore, the costs of attending to the accrual of educational and employment experience may detract from maintaining or managing other social resources, which deliver belonging and collective affiliations and the safety that flows from these identifications. In this paper, we showcase young people's testimony about complex practices of belonging that can sideline other positive and potentially future oriented identifications. We argue that collectivist orientations lie at the heart of some (but not all) practices which could be understood as anti-social. Rather than categorising these collectivist orientations as purely negative, educational institutions could work harder to mobilise these collectivist orientations towards developing citizenship and positive outcomes among disadvantaged and sometimes disenfranchised young people without needing to disrupt the social relations that they depend on.

Session 8B: Symposium 7

Programs for Promoting Mental Health Awareness Among Refugee Children and Communities

Chair: Agnes Dodds

Integrative Statement: We present three papers of theoretical and practical approaches to the development, implementation, and evaluation of community intervention programs. The Victorian Foundation for the Survivors of Torture (Foundation House) is a trauma-specialist non-government organization that works in partnerships with refugee communities to co-develop programs for varied cultural and age groups. The presentations focus on programs specifically designed for supporting refugee background communities to deal with mental health issues in the context of the COVID Pandemic. For these programs, Foundation House developers partnered with university evaluators to collaboratively design, monitor and evaluate. Dodds et al. report a developmental approach to program development and evaluation and illustrate with developer and participant data. Tucci and Collard report lessons learnt in adjusting programs for young people according to face-to-face and online media. Lawrence et al. present a theoretical analysis of the relation of social inclusion to recognition and respect of the wisdom and expertise in refugee communities and illustrate with a community advisory group's authoritative participation in program development and monitoring. Specifically designed for refugee groups, the approach is suitable for other intervention strategies. As a set, the presentations emphasise the need for professionals and community stakeholders to work in partnership and collaboratively with due recognition and respect of each other's knowledge and skill.

NZD: 6:00pm–7:30pm
AEDT: 4:00pm–5:30pm
AEST: 3:00pm–4:30pm

A Developmental Approach To Evaluation For Refugee Community Programs

Agnes Dodds

Abstract: Community intervention programs are funded and implemented to promote change that improves well-being among disadvantaged groups. Evaluation, although a crucial part of programmatic interventions, is frequently disassociated from development and implementation. Programs are traditionally evaluated by external consultants at conclusion, with little opportunity for knowledge generation among professional program developers and

community stakeholders. We present a developmental model that integrates the processes and content of program development and evaluation and illustrate its use in programs promoting the mental health awareness of refugee background groups of various ages. In this approach, decisions and activities proceed from goals to design and delivery, to outcomes and reporting, and then back into reflection for the next offering of the program. Evaluation questions and actions are inserted at each point, prompting attention to the integrity of processes, content and contextual conditions. For example, “Does the design of materials appropriately reflect goals?” “Are cultural beliefs and practices appropriately expressed in activities?” In contrast to traditional outcome evaluation approaches, the collaborative model is developmental in: (1) Integration of development and evaluation knowledge and activities; (2) Emergence of new knowledge and evaluative insights throughout the whole process; (3) Iterative learning from individual offerings of a program for organisational and community capacity building. We provide examples from programs for refugee groups that demonstrate how in this collaboration: developers and evaluators gain new knowledge and skill outside their own areas of expertise; and the concerns of community stakeholder groups are specifically addressed and incorporated into the process.

Lessons from Psychoeducational Programs for Recently-Arrived Refugee Young People in The Context Of COVID

Maria Tucci

Abstract: The COVID pandemic presents young people from refugee groups with challenges that add to the stresses of resettlement. We report lessons learnt from Foundation House psychoeducational programs for recently arrived young people at English Language Centres. Goals are to assist young people to reflect on and manage issues related to past refugee experience; present coping with settlement stresses; and plans and hopes for the future. Programs typically involve five sessions and a celebration delivered by teams of counsellors and young bicultural mentors. Programs are developmentally evaluated using workers’ weekly reviews of goals and activities and participant in-language surveys. Analyses of students’ comments revealed: (1) positivity and reluctance to dwell on COVID experiences; (2) preferred concentration on the future and hope; (3) concerns about loss of friendships and friendship opportunities. Analyses of workers’ reviews revealed: (1) flexibility required to move between face-to-face and online settings, especially when into completely online programs (e.g., break-out rooms, thumbs-up counts); (2) importance of cultural language and mentors’ sharing of experiences; (3) adjusting to participants’ online operating styles (e.g., turning off cameras); and (4) developing targeted strategies to facilitate participation. The COVID context has promoted adjustments of content and materials to match participants’ felt and expressed needs, goals, and styles. While online delivery gave some participants additional means of self-expression, it disrupted communal expressions, especially communal sharing of grief and loss. Lessons learnt are incorporated into programs and followed up in out-of-session personalized counselling and referrals.

Recognising, Respecting and Engaging the Practical Wisdom in Refugee Communities

Jeanette Lawrence

Abstract: Refugee background communities often are marginalised with limited opportunity to participate in service delivery, despite their demonstrated willingness and ability. We argue that social inclusion depends on recognition and respect and report a community capacity building initiative based on recognition of the practical wisdom residing in refugee communities. Recognition describes noticing someone with intense and deep attention. Respect is the valuing, worth-ascribing dimension of noticing and responding. It is easy for professionals to overlook the practical wisdom in refugee communities. Foundation House initiated partnership with a community advisor group to develop, implement and monitor programs to promote mental health awareness and well-being in communities. Foundation House contributed resources and personnel (especially bi-cultural workers) and introductions to other services. Advisors recruited from refugee background communities contributed knowledge of cultural attitudes and organisations, and settlement difficulties. Being recognised and respected as stake-holders with authority, advisors added input that transformed programs including: (1) Culturally appropriate naming with no mention of the stigmatised “mental health” concept. The resulting “Al-Rafahiya Al-Sehiya: Healthy Well-

being” title gave people a positive basis for discussing psychological comfort and discomfort; (2) Program delivery in cultural language by bi-cultural workers that encouraged participant talk; (3) Replacement of top-down didactic “teaching” by professionals with free-flowing group conversation, negotiated discussion and simple activities. General implications are increased social inclusion and decreased marginalisation for disadvantaged groups by collaboration and power sharing achieved through recognition and respect in decision processes. Community members are empowered as professionals work with them instead of for them.

AWARDS PRESENTATION AND CONFERENCE CLOSE (30 minutes)