



NEWSLETTER Nr. 3

MAY 2018

In This Issue:	
<i>Letter from Ersilia Menesini, EADP-President</i>	2
<i>New, Existing, and Former Council Members</i>	3
<i>EADP Initiatives for 2018 and Prospects for 2019</i>	4
<i>Reports and News Regarding EADP Activities</i>	
1. 18 th European Conference on Developmental Psychology in Utrecht, The Netherlands	5
2. Coming 2019 Conference in Athens	6
3. EADP-EARA-SRA Summer School 2017 Report	7-8
4. The 2017 George Butterworth Young Scientist Award Went to Eddie Brummelman	9
5. The 2017 William Thierry Preyer Award	10
6. Travel Fellowships and Plus Fellowships Awarded to Young Scholars to Attend the 18 th European Conference on Developmental Psychology	11
<i>Developmental Psychology in Eastern Europe: Current Issues and Trends</i>	12-18

Letter from the President
Ersilia Menesini



Dear members of EADP, colleagues, and friends,

It is a great honour for me to serve as a president of our association. I believe in the role of EADP as a support for networking and discussing among young and senior researchers in Europe and worldwide.

A special thank goes to the Early Research Union. I appreciate this group of young researchers, who make our association dynamic and energetic. Part of our community's work will be devoted to them as emergent young representatives of the association.

I take the opportunity of this newsletter to thank the old and new members of the council, who constitute the backbone of the organization. Together with the Council members we aim to contribute to the advancement of research, policy and practice in different areas of developmental psychology in Europe. This will be done in several directions by strengthening our collaboration with Eastern European countries, by promoting and supporting initiatives worldwide and through our biennial conference.

The EADP biennial conference will take place in Athens, from August 29th to September 1st, 2019 organized in collaboration with the National & Kapodistrian University of Athens (<http://www.ecdp2019.gr/>).

In the program of my two-years of presidency I committed myself to work on:

- 1) Organizing initiatives and events in the area of science and policy;
- 2) Organizing training schools for young scholars and researchers;
- 3) Supporting ERU in their action of networking across Europe;
- 4) Enhancing the impact of our journal - European Journal of Developmental Psychology;
- 5) Organizing thematic sessions in collaboration with national and international organizations of developmental psychology;
- 6) Maintaining and improving connections and collaborations with other societies such as the International Society for the Study of Behavioural Development (ISSBD), EARA, SRCD, SRA, EFPA and welcoming possible future joint initiatives.

Some of these initiatives are now partly organized, and will be carried out in 2018, some will be launched soon and realized in 2019. I will report extensively on all of them in the section EADP new initiatives.

New, Existing, and Former Council Members

We are happy to introduce our new president, president-elect, and council members.

- President:** Ersilia Menesini (Department of Educational Sciences and Psychology, University of Florence, Italy)
- President-Elect:** Marcel van Aken (Developmental Psychology, Utrecht University, The Netherlands)
- Past-President:** Katariina Salmela-Aro (Psychology Department, University of Helsinki)
- Treasurer:** Sevgi Bayram-Özdemir (Center for Developmental Research, Örebro University, Sweden)
- Membership Officer:** Burkhard Gniewosz (Department of Educational Science, Salzburg, Austria)
- Newsletter Editors:** Jana Nikitin (Department of Personality and Developmental Psychology, University of Basel, Switzerland)
Aysun Doğan (Department of Psychology, Ege University, Turkey)
Cintia Rodríguez (Department of Psychology, Universidad Autónoma de Madrid, Spain)
- President of the Early Researchers Union (ERU):**
Pasquale Musso (Department of Psychological, Educational and Training Sciences, University of Palermo, Italy)

We are grateful to work with **M. Rosario (Charo) Rueda** (secretary), **Willem Koops** (Editor of the European Journal of Developmental Psychology), and **Peter F. Titzmann** (Website Administrator).

We greatly thank our past president **Frosso Motti-Stefanidi**, membership officer Radosveta Dimitrova, treasurer **Dagmar Strohmeier**, and newsletter editor **Barbara Reichle** for their invaluable contribution to our society.

EADP Initiatives for 2018 and Prospects for 2019

Ersilia Menesini



While waiting for the big event of next year in Athens, in 2018 EADP will provide a variety of smaller scientific initiatives with other associations in developmental psychology aimed to promote collaboration and capacity building among young and senior scholars.

For young researchers we are preparing:

- 1) The second summer school in Ghent organized together with EARA and SRA in the period before next EARA Conference - September 9th -12th 2018;
- 2) Writing week in Erice, Sicily in November 5th - 9th, 2018, organized by ERU;
- 3) EADP training course for young researchers is planned in Florence in early 2019 that will be advertised in summer 2018.

We are actively collaborating with other associations in Developmental Psychology, contributing to several conferences and symposia:

- 1) A symposium organized by the International Consortium on Developmental Psychology at next JPS conference - Amsterdam, May 31 – June 2, 2018 – with the title: The Development of Developmental Science Societies - Organizers: Colette Daiute (cdaiute@gc.cuny.edu) & David Witherington (dcwither@unm.edu) - Chair and Speaker: Anne Petersen (annepete@umich.edu);
- 2) The third joint ISSBD-EADP symposium at the next ISSBD conference in Gold Coast, Australia - July 15th – 19th 2018 - on “Highlights and policy implications of longitudinal studies” organized on the behalf of our society by our past president Katariina Salmela-Aro and the president elect Marcel A.G. van Aken;
- 3) A joint EADP and EARA symposium on “Adolescence and new media” - at next EARA Conference – Ghent, Belgium in September 12- 15, 2018 - organized by Ersilia Menesini (EADP), Katariina Salmela-Aro (EADP) and Aysun Dogan (EARA) - discussant: Susan Branje (EARA).

For organizing thematic sessions in collaboration with national and international organizations of developmental psychology, proposed in my program for 2018, EADP will support an initiative in Tel Aviv University in October 7th – 9th 2018.

The topic of this mini-conference is "Prevention Psychology and Development".

The event is promoted by Prof. Moshe Israelashvili, PhD - School Counseling Program School of Education, Tel Aviv University.

Special reductions will be provided for EADP members who would like to attend the conference. More information will be circulated soon.

Reports and News regarding EADP Activities:

18th European Conference on Developmental Psychology in Utrecht, The Netherlands

Susan Branje, Conference Organizer



The 18th European Conference on Developmental Psychology was hosted by Utrecht University, The Netherlands, August 29 - September 1, 2017. We welcomed over 900 participants and 50 staff members in Utrecht. Participants came from 50 countries, and next to The Netherlands, the country with the highest number of participants was Japan. 76 % of the participants was female.

During the two-day preconferences, six workshops on conceptual and methodological issues related to the latest developments in developmental science were attended by 165 participants. One of these workshops, on getting the message across, was organized by ERU.

The conference included 5 keynote lectures, 7 invited symposia, 66 symposia, over 250 individual presentations grouped into 42 thematic sessions, 9 posters sessions with over 350 individual posters grouped by theme. During the extended poster exhibitions, there was plenty of time and opportunity for informal conversations outside the conference rooms. In addition, the conference included the presidential keynote by EADP President Ersilia Menesini, and the presentations by the awardees of the William Thierry Preyer Award, Mark Johnson, and the George Butterworth Young Scientist Award, Eddie Brummelman.

Other highlights of the program were the joint EADP-ISSBD symposium, the presidential symposium organized by four EADP Presidents to build bridges between developmental and educational psychology, and the public debate on the perils and pitfalls of multidisciplinary research. Moreover, we had an exciting “Living room of science” program in which recent developments regarding data collection and storage, publication, p-hacking and gender in science were discussed. The “Living Room of Science” attracted many scholars who engaged in a lively interaction and exchanged opinions on conducting ethical studies.

In-between sessions and during the evenings, participants could enjoy the beauty of the city of Utrecht, for example during the opening session in the Dom church or the reception in the Pandhof garden, or during one of the social excursions.

We thank all participants for attending ECDP2017 and making ECDP2017 a big success.



Reports and News regarding EADP Activities:

Coming 2019 Conference in Athens Spyridon Tantaros



Dear Colleagues,

On behalf of the European Association for Developmental Psychology (EADP), it is my pleasure and honor to invite you all to the 19th European Conference on Developmental Psychology, which will take place in Athens, Greece, August 29th to September 1st, 2019.

The Organizing Committee of the Conference will be comprised of members of the Department of Psychology of the National & Kapodistrian University of Athens, as well as of members of other Psychology Departments in the country. The Scientific Committee will consist of both national and international scholars.

We are already preparing an exciting program and distinguished speakers will be invited to share with us their valuable knowledge and experience. As with previous conferences of the Association, the scientific program will also consist of such scientific activities as invited symposia, symposia, oral sessions and poster presentations.

Our aim is to offer a chance to all participants to exchange research interests, ideas, and experience in Developmental Psychology, as well as the latest developments in the field. You can also count on an exciting social program, which will include the Opening Reception, city and museum visits, other leisure activities, as well as possible visits to archaeological sites such as Cape Sounio, Delphi, Mycenae and Epidaurus, and a one-day cruise to the Saronic Gulf. Athens is connected to all European cities with direct flights. The weather, at the time of the conference, is comfortably warm, with temperatures ranging from 27 - 32 degrees Celsius. You will find more detailed information at the website of the conference (www.ecdp2019.gr). My colleagues and I look forward to welcoming you in Athens and hope that you will enjoy the Conference as well as your stay in Greece.

Spyridon Tantaros, Professor of Developmental Psychology
Department of Psychology, National & Kapodistrian University of Athens



Reports and News regarding EADP Activities:

EADP-EARA-SRA Summer School 2017 Report

Alexia Carrizales, Université de Bordeaux, France

Adam J. Hoffman, University of Michigan, USA

Ilona Skoczeń, Cardinal Stefan Wyszyński University in Warsaw, Poland

This year's EADP-EARA-SRA Summer School included 24 junior scholars and seven senior scholars from across the globe and gathered at the Hotel Bergse Bossen in Driebergen, The Netherlands from 26-29 August 2017. The program began with a welcome dinner on Saturday evening. As we entered the restaurant, everyone received name tags and had time to informally network and eat our meals, to end the evening we moved our conversations to the hotel bar for welcome drinks. The next day we began the day with an introduction of The Summer School given by the organizer Susan Branje. Presentations of each day was planned in a way that combined presentations of both seniors and juniors. The first senior presentation, given by Christiane Spiel, focused on implementing interventions into public policy and practice. Following her presentation, junior scholars were asked to discuss the transfer of evidence based interventions in each of our countries/continents. Junior and senior scholars then broke out into smaller groups and junior scholars had the opportunity to share some of their research in presentations. The second senior scholar presentation was given by Craig Colder. He discussed the importance of understanding the developmental pathways to adolescent alcohol use, with a special emphasis placed on investigating the role of early sipping. Junior scholars were asked to design a study to identify potential risk and protective developmental pathways that may account for the effects of early sipping/tasting on later alcohol outcomes. The day was rounded out with another breakout session of junior scholar presentations.

The second day of the summer school began with Velma McBride-Murray's talk on the impact of discrimination and marginalization on adolescents' development. Junior scholars were asked to design an intervention or a means of prevention to avert the potential negative effects of discrimination on youth development. Then, Elisabetta Crocetti, another senior scholar, gave a presentation that explored the development of identity in adolescence. Her presentation was followed by a junior scholar activity, where scholars were asked to develop a research project to gain new insights into our own research areas by considering identity. We finished the day with break out session of junior scholar presentations and professional development roundtable discussion on various career pathways that are available upon graduation.

The third and final day of the summer school began with a methodological workshop by Manuel Voelkle. During his presentation we learned how to run continuous time modeling in R. After the workshop, we had a second professional development roundtable discussion on the effective ways of communicating research to the public. The last senior scholar presentation was given by Susan Branje on emotional variability and its role in adolescents' psychosocial development and the junior scholars were tasked to design a study that included assessments of behavioral variability. After a summary of the workshop, the Junior scholars received certificates of attendance and approximately half of the participants left for the European Conference for Developmental Psychology (ECDP) beginning that day just 20 minutes away in Utrecht, The Netherlands.

From the junior scholar's perspective, we burgeoning experts in our specific fields of study, however we are also learners. For many of us we sometimes found it challenging when scholars (both junior and senior) asked questions about our research design and methods that many of us take for granted. Given the diversity and breadth of research views and perspective, these questions were difficult and stretched our understanding of our areas of research. However, it was these hot-housed, inter-cultural/national scholarly conversations that allowed us to garner new and interesting perspectives on our research. We appreciated these illuminating discussions as they are difficult to duplicate outside of The Summer School experience/context.

The Summer School represented a unique and exceptionally enriching and rewarding experience as we were surrounded by colleagues from completely different cultures and areas of research. This context allowed us to discover both the commonalities and uniqueness in the ways we understand our research and approach problems and ideas. The Summer School unites scholars who might otherwise only have sat adjacent in the same conference presentations. The Summer School provided us with the scaffolding we needed to bridge our research worlds, both in terms of content areas of research but also cultures and countries. We were with each other for extended periods of the day, not only during the student's activities but also during social time, as well. Many of the discussions between scholars (both junior and senior) were focused on common themes of research across cultures/countries. However, also we took the time to discuss and the current political, economic and social situations in other countries besides our own and how they might impact current and future research. We also discussed various traditions of intellectual work, different ways in which doctoral degrees are organized, funded, supervised in different countries.

The experience of The Summer School not only broadened our understanding of our research but has potential to act as a foundation for the development of international collaborations among scholars. Many of us made plans to see each/meet with each other at the 2017 ECDP Conference in Utrecht and are making plans for the 2018 Society for Research on Adolescence Conference and continue the discussions started at The Summer School!

Events like The Summer School foster growth and strengthen the field of developmental psychology. The Summer School allowed us to engage in deeply enriching discussions that lead to a more full understanding of different phenomena in adolescents, at national and international levels. The junior scholars would like to thank Susan Branje and Natasha Koper for their seamless organization and coordination of this event. We would also like to thank the senior scholars for their time, insight, and wisdom that they shared with the group. Finally, we would like to thank the EADP, EARA, and SRA for aiding the in the sponsorship of this great event. We hope that The Summer School continues for many years to come. For many of us, The Summer School made a lasting impact on our lives, both professionally and personally, and has shaped us to be a contemporary scholars, engaged in cross-cultural, critical dialogues and research that enhances our understanding and knowledge in developmental psychology.

Reports and News regarding EADP Activities:

The 2017 George Butterworth Young Scientist Award went to Eddie Brummelman

Barbara Reichle



George Butterworth (1946-2000), one of the two founding fathers of the European Society for Developmental Psychology, was an internationally respected authority on infant development. After completing his D.Phil. at Oxford, his professional stations were Southampton University, University of Stirling, and ultimately University of Sussex. He was appointed Honorary Professor at the University of East London in 1996. His contributions to the discipline include founding both the British Infancy Research Group and the Journal of Developmental Science. The European Association of Developmental Psychology (previously European Society for Developmental Psychology) established the George Butterworth Young Scientist Award in his honor.

The Award is given every two years, and it was presented for the fifth time at the 18th European Conference on Developmental Psychology in Utrecht. The requirements were (1) the successful defense of a dissertation in the (broadly defined) domain of developmental psychology at a University in any European country between January 2015 to December 2016, (2) nomination or self-nomination together with two letters of recommendation by senior scholars based on the dissertation work of the nominee, and (3) an article or chapter of the nominee that has either been published, is in press or has been submitted for review. The award consisted of € 500,00, a presentation of the research as an invited address with subsequent publication in the outlet of the society, and the invitation to join the next award committee.

The 2017 Butterworth Young Scientist Award committee was composed of three EADP council members (Profs. Barbara Reichle, Dagmar Strohmeier, and Peter Titzmann), who unanimously selected Eddie Brummelman among seven excellent nominees from four European countries (Belgium, Germany, The Netherlands, and Spain). Eddie Brummelman completed his dissertation in January 2015 at the University of Utrecht. Until 2017, he was a Marie Skłodowska-Curie Fellow at Stanford University, and a postdoctoral researcher at the University of Amsterdam. He currently is Assistant Professor at the Research Institute of Child Development and Education at the University of Amsterdam. Eddie received his award and presented his invited address with the title "Childhood Origins of Narcissism and Self-esteem", on August 30, 2017 in the Utrecht Domkerk. It was very well received and is already published in the European Journal of Developmental Psychology as a 2017 advance online publication (doi: 10.1080/17405629.2017.1419953).

The 2017 William Thierry Preyer Award Ersilia Menesini



William Thierry Preyer (1841-189) was the Chair of Physiology at the University of Jena, Germany. His vision was inspired by Charles Darwin, and his main works have importance till today – “Spezielle Physiologie des Embryos” and “Die Seele des Kindes” (The Mind of the Child). Both books lead the foundation in their respective scientific disciplines, developmental physiology and developmental psychology, and seen from modern interdisciplinary views on human development. The William Thierry Preyer Award was donated to the European Association of Developmental Psychology (previously European Society for Developmental Psychology) by the President of the 2007 European Congress on Developmental Psychology and the Rector of the Friedrich-Schiller University, Jena, Germany. According to an agreement, the University continues to support this award through a long-term donation, EADP takes care that the award will excel its history and current reputation of developmental science.

Every 2 years, at the biennial conference, EADP calls for nominations for European scholars in the area of developmental psychology who are recognized internationally for an original and substantial contribution to a better understanding of human development and its contexts.

2017 Award Committee consisted of Ersilia Menesini, Frosso Motto Stefanidi, Charo Rueda, Paul Harris, and Peter Smith. On the basis of an independent evaluation, the Committee decided to offer the William Thierry Preyer Award for Excellence in Research on Human Development to Annette Karmiloff-Smith (1938-2016) and to Mark Johnson for their original and outstanding contribution in the area of developmental science. Specifically, Annette Karmiloff-Smith showed how the study of development has to embrace a multidisciplinary approach; she developed a new “neuroconstructivism”, referring to the integration of Piagetian theory with new findings on functional brain development; she revolutionized the study of atypical development; inspired generations of developmental scientists and made the results of scientific research accessible to the general public. Her innovative ideas were published in the famous book that she wrote together with among others her husband Mark Johnson on “*Rethinking Innateness: A connectionist perspective on development*” (1996). Mark H. Johnson co-authored the book together with Annette Karmiloff-Smith (and Jeffrey Elman, Elizabeth Bates, Domenic Parisi and Kim Plunkett). Johnson has also developed an Interactive Specialisation approach to development, an approach of cognitive development that considers development as a stochastic, network-based, interactive process. Johnson’s and Annette Karmiloff-Smith’ work has had impressive international impact and influences and motivates new generations of researchers in the domain of developmental science.

Reports and News regarding EADP Activities:

Travel Fellowships and Plus Fellowships

Dagmar Strohmeier & Barbara Reichle



22 Travel Fellowships and 6 EADP Plus Fellowships awarded to Young Scholars to Attend the 18th European Conference on Developmental Psychology in Utrecht

Before the 2017 Utrecht conference, EADP awarded 22 Travel Fellowships of 250,00 € each to early career scholars who are PhD students or who defended their dissertation not earlier than 2013. Among 50 applications from around the world, the award committee (Prof. Dagmar Strohmeier, Prof. Barbara Reichle and Dr. Pasquale Musso, President of the Early Researchers Union within the EADP) selected the winners on the basis of the following four criteria: CV, quality of research, quality of the submitted paper, and future potential. Because of the equal placement of 3 persons, the council decided to sponsor 22 instead of 20 applications.

The 2017 travel fellowship winners are:

Erin Brown, Santa Lucia, QLD, Australia
Monica Buta, Cluj-Napoca, Romania
Angela Conejero, Granada, Spain
America Davila, De Kalb, IL, USA
Alejandro de la Torre-Luque, Palma, Spain
Leonor P. Costa, Lisbon, Portugal
Zeynep Ertekin, Ankara, Turkey
Oriola Hamzallari, Tirana, Albania
Katarzyna Kostyrka-Allchorne, Essex, UK
Samuel Noah Meisel, Buffalo, NY, USA
Diana Miconi, Padova, Italy

Anahid S. Modrek, Los Angeles, CA, USA
Bénédicte Mouton, Louvain, Belgium
Elizabeth Nye, Oxford, UK
Luca Ronchi, Pavia, Italy
Alexandra Sabou, Cluj-Napoca, Romania
Astra Schults, Tartu, Estonia
Ilona Skoczen, Warsaw, Poland
Zuhal Uelger, Ludwigsburg, Germany
Tracy Wong, Montreal, Canada
Kaichi Yanaoka, Kyoto, Japan
Antonio Zuffianò, Liverpool, UK

EADP PLUS travel fellowships were an inspiration of the Early Researchers' Union (ERU) within the EADP. At their registration, all conference participants were asked to donate 50.00 € to fund excellent young scholars. In this vein, 600,00 € were raised and thus another 6 persons could get funding of 100,00 € each. Thanks to the generous donors!

The EADP PLUS travel fellows are:

Suzan Cen, Ankara, Turkey
Pablo Carrera García, Seville, Spain
Sule Selcuk, Ankara, Turkey

Berna Arslan Uzundağ, Istanbul, Turkey
Jana Vietze, Potsdam, Germany
Antonia Zachariou, London, UK

**Developmental Psychology in Eastern Europe:
Current Issues and Trends
Jana Nikitin**



Developmental Psychology in Eastern Europe is for many development psychologists from other European countries a “terra incognita”. International publications are biased towards research from the USA and Western Europe. Eastern Europe is underrepresented. However, in the past twenty years, Eastern-European psychology has made massive progress, which is also visible in the vitally participation of students and young scholars in the ERU. We want to reflect this development in this newsletter. We had contacted EADP members from several Eastern-European countries and had asked them to outline the state of the developmental psychology in their country. What are the current main (research) topics? What are the main challenges? Are there (possible or existing) connections with other countries? What would the scholars wish for the developmental psycho-logy in their country? Is there anything that EADP could get involved or help? We were very happy that almost all contacted researchers responded to our request so that today we can present the state of developmental psychology in **Albania, Croatia, Estonia, Hungary, Lithuania, Poland, Romania, and Slovenia**. We hope that you will enjoy reading the contributions that are in our view both very informative and intellectually stimulating. We also hope that these contributions will render the starting point for future collaborations and that they will broaden our horizons.

Jana Nikitin, Newsletter editor

Developmental Psychology in Albania

The field of psychology is new to Albanian context, only established in 1996. Presently, many public and private universities offer psychology as a field of study. Also, most universities offer master degrees in clinical, school psychology, organizational psychology but not yet in developmental psychology. Still, graduate doctoral students have the opportunity to investigate developmental research topics such as parenting, early childhood development, identity development and so on. Currently, there is a higher education reform occurring in Albania. Before, universities focus was more on teaching quality rather than research quality. Now, there is a high need for higher education institutions to be research-oriented, to develop research laboratories (particularly in social sciences and psychology). Doctoral students carry out their research based on institutions agreements and mostly on individual levels. Supervisors are supportive in this process. Doing research in Albania and particularly in psychology and developmental psychology is challenging due to limited human resources and other facilities. There is a need to develop research not only on individual level but also on a broader national and international level. There is a generation of young researchers (the majority of them in developmental and clinical psychology) that need to get promoted through these research collaborations. Albania

is a very interesting post-soviet country in Europe to conduct cross-cultural research. Yet, the young generation of researchers needs to develop the culture of doing research by supporting them in applying for research grants, in trainings for scales validation (self-report and observational data), trainings in advanced statistical skills and trainings related to practical issues of conducting research. Albania has the potentials to be one of the European countries that produces rigorous and impactful research in developmental psychology.

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Developmental Psychology in Croatia

Although developmental psychology has existed for almost a century in Croatia, it was underdeveloped in comparison to other subfields of psychology until the 1970s. During the last five decades, both research and practice have expanded and improved greatly. Some topics have been consistently examined by researchers and practitioners (e.g., the development of children with disabilities, parent-child relations, risk and protective factors for development, development in [late] adulthood); however, societal changes at macro- and chronosystem levels have influenced the emergence of new topic areas. Most notably, interest in the consequences of war on child and adolescent development was the leading research topic and area of practical work in 1990s and at the beginning of 21st century. This focus has diminished and more work is aimed at detecting the impact of a divided post-war society and economic hardship on development, as well as providing interventions to mitigate their negative effects. Studies examining different aspects of child and adolescent development in relation to the Croatian school system, and efforts to carry out comprehensive curricular reform, are also currently in scientific and political focus. An observable research trend is growth in the number of interdisciplinary studies, for instance in the area of language and literacy development. Methodological advances are also evident, primarily in an increased number of longitudinal studies, multi-method approaches to data collection, and the application of advanced statistical procedures. However, there are many challenges and obstacles that prevent the progression and visibility of Croatian developmental psychology in an international context, including a lack of research grants, small research teams, infrequent international collaborations, and language barriers. Recent changes in doctoral studies that, among other things, promoted writing theses according to the Scandinavian model (in contrast to the traditional monography written in Croatian), and greater participation of Croatian developmental researchers in international research networks could be important ways of advancement towards higher visibility and greater impact of Croatian developmental psychology.

About the author:

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Developmental Psychology in Estonia

Estonia is a small country with 1.36 million people. The number of professional psychologists, including those dedicated to child development research or practice related to parenting, education, and health care, is small. The smallness of the field reflects in the fact that research and teaching of every developmental psychologist covers a wide range of issues related to development. This year, Estonia is celebrating its 100th anniversary. For 50 years of this time, the country lived under Soviet rule. Since the country regained its independence in 1991, Estonia has undergone rapid political, societal, and economic transformations. As a fast-changing country Estonia is an ideal place to investigate the development and adjustment of children in a changing developmental context. The results of comparative studies indicate that parents and teachers now tend to place a great value on fostering autonomy and self-direction in children. At the same time, traditional conformity-related values continue to be emphasized in Estonian families and schools more than in many other countries (e.g., Germany, Finland, Sweden, the USA). We focus on the following questions: what exactly in child developmental context affects child development and social, school and psychological adjustment, which skills are the most predictive of future achievement and how the factors playing crucial role in the development interact with each other across ages, sexes, and socio-cultural background, how and when to identify children at risk for developing language delays, and for lagging behind academically.

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Developmental Psychology in Hungary

In Hungary there are several universities and other research centers where research is conducted within the field of developmental psychology. Both typical and atypical development are in the focus of this research. Universities, where in our country there are institutes of psychologies with developmental psychology research are: Eötvös Loránt University, Budapest, Károli Gáspár University of the Reformed Church in Hungary, Pázmány Péter Catholic University, Central European University, University of Debrecen, University of Pécs, and University of Szeged. Among others, research focuses include the development of autobiographical memory and the social understanding of others' beliefs (e.g., 1), attention deficit hyperactivity disorder and self-destructive and suicidal behaviour of adolescents (e.g., 2), autism and cognitive and language development (e.g., 3), regulation problems in early childhood, interactional styles of parents and infants, developmental neuropsychology, the development of preterm children, and school psychology. At the Cognitive Development Center of Central European University (CEU) infants and toddlers are studied with different methods including optical imaging, Geodesi Sensor Net, or Eye Tracking. With these methods the studies conducted at CEU look into many aspects of infant knowledge, including how infants understand the functions of different objects, or how they acquire language (e.g., 4). At the Hungarian Academy of Sciences, research is conducted on impairments in language development, and the neurocognitive aspects of dyslexia (e.g., 5). Another exciting filed at this research center is the examination of the genetic and environmental factors contributing to children's temperament and attachment (e.g., 6).

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Developmental Psychology in Lithuania

Lithuania is a European country with population around 2.8 million, which gained its independence from Soviet Union 25 years ago and retained its unique Lithuanian language and traditions. During past two decades Lithuania has distinguished itself with the highest rates of suicides and mental health problems. Therefore, main concern of developmental psychologists and researchers became risk and protective factors of mental health problems in children, adolescence and youth. The more favorable actions of social policy were taken, and several preventive programs (e.g., aiming at positive parenting to lessen physical and emotional violence in families, or aiming to lessen bullying at schools) were implemented. Longitudinal studies on main developmental tasks in different age groups and on following developmental trajectories have been started. Recently Lithuanian researchers are leading the large-scale longitudinal studies on positive youth development from adolescence to emerging adulthood, on identity formation, on early development of self-regulation. Also electronic media and internet use in all age groups of children and adolescence is being researched with an aim to find out possible associations with children's cognitive, emotional, and social development, and with parenting and family contexts. Lithuanian researchers have international projects with partners from Japan, Italy, Latvia, and Taiwan, also several researchers' teams are involved in large European study platforms (Kids Online, SHARE, etc.). We wish more intensive and steady interest and collaboration from European researchers to conduct cross-cultural comparative studies. The main challenges in Lithuania remain the insufficient researchers' and policy makers' attention, also financial support, for developmental issues in infancy and toddlerhood, and middle and later adulthood. There is also lack of internationally well-known and validated scales to assess the cognitive, emotional and social development in age periods. EADP could contribute with

some provision and agency in helping Lithuanian researchers to be visible and considerable both in the context of European developmental psychology, and in terms of informing social policy in the country.

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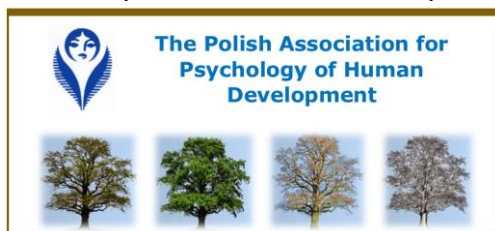
Developmental Psychology in Poland

Developmental psychology is one of the oldest subdisciplines of psychology in Poland. It was created and developed intensively before World War II at Jagiellonian University – one of the oldest science centres in Europe – by professor Stefan Szuman. Currently, we have 20 centers in which the studies of human development through the lifespan are conducted, including: laboratory studies of the neuropsychological conditions of development through the lifespan, cognitive development (particularly the theory of the mind), social and moral development and social participation, family-related development, development of identity, motivation and values. A number of these centers train developmental psychologists. There is the Polish Association for Psychology of Human Development (<http://www.psprc.edu.pl/>) in the country. It has over 100 members and integrates the community by organizing annual conferences (the 27th conference will be held in 2018). The Association carries out popularization activities, which include publishing a bulletin containing topical information about what is going on in the community (what's new in the science, what is worth reading, what conferences are offered). It contains information about the activities of international associations – EADP and EARA. One can also find us on Facebook. The Association has been issuing the nationally renowned journal *Psychologia Rozwojowa* for 21 years. Those interested can read abstracts in English on <http://www.ejournals.eu/Psychologia-Rozwojowa/>. Every year we grant the Stefan Szuman Award for outstanding publications providing contributions to the knowledge of lifespan development. Recently, it has been granted for studies of: (1) participation in family rituals from the perspective of young adults, (2) effect of space on time estimation by children, (3) development of the preference of values from childhood to adulthood. Polish developmental psychologists collaborate with a number of research centers around the world, for example, with the University in Padova, the University of Jyväskylä, the Education University of Hong Kong and the Hungarian Academy of Science. In order to broaden the opportunities of cooperation with EADP and the international scientific community, we are planning to prepare a platform for information and discussion, which will present – in English – developmental studies conducted in Poland. We will announce further information on the platform in the EADP Bulletin.

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Developmental Psychology in Romania

Developmental psychology is being studied in all universities in Romania. There is a diversity of topics approached by the university research centers, most of them being circumscribed to applied research. The group of researchers from Developmental Psychology Laboratory, Babes-Bolyai University conduct both fundamental research investigating the development of executive functions and cognitive flexibility, and applied research focusing on cognitive vulnerability markers of internalizing/externalizing symptoms in children and adolescents. Our team from the Department of Psychology, University of Oradea is involved in studies targeting socio-emotional skills development in children and adolescents. We developed aggression, bullying and radicalization prevention school programs. Early childhood development and education is one of the interest research topic for the investigators affiliated with University of Bucharest. Humor and mental health in the elderly, attachment and suggestion are topics approached by researchers from the "Alexandru Ioan Cuza" University of Iasi. As a result of the poor research funding in Romania, the greatest challenge of researchers is to get funds for their projects. Another challenge is the international visibility given by the published articles and their quotations. Technological progress is one big challenge too, developmental psychologists are looking to use technology for the children and adolescents health. To meet these challenges, most of developmental psychology researchers try hard to become part of international interdisciplinary research teams. As members in such groups, they have the opportunity to professionally grow. I would like to see more progress in developmental psychology research in my country. I also wish that the latest findings of research to better reflect on our daily lives improvements. We need to invest more time in the collaboration between academia and practitioners. EADP could help developmental psychologists from my country by inviting them to join it, by supporting them to attend the conferences, by promoting international collaboration both in research and practice and by investing knowledge in young professionals.

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Developmental psychology in Slovenia

In Slovenia you can study psychology at two universities (University of Ljubljana, Department for Psychology; University of Maribor, Department for Psychology). In both programs developmental psychology plays a vital part. In addition to basic and applied research taking place at Departments of Psychology at both universities, the developmental psychology and its research plays a crucial part also at the Faculties of education (at University of Ljubljana, University of Maribor, and University of Primorska) and at the research institutes (Educational Research Institute). Main research topics, among others, in the last years evolve around language development (with special focus on the effects of home literacy environment; parental influences, gender differences and socio-cultural perspective), personality development (with special focus on early childhood), social and emotional competences development (with focus on youth participation, positive youth development, anxiety and aggression and self- concept development) and on the periods of transitions (with special focus on the transition from kindergarten to school (e.g. assessment of school competencies, the role of kindergarten), transition to adolescence and on the period of emerging adulthood (e.g. the process of individuation). In the con-

text of education, the focus has been given to the supportive mechanisms in schooling period (e.g. learning disabilities, social and emotional learning, achievement motivation) and on the evaluation of the effects of the prevention and intervention programs. The researchers in the area of developmental psychology are members of Slovenian Psychological Association and also members of EADP. The main challenges in Slovenia are currently related to the financing (e.g., lack of national research funds to support basic research in social sciences and in psychology). In the future we would wish for a more stable financing and involvement of the Slovenian research into current developmental psychology trends. Organization such as EADP is crucial when providing a link between national and international research.

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