



## **Yield Newsletter –April 2015**

Dear Yield members,

In this Newsletter, we would like to update you on current Yield activities.

### **News:**

#### **Yield Institutions [Academische Werkplaatsen]**

In the past few months several contacts with boards of primary and secondary schools were established to explore the possibilities to associate them with Yield. A more formal co-operation with schools and their boards would be beneficial, not just for our research endeavours, but also for our education programmes and our students.

In March meetings were held with ASKO (Amsterdamse Stichtingen voor Katholiek (Primair) Onderwijs), a board that includes 32 primary schools in the Amsterdam region, and with Dunamare, a board with 24 schools ranging from pre-university to vocational education in the region of Haarlem.

Both are highly interested in a long term co-operation in the form of finding joint opportunities for educational research and other Yield activities. Dunamare and ASKO will consult with their schools to see who can help to put some of these opportunities into practice. We will keep you informed on the results.

#### **Brainstorm sessions**

Yield aims to create opportunities for brainstorming and discussions on future research topics. In the March Newsletter, we have presented the first two topics ('identity' and 'attention training'). The third topic will be 'emotion regulation', which is presented below. Yield postdocs will arrange separate brainstorm sessions to discuss these topics. If you would like to attend the session about 'emotion regulation', you can contact Daniëlle van der Giessen ([D.vanderGiessen@uva.nl](mailto:D.vanderGiessen@uva.nl)).

#### **Emotion regulation**

An essential objective in the development of emotion regulation is to learn ways in which to manage emotions in socially and contextually appropriate ways. Difficulties with emotion regulation underlie many forms of psychopathology. Although emotional regulation skills are often conceptualized as "in" an individual (e.g., child, parent), these skills largely develop through interactions in different contexts. Nevertheless, a large majority of research still uses questionnaires to measure emotion processes, which are not well-suited for capturing the dynamic, fluctuating, and contextually specific emotion regulation skills that individuals deploy when navigating the challenges of real-life interactions.

The aim of this brainstorm session is to exchange ideas on the nature and consequences of emotional regulation skills and to discuss different ways of measuring emotion processes in a dynamic and contextually relevant manner (e.g., observations, experience sampling, and physiological assessments). We also want to explore possible collaborations within Yield to study emotion regulation.

Kind regards, on behalf of the Yield team

Frans Oort, Marielle de Reuver and Helle Larsen

### **Yield activities**

#### ***Colloquium Educational Sciences***

**Speaker:** Prof. Karine Verschueren (KU Leuven, School psychology and Child and Adolescent Development)

**Time:** May 12th, 15.30-17.00

**Location:** REC-M 1.02

#### **Classroom social relationships as a context for child and adolescent development**

This presentation will give an overview of our research regarding the role of school-based social relationships for children's psychosocial and academic development. First, we report on our longitudinal and intervention studies demonstrating the importance of close, supportive teacher-child relationships for the development of children in general, and at-risk children in particular. Different at-risk groups were studied, such as children with self-regulating difficulties and children with insecure parent-child attachment. Going beyond the demonstration of the importance of the teacher-child relationship, we also investigated explaining mechanisms for these effects. In addition, this research included the development and validation of multi-informant tools for assessing teacher-child relationship quality. Second, we extend this work by clarifying the "invisible hand" of teachers in children's peer relationship experiences, using a multidimensional approach to peer relationships. We studied reciprocal effects of both.

#### ***Colloquium Child Development***

**Speaker:** Felix van Urk (PhD candidate, University of Oxford)

**Time:** May 21<sup>st</sup>, 16:00 -17:00

**Location:** MS.02

#### **Should we specify complex interventions by function rather than by form? Feasibility and reliability of a function-focused approach towards implementation fidelity.**

To resolve the fidelity-adaptation debate for complex interventions, some argue that these interventions should be defined by their *functions*: theorized change mechanisms resulting directly from implementation, instead of their *form*: an exact set of implemented activities. To explore the feasibility of this idea in practice, we are monitoring the functions of Project-Based Learning (PBL) alongside the implementation of its form in Studio Schools in England. We specified the activities (form) and their assumed functions of PBL, and subsequently operationalized these as questionnaire

items. This presentation will define function-focused fidelity as opposed to fidelity focused on form, and will discuss the results of our study along with implications for intervention research.

### ***Colloquium Educational Sciences***

**Speaker:** Prof. Helen Ladd (Duke University, Durham, NC)

**Time:** May 26th, 11.50-13.00

**Location:** REC- JK1.83

### **Returns to teacher experience: Student achievement and motivation in middle school**

We use rich longitudinally matched administrative data on students and teachers in North Carolina to examine the patterns of differential effectiveness by teachers' years of experience. The paper contributes to the literature by focusing on middle school teachers and by extending the analysis to student outcomes beyond test scores. Once we control statistically for the quality of individual teachers by the use of teacher fixed effects, we find large returns to experience for middle school teachers in the form both of higher test scores and improvements in student behavior, with the clearest behavioral effects emerging for reductions in student absenteeism. Moreover these returns extend well beyond the first few years of teaching. The paper contributes to policy debates by documenting that teachers can and do continue to learn on the job.

### **Method & Technique (POWL) and Psychological Methods (Psychology)**

Combined M&T (POWL) and PM (Psychology) biweekly meetings on Psychometrics. Wednesdays 12:00-13:00. Contact: Andries van der Ark ([L.A.vanderArk@uva.nl](mailto:L.A.vanderArk@uva.nl)). This meeting has now been added to the general list of overview of Yield meetings (see below).

### **Joint OOP/ADAPT meeting**

The next joint OOP/ADAPT meeting will be held on Tuesday the 12th of May, in room REC-M 0.02, between 16h15 and 17h30.

Leone De Voogd just started analyses on the follow-up data (3, 6 and 12 months) of her large study on cognitive training aimed at anxiety/depression prevention in adolescents. She will give you a first impression of the data and some preliminary analyses, and hopes to get some input on the most relevant analyses/questions and the best method to analyze these longitudinal data.

Anna Ridderinkhof has just completed an experimental study on empathy in adults, comparing a mindfulness mini-intervention to a relaxation and a control mini-intervention.

## **Overview of Yield meetings**

### **Childhood education and family support**

Biweekly colloquia are held. Ongoing research is presented and discussed. Contact: Alithe van den Akker ([A.L.vandenAkker@uva.nl](mailto:A.L.vandenAkker@uva.nl))

### **Brain & Cognition**

Biweekly colloquia are held (see <http://www.dutcharc.nl/links/labmeetings/>). Contact: Cédric Koolschijn ([P.C.M.P.Koolschijn@uva.nl](mailto:P.C.M.P.Koolschijn@uva.nl))

### **Education and Instruction, learning processes and child development**

Education organises 'Educational Science Colloquia' approximately bimonthly. These meetings consist of presentations of research and occasionally external speakers are invited. Contact: Madelon van den Boer ([M.vandenBoer@uva.nl](mailto:M.vandenBoer@uva.nl)) and Marloes Muijselaar ([M.M.L.Muijselaar@uva.nl](mailto:M.M.L.Muijselaar@uva.nl))

Education and Instruction, learning processes and child development also have combined colloquia which are held monthly. In these meetings, ongoing research is presented and research proposals are discussed. Contact: Madelon van den Boer ([M.vandenBoer@uva.nl](mailto:M.vandenBoer@uva.nl))

### **Developmental psychology and Developmental and parenting problems**

Combined OOP (Susan Bögels' lab)/ADAPT (Reinout Wiers' lab) colloquia are held once a month. Here ongoing research is presented and discussed. Contact: Bram van Bockstaele ([B.D.vanBockstaele@uva.nl](mailto:B.D.vanBockstaele@uva.nl))

Code – P colloquia are held biweekly (Hilde Huizenga's lab and Maartje Raijmakers' lab). In these meetings, research is presented and discussed. Contact: Laura Dekkers ([L.M.S.Dekkers@uva.nl](mailto:L.M.S.Dekkers@uva.nl))

### **AMC Pediatrische Psychologie Kennisoverdracht Bijeenkomst**

These are monthly research meetings, often with (external) presentations. The meetings are held on the third Tuesday of the month from 12:00-13:00. Contact: Marieke de Vries ([M.deVries@uva.nl](mailto:M.deVries@uva.nl))

### **Tinbergen Institute**

The Tinbergen Institute is the research institute and graduate school of the economist from the UvA, VU and EUR. These are open seminars where Yield researchers are welcome. The topics are rather broad. Contact: Nienke Ruis ([N.M.Ruijs@uva.nl](mailto:N.M.Ruijs@uva.nl))

### **Psychometrics: Methods & Statistics (POWL) and Psychological Methods (Psychology)**

Combined M&S (POWL) and PM (Psychology) biweekly meetings on Psychometrics. Wednesdays 12:00-13:00. Contact: Andries van der Ark ([L.A.vanderArk@uva.nl](mailto:L.A.vanderArk@uva.nl))