



Yield Newsletter – March 2015

Dear Yield members,

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

News:

Brainstorm sessions

Yield aims to create opportunities for brainstorming and discussions on future research topics and plans. In the previous Yield postdoc team meeting, we discussed possible multidisciplinary themes that cover research interests across the Yield research groups. Several interesting topics were discussed. Two particularly promising topics are the following:

1. Identity

Identity refers to how people construe themselves. The study of identity has become a vibrant area of inquiry within educational sciences, developmental psychology, social psychology, and pedagogics. In this brainstorm session, we want to discuss different perspectives on identity, to exchange ideas about the origins, nature, and consequences of identity, and to discuss different methods of assessment (e.g., explicit, implicit). We also want to explore possible collaborations to study identity across research groups.

2. Potential for attention training tasks in children with ADHD or other difficulties to focus attention

In the field of anxiety disorders, biased attention for threatening stimuli is thought to maintain anxious states. In order to overcome this maintaining factor for anxiety, several paradigms have been developed to train people to attend more to positive, non-threatening stimuli (Attentional Bias Modification, ABM). Similar training paradigms have been used in other psychological problems, including depression, substance abuse, and eating disorders. One interesting possibility for attention training that has thus far been overlooked is ADHD. Some of the core features of ADHD are heightened distractibility and poor attentional control. Although these attention problems are not necessarily linked to a specific class of stimuli, the training paradigms that are used in ABM might prove useful to increase general attentional control and reduce distractibility in children with ADHD. An interesting extension to this idea could be to also use these training paradigms in other populations that experience attention problems, such as children with an autism spectrum disorder, a brain tumor or renal failure.

Yield postdocs will arrange separate brainstorm sessions to discuss these topics. If you would like to attend one of the sessions please contact: Eddie Brummelman (E.Brummelman@uva.nl) for Topic 1 and Bram Van Bockstaele (B.D.vanBockstaele@uva.nl) for Topic 2.

Graduate Programme

The Yield Graduate Programme course will start on April 10th 2015 with biweekly lectures given by Yield Principal Investigators.

Sarphati Institute

On March 31 2015, a short meeting on the development of the Sarphati Institute was held. Yield representatives were present. The Sarphati Institute is in its initial phase; currently conducting inventories of possible collaborations, developing the business plan and starting preparations of the Sarphati Cohort.

Kind regards, on behalf of the Yield team

Frans Oort, Marielle de Reuver and Helle Larsen

Yield activities

RICDE Colloquium

Speaker: Prof.dr. Catrin Finkenauer (Vrije Universiteit, Amsterdam)

Time: April 16th, 11:30-13:00, in REC JK.1.83.

Abstract: Self-Control in Relationships: Relational Effects and Processes

Self-control, the capacity to control impulses, delay gratification, and modulate emotions, plays an integral role in many aspects of people's relationships. Despite its great relational importance, most research has focused on the link between actors' self-control and relationships. Consequently, we know little about dyadic processes of self-control and its relational effects: Is self-control perceived by partners? If yes, how does it affect the relationship and dyadic processes? Is self-control important in parent-child relationships? Can relationships serve as a training ground for self-control? In this presentation, I will begin to answer these questions. I will present longitudinal and experimental research that examines the relational role of self-control in relationship maintenance and deterioration. The research was conducted among adults and families. The data I will present highlight the importance of self-control for both partners in the relationship: the partner who exerts self-control as well as the partner who perceives this self-control in the other. I will discuss the implications of these findings for research on relationships and therapeutic interventions (e.g., domestic violence).

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

Time: May 21st, 16:00-17:00, in REC MS.02.

Abstract: 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.

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)

Brain & Cognition

Biweekly colloquia are held (see <http://www.dutcharc.nl/links/labmeetings/>). Contact: Cédric Koolschijn (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) and Marloes Muijselaar (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)

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)

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)

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)

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)