

# ISRI

## **The International Society for Research on Identity**

### **24<sup>th</sup> Annual Conference**

May 18-21, 2017

Groningen, The Netherlands

## **Welcome to the 24<sup>th</sup> Annual ISRI Conference!**

The 2017 Program Committee welcomes you to Groningen for the 24<sup>th</sup> Annual conference of the International Society for Research on Identity. We are very excited to hold the conference in the Netherlands, and we are also excited that you are joining us for this year's conference. Presenters and conference attendees come from a wide range of disciplines and countries, and we have organized events to help make it possible for you to meet and learn from each other. The conference program includes an exciting mix of invited and submitted presentations intended to create opportunities for you to reconnect with old friends, network with new ones, and expand your thinking about identity. We have an excellent invited program this year, which includes our Keynote Speaker Wim Meeus, a Plenary Event with Marion Kloep and Leo B. Hendry, a meta-analysis methods workshop by Elisabetta Crocetti, a mixed methods workshop by Moin Syed, a professional development discussion, and our Presidential Address by Marilyn Montgomery. The annual banquet is at Garnwerd aan Zee in Garnwerd, a village 25 minutes from Groningen.

The conference is planned by and staffed with volunteers, so we have a number of people to thank. Our local planning committee was chaired by Saskia Kunnen, who was supported by Moin Syed and Maria Wängqvist. The program committee, consisting of Sara Johnson, Kazumi Sugimura, and Maya Cohen-Malayev, reviewed conference proposals and provided input on the program. The ISRI Officers provided essential input into a number of different conference issues, including selecting our invited program.

We hope that you enjoy the conference and appreciate your contributions to ISRI.

Sincerely,  
Elizabeth Morgan  
Chair, Program Committee

### **About ISRI**

International and multidisciplinary, the International Society for Research on Identity provides a forum for identity theorists and researchers around the globe to share their ideas and findings regarding the problems and prospects of human self-definition. The unifying theme of ISRI is "identity" in its various manifestations throughout the life course. Identity issues transcend national, political, and cultural boundaries, taking on global proportions. ISRI seeks to provide a forum in which theoretical and research analyses find practical applications in dealing with identity processes and problems.

Membership is invited and encouraged from all fields using a full range of methodologies to provide multiple bridges, across nations and disciplines, and between theory and research. ISRI's goal is to provide a nonpartisan forum within which identity researchers from a variety of areas can communicate their findings and stay apprised of the findings of others, especially among those who use different technical vocabularies.

## TABLE OF CONTENTS

Welcome Statement	Inside Cover
Table of Contents	Page 2
General Conference Information	Page 3
Map from Hotel to Conference	Page 4
ISRI Officers	Page 5
Program Overview	Page 6
Keynote Address	Page 7
Plenary Event	Page 8
Methodology Sessions	Page 9
Presidential Address	Page 10
Professional Development Session	Page 10
Banquet Information	Page 11
Program Schedule	Pages 12-18
Conference Paper Abstracts	Pages 19-33
Conference Poster Abstracts	Pages 34-40
Author Index	Pages 41-49

## **GENERAL CONFERENCE INFORMATION:**

### **Hotel:**

The conference hotel is the New Hampshire Hotel, Groningen City Centre, is located in the center of Groningen. It is about 1km from the conference location. The hotel is also 13-minute walk from Groningen train station and also a 10-minute walk from both the Groningen Museum of Modern Arts and the central market square, Grote Markt.

Hampshire Hotel Groningen Centre  
Radesingel 50  
9711 EK Groningen  
tel: +31 50 316 2955

### **Conference Location:**

The conference meeting location is the historical building “Van Swinderen Huys”, which is separate from the hotel. Walking directions from the hotel to Van Swinderen Huys are provided on the following page; the distance between locations is approximately 1km. If you are not up for walking, you may contact Taxi Service Groningen (TSG) at +31508507494 or ask the hotel reception to call for you.

Van Swinderen Huys  
Oude Boteringestraat 19  
9712 GC Groningen  
tel: +31 50 363 4454

### **Meals:**

Lunch and dinner on Friday and Lunch on Saturday will be provided as part of your registration cost. We will also have morning and afternoon snacks provided during breaks. We encourage you to purchase tickets for our annual banquet to be held on Saturday evening. Breakfast can be purchased through the hotel and will not be provided by ISRI.

### **Schedule:**

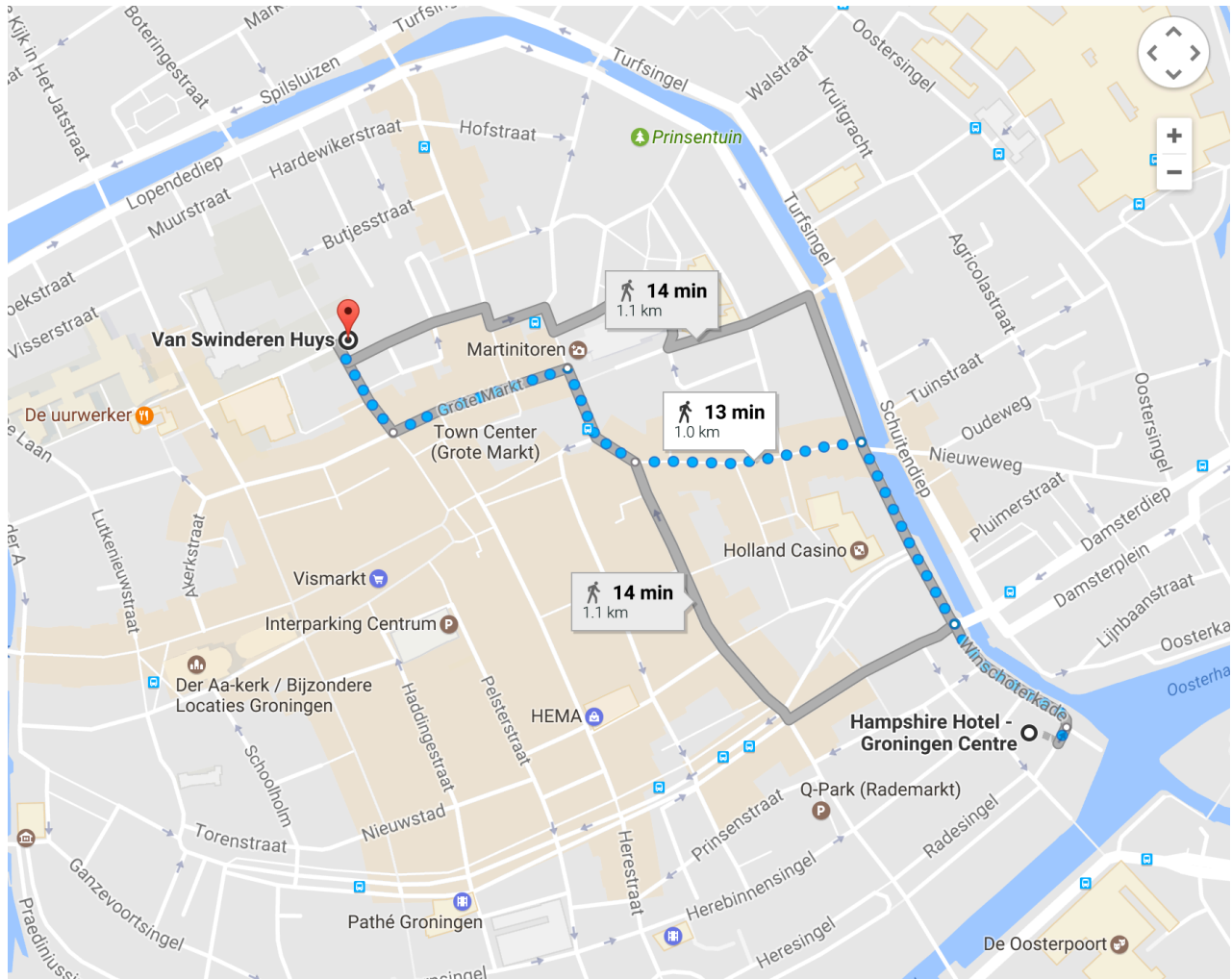
The conference will begin the evening of Thursday, May 18th at 7pm with an informal reception at the Hampshire Hotel. The program begins the morning of Friday, May 19th with our traditional Roundtable session at 9am. Presentations will continue through the evening of Saturday, May 20th. Sunday morning we will hold an informal debriefing discussion and concurrent professional development session from 9-11am.

The conference registration booth will be open from 2pm-9pm on Thursday, May 18th in the Hampshire Hotel Lobby and beginning at 8:00am on Friday, May 19th at the Van Swinderen Huys on the ground floor.

### **Please Take Note:**

Registration and attendance at ISRI meetings activities constitutes an agreement with ISRI for use and distribution (both now and in the future) of the registrant or attendee's image or voice in photographs, videotapes, electronic reproductions, and audiotapes of ISRI events and activities.

## MAP FROM HOTEL TO CONFERENCE LOCATION:



Walking directions from the Hampshire Hotel to Van Swinderen Huys:

- Head northeast on Radesingel toward Winschoterkade
- Slight left onto Winschoterkade
- Continue onto Schuitendiep
- Turn left onto Poelestraat
- Poelestraat turns slightly right and becomes Grote Markt
- Turn left to stay on Grote Markt
- Turn right onto Oude Boteringestraat
- Van Swinderen Huys will be on the right

# International Society for Research on Identity

## *Officers*

<b>President</b>	Marilyn Montgomery <i>Northwest Christian University, United States</i>
<b>President-Elect</b>	Moin Syed <i>University of Minnesota, United States</i>
<b>Past-President</b>	Steven L. Berman <i>University of Central Florida, United States</i>
<b>Treasurer</b>	H. Durell Johnson <i>The Pennsylvania State University Worthington Scranton, United States</i>
<b>Secretary</b>	Janet Gebelt <i>Westfield State University, United States</i>
<b>North American Member-at-Large</b>	Sharon Roberts <i>University of Waterloo, Canada</i>
<b>International Member-at-Large</b>	E. Saskia Kunnen <i>University of Groningen, the Netherlands</i>
<b>Student Member-at-Large</b>	Kaylin Ratner <i>Cornell University, United States</i>

### **Advisory Board to the President**

Joe Pittman, *Auburn University, United States*  
Carol Markstrom, *West Virginia University, United States*  
Jean Phinney, *University of California, Berkeley, United States*  
Jane Kroger, *University of Tromsø, Norway*  
James Côté, *University of Western Ontario, Canada*  
Alan Waterman, *The College of New Jersey, United States*  
Philip Dreyer, *Claremont Graduate University, United States*

### **PROGRAM COMMITTEE**

Elizabeth Morgan, Chair  
Maya Cohen-Malayev  
Sara K. Johnson  
Kazumi Sugimura

### **ON-SITE COMMITTEE**

Saskia Kunnen  
Moin Syed  
Maria Wängqvist

### **JOURNAL EDITOR**

Renee Galliher

## ISRI 2017 PROGRAM OVERVIEW

### Thursday, May 18<sup>th</sup>

7:00pm-9:00pm Hotel Lobby Informal Reception

### Friday, May 19<sup>th</sup>

9:00am-11:00am Glass Room Opening Roundtable at Van Swinderen Huys

11:00am-11:20am Brasserie Morning Break with Coffee/Tea and Snacks

11:20am-12:50pm Glass Room Symposium Session 1

Club Lounge Symposium Session 2

Boardroom Paper Session 1

12:50pm-2:00pm Brasserie Lunch at Van Swinderen Huys

2:00pm-3:20pm Glass Room Symposium Session 3

Club Lounge Paper Session 2

Boardroom Paper Session 3

3:40pm-4:40pm First Floor Poster Session with Coffee/Tea and Snacks

4:50pm-6:00pm Glass Room Awards Presentation and Presidential Address

6:00pm-6:30pm Glass Room Business Meeting (all welcome)

7:00pm Grand Café Dinner at Hampshire Hotel

### Saturday, May 20<sup>th</sup>

9:00am-10:30am Glass Room Symposium Session 4

Club Lounge Symposium Session 5

Boardroom Interactive Session 1

10:40am-11:40am Glass Room Plenary Event: Marion Kloep and Leo B. Hendry

11:40am-12:00pm Brasserie Morning Break with Coffee/Tea and Snacks

12:00pm-1:20pm Glass Room Interactive Session 2

Club Lounge Interactive Session 3

Boardroom Paper Session 4

1:20pm-2:20pm Brasserie Lunch at Van Swinderen Huys

2:20pm-3:40pm Glass Room Paper Session 5

Club Lounge Paper Session 6

Boardroom Paper Session 7

3:50pm-5:10pm Glass Room Meta-Analysis: Elisabetta Crocetti

Club Lounge Mixed Methods: Moin Syed

5:10pm-5:30pm Brasserie Afternoon Break with Coffee/Tea and Snacks

5:30pm-6:30pm Glass Room Keynote Address: Wim Meeus

7:15pm Hampshire Hotel Departure of Bus for Conference Banquet

### Sunday, May 21<sup>st</sup>

9:00am-10:00am Tromp zaal Discussion: Future Research Directions

10:00am-11:00am Tromp zaal Professional Development Session: Perseverance

**KEYNOTE ADDRESS:**

**Saturday, May 20<sup>th</sup>, 5:30-6:30pm, Glass Room**

***A Developmental Reinterpretation of Longitudinal Identity Research***

Wim Meeus

**About the session:** The developmental continuum of identity status has been a topic of theoretical debate since the early eighties of the last century. A recent research meta-analysis and recent studies with dual-cycle models lead to two main conclusions: (1) during adolescence there is systematic identity maturation; (2) there are two continuums of identity status progression. Both continuums show that in general adolescents move from transient identity statuses to identity statuses that mark the endpoints of development: from diffusion to closure, and from searching moratorium and moratorium to closure and achievement. This pattern can be framed as development from identity formation to identity maintenance. In Identity Status Interview research using Marcia's model not the slightest indication for a continuum of identity development was found. This may be due to the small sample sizes of the various studies leading to small statistical power to detect differences in identity status transitions, as well as developmental inconsistencies in Marcia's model. Findings from this review are interpreted in terms of life-span developmental psychology and rules for the study of intraindividual development are suggested.

**About the speaker:** Dr. Wim Meeus is Professor of Adolescent Development at Utrecht University, and Professor of Developmental Psychology at Tilburg University, both in the Netherlands. He is an expert on longitudinal research on adolescent development. He has conducted a series of longitudinal identity studies and written a number of reviews on identity formation in adolescence.



## **PLENARY EVENT:**

**Saturday, May 20<sup>th</sup>, 10:40-11:40am, Glass Room**

### ***Towards FluIdentity: A Systemic Outlook on Identity Research***

Marion Kloep and Leo B. Hendry

**About the session:** For several decades, academics have been talking about and researching "identity". Thousands of articles have been written, millions invested in research. Is there anything more to discover? Is the concept actual useful in understanding lifespan development? Should the research community take a completely different perspective on individuality and individual development in context? Marion and Leo engage in and invite the audience to join a provocative dialogue about the nature of identity and the future of identity research.

**About the speakers:** Dr. Marion Kloep has been a university teacher in Psychology at Mid-Sweden University, at the Norwegian University of Science and Technology in Trondheim, and finally at the University of Glamorgan, Wales. She is currently retired, but maintains her academic associations through conference organisation, scientific writing and occasional guest appearances at universities and conferences, mainly questioning mainstream developmental psychology by taking a dynamic system view.

Dr. Leo B. Hendry is Professor Emeritus at the University of Aberdeen and has been recently given a Lifetime Achievement Award by the European Association for Research on Adolescence for his research and publications on young people. His diverse range of research topics has included studies on young people's involvement in competitive sports, investigations into teacher and pupil relations, adolescents' lifestyles and family relations, parenting styles, youth workers and mentoring, youth unemployment, adolescent health behaviours and transitions to early adulthood. His research interests have more recently included work on ageing and retirement and on lifespan development.

Marion and Leo started their personal and academic partnership in 1994. Since then, they have been writing, researching, and teaching as a team.

## **INVITED METHODOLOGICAL SESSIONS:**

**Saturday, May 20<sup>th</sup>, 3:50-5:10pm**

### ***Systematic Reviews with Meta-Analysis: Applications to Identity Research***

Elisabetta Crocetti

**About the session:** Dr. Crocetti will present a step-by-step approach for conducting systematic reviews with meta-analysis. She will cover topics such as defining the scope of the analysis; searching for and selecting studies; coding, preparing, and computing the data; and preparing a publication according to PRISMA and MARS guidelines. These steps will be explained showing practical applications drawn from the identity literature. There will be a discussion of how systematic reviews with meta-analysis can advance the identity field, by addressing relevant research questions regarding identity development and the psychosocial correlates of identity. At the end of the workshop participants will be able to a) critically understand and evaluate a published systematic review with meta-analysis; and b) design their own review.

**About the speaker:** Invited speaker Dr. Elisabetta Crocetti is a senior assistant professor at the Department of Psychology, Alma Mater Studiorum University of Bologna, Italy. She received a Master in Psychology from the University of Bologna; a PhD from the University of Macerata, Italy; and she has been a researcher at Utrecht University, the Netherlands. Her primary scholarly interest concerns the processes of identity formation in adolescence and emerging adulthood. In particular, she is interested in examining how identity is formed and revised over time and which individual, relational, and cultural factors influence this dynamic. She is also strongly interested in methodological and statistical issues related to social research, such as tests of measurement invariance, longitudinal data analyses, systematic reviews, and meta-analysis.

### ***An Interactive Session on Mixed Methods Research***

Moin Syed

**About the session:** The purpose of this session is to discuss current issues with conducting mixed methods research on identity. The session leaders will introduce attendees to the basics of mixed methods research design and implementation, and then lead the group in a discussion driven by participants' interests.

**About the speaker:** Dr. Moin Syed is Associate Professor of Psychology at the University of Minnesota, Twin Cities, United States. His research is broadly concerned with identity development among ethnically and culturally diverse adolescents and emerging adults, and he regularly makes use of qualitative, quantitative, and mixed methods designs.

**PRESIDENTIAL ADDRESS:**

**Friday, May 19<sup>th</sup>, 4:50-6:00pm, Glass Room**

***Identity Theory and Research: What's Our Identity Horizon?***

Marilyn Montgomery

Recent identity scholarship proposes the concept of *identity horizons*, which hold perceptions of identity possibilities in a particular social context. Horizons vary from narrow to broad; individuals with broader horizons move beyond “comfort zones” that require little agency. Instead, they pursue “transformative” rather than “sustaining” identity possibilities (Cote & Levine, 2015). The renaming of our society to the International Society for Research on Identity suggests a broader horizon for our society and identity scholarship, with opportunities for both sustaining and transforming our work. What’s on our horizon?

**PROFESSIONAL DEVELOPMENT SESSION:**

**Sunday, May 21<sup>st</sup>, 10:00-11:00am, Grand Café, Hampshire Hotel**

***Elusive yet Necessary: The Importance of Perseverance***

Chair: Jennifer Kerpelman

Panel Members: Joe Pittman, Saskia Kunnen, Theo Klimstra, Steve Berman, and Renee Galliher

Often students and new professionals can find the challenges they face daunting and experience difficulty staying the course. Yet, those who succeed learn effective ways to push forward and thrive. This success, in part, is due to an internalized sense of what it means to persevere. During this session participants will discuss ways to incorporate perseverance into their lives and will get to hear the accounts of “more seasoned” ISRI members regarding their stories of challenge and perseverance.

## ISRI BANQUET:

***Garnwerd aan Zee***  
Saturday, May 20, 2017  
Transportation Departs at 7:15pm  
from the Hampshire Hotel



The ISRI banquet will be held on the evening of Saturday, May 20<sup>th</sup> at Garnwerd aan Zee in Garnwerd, a village near Groningen city. Garnwerd is 25 minutes from Groningen; private transportation will be provided and is included in the cost of the banquet ticket. Please meet at 7:15pm at the Hampshire Hotel.

Garnwerd is known for its typical Dutch sights, such as the flour mill, the old Sint-Ludger church, and the narrowest (car accessible) street of the Netherlands. The restaurant is located at the 'Reitdiep', a canal that runs from Groningen to the "Lauwersmeer" at the top of the province of Groningen.

Dinner will be a BBQ, with a variety of meat, fish, and vegetarian options, and it will include salad, bread, fruit, and drinks.

Cost: \$50 per ticket; tickets can be purchased at the registration table on Thursday and Friday.

# ISRI 2017 CONFERENCE PROGRAM

## THURSDAY, MAY 18<sup>TH</sup>

7:00pm-9:00pm **Informal Reception & Registration**  
Hampshire Hotel Lobby  
*Hosted by ISRI President Marilyn Montgomery*

## FRIDAY, MAY 19<sup>TH</sup>

9:00am-11:00am **Opening Roundtable at Van Swinder Huys Conference Center**  
Glass Room  
Chaired by Marilyn Montgomery  
*An ISRI tradition! Conference delegates will each share their current interests related to the study of identity.*

11:00am-11:20am **Morning Break with Coffee/Tea and Snacks**  
Brasserie

11:20am-12:50pm **Choose from among the three following sessions:**

### **Symposium Session 1**

Glass Room

*Integrating Identity Perspectives and Methods to Highlight New Research Directions*

Chair: Fanny Gyberg

Discussant: Moin Syed

1. *Identity, Gender, and Social Comparison in Young Adulthood*; Fanny Gyberg & Ann Frisé
2. *Micro-Level Mechanisms of Identity Development: The Role of Emotional Experiences in Commitment Development*; Mandy van der Gaag, Casper J. Albers, & E. Saskia Kunnen
3. *"This Body is Me": Exploring the Role of the Body in Young Adults' Sense of Identity*; Johanna Kling, Maria Wängqvist, & Ann Frisé
4. *Views of Self in Twenty Young Men who Sexually Offended During Adolescence: A Mixed-Method Study*; Sara Ingevaldson, Anneli Goulding, & Inga Tidefors

### **Symposium Session 2**

Club Lounge

*Assessing the Clinical Relevance of Identity: Identity Disturbance, Psychopathology, and Chronic Illness*

Chair: Koen Luyckx

Discussant: Theo Klimstra

1. *Identity Processes and Statuses in Patients with Eating Disorders*; Margaux Verschueren, Koen Luyckx, Erin A. Kaufman, Maarten Vansteenkiste, Philip Moons, Ellen Sleuwaegen, Ann Berens, Katrien Schoevaerts, & Laurence Claes
2. *Directionality of Effects Between non-Suicidal Self-Injury and Identity Formation: A Cross-Lagged Prospective Study in Adolescents*; Amarendra Gandhi, Koen Luyckx, Shubhada Maitra, Glenn Kiekens, Margaux Verschueren, & Laurence Claes
3. *The Dutch Version of the Self-Concept and Identity Measure: Structural Validity and Associations with Identity Processes and Psychosocial Functioning*; Annabel Bogaerts, Laurence Claes, Margaux Verschueren, Erin A. Kaufman, & Koen Luyckx
4. *Illness Identity in Adolescents and Emerging Adults With Type 1 Diabetes*; Leen Oris, Philip Moons, Liesbet Goubert, Ilse Weets, & Koen Luyckx

### **Paper Session 1**

Boardroom

Chair: Steven L. Berman

1. *Identity Trajectories, Loneliness, and Attitude Toward Aloneness in Mid-Adolescence*; Luc Goossens & Koen Luyckx
2. *"Risk-Averse Type of Moratorium" among Japanese Adolescents*; Yasumasa Kosaka
3. *Emotional Regulation through Music and its Effects on Identity Construction*; Carmen Loureiro, Kevin van der Meulen, & Cristina del Barrio
4. *Creative Identity: How Adolescents Manage Complexity*; Luigia Simona Sica, Laura Aleni Sestito, & Tiziana Di Palma

12:50pm-2:00pm

### **Lunch at Van Swinder Huys**

Brasserie

2:00pm-3:20pm

### **Choose from among the three following sessions:**

#### **Symposium Session 3**

Glass Room

*Identity Theory and Foundational Educational Processes*

Chair: Elli P. Schachter

Discussant: Harke A. Bosma

1. *Using Identity Theory as Guideline for Psycho-Pedagogy*; Maya Cohen-Malayev
2. *A Process Approach to Self-theories of Intelligence Within the Classroom*; Naomi de Ruiter
3. *Academic Learning and Identity Development: Possible Relations*; Elli P. Schachter

**Paper Session 2**

Club Lounge

Chair: Nick Snell

1. *Identity Distress, Mental Health, and Adjustment to University among Students in Canada and Spain*; Barbara M. Gfellner & Ana I. Cordoba
2. *Family Health Identity: Theoretical and Empirical Development of a Concept for Healthcare Practitioners Working with Families Dealing with Chronic Illness or Other Serious Health Issues*; Dan Grabowski
3. *Occupational and Sociocultural Temporal Identity Integration: Links to Overall Health for Muslim Heritage Immigrants to the USA*; Ummul-Kiram Kathawalla & Moin Syed
4. *Exploring Identity Synthesis, Gender, and Adjustment in the KUPOL Study: Initial Findings*; Laura Ferrer-Wreder, Kyle Eichas, Carolyn Cass Lorente, Radosveta Dimitrova, & Maria Rosaria Galanti

**Paper Session 3**

Boardroom

Chair: Sara K. Johnson

1. *Links between Gender Role Adherence and Sexual Identity Development Among Sexual Minority Men*; Joshua G. Parmenter, Katherine A. Crowell, & Renee V. Galliher
2. *Connections between Identity, Attachment, and Psychological Dating Aggression during Adolescence*; Hans Saint-Eloi Cadely, Jennifer L. Kerpelman, & Joe F. Pittman
3. *Development of the Muslim LGBTQ Identity Integration Measure*; Chana Etengoff & Eric M. Rodriguez
4. *FurScience Universal Recruitment Project (FurP): An Invitation for Collaboration*; Sharon Roberts, James Côté, Zack Marshall, Courtney Plante, Stephen Reysen, & Kathleen Gerbasi

3:40pm-4:40pm

**Poster Session with Coffee/Tea and Snacks**

First Floor Meeting Rooms

4:50pm-6:00pm

**Awards Presentation & Presidential Address**

Glass Room

Chaired by ISRI President Marilyn Montgomery

6:00pm-6:30pm

**Business Meeting (All Welcome)**

Glass Room

Chaired by ISRI President Marilyn Montgomery

*All conference attendees are invited to attend the 2017 Business Meeting. ISRI officers will provide reports and general organization business will be discussed, including the 2019 conference location.*

7:00pm

**Dinner**

Grand Café, Hampshire Hotel

**SATURDAY, MAY 20<sup>TH</sup>**

9:00am-10:30am **Choose from among the three following sessions:**

**Symposium Session 4**

Glass Room

*Adolescents' Identity Formation in Context: Longitudinal Studies from Japan, Italy, and The Netherlands*

Chair: Andrik I. Becht

Discussant: Kazumi Sugimura

1. *The Quest for Identity in Adolescence: Heterogeneity in Daily Identity Formation and Psychosocial Adjustment Across Five Years*; Andrik I. Becht, Stefanie A. Nelemans, Susan J. T. Branje, Wilma A. M. Vollebergh, Hans Koot, Jaap J. A. Denissen, & Wim Meeus
2. *Developmental Changes of Three Identity Dimensions in Japanese Adolescents: A Four Wave Longitudinal Study*; Kai Hatano & Kazumi Sugimura
3. *The Interplay of Identity Formation and Parental and Peer Bonds: A longitudinal Study with Early Adolescents*; Elisabetta Crocetti, Giulia Barbero Vignola, & Monica Rubini

**Symposium Session 5**

Club Lounge

*Who Exactly are "We"? Conceptions and Content of National Identity in Germany, the United States, and Singapore*

Chair: Ursula Moffitt

Discussant: Ylva Svensson

1. *"What Defines Us?" A Latent Class Analytic Approach to German and American National Identity*; Ruth K. Dittmann, Johannes Kopf-Beck, Nina Rouhani, & Valerie Purdie-Vaughns
2. *Pluralistic or Exclusive National Identity? Ethnic Diversity Predicts Implicit Conceptions of National Identity across U.S. Metropolitan Areas*; Thierry Devos & Melody Sadler
3. *I Don't Feel German and You Shouldn't Either: A Thematic Discourse Analysis of National Identity in Germany*; Ursula Moffitt, Linda P. Juang, & Moin Syed

**Interactive Session 1**

Boardroom

*Methodological Choices in Narrative Identity Research*; Joseph R. Schwab, Theo Klimstra, Py Liv Erikson, & Emmanuel García-Lesy

10:40am-11:40am **Plenary Event: Marion Kloep & Leo B. Hendry**  
Glass Room

11:40am-12:00pm **Morning Break with Coffee/Tea and Snacks**  
Brasserie



12:00pm-1:20pm

**Choose from among the three following sessions:**

**Interactive Session 2**

Glass Room

*An Interactive Session on Supporting Identity Development in Schools;* Megan L. Smith & Carol A. Markstrom

**Interactive Session 3**

Club Lounge

*Using Mixture Models to Identify Identity Statuses and Trajectory Groups: Lessons Learned and Recommendations Regarding Best Practices;* Sara K. Johnson, Theo A. Klimstra, Elisabetta Crocetti, & Wim Beyers

**Paper Session 4**

Boardroom

Chair: Kazumi Sugimura

1. *Role of Personality Styles in Identity Formation;* Päivi Fadjukoff, Lea Pulkkinen, & Taru Feldt
2. *Motivation and Psychological Need Satisfaction on the Pathway to Identity Resolution;* Nino Skhirtladze, Stijn Van Petegem, Nino Javakhishvili & Koen Luyckx
3. *The role of Identity Horizons in Education-to-work Transitions: A Study of Students in Higher Education in Finland;* Helena Helve, Arseniy Svyarenko, & Eeva Sinisalo-Juha
4. *Perceived Parental Influence in the Career Stories of Italian Students;* Laura Aleni Sestito, Luigia Simona Sica, & Tiziana Di Palma

1:20pm-2:20pm

**Lunch at Van Swinder Huys**

Brasserie

*Society for the Study of Emerging Adulthood (SSEA) Identity Topic Network*  
Informal meeting over lunch; all are welcome. Chair: Joe Schwab

2:20pm-3:40pm

**Choose from among the three following sessions:**

**Paper Session 5**

Glass Room

Chair: Mandy van der Gaag

1. *Success Expectations, Effort, and Stress Career Goal Appraisals Throughout Adolescence and Young Adulthood: Developmental Trajectories and Associations With Career Identity;* Elina Marttinen, Koen Luyckx, Julia Dietrich, & Katariina Salmela-Aro
2. *What is all the Fuss about Detours? The Case of Non-traditional Students in Germany and Their Perception of Their Occupational Career;* Monique Landberg
3. *Career Development Told through Narrative Research: Exploring the Stories of Italian and English Young People;* Tiziana Di Palma & Hazel Reid

**Paper Session 6**

Club Lounge

Chair: Moin Syed

1. *The Value of Identity: Longitudinal Relations Between Identity Development Processes and Virtue*; Moin Syed, Cianna Bedford, Colin DeYoung, & Valerie Tiberius
2. *Ethnic Identity, Ally Identity, and Political Engagement Among a Sample of First-Year College Students from Underrepresented Backgrounds*; Jillian Fish, Rafael Aguilera, & Moin Syed
3. *Cultural Models of Ethnic Identity: Theoretical Explorations Using Case Study Research*; Mary Jane Arneaud, Nicole Alea, & Andreea R. Torre
4. *Understanding Identity Development in Early Adulthood: Integrating the Complexity of Individual Experiences and Different Theoretical Perspectives*; Py Liv Eriksson, Maria Wängqvist, Ann Frisé, & Johanna Carlsson

**Paper Session 7**

Boardroom

Chair: Naomi de Ruiter

1. *Multiple Familial Subsystems at Play in the Formation of Adolescent Personal Identity: The Relationship between Coparenting, Parenting and Personal Identity Processes*; Gillian Sznitman, Stijn Van Petegem, & Grégoire Zimmermann
2. *Comparing Black Young Adults From Diverse Backgrounds: Ego Identity and Relationships With "Very Important" Nonparental Figures*; Marinda K. Harrell-Levy
3. *Can School Involvement Promote Adolescent Identity Involvement? Longitudinal Associations between Identity Processing Styles and School Attachment and Engagement*; Rasa Erentalte & Rimantas Vosylls
4. *Considering Leisure as an Additional Context for Exploring Identity in Emerging Adulthood*; Eric K. Layland, Brian J. Hill, & Larry J. Nelson

3:50pm-5:10pm

**Choose between the two following sessions:**

**Meta-Analysis: Elisabetta Crocetti**

Glass Room

**Mixed Methods: Moin Syed**

Club Lounge

5:10pm-5:30pm

**Afternoon Break with Coffee/Tea and Snacks**

Brasserie

5:30pm-6:30pm

**Keynote Address: Wim Meeus**

Glass Room

7:15pm

**Bus Departs for Conference Banquet**

Hampshire Hotel

**SUNDAY, MAY 21<sup>ST</sup>**

*9:00am-10:00am*      **Discussion: Future Research Directions**  
Tromp zaal, Hampshire Hotel

*10:00am-11:00am*      **Professional Development Session: Perseverance**  
Tromp zaal, Hampshire Hotel

## Paper, Symposia, and Interactive Session Abstracts

### Symposium Session 1: Friday, May 19<sup>th</sup>, 11:20am-12:50pm; Glass Room

#### INTEGRATING IDENTITY PERSPECTIVES AND METHODS TO HIGHLIGHT NEW RESEARCH DIRECTIONS

*Chair: Fanny Gyberg*

*Discussant: Moin Syed*

Having an integrated approach to identity is likely to benefit our understanding of the different components and the complexity entailed in the concept of identity. Thus, the purpose of this proposed symposium is to highlight work that addresses understudied issues in the identity research field, where identity is investigated by integrating theories, methods, and concepts. New connections in identity research are addressed, including the role of social comparison, emotional experiences, body image, and the relation between the rated and the narrated self. The first paper examines gender differences in identity status globally and across domains, and the relation between identity status and social comparison among young adults. The second paper investigates the role of emotional experiences in commitment dynamics among first-year university students using an innovative technique of dynamic linear modeling. The third paper qualitatively examines the relation between identity and body image among young adults. Finally, the fourth paper investigates narrative identity and self-esteem following-up on early adult men who have sexually offended when in their teens. All four papers address understudied issues of identity using integrated approaches in understanding the complexity of identity formation, which encourage further discussion on future directions in the field of identity research.

#### PAPER 1: IDENTITY, GENDER, AND SOCIAL COMPARISON IN YOUNG ADULTHOOD *Fanny Gyberg & Ann Frisén*

This study investigated identity status globally and across domains, and potential differences in social comparison between identity statuses among young adults. Results showed that most of the 124 participants (50% women, Mage 33.29) were assigned to an achieved global identity and had made identity-defining commitments across domains. Gender differences in identity status were found in the occupational and parenthood domains. Differences in social comparison were only found in the parenthood domain, where those assigned to moratorium compared more with others than those assigned to foreclosure or diffusion. This study further highlights how societal norms may affect young adults' identity formation.

#### PAPER 2: MICRO-LEVEL MECHANISMS OF IDENTITY DEVELOPMENT: THE ROLE OF EMOTIONAL EXPERIENCES IN COMMITMENT DEVELOPMENT

*Mandy van der Gaag, Casper J. Albers, & E. Saskia Kunnen*

We investigated the role of emotional experiences in micro-level dynamics of educational commitment, and compared this to the role of exploration. We separately analyzed the trajectories of each individual in our sample (103 students who provided 22-30 measurements), using the novel technique of dynamic linear modeling (which is similar to normal linear regression, but includes time-dependency). Our results show that for most individuals, both positive and negative emotional experiences seem to play a prominent role in micro-level mechanisms of commitment development. In fact, for most individuals, emotional experiences are more strongly related to subsequent changes in commitment, than exploration is.

**PAPER 3: “THIS BODY IS ME”: EXPLORING THE ROLE OF THE BODY IN YOUNG ADULTS’ SENSE OF IDENTITY**

*Johanna Kling, Maria Wängqvist, & Ann Frisé*

In this study we investigate what aspects of the physical body people perceive as important to their sense of identity. Thematic analysis of interviews with 121 33-year-olds (62 women and 59 men), resulted in four main themes: 1) Identification with the body, 2) Body functionality as a means to perform identity-relevant tasks, 3) Appearance and identity in social interactions, and 4) Identity-relevant bodily engagement. The present study contributes to an overlooked area of research by showing different ways that the body is important for young adults’ sense of identity.

**PAPER 4: VIEWS OF SELF IN TWENTY YOUNG MEN WHO SEXUALLY OFFENDED DURING ADOLESCENCE: A MIXED-METHOD STUDY**

*Sara Ingevaldson, Anneli Goulding, & Inga Tidefors*

A mixed methods design was used to explore views of self in 20 men who had sexually offended in adolescence. The results revealed a discrepancy between “the rated self” and “the narrated self”. In the interviews different strategies concerning how the men constructed the narrative of themselves became visible. On the Rosenberg Self-Esteem Scale 19 participants rated themselves within the normal range, and generally rated self-competence higher than self-liking. An overall interpretation is that the men rated their self-esteem as they wished they were today, whereas a more complex view of themselves was present in the narratives.

**Symposium Session 2: Friday, May 19<sup>th</sup>, 11:20am-12:50pm; Club Lounge**

**ASSESSING THE CLINICAL RELEVANCE OF IDENTITY: IDENTITY DISTURBANCE, PSYCHOPATHOLOGY, AND CHRONIC ILLNESS**

*Chair: Koen Luyckx*

*Discussant: Theo Klimstra*

Abundant research has demonstrated the psychosocial implications of identity towards daily functioning. However, more research is needed assessing the clinical relevance of identity towards core clinical-psychiatric and medical variables, such as personality disorders, self-harm behaviors, eating disorders, and chronic illness adaptation (being variables that are somewhat neglected in identity research). In the present symposium focusing on this latter sets of variables, identity will be assessed from different perspective. First, we focus on both normative identity processes from a neo-Eriksonian perspective (using a recently developed process-oriented model of identity) as well as clinical identity disturbance, as both approaches to identity can complement and substantially inform one another. Developmental psychopathologists indeed maintain that normative and so-called pathological identity processes are best conceptualized on a continuum. According to this perspective, identity disturbance and disorder can be more adequately understood when related to normative identity processes and outcomes. Second, we focus specifically on the concept of identity integration or coherence (being closely related to the Eriksonian notion of identity synthesis) by examining the impact of a chronic illness on one’s identity and life goals. A variety of interconnected cross-sectional and longitudinal studies in community, clinical, and medical samples will be presented in this symposium.

**PAPER 1: IDENTITY PROCESSES AND STATUSES IN PATIENTS WITH EATING DISORDERS**  
*Margaux Verschueren, Koen Luyckx, Erin A. Kaufman, Maarten Vansteenkiste, Philip Moons, Ellen Sleuwaegen, Ann Berens, Katrien Schoevaerts, & Laurence Claes*

Problems with identity formation are associated with a range of psychiatric disorders. The present study investigated identity processes among 123 women with an eating disorder (ED) and age-matched community controls. Results indicate that ED patients experience more identity problems than community controls. They scored lower on committing to and identifying with identity-related choices and scored higher on ruminative exploration, identity diffusion, and identity disorder. Furthermore, those captured by an identity disorder status experienced the most problematic psychosocial functioning, with highest scores on anxiety, depression, borderline personality disorder symptoms, and non-suicidal self-injury, and lowest scores on need satisfaction.

**PAPER 2: DIRECTIONALITY OF EFFECTS BETWEEN NON-SUICIDAL SELF-INJURY AND IDENTITY FORMATION: A CROSS-LAGGED PROSPECTIVE STUDY IN ADOLESCENTS**  
*Amarendra Gandhi, Koen Luyckx, Shubhada Maitra, Glenn Kiekens, Margaux Verschueren, & Laurence Claes*

We investigated the directionality of the association between NSSI and identity synthesis and confusion using a one year, two-waves, longitudinal cross-lagged panel design. To achieve this objective, data regarding NSSI and identity were collected from a sample of 380 high school students from the Dutch speaking part of Belgium using self-report questionnaires. We performed two independent cross-lagged analyses for identity synthesis and confusion with NSSI as the outcome variable. The findings of the analyses indicated that the associations between NSSI and identity synthesis and confusion are likely to be bi-directional. Clinical implications of the findings will be discussed.

**PAPER 3: THE DUTCH VERSION OF THE SELF-CONCEPT AND IDENTITY MEASURE: STRUCTURAL VALIDITY AND ASSOCIATIONS WITH IDENTITY PROCESSES AND PSYCHOSOCIAL FUNCTIONING**

*Annabel Bogaerts, Laurence Claes, Margaux Verschueren, Erin A. Kaufman, & Koen Luyckx*

For decades, developmental researchers have focused on normative identity processes. Recently, researchers have proposed a dimensional perspective on identity including identity disturbance as well. In an alternative model of personality disorders (DSM-5), identity disturbance is considered a core feature of all personality disorders. The Self-concept and Identity Measure (SCIM) is designed to identify identity synthesis, identity disturbance and lack of identity. In the present study, the Dutch version of the SCIM proved to be structurally valid to assess these identity states and lack of identity was uniquely related to lack of commitment, exploration, and increased depression and anxiety.

**PAPER 4: ILLNESS IDENTITY IN ADOLESCENTS AND EMERGING ADULTS WITH TYPE 1 DIABETES**

*Leen Oris, Philip Moons, Liesbet Goubert, Ilse Weets, & Koen Luyckx*

This presentation will focus on identity issues in adolescents and emerging adults with Type 1 Diabetes (T1D), being a common chronic disease. More specifically, we will focus on the degree to which T1D becomes integrated into one's identity, a concept referred to as illness identity. The first research objective was to validate a new questionnaire, the Illness Identity Questionnaire (IIQ), which distinguishes among four different illness identity dimensions (i.e., engulfment, rejection, acceptance, and enrichment) in adolescents and emerging adults with T1D. The second objective was to examine how these four illness identity dimensions were related to psychological and diabetes-specific functioning.

**Paper Session 1: Friday, May 19<sup>th</sup> 11:20am-12:50pm; Boardroom****IDENTITY TRAJECTORIES, LONELINESS, AND ATTITUDE TOWARD ALONENESS IN MID-ADOLESCENCE***Luc Goossens & Koen Luyckx*

A sample of mid-adolescents (ages 15 to 18) from Belgium (N = 875; 63% female) completed the Dimensions of Identity Development Scale (DIDS) and the Loneliness and Aloneness Scale for Children and Adolescents (LACA) at four waves with yearly intervals. Six identity trajectory classes (i.e., achievement, foreclosure, moratorium, carefree diffusion, troubled diffusion, and undifferentiated) were identified using Latent Class Growth Analysis (LGCA). Repeated measures ANOVAs indicated that adolescents in moratorium and troubled diffusion had the highest levels of peer-related loneliness and affinity for aloneness over time. Implications of the findings are discussed and suggestions for future research are outlined.

**"RISK-AVERSE TYPE OF MORATORIUM" AMONG JAPANESE ADOLESCENTS***Yasumasa Kosaka*

Adolescents who are serious, passive, and anxious about falling behind socially are debated in Japan. Kosaka (2016) revealed that they who were named “risk-averse type of moratorium” were different from Erikson’s classic-type and a type of moratorium proposed by Okonogi in terms of important activities in their campus life and learning motivations. This study investigated relationships between risk-averse type of moratorium and clusters extracted from DIDS. 393 Japanese university students completed a questionnaire about characteristics of three types of moratorium and DIDS. The results indicated that risk-averse type wasn’t significantly related to any clusters from DIDS.

**EMOTIONAL REGULATION THROUGH MUSIC AND ITS EFFECTS ON IDENTITY CONSTRUCTION***Carmen Loureiro, Kevin van der Meulen, & Cristina del Barrio*

We aimed to find out if particular uses of preferred music listening contributed to identity construction through semi-structured interviews with 15/16 year olds. The results suggest that when facing situations of emotional upset, music can be used, either as a means of distraction and change of the emotional response, or as a means to make contact with and amplify the emotional response. Participants who displayed this second tendency showed more ability to refer to their past childhood experiences and expressed having learned something about themselves.

**CREATIVE IDENTITY: HOW ADOLESCENTS MANAGE COMPLEXITY***Luigia Simona Sica, Laura Aleni Sestito, & Tiziana Di Palma*

In today’s advanced capitalist societies, defining and consolidating identity to acquire adult roles is a developmental task more complex than in the past and the creativity dimensions could allow or enhance this process. We explored the relationships between creative personality and identity statuses (in 315 late adolescents from the last two years of Italian high schools, balanced by gender) and results showed the presence of “creative identities” in Italian late adolescents. Results confirm that achieved adolescents have high scores on creativity, revealing that skills of complexity, imagination, risk taking and curiosity could be useful for identity formation.

### Symposium Session 3: Friday, May 19<sup>th</sup> 2:00-3:20pm; Glass Room

#### IDENTITY THEORY AND FOUNDATIONAL EDUCATIONAL PROCESSES

*Chair: Elli P. Schachter*

*Discussant: Harke A. Bosma*

The purpose of this symposium is to demonstrate how identity theory might be applied in understanding foundational educational processes. Educational researchers seldom look towards identity theory as a resource for understanding teaching and learning. In this panel, each presenter will share a particular perspective regarding applying identity theory to analyze basic aspects of education. The first presenter will discuss identity theory as a guide for pedagogy, focusing on how the concept of identity exploration can guide teachers' pedagogical decisions. The second presenter will discuss a process approach to understand how students' self-theories of academic ability are created and patterned in classroom interaction over time. The third will discuss conceptualizing academic study and identity formation as twin aspects of the same process of learning about the self-in-world, rather than as two separate developmental tasks. The symposium will leave time for audience discussion on the topic of how the field of identity studies and that of education may be studied in a more integrative manner.

#### PAPER 1: USING IDENTITY THEORY AS GUIDELINE FOR PSYCHO-PEDAGOGY

*Maya Cohen-Malayev*

Psycho-pedagogy combines two theoretical perspectives in pursuing educational practices. Pedagogy is a discipline which deals with the theory and practice of education; it thus concerns with the study of educational practices. While psycho-pedagogy uses psychological theoretical perspectives in pursuing these educational practices. The aim of this paper presentation is to discuss the ways in which identity theory can be used to guide pedagogy. More specifically the ways theoretical perspective on identity processes in general and identity exploration in particular can guide the implementation of educational practices. Examples will be provided using data collected from both secondary and higher education settings.

#### PAPER 2: A PROCESS APPROACH TO SELF-THEORIES OF INTELLIGENCE WITHIN THE CLASSROOM

*Naomi de Ruiter*

This presentation re-conceptualizes self-theories of intelligence using principles from the complex dynamic systems approach. From this approach, a “growth mindset” or a “fixed mindset” is seen as a dynamic process that is deeply embedded within real-life teacher-student interactions. We discuss the implications of this re-conceptualization for studying self-theories of intelligence, and for stimulating a “growth mindset” in students in order to optimally realize their learning potential in a way that has not yet been done.

#### PAPER 3: ACADEMIC LEARNING AND IDENTITY DEVELOPMENT: POSSIBLE RELATIONS

*Elli P. Schachter*

In this presentation, I examine the possible theoretical relations between the concepts of identity development and scholastic learning and show how they are inherently intertwined. Identity development has been conceptualized as learning about the self, whereas scholastic learning, as learning about the world. Conceptualizing identity as self-in-world opens the possibility that the processes of learning and identity development are basically two sides of the same coin. Learning, is the process of gaining understanding of who one is in the world. After a short theoretical presentation, I will demonstrate this with material from two studies, of teachers and of students.



**Paper Session 2: Friday, May 19<sup>th</sup> 2:00-3:20pm; Club Lounge****IDENTITY DISTRESS, MENTAL HEALTH, AND ADJUSTMENT TO UNIVERSITY AMONG STUDENTS IN CANADA AND SPAIN***Barbara M. Gfellner & Ana I. Cordoba*

Recent research reported elevated identity distress among students associated with the economic recession/high unemployment rate among youth in Spain. This study examined difficulties with identity development (identity distress) and psychological symptoms as predictors of adjustment to university among students in diverse contextual situations: Canada and Spain. Expected associations between variables were found. Psychological symptoms accounted for more variability in academic and personal-emotional maladjustment of Canadian than Spanish students. Identity distress consistently predicted personal-emotional functioning for students in both countries. Discussion considers macro-level factors in relation to difficulties with identity development and mental health among university students.

**FAMILY HEALTH IDENTITY: THEORETICAL AND EMPIRICAL DEVELOPMENT OF A CONCEPT FOR HEALTHCARE PRACTITIONERS WORKING WITH FAMILIES DEALING WITH CHRONIC ILLNESS OR OTHER SERIOUS HEALTH ISSUES***Dan Grabowski*

Family play a key role in health and illness management. However, family dynamics and family involvement are complex matters, often characterized by confused self-definitions, unclear structural relations and contrasting expectations. Family health identities are developed through observations and meaning making of communication and are expressed through expectational structures and social imaginaries that have an impact on values, beliefs, and choices. Health identity functions as a way of orienting and navigating complexities related to health and illness. The paper presents data from studies on families dealing with type 2 diabetes and families with a child or adolescent in obesity treatment.

**OCCUPATIONAL AND SOCIOCULTURAL TEMPORAL IDENTITY INTEGRATION: LINKS TO OVERALL HEALTH FOR MUSLIM HERITAGE IMMIGRANTS TO THE USA***Ummul-Kiram Kathawalla & Moin Syed*

This study examines how temporal identity integration across the occupational and sociocultural identity domains is associated with perceived health for new Muslim immigrants to the United States. Identity integration is an important aspect of healthy identity development, and immigrants may face unique challenges creating a coherent self pre and post immigration. Analysis of four different indicators of health across the two domains indicated the complexity in untangling the continuities and discontinuities in identity pre and post immigration. The small but informative results, demonstrated that discontinuity in the occupational domain and continuity in the sociocultural domain predicted better perceived health.

**EXPLORING IDENTITY SYNTHESIS, GENDER, AND ADJUSTMENT IN THE KUPOL STUDY: INITIAL FINDINGS***Laura Ferrer-Wreder, Kyle Eichas, Carolyn Cass Lorente, Radosveta Dimitrova, & Maria Rosaria Galanti*

These data are derived from KUPOL, which is a longitudinal study of school climate and mental health in a cohort of Swedish 7th graders (N=3,663). We tested relations between identity synthesis and mental health. Cross sectional results indicated that for males and females an increase in identity synthesis predicted an increase in prosocial behavior and a decrease in hyperactivity, emotional symptoms, conduct problems, and peer problems. However, the relation between identity synthesis and prosocial behavior differed significantly between males and females, suggesting a stronger positive relation among females than among males. Findings are discussed in terms of culture and gender.

**Paper Session 3: Friday, May 19<sup>th</sup> 2:00-3:20pm; Boardroom****LINKS BETWEEN GENDER ROLE ADHERENCE AND SEXUAL IDENTITY DEVELOPMENT AMONG SEXUAL MINORITY MEN***Joshua G. Parmenter, Katherine A. Crowell, & Renee V. Galliher*

Conflation of gender identity and sexual identity in common discourse about sexual orientation may render sexual minority men vulnerable to feelings of gender-role incongruence within heteronormative dominant cultural contexts. This study explored links between gender-role incongruence or masculine consciousness and various aspects of sexual identity development in a sample of 108 non-heterosexual men. Results suggest that higher self-consciousness about masculinity is linked to higher levels of negative identity processes, such as internalized homophobia and concealment motivation. Greater endorsement of masculine ideals was linked to lower levels of positive identity processes, such as affirmation and centrality.

**CONNECTIONS BETWEEN IDENTITY, ATTACHMENT, AND PSYCHOLOGICAL DATING AGGRESSION DURING ADOLESCENCE***Hans Saint-Eloi Cadely, Jennifer L. Kerpelman, & Joe F. Pittman*

The present study examined the influence of identity styles and attachment orientations on perpetrating psychological dating aggression. Participants were 1,975 adolescents from a relationship education evaluation project ( $M = 16.22$  years old). Results showed that an informational and a normative identity style negatively predicted psychological aggression, but a diffuse-avoidant identity style positively predicted this behavior. Psychological aggression was also predicted by an anxious attachment orientation. Lastly, results from interaction terms revealed that holding high levels of an avoidant attachment orientation with high endorsements of an informational or normative identity style was associated with lower levels of psychological aggression.

**DEVELOPMENT OF THE MUSLIM LGBTQ IDENTITY INTEGRATION MEASURE***Chana Etengoff & Eric M. Rodriguez*

This paper presents the first quantitative, psychological measure of LGBTQ Muslims' ( $N=96$ ) religious and sexual identity integration. The Muslim LGBTQ Identity Integration Measure (MLIIM) consists of 12 items rated on a 1-5 Likert Scale (Cronbach's Alpha = .823). The MLIIM demonstrates strong convergent validity with the Muslim Experiential Religiousness Scale (Ghorbani, et al., 2014),  $r(91) = .687$ ,  $p = .00$ , and Mohr and Fassinger's (2000) Outness Inventory,  $r(91) = .229$ ,  $p < .05$ . Participants' average score was 50 ( $Sd = 9.5$ ) out of a possible 1-70, suggesting that sexual and religious identity integration is possible for LGBTQ Muslims despite a largely negative cultural view of homosexuality.

**FURSCIENCE UNIVERSAL RECRUITMENT PROJECT (FURP): AN INVITATION FOR COLLABORATION***Sharon Roberts, James Côté, Zack Marshall, Courtney Plante, Stephen Reysen, & Kathleen Gerbasi*

Furries are a group of people who share an interest in anthropomorphism—the attribution of human characteristics to non-human entities. The International Anthropomorphic Research Project team ([FurScience.com](http://FurScience.com)) is recruiting furries into our FurScience database, the FurP. The purpose of this presentation is to introduce international identity scholars to this first-of-its-kind database of participants. Our intake instrument has over 85 identifiers that permit specific intersections of identity analysis (e.g., transgender and high self-esteem), which permits unique opportunities to study hard-to-find populations. We will discuss the FurP items that may be of interest to members of ISRI and the potential for collaboration.

### Symposium Session 4: Saturday, May 20<sup>th</sup> 9:00-10:30am; Glass Room

#### ADOLESCENTS' IDENTITY FORMATION IN CONTEXT: LONGITUDINAL STUDIES FROM JAPAN, ITALY, AND THE NETHERLANDS

*Chair: Andrik I. Becht*

*Discussant: Kazumi Sugimura*

This symposium brings together a set of longitudinal studies focusing on the process of identity formation, contextual predictors and consequences of identity formation during adolescence. We aim to illustrate the importance of using longitudinal studies across adolescence from different countries (i.e., Japan, Italy, The Netherlands) to empirically investigate central assumptions of identity theory and how identity formation processes might generalize across samples from different countries. The first daily diary study (N = 494, Mage T1: 13.3 years), partially confirmed Erikson's notion that experiencing identity uncertainty is normative in adolescence. That is, many but not all adolescents showed a pattern of identity crisis. The second study (N = 968, Mage T1: 13 or 16 years) investigated identity formation in a Japanese adolescent sample. In addition to previously found identity trajectories, two newly transitional trajectories were identified suggesting that adolescence may be a transitional period to adulthood for some but not all adolescents. The third study from Italy (N = 493, Mage T1: 12.28 years) showed that higher identity commitments predicted increasing quality of relationships with parents and peers. Moreover, closer peer relationships predicted lower levels of identity reconsideration. These findings illustrate the importance of studying identity development in context.

#### PAPER 1: THE QUEST FOR IDENTITY IN ADOLESCENCE: HETEROGENEITY IN DAILY IDENTITY FORMATION AND PSYCHOSOCIAL ADJUSTMENT ACROSS FIVE YEARS

*Andrik I. Becht, Stefanie A. Nelemans, Susan J. T. Branje, Wilma A. M. Vollebergh, Hans Koot, Jaap J. A. Denissen, & Wim Meeus*

According to Erikson (1968) experiencing identity uncertainty is normative in adolescence. However, empirical studies investigating identity uncertainty on a daily basis are lacking. This five-year longitudinal study (N = 494; Mage = 13.03 years at T1) examined heterogeneity in daily identity commitments and reconsideration of commitments across adolescence. Results showed that many adolescents displayed a crisis-like identity formation process. Adolescents in identity crisis also showed differential development of psychosocial adjustment. Taken together, the present study confirmed Erikson's notion that experiencing daily identity uncertainty is common during adolescence. However, a similar proportion of adolescents showed a pattern towards identity maturation.

#### PAPER 2: DEVELOPMENTAL CHANGES OF THREE IDENTITY DIMENSIONS IN JAPANESE ADOLESCENTS: A FOUR WAVE LONGITUDINAL STUDY

*Kai Hatano & Kazumi Sugimura*

In the present study, we examined changes in identity dynamics during adolescence using a three-dimensional identity model. We conducted a longitudinal study with four annual measurement points examining 968 Japanese adolescents. Latent class growth analysis extracted three identity trajectories corresponding to those found in previous research and two transitional trajectories newly identified in the present study. Adolescents following the achievement trajectory showed the best psychological well-being, whereas diffusion to moratorium adolescents showed the worst. These findings suggest that adolescence may be the period of transition to adulthood for some adolescents, but not for others, in Japan.

**PAPER 3: THE INTERPLAY OF IDENTITY FORMATION AND PARENTAL AND PEER BONDS: A LONGITUDINAL STUDY WITH EARLY ADOLESCENTS**

*Elisabetta Crocetti, Giulia Barbero Vignola, & Monica Rubini*

In this three-wave longitudinal study (N = 493, 51% males), associations between identity processes encompassed in the three-factor identity model (commitment, in-depth exploration and reconsideration of commitment) and quality of maternal, paternal, and peer relationships in early adolescence were disentangled. Cross-lagged analyses showed that higher commitment was related over time to a relative increase in the quality of paternal, maternal, and peer relationships. Additionally, the more adolescents had a close relationship with their peers the less they reconsidered their identity commitments over time. Overall, this study provided novel insights on identity development-in-context.

**Symposium Session 5: Saturday, May 20<sup>th</sup> 9:00-10:30am; Club Lounge**

**WHO EXACTLY ARE “WE”? CONCEPTIONS AND CONTENT OF NATIONAL IDENTITY IN GERMANY, THE UNITED STATES, AND SINGAPORE**

*Chair: Ursula Moffitt*

*Discussant: Ylva Svensson*

The rise of right-wing populist parties across Europe and the popularity of Donald Trump in the United States have brought to the fore the contested nature of national identity. Yet, few studies, particularly within the field of psychology, have focused on how everyday individuals conceptualize national identity, including what it means to them, how it is shaped, and what impact individual conceptions might have. In this symposium, the presenters will discuss research drawing on multiple social psychological theories in order to address related questions of how national identity is understood and reproduced. The first study employs mixed-methods, the second quantitative, and the third a qualitative approach, offering a rich combination of both theoretical and methodological frameworks. The populations under investigation include everyday individuals from diverse social and ethnic groups, political and religious orientations, and metropolitan areas within three national settings. The presenters will discuss the implications of exclusionary conceptions of national identity within the diverse nations of Germany, the United States, and Singapore. The discussant will highlight how the three studies offer novel findings to the psychological investigation of national identity and will suggest ways to move forward in future research.

**PAPER 1: “WHAT DEFINES US?” A LATENT CLASS ANALYTIC APPROACH TO GERMAN AND AMERICAN NATIONAL IDENTITY**

*Ruth K. Dittmann, Johannes Kopf-Beck, Nina Rouhani, & Valerie Purdie-Vaughns*

Faced with newcomers from foreign lands, citizens in many countries ask: "What defines us?" We asked participants, "What does it mean to be American/German?" and content-analyzed their responses. Participants were American and German citizens matched on key demographics. After coding essays, Latent Class Analysis allowed for a differentiated picture of national identity to emerge. Most Americans fell into one class (79%), primarily characterized by “freedom.” Most Germans fell into one of the following three classes: Language as heritage (29%), Mentality (39%), and Market Economy (24%). Implications, including the greater complexity of German national identity (3 vs. 1 class), are discussed.

**PAPER 2: PLURALISTIC OR EXCLUSIVE NATIONAL IDENTITY? ETHNIC DIVERSITY PREDICTS IMPLICIT CONCEPTIONS OF NATIONAL IDENTITY ACROSS U.S. METROPOLITAN AREAS**

*Thierry Devos & Melody Sadler*

Across 144 metropolitan areas, we tested whether ethnic diversity is associated with a pluralistic or exclusive national identity. Ethnic diversity indicators were combined with a large dataset assessing the extent to which the American identity is implicitly associated with European Americans and Asian Americans. Conceptions of national identity were more pluralistic in areas characterized by higher proportions of Asian Americans (minority representation). Integration was associated with a more exclusive national identity when minority representation was high. The effects of minority representation and integration were moderated by respondents' ethnicity. These findings highlight the value of a multi-faceted perspective on ethnic diversity.

**PAPER 3: I DON'T FEEL GERMAN AND YOU SHOULDN'T EITHER: A THEMATIC DISCOURSE ANALYSIS OF NATIONAL IDENTITY IN GERMANY**

*Ursula Moffitt, Linda P. Juang, & Moin Syed*

Banal nationalism includes daily reiterations of perceived naturalness of nations, and our belonging to them. Hot nationalism is enacted through overt displays, which tend to occur when national allegiance is insecure. Using thematic discourse analysis, interviews with 8 ethnic Germans and 8 Turkish Germans were examined for productions of banal and hot nationalism. Most ethnic Germans enacted banal nationalism conscientiously, downplaying their national identity. Most Turkish Germans, however, displayed hot nationalism. This highlights a problematic paradox – among individuals whose national identity is already questioned, enactment of hot nationalism may further marginalize them from the norms produced by the majority group.

**Interactive Session 1: Saturday, May 20<sup>th</sup> 9:00-10:30am; Boardroom**

**METHODOLOGICAL CHOICES IN NARRATIVE IDENTITY RESEARCH**

*Joseph R. Schwab, Theo Klimstra, Maria Wangqvist, Py Liv Erikson, & Emmanuel Garcia-Lesy*

Five researchers in a roundtable discussion format will explain how they collect narratives in their own empirical research, and then discuss ways in which these approaches could be improved. Three questions will be posed to the panelists: 1) How do you collect narratives in your research? 2) Why do you collect narratives in this way? 3) What does your method allow us to say about how identity develops through storytelling? These three questions will start the session, leading to an open discussion with the audience regarding the best practices for making these methodological choices.

**Interactive Session 2: Saturday, May 20<sup>th</sup> 12:00-1:20pm; Glass Room**

**AN INTERACTIVE SESSION ON SUPPORTING IDENTITY DEVELOPMENT IN SCHOOLS**

*Megan L. Smith & Carol A. Markstrom*

This interactive session will briefly present an overview of extant literature on the topic. Participants will be encouraged to brainstorm and further discuss: 1) implications for identity development in the school context based on research on identity development in other social contexts and 2) ways of designing research to appropriately study the school setting for identity formation. Discussion will be promoted through engaging participants in sharing knowledge and examples from research they have read or contributed to that focuses on the contextual antecedents to identity development and then applying these shared ideas to the public school context.

**Interactive Session 3: Saturday, May 20<sup>th</sup> 12:00-1:20pm; Club Lounge****USING MIXTURE MODELS TO IDENTIFY IDENTITY STATUSES AND TRAJECTORY GROUPS: LESSONS LEARNED AND RECOMMENDATIONS REGARDING BEST PRACTICES**

*Sara K. Johnson, Theo Klimstra, Elisabetta Crocetti, & Wim Beyers*

Mixture-modeling techniques (e.g., latent profile and transition analyses, growth mixture modeling) have become the standard method for identifying identity statuses and trajectory groups. These methods hold considerable promise for improving the empirical identification of identity-relevant configurations because they incorporate measurement error, but they also pose considerable challenges in regard to conducting them and interpreting the results. In this session, researchers who have published extensively using these techniques will discuss their experiences and offer best practice recommendations.

Attendees will be invited to share their experiences with these analyses and to ask questions regarding when and how to use them.

**Paper Session 4: Saturday, May 20<sup>th</sup> 12:00-1:20pm; Boardroom****ROLE OF PERSONALITY STYLES IN IDENTITY FORMATION**

*Päivi Fadjukoff, Lea Pulkkinen, & Taru Feldt*

The consistency of identity status differences is longitudinally studied by comparing the clusters for personal styles obtained at age 27: Resilient, Introverted, and Undercontrolled for men; and Individuated, Traditional, and Brittle for women. After the age-27 baseline, the identity status is followed at ages 36, 42, and 50. An individual's identity status across the domains is assessed on the basis of the number of domains (out of five) in which the individual falls into a particular status. The preliminary results anticipate that the Brittle women and the Overcontrolled men demonstrate less progressive identity development toward achievement than the other groups.

**MOTIVATION AND PSYCHOLOGICAL NEED SATISFACTION ON THE PATHWAY TO IDENTITY RESOLUTION**

*Nino Skhirtladze, Stijn Van Petegem, Nino Javakhishvili & Koen Luyckx*

Successful resolution of identity formation stage is associated with a developing sense of adulthood, a sense of being recognized as an adult and one's integration into adult community. The present study examined the association between one's motivation (for work or study) and identity resolution, and tested for the intervening role of psychological need satisfaction in this association with the sample of 397 Georgian young adults. The results of path analysis pointed to the positive association of self-determined motivation and negative association of non-self determined motivation with need satisfaction. The association among motivation and identity resolution was mediated by need satisfaction.

**THE ROLE OF IDENTITY HORIZONS IN EDUCATION-TO-WORK TRANSITIONS: A STUDY OF STUDENTS IN HIGHER EDUCATION IN FINLAND**

*Helena Helve, Arseniy Svyarenko, & Eeva Sinisalo-Juha*

This paper is based on the Identity Horizon Model by Côté at al. (2015) and empirical research of 18 to 24 year-old Finnish university students' outlooks regarding their transition to work and further education. The students' work horizons, educational horizons, and education-to-work identity anxiety are compared with results in Japan and the United States. Finnish students were found to have the broadest educational horizon and work horizon, and lower education-to-work identity anxiety. The findings are interpreted by differences in education and work transitions. Gender, social-class background, and education system differences are discussed.

## PERCEIVED PARENTAL INFLUENCE IN THE CAREER STORIES OF ITALIAN STUDENTS

*Laura Aleni Sestito, Luigia Simona Sica, & Tiziana Di Palma*

The aim of the present study is to explore the perceived parental influence in the career development, through the narrative accounts of Italian students attending the last year of high school and first year of university. In particular, using a narrative approach to vocational identity development (Meijer & Lengelle, 2012) the study aims at understand how young people in the transition from school to work-university make sense to parental influence in their career development by incorporating it as a part of their larger life story (Young, Friesen & Borycki, 1994) in order to define their vocational identity.

### **Paper Session 5: Saturday, May 20<sup>th</sup> 2:20-3:40pm; Glass Room**

## SUCCESS EXPECTATIONS, EFFORT, AND STRESS CAREER GOAL APPRAISALS THROUGHOUT ADOLESCENCE AND YOUNG ADULTHOOD: DEVELOPMENTAL TRAJECTORIES AND ASSOCIATIONS WITH CAREER IDENTITY

*Elina Marttinen, Koen Luyckx, Julia Dietrich, & Katariina Salmela-Aro*

This study aims to investigate longitudinal relations between career goal appraisals and career identity formation. With LGCM we examined how the intercept and slope term of career goal success expectations, effort, and stress among young Finns age from 16 to 23 predicted career identity commitment and exploration dimensions at age 25. The results suggest that initial levels and the increase of success expectations and effort during the transition from adolescence to young adulthood positively predicts adaptive exploration and commitment career identity processes, whereas initial level and increase in stress experienced with career goal pursuit predicts maladaptive career identity exploration.

## WHAT IS ALL THE FUSS ABOUT DETOURS? THE CASE OF NON-TRADITIONAL STUDENTS IN GERMANY AND THEIR PERCEPTION OF THEIR OCCUPATIONAL CAREER

*Monique Landberg*

Non-traditional students are a heterogeneous group. Being a non-traditional student implies to be a deviation of the normative student population (e.g., with regard to age, previous educational pathway). The present study focuses on the perception of the occupational pathways of non-traditional students. Drawing on narrative interviews of non-traditional students at either a university or a university of applied science, the assumption that the initiation or dropout of studies is a detour is challenged and a typology of non-traditional students and their occupational pathways is developed. Implications for further research on occupational development, identity and support of non-traditional students are discussed.

## CAREER DEVELOPMENT TOLD THROUGH NARRATIVE RESEARCH: EXPLORING THE STORIES OF ITALIAN AND ENGLISH YOUNG PEOPLE

*Tiziana Di Palma & Hazel Reid*

Career construction is one of the main and problematic developmental tasks for individuals, especially during transitions. This study explores the content and processes of vocational and career choices, analysing meaning making processes and transitional experiences. Participants were 21 Italian and 20 English university students. All participants produced written narratives inspired by the same prompt on the basis of a narrative approach (Meijers & Lengelle, 2012; Sankey & Young, 1996; Sica et al., 2014). Our findings confirm that career construction is influenced by contextual factors especially those related to job market and that vocational choices can be linked to personal experiences.

**Paper Session 6: Saturday, May 20<sup>th</sup> 2:20-3:40pm; Club Lounge****THE VALUE OF IDENTITY: LONGITUDINAL RELATIONS BETWEEN IDENTITY DEVELOPMENT PROCESSES AND VIRTUE***Moin Syed, Cianna Bedford, Colin DeYoung, & Valerie Tiberius*

Virtues are positive personality traits that potentially help individuals achieve their goals or help others to achieve their goals, and are therefore strong candidates for predicting identity development. The purpose of this study is to test this claim by examining the relations between identity processes and virtues in a longitudinal study of 256 first-year college students in the U.S. Participants completed the Utrecht Management of Identity Commitments and the Values in Action Inventory three times over two years. The findings from the analyses will be framed in terms of how to understand identity development within a broader psychological context.

**ETHNIC IDENTITY, ALLY IDENTITY, AND POLITICAL ENGAGEMENT AMONG A SAMPLE OF FIRST-YEAR COLLEGE STUDENTS FROM UNDERREPRESENTED BACKGROUNDS***Jillian Fish, Rafael Aguilera, & Moin Syed*

Given the current political climate of the United States (e.g., the 2016 presidential election, police violence in Black communities, mass shootings of Black and LGBTQ-identifying individuals, construction of the Dakota Access Pipeline on Native American sacred sites, etc.), the present paper explores how ethnic identity relates to awareness of, as well as involvement in political action in a sample of 300 first-year college students from underrepresented backgrounds. In addition to this, the present paper explores how students' ally identity moderates the relationship between ethnic identity and political action.

**CULTURAL MODELS OF ETHNIC IDENTITY: THEORETICAL EXPLORATIONS USING CASE STUDY RESEARCH***Mary Jane Arneaud, Nicole Alea, & Andreea R. Torre*

Theoretical propositions put forward to explain ethno-neutral, ethnocentric, and multi-ethnic cultural models of ethnic identity at the individual, social interactions, and cultural levels of analysis were explored in the current paper. The theoretical propositions were explored using an embedded multiple case study design, with participants from Fiji. There was no participant reflecting the ethno-neutral cultural model. However, an unexpected model emerged. It was labelled ethnic-exogamy. Participants' life story narratives revealed additional explanations for the cultural models at each level of analysis. The new explanations seem to indicate that the conceptualisation of ethnic identity should be expanded to include ethnic out-groups.

**UNDERSTANDING IDENTITY DEVELOPMENT IN EARLY ADULTHOOD: INTEGRATING THE COMPLEXITY OF INDIVIDUAL EXPERIENCES AND DIFFERENT THEORETICAL PERSPECTIVES***Py Liv Eriksson, Maria Wängqvist, Ann Frisén, & Johanna Carlsson*

This study investigates patterns of identity development across early adulthood and the developmental processes behind this development by combining the identity status model with a narrative approach. Identity status interviews were performed with 118 Swedish individuals at ages 25, 29 and 33. The most common patterns of individual identity status development were patterns of stability in foreclosure (n=20) or identity achievement (n=25). Qualitative longitudinal analysis of these participants interview narratives resulted in a model with three processes of identity development in early adulthood: 'Approach to change', 'Narrative coherence' and 'Participation in the world'.



**Paper Session 7: Saturday, May 20<sup>th</sup> 2:20-3:40pm; Boardroom****MULTIPLE FAMILIAL SUBSYSTEMS AT PLAY IN THE FORMATION OF ADOLESCENT PERSONAL IDENTITY: THE RELATIONSHIP BETWEEN COPARENTING, PARENTING, AND PERSONAL IDENTITY PROCESSES***Gillian Albert Sznitman, Stijn Van Petegem, & Grégoire Zimmermann*

Previous studies examining the role of the family environment on adolescent personal identity formation have simplified the family unit down to the parent-child relationship, exploring the association this has with adolescent personal identity. However, the family structure is a complex network composed of a number of unique but overlapping subsystems including not only the parenting subsystem but equally the coparenting subsystem. The aim of the present study was to explore how coparenting relates to parenting and adolescent identity processes as well as the potential directionality of this relationship.

**COMPARING BLACK YOUNG ADULTS FROM DIVERSE BACKGROUNDS: EGO IDENTITY AND RELATIONSHIPS WITH “VERY IMPORTANT” NONPARENTAL FIGURES***Marinda Kathryn Harrell-Levy*

Using the Ego Identity Scale, questions regarding the influence of a VIP in high school, and other scales, this retrospective study explored similarities and differences between 62 Black young adults that reported having low SES in high school and a matched sample of 54 comparison young adults who reported not having low SES in high school. As expected, formerly low SES youth reported lower levels of ego identity. Unexpectedly, the formerly low SES group did not differ significantly from the comparison sample on the prevalence of VIPs or with regard to the overall importance of their relationships with VIPs.

**CAN SCHOOL INVOLVEMENT PROMOTE ADOLESCENT IDENTITY INVOLVEMENT? LONGITUDINAL ASSOCIATIONS BETWEEN IDENTITY PROCESSING STYLES AND SCHOOL ATTACHMENT AND ENGAGEMENT***Rasa Erentalte & Rimantas Vosylls*

The study assessed the links between adolescent school involvement (school attachment and engagement) and identity processing styles (informational, normative and diffuse) over a three-year period. 918 adolescents (51.4% females), aged between 14 and 17 ( $M=15.65$   $SD=0.73$ ) at the first measurement, participated in the study (dropout rate from T1 to T3 - 14.4%). Analyses of cross-lagged panel models not only revealed reciprocal associations between school involvement and identity processing styles, but also suggested how one identity style can benefit another identity style over time (i.e., normative style strengthened adolescents' attachment to school, which in turn fostered informational identity style).

**CONSIDERING LEISURE AS AN ADDITIONAL CONTEXT FOR EXPLORING IDENTITY IN EMERGING ADULTHOOD***Eric K. Layland, Brian J. Hill, & Larry J. Nelson*

Leisure offers a context marked by freedom and reduced obligation, providing emerging adults with opportunities for exploration and identity development not always available in more constricted environments like work and school. This case study of European emerging adults, investigated the role of leisure in identity development through face-to-face, semi-structured interviews. Results indicated four major themes for leisure-based identity development: identity formation, identity discovery, identity definition, and bonding. As a context, leisure offers unique experiences and social interactions for emerging adults to access additional resources for identity development. The results support integrating leisure into future studies of emerging adult identity development.

**Poster Session Abstracts**  
**FRIDAY, MAY 19<sup>th</sup> 3:30-4:40pm; Glass Room**

**IDENTITY DEVELOPMENT AMONG HIGH SCHOOL STUDENTS IN JAPAN**

*Reiko Nakama, Kazumi Sugimura, Kai Hatano, & Manabu Tsuzuki*

This study investigated identity development of Japanese high school students within the framework of DIDS. Data were collected using a questionnaire administered four times to 13,532 students. Results showed that scores of DIDS-J were different in all four surveys, with DIDS-J scores generally increasing except RE scores. From the cluster analysis, five types of identity status were extracted: CD (carefree diffusion), UD (undifferentiated), DD (Diffused Diffusion), AM (achieving moratorium) and F (foreclosure). Further findings revealed that the ratio of the number of people corresponding to CD and DD decreased and the ratio of AM increased during the four times.

**EGO STRENGTH DEVELOPMENT IN A WILDERNESS THERAPY INTERVENTION FOR STRUGGLING ADOLESCENTS**

*Marilyn Montgomery, Steven M. DeMille, & Kyle Eichas*

Mental and behavioral health problems emerging in adolescence often interfere with normative developmental tasks such as healthy relationships, school success, and transition into the workforce. A reworking of developmental tasks (e.g., trust, autonomy, initiative, and identity) during mental health treatment could be expected to occur. This study assessed predictions that an Outdoor Behavioral Healthcare wilderness therapy intervention a) reduced teens' behavior problems, b) increased teens' developmental strengths, and that changes in b) would predict changes in a). Results support psychosocial theory in that gains in ego strengths following participation in a wilderness therapy intervention predicted improvement in teen's behavioral functioning.

**THE RELATIONSHIP BETWEEN CULTURAL AND PERSONAL IDENTITY AMONG ADOLESCENTS IN SWITZERLAND**

*Grégoire Zimmermann, Jean-Philippe Antonietti, Gillian Albert Sznitman, Marlène Carvalhosa Barbosa, Stijn Van Petegem*

Studies examining both personal and cultural identity are rare and are mainly conducted with ethnic groups (e.g., Hispanic-American or African-American) in the United States. However, in a globalized world with increasing multiculturalism, several authors suggest that cultural identity may have important repercussions for the construction of one's personal identity. The aim of the present study was to investigate cultural identity in a large sample of adolescents living in Switzerland and to examine the interconnections between cultural and personal identity.

**CHALLENGING RELIGIOUS IDENTITIES: EMERGING ADULTS NARRATE ENCOUNTERS THAT CHANGE THEM**

*Sarah E. Henseler*

Encounters with religious beliefs different from their own are increasingly common in emerging adults' lives and may prompt changes in religious belief and identity. Collected in a mixed-methods study, college students' narratives of such encounters are explored, asking: What is the content (e.g., challenges to religious beliefs, bonds, behavior, or belonging; Saroglou, 2011) and social context of the reported encounters? Do those elements relate to more-frequently studied variables such as religious background and identity processing style (Berzonsky, 2012)? Findings will be shared; the potential of encounter narratives to help us understand religious identity development processes will be discussed.

## PERSONALITY, IDENTITY, AND AMERICAN PROTESTANT FUNDAMENTALISM: WHAT ARE THE CONNECTIONS?

*James E. Deal & Karin Bartoszuk*

This study examined the associations between personality, identity, and protestant fundamentalism (subscales included inerrancy, evangelism, premillennialism, and separatism). 440 college students between the ages of 18 and 29 participated in the study, and self-identified as protestant. A step-wise regression revealed the following findings. Neuroticism was negatively associated with inerrancy, evangelism, and separatism; extroversion was negatively related to separatism; and agreeableness was positively related to inerrancy, evangelisms, and premillennialism. Exploration in depth was positively associated with evangelism, premillennialism, and separatism; identification with commitment was positively related with separatism; and rumination was positively associated with premillennialism, and separatism.

## A NARRATIVE RESEARCH ON THE FORMATION OF PRIMARY SCHOOL TEACHERS' PROFESSIONAL IDENTITIES FROM INTERACTION PERSPECTIVE

*Menghua Zhu*

Novice teachers are faced with conflicts and negotiations among different interactions, and identity formation is a process involves the interpretation of experience. Based on these premises, the study intends to explore how novice teachers from mainland China interpret their interactive experiences during teacher-becoming. By narrative inquiry, the constructions of six primary school novice teachers' professional identities will be presented in three dimensions related to teachers' professional lives under three interactive situations. The interaction can be a comprehensive process includes cognitive, emotional and social-cultural meaning negotiation and construction. Implications will be helpful for teacher preparation and induction.

## "I AM ...": USING THE TWENTY STATEMENTS TEST TO EXPLORE ASPECTS OF ADOLESCENTS' IDENTITY

*Sara K. Johnson, Caitlin C. Aymong, Michelle B. Weiner, Courtnye Lloyd, Rachel Hershberg, Stacy L. Morris, Mary H. Buckingham, & Sara Suzuki*

We report our pilot investigation regarding using a version of the Twenty Statements Test (Rees & Nicholson, 2004) to capture aspects of adolescents' identity development in a way that is potentially richer than surveys but less time and cost intensive than interviews and narratives. Participants (420 adolescents, 64% girls, 50% White,  $M_{age} = 14$  years) completed ten open-ended statements beginning with "I am..." Six coders identified four ways to characterize the responses. We will present a coding scheme and link the responses to survey data regarding psychosocial characteristics such as intentional self-regulation and community contribution.

## A BALANCED TIME ORIENTATION AND IDENTITY FORMATION IN ADULTHOOD: A LONGITUDINAL STUDY FROM AGE 20 TO 37

*Toshiaki Shirai, Tomoyasu Nakamura, & Atsuko Higata*

This study examined relationships between a balanced time orientation and identity formation using longitudinal data (N = 402). Growth curve model and cluster analysis showed two latent classes: The one (N = 119), which showed decreasing in a balanced time orientation from age 24, indicated a higher level of exploration on age 21 and 24 and a lower level of crisis over all than the another (N = 283), which showed increasing in a balanced time orientation over all. The finding is discussed in terms of importance of a balanced time orientation and identity formation in transition into adulthood.

### THE EFFECTS OF CHARACTER TRAITS ON WELL-BEING AND INTERNALIZING PROBLEM IN ADOLESCENTS: THE MEDIATOR ROLE OF IDENTITY AND MODERATOR ROLE OF DEMOGRAPHIC CHARACTERISTICS

*Mojtaba Habibi, Pardis Salehi Yegaei, & Faezeh Tehrani*

In recent years, Sweden and Europe have particularly faced refugee streams. Heightened vulnerability to poor psychological outcomes, due to their situation, may argue for the study of predictors of well-being and psychopathology in this group. This study will examine the potential moderator role of identity in the relationships of character traits to internalizing behavior problem and well-being in 500 adolescent refugees from Iran, Syrian, Somali, Iraq, and Afghanistan. Structural equation modeling methodology will be applied to evaluate the outcome-mediation-moderation conceptual model of well-being and internalizing behavior problem as outcome variables in relation with character traits, through identity formation.

### RELIGIOUS IDENTITY DEVELOPMENT OF STRICT PROTESTANT ADOLESCENTS

*Anne-Marije de Bruin-Wassinkmaat, Jos de Kock, Elsbeth Visser-Vogel, Cok Bakker, & Marcel Barnard*

This PhD-project investigates, in a qualitative way, how young adults who have had a strict Protestant education in the Netherlands perceive their religious identity development. We will answer the following questions: a) what are the results of studies on religious identity development of strict Protestant adolescents in the Netherlands and abroad?, b) how do young adults with a strict Protestant education perceive their religious identity?; c) how do these adults perceive their religious identity development in this development? and d) how do these young adults perceive the role of identity agents in their religious identity development?

### THE ROLE OF IDENTITY COMMITMENTS IN A STRESSFUL CONTEXT: THEIR LINK WITH DEPRESSIVE SYMPTOMS AND STRESSFUL LIFE EVENTS

*Lotte van Doeselaar, Theo A. Klimstra, Jaap J. A. Denissen, Susan Branje, & Wim Meeus*

We investigated the role of stronger career and interpersonal commitments in their association with depressive symptoms and stressful life events across adolescence and young adulthood, in a six- and an eight-year longitudinal study. Stronger commitments were primarily predictive of relative decreases in depressive symptoms and even experienced stressful life events. Career commitments also weakened relatively during stressful experiences. Stronger commitments did not buffer the effect of stressful life events on depressive symptoms. The predictive role of commitments emerged from middle adolescence onwards, highlighting that young people really benefit from resolving the task of identity formation by the end of adolescence.

### LINKS AMONG ACCULTURATION, BICULTURAL IDENTITY INTEGRATION, AND INTIMATE AND SEXUAL RELATIONSHIPS AMONG CHINESE BILINGUALS

*Tianyi Xie & Renee V. Galliher*

Individuals of Chinese heritage living in the United States face the task of bicultural adaptation as they navigate potentially conflicting cultural norms and values across multiple domains of functioning. Specifically, disparate values and expectations about romantic relationships and sexual behaviors place Chinese heritage young adults in the U.S. in ambivalent or conflicted positions as they initiate romantic involvement. This study assessed acculturation levels and bicultural identity integration in a sample of 170 young adults of Chinese heritage living in the U.S. Links were examined between identity development and acculturation variables, and a range of sexual and romantic attitudes and behaviors.

## RELATIONSHIPS BETWEEN SEPARATION, CONNECTEDNESS, AND IDENTITY IN LITHUANIAN, ITALIAN, AND JAPANESE ADOLESCENTS

*Kazumi Sugimura, Rita Žukauskienė, Elisabetta Crocetti, Goda Kaniušonytė, Reiko Nakama, Kai Hatano, & Manabu Tsuzuki*

The aim of this study was to describe a comprehensive picture of links between parent-child relationships and identity with a cross-national perspective. We examined parent-child relationships considering the negotiation between separation and connectedness, whose indicators were emotional separation and parental trust, and treated identity as separate dimensions of synthesis and confusion. Participants were 1,780 (50.4% females) adolescents aged 12-18 from Lithuania, Italy, and Japan. They completed self-report measures of the study variables. Findings generally indicated that emotional separation was negatively associated with synthesis and positively with confusion, whereas parental trust was positively associated with synthesis and negatively with confusion.

## SCHOOL ADJUSTMENT OF ADOLESCENTS WITH VIETNAMESE MARRIAGE MIGRANT MOTHERS: THE ROLE OF ETHNIC SOCIALIZATION, ETHNIC IDENTITY AND SELF-ESTEEM

*Jiyeon Lee, Yuen Mi Cheon, Xinying Wei, Grace H. Chung*

This study is about adolescents in Korea with Vietnamese marriage migrant mothers. Using the 2015 National Survey on Multicultural Families, structural equation modeling was used to examine the associations among ethnic socialization, ethnic identity, self-esteem and school adjustment of Vietnamese-Korean adolescents. Results showed that parents' ethnic socialization was positively related to adolescents' ethnic identity, and in turn, ethnic identity was positively related to their self-esteem. Self-esteem was also positively related to their school adjustment. Additionally, ethnic identity had indirect effect on school adjustment through self-esteem. Our findings shed light on the mechanism of how ethnic identity works in practical settings.

## ETHNIC IDENTITY, PERCEIVED DISCRIMINATION, SELF-ESTEEM, AND SCHOOL PERFORMANCE OF HISPANIC IMMIGRANT ADOLESCENTS IN CANADA

*Barbara M. Gfellner & Rocío Ramirez*

Perceived discrimination and ethnic identity (private regard) were examined in relation to self-esteem, psychological symptoms, and school functioning among 65 recent Latin American/Hispanic immigrant adolescents ( $M_{age} = 15.0$ ,  $SD = 2.5$ ) in Canada. As expected, perceived discrimination predicted psychological symptoms. Private regard and self-esteem were protective against internalizing symptoms and enhanced school competence. However, as a moderator, private regard improved school adjustment in relation to low perceived discrimination. Self-esteem was a formidable mediator of private regard for internalizing problems and in relation to school functioning. The results underscore the importance of cultural resources and self-esteem for immigrant adolescents' functional well-being.

## SOCIO-DIGITAL PARTICIPATION AND IDENTITY DEVELOPMENT AMONG FINNISH HIGH SCHOOL STUDENTS

*Rasmus Mannerström, Lauri Hietajärvi, & Katariina Salmela-Aro*

Socio-digital participation, gaming and related competence may be of valuable use for adolescents in exploring and evaluating different future identity options and eventually reaching commitments. This study showed that high school adolescents high in identity exploration and commitment were digitally more engaged and in particular more skilful and creative than their uncommitted peers. Gaming and excessive digital media use were also less likely among committed adolescents. The results suggest that adolescents could benefit from enhancing their ways of digital participation and creative digital skills.

## SOCIAL MEDIA USAGE AND IDENTITY

*Michael Crisanto, Jenna McGinnis, & Steven Berman*

Social media, texting, and gaming have become a large part of daily life. This study explored the reasons people use social media and the role it plays in identity. College students (N = 437) who tended to use social media to stay in touch with friends and family scored significantly higher in identity development. Lower scores on identity development were associated with using social media to meet people, play games, and create an avatar/different identity. Creating an alternate identity via social media was also associated with greater identity distress and lower peer attachment. Further analyses will be presented and discussed.

## THE IMPACT OF IMPRISONMENT ON ADOLESCENT BOYS AND GIRLS' IDENTITY

*Olga Solomontos-Kountouri, Marilena Mousoulidou, & Alexandros Georgiades*

The present study aimed to investigate (a) identity development in boys and girls inmates, (b) similarities and differences in boys and girls offenders' identities, (c) the impact of imprisonment in boys and girls' identity development. The sample consisted of 30 adolescents. The common prison experiences amongst boys and girls inmates are resulted in (a) a relational identity for girls based on family longing, strong emotional outbreaks, wishes for their own family creation and rejecting imprisonment identification; and (b) an autonomous identity for boys based on strengthening their manhood by surviving imprisonment, desistance and future plans for employment.

## THE RELATIONSHIP OF IDENTITY DISTRESS TO PEER AND PARENT SUPPORT

*Angela R. Porcellini, Erin Sivertsen, Kaylin Ratner, & Steven L. Berman*

This study hypothesized that identity distress will be related to peer and family variables (Peer Support, Family Support, Family Communication, and Family Satisfaction), even after controlling for the common sequelae of psychopathology. Survey data was collected from a sample of 91 high school students. A multiple regression analysis procedure found that all of the peer and family variables except family satisfaction were significant predictors of identity distress, after controlling for psychological symptom scores. Implications for identity interventions will be discussed.

## SOCIAL CLASS AND IDENTITY FORMATION: A STUDY ON A CITY TORN BY INEQUALITY

*Maria J. Roza & Steven L. Berman*

The impact of globalization in identity has been measured in rural and urban populations worldwide, yet stratification has not been taken into account. This project studied the influence of SES in identity formation in citizens of Bogotá, Colombia. 400 participants completed the Global Identity Survey and the Identity Distress Survey. Results suggest people from high SES are more bicultural than people from middle and lower SES, and that low SES participants tend to be more locally encapsulated than middle and high SES. Further research should focus on creating accessible tools that diminish the impacts of globalization on identity formation.

## NEGATIVE LIFE EVENTS, IDENTITY, AND LIFE SATISFACTION IN ADOLESCENTS

*Kenna Balducci, Karla Davison, Megan L. Smith, Michael J. Mann, & Alfgeir Kristjansson*

The current study endeavors to investigate the associations between Negative Life Events, positive Identity Formation, and Life Satisfaction. It was hypothesized that Negative Life Events would be negatively associated with Life Satisfaction and Positive Identity formation would be positively associated with Life Satisfaction. We further hypothesized the relationship between Negative Life Events and Life Satisfaction would be moderated by positive Identity formation. Positive Identity and NLEs accounted for 35.2% of the variance in Life Satisfaction. In the current model, findings suggest that Identity Formation was the most important factor for Life Satisfaction, over and above NLEs and other contextual factors.

## IDENTITY FORMATION, ROMANTIC ATTACHMENT, ANXIETY AND DEPRESSION IN GREEK UNIVERSITY STUDENTS

*Efstathios Grapsas & Foteini Spantidaki-Kyriazi*

We investigated the relationships among romantic attachment, identity formation and symptoms of anxiety and depression in a sample of 237 university students (18-25 years) from five Greek universities. Contrary to existing literature on personal identity, exploration in breadth was uncorrelated with the commitment dimensions, whereas exploration in depth correlated negatively with the commitment dimensions. Attachment anxiety, attachment avoidance and ruminative exploration significantly predicted depression levels. Anxiety levels were only predicted by attachment anxiety.

## ME, MYSELF AND MY SPIRITUALITY: ADOLESCENTS' LIVED EXPERIENCES REGARDING SPIRITUAL IDENTITY DEVELOPMENT

*Tracy-Ann Smith & Luzelle Naudé*

This study explored the lived experiences of a sample of South African adolescents in relation to spiritual identity development. Spiritual identity development is a process of meaning-making that parallels other developmental processes. It is, furthermore, a fluid process that evolves in relational and contextual ways. A qualitative study, situated in an interpretivist paradigm, was used. Participants aged 14 to 18 were selected through purposive sampling. Data collection included semi-structured interviews followed by a reflective writing exercise where participants related their experiences regarding spiritual/religious principles / traditions, as well as their spiritual identity development. Data were analysed through interpretative phenomenological analysis.

## BEING SOUTH AFRICAN WHILE LIVING IN QATAR: ADOLESCENTS' REFLECTIONS ON ETHNIC IDENTITY DEVELOPMENT

*Charné Jansen van Vuuren & Luzelle Naudé*

This study examined ethnic identity development among the immigrant population of South African adolescents living as a minority in Qatar. In contemporary society, identities span globally. Immigrant adolescents, who are actively progressing through a complex stage of identity formation are especially vulnerable to challenging identity processes, as they attempt to assimilate native and host identities into a coherent sense of self. In this qualitative study, South African participants, who have lived in Qatar for at least one year participated in a focus group discussion with follow-up written reflections. Through thematic analysis, processes and experiences of ethnic identity development were explored.

## WHO AM I? PSYCHOLOGY STUDENTS' JOURNEYS TOWARDS SELF-AUTHORSHIP

*Nadia du Toit & Luzelle Naudé*

The aim of this study was to explore and describe the meaning-making processes of postgraduate psychology students during the journey towards self-authorship. Emerging adults are in the process of forming and deepening their narrative identities. Baxter-Magolda argued for the importance of self-authorship as individuals reconstruct their pasts and imagine their futures. In this qualitative study, postgraduate psychology students enrolled at the University of the Free State, South Africa were purposefully sampled to participate in two in-depth interviews and four reflective writing exercises. Within a narrative framework, thematic analysis was employed to analyse the realities, meanings and experiences of participants.

RELATIONSHIPS BETWEEN NEGATIVE IDENTITY AND A SENSE OF ALIENATION

*Shogo Hihara & Kazumi Sugimura*

Adolescents with a negative identity are assumed to feel a sense of alienation. However, no previous study has examined this issue. Therefore, this study examined the association between negative identity and a sense of alienation in Japanese youth. Participants comprised 293 Japanese university students. Results revealed that adolescents with a negative identity felt stronger overall alienation, social alienation, and self-contempt than others; there was no significant difference in interpersonal alienation between adolescents with a negative identity and others. These relationships between negative identity and the dimensions that comprise a sense of alienation are discussed in terms of future research implications.

TRANSITIONING BETWEEN IDENTITIES: 'SECOND-CAREER' STUDENTS OF TEACHING WORK THROUGH IDENTITY TRANSITION IN A QUALITATIVE RESEARCH METHODS COURSE

*Inbar Galili-Schachter*

The poster describes a Qualitative Research Methods course tailored for students transitioning to a 'second career' identity as teachers. The course rationale recognizes and employs the students' motivation for identity exploration regarding this transition. Students study veteran teachers with similar backgrounds, and the class is dedicated to discussing teaching, identity and research.



## ISRI Author Information

**Rafael Aguilera**

*University of Minnesota, USA*  
aguil052@umn.edu

**Casper J. Albers**

*University of Groningen, The Netherlands*  
c.j.albers@rug.nl

**Nicole Alea**

*The University of the West Indies, Jamaica*  
Nicole.Albada@sta.uwi.edu

**Jean-Philippe Antonietti**

*University of Lausanne, Switzerland*  
Jean-Philippe.Antonietti@unil.ch

**Mary Jane Arneaud**

*The University of the West Indies, Jamaica*  
maryjanearneaud@gmail.com

**Caitlin C. Aymong**

*Boston College, USA*  
aymong@bc.edu

**Cok Bakker**

*University of Utrecht, The Netherlands*  
c.bakker@uu.nl

**Kenna Balducci**

*West Virginia University, USA*  
klbalducci@mix.wvu.edu

**Marlène Carvalhosa Barbosa**

*University of Lausanne, Switzerland*  
Marlene.Barbosa@unil.ch

**Marcel Barnard**

*Protestant Theological University, The Netherlands*  
mbarnard@pthu.nl

**Karin Bartoszuk**

*East Tennessee State University, USA*  
bartoszu@etsu.edu

**Andrik I. Becht**

*Utrecht University, The Netherlands*  
a.i.becht@uu.nl

**Cianna Bedford**

*University of Minnesota, USA*  
bedfo023@umn.edu

**Ann Berens**

*University of Antwerp, Belgium*  
ann.berens@emmaus.be

**Steven L. Berman**

*University of Central Florida, USA*  
steven.berman@ucf.edu

**Wim Beyers**

*Ghent University, Belgium*  
Wim.Beyers@ugent.be

**Annabel Bogaerts**

*University of Leuven, Belgium*  
annabel.bogaerts@kuleuven.be

**Harke A. Bosma**

*University of Groningen, The Netherlands*  
h.a.bosma@rug.nl

**Susan Branje**

*Utrecht University, The Netherlands*  
S.Branje@uu.nl

**Mary H. Buckingham**

*Tufts University, USA*  
mary.buckingham@tufts.edu

**Johanna Carlsson**

*University of Gothenburg, Sweden*  
johanna.carlsson@psy.gu.se

**Yuen Mi Cheon**

*Seoul National University, South Korea*  
ycheon@snu.ac.kr

**Grace Barbero Chung**

*Seoul National University, South Korea*  
gracechung@snu.ac.kr

**Laurence Claes**

*University of Leuven, Belgium*  
laurence.claes@kuleuven.be

**Maya Cohen-Malayev**

*Bar Ilan University, Israel*  
cohen-malayev.maya@biu.ac.il

**Ana I. Cordoba**

*University of Valencia, Spain*  
ana.cordoba@uv.es

**James Côté**

*Western University, Canada*  
cote@uwo.ca

**Michael Crisanto**

*University of Central Florida, USA*  
michaelcrisanto@gmail.com

**Elisabetta Crocetti**

*Alma Mater Studiorum University of Bologna, Italy*  
elisabetta.crocetti@unibo.it

**Katherine A. Crowell**

*University of Hartford, USA*  
kcrowell@hartford.edu

**Karla Davison**

*West Virginia University, USA*  
kmd0033@mix.wvu.edu

**Anne-Marije de Bruin-Wassinkmaat**

*Protestant Theological University and Driestar  
educatief, The Netherlands*  
a.r.debruin@driestar-educatief.nl

**Jos de Kock**

*Protestant Theological University, The  
Netherlands*  
adekock@pthu.nl

**Naomi de Ruiter**

*University of Groningen, The Netherlands*  
n.m.p.de.ruiter-wilcox@rug.nl

**James E. Deal**

*North Dakota State University, USA*  
jim.deal@ndsu.edu

**Cristina del Barrio**

*Universidad Autónoma de Madrid, Spain*  
cristina.delbarrio@uam.es

**Steven M. DeMille**

*RedCliff Ascent, USA*  
smdemille@gmail.com

**Jaap J. A. Denissen**

*Tilburg University, The Netherlands*  
J.J.A.Denissen@uvt.nl

**Thierry Devos**

*San Diego State University, USA*  
tdevos@mail.sdsu.edu

**Colin DeYoung**

*University of Minnesota, USA*  
cdeyoung@umn.edu

**Tiziana Di Palma**

*University of Naples Federico II, Italy*  
tiziana.dipalma@unina.it

**Julia Dietrich**

*University of Jena, Germany*  
julia.dietrich@uni-jena.de

**Radosveta Dimitrova**

*Stockholm University, Sweden*  
dimitrova.radosveta@gmail.com

**Ruth K. Ditlmann**

*Berlin Social Science Center, Germany*  
ruth.ditlmann@wzb.eu

**Nadia du Toit**

*University of the Free State, South Africa*  
ndutoit14@gmail.com

**Kyle Eichas**

*Tarleton State University, Texas, USA*  
eichas@tarleton.edu

**Rasa Erentalte**

*Mykolas Romeris University, Lithuania*  
rasae@mruni.eu

**Py Liv Eriksson**

*University of Gothenberg, Sweden*  
py.eriksson@psy.gu.se

**Chana Etengoff**

*Barnard College-Columbia University, USA*  
cetengoff@barnard.edu

**Päivi Fadjukoff**

*University of Jyväskylä, Finland*  
paivi.fadjukoff@jyu.fi

**Taru Feldt**

*Utrecht University, The Netherlands*  
taru.m.feldt@jyu.fi

**Laura Ferrer-Wreder**

*Stockholm University, Sweden*  
laura.ferrer-wreder@psychology.su.se

**Jillian Fish**

*University of Minnesota, USA*  
fishx174@umn.edu

**Ann Frisén**

*University of Gothenburg, Sweden*  
ann.frisen@psy.gu.se

**Maria Rosaria Galanti**

*Department of Public Health Sciences,  
Karolinska Institute, Sweden*  
rosaria.galanti@ki.se

**Inbar Galili-Schachter**

*David Yellin College of Education, Isreal*  
inbarg@dyellin.ac.il

**Renee V. Galliher**

*Utah State University, USA*  
renee.galliher@usu.edu

**Amarendra Gandhi**

*Katholieke Universiteit Leuven, Belgium*  
amarendra.gandhi@kuleuven.be

**Emmanuel García-Lesy**

*CUNY Graduate Center, USA*  
manigarcia10@gmail.com

**Alexandros Georgiades**

*Neapolis University Pafos, Cyprus*  
a.georgiadis@nup.ac.cy

**Kathleen Gerbasi**

*Niagara County Community College, USA*  
kgerbasi@niagaracc.suny.edu

**Barbara M. Gfellner**

*Brandon University, Canada*  
gfellner@brandonu.ca

**Luc Goossens**

*University of Leuven, Belgium*  
Luc.Goossens@kuleuven.be

**Liesbet Goubert**

*UGent, Belgium*  
liesbet.goubert@ugent.be

**Anneli Goulding**

*University of Gothenburg, Sweden*  
anneli.goulding@psy.gu.se

**Dan Grabowski**

*Steno Diabetes Center, Health Promotion  
Research, Denmark*  
dgbo@steno.dk

**Efstathios Grapsas**

*Tilburg University, The Netherlands*  
grapsas.stathis@hotmail.com

**Fanny Gyberg**

*University of Gothenburg, Sweden*  
fanny.gyberg@psy.gu.se

**Mojtaba Habibi**

*Shahid Beheshti University, G.C. Evin, Tehran, Iran*  
babakhabibius@yahoo.com

**Marinda Kathryn Harrell-Levy**

*The Pennsylvania State University, USA*  
mkh23@psu.edu

**Kai Hatano**

*Osaka Prefecture University, Japan*  
kai.hatao@las.osakafu-u.ac.jp

**Helena Helve**

*University of Tampere, Finland*  
helena.helve@uta.fi

**Sarah E. Henseler**

*St. Edward's University, USA*  
sarahh@stedwards.edu

**Rachel Hershberg**

*University of Washington, Tacoma, USA*  
rmhersh@uw.edu

**Lauri Hietajarvi**

*University of Helsinki, Finland*  
lauri.hietajarvi@helsinki.fi

**Atsuko Higata**

*University of Himeji, Japan*  
atkhgtps1@yahoo.co.jp

**Shogo Hihara**

*Hiroshima University, Japan*  
d166100@hiroshima-u.ac.jp

**Brian J. Hill**

*Brigham Young University, USA*  
brian\_hill@byu.edu

**Sara Ingevaldson**

*University of Gothenburg, Sweden*  
sara.ingevaldson@psy.gu.se

**Nino Javakhishvili**

*Ilia State University, Georgia*  
nino.javakhishvili.3@iliauni.edu.ge

**Sara K. Johnson**

*Tufts University, USA*  
s.johnson@tufts.edu

**Linda Juang**

*University of Potsdam, Germany*  
juang@uni-potsdam.de

**Goda Kaniušonytė**

*Mykolas Romeris University, Lithuania*  
godakan@mruni.eu

**Umul-Kiram Kathawalla**

*University of the Free State, South Africa*  
kath0033@umn.edu

**Erin A. Kaufman**

*University of Utah, USA*  
erin.kaufman@utah.edu

**Jennifer L. Kerpelman**

*Auburn University, USA*  
kerpejl@auburn.edu

**Glenn Kiekens**

*University of Leuven, Belgium*  
glenn.kiekens@kuleuven.be

**Theo Klimstra**

*Tilburg University, The Netherlands*  
theoklimstra@online.nl

**Johanna Kling**

*University of Gothenburg, Sweden*  
johanna.kling@psy.gu.se

**Hans Koot**

*VU University, The Netherlands*  
j.m.koot@vu.nl

**Johannes Kopf-Beck**

*University of Konstanz, Germany*  
kopf-beck@psych.mpg.de

**Yasumasa Kosaka**

*Wako University, Japan*  
ykosaka@wako.ac.jp

**Alfgeir Kristjansson**

*West Virginia University*  
alkristjansson@hsc.wvu.edu

**E. Saskia Kunnen**

*University of Groningen, The Netherlands*  
e.s.kunnen@rug.nl

**Monique Landberg**

*Friedrich-Schiller-University Jena, Germany*  
monique.landberg@uni-jena.de

**Eric K. Layland**

*The Pennsylvania State University, USA*  
elayland@psu.edu

**Jiyeon Lee**

*Seoul National University, South Korea*  
jibbog2@snu.ac.kr

**Courtney Lloyd**

*Boston College, USA*  
lloydbc@bc.edu

**Carolyn Cass Lorente**

*Northern Virginia Community College, USA*  
clorente@nvcc.edu

**Carmen Loureiro**

*Universidad Autónoma de Madrid, Spain*  
carmen.loureiro@estudiante.uam.es

**Koen Luyckx**

*University of Leuven, Belgium*  
koen.luyckx@kuleuven.be

**Shubhada Maitra**

*TATA Institute of Social Sciences, India*  
shubhada@tiss.edu

**Michael J. Mann**

*West Virginia University, USA*  
mjmann@hsc.wvu.edu

**Rasmus Mannerström**

*University of Jyväskylä, Finland*  
rasmus.mannerstrom@helsinki.fi

**Carol A. Markstrom**

*West Virginia University, USA*  
Carol.Markstrom@mail.wvu.edu

**Zack Marshall**

*Renison University College at the University of Waterloo, Canada*  
zack.marshall@uwaterloo.ca

**Elina Marttinen**

*University of Jyväskylä, Finland*  
elina.m.marttinen@jyu.fi

**Jenna McGinnis**

*University of Central Florida, USA*  
jenna.mcginis@Knights.ucf.edu

**Wim Meeus**

*Utrecht University, The Netherlands*  
w.meeus@uu.nl

**Ursula Moffitt**

*University of Potsdam, Germany*  
moffitt@uni-potsdam.de

**Marilyn Montgomery**  
*Northwest Christian University, USA*  
mmontgomery@nwcw.edu

**Philip Moons**  
*University of Leuven, Belgium*  
philip.moons@kuleuven.be

**Stacy L. Morris**  
*Boston College, USA*  
morrisspx@bc.edu

**Marilena Mousoulidou**  
*Neapolis University Pafos, Cyprus*  
marilena.mousoulidou@nup.ac.cy

**Reiko Nakama**  
*Hyogo University of Teacher Education, Japan*  
rayraycocco@gmail.com

**Tomoyasu Nakamura**  
*Naples University, Italy*  
tom@hes.kyushu-u.ac.jp

**Luzelle Naudé**  
*University of the Free State, South Africa*  
naudel@ufs.ac.za

**Stefanie A. Nelemans**  
*Utrecht University, The Netherlands*  
s.nelemans@uu.nl

**Larry J. Nelson**  
*Brigham Young University, USA*  
larry\_nelson@byu.edu

**Leen Oris**  
*University of Leuven, Belgium*  
leen.oris@kuleuven.be

**Joshua G. Parmenter**  
*Utah State University, USA*  
joshua.parmenter@aggiemail.usu.edu

**Joe F. Pittman**  
*Auburn University, USA*  
pittmjf@auburn.edu

**Courtney Plante**  
*Iowa State University, USA*  
cplante@iastate.edu

**Angela R. Porcellini**  
*University of Central Florida, USA*  
Aporcellini@knights.ucf.edu

**Lea Pulkkinen**  
*University of Jyväskylä, Finland*  
lea.pulkkinen@psyka.jyu.fi

**Valerie Purdie-Vaughns**  
*Columbia University, USA*  
vjp12@columbia.edu

**Rocio Ramirez**  
*Brandon University, Manitoba*  
ramirer29@gmail.com

**Kaylin Ratner**  
*Cornell University, USA*  
kar294@cornell.edu

**Hazel Reid**  
*Canterbury Christ Church University, England*  
hazel.reid@canterbury.ac.uk

**Stephen Reysen**  
*Texas A&M University-Commerce, USA*  
Stephen.Reysen@tamuc.edu

**Sharon Roberts**  
*Renison University College at the University of Waterloo, Canada*  
serobert@uwaterloo.ca

**Eric M. Rodriguez**  
*New York City College of Technology, USA*  
erodriguez@citytech.cuny.edu

**Nina Rouhani**

*Princeton University, USA*  
nrouhani@princeton.edu

**Maria J. Rozo**

*University of Central Florida, USA*  
rozomariaj@gmail.com

**Monica Rubini**

*Alma Mater Studiorum Università di Bologna, Italy*  
monica.rubini@unibo.it

**Melody Sadler**

*San Diego State University, USA*  
msadler@mail.sdsu.edu

**Hans Saint-Eloi Cadely**

*University of Rhode Island, USA*  
hsainteloicadel@uri.edu

**Katariina Salmela-Aro**

*University of Helsinki, University of Jyväskylä, Finland*  
katariina.salmela-aro@helsinki.fi

**Elli P. Schachter**

*Bar Ilan University, Israel*  
elli.schachter@biu.ac.il

**Katrien Schoevaerts**

*Psychiatric Hospital Alexianen Tienen, Belgium*  
katrien.schoevaerts@fracarita.org

**Joseph R. Schwab**

*Bridgewater State University, USA*  
jschwab@bridgew.edu

**Laura Aleni Sestito**

*Naples University, Italy*  
sestito@unina.it

**Toshiaki Shirai**

*Kyushu University, Japan*  
shirai@cc.osaka-kyoiku.ac.jp

**Luigia Simona Sica**

*Naples University, Italy*  
luisica@unina.it

**Eeva Sinisalo-Juha**

*University of Tampere, Finland*  
sinisalo-juha.eeva.i@student.uta.fi

**Erin Sivertsen**

*University of Central Florida, USA*  
eesivertsen@Knights.ucf.edu

**Nino Skhirtladze**

*Iliia State University, Georgia*  
nino.skhirtladze.2@iliauni.edu.ge

**Ellen Sleuwaegen**

*University of Antwerp, Belgium*  
ellen.sleuwaegen@emmaus.be

**Megan L. Smith**

*West Virginia University, USA*  
mlsmith1@hsc.wvu.edu

**Tracy-Ann Smith**

*Osaka Kyoiku University, Japan*  
tracyannsmith@rocketmail.com

**Foteini Spantidaki-Kyriazi**

*Tilburg University, The Netherlands*  
fotspaky@hotmail.com

**Olga Solomontos-Kountouri**

*Theology School, Church of Cyprus, Cyprus*  
o.solomontos-kountouri@theo.ac.cy

**Kazumi Sugimura**

*Hiroshima University, Japan*  
ksugimura@hiroshima-u.ac.jp

**Ylva Svensson**

*Gothenburg University, Sweden*  
ylva.svensson@psy.gu.se

**Arseniy Svynarenko**

*Finnish Youth Research Society, Finland*  
Arseniy.Svynarenko@nuorisotutkimus.fi

**Moin Syed**

*University of Minnesota, USA*  
moin@umn.edu

**Gillian Albert Sznitman**

*University of Lausanne, Switzerland*  
Gillian.AlbertSznitman@unil.ch

**Faezeh Tehrani**

*Shahid Beheshti University of Tehran, Iran*  
fzh.tehrani@gmail.com

**Valerie Tiberius**

*University of Minnesota, USA*  
kath0033@umn.edu

**Inga Tidefors**

*University of Gothenburg, Sweden*  
inga.tidefors@psy.gu.se

**Andrea R. Torre**

*The University of the South Pacific, Fiji*  
andrea.torre@usp.ac.fj

**Manabu Tsuzuki**

*Chuo University, Japan*  
manabu@tamacc.chuo-u.ac.jp

**Mandy van der Gaag**

*University of Groningen, The Netherlands*  
m.a.e.van.der.gaag@rug.nl

**Kevin van der Meulen**

*Universidad Autónoma de Madrid, Spain*  
kevin.vandermeulen@uam.es

**Lotte van Doeselaar**

*Tilburg University, The Netherlands*  
C.vanDoeselaar@uvt.nl

**Stijn Van Petegem**

*University of Lausanne, Switzerland*  
Stijn.VanPetegem@unil.ch

**Charné Jansen van Vuuren**

*University of the Free State, South Africa*  
charne.jvv@gmail.com

**Maarten Vansteenkiste**

*University of Gent, Belgium*  
maarten.vansteenkiste@ugent.be

**Margaux Verschueren**

*University of Leuven, Belgium*  
margaux.verschueren@kuleuven.be

**Giulia Vignola**

*Fondazione Emanuela Zancan*

**E. Visser-Vogel**

*Driestar educatief, The Netherlands*  
e.visser@driestar-educatief.nl

**Wilma A. M. Vollebergh**

*Utrecht University, The Netherlands*  
w.a.m.volleberg@uu.nl

**Rimantas Vosylis**

*Mykolas Romeris University, Lithuania*  
rimantasv@mruni.eu

**Maria Wängqvist**

*University of Gothenburg, Sweden*  
maria.wangqvist@psy.gu.se

**Ilse Weets**

*VUB, Belgium*  
ilse.weets@uzbrussel.be

**Xinying Wei**

*Seoul National University, South Korea*  
weixinying.grace@gmail.com

**Michelle B. Weiner**

*Boston College, USA*  
weinermd@bc.edu



**Tianyi Xie**

*Utah State University, USA*  
tianyi.xie@aggiemail.usu.edu

**Pardis Salehi Yegaei**

*Shahid Beheshti University of Tehran, Iran*  
pardis\_salehi2012@yahoo.com

**Menghua Zhu**

*The Chinese University of Hong Kong, China*  
aawwq75@163.com

**Grégoire Zimmermann**

*University of Lausanne, Switzerland*  
Gregoire.Zimmermann@unil.ch

**Rita Žukauskienė**

*Mykolas Romeris University, Lithuania*  
rzukausk@mruni.eu

*We hope you enjoy the 2017 ISRI Conference!*

---