

ISRI

The International Society for Research
on Identity

CONFERENCE PROGRAM

26th Annual Conference

Monday 13 May – Wednesday 15 May, 2019

Naples, Italy

WELCOME

The 2019 Program Committee welcomes you to Naples for the 26th Annual conference of the International Society for Research on Identity. We are very excited to hold the conference in Italy and that so many of you will be joining us here. Presenters and attendees come from a wide range of disciplines and countries, and we have organized an exciting mix of invited and submitted presentations to help make it possible for you to meet and learn from each other and expand your thinking about identity. Our excellent invited program includes a Keynote Presentation by Saskia Kunnen, a Plenary Event with Linda Juang, professional development workshops on theory development (Elli Schachter), qualitative methods (Joe Schwab), and data management (yours truly), and the Presidential Address by Moin Syed.

The conference is planned by and staffed with volunteers, so please thank them if you see them! The local arrangements committee (Laura Aleni Sesito, Tiziana Di Palma, Luigia Simona Sica) organized everything related to our beautiful conference venue. The program committee (Kazumi Sugimura, Maya Cohen-Malayev, Megan L. Smith, and I) reviewed proposals and provided input on the program. The ISRI Officers provided essential input into many conference issues, including selecting our invited program. Finally, we would like to acknowledge and thank our sponsors: The Italian Association of Psychology, the Order of Psychologists of Campania, the Regional Observatory of Youth Policies, and the humanities department at the University of Naples Federico II.

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

Sara K. Johnson

Chair, Program Committee



**Associazione
Italiana
di Psicologia**



osservatorio regionale
delle politiche giovanili



dipartimento **studi umanistici**



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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 inform practical applications relevant to 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.

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	Luigia Simona Sica, University of Naples Federico II, Italy

www.identityisri.org

General Information

Conference Meeting Site

Centro Congressi Federico II. We are using spaces on the first two floors. Registration, Aula A, and Aula B are on the ground floor (entrance level). Aula Magna, the poster session area, and the lunch area are on the first floor (one floor up from the entrance). Diagrams are available at the registration desk.

Registration

You can pick up your conference badge and program in the entrance hall of the conference center. The registration desk will be open from 8.30 to 17.30 on Monday, and from 8.30 to 14.15 on Tuesday.

Wireless Internet

Wireless internet at the conference site is included in the registration fee. Access information will be distributed separately at the registration desk.

Lunch and Refreshments

Lunch on Monday and Tuesday is provided as part of your registration cost. We will also have morning and afternoon snacks provided during breaks on Monday and Tuesday.

Dinner

Dinner on Monday evening at Fresco Trattoria Pizzeria (next to the conference venue) is included as part of your registration cost (see p. 14 for details). Dinner on Tuesday evening at the House of the Spaniard requires the purchase of a separate ticket prior to the conference (see p. 21 for details).

New This Year!

This year, we are excited to offer several new presentation formats. At the **Works-in-Progress** paper sessions, presenters will share new ideas and research strategies as well as things they are wondering about. These sessions are focused on discussion among the attendees to give feedback to the presenters about their work. A similar format exists for Posters: the “**Ask a Question**” poster. Finally, please attend the **Early Career Scholars Grant Competition**. The audience vote is half of the determination for who will receive a \$1,000 grant for an exciting new identity-related project.

Please Take Note

Registration and attendance at ISRI meetings and 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.

Overview Day 1: Monday 13 May

9.00 – 11.00	Magna	Opening Roundtable
11.00 – 11.45		Poster Session 1 with Refreshments
11.45 – 13.15		Concurrent Symposia
	Magna	The Cultural Nature of Redemptive Storytelling: Implications for Identity Development and Well-being. Chair: Kate C. McLean, Discussant: Moin Syed
	A	The Role of Changes in the Lives of Young People in Identity Formation Chair: Lotte van Doeselaar, Discussant: Elisabetta Crocetti
	B	Sex and the Social: The Influence of Multiple Social Contexts on LGBTQ+ Identity Development. Chair: Jan-Ole Gmelin, Discussant: Maria Wängqvist
13.15 – 14.15		Lunch (Included in Registration)
14.15 – 15.45		Concurrent Symposia
	Magna	Identity Content in Context: Examining Salience, Conflict, and Management among Identity Domains. Chair: Kazumi Sugimura, Discussant: Moin Syed
	A	The Overlap between Adulthood and Identity Consolidation: The Italian Case Chairs: Laura Aleni Sesito & Luigia Simona Sica, Discussant: Kate C. McLean
	B	Identity and Psychopathology: Further Evidence for the Clinical Relevance of Identity Chair and Discussant: Margaux Verschueren
15.45 – 16.00		Break
16.00 – 17.15		Concurrent Sessions
	Magna	Workshop: Qualitative Data Analysis. Presenter: Joseph R. Schwab
	A	Interactive Session: Facilitating Identity Renegotiation toward an Antiracist Identity Commitment. Facilitator: Dena Swenson
	B	Paper Session 1: Maria Beatrice Ligorio, Yasumasa Kosaka, Mari Huhtala, Elizabeth D. Labelle
17.15 – 17.30		Break with Refreshments
17.30 – 18.30	Magna	Plenary Address: Linda Juang
20.00 – 22.00		Dinner (Included in Registration) (see p. 14 for details)

Overview Day 2: Tuesday 14 May

9.00 – 10.30		Concurrent Sessions
Magna	Symposium: Identifying Resources for Optimal Identity Developing During Adolescence Chairs: Luigia Simona Sica & Elisabetta Crocetti, Discussant: Saskia Kunnen	
A	Works in Progress Session 1: Brianna Anderson, Buse Gönül, Ashley Reichelmann	
B	Works in Progress Session 2: Mary Arneaud, Marianne Vie Ingersgaard, Maria Wängqvist	
10.30 – 11.00		Break with Refreshments (Sponsored by Prof. Giancarlo Ragozini)
11.00 – 12.00		Concurrent Sessions
Magna	Roundtable: Socio-Contextual Factors in Career Development: A Comparison between Romania & Italy. Chair: Giancarlo Ragozini, Presenters: Oana Negru-Subtirica, Tiziana Di Palma	
A	Interactive Session: Does (Religious) Identity Development Theory Overemphasize Autonomy? Facilitators: Anne-Marije de Bruin-Wassinkmaat & Elsbeth Visser-Vogel	
B	Works in Progress Session 3: Joseph R. Schwab, Jan-Ole Gmelin	
12.00 – 12.15		Break
12.15 – 13.15	Magna	Grant Competition for Early Career Scholars
13.15 – 14.15		Lunch (Included in Registration)
14.15 – 15.45	Magna	Presidential Address: Moin Syed (followed by business meeting)
15.45 – 16.00		Break
16.00 – 17.15		Concurrent Sessions
Magna	Workshop: On Generating Theory. Presenter: Elli Schachter	
A	Interactive Session: Circles and Boxes: An Experiential Exercise to Facilitate Deeper Understanding of Colonization. Facilitators: Elizabeth D. Labelle & Steven Berman	
B	Paper Session 2: Ann Cechony, Marinda Harrell-Levy, Elizabeth Morgan, Onnie Rogers	
17.15 – 18.00		Poster Session 2 with Refreshments
18.00 – 19.00	Magna	Keynote Address: Saskia Kunnen
20.00 – 22.00		Dinner (Separate Ticket Required) (see p. 21 for details)

Overview Day 3: Wednesday 15 May

9.00 – 10.30 Concurrent Symposia

- Magna The Longitudinal Relationship Between Youth Identity Development and Multiple Dimensions of Adjustment, **Chair:** Kazumi Sugimura, **Discussant:** Theo A. Klimstra
- A Identity Work of Immigrants and Minorities in the Intersection between Self and Society
Chair: Ylva Svensson, **Discussant:** Ursula Moffitt
- B Understanding the Structure of Identity: New Developments in Research on Identity Configurations, **Chair:** Fanny Gyberg, **Discussant:** Moin Syed

10.30 – 10.45 Break

10.45 – 12.00 Concurrent Sessions

- Magna **Workshop:** Data Management, **Presenter:** Sara K. Johnson
- A **Interactive Session:** “I have always been here, I will always be here, I am Native”: Digital Storytelling as an Intervention for Integrating Cultural and Historical Identity Contexts
Facilitators: Jillian Fish & Moin Syed
- B **Paper Session 3:** Byeongsun Ahn, Alex Ajayi, Joshua Parmenter, Dena Swenson

12.00 – 12.15 Break

12.15 – 13.15 Concurrent Sessions

- Magna **Paper Session 4:** Oana Negru-Subtirica, Mike Scanlon, Nino Skhirtladze
- A **Works in Progress Session 4:** Monika Boerner, Taylor Hazelbaker
-

Detailed Program: Monday 13 May 2019

9.00 – 11.00

Opening Roundtable (Aula Magna)

An ISRI tradition! Attendees will briefly share their current interests related to the study of identity.

11.00 – 11.45

Poster Session 1 (See p. 25 for abstracts)

Coffee, tea, and snacks will be available for you to enjoy while you talk with presenters.

First Author Title

Bartoszuk, Karin	A Latent Class Analysis of the Relationship Between Identity Development and Protestant Fundamentalism
Botton Hikri, Neta	The Effects of the Dimensions of Maternal Identity Development during Pregnancy on Women's Sense of Growth Following Childbirth
de Moor, Elisabeth	Longitudinal Links between Identity and Substance Use in Adolescence and Young Adulthood
Erentaitė, Rasa	The Role of Social Class Identity in Explaining Financial Well-Being and Spending Behaviors
Ferr-Wreder, Laura	The Importance of Positive Identity to Civic Engagement in Ghanaian Adolescents [MOVED TO POSTER SESSION 2]
Griphammer, Sara	Adolescents' Views of the Meaning of Online Contexts for Identity Development [CANCELLED]
Kaniušonytė, Goda	Environmental Identity and Motivation in Adolescence: Findings from Intervention Piloting Study
Lee, Jiyeon	The Role of Familial Bi-Ethnic Socialization and Teachers' Multicultural Attitudes in Bi-Ethnic Identity among Adolescents of Marriage Migrant Mothers in South Korea
Mancini, Tiziana	Can the Avatar Become Part of the Player's Identity? The Relationship between Avatar Customization and Inclusion of the Avatar in the Self in Three Samples of MMORPG Players
Martin, Gehrig	Identity, Existential Anxiety, and Mindfulness Meditation
Moffitt, Ursula	Who Wants to Talk about Race? A Narrative Analysis of Ethnic-Racial Identity Exploration among Friends

Detailed Program: Monday 13 May 2019

Naude, Luzelle	The Stories We Tell: Social Media as Intersection between Self and Society
Ong, Jing Wen	Ethnic Identity and Discrimination among Bicultural Americans
Piotrowski, Konrad	U-MICS Parental identity: Adaptation of the Utrecht-Management of Identity Commitments Scale to the parental identity domain.
Rawcliffe, Cassian	Identity and Stories That are 'Hard to Tell': Understanding the Narratives of Male Victims of Intimate Partner Violence
Smith, Brittany	Negative Life Events and School Connectedness on Positive Identity Formation
Truskauskaitė- Kunevičienė, Inga	Environmental Identity Exploration as a Pathway Towards Pro-Environmental Behavior in Adolescence: Evidence from Intervention Piloting Study
Vitkun, Brett	Identity and Purpose
Vosylis, Rimantas	A Dual-Cycle Approach to Financial Identity: Can the Three-Dimensional Model be Used to Study the Processes of Identity Formation in the Domain of Personal Finances?

11.45 – 13.15

Concurrent Symposia (see p. 30 for abstracts)

Aula Magna

Is Redemption the Master Narrative for Stories of Trauma and Transgression in the UK?

“The Cultural Nature of Redemptive Storytelling: Implications for Identity Development and Well-being”

Laura Blackie

Narrating Difficult Experiences: A Cultural Framework for Telling Identity Narratives in Sweden

Py Liv Eriksson & Ann Frisé

Chair: Kate C. McLean

Redemption in Dutch Adolescents: Exploring Prevalence and Culture-Specific Shapes of Redemption Sequences

Discussant: Moin Syed

Theo A. Klimstra

Detailed Program: Monday 13 May 2019

Aula A	Identity Formation in the Educational and Future Plan Domain: Comparing Two Process-Models of Identity Formation Liselotte den Boer, Theo A. Klimstra, & Jaap J. A. Denissen
“The Role of Changes in the Lives of Young People in Identity Formation”	Stressful Life Events and Identity Development in Early and Mid- Adolescence Lisanne de Moor, Jolien van der Graaff, Marloes P. A. van Dijk, Wim Meeus, & Susan J. T. Branje
Chair: Lotte van Doeselaar	
Discussant: Elisabetta Crocetti	The Link between Adolescents’ Narrative Identity Formation and the Dual-Cycle Model: A Two-Year Longitudinal Study Lotte van Doeselaar, Kate C. McLean, Wim Meeus, Jaap J. A. Denissen, & Theo A. Klimstra

Aula B	Navigation of Career and Sexual/Gender Identity Development among LGBTQ+ College Students Renee V. Galliher, Ryan Berke, Joshua Parmenter, Harley Cragun, & Kenna Craig
“Sex and the Social: The Influence of Multiple Social Contexts on LGBTQ+ Identity Development”	Sexual Identity Trajectories within Gender, Generational, and Religious Contexts Katherine A. Crowell, Pamela A. Scalise, Renee V. Galliher, John P. Dehlin, & William Bradshaw
Chair: Jan-Ole Harald Gmelin	
Discussant: Maria Wängqvist	“It is the Most Normal Thing in the World, as Long as It is For Me”: The Influence of Social Contexts on Identity Narratives of Young Gay Men Jan-Ole Harald Gmelin, Fiona Tasker, & Saskia Kunnen

13.15 – 14.15

Lunch

Lunch is included in the conference registration fee.

Detailed Program: Monday 13 May 2019

14.15 – 15.45

Concurrent Symposia (see p. 34 for abstracts)

Aula Magna

“Identity Content in Context: Examining Saliency, Conflict, and Management among Identity Domains”

Chair: Kazumi Sugimura

Discussant: Moin Syed

Contextual Navigation: Towards a Holistic Model of Negotiating LGBTQ+ Identity in Context

Joshua G. Parmenter, Renee V. Galliher, & Adam D. A. Maughan

Specific Aspects of Minority Stress Associated with Social Anxiety from an Intersectional Perspective

Katherine A. Crowell, Pamela A. Scalise, Renee V. Galliher, John P. Dehlin, & William Bradshaw

Exploring Important Domains and Conflicts between domains for Emerging Adults in the Context of Contemporary Japan

Iroha Ishibashi, Shogo Hihara, Tomotaka Umemura, & Kazumi Sugimura

Aula A

“The Overlap between Adulthood and Identity Consolidation: The Italian Case”

Chairs: Laura Aleni Sestito & Luigia Sica

Discussant: Kate C. McLean

Personal Growth Initiative: Useful Resources for Identity Construction of Italian Young People

Laura Aleni Sestito, Luca Fusco, & Luigia Simona Sica

Can the Parent-Child Relationship Promote the Construction of Inner-Self?

Martina Smorti & Lucia Ponti

Identity Formation and Self-Perception of Adulthood in Italian Emerging Adults

Elisabetta Crocetti

Aula B

“Identity and Psychopathology: Further Evidence for the Clinical Relevance of Identity”

Chair and Discussant: Margaux Verschueren

Body Image as a Mediator between Identity and Disturbed Eating in Adolescents and Emerging Adults

Nina Palmeroni, Laurence Claes, Margaux Verschueren, & Koen Luyckx

DSM-5 Non-Suicidal Self-Injury Disorder and Identity Formation in Adolescents

Tinne Buelens, Koen Luyckx, & Laurence Claes

Impairment in Identity as a Core Symptom in Personality Pathology

Annabel Bogaerts, Koen Luyckx, Tim Bastiaens, Erin A. Kaufman, & Laurence Claes

Detailed Program: Monday 13 May 2019

15.45 – 16.00	Break
16.00 – 17.15	Concurrent Sessions (see p. 38 for Paper Session 1 abstracts)

Aula Magna	<p>This workshop will focus exclusively on the qualitative analysis of qualitative data. The difference between qualitative data and qualitative analysis will be explained, the meta-theoretical and epistemological traditions underlying qualitative analysis will be reviewed, and an overview of the commonalities and best practices among widely-used forms of qualitative analysis (e.g., thematic analysis, grounded theory, discourse analysis) will be provided. Participants will get hands-on experience analyzing data in small groups, and the epistemological and methodological issues that arise in these activities will be discussed. Participants will gain a better understanding of the commonalities among qualitative analysis traditions and the specific steps required to conduct rigorous, trustworthy, and insightful qualitative analysis.</p>
Workshop	
Qualitative Data Analysis	
<p>Presenter: Joseph R. Schwab</p>	

Aula A	<p>Cultural humility is separate from, but a possible extension of, cultural competence. Both share a focus on self-awareness. A critical distinction is cultural humility's focus on recognizing one's privilege as a pre-requisite to challenging power imbalances. Resistance to changing pre-existing concepts is manageable in the relatively controlled environment of graduate classes. These self-processes however require different considerations when conducting professional development training series. Sue (2003) proposes resistance and introspection as aspects of identity development toward an identity commitment associated with antiracist action. This session explores challenges and approaches for facilitating integrative racial identity awareness for adults in non-academic professional trainings.</p>
Interactive Session	
"Facilitating Identity Renegotiation toward an Antiracist Identity Commitment"	
<p>Facilitator: Dena Swenson</p>	

	<p>Supporting Identity Development at the Border: A University Case Maria Beatrice Ligorio, Francesca Amenduni, & Rosa Di Maso</p>
Aula B	<p>The Life Events of the Risk-Averse Type of Moratorium among Japanese Adolescents Yasumasa Kosaka</p>
Paper Session 1	<p>Managers as Moral Leaders: Moral Identity in the Context of Work Mari Huhtala, Päivi Fadjukoff, & Jane Kroger</p>
Chair: Kazumi Sugimura	<p>Spiritual Homelessness: Lost Lands, Lost Identity Elizabeth D. Labelle, Suzanne Goodleaf, & Steven L. Berman</p>

Detailed Program: Monday 13 May 2019

17.15 – 17.30 Break with Refreshments

17.30 – 18.30 Plenary Address (Aula Magna)

Linda Juang

**“Understanding
Ethnic-Racial
Identity in a Context
Where ‘Race’ is Not
Recognized”**

Ethnic-racial identity (ERI) is an integral aspect of youth development and well-studied for the last several decades. And yet, an understanding of ERI is not easily transferred across countries. In this talk I contrast the study of ERI in the US and Germany to show that attention to history and context is necessary to move research on ERI forward. As an example, I will discuss how we have adapted Umaña-Taylor’s *Identity Project*, an 8-week school intervention developed in the US, to be relevant in German schools.

Linda Juang is Professor of Inclusive Education at the University of Potsdam in Germany. Based on an ecological system’s perspective, her research focuses on the adaption and adjustment of adolescents and college students of immigrant background within the contexts of family, school, and community. She is interested in how three key immigration-related issues—parent and adolescent acculturation, ethnic identity, and racial/ethnic discrimination—relate to adolescent well-being and health.

20.00 – 22.00 Dinner (Included in Conference Registration Fee)

Dinner is included in your conference registration. Please join us at Fresco Trattoria Pizzeria, next to the conference venue, for a buffet dinner including pasta, salad, pizza, and dessert.

Detailed Program: Tuesday 14 May 2019

9.00 – 10.30		Concurrent Sessions (see p. 39 for abstracts)	
<p>Aula Magna</p> <p>Symposium</p> <p>“Identifying Resources for Optimal Identity Developing During Adolescence”</p> <p>Chairs: Luigia Simona Sica & Elisabetta Crocetti</p> <p>Discussant: Saskia Kunnen</p>	<p>The Development of Identity in Adolescence: The Role of Callous-Unemotional Traits in the Relationship with Others and with Oneself Enrica Ciucci, Carolina Facci, Andrea Baroncelli, Daniela Carpenzano, & Luigia Simona Sica</p> <p>Curiosity and Openness to Change: Are They Really Resources for Identity Formation during Adolescence? Luigia Simona Sica, Tiziana Di Palma, & Laura Aleni Sestito</p> <p>Is Sports Still an Indicator of Well-Being among Young People? A Longitudinal Study between Sports Activity, Eating Behaviors and Dimensions of Self in Adolescence Emanuela Rabaglietti, Lynda Lattke, & Aurelia De Lorenzo</p>		
<p>Aula A</p> <p>Works-in Progress Papers Session 1</p> <p>Discussant: Megan L. Smith</p>		<p>Who Am I and Who Am I Not? Introducing Ambiguous Loss of the Self Brianna Anderson</p> <p>Who am I? Identity Development in the Face of Inequalities Buse Gönül, Maria Wängqvist, & Basak Sahin-Acar</p> <p>“The Dismantling of White History:” Local Confederate Statues, Racial Frames, and Identity Ashley Reichelmann & Whitney A. Hayes</p>	
<p>Aula B</p> <p>Work-in-Progress Papers Session 2</p> <p>Discussant: Elizabeth Morgan</p>		<p>Expanding the MEIM to Measure the Development of a Multi-Ethnic Sense of Identity Mary Arneaud & Nicole Alea</p> <p>Illness Identity in Adolescents and Emerging Adults with Type 1 Diabetes Marianne Vie Ingersgaard, Ingrid Willaing, & Dan Grabowski</p> <p>Father Involvement Across the Lifespan: An Identity Perspective Maria Wängqvist & Philip Hwang</p>	
10.30 – 11.00		Break with Refreshments (Sponsored by Prof. Giancarlo Ragozini, University of Naples Federico II)	

Please enjoy the coffee, tea, and snacks sponsored by Prof. Giancarlo Ragozini, and be sure to attend the roundtable discussion that follows!

Detailed Program: Tuesday 14 May 2019

11.00 – 12.00

Concurrent Sessions (see p. 42 for Works in Progress abstracts)

Aula Magna

Roundtable

“Socio-Contextual Factors in Career Development: A Comparison between Romania and Italy”

Chair: Giancarlo Ragozin

Presenters: Oana Negru-Subtirica & Tiziana Di Palma

This discussion will focus on socio-cultural factors in career identity development, using the example countries of Romania (Eastern Europe) and Italy (Mediterranean). The session will be chaired by Prof. Giancarlo Ragozin, Full Professor in the Department of Political Science and Head of the Graduate Program in Statistics, University of Naples Federico II. Oana Negru-Subtirica, lecturer at Babeş-Bolyai University, will discuss socio-cultural factors in career development based on her expertise in the development of intentionality and agency in adolescence and emerging adulthood, from the perspective of identity formation, motivation, and goals. Tiziana Di Palma, post-doctoral researcher at the University of Naples Federico II, will discuss these factors based on her expertise in vocational identity and career construction during adolescence and emerging adulthood. Participants will be invited to discuss and compare different points of views and also to speak about their studies and experiences in other countries.

Aula A

Interactive Session

“Does (Religious) Identity Development Theory Overemphasize Autonomy?”

Facilitators: Anne-Marije de Bruin-Wassinkmaat & Elsbeth Visser-Vogel

Our systematic literature review of the religious identity development of strictly religious adolescents showed that several studies underline the need for adolescents’ autonomy and choice in identity development. We suppose that this need indicates a normative position in the literature that reflects a postmodern and Western view on identity development: a focus on self-actualization, individuality, and personal freedom. We would like to discuss interactively to what extent the theory on identity development applies to research on identity development in non-Western contexts, contexts of political struggle or community-oriented contexts. Also, we would like to discuss implications for future research

Aula B

The Influence of the Interviewer’s Identity on Research Interviews

Joseph R. Schwab

Works in Progress Papers Session 3

Discussant: Theo A. Klimstra

Positioning Positioning: How is Real-Time Behavior Related to Reflective Identities?

Jan-Ole Gmelin, Peter de Jonge, & Saskia Kunnen

Detailed Program: Tuesday 14 May 2019

12.00 – 12.15

Break

12.15 – 13.15

Grant Competition (Aula Magna) (see pp. 43 for abstracts)

Panel:

Moin Syed
Elizabeth Morgan
Theo Klimstra
Renee Galliher

Three teams of early career scholars will present their ideas for a research project to be conducted with a \$1,000 grant. After each presentation, there will be a 15-minute question period in which the panel of judges and members of the audience may ask questions, and the presenters may respond. Following all three presentations, the panel of judges will rank the proposals, and the audience members will vote on which proposal should be funded. The grant recipient will be determined by 50% judges' ranking and 50% audience choice.

Everyone is welcome to attend this exciting new event!

Presenters: Mary Jane Arnaud & Marlene Waske
Taylor Hazelbaker
Nic M. Westrate

13.15 – 14.15

Lunch

14.15 – 15.15

Presidential Address (Aula Magna)

Moin Syed

“The Promise of the Open Science Movement for Research on Identity”

The open science movement has been gaining steam in numerous scientific disciplines (e.g., ecology, cancer biology, economics) as well as sub-disciplines of psychology (e.g., social, personality). These issues, however, have been scantily discussed in the context of identity research. This presentation will include an overview of core issues in the open science movement and how they apply to identity research. Emphasis will be placed on how incorporating open science principles can improve both theoretical and empirical work on identity.

Moin Syed is Associate Professor of Psychology at the University of Minnesota. He was trained as a developmental psychologist but has a primary appointment in the Counseling Psychology program and secondary affiliation in the Personality, Individual Differences, and Behavioral Genetics program. He is also affiliated with the Asian American Studies program, the Mixed Methods Interdisciplinary Graduate Group, the Prevention Science doctoral minor, and the Center for the Study of the Individual and Society. He is on the executive committees of the Study of Emerging Adulthood and is currently serving as Editor of Emerging Adulthood.

Detailed Program: Tuesday 14 May 2019

15.15 – 15.45

Business Meeting (Aula Magna)

Everyone is invited (and encouraged!) to attend the Business Meeting. ISRI officers will provide reports and general organization business will be discussed, including the 2021 conference location.

15.45 – 16.00

Break

16.00 – 17.15

Concurrent Sessions (see p. 44 for Paper Session 2 abstracts)

Aula Magna

Workshop

On Generating Theory: A Workshop for Sharing Ideas and Techniques

Presenter: Elli Schachter

Conducting research involves iterative cycles of theorizing and empirical study. Whereas there are often detailed guidelines for carrying out empirical investigations, generating theory is often viewed as an “a-ha” experience— a mysterious and somewhat obscure creative process that cannot, or maybe even should not, be mechanized, outlined or demarcated. While not denying that this contains a kernel of truth, the purpose of this workshop is to share ideas on techniques that can scaffold those creative processes involved in generating theoretical ideas. In the first part, I will share a general outline of some practices that I employ together with the rationales behind them. In the second, I will demonstrate one practice in more detail with a hands-on exercise. In the third, contingent on participants’ desire and interest, I will invite others to share their preferred practices, suggestions, and critical comments.

Aula A

Interactive Session

“Circles and Boxes: An Experiential Exercise to Facilitate Deeper Understanding of Colonization”

Facilitators: Elizabeth D. Labelle & Steven Berman

The purpose of this interactive session is to expose participants to the history of colonization of Indigenous peoples of Canada through the box and circle exercise developed by Dr. Jann Derrick. She developed this exercise to create an impactful experience that addresses cultural sensitivity, the history of colonization, and support critical work to advance anti-oppressive, inclusive practice. This will be done using an Indigenous way of teaching and learning, so that participants may experience the impact of colonization on self and community Indigenous identity. This powerful activity will be followed by a period of debriefing and discussion.

Detailed Program: Tuesday 14 May 2019

<p>Aula B</p> <p>Paper Session 2</p> <p>Chair: Sara K. Johnson</p>	<p>Supporting Young Women and Gender Expansive Youth in Reshaping Personal Narratives: An Intergenerational Community Mentoring Approach Ann Cechony, Mike Scanlon, & Jenna Lindberg</p> <p>The Lived Experience of Teen Mother Trauma Survivors: A Narrative Approach Marinda Harrell-Levy</p> <p>Sexual Identity Development in the Context of Master Narratives: Stories from Emerging Adults in the United States Elizabeth Morgan</p> <p>Master Narratives in Middle Childhood: Stability and Change across Time and Identities Onnie Rogers, Xin Jin, Dayanara Padilla, Christina Foo, Shari Gordon, & Abigail Kutlas</p>
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17.15 – 18.00

Poster Session 2 (see p. 45 for abstracts)

Coffee, tea, and snacks will be available for you to enjoy while you talk with presenters.

First Author Title

First Author	Title
Abramson, Lori	On the Way to a Professional Identity: Focal Points in Pre-Service Teachers' Trajectories of Identification with Commitment
Christiaens, Anabelle	A Study on the Positive Emotional Experiences of Identity Exploration
Cheon, Yuen Mi	Profiles of Ethnicity/Race and Socioeconomic Status and Sleep among Ethnic/Racial Minority Youth
Di Norcia, Anna	Self Representation in School Age Children with Emotional Problems
Feixas, Guillem	A Personal Construct Approach to the Study of Identity Conflicts
Ferr-Wreder, Laura	The Importance of Positive Identity to Civic Engagement in Ghanaian Adolescents [MOVED FROM POSTER SESSION 1]
Fusco, Luca	Vocational Identity Flexibility and Psychosocial Functioning in Italian Adolescents
Gfellner, Barbara	A Closer Look at Context in Identity Distress, Identity Development, and Adjustment to University

Detailed Program: Tuesday 14 May 2019

Hihara, Shogo	Negative Identity and Identity Processes in Youth: A Three-Wave Longitudinal Research
Hinings- Marshall, Lynette	A Life in Pieces: Effects of the Transnational Lifestyle on the Self-Identity of Female Expatriates
Iwasa, Yashuhiro	To Be or Not to Be a Teacher: Identity Development in Teacher Training College Students
Järdmo, Caroline	Identity and Attachment: The Role of Parents, Partners, and Peers for Young Adults
Johnson, Jasmine	Racial Identity and School Connectedness
Lee, Jiyeon	Parenting Strategies of Vietnamese Marriage Migrant Mothers in South Korea: Multiple Intersections between Ethnic Identities and Parenting Environments
Naude, Luzelle	Standing on the Shoulders of Giants: Role-Models as Identity Agents during Adolescent Development
Park, Yerin	A Preliminary Evaluation of the Dimensions of Identity Development Scale (DIDS) in South Korea [MOVED TO POSTER SESSION 1]
Piotrowski, Konrad	How and Why Does Perfectionism Influence Identity Exploration and Identity Commitment? The Search for Cognitive and Emotional Mediators
Rawcliffe, Cassian	How Does Being Interviewed Shape an Individual's Narration of their Life Story?
Scanlon, Mike	Cognitive Interviewing for Scale Validation: An Examination of the ISI-5
Vosylis, Rimantas	Does Identity Formation Shape Time Perspective? Evidence from a Brief Longitudinal Study with College Students
Waske, Marlene	Obesity, Socio-Economics, and Culture in the Island of Trinidad

Detailed Program: Tuesday 14 May 2019

18.00 -19.00

Keynote Address (Aula Magna)

Saskia Kunnen

“Integrating Qualitative and Quantitative Data in Identity Research”

With Naomi de Ruiter, Mandy van der Gaag & Harke Bosma

Research in identity development is becoming more and more diverse. In addition to research addressing changes in commitment strength and exploration, based on the work of Erikson and Marcia, we see an expanding amount of qualitative research into identity development. In this presentation I address the question: How can we integrate the developmental process as described in terms of quantitative changes in commitment strength and exploration with qualitative aspects of commitments and commitment changes? With regard to the qualitative aspects I will focus on the process of differentiation and integration, resulting in refinement and increasing complexity and flexibility of commitments. This concept of attractor landscape gives us cues to integrate the quantitative aspect of commitment strength, and qualitative aspects of differentiation and integration. I will use the concept of attractor landscapes as a metaphor, but also indicate how it can be applied it as a testable model.

Saskia Kunnen is Associate Professor of Developmental Psychology in the Faculty of Behavioral and Social Sciences at the University of Groningen in the Netherlands. She has published extensively on identity development and dynamic systems modeling. She has been affiliated with, and served on the boards of, the European Association for Research on Adolescence, the Netherlands Association for Developmental Psychology, and ISRI.

19.15

Bus Departs for Dinner (from conference center)

20.00

Dinner (Separate Ticket Necessary)

The bus will leave from the conference venue at 19.15 to take us to a special dinner event at the [Palace of the Spaniard](#), a historical residence in the heart of Naples. We will return around 23.00. Bus transportation is included in the ticket price.

Detailed Program: Wednesday May 2019

9.00 – 10.30

Concurrent Symposia (see p. 50 for abstracts)

Aula Magna

“The Longitudinal Relationship Between Youth Identity Development and Multiple Dimensions of Adjustment”

Chair: Kazumi Sugimura

Discussant: Theo A. Klimstra

Promoting Positive Identity through Fostering Positive Youth Development: Evidence from the Longitudinal Intervention Study in Lithuania

Inga Truskauskaitė-Kunevičienė, Goda Kaniušonytė, & Rita Žukauskienė

Self Development and Adolescent Adjustment: A Multi-Dimensional Longitudinal Study

Elisabetta Crocetti, Flavia Albarello, & Monica Rubini

Multiple and Diverse Trajectories in an Overall Sense of Identity and Satisfaction with Life During Adolescence and Young Adulthood: A Three-Wave Longitudinal Study

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

Aula A

“Identity Work of Immigrants and Minorities in the Intersection between Self and Society”

Chair: Ylva Svensson

Discussant: Ursula Moffitt

Identity Integration Among Second-Generation Muslim Americans
Ummul-Kiram Kathawalla & Moin Syed

Examining Social Identity Strategies and Friendship Preferences of Turkish-Belgian University Students
F. Zehra Çolak, Lore Van Praag & Ides Nicaise

A Master Narrative Approach to the Negotiation of an “Immigrant Identity” in Sweden
Ylva Svensson

Aula B

“Understanding the Structure of Identity: New Developments in Research on Identity Configurations”

Chair: Fanny Gyberg

Discussant: Moin Syed

Constructing a Measure to Assess Identity Configurations
Elli P. Schachter & Ayelet Maymon

“Stuck Between Two Worlds”: Configurations of Occupational and Family Identities
Fanny Gyberg, Ann Friséen & Moin Syed

Development and Evaluation of a Measure Assessing Strategies for Negotiating Identity Configurations
Renee Galliher, Theo Klimstra & Päivi Fadjukoff

Detailed Program: Wednesday May 2019

10.30 – 10.45

Break

10.45 – 12.00

Concurrent Sessions (see pp. 52 for abstracts for Paper Session 3)

Aula Magna

Workshop

Data Management

Presenter: Sara K. Johnson

Data management refers to everything that happens with your data except your analyses (but we'll also talk about how to manage materials related to your analyses, too!). Good data management practices are important for adhering to ethical guidelines, facilitating collaboration, and promoting the trustworthiness and replicability of your work (for yourself as well as for others). We will cover organizational strategies (e.g., file naming, folder structures) and administrative documentation (e.g., codebooks, measures boilerplates), as well as other areas (e.g., data security) depending on participant interest.

Aula A

Interactive Session

“I have always been here, I will always be here, I am Native’: Digital Storytelling as an Intervention for Integrating Cultural and Historical Identity Contexts”

Facilitators:

Jillian Fish & Moin Syed

The interactive session will discuss digital storytelling as 1) an intervention for integrating cultural and historical identity contexts and 2) an emergent narrative research method. Digital storytelling is a participant-created story-based data gathering method that provides rich, culturally relevant first-person accounts of people's lives and uniquely taps into identity processes, constructs, and contexts of development. To foster discussion, we will use digital stories from various cultural and historical contexts from Immigrant Stories and The Native American Digital Storytelling Project. Attendees will discuss digital story narratives in relation to the previous two points, guided by the discussants' experiences with digital storytelling.

Detailed Program: Wednesday May 2019

<p>Aula Magna</p> <p>Paper Session 3</p> <p>Chair: Maya Cohen-Malyayev</p>	<p>“In the Beginning, There Is...”: Role of Lived Experience for Identity-Work and Social Interaction among Second Generation Ex-Yugoslavians in Vienna, Austria Byeongsun Ahn</p> <p>Empirically Derived Black Racial Ideologies: Implications for Psychological Distress and Sociopolitical Activism Alex Ajayi & Moin Syed</p> <p>LGBTQ+ Culture: Implications for Integrating Collective Identity into Sexual Identity Development Models Joshua Parmenter, Renee V. Galliher, & Adam D. A. Maughan</p> <p>The Impact of Ethnic Identity on U.S. Adolescents’ Stress Experiences and Physical Illness Dena Swenson</p>
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12.00 – 12.15

Break

12.15 – 13.15

Concurrent Sessions (see p.54 for abstracts)

<p>Aula Magna</p> <p>Paper Session 4</p> <p>Chair: Sara K. Johnson</p>	<p>"Made It Ma, Top of the World": Representations of Vocational Achievement in Adolescents and Their Parents Oana Negru-Subtirica</p> <p>Emergent Relational Identity: Group Influences on Adolescent Identity Development in a Creative Context Mike Scanlon, Ella Shahn, & Anna Cechony</p> <p>Identity Profiles, Parenting Dimensions and Emotional Separation in Georgian Adolescents Nino Skhirtladze & Nino Javakhishvili</p>
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Aula A

Works in Progress Papers, Session 4

Discussant: TBA

How Do People Decide? Decision-Making Process of Non-Executive Shareholders of German Family Firms
Monika Boerner

Elementary School-Aged Children’s Social Identity Formation within a Rural School Context
Taylor Hazelbaker, Rashmita S. Mistry

Symposia, Paper, Works-in-Progress, and Poster Session Abstracts

Monday 11.00 – 11.45

Poster Session 1 with Refreshments

A Latent Class Analysis of the Relationship Between Identity Development and Protestant Fundamentalism

Karin Bartoszek & James E. Deal

Latent Class Analysis was used to explore different subgroups of individuals based on identity processes (using the DIDS) and protestant fundamentalism. Results indicate that a 6-group solution provided the best fit for our data. The six groups differed in terms of identity process variables (especially exploration in breadth, exploration in depth, and identification with commitment), but only modestly in terms of fundamentalism.

The Effects of the Dimensions of Maternal Identity Development during Pregnancy on Women's Sense of Growth Following Childbirth

Neta Hikri Botton, Maya Cohen-Malayev, & Nir Madjar

This short-term longitudinal study examines whether the dimensions of maternal identity development during pregnancy predicted postnatal personal growth of first-time mothers. The transition to motherhood is described as a personal developmental journey that begins in the early stages of pregnancy and ends about a year after childbirth and has the potential for personal growth. Results highlighted that the more women reported in-depth exploration and identified with their maternal identity during pregnancy, they experienced a higher sense of growth after childbirth. The discussion attends to the implications of the findings to the contemporary literature on maternal identity development during pregnancy.

Longitudinal Links between Identity and Substance Use in Adolescence and Young Adulthood

Elisabeth de Moor, Jelle J. Sijtsema, Josh A. Weller, & Theo A. Klimstra

Study I examined the longitudinal links between adolescent identity and substance use (SU, alcohol, marijuana, energy drinks; N = 959). The effect of identity on SU was examined with latent profile transition analyses and the effect of SU on identity using ANCOVAs. SU predicted regressive identity development, but the relationship with marijuana was mixed. In Study II retrospectively reported adolescent SU was unrelated to young adult identity (N = 197). Findings suggest that while SU is related to negative identity development in adolescence, there do not appear to be long-term effects on identity in young adulthood.

The Role of Social Class Identity in Explaining Financial Well-Being and Spending Behaviors

Rasa Erentaitė & Rimantas Vosylis

Social class identity is a significant predictor of important psychological outcomes, however, it remains among the less studied domains of collective identity. We analyzed whether social class identity can explain well-being and behaviors of university students in the financial domain, particularly, when the actual income is controlled. The findings from a cross-sectional study with 481 emerging adults (57.8% women; Mage=20.27) revealed that social class identity is a slightly better predictor than the actual personal and parental income for impulsive buying, financial well-being, as well as general satisfaction with life among students.

Monday 11.00 – 11.45

Poster Session 1 with Refreshments

The Importance of Positive Identity to Civic Engagement in Ghanaian Adolescents

Laura Ferrr-Wreder, Nora Wium, Carolyn Cass Lorente, & Leo Sodem

This study explored the psychometric properties of the positive identity scale (PIS, Benson, 2007) and was cross-sectional, survey-based, and part of a larger cross-national study. Participants were 550 Ghanaian adolescents attending one high school (39% girls, Mage = 17 years). Results supported a one factor, six item PIS structure and showed that greater positive identity was related to more time spent on community service. Study implications are examined in light of intersections between Eriksonian and positive youth development theories and are further considered in relation to youth development initiatives taking place in Ghana.

Adolescents' Views of the Meaning of Online Contexts for Identity Development [CANCELLED]

Sara Griphammer & Maria Wångqvist

Building on previous research on the meaning of online contexts for identity development, this study aimed to investigate these issues from the perspective of the adolescents themselves. Four focus groups with 24 18-19-year-olds were performed. Questions were structured around the areas Identity explorations, Self-presentations and Social interactions. Thematic analyses showed how the importance of online contexts in identity development differ depending on the characteristics of specific online context, individual development, and the meaning of these contexts in adolescents' lives.

Environmental Identity and Motivation in Adolescence: Findings from Intervention Piloting Study

Goda Kaniusonyte & Inga Truskauskaitė-Kunevičienė

In this study, we sought to explore the relationship between environmental identity processes and motivation to act pro-environmentally. Adolescents sample was drawn from the intervention piloting stage (intervention study GOGREEN). The sample size N = 450 (52% girls, Mage=15.24, SDage=0.64). U-MICS scale (Crocetti et al., 2008) for the environmental domain and environmental motivation MTES scale (Pelletier et al., 1998) was used. Structural equation modeling (SEM) analysis indicated that the model fitted data well. Overall, the findings highlighted the importance of motivation in forming the pro-environmental identity.

The Role of Familial Bi-Ethnic Socialization and Teachers' Multicultural Attitudes in Bi-Ethnic Identity among Adolescents of Marriage Migrant Mothers in South Korea

Jiyeon Lee & Grace H. Chung

We used questionnaire data from the first wave of the PKMYA to examine the role of parents and teachers in bi-ethnic identity among 358 5th- and 6th-grade bi-ethnic adolescents born between marriage migrant mothers and native Korean fathers. Linear regression analyses showed that teachers' multicultural attitudes and familial bi-ethnic socialization were positively related to adolescents' bi-ethnic identity. Also, the positive association between familial bi-ethnic socialization and bi-ethnic identity of adolescents was stronger in its magnitude for those who perceived the teachers' multicultural attitudes were less positive.

Monday 11.00 – 11.45

Poster Session 1 with Refreshments

Can the Avatar Become Part of the Player's Identity? The Relationship between Avatar Customization and Inclusion of the Avatar in the Self in 3 Samples of MMORPG Players

Tiziana Mancini & Federica Sibilla

We investigated whether, playing World of Warcraft, avatar can become part of player's identity and whether this process, named avatar identification (AI), is influenced more by the humanity of the race of the avatar or by the degree of freedom in the avatar customization process. Three studies were conducted, considering human, mixed, and not-human races and natural, artificial, and imposed avatars. A comparison of AI scores recorded in the three studies showed that AI was not significantly influenced by the degree of humanity of the avatar, while it increased with increasing freedom in the avatar customization process.

Identity, Existential Anxiety, and Mindfulness Meditation

Gehrig Martin, Brett Vitkun, Eric Gitlen, & Steven L. Berman

Western culture has adopted the practice of mindfulness meditation to alleviate anxiety and depression, while improving quality of life. Existential therapy assumes that individuals have a need for identity, meaning, and purpose. Existential anxiety is related to concerns about death and meaninglessness. Mindfulness and existential therapy explore similar concepts, but no empirical research has explored the usefulness of mindfulness meditation in relieving symptoms of existential anxiety and identity distress, while promoting identity development. Participants were assigned to a meditation group or a waitlist control. Results are discussed.

Who Wants to Talk about Race? A Narrative Analysis of Ethnic-Racial Identity Exploration among Friends

Ursula Moffitt & Moin Syed

Ample research has made clear the importance of ethnic identity exploration during emerging adulthood, yet how individuals talk with their peers about ethnic-racial identity (ERI) related issues remains under investigated. This paper aims to fill this gap using multi-step narrative analysis of conversations between friends ($N = 34$ pairs, 68 overall), recorded at a large university in the United States after participants had completed a related survey. Preliminary analyses suggest differences in both content and interaction based on participant ethnicity, reported frequency of ERI related conversations, and whether the friends were of the same or different ethnicity.

The Stories We Tell: Social Media as Intersection between Self and Society

Luzelle Naude

Social media provides a platform to see oneself in others and to distinguish oneself from others. In a transforming South Africa, media stories provide diverse spaces where individuals can reflect on who they are this world. This study explored how social media shape and refine South African emerging adults' sense of self. Participants were interviewed on how media engagements prompted them to reconsider their self-views. Narratives were coded for process and content of meaning-making. Ideological and interpersonal status domains were considered. Results are presented in relation to narrative and dialogical self-theory, while considering the dynamics of the South African context.

Monday 11.00 – 11.45

Poster Session 1 with Refreshments

Ethnic Identity and Discrimination among Bicultural Americans

Jing Wen Ong, Eric Gitlen, & Steven L Berman

This study investigated the associations between perceived discrimination, affirmation of ethnic identity, American identity affirmation, and identity distress, in a university student sample (N = 219). Ethnic affirmation was positively associated with perceived discrimination, while American affirmation was negatively associated with perceived discrimination. Perceived discrimination was also positively associated with identity distress. Further, perceived discrimination mediated the relationship between American affirmation and identity distress, however, it did not mediate the relationship between ethnic affirmation and identity distress. Results are discussed with regard to the role of acculturation in ethnic identity development.

U-MICS Parental Identity: Adaptation of the Utrecht-Management of Identity Commitments Scale to the Parental Identity Domain

Konrad Piotrowski

I proposed to study parental identity formation through the lens of the three-dimensional Meeus-Crocetti model. I have also adapted the scale associated with that model, the Utrecht-Management of Identity Commitments Scale, to the parental identity domain. Since that time a few studies on parental identity have been conducted suggesting that U-MICS Parental identity is a reliable and valid measure that can be useful in filling one of the most visible gaps in the current studies and let us answer some questions about the development of parental identity. The summary of existing knowledge of this measure will be presented.

Identity and Stories That are ‘Hard to Tell’: Understanding the Narratives of Male Victims of Intimate Partner Violence

Cassian Rawcliffe

This qualitative study used narrative interview and analysis to understand how male survivors of female perpetrated domestic violence incorporate their experiences within their narrative identity. Interviewing four male survivors, in depth analysis highlighted several narrative themes and processes: Male victims used culturally accepted narratives such as fatherhood and childhood to make sense of both their own and their abusive partner’s behaviour. Other cultural narratives of masculinity and domestic violence contributed to their abuse and prevented them accessing support. Analysis also indicated the possible psychological rejection of a ‘victim-self’, enabling the maintenance of a coherent, ‘redemptive’ narrative identity.

Negative Life Events and School Connectedness on Positive Identity Formation

Brittany Smith & Megan L. Smith

The current study investigates the associations between School Connectedness, Negative Life Events (NLEs), and Positive Identity Development. We hypothesized School Connectedness would be positively associated, and more NLEs would be negatively associated, with positive identity development. The hierarchical multiple regression model, which included variables race, gender, age, School Connectedness, and cumulative NLEs, accounted for 21% of the variance in Positive Identity. School Connectedness was more strongly associated with identity than other variables, suggesting further analyses should unpack the potential mediational nature of School Connectedness on the association between NLEs and Positive Identity development.

Monday 11.00 – 11.45

Poster Session 1 with Refreshments

Environmental Identity Exploration as a pathway Towards Pro-Environmental Behavior in Adolescence: Evidence from Intervention Piloting Study

Inga Truskauskaitė-Kunevičienė, Goda Kaniušonytė, & Audra Balundė

Our aim was to investigate the relationships between environmental identity exploration and pro-environmental intentions and behavior of buying bottled water through increase of moral obligation in adolescence. The participants were 396 adolescents from Lithuania (52% girls, Mage = 15.21). Identity exploration positively predicted moral obligation and it, in turn, positively predicted pro-environmental intention and behavior. The indirect effect was also confirmed. Findings imply that fostering environmental identity exploration could be pathway towards more environmentally friendly behavior in adolescence.

Identity and Purpose

Brett Vitkun, Gehrig Martin, Eric Gitlen, & Steven L. Berman

Despite adherence to Erikson's theories, identity development research has left one crucial component of identity greatly unexamined: purpose. Erikson wrote extensively on the importance of developing a sense of purpose in order to create a hierarchical structure of goals ultimately relating to a continuous sense of identity. Within this review of the literature, it will be shown that purpose commitment is not a byproduct of identity formation but an overarching driving force that enhances and organizes the exploration/commitment process, and fuels development in sense of self, resilience, psychological well-being, and eudemonism.

A Dual-Cycle Approach to Financial Identity: Can the Three-Dimensional Model be Used to Study the Processes of Identity Formation in the Domain of Personal Finances?

Rimantas Vosylis & Angela Sorgente

This study adopts the 3-factor model to study the processes of financial identity formation and investigates how youth characterized by different financial identity statuses differ in financial behaviors, well-being, and stress. Participants were 533 first-year college students (56.8% women; Mage = 18.93). The 3 financial identity processes were measured with an adapted version of the U-MICS. Results suggest that the adapted scale can differentiate and reliably measure the three financial identity processes and can be used to distinguish financial identity statuses that are meaningfully associated with outcomes of financial identity formation.

Monday 11.45 – 13.15

Concurrent Symposia

The Cultural Nature of Redemptive Storytelling: Implications for Identity Development and Well-being

Chair: Kate C. McLean, **Discussant:** Moin Syed

Substantial scholarship in the field of narrative identity has found that redemption – a narrative structure in which a negative event is followed by a positive turn (e.g., growth, resolution) – is a common way of narrating life’s challenges and is associated with well-being across the lifespan (e.g., McAdams, 2006). This sequence has been termed a cultural ‘master narrative’ in American contexts because it is viewed not only as an option, but as a model, for narrating challenge. Such a model informs processes of identity development by providing a template for how to define the self in culturally valued ways. However, whether this American cultural narrative extends to other cultures has not been examined. The aim of the present symposium is to examine the prevalence of redemptive narratives in three other countries – the UK, Sweden, and The Netherlands – and to determine the role (if any) it plays in identity development and well-being. Broadly, results showed that redemption is not always the most common way to narrate challenge, and that there are other, culturally-specific, narrative structures to narrate challenge and that are associated with well-being. Implications for the understanding the cultural nature of narrative identity development are discussed.

Is Redemption the Master Narrative for Stories of Trauma and Transgression in the UK?

Laura Blackie

Research in the USA indicates redemption - where people narrate emotionally negative experiences as ending with positive outcomes - is associated with greater well-being. However, little research has examined the presence and function of the redemption narrative in the UK. In Study 1, the presence of redemption was low in both trauma (21%) and transgression (13%) narratives and did not predict well-being. In Study 2, resilience was the dominant theme for overcoming trauma in a thematic analysis of qualitative data. Results suggest that redemption does have the same function for narrating stories of trauma in the UK.

Narrating Difficult Experiences: A Cultural Framework for Telling Identity Narratives in Sweden

Py Liv Eriksson & Ann Frisé

This study investigates a cultural framework for telling identity narratives of difficult life experiences among Swedish adults, and relations between narrative patterns and well-being. Narratives of life challenges were collected from 116 participants (M = 33.28, 58 women). Inductive coding was employed examining ending valence: Neutral/vague ending, Negative ending, Redemptive ending and a Combination of positive and negative ending. Redemptive endings were associated with more life satisfaction than negative endings and Neutral/vague endings were related to less psychological distress than negative endings.

Redemption in Dutch Adolescents: Exploring Prevalence and Culture-Specific Shapes of Redemption Sequences

Theo A. Klimstra

Redemption refers to a transition in a narrative in which an emotionally negative event leads to a positive outcome. Culture-specific master narratives affect narrative identity, making it important to study redemption outside the US. I examined redemption in written narratives collected among 1,916 Dutch adolescents (52.9% female; Mage = 14.71 years). I will discuss the prevalence of redemption in The Netherlands compared to the US and reflect on regularly appearing narrative content that seemed to reflect Dutch-Calvinist cultural pressure to “just” get over setbacks.

Monday 11.45 – 13.15

Concurrent Symposia

Sex and the Social: The Influence of Multiple Social Contexts on LGBTQ+ Identity Development

Chair: Jan-Ole Gmelin, **Discussant:** Maria Wängqvist

Sexual identity development is a socially embedded process. Especially sexual minority individuals face developmental challenges not experienced by heterosexuals due to social pressure and discrimination. Traditionally, research on LGBTQ+-identity development has focused on the role of peer and family contexts, however, the influence of social influence on sexual identity development extends beyond these classical settings. Our aim is to highlight some of the intersecting ways in which social contexts influence the development of sexual identities in LGBTQ+ individuals. Paper 1 discusses how the LGBTQ+ climate across different academic disciplines supports or hinders positive identity integration in a sample of 400 LGBTQ+ college students in the US. Paper 2 explores how gender, generational cohort, and current status of sexual and religious identity negotiation influence developmental trajectories in same-sex attracted individuals who have been associated with the Church of Jesus Christ of Latter-Day Saints at some point in their life. Paper 3 illustrates how culturally available master-narratives about sexual identity development shape narratives of sexual identity development in a sample of eight young same-sex attracted men from Germany.

Navigation of Career and Sexual/Gender Identity Development among LGBTQ+ College Students

Renee V. Galliher, Ryan Berke, Joshua Parmenter, Harley Cragun, & Kenna Craig,
LGBTQ-identifying college students recruited through a Qualtrics participant panel completed an anonymous online survey assessing their career aspirations, college major, and measures of support for and barriers to academic and personal growth within their university communities and specific academic departments. Of particular interest was the examination of career identity and sexual/gender identity development, as students negotiated sexual/gender identity tasks in academic contexts that varied greatly in their affirmation of gender and sexual minority identities. Analyses assess intersections of professional, gender, and sexual identities within the academic contexts of university students across disciplines.

Sexual Identity Trajectories within Gender, Generational, and Religious Contexts

Katherine A. Crowell, Pamela A. Scalise, Renee V. Galliher, John P. Dehlin, & William Bradshaw
Given the increased emphasis on cultural context when examining sexual minority identity development, the current study explored differences in developmental trajectories with regard to gender, generational cohort, and current status of sexual and religious identity negotiation. Additionally, how such trajectories may be psychosocially advantageous, was explored among a sample of 1257 same-sex attracted men and women who have been affiliated with the Mormon church at some point in their life. Findings suggest that the order and timing of specific milestones differ based on cultural contexts. Additionally, psychosocial outcomes are differentially related to developmental trajectories.

Monday 11.45 – 13.15

Concurrent Symposia

"It is the Most Normal Thing in the World, As Long as It is for Me": The Influence of Social Contexts on Identity Narratives of Young Gay Men

Jan-Ole Harald Gmelin, Fiona Tasker, & Saskia Kunnen

Narratives of sexual identity development are the result of both personal experiences and culturally available frameworks of meaning. We aimed to explore how master-narratives of (LGBT-)identity development influenced narratives of sexual identity development of eight young (18-24 years old) gay German men. Labovian narrative analysis of interview-transcripts showed the presence of two different thematic narrative arcs: 'identity development as a journey to self-acceptance', or as a 'journey of exploration'. Structural characteristics across self-acceptance narratives pointed to an experience of social-isolation that was in contrast to some of the existing literature on the role of peers and family in LGBT-identity formation.

The Role of Changes in the Lives of Young People in Identity Formation

Chair: Lotte van Doeselaar, **Discussant:** Elisabetta Crocetti

The formation of a clear personal identity is an ongoing task. Young people are expected to construct their identity in an iterative process of forming and evaluating identity commitments. The content and strength of these commitments is not fixed and can always change. Partly, such changes might be caused by events that are taking place in the lives of young people. Normative changes in life, such as the transition from education to work, might for instance require young people to adjust the content of their commitments. Stressful non-normative life events, such as having to repeat a grade in secondary school, might stimulate a questioning of current commitments and an exploration of alternatives. Personal turning points, such as a trip to a less developed country that changes one's outlook on life, might become part of one's personal identity. Therefore, the longitudinal studies within this symposium all focus on the role of these life changing events in young people's identity formation.

Identity Formation in the Educational and Future Plan Domain: Comparing Two Process-Models of Identity Formation

Liselotte den Boer, Theo A. Klimstra, & Jaap J. A. Denissen

Experiences in a practical internship during the transition from student life into working life could stimulate the process of identity formation. In the current study, we examined how identity formation processes in the domains of education and future plans evolve during the last year of college. Four-wave longitudinal data were collected among 166 psychology master's students. Results derived from cross-lagged panel models generally support dual-cycle-based theoretical predictions. The dynamics between future plans and education domains show that identity processes in the educational domain are better predictor of identity processes in the future plans domain than vice versa.

Monday 11.45 – 13.15

Concurrent Symposia

Stressful Life Events and Identity Development in Early and Mid-Adolescence

Lisanne de Moor, Jolien van der Graaff, Marloes P. A. van Dijk, Wim Meeus, & Susan J. T. Branje
The present study examined within-person (i.e., compared to post-event identity) versus between-person (i.e., compared to individuals not experiencing an event) effects of life events on identity, as well as the importance of an event-identity domain match. We examined these relationships using latent difference score models in a population of Dutch adolescents (N = 683). Preliminary findings indicate that neither death of a family member or friend nor having to repeat a grade predict change in identity. Among individuals who experienced a death, support of best friend and neuroticism were related to more and less positive identity change, respectively.

The Link between Adolescents' Narrative Identity Formation and the Dual-Cycle Model: A Two-Year Longitudinal Study

Lotte van Doeselaar, Kate C. McLean, Wim Meeus, Jaap J. A. Denissen, & Theo A. Klimstra
Developmental theories point out that identity formation can be conceptualized and studied in various ways. We examine whether various key features of expressions of narrative identity formation are linked with the processes of identity exploration and commitment. In a two-year longitudinal study, 217 Dutch adolescents reported on the Dimensions of Identity Development Scale and wrote about an event that was a turning point in their self-understanding. We examine whether making self-event connections, describing the self as agentic, and sharing of this personal meaningful story is linked to the dual-cycle model, within and across time.

Monday 14.15 – 15.45

Concurrent Symposia

Identity Content in Context:

Examining Salience, Conflict, and Management among Identity Domains

Chair: Kazumi Sugimura, **Discussant:** Moin Syed

Monday 14.15 – 15.45

Concurrent Symposia

This symposium brings together a set of studies focusing on identity content in context and demonstrates the diverse and dynamic nature of identity development across and within respective social and cultural contexts. Identity content has various forms. Based on a multilevel model of identity content in context—a framework for capturing identity content at levels of culture, social roles, domains, and everyday experiences (Galliher, McLean, & Syed, 2017), we focus on identity domains and their intersection within various sociocultural contexts. Importantly, our studies are based on samples from both Western and non-Western countries (i.e., the United States and Japan) and both quantitative and qualitative methods. We particularly address research questions about (1) which identity domains are salient or important to individuals in a given context, (2) how these domains are intersecting, in some cases, conflicting with each other, and (3) how individuals actively manage such conflict in configuring or integrating identity domains into a coherent sense of identity. Overall, findings highlight the importance of studying identity content in context and move research forward in formulating an integrative approach to obtain a more comprehensive picture of identity development that embraces both process and content of identity development.

Contextual Navigation: Towards a Holistic Model of Negotiating LGBTQ+ Identity in Context

Joshua G. Parmenter, Renee V. Galliher, & Adam D. A. Maughan

Although the unique stressors of LGBTQ+ identity negotiation (i.e., disclosure, concealment, and salience) have been researched, limited research thoroughly explores how LGBTQ+ people negotiate their LGBTQ+ identity within intersectional contexts. Fourteen LGBTQ+ emerging adults with a diverse array of intersecting identity contents participated in semi-structured individual interviews and focus groups aimed at exploring LGBTQ+ culture. Participants described a process of managing identity content within their contextual surroundings. LGBTQ+ individuals described how salience of their LGBTQ+ identity was determined by context (i.e., racial-ethnic or religious contexts). LGBTQ+ individuals also shared positive and negative experiences of “passing” in order to avoid stigma.

Specific Aspects of Minority Stress Associated with Social Anxiety from an Intersectional Perspective

Katherine A. Crowell, Pamela A. Scalise, Renee V. Galliher, John P. Dehlin, & William Bradshaw

There is an ongoing call for social scientists to focus research on examining mechanistic processes of minority stress related health concerns among non-heterosexuals. Scholars have also emphasized the importance of identity intersectionality as it relates to stigma related health concerns. 1311 non-heterosexuals from the U.S. (ages 18-62) were surveyed to explore how aspects of minority stress are individually and collectively associated with social anxiety and how such associations differ with regard to gender, sexual identity, and religious affiliation. Findings suggest that specific aspects of minority stress may function differently as predictors of mental health concerns depending upon patterns of co-occurring identities.

Monday 14.15 – 15.45 Concurrent Symposia

Exploring Important Domains and Conflicts between domains for Emerging Adults in the Context of Contemporary Japan

Iroha Ishibashi, Shogo Hihara, Tomotaka Umemura, & Kazumi Sugimura

This study examined which domains are important for emerging adults and with what conflicts among domains they are wrestling in the Japanese society where cultural values are rapidly changing from one with the emphasis on collectivism to that more on individualism. Thirty-three Japanese emerging adults participated in semi-structured focus group interviews. Thematic analyses showed that education, occupation, family, and traits of their characteristic were recognized as important identity domains. Moreover, results highlighted a specific conflict between education/occupation and family that may reflect a unique mixture of individualism and collectivism in the context of contemporary Japan.

The Overlap between Adulthood and Identity Consolidation: The Italian Case

Chairs: Laura Aleni Sesito & Luigia Simona Sica, **Discussant:** Kate C. McLean

The transition from late adolescence to adulthood has become increasingly prolonged, individualized, and uncertain in developed societies due to social, cultural, and economic changes over the last half-century. These changes in the transition to adulthood have been linked with an increasing range of possible pathways to adulthood, as well as a prolonged period of identity development. Despite the changes in both adulthood transition and identity resolution, the connection between them has been mostly implicit in much of the recent research in this area. The present symposium aimed to examine how young people in the Italian context negotiate and resolve their identity and adulthood-related concerns, focusing on three diverse topics in this area, in order to address contemporary challenges, and to identify strategies for helping individuals to develop their identity. The contribution by Fusco and colleagues focused on personal growth initiative and vocational identity; the contribution by Martina Smorti and Lucia Ponti explored the connection between identity and autonomy; the contribution by Crocetti focused on the relationships between identity commitment and adulthood perception.

Personal Growth Initiative: Useful Resources for Identity Construction of Italian Young People

Laura Aleni Sestito, Luca Fusco & Luigia Simona Sica

Personal Growth Initiative is conceived as a set of “skills for self-improvement”, composed of interrelated components: readiness for change, planfulness, intentional behaviour and using resources. This study aimed to consider the contribution of PGI on identity of Italian youngsters. A group of 579 Italian young people attending college and high school completed PGI Scale-II, the Dimensions of Identity Development Scale and the Vocational Identity Status Assessment. Possible interpretations regarding the different relationship of PGI and identity in high school and university students will be discussed.

Monday 14.15 – 15.45 Concurrent Symposia

Can the Parent-Child Relationship Promote the Construction of Inner-Self?

Martina Smorti & Lucia Ponti

In the identity construction process it is relevant that individuals acquire a strong sense of self and establish independence from family of origin. Specifically, during emerging adulthood, it is essential that youngsters develop not only a psychological but also a residential independence from parents. The purpose of this study is to analyse the role of parental relationship in development of a strong inner-self. Results showed that paternal care and a maternal relationship described as warm and supportive and of child's autonomy is a significant predictor of low levels of fragile inner-self.

Identity Formation and Self-Perception of Adulthood in Italian Emerging Adults

Elisabetta Crocetti

In Italy, a "delay syndrome" (Livi Bacci, 2008), characterized by a progressive postponement of transition to adulthood, has been clearly documented. The purpose of this study was to examine which are the implications of identity formation in societal (educational/job identity) and interpersonal domains (Crocetti, 2017) for self-perception of adulthood (Côté, 1997) of Italian youth. Participants were 639 emerging adults (57.1% males), of which 378 university students and 261 young workers. Results indicated that identity commitments enacted in multiple domains were the factors that contributed the most to self-perception of adulthood. Theoretical and practical implications are discussed.

Identity and Psychopathology:

Further Evidence for the Clinical Relevance of Identity

Chair and Discussant: Margaux Verschuere

This symposium consists of three presentations and a discussion, and extends a symposium presented at ISRI 2017, in which clinical-psychiatric and medical variables were related to identity functioning. In the present symposium, identity will be assessed using the Self-Concept and Identity Measure (SCIM), a questionnaire that comprises both healthy and disturbed identity functioning – identity consolidation, identity disturbance, lack of identity – and, hence, measuring a continuum of identity functioning. First, N. Palmeroni combines two studies to focus on identity and disturbed eating behaviour. More specifically, she demonstrates the mediating role of body image in the relationship between identity and disturbed eating during adolescence and young adulthood. Second, T. Buelens focuses on the associations between identity functioning and non-suicidal self-injury (NSSI) in community adolescents. She examines differences in identity functioning among adolescents without NSSI, past NSSI, with subthreshold NSSI, and with an NSSI-disorder according to DSM-5. Third, A. Bogaerts focuses on the cross-sectional associations between identity and personality disorders. Inspired by the DSM-5, she investigates the predictive role of identity in various personality disorder symptoms in a community sample. The discussant, M. Verschuere, will tie the different presentations together focusing on the transdiagnostic value of identity for various psychopathological outcomes.

Monday 14.15 – 15.45 Concurrent Symposia

Body Image as a Mediator between Identity and Disturbed Eating in Adolescents and Emerging Adults

Nina Palmeroni, Laurence Claes, Margaux Verschueren, & Koen Luyckx

Disturbed eating generally emerges during adolescence and emerging adulthood and has increasingly been linked to identity formation. The present cross-sectional studies examined the mediating role of body image between identity and disturbed eating in adolescents (Study 1) and emerging/young adults (Study 2). Study 1 comprised 332 adolescents (14-19 years). Study 2 comprised 401 emerging and young adults (18-40 years). Participants completed questionnaires on identity (Self-concept and Identity Measure), body image (Body Investment Scale), and disturbed eating (Eating Disorder Inventory-3). The present studies indicated that body image feelings mediated the relationship between identity and disturbed eating during adolescence and emerging/young adulthood.

DSM-5 Non-Suicidal Self-Injury Disorder and Identity Formation in Adolescents

Tinne Buelens, Koen Luyckx, & Laurence Claes

The emergence and maintenance of NSSI is shown to be closely related to identity functioning in adolescence. In Section III, DSM-5 proposed NSSI disorder (NSS-D) as a condition requiring further study. The present study examined associations between identity functioning and NSSI-D among 2,160 Belgian community adolescents (54% female, $M = 14.7$, $SD = 1.9$). Significantly lower mean scores on consolidated identity were consistently found when comparing adolescents with and without NSSI-D. Importantly, especially severe impairment in identity development (i.e., lack of identity) characterized those eligible for the DSM-5 diagnosis of NSSI disorder.

Impairment in Identity as a Core Symptom in Personality Pathology

Annabel Bogaerts, Koen Luyckx, Tim Bastiaens, Erin A. Kaufman, & Laurence Claes

Section III of DSM-5 includes an alternative model for personality disorders (PDs), in which identity impairment is considered a key symptom. The present study examined associations between identity functioning and PD symptomatology among 242 community adults. Bivariate correlational analyses demonstrated negative associations between consolidated identity and all PDs, whereas scores on both disturbed identity and lack of identity were positively associated with all PDs. Multiple hierarchical regression analyses indicated that consolidated identity negatively predicted BPD. Disturbed identity and lack of identity positively predicted all PDs, with lack of identity being the stronger predictor of Cluster A, borderline, and avoidant PDs.

Monday 16.00 – 17.00

Paper Session 1

Supporting Identity Development at the Border: A University Case

Maria Beatrice Ligorio, Francesca Amenduni, & Rosa Di Maso

This research illustrates how a purposely-designed blended university course about e-learning can support students' identity development. The theoretical framework guiding the activities is a combination between Triological Learning Approach and Dialogical Self Theory. 17 e-portfolio and two Focus Group (FG) discussions, involving 11 students each, were analyzed by combining qualitative and quantitative methods. From the data generated by e-portfolio, three different I-positions were singled out: monologic, dialogic and trialogic. From the FG, three categories were identified: self-perception; sense of the group; perception of changes. Results clearly pointed out that building "trialogical" objects support cross-boundary from university students to professional positions.

The Life Events of the "Risk-Averse" Type of Moratorium among Japanese Adolescents

Yasumasa Kosaka

"Risk-averse type of moratorium" describes adolescents who are serious, passive, and anxious about falling behind socially in Japan (Kosaka, 2016). This study investigated the number of life events that risk-averse adolescents had experienced in two years. In total, 171 Japanese university students completed a questionnaire based on a scale of the characteristics of three types of moratorium and a scale of life events. The results indicated that adolescents of the "risk-averse type" had fewer positive experiences in achievement and interpersonal domain areas than those who were the classical or immature types.

Managers as Moral Leaders: Moral Identity in the Context of Work

Mari Huhtala, Päivi Fadjukoff, & Jane Kroger

In this qualitative study, we investigated business leaders' experiences of moral conflicts in their work. Differences in the styles by which leaders address these conflicts can inform us about leaders' moral identities operating within organizations. Based on interviews with 25 leaders, we found that they differed regarding the processes of exploration of and commitment in decisions about personal moral values. Their stories can be understood through Marcia's Identity Status Paradigm, in which four different styles of moral decision making were identified: Moral identity diffusion, moratorium, foreclosure, and achievement. Various personal and contextual supportive and obstructive factors were identified.

Spiritual Homelessness: Lost Lands, Lost Identity

Elizabeth D. Labelle, Suzanne Goodleaf, & Steven L. Berman

Tools of colonization have devastated Indigenous peoples of Canada, continuously stripping away at the fabric of their culture and nations. Forced separation from ancestral lands removed their sense of being and belonging, causing difficulties in "connectedness" and developing of identity. "Spiritual Homelessness" is a term used to describe how the physical separation of indigenous peoples from their original ancestral lands has caused an uprooting of their identity in place and an increase in transience. Awareness of this concept of place and identity will be explored.

Tuesday 9.00 – 10.30 Concurrent Sessions

Symposium

Identifying Resources for Optimal Identity Development during Adolescence

Chairs: Luigia Simona Sica & Elisabetta Crocetti, **Discussant:** Saskia Kunnen

To develop a strong sense of one's identity synthesis makes individuals confident in their capacities and abilities, well-adjusted and directed by their meaning in life. Identity confusion, on the contrary, renders individuals vulnerable for ill-being and negative psycho-social outcomes. To define themselves nowadays, young people have to identify a personal life trajectory, cope with complex contextual factors and be open to change in their life-plans and life conditions. Thus, allowing young people to come out from the identity confusion is an important aim for developmental and social psychologists and requires the identification of resources to support positive identity development in young people. Therefore, the aim of the current symposium was to identify those resources supporting identity late adolescence and emerging adulthood. In this direction, the contribution of Emanuela Rabaglietti examined the interaction throughout time amongst sports approach, dimensions concerning eating behaviors and the sphere of self; the contribution of Luigia Simona Sica and colleagues explored the dimensions of curiosity and openness to change as identity resources; the contribution of Enrica Ciucci and colleagues described the role of callous-unemotional traits on identity development.

The Development of Identity in Adolescence: The Role of Callous-Unemotional Traits in the Relationship with Others and with Oneself

Enrica Ciucci, Carolina Facci, Andrea Baroncelli, Daniela Carpenzano, & Luigia Simona Sica

Adolescence is characterized by two apparently opposite relational needs: seeking for both continuous contact with others and loneliness. The way these needs are approached influences the construction of identity and social relationships. Recently research has focused on psychosocial correlates of a particular subgroup of adolescents characterized by high levels of callous-unemotional traits (i.e., CU traits; lack of empathy, low sense of guilt, and superficial affectivity). The aim of the present research is to investigate the associations between CU traits, and indicators of identity and social relationships in adolescence: perception of personal uniqueness, attitude towards loneliness, and attachment to others.

Curiosity and Openness to Change: Are They Really Resources for Identity Formation during Adolescence?

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

Today, young people are required to "navigate" in the adult world and to internalize complex and confusing contradictions and heterogeneity with a more flexible life organization. The current study aimed to verify if dimensions as curiosity, openness to change, and planfulness could be actually considered as resources for optimal identity development during adolescence or if, instead, they could enhance exploration, identity diffusion and maladjustment. A group of 378 late-adolescents voluntarily participated to the survey. Overall, findings support the hypothesis that even in adolescence curiosity, planfulness and reading for change could be valid allies for identity development.

Tuesday 9.00 – 10.30 Concurrent Sessions

Is Sports Still an Indicator of Well-Being among Young People? A Longitudinal Study between Sports Activity, Eating Behaviors and Dimensions of Self in Adolescence

Emanuela Rabaglietti Lynda Lattke, & Aurelia De Lorenzo

Adolescence is a crucial turning point for identity: specific developmental tasks are faced within social and cultural contexts. Sports can allow adolescents to favor a correct perception of social self, adopt healthy eating behaviors and reject risky behaviors. This longitudinal study examines the interaction throughout time amongst sports approach, eating behaviors and social self.

Fifty adolescent sports team members participated by compiling a self-report questionnaire. We observed over time interactions between eating behaviors/social self and years of sports practice/activity. Findings show how different aspects of the sporting experience can promote adolescents' psychosocial adjustment as they transition into adulthood.

Works in Progress Papers Session 1

Discussant: Megan L. Smith

Who Am I and Who Am I Not? Introducing Ambiguous Loss of the Self

Brianna Anderson

Ambiguous loss and identity development have traditionally been considered independently. However, the two can be integrated to provide a framework for better understanding the experience of individuals as they cope with and process the possible loss of an identity. This concept has been considered with students-athletes and the threat injury poses to their athletic identity, but has the potential to expand to other instances of possible identity loss. As a work-in-progress, the goal of this presentation is to discuss the applicability of this revised theoretical understanding of identity ambiguity in other contexts.

Who Am I? Identity Development in the Face of Inequalities

Buse Gönül, Maria Wängqvist, & Basak Sahin-Acar

While inequalities effect how we interpret self-relevant information, they increase self-damaging attitudes, decrease self-esteem and agency, above and beyond the harsh life conditions. Coupled with the stigmatization in the society, disadvantaged conditions might create a distorted perception of self-importance, and influence and opportunities in life. Identity development, as a significant developmental task, has the potential to empower individuals' life when fulfilled. With this understanding, current study aims to understand whether socioeconomic status emerge as an important criterion for identity development for emerging adults, and if so, how this process is shaped by past disadvantages and advantages.

Tuesday 9.00 – 10.30 Concurrent Sessions

“The Dismantling of White History:” Local Confederate Statues, Racial Frames, and Identity

Ashley Reichelmann & Whitney A. Hayes

Recent events involving Confederate Statues in the United States’ South demonstrate that “historical” representations are spaces where identity is contested. Discussion has occurred on the representations’ meanings, but little is known about their impact on the surrounding communities. Through participant observation and interviews with community members, this project seeks to understand the relationship between historical representation, present day group interaction, and identity development. The guiding question is: how do individuals in communities surrounding Confederate statues interpret the representations and make sense of such representations and their views of the self amid the wider debate on race relations?

Works in Progress Papers Session 2

Expanding the MEIM to measure the development of a multi-ethnic sense of identity

Mary Arneaud & Nicole Alea

Despite advancing ethnic identity development assessment, the Multi-group Ethnic Identity Measure (MEIM; Phinney, 1992) measures a mono-ethnic sense of identity. The current paper proposes an expansion, to assess a multi-ethnic sense of identity. This is primarily being done to address the biggest current challenge to ethnic identity measurement (Syed, 2013): assessing mixed ethnic identity. Questions for feedback concern the best way to word questionnaire items so the measure can be used by mixed and mono-ethnic research participants, and the extent to which researchers doing work with specific mono-ethnic populations think the expanded MEIM will be relevant to their research.

Illness Identity in Adolescents and Emerging Adults with Type 1 Diabetes

Marianne Vie Ingersgaard, Ingrid Willaing, & Dan Grabowski

This PhD study explores how illness identity in young people with type 1 diabetes (T1D) affect and is affected by T1D and self-management behaviors, the goal being to pave the way toward identification of appropriate and relevant support methods. The study consists of four consecutive phases. 1: A systematic review of literature. 2: Translation and validation of the Illness Identity Questionnaire in a population of young people (age 13-25) with T1D. 3: A qualitative interview study to elicit information on illness identity. 4: Develop a framework for relevant and realistic interventions to help young people with T1D.

Tuesday 9.00 – 10.30

Concurrent Sessions

Father Involvement across the Life Span: An Identity Perspective

Maria Wängqvist & Philip Hwang

This Work-in-Progress presentation concern a project on father involvement. The project is part of a longitudinal study across almost four decades where 144 families have been followed since their children were 1-2 years old. In the current project the fathers of the now adult children will be revisited. Identity status interviews, life story interviews and questionnaires will be used to study the meaning of parenthood across the lifespan. The aim here is to discuss the study from an identity perspective with other identity scholars. Specific attention will be given to discussions of a lifespan perspective on identity development.

Tuesday 11.00 – 12.00

Concurrent Sessions

Works in Progress Papers Session 3

The Influence of the Interviewer's Identity on Research Interviews

Joseph R. Schwab

The aim of this work-in-progress presentation is to initiate a discussion of how the interviewer's identity has an influence on research interviews, through the example of a qualitative life-story-interview study investigating the function of role models in the life histories of African American male college students, and how stereotypes and discrimination have affected the impact these role models have had on their identity development. Two questions will be posed: 1) How might the racial and gender identity of the interviewer influence the interview setting? 2) What best practices should be utilized when choosing appropriate interviewers for particular topics and participants?

Positioning Positioning: How is Real-Time Behavior Related to Reflective Identities?

Jan-Ole Gmelin, Peter de Jonge, & Saskia Kunnen

Identities are constructed in everyday interactions. In this position paper we will outline how theoretical and methodological constraints of current approaches to identity development prevent a study of the emergence of consistent identities in interactions. We propose that for such a study a focus on discursive actions within and across interactions applying a real-time dynamic systems perspective is required. However, our approach risks to neglect self-reflective processes that are crucial to identity development but often occur outside of interactions. Discussion: How is real-time behavior related to reflective identities? What terminology should we use to refer to real-time identity constitutive behavior?

Tuesday 12.15 – 13.15**Grant Competition for Early Career Scholars****Effects of Ethnicity-based Bonding on Social Trust in Ethnically-Heterogeneous Interactions**

Mary Jane Arneaud & Marlene Waske

A lack of social trust between ethnic groups may underlie problems in ethnically heterogeneous societies (e.g., discrimination; cf. Smith, 2010). The project proposes ethnic identity research that addresses the question: Will a social-bonding intervention increase social trust between ethnically heterogeneous pairs of adolescents? An interdisciplinary (psychology and economics) experiment comparing levels of social trust between ethnically heterogeneous and homogeneous adolescent pairs who have and have not received a social-bonding intervention is proposed. Social trust will be measured in an economic transaction, played in an investment game (i.e., the amount invested). The grant funds will be spent on the game investments.

American Children's National Identification and Intergroup Attitudes

Taylor Hazelbaker

Across the world, scholars have studied what it means to be a member of a national group. In the United States, research is suggestive of a different relationship between national identity and attitudes about other groups for children of color versus White children. Thus, the proposed study will use an experimental design to prime being American and examine the affect on children's intergroup attitudes. The goal of the study is to understand how children's American identity affects their attitudes about other groups to work toward creating interventions that foster positive intergroup attitudes.

The (Life) Story Lives On: Intergenerational Transmission of Cultural-Historical Event Narratives in the LGBTQ+ Community

Nic M. Weststrate

Over the past 60 years, the sociocultural context for LGBTQ+ identity development has evolved significantly in North America. Profoundly important cultural-historical events have punctuated this evolution (e.g., Stonewall Inn Riots, Gay Liberation Movement, AIDS epidemic). The proposed study will investigate the extent to which cultural-historical event narratives are transmitted across generations of LGBTQ+ people through intergenerational storytelling and how the internalization (or rejection) of these narratives has influenced identity development for both the storyteller and listener. Incorporating quantitative and qualitative aspects, these issues will be examined using a survey administered to a lifespan sample of LGBTQ+ people in North America.

Tuesday 16.00 – 17.15
Paper Session 2

Supporting Young Women and Gender Expansive Youth in Reshaping Personal Narratives: An Intergenerational Community Mentoring Approach

Ann Cechony Mike Scanlon, & Jenna Lindberg

We present a case study demonstrating group social support through examining a week-long residential creative design experience for diverse young women and gender expansive youth which employs an intergenerational community mentorship model. All participants completed surveys and journal entries which were analyzed through network analyses and qualitatively, respectively. Results point to the central role adults with diverse identities and experiences can play in youth identity development. Multiple one-on-one mentoring relationships with adults allowed youth to challenge and reshape personal narratives to be empowering and true to their emotions.

The Lived Experience of Teen Mother Trauma Survivors: A Narrative Approach

Marinda Harrell-Levy

The present study is a qualitative investigation of the circumstances under which 14 adolescent mothers formed a “teen mom” social identity. Mothers between the ages of 14 and 19 shared biographical information, pregnancy and parenting experiences, and their perspective regarding whether and how they built a sense of identity and meaning in response to earlier trauma and becoming an adolescent parent. Results reveal that earlier traumatic experience in “teen mom” social identity formation varied according to why participants assigned themselves into categories (social categorization) and whether they had positive evaluations of “teen moms” (social comparison).

Sexual Identity Development in the Context of Master Narratives: Stories from Emerging Adults in the United States

Elizabeth Morgan

To advance our understanding of culturally situated sexual identity development, this study examined 400 young adult participants’ reports of master narratives related to sexuality and romantic relationships and the ways in which they locate themselves with regard to these narratives. Thematic analyses of open-ended responses revealed four themes related to the participants’ expectations and difference in how participants did and did not deviated from these themes.

Master Narratives in Middle Childhood: Stability and Change across Time and Identities

Onnie Rogers, Xin Jin, Dayanara Padilla, Christina Foo, Shari Gordon, & Abigail Kutlas

Using the master narrative framework, we investigated stability/change in children’s gender and racial identities across mid-to-late childhood. Longitudinal interview data on gender and racial identity were coded into ‘master’ or ‘alternative’ narrative categories. Results indicated a general pattern of change, with movement toward alternative narratives over the two-year period. Chi-square tests further revealed that girls were more likely to move toward alternative gender narratives ($p < .001$), and older children were more likely to move toward alternative race narratives ($p < .01$). Thematic coding unearthed potential explanations for these patterns of stability/change, which are discussed within the master narrative framework.

Tuesday 17.15 – 18.00

Poster Session 2 with Refreshments

On the Way to a Professional Identity: Focal Points in Pre-Service Teachers' Trajectories of Identification with Commitment

Lori Abramson

Teacher education programs are tasked with promoting professional identity development in their students, often relying on external interventions without understanding how they strengthen professional identity. This research brings seven case studies to show that the Dual Cycle identity development model explains the mechanisms of a pre-service teacher's identity development. Furthermore, the focal points that emerge in the Commitment Evaluation cycle allow vocational psychology to guide teacher education programs in strengthening identity formation. Understanding the internal mechanisms will help teacher training programs to devise strategies for encouraging a strong, resilient commitment to teaching.

Profiles of Ethnicity/Race and Socioeconomic Status and Sleep among Ethnic/Racial Minority Youth: The Role of Discrimination and Ethnic/Racial Identity

Yuen Mi Cheon & Tiffany Yip

Taking the intersectionality approach, this study attempted to identify profiles of adolescents' ethnicity/race and SES and test the association between discrimination and sleep and moderating role of ERI among adolescents with different profiles. With 350 ethnic/racial minority adolescents (Asian 41.4%, Black, 21.7%, and Latinx 36.9%, female=69.1%, Mean Age=14.27) latent class analysis and hierarchical multiple regression were conducted. Three latent groups were identified and different patterns in the association between discrimination and sleep among different adolescent profiles were found, which varied by adolescents' ERI exploration. Interpretations and implications for intersectionality approach and the role of ERI are discussed.

A Study on the Positive Emotional Experiences of Identity Exploration

Annabelle H. T. Christiaens & Theo A. Klimstra

Previous research interest on identity exploration typically focused on the link between negative emotions and identity exploration. However, as identity formation is strongly related to quality of peer relationships and exploring individual interests, positive emotions can play an important part in forming one's identity. The current study extends the existing research on identity development by exploring the relation between positive emotional experiences (e.g. happiness, pride, love, and joy) and adaptive and maladaptive exploration processes in early adulthood. Identity exploration processes are analyzed using both a variable-centered and person-centered approach.

Tuesday 17.15 – 18.00

Poster Session 2 with Refreshments

Self Representation in School Age Children with Emotional Problems

Anna Di Norcia, Anna Silvia Bombi, & Eleonora Cannoni

Aim of the work is to explore the comparison among children's drawings of themselves with the other figures required by the Draw-A-Person test (man and woman) about children with and without emotional problems. Participants were 115 children (mean age = 10,2 years) and their parents. Based on the Strengths and Difficulties Questionnaire filled by parents, children were divided in two groups: Emotional Problems Group, Control Group. According to first results, children with emotional problems perform lower than controls in the representation of the woman, a result which we plan to clarify with an analysis of the emotional signs.

A Personal Construct Approach to the Study of Identity Conflicts: Assessment

Method and Review of Findings

Guillem Feixas & David A. Winter

In personal construct theory, self and identity are understood as entangled with knowledge about others. Derived from this conceptualization, the repertory grid is presented as a method for assessing the construction of self and others and for identifying conflicts in the identity system formed by personal constructs. The research reviewed in this paper indicates that these identity conflicts are associated with various conditions of marked distress. Taken together, findings support the work on identity issues, and specifically cognitive conflicts, as a way to help people to alleviate their sufferance in contexts such as counseling or psychotherapy.

Vocational Identity Flexibility and Psychosocial Functioning in Italian Adolescents

Luca Fusco, Luigia Simona Sica, & Laura Aleni Sestito

Vocational identity flexibility is one of the two dimensions, together with career self-doubt, which compose vocational identity reconsideration (Porfeli et al., 2011), and it is considered the positive side of this important process. Nonetheless recent studies on Italian adolescents (Fusco et al., 2018) questioned the general positive meaning traditionally ascribed to career flexibility. The present study aims to investigate the relations between vocational identity flexibility and positive and negative indicators of psychological functioning in adolescence. Results confirm the negative psychosocial functioning associated with vocational flexibility in adolescence. Implications for career interventions are discussed.

A Closer Look at Context in Identity Distress, Identity Development, and Adjustment to University

Barbara M. Gfellner & Ana I. Cordoba

Identity distress was examined in relation to identity development with the DIDS and students' academic, social, and personal-emotional adjustment to university among Spanish and Canadian students. Consistent with earlier findings, Spanish students demonstrated elevated identity distress and this was associated with greater moratorium in depth, ruminative moratorium, and lower personal-emotional adjustment. Conversely expected associations between the variables were seen for Canadian students. Context/country moderated the relationships between identity distress and personal-emotional maladjustment. Identity distress mediated the linkage between ruminative moratorium and exploration in breadth with personal-emotional adjustment to university of Spanish students.

Tuesday 17.15 – 18.00

Poster Session 2 with Refreshments

Negative Identity and Identity Processes in Youth: A 3-Wave Longitudinal Research

Shogo Hihara, Yasuhiro Iwasa, Tomotaka Umemura, & Kazumi Sugimura

The present study examined the longitudinal relationships between negative identity and identity processes using the five-dimensional identity model. A total of 916 Japanese youth participated in a three-wave longitudinal study. Cross lagged analysis indicated that negative identity negatively concurrently correlated with commitment making, identification with commitment, exploration in breadth, and exploration in depth. Moreover, negative identity negatively predicted exploration in depth and commitment making negatively predicted negative identity. Overall, this study provided the evidence of the longitudinal relationships among negative identity and identity processes, which has been neglected in prior research.

To Be or Not to Be a Teacher: Identity Development in Teacher Training College Students

Yasuhiro Iwasa, Shogo Hihara, Kazumi Sugimuri, & Tomotaka Umemura

We examined the relationships between identity development, choosing to be a teacher and rethinking about their choices among Japanese students in teacher training college, using both variable-centered and person-centered approaches. 378 Japanese students participate. First, our findings showed that choosing to be a teacher and rethinking about them were correlated with exploration and commitment. Second, the scores of choosing to be a teacher and rethinking about them were significantly difference among identity statuses. Overall, this study provided new insights into identity development in the context of professional education.

A Life in Pieces: Writing a Transnational Lifestyle on Female Expatriate Identity

Lynette Hinings-Marshall

Research into the female expatriate experience is most often conducted by scholars in Business Studies and has been under-theorised in literary studies and creative writing. By focusing on how narratives of self-identity are shaped, this paper makes a crucial contribution to female expatriate research. In this study, female expatriate identity is interrogated through the lens of creative nonfiction and is written around notions of home, expatriate status and gendered cultural attitudes. The new genre NonFiction Flash is introduced as a device to mimic memory flashes and first impressions experienced by Self-initiated Expatriates and Accompanying Spouses upon entry into new cultures.

Identity and Attachment: The Role of Parents, Partners, and Peers for Young Adults

Caroline Järdmo & Ann Frisé

Previous research has found a small but significant relationship between identity status and attachment. In this study we focus on the relationship between identity status and self-reported attachment behavior. Young adults (N=123) were interviewed and completed a questionnaire concerning attachment-related functions. Findings show that while individuals coded to identity achievement and foreclosure chose current family to a greater extent than family of origin, the opposite was true of participants with identity diffusion. Forthcoming research will investigate how young adults in long-term relationships, who choose family of origin for attachment-related functions, speak about the relationship with their romantic partner.

Tuesday 17.15 – 18.00

Poster Session 2 with Refreshments

Racial Identity and School Connectedness

Jasmine Johnson, Megan L. Smith, & Michael Mann

The study investigates the associations between School Connectedness and Racial Identity for adolescents. Data were analyzed using a One-Way ANOVA. A significant effect of race on school connectedness was detected. Post hoc comparisons indicated mean scores for those identifying as White ($M = 3.5$, $SD = .92$), Black ($M = 3.26$, $SD = 0.95$), or Mixed race ($M = 3.07$, $SD = 0.89$) were significantly different from one another. Results of the current study suggest racial identity is associated with school connectedness and implications will be discussed.

Parenting Strategies of Vietnamese Marriage Migrant Mothers in South Korea: Multiple Intersections between Ethnic Identities and Parenting Environments

Jiyeon Lee

Through in-depth interviews with 22 marriage migrant women from Vietnam on their parenting experiences as mothers of bi-ethnic children, this study examined the intertwined relationships between their ethnic identities and parenting environments. The five types of parenting experiences that emerged from the data were 1) "Natural practice of bi-ethnic socialization" including two heterogeneous groups, "Coexistence of bi-ethnic culture" and "Mixture of bi-ethnic culture", 2) "Active practice of bi-ethnic socialization," 3) "Struggling practice of bi-ethnic socialization," 4) "Silence on bi-ethnic socialization," and 5) "Suppressed bi-ethnic socialization."

Standing on the Shoulders of Giants: Role-Models as Identity Agents during Adolescent Development

Luzelle Naude

Role-models and identity agents can act as purposeful co-constructors in adolescents' identity formation processes. This research study aimed to explore and describe who South African adolescents regard as their role-models, as well as the values these role-models embody. This poster presents the quantitative and qualitative analyses of open-ended vignettes written by 355 participants ($M_{Age}=17.6$) from various ethno-cultural groups. A thematic overview is provided of adolescents' role-models (e.g. opposite-same gender, age variables, type of relationship) and the values they admire. Consideration is given to gender and cultural nuances prominent in adolescents living in a post-apartheid South African society.

A Preliminary Evaluation of the Dimensions of Identity Development Scale (DIDS) in South Korea

Yerin Park & Sara K. Johnson

We report our exploratory investigation regarding the use of the Dimensions of Identity Development Scale (DIDS) in South Korea. Participants ($N = 228$, 50.9% women, $M_{Age} = 25.13$ years) completed the DIDS that was translated into Korean and confirmed through back translation. Contrary to previous studies, ruminative exploration (RE) items had poor reliability and weak inter-item correlations. Moreover, RE was positively correlated to the commitment dimensions. Furthermore, inter-item correlations of exploration in depth (ED) revealed a pattern that is not consistent with recent studies that split ED items into two dimensions.

Tuesday 17.15 – 18.00

Poster Session 2 with Refreshments

How and Why Does Perfectionism Influence Identity Exploration and Identity Commitment? The Search for Cognitive and Emotional Mediators

Konrad Piotrowski

Very little is known about how does perfectionism influence identity development and what could be a mechanism of this influence. In the present study, 696 participants took part (aged 18 to 42, M age = 26.74, SD = 7.56). First of all, strong perfectionistic strivings turned out to be helpful, to some extent, in forming identity but the negative impact of perfectionistic concerns was much more important. Secondly, path analysis led to the observation that perfectionism influence identity development mainly through its impact on cognitive functioning, especially on indecisiveness.

How Does Being Interviewed Shape an Individual's Narration of their Life Story?

Cassian Rawcliffe

I am researching narrative identity and male survivors of female perpetrated intimate partner violence (IPV) and I would like to gain insight to the participants' understanding of the interview occasion. This is born from an understanding of narrative as discourse, and discourse as subject to the occasion, and the narrator's understanding of what the occasion demands. I am interested in suggestions of how I might approach answering the question: how do these research participants perceive the interview situation and how might that affect their narrative response?

Cognitive Interviewing for Scale Validation: An Examination of the ISI-5

Mike Scanlon, Anna Cechony, & Ella Shahn

For investigators conducting survey research, qualitative input from the target population is important for understanding how participants interpret and complete surveys. We conducted cognitive walk-through interviews with 17 high school-age participants on their interpretations of the Identity Style Inventory-5 (ISI-5), a commonly used measure in identity development research. Participants consistently interpreted some identity constructs from the survey, but the study identified some issues with content validity, survey design, and suitability for use with adolescents. Results have implications both for the use of the ISI-5 with adolescents and for the development and assessment of surveys that measure psychological constructs.

Does Identity Formation Shape Time Perspective? Evidence from a Brief Longitudinal Study with College Students

Rimantas Vosylis & Antanas Kairys

The goal of the study is to investigate longitudinal associations between identity formation processes and time perspective. Participants of the study are 533 first-year college and university students (56.8% women; Mage = 18.93, SDage = 0.71) that will be followed for a year with four-annual assessments. The preliminary correlation analyses conducted using the first-wave data suggest that identity processes of commitment making, in-depth exploration and reconsideration of commitment are associated with all five different perspectives of time (future, present fatalistic, present hedonistic, past positive, and past negative). Longitudinal associations between identity and time perspective will be presented during the conference.

Tuesday 17.15 – 18.00

Poster Session 2 with Refreshments

Obesity, Socio-Economics, and Culture in the Island of Trinidad

Marlene Waske & Sebastian Vollmer

We use survey data of 510 individuals of African and Indian descent to analyze if body ideals and stigmatization of obesity differ across ethnic groups and gender lines. We then use 72 investment decisions made in a trust game to estimate possible ethnicity and/or body shape biases. We find that body ideals differ between ethnic groups and that males are more likely stigmatize obesity. However, we do not find significant ethnicity or body shape biases in investments made in the trust game.

Wednesday 9.00 – 10.30

Concurrent Symposia

The Longitudinal Relationship Between Youth Identity Development and Multiple Dimensions of Adjustment

Chair: Kazumi Sugimura, **Discussant:** Theo A. Klimstra

This symposium brings together studies that focus on longitudinal relationships between identity development and adjustment in adolescence and young adulthood. These studies investigate various aspects of identity development such as an overall sense of identity, identity processes, and self-certainty, and moreover, focus on various elements of adjustment at the individual, interpersonal, and social levels. Furthermore, our studies include samples from diverse national contexts across both northern and southern Europe in Lithuania and Italy, respectively, and in Japan. Overall, the studies' findings highlight meaningful associations between different aspects of identity development and multiple dimensions of adjustment in adolescence and young adulthood.

Promoting Positive Identity through Fostering Positive Youth Development: Evidence from the Longitudinal Intervention Study in Lithuania

Inga Truskauskaitė-Kunevičienė, Goda Kaniušonytė, & Rita Žukauskienė

This study aimed to reveal, how the positive change in the Five Cs of PYD is related to the change in identity development. 605 adolescents from two schools participated in the quasi-experimental intervention study. The longitudinal relationships between the Five Cs and dimensions of identity development were investigated. The results of the specific mediation analysis of the parallel processes indicated that the PYD intervention program-induced increase in Competence and Caring was related to the increase in commitment and identification with commitment; increase in Confidence, Connection, and Character was related to increase in identification with commitment and decrease in ruminative exploration.

Wednesday 9.00 – 10.30

Concurrent Symposia

Self Development and Adolescent Adjustment: A Multi-Dimensional Longitudinal Study

Elisabetta Crocetti, Flavia Albarello, & Monica Rubini

Individuals strive to develop a positive self-concept, in which beliefs about the self are clearly and confidently defined (self-concept clarity) and are positively evaluated (self-esteem). The purpose of this study was to examine how self-concept clarity and self-esteem are related over time to adolescents' emotional, psychological, and social well-being, and physical health. Participants were 304 adolescents (Mage = 17.49) involved in a three-wave longitudinal study. Results indicated that self-concept clarity and self-esteem positively predicted multiple dimensions of adjustment and physical health positively affected later self-concept clarity and self-esteem. Theoretical and practical implications are discussed.

Multiple and Diverse Trajectories in an Overall Sense of Identity and Satisfaction with Life During Adolescence and Young Adulthood: A Three-Wave Longitudinal Study

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

The longitudinal changes in identity synthesis and confusion and satisfaction with life during adolescence and young adulthood were examined using four cohort samples of early, middle, and late adolescence and young adulthood in Japan (N = 3,423; Mean ages = 12.67–21.51; 48.9% females). Findings indicated that the development of identity proceeded toward integration from early to middle adolescence, but youth from late adolescence to young adulthood appeared to experience identity crisis. The levels of satisfaction with life changed in parallel with identity synthesis. These results highlight the importance of understanding of the longitudinal change both in identity and well-being.

Understanding the Structure of Identity: New Developments in Research on Identity Configurations

Chair: Fanny Gyberg, **Discussant:** Moin Syed

Previous research has primarily focused on identity processes (e.g., exploration and commitment) and identity content (e.g., attitudes, emotions, and enactments) when understanding identity. Research on how identity is structured, that is, how individuals manage their multiple identifications and structure them into a meaningful whole in different types of identity configurations, is still in its infancy. Thus, the purpose of this symposium is to highlight work that addresses the understudied issue of identity configurations using new ways of measuring these negotiations. The first paper examines configurations of work and family identities through a mixed methods approach assessing differences in degree of conflict, well-being and between genders. The second paper investigates building a survey measure to test the identity configuration construct and potential differences across domains and between genders. The third paper concerns developing and accessing a quantitative measure for capturing individuals' negotiations of identity configurations and its relation to other psychosocial health measures. All three papers address the structure of identity focusing on the examination of how individuals configure different aspects of their identity to a meaningful whole. Further, this symposium encourages discussions of the importance of a multidimensional understanding of the complexity of identity, both methodologically and theoretically.

Wednesday 9.00 – 10.30 Concurrent Symposia

Constructing a Measure to Assess Identity Configurations

Elli P. Schachter & Ayelet Maymon

This paper describes an initial attempt to construct a questionnaire that assesses individuals' inclination towards adopting different types of identity configurations. Erikson concept of "configuration" refers to how individuals transform disparate childhood identifications into a composite whole. Schachter (2004) presented a typology of four configurations based on qualitative interviews. This paper describes the construction of a quantitative measure to capture respondents' inclination to adopt different configurations. Initial results support a three-factor solution of the identity configuration construct. Individuals consistently prefer types of configuration across different domains. We also show however, that different domains also differentially elicit support for different configurations.

"Stuck Between Two Worlds": Configurations of Occupational and Family Identities

Fanny Gyberg, Ann Frisé, & Moin Syed

Through a mixed methods approach, we investigated how individuals (124 Swedish adults, 50% women, Mage 33.29) negotiated their multiple identifications of work and family into different types of meaningful identity configurations. Using thematic analysis we found six different types of configurations: Family first, Work first, Now family comes first, Everything is important, Struggling to prioritize, and Inability to prioritize. The quantitative analyses showed that there were differences in conflict and life satisfaction between different configurations. The findings reflect the complex and dynamic ways identity is structured in various configurations, the processes it entails, and further emphasizes the importance of context.

Development and Evaluation of a Measure Assessing Strategies for Negotiating Identity Configurations

Renee Galliher, Theo Klimstra, & Päivi Fadjukoff

Identity development occurs across domains, as individuals consider representations of self in terms of ethnicity, gender, religion, politics, occupation, and other spheres. This study builds on previous qualitative work that identified salient aspects of identity for young adults, points of tension in identity, and strategies for navigating conflict among aspects of identity. Thematic analysis yielded five strategies for negotiating identity tension - avoidance, prioritizing, seeking authenticity, compromise, and seeking support/guidance. Survey items were developed to capture each of the negotiation strategies and administered to a sample of young adult college students. Initial scale development, reliability and validity analyses are reported.

Identifying Resources for Optimal Identity Development during Adolescence

Chairs: Luigia Simona Sica & Elisabetta Crocetti, **Discussant:** Saskia Kunnen

Wednesday 9.00 – 10.30

Concurrent Symposia

To develop a strong sense of one's identity synthesis makes individuals confident in their capacities and abilities, well-adjusted and directed by their meaning in life. Identity confusion, on the contrary, renders individuals vulnerable for ill-being and negative psycho-social outcomes. To define themselves nowadays, young people have to identify a personal life trajectory, cope with complex contextual factors and be open to change in their life-plans and life conditions. Thus, allowing young people to come out from the identity confusion is an important aim for developmental and social psychologists and requires the identification of resources to support positive identity development in young people. Therefore, the aim of the current symposium was to identify those resources supporting identity late adolescence and emerging adulthood. In this direction, the contribution of Emanuela Rabaglietti examined the interaction throughout time amongst sports approach, dimensions concerning eating behaviors and the sphere of self; the contribution of Luigia Simona Sica and colleagues explored the dimensions of curiosity and openness to change as identity resources; the contribution of Enrica Ciucci and colleagues described the role of callous-unemotional traits on identity development.

The Development of Identity in Adolescence: The Role of Callous-Unemotional Traits in the Relationship with Others and with Oneself

Enrica Ciucci, Carolina Facci, Andrea Baroncelli, Daniela Carpenzano, & Luigia Simona Sica
Adolescence is characterized by two apparently opposite relational needs: seeking for both continuous contact with others and loneliness. The way these needs are approached influences the construction of identity and social relationships. Recently research has focused on psychosocial correlates of a particular subgroup of adolescents characterized by high levels of callous-unemotional traits (i.e., CU traits; lack of empathy, low sense of guilt, and superficial affectivity). The aim of the present research is to investigate the associations between CU traits, and indicators of identity and social relationships in adolescence: perception of personal uniqueness, attitude towards loneliness, and attachment to others.

Curiosity and Openness to Change: Are They Really Resources for Identity Formation during Adolescence?

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

Today, young people are required to "navigate" in the adult world and to internalize complex and confusing contradictions and heterogeneity with a more flexible life organization. The current study aimed to verify if dimensions as curiosity, openness to change, and planfulness could be actually considered as resources for optimal identity development during adolescence or if, instead, they could enhance exploration, identity diffusion and maladjustment. A group of 378 late-adolescents voluntarily participated to the survey. Overall, findings support the hypothesis that even in adolescence curiosity, planfulness and reading for change could be valid allies for identity development.

Wednesday 9.00 – 10.30

Concurrent Symposia

Is Sports Still an Indicator of Well-Being among Young People? A Longitudinal Study between Sports Activity, Eating behaviors and Dimensions of Self in Adolescence

Emanuela Rabaglietti, Lynda Lattke, & Aurelia De Lorenzo

Adolescence is a crucial turning point for identity: specific developmental tasks are faced within social and cultural contexts. Sports can allow adolescents to favor a correct perception of social self, adopt healthy eating behaviors and reject risky behaviors. This longitudinal study examines the interaction throughout time amongst sports approach, eating behaviors and social self.

Fifty adolescent sports team members participated by compiling a self-report questionnaire. We observed over time interactions between eating behaviors/social self and years of sports practice/activity. Findings show how different aspects of the sporting experience can promote adolescents' psychosocial adjustment as they transition into adulthood.

Wednesday 10.45 – 12.00

Paper Session 3

“In the beginning, there is...”: Role of Lived Experience for Identity-Work and Social Interaction among Second Generation Ex-Yugoslavians in Vienna, Austria

Byeongsun Ahn

This article delves into identity work and social interaction among second-generation ex-Yugoslavians in Vienna, Austria. While much academic discussions on second-generations both in a European and American context shed light on the salience of, and commitment to, their ethno-cultural identities in the so-called 'super-diverse' urban context, the primary aim of this article is to depart from such an ethno-normative perspective that predominates sociology of migration. In contrast, it brings the heterogeneous narratives of second-generation migrants into discussion with a particular attention to their lived-experiences upon stigmatizing encounter with 'others' in different spaces of urban life.

Empirically Derived Black Racial Ideologies: Implications for Psychological Distress and Sociopolitical Activism

Alex Ajayi & Moin Syed

This study integrates variable-centered and person-centered analytic approaches to better understand the attitudinal and ideological domain of racial identity in two samples of Black American adults (Ns = 578 and 353). Across two studies, variable-centered analytic techniques (i.e., EFA, CFA, and ESEM) were used to identify latent factors that underlie the relationships between scores on items derived from 12 widely used measures of racial ideology. In Study 3, cluster analysis was used to identify how the identified dimensions of racial ideology were differentially configured within individuals and how these configurations were related to psychological distress, interpersonal relationships, and sociopolitical activism.

LGBTQ+ Culture: Implications for Integrating Collective Identity into Sexual Identity Development Models

Joshua Parmenter, Renee V. Galliher, & Adam D. A. Maughan

LGBTQ+ identity is often referred to as an individual level process. Very little has been studied on conceptualization of and identification with LGBTQ+ community and how the community contributes to identity development. Fourteen LGBTQ+ emerging adults participated in interviews and focus groups aimed at exploring LGBTQ+ culture. Participants described the culture as one of survival, and acceptance, and found a sense of pride in identifying with LGBTQ+ culture. Most believed it was beneficial in their identity development. We propose a model of LGBTQ+ identity development.

The Impact of Ethnic Identity on U.S. Adolescents' Stress Experiences and Physical Illness

Dena Swenson

Many urban minority adolescents experience multiple losses, violence, and exposure to suboptimal educational experiences predisposing them to long-term health problems. Youth with a positive cultural identity however have been found to have fewer negative outcomes associated with non-normative stressors than their peers. This study examines the relationship between cultural identity for U.S. Black and Latino youth and stressful life experiences on physical illness: 1100 6th – 11th grade students attending one school in a small U.S. city. Hierarchical regressions show significantly fewer illnesses associated with a positive group identity affirmation in contrast to adolescents reporting an “other-group” orientation.

Wednesday 12.15 -13.15

Concurrent Sessions

Paper Session 4

"Made it ma, top of the world": Representations of Vocational Achievement in Adolescents and Their Parents

Oana Negru-Subtirica

Parents of adolescents provide extensive career advice for their children and are the gate-keepers of information in this life-domain. Hence, an adolescent's vocational identity is mostly guided by parents' representations of vocational achievement. This mixed-method study of 75 parent-child dyads investigated parental representations of vocational achievement and vocational goals for their child and adolescents' representations of vocational achievement and their vocational goals. Results indicated a gap between representations in the two generations, with parents guided by normative representations of adult development and adolescents focusing on vocational exploration and self-actualization.

Emergent Relational Identity: Group Influences on Adolescent Identity Development in a Creative Context

Mike Scanlon, Ella Shahn, & Anna Cechony

We examined the role interpersonal relationships play in developing identity by eliciting narratives of personal growth from youth participating in hip hop dance clubs and teams. Interviews were coded for examples of Identity Work and Teamwork/Social Skills. We identify emergent and interactional examples of identity work and describe the group mechanisms that allow youth to develop salient aspects of their relational identity. Results emphasize the role of “identities-in-action”, necessity of secure group attachment, importance of taking risky opportunities, and role of diversity in identity development within group creative contexts.

Wednesday 12.15 -13.15 Concurrent Sessions

Identity Profiles, Parenting Dimensions, and Emotional Separation in Georgian Adolescents

Nino Skhirtladze & Nino Javakhishvili

Past research demonstrated that parenting creates important context for identity formation. Identity profiles represent temporary end-points of identity formation process. The present study focuses on six identity profiles derived from the data based on dual-cycle model of identity formation by Luyckx and colleagues from 511 Georgian adolescents (Mean age = 15.42, 57% female). The study aims to compare identity profiles across three dimensions of perceived parenting (support, behavior control and psychological control) and emotional separation from parents. The results demonstrate that adolescents across identity profiles view parenting practices differently and show different degrees of emotional separation from them.

Works in Progress Papers, Session 4

How Do People Decide? Decision-Making Process of Non-Executive Shareholders of German Family Firms

Monika Boerner

How do non-executive shareholders of German Family Businesses make strategic and highly relevant business-related decisions? On the Background of Identity Theory will be explored how people balance internal dilemmas and logics to come to one behavior. Data will be collected first in an open interview using narrative language and second in a scenic interview using trans-verbal language. The study aims to find patterns and influencing aspects (e.g. persons, experiences, arguments), internal dilemmas (e.g. family loyalty versus business needs) and behavior (e.g. identity verification) controlling decisions by relating arguments to shareholder identity, family role identity and profession identities.

Elementary School-Aged Children's Social Identity Formation within a Rural School Context

Taylor Hazelbaker & Rashmita S. Mistry

Identifying with a social group is an important aspect of social development in childhood and adolescence. However, less attention has been paid to the formation of social identities during childhood compared with adolescence even though research documents that children are aware of social groups and label themselves in accordance with their group membership (Ashmore et al., 2004). During middle childhood, elementary school becomes an important proximal context in which to understand how identity development is being supported. Thus, the current study aims to explore 1st, 3rd, and 5th grade children's social identity development and the influence of the school context.

We hope you enjoy the 2019 ISRI conference!