

Human development through the lens:



Reflections on achievements and future directions

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University of
Zurich^{UZH}

The ZiReN Meetings

A Great Treatment Effect!



Note: Number of z-proso related publications according to our publication list, including reports, N = 154

Current Z-Proso Collaborations, 2021-2022




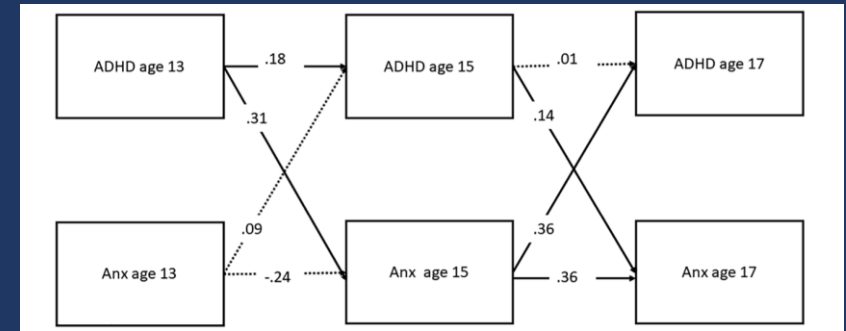
What have we learned about human development from childhood to early adulthood in recent publications?

Selected 2022 publications

Reciprocal Developmental Relations Between ADHD and Anxiety in Adolescence: A Within-Person Longitudinal Analysis of Commonly Co-Occurring Symptoms

Aja Louise Murray^{1,2} , Arthur Caye³, Karen McKenzie⁴, Bonnie Auyeung², George Murray⁴, Denis Ribeaud⁵ , Mark Freeston⁶, and Manuel Eisner^{1,5}

Journal of Attention Disorders
2022, Vol. 26(1) 109–118
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Method

autoregressive latent trajectory model with structured residuals (ALT-SR) to examine within-person developmental relations between ADHD and anxiety symptoms, ages 13, 15, 17

Results suggested that there are reciprocal within-person developmental relations between ADHD and anxiety symptoms.

Our findings support the recommendation that targeting ADHD symptoms can be fruitful for addressing anxiety symptoms; however, they suggest that targeting anxiety symptoms may also benefit ADHD symptoms.

Developmental associations between bullying victimization and suicidal ideation and direct self-injurious behavior in adolescence and emerging adulthood


Xinxin Zhu,¹ Helen Griffiths,² Manuel Eisner,^{3,4} Urs Hepp,⁵ Denis Ribeaud,³ and Aja Louise Murray¹ 

¹Department of Psychology, University of Edinburgh, Edinburgh, UK; ²Department of Clinical and Health Psychology, University of Edinburgh, Edinburgh, UK; ³Jacobs Center for Productive Youth Development, University of Zurich, Zurich, Switzerland; ⁴Institute of Criminology, University of Cambridge, Cambridge, UK; ⁵Integrated Psychiatric Services Winterthur-Zürcher Unterland, Winterthur, Switzerland

There was a positive within-person effect of age 15 general bullying victimization on age 17 suicidal ideation ($b = .10$) and age 17 suicidal ideation on age 20 general bullying victimization ($b = .14$)

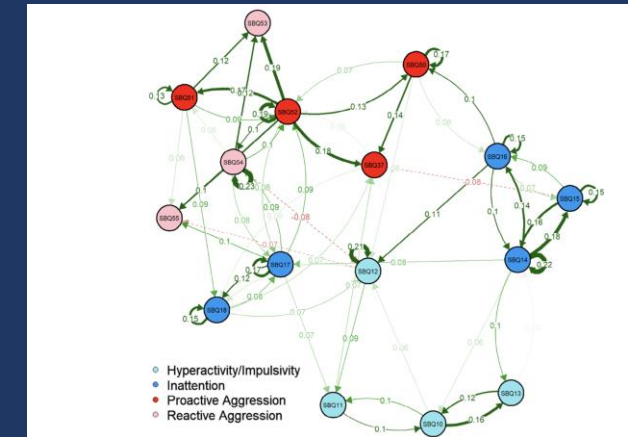
Conclusion: General bullying victimization and suicidal ideation may have detrimental effects on each other over development but at different stages.

A symptom level perspective on reactive and proactive aggressive behaviours and ADHD symptoms in childhood

Lydia Gabriela Speyer,^{1,2}  Manuel Eisner,^{3,4} Denis Ribeaud,⁴ Michelle Luciano,¹
Bonnie Auyeung,^{1,5} and Aja Louise Murray¹

¹Department of Psychology, University of Edinburgh, Edinburgh, UK; ²Department of Psychology, University of Cambridge, Cambridge, UK; ³Violence Research Centre, Institute of Criminology, University of Cambridge, Cambridge, UK; ⁴Jacobs Center for Productive Youth Development, University of Zurich, Zurich, Switzerland; ⁵Autism Research Centre, Department of Psychiatry, University of Cambridge, Cambridge, UK

Method: Gaussian Graphical Models and Graphical Vector Autoregression Models



Finding

The longitudinal network highlighted that ADHD symptoms and aggressive behaviours share a multitude of reciprocal temporal relations, with inattentive ADHD symptoms preceding both reactive and proactive aggression.

Conclusion: Findings provide preliminary evidence which specific symptoms are the most promising targets for reducing aggressive behaviours in children with ADHD.

RESEARCH ARTICLE

Open Access

Suicidal ideation and self-injury in LGB youth: a longitudinal study from urban Switzerland



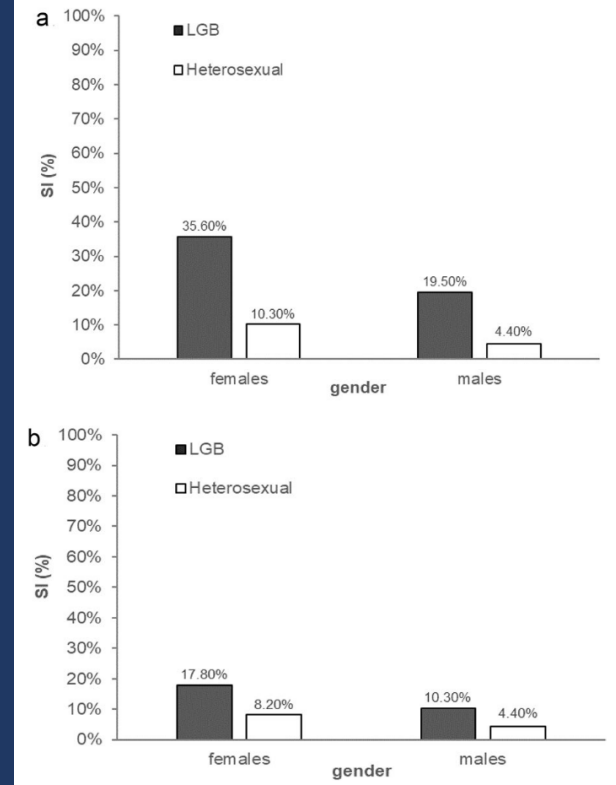
David Garcia Nuñez^{1,2†}, Nesrin Raible-Destan^{3*†} , Urs Hepp³, Stephan Kupferschmid³, Denis Ribeaud⁴, Annekatrin Steinhoff⁴, Lilly Shanahan^{4,5}, Manuel Eisner^{4,6} and Niklaus Stulz³

Finding:

LGB adolescents of both genders showed significantly higher percentages of SUI and SI at the ages of 17 and 20 years than their heterosexual peers.

Conclusion:

Future studies should develop interventions targeting mental health from early adolescence with the aim of reducing disparities related to SO.



Developmental Trajectories of Self-, Other-, and Dual-Harm across Adolescence: The Role of Relationships with Peers and Teachers

Annektrin Steinhoff^a Denis Ribeaud^a Manuel Eisner^{a,b} Lilly Shanahan^{a,c}

^aJacobs Center for Productive Youth Development, University of Zurich, Zurich, Switzerland; ^bInstitute of Criminology, University of Cambridge, Cambridge, UK; ^cDepartment of Psychology, University of Zurich, Zurich, Switzerland

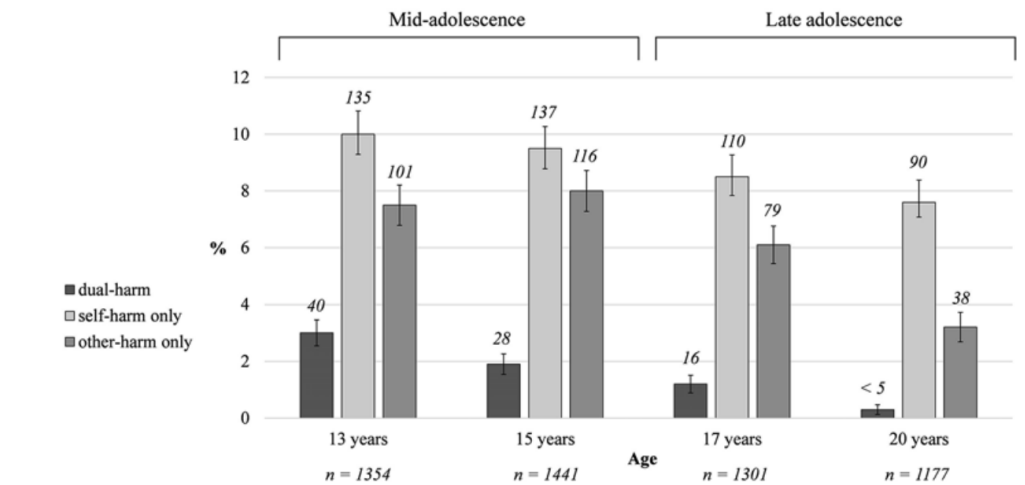
Finding

Those in the initial dual-harm group were less likely to stop harming than those in the initial single-harm groups ($p < 0.05$). Adverse relationship experiences generally predicted harm. A positive teacher-student bond was associated with the cessation of single-harm.

Also see:

Steinhoff, A.; Bechtiger, L.; Ribeaud, D.; Eisner, M.; Shanahan, L. (2022). Self-, other-, and dual-harm during adolescence: A prospective-longitudinal study of childhood risk factors and early adult correlates.

Psychological Medicine, advance online publication. <https://doi.org/10.1017/S0033291722000666>



Sex differences at each age: OR (95% CI), p

Dual-harm (male vs. female)	2.54 (1.26—5.13), 0.009	1.08 (0.51—2.29), 0.841	1.27 (0.47—3.44), 0.635	---
Self-harm only (female vs. male)	1.57 (1.10—2.25), 0.014	3.09 (2.09—4.56), < 0.001	3.26 (2.09—5.08), < 0.001	2.27 (1.43—3.60), < 0.001
Other-harm only (male vs. female)	2.62 (1.67—4.11), < 0.001	2.90 (1.89—4.45), < 0.001	6.69 (3.50—12.77), < 0.001	3.00 (1.44—6.23), 0.003

Conclusion

Helping adolescents cope with adverse relationship experiences and creating opportunities for positive relationship experiences could address these harmful behaviors.



Fair Teachers, Fair Police? Assessing the Pathways between Perceptions of Teacher and Police Authority in Childhood and Adolescence

Amy Nivette¹ · Ingrid Obsuth² · Denis Ribeaud³ · Manuel Eisner⁴

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if young people feel that they are being treated fairly by their teachers, they are more likely to distinguish behaviors that are right or wrong (moral norms) and control their actions (self-control). Moreover, as a result they are also more likely to perceive authorities such as police as legitimate agents that facilitate societal order.

The results demonstrate the importance of the quality of the relationships between students and teachers in shaping young people's interpersonal characteristics as well as perceptions of the world around them.



Early Childhood Predictors of Teen Dating Violence Involvement at Age 17

Noemí Pereda ^{1,2} · Ana M. Greco ^{1,3} · Diego A. Díaz-Faes ^{1,2} · Manuel Eisner ⁴ · Denis Ribeaud ⁵

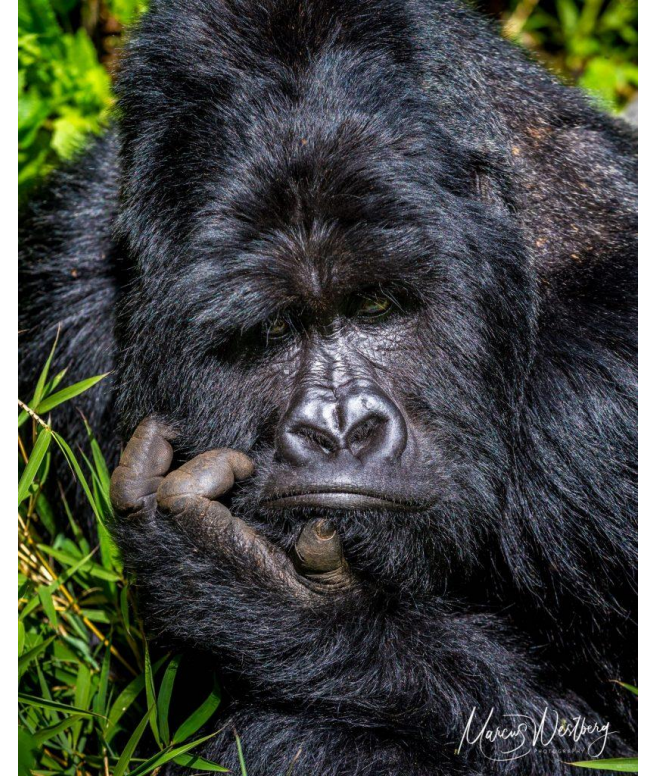
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The results supported the idea that violence experienced in middle childhood by peers and caregivers is associated with dating violence victimization and perpetration over a decade later.

Discouraging caregivers from using corporal punishment and focusing on decreasing bullying at elementary school may help lower the prevalence of teen dating violence in adolescence.

Three Grumpy Silverback Matters

- Policy Impact Matters
- Measurement Matters
- Time Matters



Policy Impact

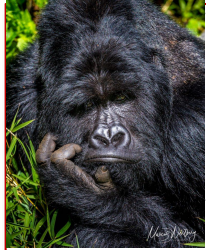
Total direct and indirect costs of z-proso, 2002 – 2022

Approx £ 10 Mio (a conservative guess)

What direct and indirect benefits has this generated...

- for study participants and their parents,
- for other young people in Switzerland or internationally,
- for stakeholders and policy makers?

My estimate



Manuel Eisner

To: Noemí Pereda >

17/08/2022

happy, but not helped a single person.

So basically: z-proso has made lots of researchers

Noemí's response

Found in Cam Inbox



Noemí Pereda

To: Manuel Eisner >

17/08/2022

No one single person? How do you know that? Maybe changing the way practitioners and other professionals work with children and adolescents really help some of them... but we won't know...

An Idea



Noemí Pereda

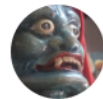
To: Manuel Eisner >

18/08/2022

Manuel,

Maybe I'm being a bit crazy but what if every researcher has to sent to you 3 to 5 bullet points of all their results with the zproso to write a booklet addressed to practitioners and stakeholders?

An Emerging Plan



M.P. Eisner

To: Noemí Pereda >

18/08/2022

What a great idea!

The first immediate measure: I'll ask every contributor in Edin to have on slide on practical/policy conclusions. But writing up a nice and easy to read booklet that also includes those not in Edin would be great. And translate into German. I can imagine a page with the bullet points on top and then a brief summary below.

Measurement Issues

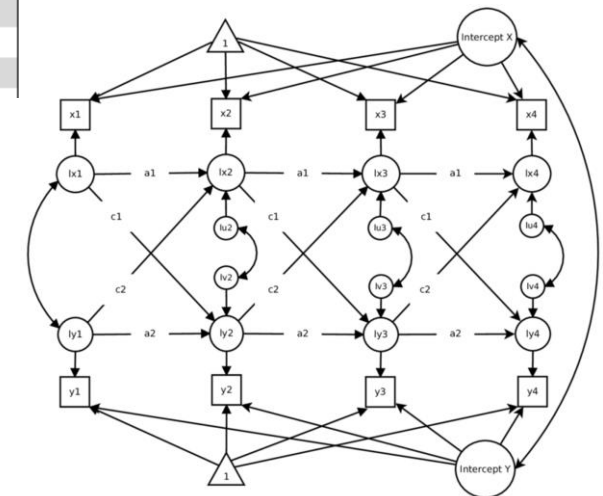


What is the relationship between the lives of young people, what we asked participants in our questions, and what we say we analyse in our papers?

Things that you do

Please indicate which of these things you have done *in the last 12 months* (i.e. since April 2014). Mark with a cross whether you did the things written below *never, rarely, sometimes, often* or *very often*.

	never	rarely	some- times	often	very often
You volunteered to help to tidy or clear up a mess.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You were restless, and struggled to sit still.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You hit or kicked your parents when you were angry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You got very angry when someone teased or irritated you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You were good at understanding another person's feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



A Quiz:

What do these questions measure?

You were good at understanding another person's feelings

You felt sympathy with someone who was upset or had hurt himself/herself

Sympathy

Empathy

Prosociality

Prosocial Behaviour

Emotions and cognitions

You were good at understanding another person's feelings
You felt sympathy with someone who was upset or had hurt himself/herself

All bundled together in the PROSO subscale

Manifest behaviors

You volunteered to help to tidy or clear up a mess
You shared your own things with others
When others had a quarrel or dispute you tried to stop it
You tried to help someone who was hurt
You tried to comfort someone who was crying or was upset

Does it matter?

- Confirming a measurement model is hugely important, but content validity entails more.
 - Murray, A. L., Obsuth, I., Eisner, M., & Ribeaud, D. (2019). Evaluating longitudinal invariance in dimensions of mental health across adolescence: An analysis of the Social Behavior Questionnaire. *Assessment, 26*(7), 1234-1245.
- Differential association with criteria
 - E.g., 'empathy' items related to higher internalising, 'prosocial behavior' items to greater self-efficacy and more friends in class.
- Differential cross-informant agreement
 - Self-reported helping more strongly associated with teacher-assessed prosociality than empathy.

Message

Please think beyond the scale labels, and ask about the links between what participants were asked and what you believe you examine.

Time matters

‘Causal revolution’ in the social sciences.

- Demand for models that are able to get close to causal inference with observational data.
 - Longitudinal data potentially ideal for causal questions.
 - Correct specification of temporal order is essential
 - Wrong specification of temporal order can bias conclusions, including sign reversal in models
-
- Same wave number does not necessarily mean same time...

Time matters

Question blocks refer to different reference periods, e.g.

Things that you do

Please indicate which of these things you have done *in the last 12 months* (i.e. since April 2014).

- Externalising, victimisation -> **last 12 months**

How you feel

Please indicate below how you have felt *in the last month*.

- Internalising and ideations -> **last 30 days**

How you see yourself

Here are some more general questions. First, they are about how you see yourself. Below are various statements. Please mark with a cross, how true these statements are *for you*.

- Guilt, shame, self-control -> **now, respectively no time frame**

Time matters

Same wave is not the same time for different informants

	Subject (K5)	Teacher (T5)
Wave 4	7 February 2009	17 May 2009
Wave 5	21 June 2011	4 September 2011
Wave 6	29 March 2013	6 June 2013

Note: Median date of data collection

Conclusions

How can we link the threads of z-proso research even better?

How can we improve the policy relevance of our work?

How can we think better about links between the world of human development and our statistical representations of it?