



EARA-EADP-SRA SUMMER SCHOOL 2026 DEBRIEF

The Netherlands
August 14-18, 2026

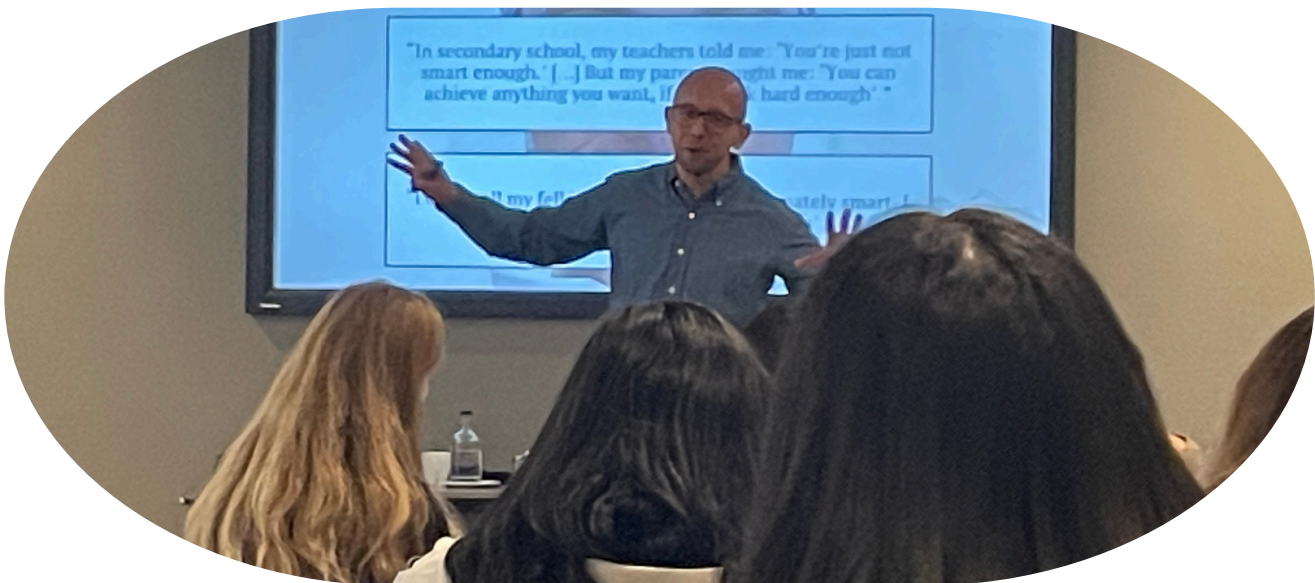


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Unequal Selves: How Unequal Treatment in the Classroom Gets into Children's Heads

Dr. Eddie Brummelman

Dr. Eddie Brummelman, Associate Professor at the University of Amsterdam and principal investigator of KiDLAB, led a workshop examining how structural inequalities in the classroom shape students' self-concept. More specifically, well-intentioned feedback from teachers might communicate implicit biases tied to social class that students internalize, resulting in lower self-concept and may perpetuate the same structural inequality that teachers aim to address. Situated at the intersection of sociology, education, and developmental psychology, Dr. Brummelman introduced schools as a particularly powerful developmental context for examining how inequality is reproduced or addressed. Because schools promote meritocratic ideology, which is the belief that students' educational outcomes are a reflection of their ability or effort rather than social positions. In other words, this ideology tends to attribute or "essentialize" differences in academic achievement as differences in ability or effort (e.g., "XYZ didn't do well because they aren't smart/hardworking"), rather than differences in structural inequalities (e.g., "XYZ didn't do well because they face educational barriers"). With this as its theoretical backdrop, Dr. Brummelman introduced the key research aim of his work: how do structural differences and barriers shape children's self-views (i.e., "getting into children's heads"), and how does this internalization process reproduce social inequality across generations?





Unequal Selves: How Unequal Treatment in the Classroom Gets into Children's Heads

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Although substantial research has shown that teachers' negative stereotypes about children related to social class can harm academic achievement and other indices of adjustment, limited research has examined well-intentioned teacher behavior and pedagogy. A key pattern that Dr. Brummelman observed was that teachers are more likely to attribute the success of students from low socioeconomic status (SES) as being "hardworking" rather than "naturally talented", which not only applies a deficit framing on these students when it comes to teaching, but also perpetuates a narrative that no matter how much a student from a low-SES background achieves, it's only because they are hardworking and not because they are naturally gifted. These subtle differences shape how children interpret success, which in turn affects how they internalize how one can or should achieve success, as well as how they see themselves: "I'm not really smart" and "I just work hard and got lucky."

As the first workshop for the summer school series, Dr. Brummelman's talk resonated with many students through professional experiences working in educational settings, personal journey navigating academia with our own intersectionalities, and aspirations of creating a more equitable and inclusive world through applied research. During discussions, some students raised questions regarding how family context, especially among immigrant-origin households, may interact with how effort and abilities are socialized for children. Additionally, questions about the exact mechanism by which those associations between SES and talent vs. effort are being internalized were also raised. Notably, regardless of our cultural contexts, the students felt that the phenomenon in which well-intentioned teaching practices can reproduce inequality is something we've seen before, thus highlighting the relevance of this line of work across contexts. For the group activity, we were divided into small groups to work on an intervention for teachers to address issues of "well-intentioned teaching practices, where we pulled our prior experiences in education, mental health, public health, social psychology, and developmental science to creatively and scientifically address this challenge.

Social Class Discrimination During Adolescence

Dr. Zena R. Mello

Zena R. Mello (San Francisco State University) led a really engaging session on social class discrimination during adolescence. She discussed how social class is often studied through things like family income, parents' education, or occupation, but that these measures do not always capture how adolescents actually experience social class in their everyday lives. Her talk focused on the ways young people may experience class-based treatment from peers, teachers, school personnel, and other adults, and how these experiences can shape important areas of development such as identity, mental health, and academic life. She also encouraged us to think about social class as multidimensional and about how it can intersect with other parts of adolescents' identities. The activity made the session especially meaningful. We first reflected on our own experiences with social class and considered which dimensions of class felt most important in shaping those experiences. We then worked in small groups to develop an intervention that could address social class discrimination among adolescents, focusing on families, peers, or teachers. The discussion was really helpful because it moved beyond simply identifying classism as a problem and pushed us to think about what researchers and practitioners might actually do to reduce these experiences in young people's everyday environments. It also opened up a broader conversation about how we measure social class and whether our usual measures fully capture what adolescents themselves notice and experience.



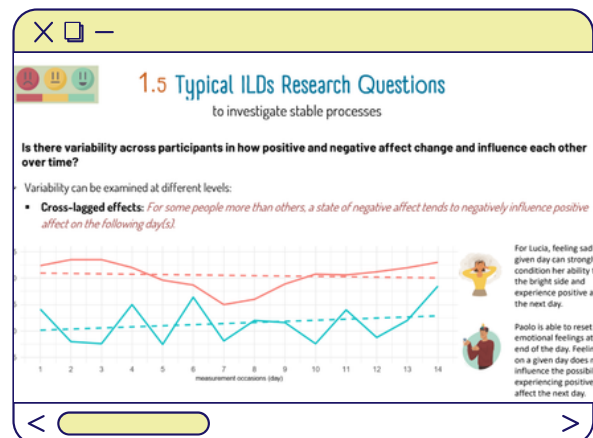
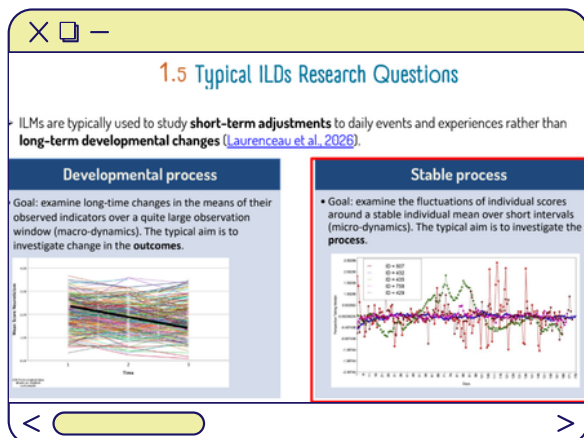
Intensive Longitudinal Research: Opportunities and Methodological Challenges

Dr. Michela Zambelli

Michela Zambelli (Università Cattolica del Sacro Cuore of Milan, Dipartimento di Psicologia) gave a workshop on intensive longitudinal research, with a focus on opportunities and methodological challenges. She presented several types of intensive longitudinal designs (ILDs), including experience sampling, daily diaries, interaction records, ecological momentary assessment, ambulatory assessment, and real-time data capture.

The workshop started with the motivations for using ILDs, followed by an overview of different classifications of ILDs, the main pros and limits of the different designs, and the typical research questions that can be addressed using each design. This was particularly insightful in helping us understand which designs might best suit our current and future studies, and how to make informed choices between the available options, both from the perspective of the research question and from the perspective of which types of data collection are feasible and appropriate. It was very helpful to receive such a clear overview of the different designs and their advantages and limitations.

One of the strengths of the workshop was the visual representation of the information, with many graphs supporting the material. This made the complex material easier to grasp and helped provide a clear overview of the different ways in which these designs can be interpreted and applied.



Intensive Longitudinal Research: Opportunities and Methodological Challenges

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The workshop then moved on to the methodological, practical, and ethical challenges and opportunities of ILDs. Michela discussed questions such as: Are we sampling the right process, can people actually participate, and is the protocol transparent and feasible? We covered concepts including statistical power, sampling strategies, inclusivity, measurement decisions, participant burden, co-design, and the use of technology in data collection. The workshop provided clear and practical information that be directly applied in the design and planning of our current and future studies. The slides and examples will be very useful to return to when designing, conducting, or analyzing an ILD in the future.

Third, Michela introduced three data-analytical approaches for ILDs: multilevel modeling, dynamic structural equation models, and multilevel network psychometrics. Again, she provided practical guidance on which approach is most appropriate for different designs, for example depending on the available number of time points, the statistical software that can be used, the way in which the data are represented in the model, and example research questions that can be addressed by each approaches.

Throughout the workshop, it was clear that Michela enjoys her work and topic. She is very skilled at explaining complex statistical and methodological concepts in a clear and accessible way. The workshop not only provided us with useful methodological knowledge, but also sparked enthusiasm for the challenges and opportunities associated with designing studies using intensive longitudinal data and analyzing these data.

1.1 Methodological challenge 2: power, sample and inclusivity
How many participants do we need – and whose everyday life are we able to capture?

1. Power analysis
Power is a function of sample size, effect size, and significance level.

- Plan N and T jointly
- Consider expected compliance and dropout
- Use simulation-based a priori power analysis (e.g., Monte Carlo Simulations) when plausible parameters are available
- Use previous data or pilot data to set assumptions

2. Sampling strategy
The degree to which the population of interest is represented in the sample.

- Avoid testing convenience samples as the default
- Recruit participants who match the intended target population
- Consider the investigation of non-white samples
- Diverse ILD samples help quantify heterogeneity in process dynamics and test generalizability

3. Inclusivity & feasibility
The degree to which who can reasonably participate.

- Device, OS, and internet/data access
- Language, literacy, and accessibility
- School/work schedules
- Symptoms, fatigue, and support needs

Strong ILD sample is not only "large enough": it is powered, theoretically targeted, feasible, and inclusive enough to support the intended inferences

2.5 Ethical challenges: participants' experience, rewards and data management
How can we keep participants at the center of intensive longitudinal research?

What can become ethically problematic?

- Participants' everyday experience**
 - Repeated prompts may become intrusive, burdensome, or triggering
 - Self-monitoring can create reactivity or discomfort, especially with sensitive questions
- Rewards and motivation**
 - External incentives (especially monetary rewards) may affect response quality if they compromise integrity
 - Monetary rewards are subjected to financial resources and ethical norms
- Sensitive and sensitive data**
 - GPS, timestamps, mobile sensing, and data sharing pose issues related to privacy
 - Participants may not fully understand what the device records or how data will be stored

How can we manage it?

- Minimize unnecessary statements and make burden proportional to scientific value
- Proactively construct the procedure with participants and stakeholders
- Use proportionate, transparent, non-coercive incentives, avoid all or nothing completion bonuses
- Adopt robust privacy, storage, and consent to safeguard participants' privacy, data quality, and data quality effects
- Apply data minimization and GDPR-compliant storage/sharing procedures
- Use specific informed consent for passive sensing, sensitive data, and data sharing

Take home message: participants are experts in their own lives and contexts. Involving them in the design of ILDs can improve feasibility, compliance, and ethical acceptability while reducing dropout and privacy risks.

3 Three data analysis approaches

Multilevel Modelling for ILDs (ML)

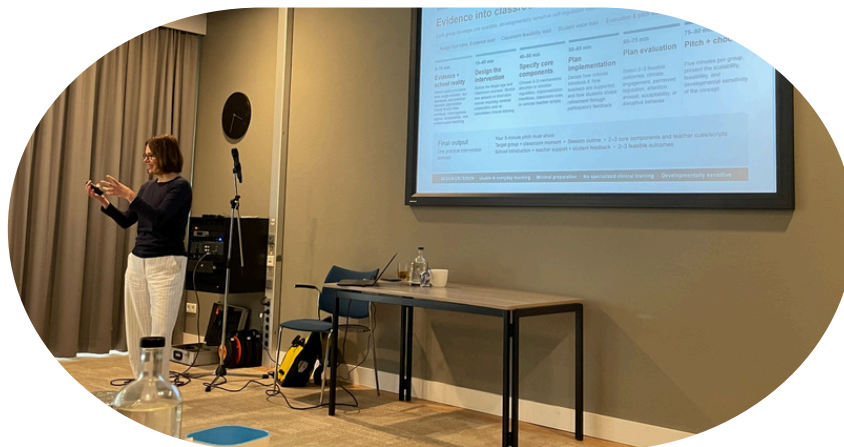
Dynamic Structural Equation Models (DSEM)

Multilevel Network Psychometrics

Scaling Evidence-Based Youth Mental Health Support: From Single-Session: Interventions to Classroom-Based Self-Regulation Tools

Dr. Hanna Christiansen

Hanna Christiansen (Philipps University Marburg, German Center for Mental Health) led an insightful session on scaling evidence-based youth mental health support. She highlighted three major challenges facing youth mental health globally: the rising prevalence of mental health difficulties among young people, limitations in the infrastructure needed to organize growing research knowledge, and the persistent gap between those needing support and those able to access it. To address these challenges, she discussed the development of scalable mental health systems that leverage brief, evidence-based interventions and layperson providers. A key theme of the session was the importance of meaningfully engaging young people in the design, delivery, and evaluation of mental health services. She shared several examples, including GUSTAPH, an online youth mental health platform co-designed with child and youth councils to improve access to information and intervention options. These examples demonstrated how genuine youth involvement can lead to innovative and accessible solutions. The session also included a group activity in which we designed a scalable, developmentally appropriate self-regulation intervention for use by teachers during regular classroom hours. The intervention had to be brief, require minimal preparation, and be deliverable without specialized clinical training. This exercise highlighted the potential of empowering non-health professionals, such as teachers, to provide early mental health support and expand access to care. Although challenging, the activity encouraged us to think creatively about supporting young people's well-being and illustrated that effective, scalable mental health support can extend beyond traditional long-term therapies delivered by health care professionals.



Climate Justice and Mental Health in the Global South: Perspectives and Experiences in the Philippines

Dr. John J.B.R. Aruta

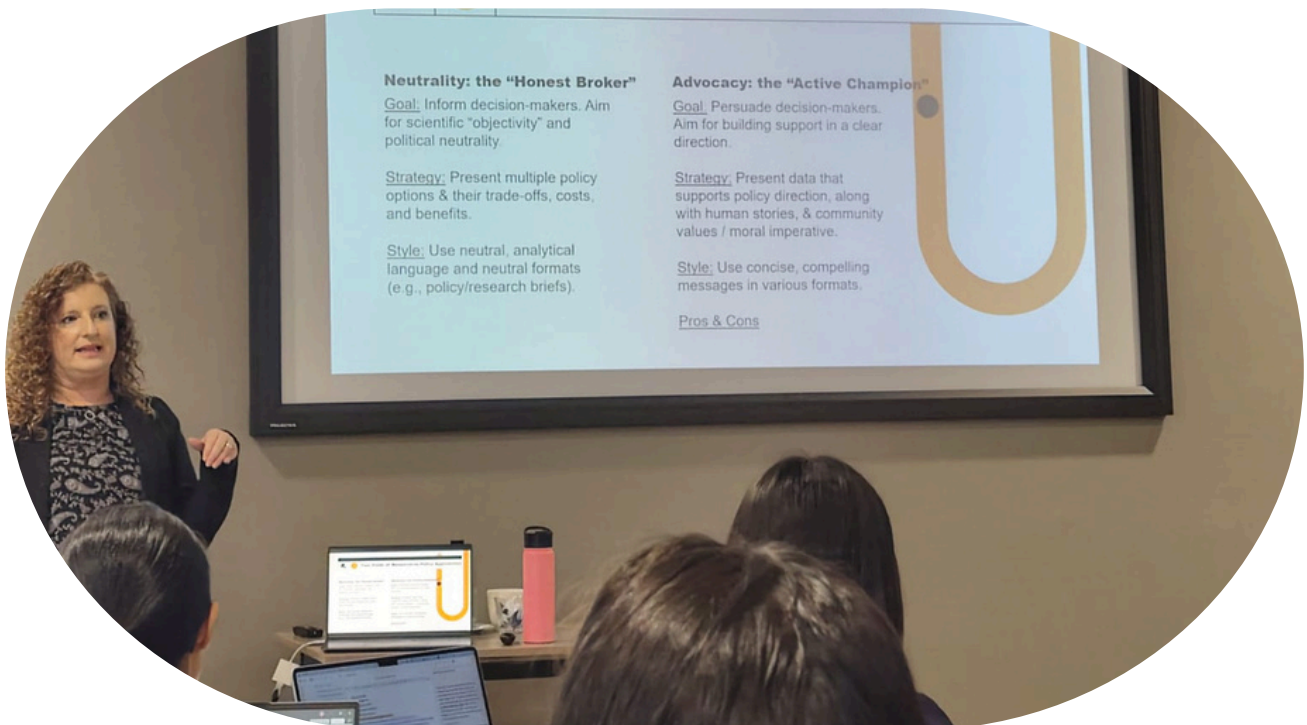
John Jamir Benzon R. Aruta (De La Salle University) led a session on the relationship between climate change and mental health in the Global South, with a particular focus on the Philippines. Drawing on his research, he demonstrated how climate change contributes to psychological distress and climate-related anxiety while highlighting that these impacts are not experienced equally across populations. Communities from lower socioeconomic backgrounds are often disproportionately affected, illustrating how climate injustice is closely linked to broader social inequalities and why climate action is also a matter of social, gender, and intergenerational justice. He also shared his research group's efforts to promote climate awareness and address climate injustice, alongside international collaborations examining the mental health consequences of climate change. The session included a group activity in which participants designed a research study exploring the impact of climate change on mental health across four developmental stages: early childhood, middle childhood, adolescence, and emerging adulthood. Through this exercise, we considered how different forms of climate-related exposure might influence young people's development and how these effects may vary across social groups. The activity provided valuable insight into the diverse environmental challenges faced around the world, encouraged us to think critically about the research needed to address them, and reinforced the importance of understanding development within a broader social and environmental system where multiple factors interact rather than operate in isolation.



Youth Civic Engagement: Using Research To Inform Policy

Dr. Laura Wray-Lake

Laura Wray-Lake (UCLA) led a session on youth civic engagement and the role developmental research can play in informing policy. She shared research on civic development across adolescence and young adulthood and used voting-age policy as an example of how developmental science can contribute to larger policy debates. The session highlighted how research can move beyond academic spaces and become part of conversations about young people's rights, participation, and opportunities to have a voice in decisions that affect their lives. The activity gave us the chance to connect these ideas to our own work. We first reflected on policy issues related to our research and then worked in small groups to develop a research-informed policy plan. We discussed what evidence already exists, what questions still need to be answered, which institutions or policy levels might be relevant, and how researchers could communicate findings in ways that are actually useful for policy conversations. It was a useful reminder that research does not have to end with a publication. Thinking about who needs to hear our findings, how we communicate them, and where they might have an impact can be just as important as producing the research itself.





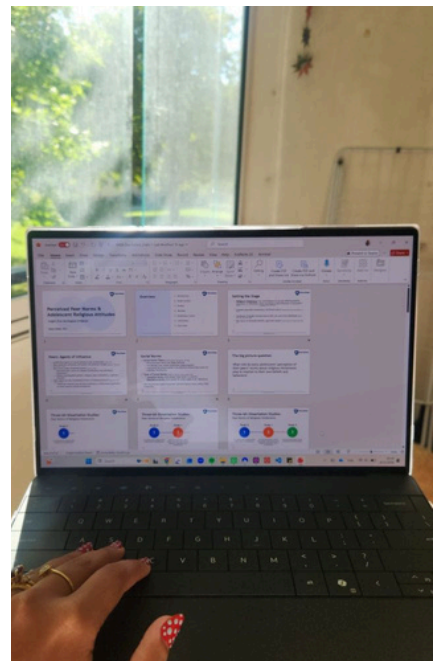
Junior Presentation Highlights

An important part of the summer school were the junior presentations. Each junior had the opportunity to present their current work in a 30-minute presentation, followed by 30 minutes of discussion and questions. Throughout the parallel session, the same group of juniors remained together for their presentations, while two senior scholars were also present and rotated among the groups. We were instructed to use the hour in whichever way we considered most useful for our own work. Most juniors started with an overview of their PhD project and then presented what they are currently working on. In addition, some posed specific questions or shared doubts they were currently considering, which provided a guided discussion around the issues on which they would most value feedback. At the same time, the senior and junior scholars contributed their own questions, suggestions, and perspectives, which resulted in engaging discussions.

The explicit instruction that the presentations were intended for discussion and feedback on ongoing work, rather than being conference-style presentations of submitted or published papers, created a welcoming environment in which to discuss uncertainties, challenges, and questions. This format made it possible to be open about aspects of our research that are still developing and to use the expertise of the group to think through specific issues. The opportunity to discuss our projects with people who have expertise in different topics and methodological areas was particularly useful, as it brought in viewpoints that we may not encounter when discussing our work with researchers working on closely related topics.

Junior Presentation Highlights

The junior presentations were therefore not only an opportunity to practice presenting, asking and answering questions, and receiving and discussing feedback, but also gave us insight into how others approach their research projects, and exposed us to topics and methodologies beyond our own areas of expertise. Discussions connected us with others who had relevant expertise or experience with questions that we were still exploring. Overall, the junior presentations were one of the aspects of the summer school that highlighted the value of bringing together researchers at different stages and with different areas of expertise.



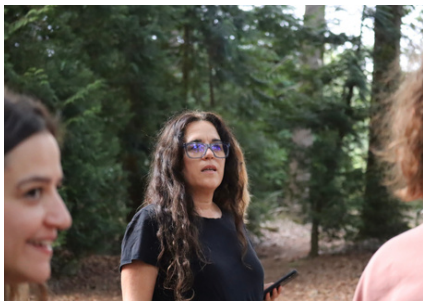
Social Outings & Relationship Building

Located in Ede, we spent 4 days at the beautiful 50 | 50 Hotel and Conference Center Belmont, surrounded by serene greenery. In search of a sweet dessert, a group of us took a short tour to a nearby farm, where we saw a self-serve soft-serve vending machine, a chicken with pants, a cornfield, and many cute homes.

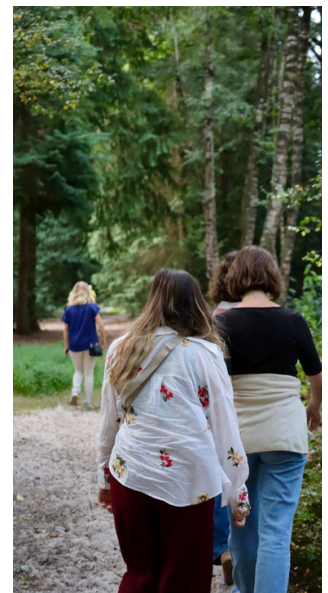
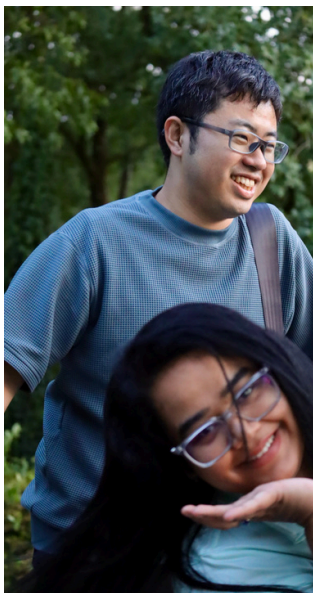
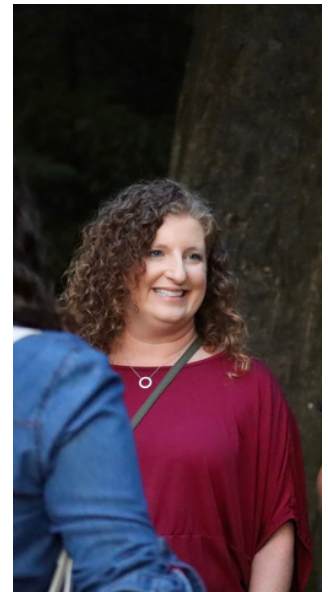


Social Outings & Relationship Building

As a group outing activity, we took a 50-minute hike (which in reality took closer to 2 hours) to reach the middle of the Netherlands – yes, you read it right, we reached the geographic center of the Netherlands! The exact location is the Lindeboomsberg hill in Lunteren, marked by a rock. Yingying Tan from the University of Texas at Austin took on the role of a photographer and captured these amazing moments.



Social Outings & Relationship Building



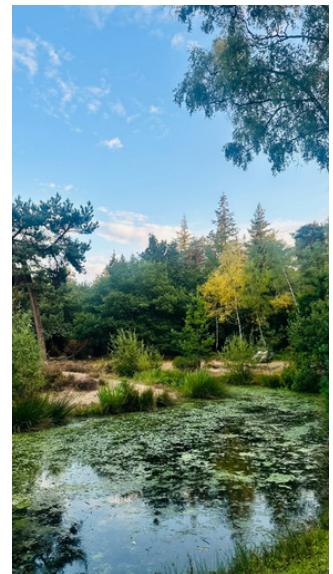
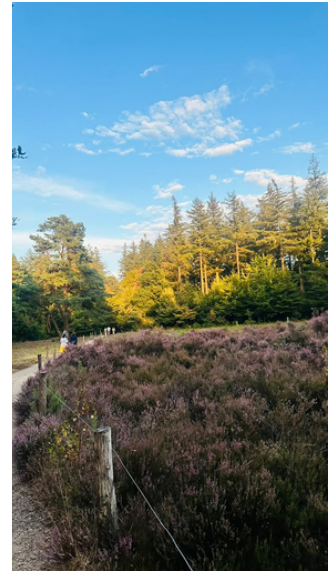
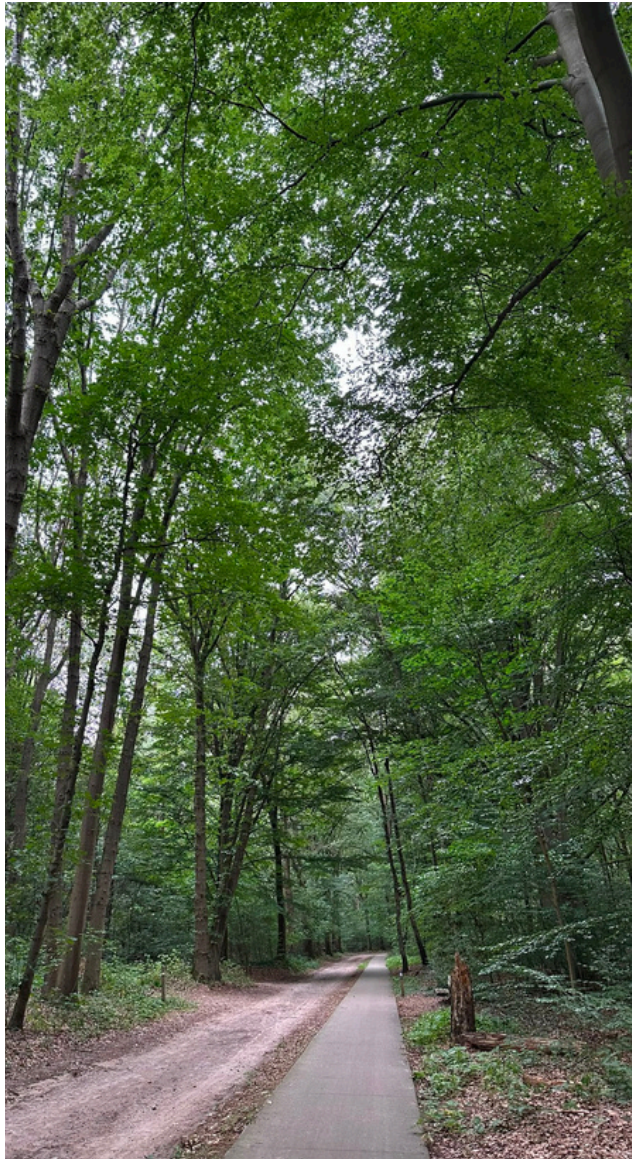
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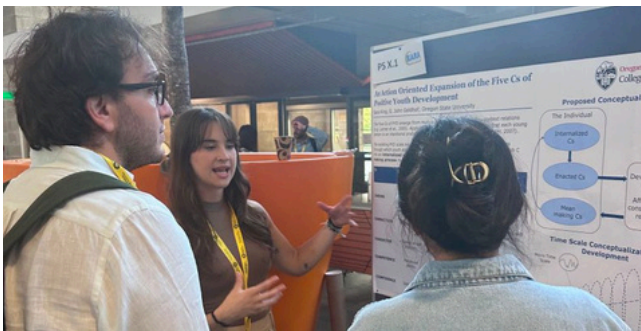
Social Outings & Relationship Building

As we moved closer to the presentation days and juggled multiple deadlines as graduate students do, many of us turned the lobby into our temporary workstation. Despite the limited outlets, we managed to get a lot of work, chatter, and laughter done by staying up past midnight.



Social Outings & Relationship Building

Following the summer school, some of us continued our scholarly journey at EARA!



Through learning, presenting, and connecting, this summer school was a place where minds were inspired and an adventure where friendships began.

