



Utrecht University

# GROWING UP AND GROWING OUT?

*Navigating the Transition to Adulthood Within the  
Family Context*

Ouissam Abattouy  
Rebecca Jacobse





# PLANNING

*Get to know*

*Session 1: Keynote Presentation*

*Session 2: Interactive Brainstorm  
Break*

*Session 3: Practitioner Experience*

*Session 4: Sharing Ideas and  
Collaborations*



A woman with long dark hair, wearing a light blue button-down shirt, is looking towards another woman whose back is to the camera. The second woman is wearing a white shirt with thin red horizontal stripes. The scene is set indoors, possibly in a home or office, with a blurred background. The overall tone is professional and conversational.

GET TO KNOW

*Me and my  
research*





GET TO KNOW

*Becoming Adults  
in a Changing  
World*

A young man with glasses and a beard, a young woman with blonde hair and a colorful beaded necklace, and a woman with blonde hair are sitting at a table in a cafe. They are all smiling and looking at each other, engaged in conversation. The background shows a blurred cafe interior with a counter and a red light.

GET TO KNOW

*Each other*



Family relationships



Family structure Family law



Parenting



Self-and identity development



Cultural and socioeconomic influences



Adolescent well-being



Technology and social media in families



School and Education



Other...



# Session 1: Keynote Presentation

**Dr. Stijn Van Petegem**

The National Fund for Scientific Research (NFSR)  
Research Associate at Université Libre De Bruxelles  
SAFE-SORRY director

# Autonomy in adolescence

Advancements and some thoughts about  
future directions

Stijn Van Petegem  
Université libre de Bruxelles



# Autonomy in adolescence

## Overview

Conceptualisation: what is autonomy?

The role of parents: how to support autonomy?

The role of culture: universalism vs. relativism?

Future avenues: where to go next?

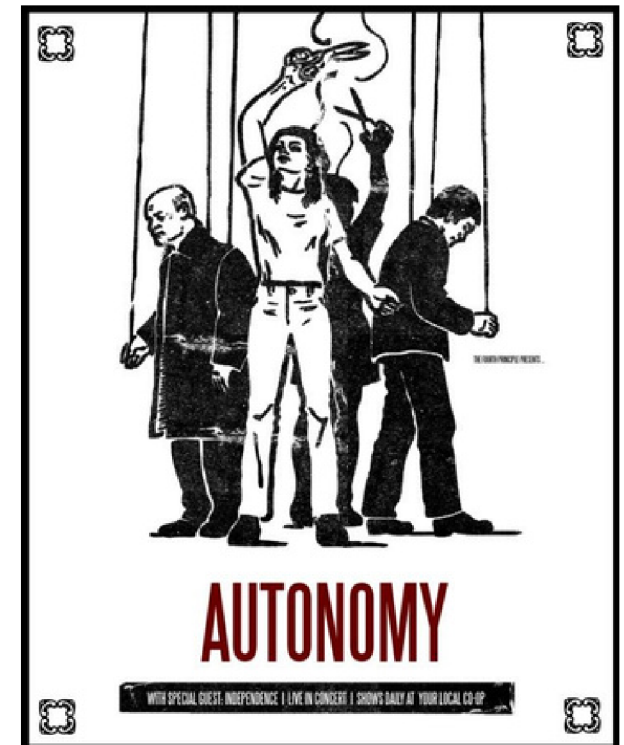
# Conceptualisation

## Autonomy in adolescence

Developmental task in adolescence

However: strongly debated issue

- Conceptualization & measurement?
- Functional (positive or negative)?
- At odds with relatedness?
- Cultural differences?



# Conceptualisation

## Autonomy as independence

“The extent to which one acts, decides, or thinks without relying on others” (Steinberg, 2002)

Contrasted with dependence or reliance on others

Different indicators, e.g., independent decision-making

Beneficial? “It depends”



# Conceptualisation

## Autonomy as volition

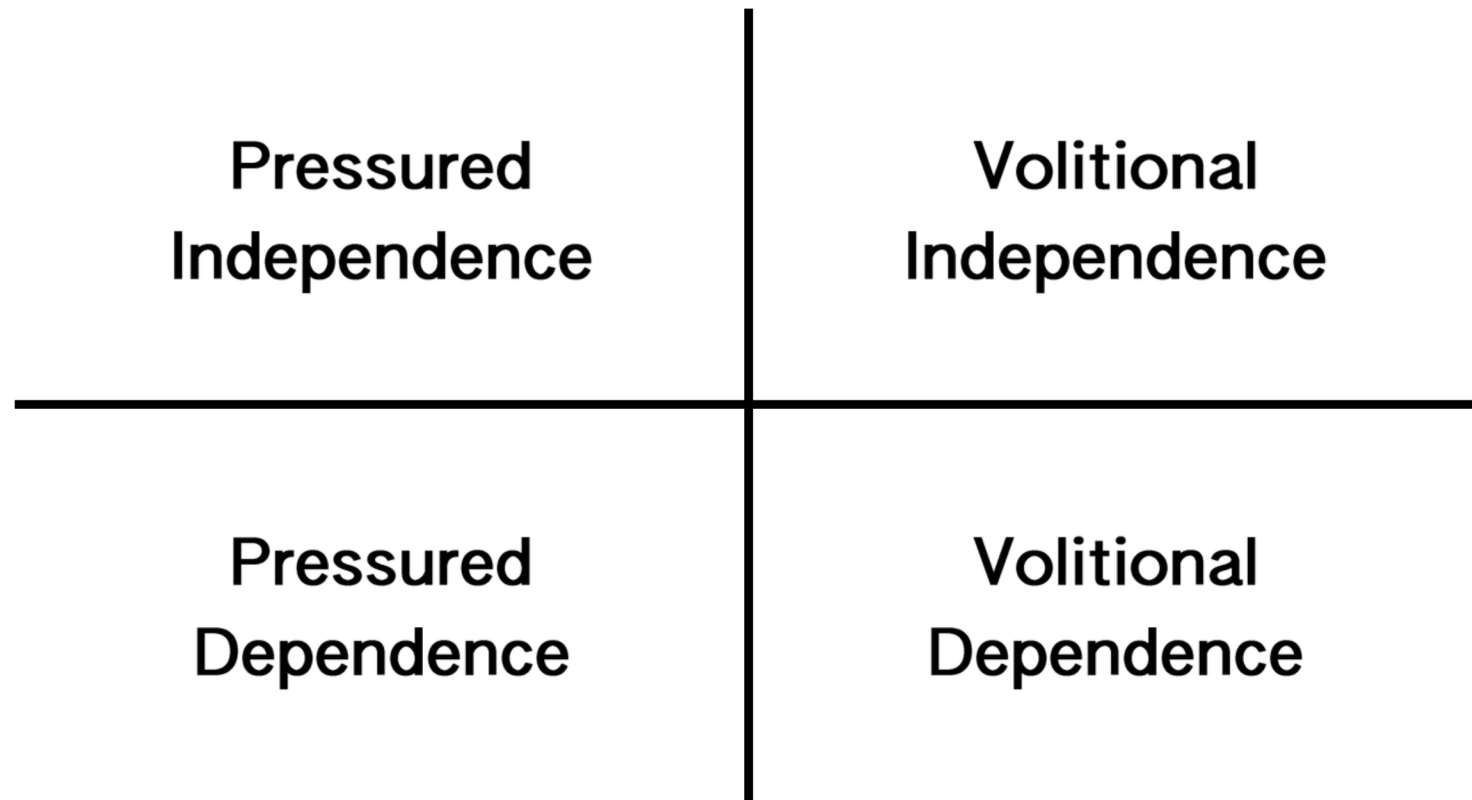
“The extent to which one acts upon personally endorsed values, goals and interests” (Ryan & Deci, 2000)

Contrasted with pressured functioning

Beneficial? “Universally positive”

# Conceptualisation

Differentiation and combination?



# Conceptualisation

## Research illustration

### Objectives

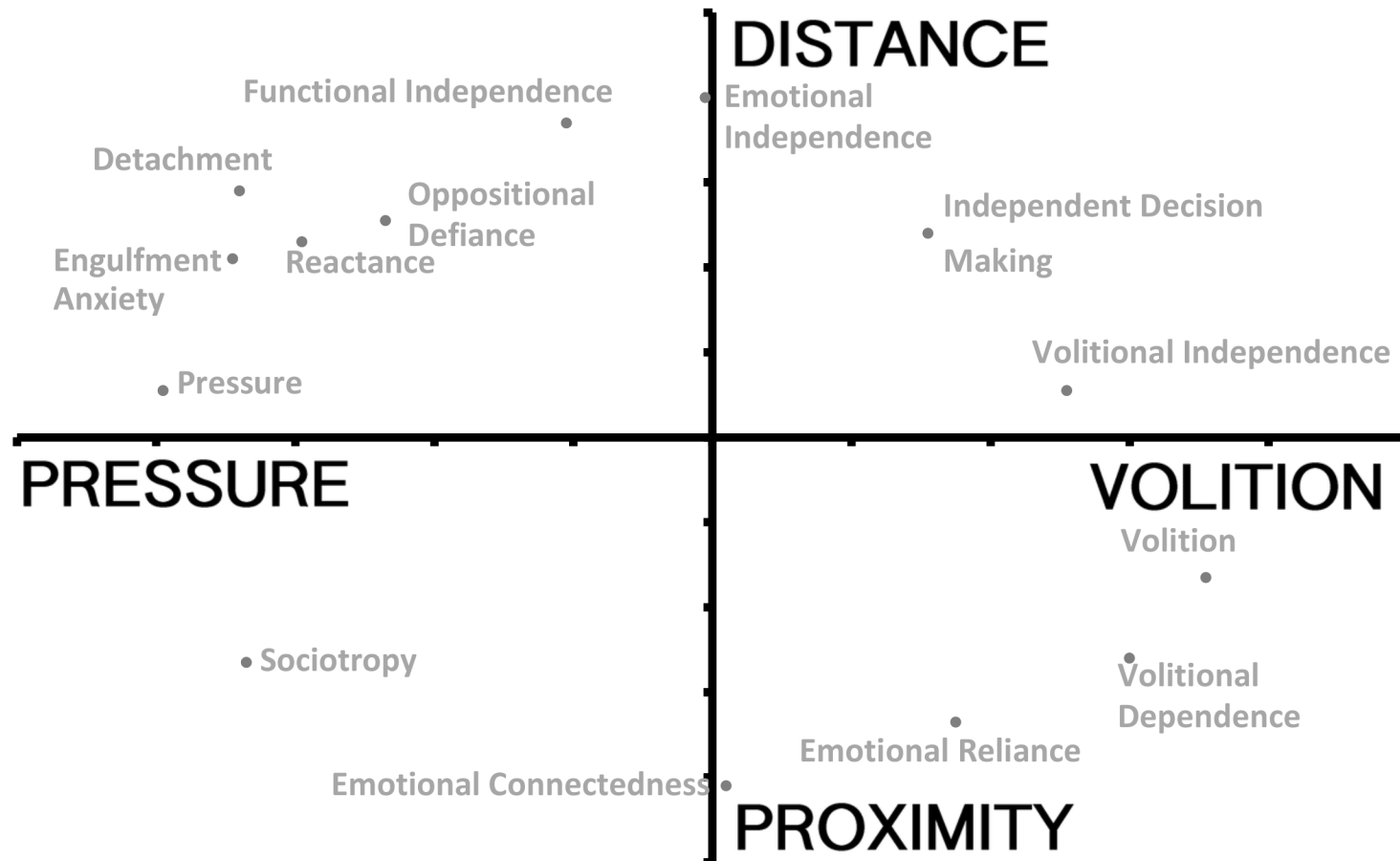
- Underlying dimensions?
- Links with adjustment?

Study 1	Study 2
N = 707	N = 783
14-20 years	14-21 years
8 autonomy measures	14 autonomy measures
Well-being & problem behavior	Well-being & problem behavior



# Conceptualisation

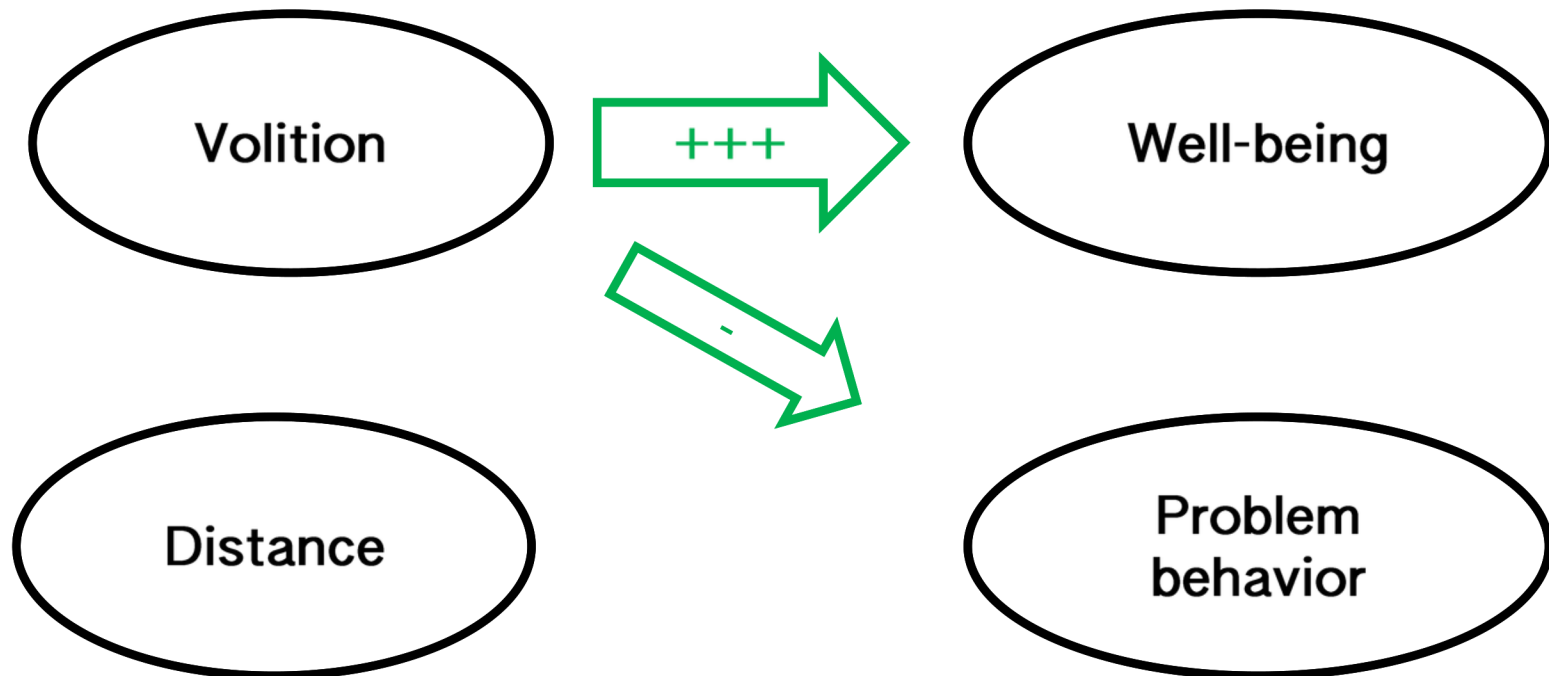
## Research illustration: results



Van Petegem, S., Vansteenkiste, M., & Beyers, W. (2013). The jingle-jangle fallacy in adolescent autonomy in the family: In search of an underlying structure. *Journal of Youth and Adolescence*, 42, 994-1014.

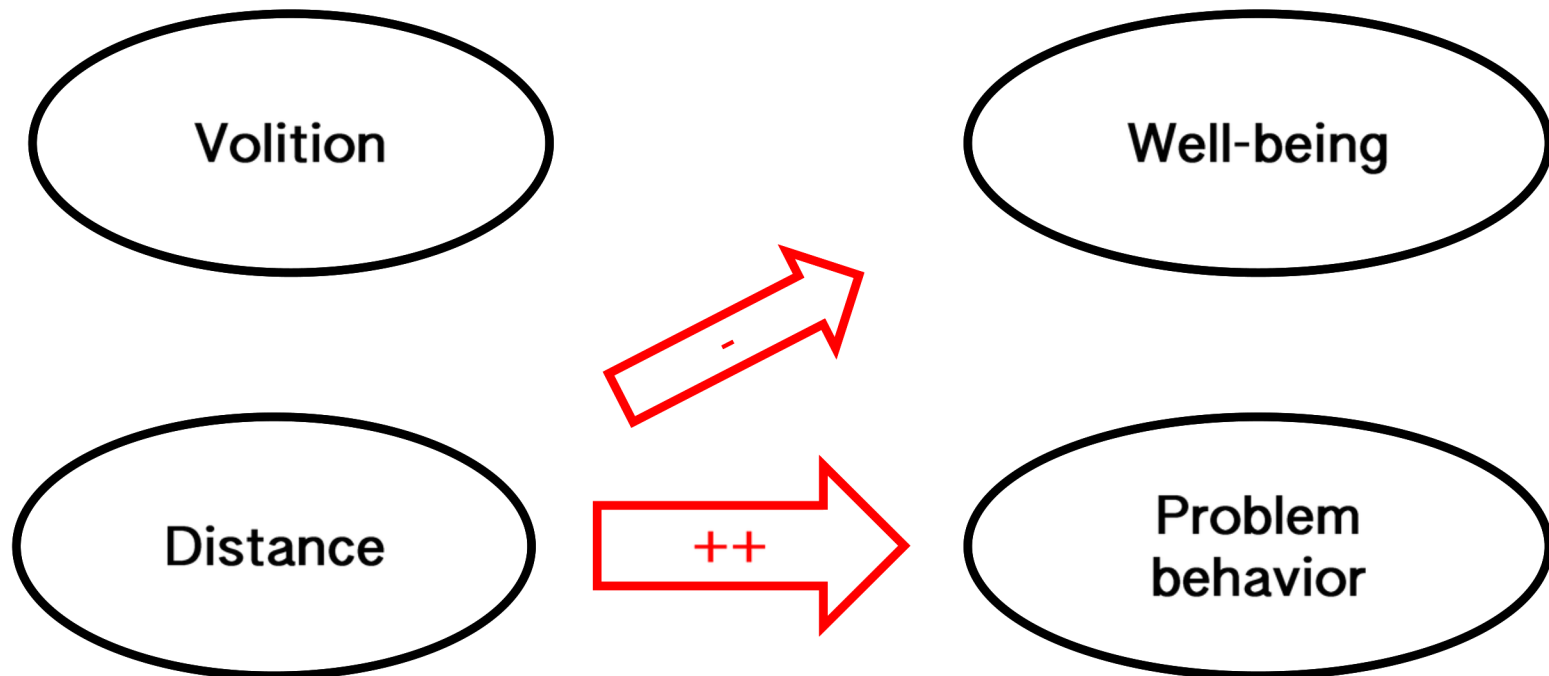
# Conceptualisation

Research illustration: results



# Conceptualisation

Research illustration: results



Van Petegem, S., Vansteenkiste, M., & Beyers, W. (2013). The jingle-jangle fallacy in adolescent autonomy in the family: In search of an underlying structure. *Journal of Youth and Adolescence*, 42, 994-1014.

# Conceptualisation

## More research illustrations

Decision-making in adolescence (Van Petegem et al., 2012)

- • Independence vs. dependence
  - Volitional (*chose to*) vs. pressured motives (*have to*)
  - Replicated in China and Greece
- (Chen et al., 2013; Fousiani et al., 2014)

→ Home-leaving in young adulthood (Kins et al., 2009)

- Underlying motives

Correlates with adjustment

Independence vs. motives

# Conceptualisation

## Conceptual comparison

Independence	Volition
Interpersonal	Experiential Motivation
What?	Why?
Freedom from	Freedom to
Western	Universal
Developmental task	Life task
“it depends”	“the sky is the limit”

→ How to foster volitional functioning?

# The role of parents

## Autonomy support

« Encouraging adolescents to act upon personally endorsed values, goals, and interests »

(Grolnick et al., 1991; Soenens et al. 2007)

In adolescence, e.g.,

- Empathy, perspective-taking
- Offer choice, whenever possible
- Provide rationale, when choice is limited



# The role of parents

## Controlling parenting

« Forcing adolescents to act, think, and feel in parent-imposed ways »

(Grolnick & Pomerantz, 2009; Soenens & Vansteenkiste, 2010)

Coercive and intrusive practices, e.g.,

- Guilt induction, shaming
- Love withdrawal
- Personal critiques
- Threat with punishments

# The role of parents

## Research results

### Meta-analytical evidence

(e.g., Piquart, 2017a, 2017b; Vasquez et al., 2016)

- Psychological health
- Academic achievement
- Internalizing and externalizing problems
- (...)

→ Generalize across cultural groups?

# The role of culture

## Universalism vs. relativism

### Universalism, e.g.,

- Psychological control in Peru (Gargurevich & Soenens, 2016)
- Autonomy support in Japan (Tanaka et al., 2023)
- Psychological control in Ghana (Salaam & Mounts, 2016)

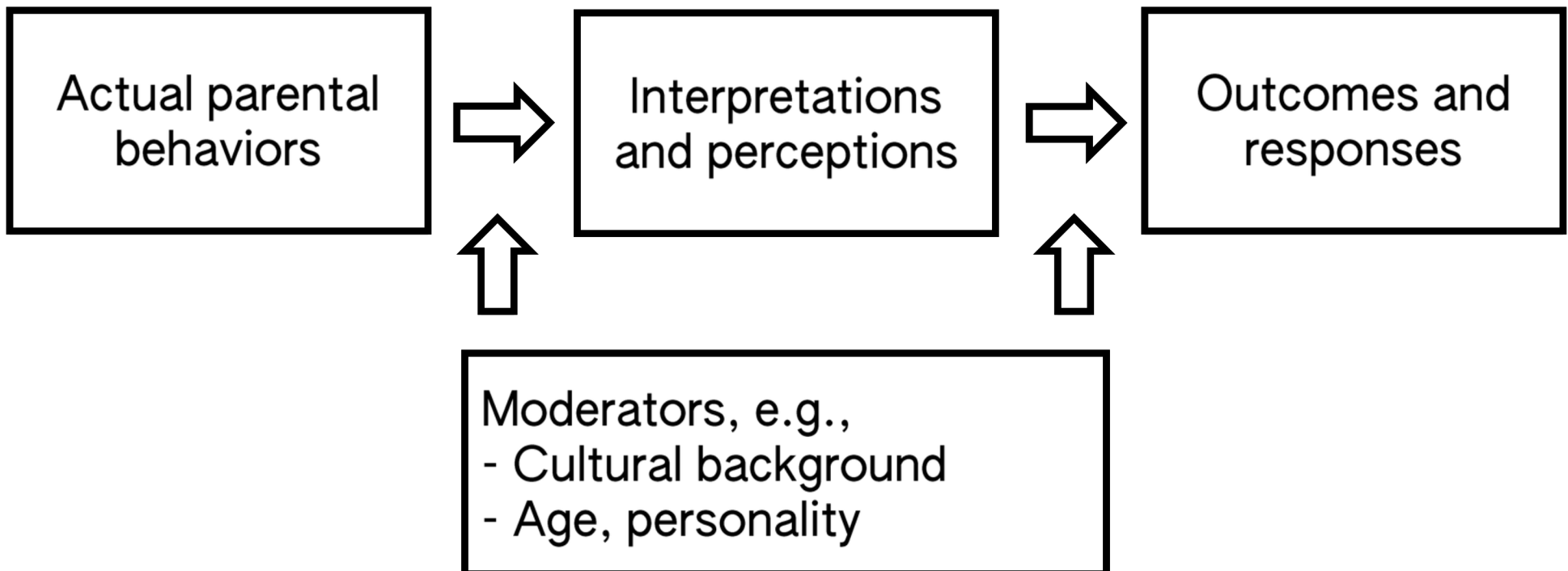
### Relativism, e.g.,

- Shaming, love withdrawal in China (Helwig et al., 2016)
- Choice in Ghana (Marbell & Grolnick, 2013)

# The role of culture

## Universalism without uniformity

Psychological processes have both universal and context-specific features (Schweder & Sullivan, 1993)



Soenens, B., Vansteenkiste, M., & Van Petegem, S. (2015). Let us not throw out the baby with the bathwater: Applying the principle of universalism without uniformity to autonomy-supportive and controlling parenting. *Child Development Perspectives*, 9, 44-49.

# The role of culture

## Research illustration

### Interpretations of parental guilt induction

#### Sample

- N = 316 Belgian adolescents
- N = 341 Chinese adolescents

#### Design: vignette-based study

# The role of culture

## Research illustration: vignettes

Imagine the following situation:

One day you come home from school with a result for an important course which is worse than usual. (...) When you now tell your results to your mother, she says the following:



### Autonomy support:

« (...) Why do you think it turned out this way? (...), but you can try to learn from what went wrong. (...) ».



### Explicit control:

« (...) such failures cannot be repeated in the future and that the result must be better next time. From now on, you'll have to study for this course on the moments I say so, and I will control it regularly. (...) ».

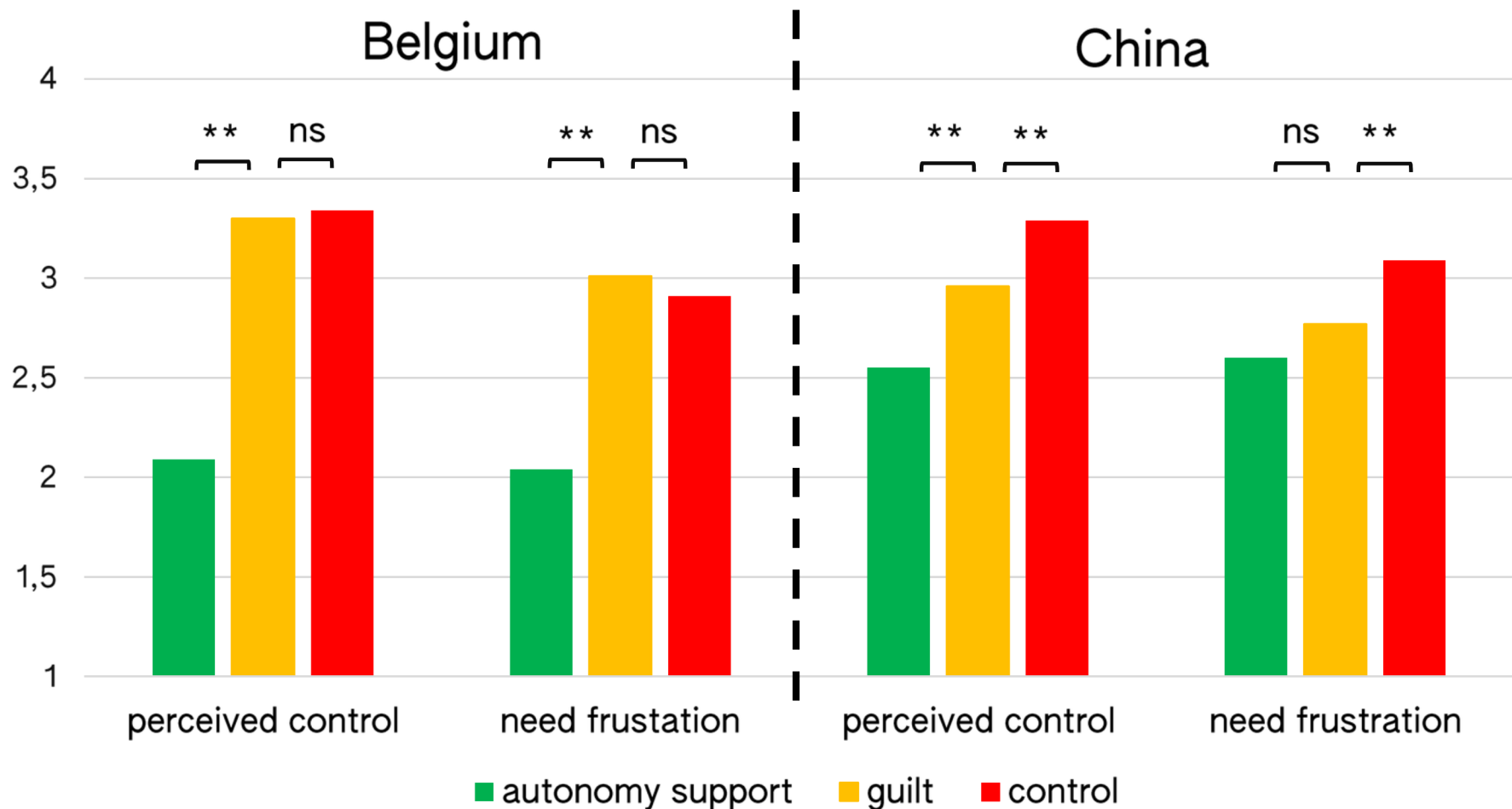


### Guilt:

« (...) You know, I try really hard to take care of you and this family. (...) Please, I beg you, try not to disappoint me like this again. (...) ».

# The role of culture

## Research illustration: results



Chen, B., Soenens, B., Vansteenkiste, M., Van Petegem, S., & Beyers, W. (2016). Where do the cross-cultural differences in dynamics of controlling parenting lie? Adolescents as active agents in the perception of and coping with parental behavior. *Psychologica Belgica*, 56, 169-192.



# Future avenues

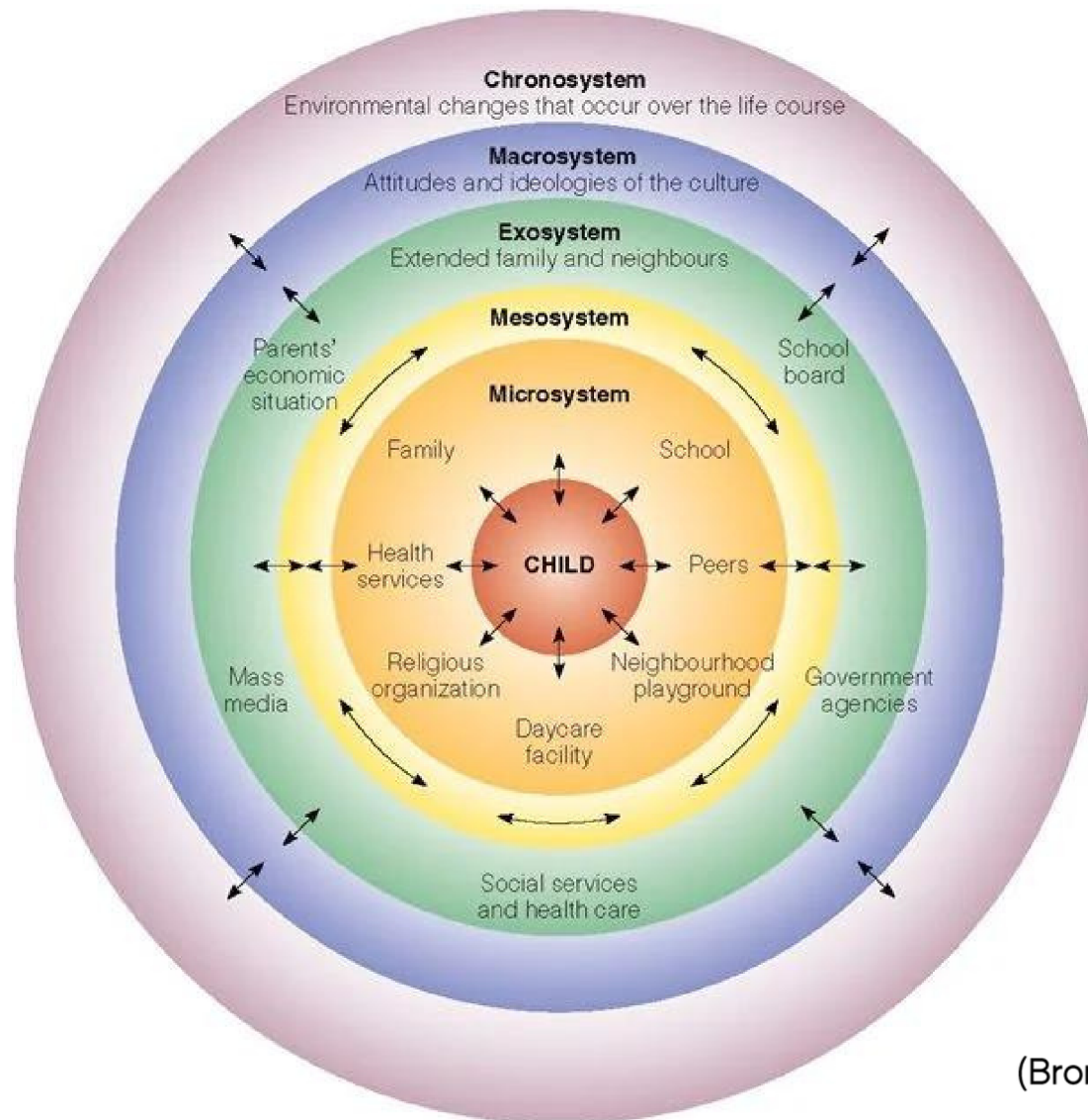
Where to go next?

Important steps forward, e.g.,

- Conceptualization & operationalization
- Understanding of cultural differences
- Methodological advancements

# Future avenues

## Bioecological model of human development



(Bronfenbrenner & Morris, 2007)

# Future avenues

## Contextualization of autonomy development

### Impact of different systems

- Opportunities and barriers for development?
- Beyond the microsystem

### Cultural differences

- Beyond stereotypes
- Recognizing within-group variability
- Focusing on specific processes

# Future avenues

## Contextualization of autonomy development

### Socio-economic inequalities

- Exosystem: e.g., parents' economic situation, neighborhood
- Macrosystem: e.g., economic inequality, structural discrimination
- How do such structural factors facilitate or undermine development?

contact


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# Session 2: Interactive Brainstorm





A young man and woman are sitting on a light-colored sofa, both focused on reading magazines. The man, on the left, has short, wavy brown hair and is wearing a dark, textured sweater. The woman, on the right, has long, wavy brown hair and is wearing a red top under a dark jacket. They are in a bright, indoor setting with a white wall and a plant visible in the background. The entire image has a semi-transparent dark overlay.

**15 MINUTE  
BREAK**

# Session 3: Practitioner Experience

**ABDELLAH MEHRAZ**

Pedagogue, founder and director of Trias Pedagogica

# Puberteit in migrantgezinnen



- Introductie
- De rolverdeling tussen ouders
- Overgang naar de puberteit
- Opvoedstijlen
- Communicatie





Het vergroten van kennis over de opvoeding van pubers in de migrantgezinnen.

## Wie zijn wij?

**TRIAS**PEDAGOGICA  
OPVOEDEN ▲ VADERSCHAP ▲ INTERCULTURELE PEDAGOGIEK

What does Trias Pedagogica do?



Copy link



Watch on  YouTube



- Tot de puberteit
- Vanaf de puberteit



## De rol van de ouders

### Moeder:

- Als centrale verzorger gericht op zorg, huishouden en kinderen
- Competenties man (zorg?)
- Angst voor controleverlies waardoor zij gelijkwaardige participatie belemmert

### Vader:

- Bescherming/ economische ondersteuning aan het gezin
- Directe invloed op de opvoeding?
- Vaders als 'boeman'

### Wetenschap:

- Gericht op moeders en hun rol in de opvoeding

### De rol van de vader

- Als brug naar de sociale wereld buiten het gezin
- Beschermende factor voor risicogedrag (vroegtijdige verslaving)
- Competitie zonder agressie in kinderen
- Schoolprestatie
- Stimuleert de communicatie in het gezin
- Voorlezen (taalontwikkeling en cognitieve vaardigheden ook op latere leeftijd)

### Wetenschap

- Minder of nauwelijks gericht op vaders en hun rol in de opvoeding





## Quote van een vader na afloop van de opvoeddebatten



### Nederlands

- **“Belangstelling** is dat je weet **waar je kind is, met wie je kind omgaat en wat er omgaat in zijn/haar hoofd**. Onze kinderen brengen **veel tijd door op straat**. Door de opvoeddebatten weet ik hoe ik mijn **kinderen** kan **stimuleren** om **positieve activiteiten** op te pakken, zoals (vrijwilligers-)werk, sport, hobby’s etc. Een tablet of geld geven is geen opvoeding.. Als je kind met dure schoenen thuis- komt en geen baan heeft, moet je je als ouder afvragen waar deze vandaan komen.”

### English

- **"Interest is knowing where your child is, who your child is hanging** out with, and what is **going on in his/her head**. Our children spend a **lot of time on the streets**. Because of the parenting debates, I know how to **encourage** my children **to take up positive activities**, such as (volunteer) work, sports, hobbies, etc. Giving a tablet or money is not parenting.... If your child comes home with expensive shoes and doesn't have a job, as a parent you have to ask yourself where these came from."

## Quote van een vader na afloop van de opvoedebatten



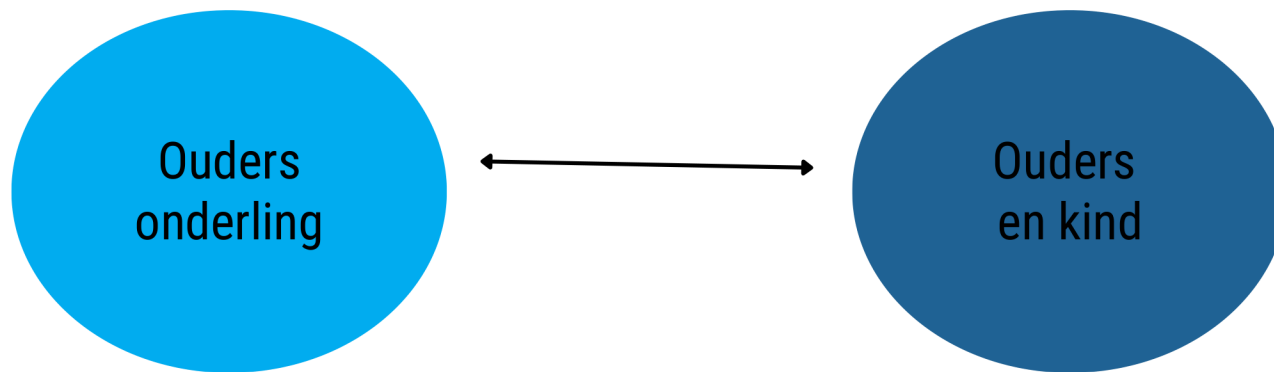
### Nederlands

- “Kinderen besteden **veel tijd** achter de **computer** of **telefoon**. Mijn kinderen zeggen altijd dat dit alleen voor school is, maar nu **begrijp ik** dat ze ook **sociale contacten** kunnen hebben op deze manier. Ik vind het **spannend** als vader, omdat ik **niet weet wat er allemaal kan gebeuren online**. Het is fijn om er met **andere ouders** over te kunnen **praten**, die hier meer verstand van hebben.”

### English

- "Children spend **a lot of time** behind the **computer** or **phone**. My kids always say this is just for school, but now I **understand** that they can also have **social contacts** this way. I find it **challenging** as a father because **I don't know what can happen online**. It's nice to be able to **talk** about it with **other parents** who know more about this."

Communicatie tussen



## Quote van een vader na afloop van de opvoeddebatten



### Nederlands

- “Er wordt **weinig gepraat** met onze kinderen, **vooral** als het gaat om **taboe-gevoelige onderwerpen**. We moeten **open staan** voor een **gesprek** met onze kinderen en er **een gewoonte** van maken. De tip van het **eettafel gesprek** van de debatleider vond ik erg waardevol. Ik ga dit zeker toepassen thuis”.

### English

- “There is **little talk** with our children, **especially** when it comes to **taboo-sensitive topics**. We need to be **open to talking** to our children and **make it a habit**. I found the tip of the **dinner table conversation** from the debate leader very valuable. I will definitely apply this at home”.

## Quote van een moeder na afloop van de opvoeddebatten



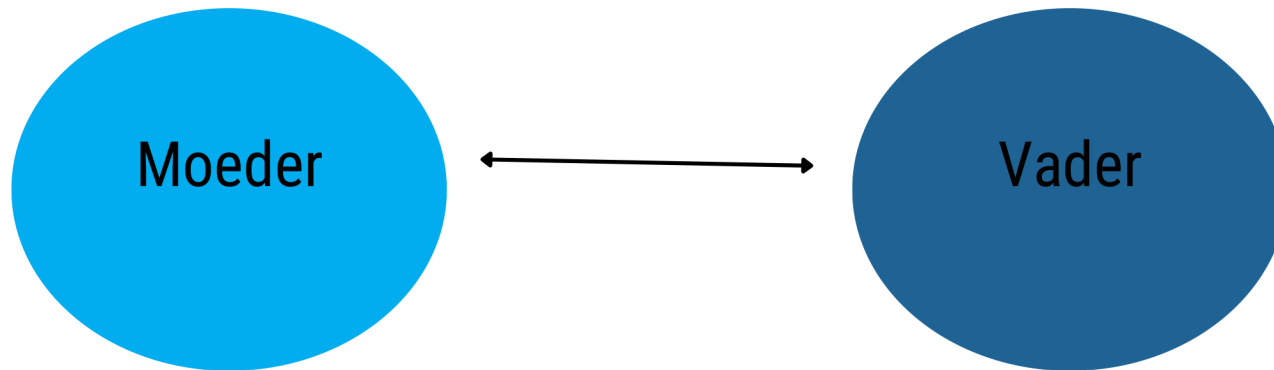
### Nederlands

- “**Mijn man en ik praten meer** met elkaar **sinds de opvoeddebatten**. Ik heb de **tips opgevolgd** (goed moment uitkiezen en rustig praten) en **merk** dat mijn **man** er meer voor **openstaat** om met me **te praten over de opvoeding**. Laatst waren we het **niet eens** over **hoe laat onze dochter thuis moest zijn** en hebben we er **rustig** over **gepraat**. Toen zijn we samen tot een **compromis** gekomen.”

### English

- “**My husband and I talk** to each other **more since the parenting debates**. I have **followed** the **tips** (picking out a good moment and talking calmly) and **noticed** that my **husband** is **more open** to **talking** to me **about parenting**. The other day we **disagreed** about **what time our daughter should be home** and **talked about it** calmly. Then we came to a **compromise** together.”

# Overgang naar de puberteit





## Overgang naar de puberteit



**TRIAS** PEDAGOGICA

OPVOEDEN ▲ VADERSCHAP ▲ INTERCULTURELE PEDAGOGIEK

- Vaders kennen de leefwereld van de kinderen en de pubers niet
- Vaders hebben geen/weinig kennis over hun rol en effect in de opvoeding
- Vaders hebben geen/weinig vaardigheden aangeleerd hoe ze hun kind/puber kunnen opvoeden
- Conformiteit is belangrijker dan autonomie en zelfstandigheid
- Vaak dezelfde aanpak als voor de puberteit

## Quote van een vader na afloop van de opvoeddebatten



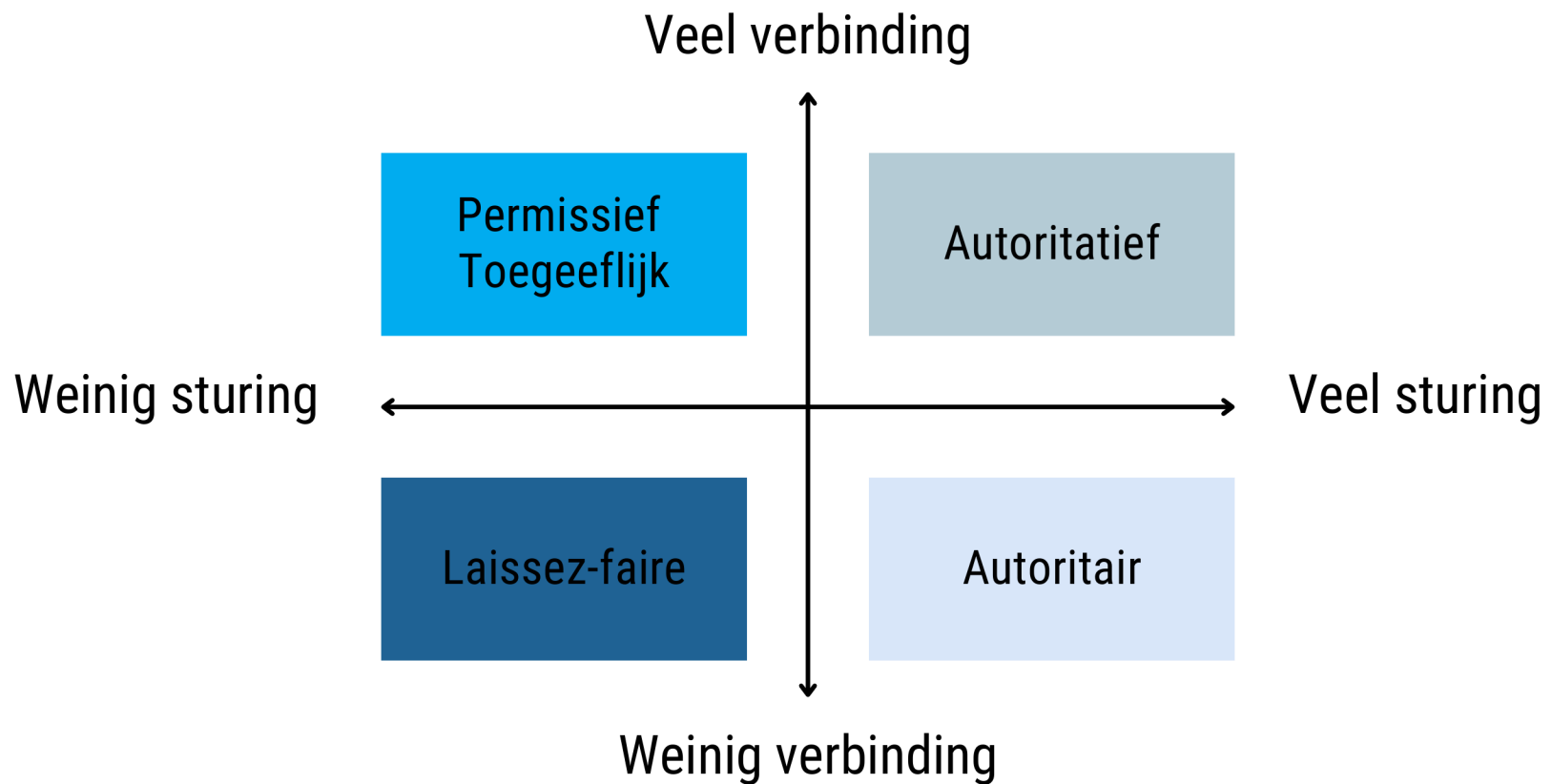
### Nederlands

- “Ik heb altijd **macht uitgeoefend** binnen mijn **gezin**. Dat **koste** heel veel **energie** en ik moest **altijd alert** zijn, zodat ik **mijn rol** kon **behouden**. Door de opvoeddebatten ben ik me ervan bewust dat juist **liefde** en **communicatie** binnen het gezin de **beste manieren** zijn om **kinderen** in **dit land** en **in deze tijd** goed **op te voeden**.”

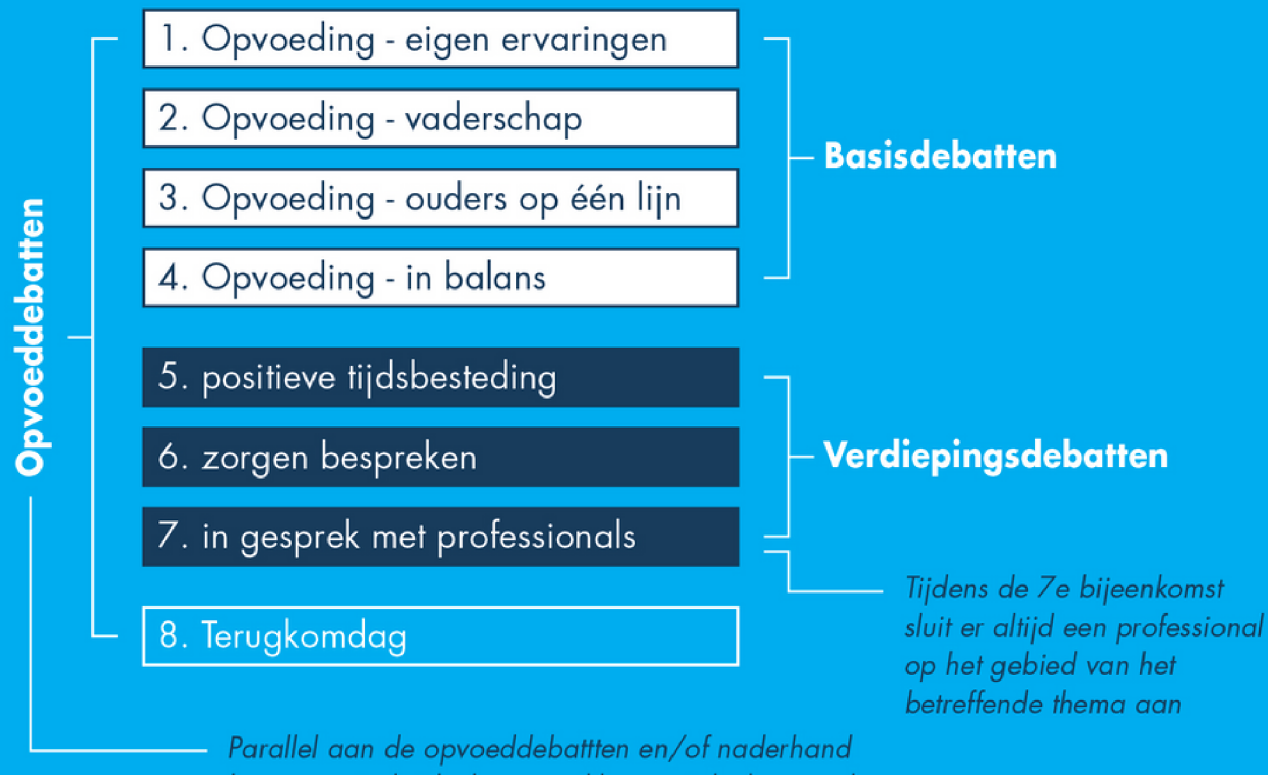
### English

- “I always **exercised power** within my **family**. That **took** a lot of **energy** and I **always** had to be **alert** so I could **maintain my role**. Through the parenting debates, I am aware that actually **love** and **communication** within the family are the **best ways** to properly **raise children** in **this country** and **in this time**.”

## Sturing vs Verbinding



## OP HET RECHTE PAD - Stimuleren & Bespreken





## Vragen en afsluiting





# Session 4: Sharing Ideas and Collaborations





A close-up photograph of a woman with dark hair, wearing a pearl headband and a large earring, smiling warmly as she hugs a child with long, straight black hair from behind. The background is a light-colored wall with green foliage on the right side.

# CONCLUDING REMARKS