

Parenting and Parent–Child Relationships on Multiple Timescales: Antecedents and Developmental Outcomes

Date: 4 March 2024 (Mon)

Time: 15:00-16:30

Venue: E33-2036, Faculty of Education

Language: English & Mandarin

Registration: Online Registration (<https://go.um.edu.mo/2sh0fe0w> or )

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Speaker:

Prof. Yao ZHENG is an Associate Professor in the Department of Psychology at the University of Alberta, Canada. He received his Ph.D. and M.S. in Human Development and Family Studies, as well as a M.A.S. in Applied Statistics from the Pennsylvania State University, USA. His research focuses on the development and prevention of child, adolescent behavioral and emotional problems with the ultimate goal of informing intervention to promote physical and mental well-being. Prof. Zheng is the recipient of the 2021 Rising Star Award from the Association for Psychological Science, the 2021 Early Career Award from the Society for the Study of Human Development, as well as the 2022 University of Alberta Martha Cook Piper Early Career Research Award. He has also won over one and half million Canadian dollars of external and internal grants as the principal investigator.

Abstract:

In this talk, Prof. Zheng will introduce several conventional longitudinal studies conducted on a macro timescale spanning over multiple years, highlighting the influences of the level, change, and lability of parenting behaviors on child and adolescent developmental outcomes, as well as the interactive and synergetic roles of different parenting behaviors. A series of recent studies on parent–adolescent dyads conducted on a micro timescale spanning over multiple days that closely investigate the day-to-day fluctuations of parenting behaviors and their links to adolescent adjustment will also be introduced. With innovative time series analysis such as dynamic structural equation modeling, longitudinal mediation, and dynamical systems modeling, Prof. Zheng will illustrate a few pertinent issues in the parenting literature, encompassing congruency and discrepancy in parent- vs. adolescent-reported parenting behaviors, parent- vs. adolescent-driven processes in cross-day links, as well as the co-regulation of parent–adolescent dyads as coupled dynamical systems.