

S-5D2**The influence of parents and peers on adolescents' problematic social media use revealed***INA KONING, MEREL LEIJSE, REGINA VAN DEN EIJNDEN*

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Background: Nowadays, parents, caretakers, teachers and researchers have an increasing interest in the development and consequences of problematic social media use, especially among adolescents. A growing body of research investigates factors that may influence the development of problematic social media use. This study examined the role of the broader context of parental (time spent with parents and family support) and peer (peer support and peer pressure) and individual factors (perceived self-control) in the development of an individual's risky and problematic social media use (ref=normative), and the moderating role of self-control in a longitudinal design. *Method:* Adolescents (N= 1384) aged 11 to 19 years (Mage= 14.1, SD= 1.03) were included and completed a self-report questionnaire twice (6-month interval). *Results:* A Multinomial Logistic Regression showed that parent and peer factors predicted risky social media use, but not problematic use of social media. Adolescents' level of self-control did not modify these relationships. However, lower self-control did increase the odds of developing risky or problematic social media use. *Conclusions:* This study has demonstrated that general parent and peer factors can help to prevent risky social media use, but not problematic use of social media. For the latter, the individual factor self-control, however, seems to play a role.

Keywords: Problematic social media use, adolescence, time spent with parents, family support, peer support, peer pressure and self-control.

S-5D3**Rules, role models or overall climate at home? Relative associations of different family aspects with adolescents' problematic social media use***SUZANNE GEURTS, INA KONING, HELEN VOSSEN, REGINA VAN DEN EIJNDEN*

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Background: This study aimed to enhance knowledge on which aspects of the family context are most important in relation to adolescents' at-risk/problematic social media use (SMU). Therefore, we examined the relative contribution to adolescents' at-risk/problematic SMU of general and Internet-specific family factors related to three different family (sub)systems: parent-child (Internet-specific rule-setting, reactive restrictions towards Internet use, co-use, adolescents' involvement in rule-setting and positive parenting), parent (parental screen time, phubbing, stress, anxiety and depression) and family (family functioning, family intactness and SES) (sub)system. *Method:* Questionnaire data came from 403 adolescents (M = 13.51,

SD = 2.15) and 396 parents (M = 46.59, SD = 5.29) who participated in wave 1 of the Dutch 'Digital Family project'. *Results:* Logistic regression analyses showed that only factors related to the parent-child subsystem remained significant in predicting at risk/problematic SMU when examining predictors related to the parent-child, parent and family (sub)system simultaneously. Specifically, general and Internet-specific parenting practices contributed to the prediction of adolescents' at-risk/problematic SMU above and beyond each other. Positive parenting and Internet-specific rule-setting seem protective, while parental reactive restrictions towards Internet use could be a risk factor. *Conclusion:* The results suggest that parental behaviors directed towards the child should be a focus of attention in research on prevention of adolescents' problematic SMU. In addition, our findings highlight the importance of untangling restrictive mediation (impulsive, in the moment, attempts to limit SMU versus communicating clear rules in advance) when examining its effects.

Keywords: adolescent problematic social media use, family context, parent-child subsystem, parent subsystem, family system

S-5D4

How effective is the online intervention 'Master your Smartphone' in preventing problematic smartphone use among students?

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Background: Although there is increasing evidence for the negative impact of problematic smartphone use on students' academic achievements, there are hardly any intervention programs aiming at the prevention of problematic smartphone use among students. The online intervention 'Master your smartphone', developed by Utrecht University, aims to reduce problematic smartphone use and smartphone use that is interfering with academic tasks in university students. *Method:* A Clustered Randomized Trial was conducted to investigate if the online module is effective in reducing problematic smartphone use and smartphone use during academic tasks. Twelve classes of first-year university students (N = 248; M = 18.8, SD = 1.41) were randomly assigned to either the experimental or the control condition. In the experimental condition, students followed the intervention module 'Master your smartphone', in the control condition students followed a general time management module. Data were collected at three time points, 1 month before the intervention (pre-test), during the intervention, and 3 months after the intervention (post-test). *Results:* The intervention was effective in decreasing symptoms of problematic smartphone use among students, but there was no evidence that the intervention limited smartphone use during academic tasks. Additional analyses indicated that the impact of the intervention on symptoms of problematic use was moderated by treatment integrity, i.e., students who scored higher on intervention