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

responsiveness were more likely to benefit from the intervention than students who scored low. Conclusion: The online intervention 'Master your smartphone' seems an effective tool to prevent smartphone addiction symptoms in students.

Keywords*: Smartphone addiction, online module, intervention, prevention

S-5D5

Problematic gaming in young adolescence: The role of in-game rewards and individual vulnerabilities

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Background: Rewarding characteristics in games may amplify the transition from recreational to more problematic gaming behavior. This research explored the association between typical rewarding game elements and adolescents' problematic gaming behaviors and evaluated the interacting nature of individual vulnerabilities within this relationship. *Method:* In a two-cohort-design the impact of rewarding elements (e.g., random rewards, contingencies rewards, social rewards, and meta-achievements) on adolescents' problematic gaming was investigated. Participants were 2708 (53.9% male, mean age 13.9 SD=1.20) and 2073 secondary school students in respectively in the first and second cohort (52.1% male, mean age 14.3 SD=1.49). *Results:* Results revealed that random rewards, social rewards, and contingencies rewards, were predictors of adolescents' problematic gaming in both cohorts. Games including such type of rewards increased the risk for problematic game play. Regarding interactions with individual vulnerabilities, results indicated that for adolescents with attention deficit hyperactivity symptoms, the impact of contingencies rewards on problematic gaming behavior was amplified, while for adolescents with social problems the impact of social rewards on problematic gaming was amplified. *Conclusion:* The findings illustrate that certain rewarding elements in games can increase problematic gaming behavior, particularly among adolescents with individual vulnerabilities. Prevention strategies can benefit from integrating this knowledge in education and intervention strategies may be tailored towards those with attention-deficit hyperactivity symptoms and social problems as these adolescents are at the greatest risk for being affected by the rewarding elements in games.

Keywords*: Problematic Gaming, Game Rewards, ADHD, Social Competence, Adolescents