

Progress summary for the 2022 phase

In line with the project implementation plan, this phase involved (1) documenting and writing a scoping review on children's adjustment to parental migration and its associated risk and resilience factors, and (2) assessing the risk and resilience factors involved in children's adjustment to parental economic migration (corresponding to the first wave of the longitudinal study).

(1) The **scoping review** aimed to provide an accurate picture of the well-being of children in Europe with at least one parent temporarily working abroad, and to analyze potential factors modulating the relationship between parental separation and children's post-migration adjustment. In line with the updated PRISMA 2020 Systematic Review analysis and Reporting Standards, the documentation process resulted in 122 studies, of which, at the moment, 27 contain information that can be analyzed in detail for the purpose of the review. Preliminary results challenge findings on the Asian population (Fellmeth et al., 2018) that parental migration is detrimental to children's well-being, highlighting both the particular cultural distinctiveness of Eastern Europe and the variability of post-parental migration adaptation - as a result of different specific factors. Thus, the results indicate that: (a) There are no significant differences in emotional well-being or school performance between children with one parent abroad and those from typical families; (b) There is a tendency to show a higher frequency of behavioural problems, this effect being modulated by the father's absence and specific to boys with one parent abroad. This scoping review is currently in the process of being written and will be submitted for publication to the *Journal of Family Psychology*.

(2) In order to **assess the factors involved in children's post-migration adjustment (corresponding to the first wave of the longitudinal study)** the following activities were carried out:

(a) The **development and adaptation of computerized tasks** assessing children's cognitive distortions, as well as translating and adapting self-report tools without previous adaptation.

(b) **Recruitment of participants for the three-wave longitudinal study:** 303 parental/legal guardian agreements were received for child/adolescent participation in the study, of which 73 were participants with at least one parent working abroad.

(c) **Assessment of interindividual differences in emotional regulation and information processing** was conducted for 224 children and adolescents (10-14 years old) of which 48 had at least one parent working abroad. Computerized tasks were administered in individual sessions.

(d) **Assessment of children's well-being** was conducted via: self-report measures (internalizing problems), teacher reports (externalizing problems), peer acceptance/rejection assessment protocol, and objective indicators of school performance. Children's parents/legal guardians provided the following information regarding potential **associated contextual factors**: socio-economic status, financial stress, negative life events, parenting practices and communication with the migrant parent.

As a result of this phase, the scoping review will be submitted for publication to the *Journal of Family Psychology*, whereas data obtained from the first wave assessments will be materialized in publishing an empirical study on risk and resilience factors involved in children's adjustment to parental economic migration (Q1).

Additionally, building on the relationship between parenting practices, socio-economic status, and children's well-being, this phase also included the publication of a study that investigated the link between understanding interpretive diversity, parenting practices, socio-economic status and antisocial deceptive behaviour in children aged between 9 and 11. This study was published in *European Journal of Investigation in Health, Psychology and Education*: Prodan, N., Moldovan, M., Cacuci, S. A., & Visu-Petra, L. (2022). Interpretive Diversity Understanding, Parental Practices, and Contextual Factors Involved in Primary School-Age Children's Cheating and Lying Behavior. *European Journal of Investigation in Health, Psychology and Education*, 12(11), 1621-1643. Partial findings are also set to be disseminated during the 2023 *Biennial Meeting Society of Research in Child Development*, USA, 23-25 March: Prodan, N & Visu-Petra, L. (2023). Lying to familiar and unfamiliar peers, theory of mind, and executive functioning in middle childhood.