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Helping me, helping you: behavioral and neural development of social competence from childhood to adolescence

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Propositions

Accompanying the public defense of Simone Dobbelaar's dissertation

Helping me, helping you

Behavioral and neural development of social competence from childhood to adolescence

1. A robust neural signature underlying aggression regulation following social feedback is already present in middle childhood, where the medial prefrontal activation signals for the saliency of social feedback and lateral prefrontal activation reflects regulation processes (*this thesis*)
2. Across development, the dorsolateral prefrontal cortex becomes less involved in inhibition of aggression following social feedback (*this thesis*)
3. Aggression can be adaptive when combined with prosocial behavior in childhood and adolescence (*this thesis*)
4. Mental health outcomes in adolescence are best predicted by the interplay of behaviors across social contexts instead of by separate constructs (*this thesis*)
5. The period leading up to adolescence should receive more attention in neurodevelopmental research on social behavior in adolescence
6. Studies on individual development should not only focus on individual factors but employ an integrative approach combining contextual, neurobiological and environmental influences
7. Replication studies of neuroscientific findings in childhood are needed to move the field of developmental neuroscience forward and do not necessarily require thousands of individuals
8. Team science is the best science
9. Collaboration with societal partners such as teachers and youth throughout the research cycle is required to increase the validity and generalizability of scientific research
10. Like childhood and adolescence, a PhD trajectory is an important period to learn to flexibly adapt to changing circumstances
11. Helping me, helping you, it's the best I can do