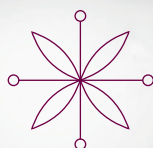


The Abstract Book of the 22nd European Conference on Developmental Psychology



August 25-29, 2025
Vilnius, Lithuania

<https://doi.org/10.15388/ECDP.2025>

The Abstract Book of the 22nd European Conference on Development Psychology

August 25–29, 2025

Vilnius, Lithuania



VILNIAUS
UNIVERSITETO
LEIDYKLA

2026

Scientific committee:

- Vilmantė Pakalniškienė (chair)
- Rima Breidokienė
- Lysanne Te Brinke
- Simona Caravita
- Goda Gegieckaitė
- Neringa Grigutytė
- Jessie Hillekens
- Willem Koops
- Beata Krzywosz-Rynkiewicz
- Francesca Lionetti
- Saulė Raižienė
- Lauryna Rakickienė
- Maja Schachner
- Dagmar Strohmeier
- Spyridon Tantaros
- Peter Titzmann

Local organizing committee:

- Vilmantė Pakalniškienė (chair)
- Roma Jusienė (co-chair)
- Rasa Barkauskienė
- Rima Breidokienė
- Goda Gegieckaitė
- Neringa Grigutytė
- Antanas Kairys
- Vita Mikuličiūtė
- Dalia Nasvytienė
- Saulė Raižienė
- Lauryna Rakickienė
- Monika Skerytė-Kazlauskienė
- Olga Zamalijeva
- Arūnas Žiedelis

Organisers:



Faculty of
Philosophy



Partners & Sponsors:



THE
WEMP
FOUNDATION
愛望基金



LMT

Lietuvos mokslo taryba

Konferenciją, kurios santraukos publikuojamos šiame leidinyje, iš dalies finansavo Lietuvos mokslo taryba (LMTLT), sut. Nr. S-MOR-25-11.

The authors are responsible for the content of their abstracts. The organizers assume no responsibility for the quality of the abstracts or the accuracy of the information.

Copyright © 2026 [Vilmantė Pakalniškienė, Roma Jusienė, Olga Zamalijeva]. Published by Vilnius University Press This is an Open Access article distributed under the terms of the Creative Commons Attribution Licence, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited. <https://doi.org/10.15388/ECDP.2025>
ISBN 978-609-07-1244-3 (skaitmeninis PDF)

SCREEN-BASED MEDIA USE AND COGNITIVE DEVELOPMENT IN PRESCHOOL AGE

Chair(s): **Roma Jusienė**

Institute of Psychology, Faculty of Philosophy, Vilnius University, Lithuania

Screen-based media use, particularly TV watching, has been linked to negative child development and health outcomes during the past decades. Based on scientific and practical evidence, many countries are consistent in recommending no more than one hour per day of screen time for children aged 2 to 5 years, and no screen time for younger children. Despite these recommendations, also keeping in mind that various types of screens are becoming an integral part of family and children's life, toddlers and preschoolers are overusing screens. As early childhood is a period of rapid cognitive development, there is a need to proceed with evidence-based discussion on whether and how screen-based media usage could affect child cognitive development, in particular focusing on language development and executive function (EF). Moreover, the significance of interplay with other contextual factors in child development (e.g., child sleep and child-parent interactions) should also be considered.

In this symposium we present results of several recent and ongoing studies aiming to analyze the screen-based media use as related to 2- to 5-year-old children's EF and language development. R.Jusienė starts with analysis of the associations between preschoolers' parent-reported language skills and screen time and type using data from Lithuanian child samples. T.Tulviste proceeds with results of a study conducted in Estonia, aimed at investigating the link between children's screen time, the duration of parent-child verbal interactions, and children's language skills. Further, E.Axelsson comes with an important discussion on how much screen time predicts EFs and whether it interacts with sleep and content type in a sample of Australian preschoolers. Finally, L.Rakickienė adds to the discussion on cognitive development and screen use in early years, presenting results from very recent study which examined the relationship between children's screen use and executive functions, assessed both by lab tasks and parent and teacher reports.