

OPENING THE BLACK BOX

Examining Effective Components of Interventions for Children's Social-Emotional Development

Propositions

1. It is essential to consider the dosage of intervention components in research into the effects of social-emotional skills interventions (Chapter 2).
 2. Cognitive restructuring is an effective intervention component for multiple social-emotional outcomes, such as social anxiety and self-esteem (Chapters 3 and 4).
 3. Childhood social-emotional skills interventions should address children's need for autonomy (Chapter 5).
 4. Psychophysical exercises should not be viewed as a stand-alone intervention component to enhance social-emotional skills but rather as a mode of delivery (Chapter 3).
 5. Research into the individual effects of intervention components is not sufficient; context factors and common factors should also be considered (Messer & Wampold, 2002).
 6. Research into effective components of childhood (social-emotional skills) interventions should focus on the interaction between intervention components (This dissertation and, e.g., Collins et al. 2014; Dusseldorp et al. 2014).
 7. After investigating which components work, the next step in intervention research is to focus on what works for whom (This dissertation and, e.g., Nielsen & Mirgalia, 2017)
 8. Microtrials are not an alternative to more traditional intervention research designs but rather a method on a continuum of techniques to evaluate intervention effects (This dissertation and, e.g., ten Brinke, 2021).
 9. It is unnecessary to develop more social-emotional skills interventions. Instead, the field needs pre-set intervention packages that can be tailored to children's characteristics and needs (This dissertation and Weisz et al., 2012).
 10. Obstacles are detours in the right direction (Gabby Bernstein, 2019).
 11. Restructuring the academic system for funded research to allow Ph.D. students to be funded for more than three years would benefit young scholars' mental health and the quality of their research.
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