

LEARN! Pure Output for January – April 2022

Contribution to Journal - Article

Academic

Bakkum, L., Oosterman, M., Verhage, M. L., Kunseler, F. C., Fearon, R. M. P., Schuengel, C., & Duschinsky, R.

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Bignardi, G., Chamberlain, R., Kevenaar, S. T., Tamimy, Z., & Boomsma, D. I. (2022). On the etiology of aesthetic chills: a behavioral genetic study. *Scientific Reports*, 12(1), [3247].

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Brujniks, S. J. E., Meeter, M., Lemmens, L., Peeters, F., Cuijpers, P., Renner, F., & Huibers, M. J. H. (2022).

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Doodeman, T., Schuengel, C., & Sterkenburg, P. S. (2022). Expressions of stress of people with severe intellectual disabilities and sensitive caregiving to regulate stress: A qualitative study. *Journal of Intellectual & Developmental Disability*. <https://doi.org/10.3109/13668250.2021.2011171>

Forslund, T., Granqvist, P., van IJzendoorn, M H., Sagi-Schwartz, A., Glaser, D., Steele, M., Hammarlund, M., Duschinsky, R (2022). El Apego Va a Juicio: Problemas de Custodia y Protección Infantil.

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Franken, L., & Bertram-Troost, G. (2022). Passive freedom of education: Educational choice in flanders and the netherlands. *Religions*, 13(1), 1-21. [12]. <https://doi.org/10.3390/rel13010012>

- Galbally, M., Watson, S. J., van IJzendoorn, M. H., Tharner, A., Luijk, M., & Lewis, A. J. (2022). Maternal trauma but not perinatal depression predicts infant-parent attachment. *Archives of Women's Mental Health, 25*(1), 215-225. <https://doi.org/10.1007/s00737-021-01192-7>
- For the ENIGMA-EOP Working Group (2022). Intracranial and subcortical volumes in adolescents with early-onset psychosis: A multisite mega-analysis from the ENIGMA consortium. *Human Brain Mapping, 43*(1), 373-384. <https://doi.org/10.1002/hbm.25212>
- Hanssen, E., van Buuren, M., Van Atteveldt, N., Lemmers-Jansen, I. L. J., & Fett, A. K. J. (2022). Neural, behavioural and real-life correlates of social context sensitivity and social reward learning during interpersonal interactions in the schizophrenia spectrum. *Australian and New Zealand Journal of Psychiatry, 56*(1), 59-70. <https://doi.org/10.1177/00048674211010327>
- Horstman, L. I., Riem, M. M. E., Alyousefi-van Dijk, K., Lotz, A. M., & Bakermans-Kranenburg, M. J. (2022). Fathers' involvement in early childcare is associated with amygdala resting-state connectivity. *Social cognitive and affective neuroscience, 17*(2), 198-205. <https://doi.org/10.1093/scan/nsab086>
- Lotz, A. M., Buisman, R. S. M., Alyousefi-van Dijk, K., Witte, A. M., Bakermans-Kranenburg, M. J., & Verhees, M. W. F. T. (2022). Exploring the role of endocrine factors in sensitive parenting in men. *Hormones and Behavior, 140*, 1-9. [105118]. <https://doi.org/10.1016/j.yhbeh.2022.105118>
- Meij, E., Smits, A., & Meeter, M. (2022). How and why learning theories are taught in current Dutch teacher education programs. Identifying a gap between paradigm and reality in teacher education. *Teaching and Teacher Education, 109*, 1-11. [103537]. <https://doi.org/10.1016/j.tate.2021.103537>
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- Plak, S., Cornelisz, I., Meeter, M., & van Klaveren, C. (2022). Early warning systems for more effective student counselling in higher education: Evidence from a Dutch field experiment. *Higher Education Quarterly, 76*(1), 131-152. <https://doi.org/10.1111/hequ.12298>, <https://doi.org/10.1111/hequ.12298>

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- Skovgaard, A. M., Bakermans-Kranenburg, M., Pontoppidan, M., Tjørnhøj-Thomsen, T., Madsen, K. R., Voss, I., Wehner, S. K., Pedersen, T. P., Finseth, L., Taylor, R. S., Tolstrup, J. S., & Ammitzbøll, J. (2022). The Infant Health Study - Promoting mental health and healthy weight through sensitive parenting to infants with cognitive, emotional, and regulatory vulnerabilities: protocol for a stepped-wedge cluster-randomized trial and a process evaluation within municipality settings. *BMC Public Health*, 22(1), 1-19. [194]. <https://doi.org/10.1186/s12889-022-12551-z>
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- van der Wilt, F., Bouwer, R., & van der Veen, C. (2022). Dialogic Classroom Talk in Early Childhood Education: The Effect on Language Skills and Social Competence. *Learning and Instruction*, 77, 1-10. [101522]. <https://doi.org/10.1016/j.learninstruc.2021.101522>
- van der Wilt, F., Smits, M., & van der Veen, C. (Accepted/In press). Shared book reading in early childhood education: The effect of two approaches on children's language ability, story comprehension, and causal reasoning: The effect of interactive book reading and book reading using mindmaps. *Journal of Research in Childhood Education: an international journal of research on the education of children*.
https://www.researchgate.net/publication/356603265_Shared_book_reading_in_early_childhood_education_The_effect_of_two_approaches_on_children%27s_language_ability_story_comprehension_and_causal_reasoning
- van der Wilt, F., van der Veen, C., & Michaels, S. (Accepted/In press). The relation between the questions teachers ask and children's language competence. *the journal of educational research*, 115(1), 64-74. <https://doi.org/https://doi-org.vu-nl.idm.oclc.org/10.1080/00220671.2022.2029806>

- van Driel, S., Wolff, C. E., Crasborn, F., Brand-Gruwel, S., & Jarodzka, H. (2022). A coding scheme to clarify teachers' interactive cognitions in noticed classroom management situations from an actor's perspective. *Teaching and Teacher Education, 111*, 1-13. [103602].
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- Waters, T. E. A., Yang, R., Finet, C., Verhees, M. W. F. T., & Bosmans, G. (2022). An empirical test of prototype and revisionist models of attachment stability and change from middle childhood to adolescence: A 6-year longitudinal study. *Child Development, 93*(1), 225-236.
<https://doi.org/10.1111/cdev.13672>
- Westbroek, H., Janssen, F., Mathijssen, I., & Doyle, W. (2022). Teachers as researchers and the issue of practicality. *European Journal of Teacher Education, 45*(1), 60-76.
<https://doi.org/10.1080/02619768.2020.1803268>

Professional

- de Bruijn, A. (2022). Bewegend de schooldag door. *JSW, 6*, 25-28.
- Ehren, M. (2022). SER wil daad bij het woord. *Didaktief*.
- Vooren, M. (2022). Promotiebespreking: Melvin Vooren. *Economisch-Statistische Berichten*.
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- Wynberg, E., Boland, A., & van der Veen, C. (2022). Visie op object-georiënteerd spel: In de praktijk, zo veel te leren. *De Wereld van het Jonge Kind*.

Contribution to Journal - Comment / Letter to the editor

Academic

Fictorie, V., Jonkman, C., Visser, M., Vandenbosch, M., Steketee, M., & Schuengel, C. (2022). Erratum:

Correction to: effectiveness of a high-intensive trauma-focused, family-based therapy for youth exposed to family violence: study protocol for a randomized controlled trial (*Trials* (2022) 23 1 (46)). *Trials*, 23(1), 1-1. [127]. <https://doi.org/10.1186/s13063-022-06074-6>

Forslund, T., Granqvist, P., van IJzendoorn, M. H., Sagi-Schwartz, A., Glaser, D., Steele, M., Hammarlund, M., Schuengel, C., Bakermans-Kranenburg, M. J., Steele, H., Shaver, P. R., Lux, U., Simmonds, J., Jacobvitz, D., Groh, A. M., Bernard, K., Cyr, C., Hazen, N. L., Foster, S., ... Duschinsky, R. (2022). Attachment goes to court: child protection and custody issues. *Attachment and Human Development*, 24(1), 1-52. <https://doi.org/10.1080/14616734.2020.1840762>

Contribution to Journal - Review article

Academic

Bakkum, L., Schuengel, C., Sterkenburg, P. S., Frielink, N., Embregts, P. J. C. M., de Schipper, J. C., Brug, A., & Tharner, A. (2022). People with intellectual disabilities living in care facilities engaging in virtual social contact: A systematic review of the feasibility and effects on well-being. *Journal of Applied Research in Intellectual Disabilities*, 35(1), 60-74. <https://doi.org/10.1111/jar.12926>

Chapter in Book / Report / Conference proceeding - Chapter

Academic

Drerup, J. (2022). Toleration and Education. In M. SARDOČ (Ed.), *The Palgrave Handbook of Toleration* (pp. 925-950). Palgrave Macmillan. https://doi.org/10.1007/978-3-030-42121-2_48

Book / Report - Book editing

Academic

Drerup, J., Culp, J., & Yacek, D. (Eds.) (2022). *The Cambridge Handbook of Democratic Education*. Cambridge University Press.

Book / Report - Report

Academic

Ras, R., Schuengel, C., & Embregts, P. J. C. M. (2022). *Zorgdata in onderzoek voor mensen met verstandelijke beperkingen*. Vrije Universiteit.

Book / Report - Inaugural speech

Professional

Bertram-Troost, G. (2022). *Menswording in een laag-vertrouwensamenleving: Kansen en uitdagingen voor onderwijs*. Vrije Universiteit Amsterdam.

PhD Thesis - PhD-Thesis – Research and graduation external

Academic

Vooren, M. (2022). *Essays on human capital formation and active labor market policies*. Top Institute for Evidence Based Education Research (TIER). <https://pure.uva.nl/ws/files/67195051/Thesis.pdf>