

LEARN! Research Output February-May 2022

Contribution to Journal - Article

Academic

- Aktar, E., Nimphy, C. A., Kret, M. E., Perez-Edgar, K., Raijmakers, M. E. J., & Bogels, S. M. (2022). Attention Biases to Threat in Infants and Parents: Links to Parental and Infant Anxiety Dispositions. *Research on Child and Adolescent Psychopathology*, *50*(3), 387-402. <https://doi.org/10.1007/s10802-021-00848-3>
- Bakker, T., Krabbendam, L., Bhulai, S., Meeter, M., & Begeer, S. (Accepted/In press). Study progression and degree completion of autistic students in higher education: a longitudinal study. *Higher Education*. <https://doi.org/10.1007/s10734-021-00809-1>
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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. [3247]. <https://doi.org/10.1038/s41598-022-07161-z>
- Bisschops, E., de Schipper, J. C., Schippers, B., Embregts, P. J. C. M., & Schuengel, C. (2022). Reducing restrictive measures in complex long-term care for people with intellectual disabilities: Implementation interventions through the lens of normalisation process theory. *Journal of Intellectual & Developmental Disability*. <https://doi.org/10.3109/13668250.2022.2044270>
- Brujniks, S. J. E., Meeter, M., Lemmens, L., Peeters, F., Cuijpers, P., Renner, F., & Huibers, M. J. H. (2022). Mechanistic pathways of change in twice weekly versus once weekly sessions of psychotherapy for depression. *Behaviour Research and Therapy*, *151*, 1-12. [104038]. <https://doi.org/10.1016/j.brat.2022.104038>
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- Cornelisz, I., & van Klaveren, C. (2022). Recurrent individual treatment assignment: a treatment policy approach to account for heterogeneous treatment effects. *NPJ Science of learning*, 7(1), 1-11. [3]. <https://doi.org/10.1038/s41539-021-00117-4>, <https://doi.org/10.1038/s41539-021-00117-4>
- de Mooij, S. M. M., Dumontheil, I., Kirkham, N. Z., Raijmakers, M. E. J., & van der Maas, H. L. J. (2022). Post-error slowing: Large scale study in an online learning environment for practising mathematics and language. *Developmental Science*, 25(2), 1-15. [e13174]. <https://doi.org/10.1111/desc.13174>
- 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. *Anuario de Psicología Jurídica*, 32(1), 114-139. <https://doi.org/10.5093/APJ2021A26>
- 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>
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- 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>
- Iliás, M., de Moor, M. H. M., Willemsen, A., Oosterman, M., & Schuengel, C. (2022). Migration background and the measurement of home-based parental involvement in education: A psychometric evaluation of two self-report questionnaires. *International Journal of Research and Method in Education*, 45(1), 39-59. <https://doi.org/10.1080/1743727X.2021.1902979>

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- Scheeren, A. M., Howlin, P., Bartels, M., Krabbendam, L., & Begeer, S. (2022). The importance of home: Satisfaction with accommodation, neighborhood, and life in adults with autism. *Autism Research*, *15*(3), 519-530. <https://doi.org/10.1002/aur.2653>
- Slob, L., Dobber, M., van der Veen, C., & van Oers, B. (2022). Developmental Education in Dutch primary schools: Review of research outcomes from a CHAT-based teaching approach. *Learning, Culture and Social Interaction*, *32*, [100596].
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- van Buuren, M., Sijtsma, H., Lute, N., van Rijn, R., Hollarek, M., Walsh, R. J., Lee, N. C., & Krabbendam, L. (2022). Development of the neural correlates of self- and other-referential processing across adolescence. *NeuroImage*, *252*, 1-11. [119032].
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- 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*.
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- 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]. <https://doi.org/10.1016/j.tate.2021.103602>
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<https://doi.org/10.1016/j.psyneuen.2022.105731>

Professional

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Slob, L., van der Veen, C., Dobber, M., & van Oers, B. (Accepted/In press). OGO: wat levert het op? *Didactief*.

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].

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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.

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Contribution to Journal - Review article

Academic

Hollarek, M., & Lee, N. C. (2022). Current understanding of developmental changes in adolescent perspective taking. *Current Opinion in Psychology*, 45, 1-7. [101308].

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Vuoriainen, E., Bakermans-Kranenburg, M. J., Huffmeijer, R., van IJzendoorn, M. H., & Peltola, M. J. (2022). Processing children's faces in the parental brain: A meta-analysis of ERP studies. *Neuroscience and Biobehavioral Reviews*, 136, 1-13. [104604].

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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

Douw, L., Mellink, B., Noordenbos, B., van Bergen, E., Araujo, T., Sergeeva, A. V., Fokkens, A., & Wijkman, MDS. (2022). *Interdisciplinarity Beyond the Buzzword: A Guide to Academic Work Across Disciplines*. <https://doi.org/10.5281/zenodo.6341545>

Book / Report - Inaugural speech

Professional

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