

PURE Research Output December - February

Academic

- Alyousefi-van Dijk, K., De Waal, N., Van IJzendoorn, M. H., & Bakermans-Kranenburg, M. J. (2022). Development and feasibility of the prenatal video-feedback intervention to promote positive parenting for expectant fathers. *Journal of Reproductive and Infant Psychology*, 40(4), 352-365. <https://doi.org/10.1080/02646838.2021.1886258>
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- Bakker, T., Krabbendam, L., Bhulai, S., Meeter, M., & Begeer, S. (2023). Predicting academic success of autistic students in higher education. *Autism : the international journal of research and practice*, 13623613221146439. <https://doi.org/10.1177/13623613221146439>
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- Bisschops, E. H., 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*, 47(4), 353-364. <https://doi.org/10.3109/13668250.2022.2044270>
- Boerma, I., van der Wilt, F., Bouwer, R., van der Schoot, M., & van der Veen, C. (2022). Mind Mapping during Interactive Book Reading in Early Childhood Classrooms: Does It Support Young Children's Language Competence? *EARLY EDUCATION AND DEVELOPMENT*, 33(6), 1077-1093. <https://doi.org/10.1080/10409289.2021.1929686>
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- Camphuijsen, M. K., & Stolp, T. (2022). Private provision of teaching services: Exploring trends and developments in temporary teachers in the Netherlands. *Revista Española de Educación Comparada*, 42, 44-62. <https://doi.org/10.5944/reec.42.2023.34447>
- Camphuijsen, M. K., & Parcerisa, L. (2022). Teachers' beliefs about standardised testing and test-based accountability: Comparing the perceptions and experiences of teachers in Chile and Norway. *European Journal of Education*, 58(1), 67-82. <https://doi.org/10.1111/ejed.12540>
- Cuijpers, P., Heim, E., Ramia, J. A., Burchert, S., Carswell, K., Cornelisz, I., Knaevelsrud, C., Noun, P., Van Klaveren, C., Van't Hof, E., Zoghbi, E., Van Ommeren, M., & El Chammay, R. (2022). Guided digital health intervention for depression in Lebanon: randomised trial. *Evidence-Based Mental Health*, 25(e1), E34-E40. <https://doi.org/10.1136/ebmental-2021-300416>
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- Dijk, W. V., de Moor, M. H. M., Oosterman, M., Huizink, A. C., & Matvienko-Sikar, K. (2022). Longitudinal relations between parenting stress and child internalizing and externalizing behaviors: Testing within-person changes, bidirectionality and mediating mechanisms. *Frontiers in Behavioral Neuroscience*, 16, [942363]. <https://doi.org/10.3389/fnbeh.2022.942363>
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- Ehren, M. (Accepted/In press). A conceptual framework for trust in standardised assessments: Commercial, quasi-market and national systems. *European Journal of Education*. <https://doi.org/10.1111/ejed.12544>
- Eijkelboom, C., Brouwers, M., Frenkel, J., van Gurp, P., Jaarsma, D., de Jonge, R., Koksmas, J., Mulder, D., Schaafsma, E., Sehlbach, C., Warmenhoven, F., Willemsen, A., & de la Croix, A. (2023). Twelve tips for patient involvement in health professions education. *Patient Education and Counseling*, 106, 92-97. <https://doi.org/10.1016/j.pec.2022.09.016>
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- Yang, F., Wen, J., Huang, N., Riem, M. M. E., Lodder, P., & Guo, J. (2022). Prevalence and related factors of child posttraumatic stress disorder during COVID-19 pandemic: A systematic review and meta-analysis. *European Psychiatry*, 65(1), 1-11. [e37]. <https://doi.org/10.1192/j.eurpsy.2022.31>

Professional

- Huizinga, M., & Baeyens, D. (2022). Kan je executieve functies versterken? *JSW*, 5.
- Huizinga, M., & Beintema, N. (2022). Weer in het gareel na de lockdowns. *Van Twaalf tot Achtien*.
- Korevaar, M., van Driel, S. D., van der Veen, C., & van der Wilt, F. (2022). Praten over boeken: Dialogische gesprekken bij voorlezen. *De Wereld van het Jonge Kind*.

Contribution to Journal - Comment / Letter to the editor

Academic

- 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>

ter Avest, I. (2022). Being and Becoming Good Ancestors: "Doing the Unthinkable, Transforming Death into Life". *Religious Education*, 117(2), 121-124. <https://doi.org/10.1080/00344087.2022.2060573>

Contribution to Journal - Editorial

Academic

Braams, B. R., & Krabbendam, L. (2022). Adolescent development: From neurobiology to psychopathology. *Current Opinion in Psychology*, 48, 1-3. [101490]. <https://doi.org/10.1016/j.copsyc.2022.101490>

Ehren, M. (Accepted/In press). Trust in standardised assessments. *European Journal of Education*. <https://doi.org/10.1111/ejed.12546>

Swennen, A. (2022). It is our responsibility to teach (the teachers) - and improve education. *European Journal of Teacher Education*, 45(3), 299-302. <https://doi.org/10.1080/02619768.2022.2096063>

Contribution to Journal - Review article

Academic

Camphuijsen, M. K., Levatino, A., Mentini, L., & Parcerisa, L. (2022). Teaching as affective labour in a datafied world: a scoping review of the relationship between performance-based accountability and teachers' emotions. *Foro de Educación*, 20(2), 61-84. <https://doi.org/10.14516/fde.1023>

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

Exalto, J. (2022). Jan Amos Comenius (1592-1670) en de pedagogiek van de exploratie. In W. de Jong et al. (Ed.), *Grondleggers van de pedagogie(k). Grote denkers over opvoeden: stemmen uit het verleden en hun weerklink in het heden en de toekomst* (pp. 22-34). Uitgeverij SWP. <https://doi.org/10.36254/978-90-8560-234-7>

Exalto, J. (2022). De herinnering aan 1572: Herdenkingen van de burgermoord op Naarden. In J. Cammelbeeck et al. (Ed.), *Naarden 1572: Burgermoord en brandstichting* (pp. 69-79). TVE.

Lemmers-Jansen, I. L. J., Krabbendam, L., & van der Ven, E. M. A. (2023). The Epidemiology of Early Onset Psychosis. In: *Adolescent Psychosis: Clinical and Scientific Perspectives*. In I. Agartz, & R. Smelror (Eds.), *The Epidemiology of Early Onset Psychosis.: In: Adolescent Psychosis: Clinical and Scientific Perspectives*. Academic Press Inc..

Professional

Sterkenburg, P. S., & Meddeler-Polman, B. (2022). Gehechtheidsproblematiek, trauma, kindermishandeling en uitbuiting. In *Basisboek LVB voor Sociaal werkers* (pp. 181-206). Koninklijke Van Gorcum, Assen & Sinds 1883 – uitgevers, Leiden.

Chapter in Book / Report / Conference proceeding - Conference contribution

Academic

Farella, M., Arrigo, M., Tosto, C., Taibi, D., Seta, L., Chifari, A., Goei, S. L., Pronk, J., Mangina, E., Denaro, P., Dhrami, D., & Chiazzese, G. (2022). An Augmented Reality Solution for the Positive Behaviour Intervention and Support. In G. Zachmann, M. Alcañiz Raya, P. Bourdot, M. Marchal, J. Stefanucci, & X. Yang (Eds.), *Virtual Reality and Mixed Reality: 19th EuroXR International Conference, EuroXR 2022, Stuttgart, Germany, September 14–16, 2022, Proceedings* (pp. 206-212). (Lecture Notes in Computer Science (including subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics); Vol. 13484 LNCS). Springer Science and Business Media Deutschland GmbH. https://doi.org/10.1007/978-3-031-16234-3_12

Contribution to Conference - Paper

Academic

Bouwer, R., & van der Veen, C. (2022). Dialogic writing: The effectiveness of an integrated and meaningful language approach. Paper presented at EARLI SIG12, Sweden.

Contribution to Conference - Abstract

Professional

Willems, L. D., Sterkenburg, P. S., & Dyzel, V. (2022). Factors that influence COVID-19 vaccination intentions amongst care-professionals in the field of intellectual disability: a scoping review. Abstract from 22nd International Conference on Integrated Care, Odense, Denmark. <https://doi.org/doi.org/10.5334/ijic.ICIC22087>

Book / Report - Book

Academic

Exalto, J., & van Renssen, A. (2022). Een hogeschool met impact: Ontstaan en ontwikkeling van de IPABO. Vrije Universiteit.

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

Munoz Chereau, B., Hutchinson, J., & Ehren, M. (2022). 'Stuck' schools: Can below good Ofsted inspections prevent sustainable improvement? <https://discovery.ucl.ac.uk/id/eprint/10149556/>

Professional

Mombarg, R., te Wierike, S., De Vries, S., Hartman, E., de Bruijn, A., Janssen, M., & Timmermans, A. C. (2022). Effectief bewegingsonderwijs op de basisschool: een didactisch kader ten behoeve van landelijk peilingonderzoek. Hanzehogeschool Groningen. <https://www.nro.nl/sites/nro/files/media-files/Reviewstudie%20Mombarg%20et%20al.%2C%202022.%20Bewegingsonderwijs..pdf>

Online publication or Non-textual form - Online publication or Website

Professional

Ehren, M. (Author). (2022). Family? Factory? How metaphors help make sense of school life. Online publication or Website <https://blogs.ucl.ac.uk/ioe/2022/05/10/family-factory-how-metaphors-help-make-sense-of-school-life/>

PhD Thesis - PhD-Thesis - Research and graduation internal

Academic

Nieuwmeijer, A. C. (2023). Powerful Play: The potential of professional development in musical play to support early years teachers' music education. [PhD-Thesis - Research and graduation internal, Vrije Universiteit Amsterdam]. s.n. <https://doi.org/10.5463/thesis.31>

Case Note - Case note

Professional

van Montfort, C., van Schoonhoven, R., de Graaf, D., & de Vijlder, F., (2022). Verduurzaming van publieke waarde door samenwerking in het MBO