

PURE Research Output January - March

Contribution to Journal - Article

Academic

- Abbondanza, F., Dale, P. S., Wang, C. A., Hayiou-Thomas, M. E., Toseeb, U., Koomar, T. S., Wigg, K. G., Feng, Y., Price, K. M., Kerr, E. N., Guger, S. L., Lovett, M. W., Strug, L. J., van Bergen, E., Dolan, C. V., Tomblin, J. B., Moll, K., Schulte-Körne, G., Neuhoff, N., ... Paracchini, S. (Accepted/In press). Language and reading impairments are associated with increased prevalence of non-right-handedness. *Child Development*. <https://doi.org/10.1111/cdev.13914>
- 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>
- Benneker, I. M. B., Lee, N. C., & van Atteveldt, N. (2023). Mindset and perceived parental support of autonomy safeguard adolescents' autonomous motivation during COVID-19 home-based learning. *NPJ Science of learning*, 8, 1-9. [4]. <https://doi.org/10.1038/s41539-023-00153-2>
- Braakman, J., & Sterkenburg, P. S. (2023). Needed adaptations in psychological treatments for people with vision impairment: A Delphi study, including clients, relatives, and professionals. *Frontiers in Psychology*, 14, 1-9. [1028084]. <https://doi.org/10.3389/fpsyg.2023.1028084>
- Camphuijsen, M. K., & Stolp, T. (2023). 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. (2023). 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>
- de Bruijn, A., Wierike, S. C. M. T., & Mombarg, R. (2023). Trends in and relations between children's health-related behaviors pre-, mid- and post-Covid. *European journal of public health*. <https://doi.org/10.1093/eurpub/ckad007>
- de Bruijn, A., & van der Wilt, F. (2023). Social Acceptance in Physical Education and the Regular Classroom: Perceived Motor Competency and Frequency and Type of Sports Participation. *Children*, 10(3). <https://doi.org/10.3390/children10030568>
- Eijkelboom, C., Brouwers, M., Frenkel, J., van Gorp, P., Jaarsma, D., de Jonge, R., Koksma, J., Mulder, D., Schaafsma, E., Sehlbach, C., Warmenhoven, F., Willemen, 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>

- Franse, R. K., Sachisthal, M. S. M., & Raijmakers, M. E. J. (2023). Presenting wicked problems in a science museum: A methodology to study interest from a dynamic perspective. *Frontiers in Psychology, 14*, 1-14. [1113019]. <https://doi.org/10.3389/fpsyg.2023.1113019>
- Meeter, M. (2023). Predicting Retention in Higher Education from high-stakes Exams or School GPA. *Educational Assessment, 28*(1), 1-10. <https://doi.org/10.1080/10627197.2022.2130748>
- Meier, I. M., Montoya, E. R., Spencer, H., Orellana, S. C., van Buuren, M., van Honk, J., & Bos, P. A. (2023). Preliminary data on oxytocin modulation of neural reactivity in women to emotional stimuli of children depending on childhood emotional neglect. *Developmental Psychobiology, 65*(1), 1-13. [e22349]. <https://doi.org/10.1002/dev.22349>
- Mohamed, A. R., Sterkenburg, P., van Rensburg, E., & Schuengel, C. (2023). Adapting Attachment and Biobehavioral Catch-up for infants and young children with intellectual disabilities and developmental delays in South Africa: Reflections and recommendations from local stakeholders. *Infant Mental Health Journal, 44*(1), 54-75. <https://doi.org/10.1002/imhj.22027>
- Oude Groeniger, J., Houweling, T. A. J., Jansen, P. W., Horoz, N., Buil, J. M., Van Lier, P. A. C., & Van Lenthe, F. J. (2023). Social inequalities in child development: the role of differential exposure and susceptibility to stressful family conditions. *Journal of Epidemiology and Community Health, 77*(2), 74-80. [219545]. <https://doi.org/10.1136/jech-2022-219548>
- Plak, S., van Klaveren, C., & Cornelisz, I. (2023). Raising student engagement using digital nudges tailored to students' motivation and perceived ability levels. *British Journal of Educational Technology, 54*(2), 554-580. <https://doi.org/10.1111/bjet.13261>
- Schinkel, A., Wolbert, L., Pedersen, J. B. W., & de Ruyter, D. J. (2023). Human Flourishing, Wonder, and Education. *Studies in Philosophy and Education, 42*(2), 143-162. <https://doi.org/10.1007/s11217-022-09851-7>
- Sijtsma, H., Lee, N. C., van Kesteren, M. T. R., Braams, B. R., van Atteveldt, N. M., Krabbendam, L., & van Buuren, M. (2023). The effect of incorrect prior information on trust behavior in adolescents. *Neuropsychologia, 179*, 1-10. [108423]. <https://doi.org/10.1016/j.neuropsychologia.2022.108423>
- Sijtsma, H., van Buuren, M., Hollarek, M., Walsh, R. J., Lee, N. C., Braams, B. R., & Krabbendam, L. (2023). Social network position, trust behavior, and neural activity in young adolescents. *NeuroImage, 268*, 1-18. [119882]. <https://doi.org/10.1016/j.neuroimage.2023.119882>
- Sijtsma, H., Lee, N. C., Buczny, J., Hollarek, M., Walsh, R. J., Van Buuren, M., & Krabbendam, L. (2023). HEXACO Personality Dimensions Do Not Predict Individual Differences in Adolescent Trust Behavior. *Games, 14*(1), 1-16. [10]. <https://doi.org/10.3390/g14010010>

the MILESTONE consortium (2023). The importance of clinicians' and parents' awareness of suicidal behaviour in adolescents reaching the upper age limit of their mental health services in Europe. *Journal of Affective Disorders*, 325, 360-368. <https://doi.org/10.1016/j.jad.2022.12.164>

van der Sande, L., van Steensel, R., Fikrat-Wevers, S., & Arends, L. (2023). Effectiveness of Interventions that Foster Reading Motivation: a Meta-analysis. *Educational Psychology Review*, 35(1), 1-38. [21]. <https://doi.org/10.1007/s10648-023-09719-3>

Van Matre, J. C., Bekkers, R., Huizinga, M., & Wit, A. D. (2023). Civic-mindedness and discipline selection: do civically-minded students cluster within disciplines? *European Journal of Higher Education*. <https://doi.org/10.1080/21568235.2022.2163269>

Visser, H. J., Liefbroer, A. I., Moyaert, M., & Bertram-Troost, G. (2023). Categorising interfaith learning objectives: a scoping review. *Journal of Beliefs and Values*, 44(1), 63-80. <https://doi.org/10.1080/13617672.2021.2013637>

Professional

Meeter, M. (2023). Onderwijsachterstanden wegwerken, weten we wel hoe dat moet? Didactief. <https://didactiefonline.nl/artikel/onderwijsachterstanden-wegwerken-weten-we-wel-hoe-dat-moet>

Popular

Schinkel, A. (2023). Verantwoordelijk omgaan met mobieltje is voor leerlingen een te grote opgave. *Trouw* (print). <https://www.trouw.nl/opinie/verantwoordelijk-omgaan-met-mobieltjes-is-voor-leerlingen-een-te-grote-opgave-dus-verbied-ze~b0289271/>

Contribution to Journal - Editorial

Academic

Davidson, D., Russo-Ponsaran, N., van Rest, M. M., & Scarpa, A. (2023). Editorial: Emotion processing in autism spectrum disorders. *Frontiers in Psychology*, 14, 1-2. [1141824]. <https://doi.org/10.3389/fpsyg.2023.1141824>

Ehren, M. (Accepted/In press). Trust in standardised assessments. *European Journal of Education*, 58(1), 5-10. <https://doi.org/10.1111/ejed.12546>

Swennen, A. (2023). Research on relevant and diverse issues in teacher education. *European Journal of Teacher Education*, 46(1), 1-5. <https://doi.org/10.1080/02619768.2023.2173118>

Contribution to Journal - Review article

Academic

Huang, N., Yang, F., Liu, X., Bai, Y., Guo, J., & Riem, M. M. E. (2023). The prevalences, changes, and related factors of child maltreatment during the COVID-19 pandemic: A systematic review. *Child Abuse and Neglect*, 135, 1-19. [105992]. <https://doi.org/10.1016/j.chiabu.2022.105992>

Chapter in Book / Report / Conference proceeding - Chapter

Academic

Exalto, J. (2023). Catechism primers in the Netherlands. In B. Juska-Bacher, M. Grenby, T. Laine, & W. Sroka (Eds.), *Learning to Read, Learning Religion: Catechism primers in Europe from the sixteenth to the nineteenth centuries* (pp. 204-217). (Children's Literature, Culture, and Cognition; Vol. 14). John Benjamins Publishing Company. <https://doi.org/10.1075/clcc.14.18exa>

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..

Popular

Braams, B. R. (2023). PromovendA tot Z. In PromovendA tot Z

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>