

PURE Research Output June – August 2024

Contribution to Journal - Article

Academic

- Azcona-Granada, N., Willemsen, G., Boomsma, D. I., & Sauce, B. (2024). Overlapping genetic influences between creativity and borderline personality symptoms in a large Dutch sample. *Scientific Reports*, *14*(1), 17589. Article 17589. <https://doi.org/10.1038/s41598-024-68146-8>
- Beck, J., Chyl, K., Dębska, A., Łuniewska, M., van Atteveldt, N., & Jednoróg, K. (2024). Letter–speech sound integration in typical reading development during the first years of formal education. *Child Development*, *95*(4), e236-e252. <https://doi.org/10.1111/cdev.14080>
- Bouwer, R., & van der Veen, C. (2024). Write, talk and rewrite: the effectiveness of a dialogic writing intervention in upper elementary education. *Reading and Writing*, *37*(6), 1435-1456. <https://doi.org/10.1007/s11145-023-10474-8>
- Brett, B. E., Vacaru, S., Beijers, R., & de Weerth, C. (2024). Infant colic and HPA axis development across childhood. *Psychoneuroendocrinology*, *164*, 1-7. Article 106965. <https://doi.org/10.1016/j.psyneuen.2024.106965>
- Crone, E. A., Bol, T., Braams, B. R., de Rooij, M., Franke, B., Franken, I., Gazzola, V., Güroğlu, B., Huizenga, H., Hulshoff Pol, H., Keijsers, L., Keysers, C., Krabbendam, L., Jansen, L., Popma, A., Stulp, G., van Atteveldt, N., van Duijvenvoorde, A., & Veenstra, R. (2024). Growing Up Together in Society (GUTS): A team science effort to predict societal trajectories in adolescence and young adulthood. *Developmental Cognitive Neuroscience*, *67*, 1-13. Article 101403. <https://doi.org/10.1016/j.dcn.2024.101403>
- de Vries, N., Meeter, M., & Huizinga, M. (2024). Why, When, and for Whom Does Career Education in Secondary Schools Work? A Qualitative Study of Stakeholders' Perspectives in The Netherlands. *Education Sciences*, *14*(7), Article 681. <https://doi.org/10.3390/educsci14070681>
- de Vries, N., Meeter, M., Jansen, B. R. J., & Huizinga, M. (2024). A mediated model of study choice profiles and person-environment fit with bachelor's program as predictors of academic success in higher education. *Learning and Individual Differences*, *114*, 1-18. Article 102512. <https://doi.org/10.1016/j.lindif.2024.102512>
- Diaz Lema, M., Vooren, M., Cannistrà, M., van Klaveren, C., Agasisti, T., & Cornelisz, I. (2024). Predicting dropout in Higher Education across borders. *Studies in Higher Education*, *49*(1), 141-156. <https://doi.org/10.1080/03075079.2023.2224818>
- Eding, M. L., Meeter, M., & Schuengel, C. (in press). Dynamic testing of learning potential of children with moderate to severe intellectual disabilities: A Delphi study. *Journal of Research in Special Educational Needs*. <https://doi.org/10.1111/1471-3802.12706>

- Egmose, I., Steenhoff, T., Tharner, A., & Væver, M. S. (2024). Parental reflective functioning in mothers and fathers of preschoolers: Associations with adult attachment and parenting behavior. *Scandinavian Journal of Psychology*, 65(4), 747-757. <https://doi.org/10.1111/sjop.13020>
- Frielink, N., Schuengel, C., van der Ven, S. H. G., & Embregts, P. J. C. M. (2024). The prospective associations between autonomy support, basic psychological needs, motivation and well-being among people with a mild to borderline intellectual disability: a two-wave study. *Journal of Intellectual Disability Research*. Advance online publication. <https://doi.org/10.1111/jir.13163>
- Geurts, S. M., Vossen, H. G. M., Van den Eijnden, R. J. J. M., & Koning, I. M. (2024). Bidirectional Within-Family Effects of Restrictive Mediation Practices and Adolescents' Problematic Social Media Use. *Journal of Youth and Adolescence*, 53(8), 1928-1938. <https://doi.org/10.1007/s10964-024-01990-z>
- Grijpma, J. W., Ramdas, S., Broeksma, L., Meeter, M., Kusurkar, R. A., & de la Croix, A. (2024). Learning from the Experts: Stimulating Student Engagement in Small-group Active Learning. *Perspectives on Medical Education*, 13(1), 229-238. <https://doi.org/10.5334/pme.1245>
- Grootjans, Y., Harrewijn, A., Fornari, L., Janssen, T., de Bruijn, E. R. A., van Atteveldt, N., & Franken, I. H. A. (2024). Getting closer to social interactions using electroencephalography in developmental cognitive neuroscience. *Developmental Cognitive Neuroscience*, 67, 1-8. Article 101391. <https://doi.org/10.1016/j.dcn.2024.101391>
- Hendriksen, N., Logtenberg, A., Westbroek, H., & Janssen, F. (2024). Exploring teachers' agency in inclusive education: Secondary education teachers navigating their projects in responding to the diversity in students' sociocultural backgrounds. *Teaching and Teacher Education*, 149, 1-11. Article 104731. Advance online publication. <https://doi.org/10.1016/j.tate.2024.104731>
- Hillen, M. A., Hoeben, E. M., Kok, R., McHale, C., Sexton, M., van der Asdonk, S., van de Bongardt, D., Bowman, B., Brown, R., Branje, S. J. T., Chorney, J., Donker, M., Ejbye-Ernst, P., Geeraerts, S., Van der Giessen, D., Humphris, G., Larsen, H., Philpot, R., Portell, M., ... Noordman, J. (in press). Guidelines for reporting research using Systematic Coding of Observed human Behaviour (SCOB). *Quality and Quantity*.
- Hughes, A. M., Torvik, F. A., van Bergen, E., Hannigan, L. J., Corfield, E. C., Andreassen, O. A., Ystrom, E., Ask, H., Smith, G. D., Davies, N. M., & Havdahl, A. (2024). Parental education and children's depression, anxiety, and ADHD traits, a within-family study in MoBa. *NPJ Science of Learning*, 9, 1-9. Article 46. <https://doi.org/10.1038/s41539-024-00260-8>
- Jongsma, M. V., Scholten, D. J., Houtkamp, J., Meeter, M., & van Muijlwijk-Koezen, J. E. (2024). Enhancing trust, safety and quality: exploring the role of dialogue in peer feedback on professional competencies. *Cogent Education*, 11(1), 1-16. Article 2349355. <https://doi.org/10.1080/2331186X.2024.2349355>
- Koning, I. (2024). Adolescents spending time with their parents: does it matter? *Youth*, 4(2), 1-11. <https://doi.org/10.3390/youth4020038>

- Krabbendam, L., Sijtsma, H., Crone, E. A., & van Buuren, M. (2024). Trust in adolescence: Development, mechanisms and future directions. *Developmental Cognitive Neuroscience*, 69, 1-10. Article 101426. Advance online publication. <https://doi.org/10.1016/j.dcn.2024.101426>
- Kühl, E., Deković, M., Thomaes, S., Koning, I., & Liber, J. M. (2024). School-based targeted prevention for children with mild intellectual disabilities or borderline intellectual functioning and behaviour problems: A pilot implementation study. *Journal of Applied Research in Intellectual Disabilities*, 37(4), 1-12. Article e13250. <https://doi.org/10.1111/jar.13250>
- Kúld, P. B., Frielink, N., Schuengel, C., & Embregts, P. J. C. M. (2024). Supporting self-determination of individuals with severe or profound intellectual and multiple disabilities according to relatives and healthcare professionals: A concept mapping study. *Journal of Applied Research in Intellectual Disabilities*, 37(4), e13267. Article e13267. <https://doi.org/10.1111/jar.13267>
- Li, J., Goei, S., & Huang, R. (2024). Unveiling maker mindsets: a journey of formation and transformation through design thinking-making pedagogy within a lesson study context. *Frontiers in Education*, 9, 1-18. Article 1343492. <https://doi.org/10.3389/educ.2024.1343492>
- Maitra, R., Lemmers-Jansen, I. L. J., Vooren, M., Vanes, L., Szentgyorgyi, T., Crisp, C., Mouchlianitis, E., & Shergill, S. S. (in press). Understanding the mechanisms underlying cognitive control in psychosis. *Psychological Medicine*. <https://doi.org/10.1017/S0033291724001119>
- Montag, C., Demetrovics, Z., Elhai, J. D., Grant, D., Koning, I., Rumpf, H. J., M. Spada, M., Throuvala, M., & van den Eijnden, R. (2024). Problematic social media use in childhood and adolescence. *Addictive Behaviors*, 153, 1-6. Article 107980. <https://doi.org/10.1016/j.addbeh.2024.107980>
- Morgan, R. M., Trejo, C., Trager, B. M., Boyle, S. C., Koning, I. M., & LaBrie, J. W. (2024). Process Evaluation and Investigation of Cultural Adaptations for an Online Parent-Based Intervention Using a Mixed-Method Approach. *Journal of Prevention*, 45(4), 557-577. <https://doi.org/10.1007/s10935-024-00781-3>
- Müller, A. R., van Silfhout, N. Y., den Hollander, B., Kampman, D. H. C., Bakkum, L., Brands, M. M. M. G., Haverman, L., Terwee, C. B., Schuengel, C., Daams, J., Hessel, D., Wijburg, F. A., Boot, E., & van Eeghen, A. M. (2024). Navigating the outcome maze: a scoping review of outcomes and instruments in clinical trials in genetic neurodevelopmental disorders and intellectual disability. *Therapeutic advances in rare disease*, 5, 26330040241245721. <https://doi.org/10.1177/26330040241245721>
- Pijpers, R., & Bertram-Troost, G. (2024). Artificiële intelligentie en de ruimte voor menswording in het onderwijs. *Handelingen : tijdschrift voor praktische theologie*, 21-34. Article 51,1 .
- Pronk, J., Goei, S. L., Bosma, T., & Jongejan, W. (2024). Supporting teachers' professional development in the social classroom dynamics domain with lesson study. *International Journal for Lesson and Learning Studies*, 13(3), 149-162. <https://doi.org/10.1108/IJLLS-10-2023-0140>

- Remmers, T., Koolwijk, P., Fassaert, I., Nolles, J., de Groot, W., Vos, S. B., de Vries, S. I., Mombarg, R., & Van Kann, D. H. H. (2024). Investigating young children's physical activity through time and place. *International Journal of Health Geographics*, 23, 1-13. Article 12. <https://doi.org/10.1186/s12942-024-00373-8>
- Reumer, J. W. F., & Schinkel, A. (2024). A distant traveller: A Late Jurassic nerineoid gastropod (Mollusca, Heterobranchia) on the Maasvlakte 2 beach, the Netherlands. *Geologie en Mijnbouw/Netherlands Journal of Geosciences*, 103, 1-4. Article e9. <https://doi.org/10.1017/njg.2024.8>
- Rheinheimer, N., Vacaru, S. V., van Immerseel, J. C., Kühn, S., & de Weerth, C. (2024). Infant Care: Predictors of Outdoor Walking, Infant Carrying and Infant Outdoor Sleeping. *International Journal of Environmental Research and Public Health*, 21(6), 1-24. Article 694. <https://doi.org/10.3390/ijerph21060694>
- Schinkel, A. (2024). Wondering animals: Reflections on human exceptionalism. *Studia Philosophica Wratislaviensia*, 18(4), 109-128. <https://doi.org/10.19195/1895-8001.18.4.8>
- Schuengel, C., Bakkum, L., Madigan, S., & Fearon, P. (2024). Mary Main's written legacy: a bibliometric analysis. *Attachment and Human Development*, 1-15. Advance online publication. <https://doi.org/10.1080/14616734.2024.2377733>
- Seijdel, N., Stolwijk, G., Janicas, B., Snell, J., & Meeter, M. (2024). Explaining the Sentence Superiority Effect and N400s Elicited by Words and Short Sentences with OB1-Reader. *Journal of Cognition*, 7(1), 34. Article 34. <https://doi.org/10.5334/joc.358>
- Sinichi, M., Gevonden, M., & Krabbendam, L. (2024). WearableHRV: A Python package for the validation of heart rate and heart rate variability in wearables. *Journal of Open Source Software*. <https://doi.org/10.21105/joss.06240>
- Smits-van der Nat, M., van der Wilt, F., Meeter, M., & van der Veen, C. (2024). The Value of Pretend Play for Social Competence in Early Childhood: A Meta-analysis. *Educational Psychology Review*, 36, 1-26. Article 46. <https://doi.org/10.1007/s10648-024-09884-z>
- Tielbeek, J. J., van der Hooft, M., Cohn, M. D., van de Ven, P. M., Polderman, T. J., Veltman, D. J., Posthuma, D., Schuengel, C., van Domburgh, L., & Popma, A. (2024). The association between delinquent peer affiliation and disruptive behavior interacts with functional brain correlates of reward sensitivity: a biosocial interaction study in adolescent delinquents. *Psychological Medicine*, 54(8), 1544-1551. <https://doi.org/10.1017/S0033291723003380>
- Vacaru, S. V., Lau, L. P., Frederiks, K., Sterkenburg, P. S., & Barakova, E. (in press). Selecting optimal wearables for measuring physiological arousal in robot-delivered mindfulness-based exercises. *Advanced robotics*. <https://doi.org/10.1080/01691864.2024.2369797>

- van den Berg, P., Vu, T. V., & Molleman, L. (2024). Unpredictable benefits of social information can lead to the evolution of individual differences in social learning. *Nature Communications*, *15*, 1-10. Article 5138. <https://doi.org/10.1038/s41467-024-49530-4>
- van der Wilt, F. (2024). The relation between social acceptance and school well-being in early childhood. *Infant and Child Development*, *33*(3), 1-14. Article e2470. <https://doi.org/10.1002/icd.2470>
- Van Matre, J. C., Bekkers, R., Huizinga, M., & Wit, A. D. (2024). Civic-mindedness and discipline selection: do civically-minded students cluster within disciplines? *European Journal of Higher Education*, *14*(2), 228-248. <https://doi.org/10.1080/21568235.2022.2163269>
- van Setten, L., Ledebt, A., Oosterman, M., Schuengel, C., & de Moor, M. H. M. (2024). Infant Exploratory Behaviors During the Strange Situation Procedure: Links With Attachment Quality and Temperament. *Sage Open*, *14*(2), 1-13. <https://doi.org/10.1177/21582440241260567>
- Vossen, H. G. M., van den Eijnden, R. J. J. M., Visser, I., & Koning, I. M. (2024). Parenting and Problematic Social Media Use: A Systematic Review. *Current Addiction Reports*, *11*(3), 511-527. <https://doi.org/10.1007/s40429-024-00559-x>
- Vu, T. V., Scharmer, A. L., van Triest, E., van Atteveldt, N., & Meeter, M. (in press). The reciprocity between various motivation constructs and academic achievement: a systematic review and multilevel meta-analysis of longitudinal studies. *Educational Psychology*, *44*(2), 136-170. <https://doi.org/10.1080/01443410.2024.2307960>
- Westera, J. J., van der Molen, M. J., & Schuengel, C. (2024). Basic Psychological Needs and Mental Health in Adolescents with a Mild to Borderline Intellectual Disability. *Journal of Mental Health Research in Intellectual Disabilities*, *17*(2), 138-157. <https://doi.org/10.1080/19315864.2023.2240732>
- Witte, A. M., Runze, J., van IJzendoorn, M. H., & Bakermans-Kranenburg, M. J. (2024). Secure base script knowledge and video-feedback intervention to promote positive parenting-sensitive discipline. *Journal of Applied Developmental Psychology*, *92*, 1-13. Article 101651. <https://doi.org/10.1016/j.appdev.2024.101651>
- Xu, C., Huizinga, M., Tekelia Ekubagewargies, D., Soetaert, J., Van Den Noortgate, W., & Baeyens, D. (2024). The relation between teacher–student interaction and executive function performance in children: A cross-cultural meta-analysis. *Educational Psychologist*, *59*(3), 195-215. <https://doi.org/10.1080/00461520.2024.2315527>
- Zahl, E., Willemen, A. M., Fredriksen, T., Kirchhofer, S. M., Vatne, T. M., Orm, S., Botta, M., Prentice, C., & Fjermestad, K. W. (2024). Mental health in mothers and fathers of children with chronic disorders. *PEC Innovation*, *5*, 1-6. Article 100331. Advance online publication. <https://doi.org/10.1016/j.pecinn.2024.100331>

Professional

Bertram-Troost, G. (2024). Meer aandacht in onderwijs voor zingevingsvragen van leerlingen. *Narhex*, 24(1), 15-19. Article 24, 1 .

Meeter, M. (2024). Beurtstokjes en andere zegeningen. *Didactief*, 2024(februari).
<https://didactiefonline.nl/artikel/beurtstokjes-en-andere-zegeningen>

Schinkel, A. (2024). Education in the Anthropocene: The importance of (re)searching together. *ICSEI Dialogic*, 5-7. Article 3. <https://drive.google.com/file/d/1UOBokaDCYgcdvW6ik-Ql0Qx1ltCNPEQC/view>

Popular

Schinkel, A. (2024). Argumenten voor stopzetten interlandelijke adoptie gebrekkig. *Reformatisch Dgblad*.
<https://www.rd.nl/artikel/1062768-argumenten-voor-stopzetten-interlandelijke-adoptie-gebrekkig>

van der Wilt, F. (2024). Als ze maar gelukkig zijn: Sociale acceptatie en geluk. *De Wereld van het Jonge Kind*.

Contribution to Journal - Comment / Letter to the editor

Academic

Hilberink, B., Frederiks, K., Verwey-Lakerveld, J., Van Duijvenboden, T., & Sterkenburg, P. S. (2024). The added value of wearing glasses: Persons with profound to moderate intellectual disabilities. *British Journal of Visual Impairment*. Advance online publication. <https://doi.org/10.1177/02646196241268099>

Contribution to Journal - Editorial

Academic

Brummelman, E., van Atteveldt, N., Wolf, S., & Sierksma, J. (2024). Using social and behavioral science to address achievement inequality. *NPJ Science of learning*, 9, 1-6. Article 44. <https://doi.org/10.1038/s41539-024-00259-1>

Drerup, J., Yacek, D., & editorial team, OE. (Eds.) (2024). Role Models. *On_Education : Journal for Research and Debate*, 7(19). https://doi.org/10.17899/on_ed.2024.19.0

Huizinga, M., Burack, J. A., & Baeyens, D. (2024). Editorial: Executive Function and Education, volume II: Considerations for Academic Success - Across Contexts and Populations. *Frontiers in Psychology*, 15, 1-3. Article 1365993. <https://doi.org/10.3389/fpsyg.2024.1365993>

Contribution to Journal - Review article

Academic

de Vries, N., Meeter, M., & Huizinga, M. (2024). Does interest fit between student and study program lead to better outcomes? A meta-analysis of vocational interest congruence as predictor for academic success. *Educational Research Review*, 44, 1-20. Article 100619. <https://doi.org/10.1016/j.edurev.2024.100619>

Loheide-Niesmann, L., Riem, M. M. E., & Cima, M. (2024). The impact of maternal childhood maltreatment on child externalizing behaviour and the mediating factors underlying this association: a three-level meta-analysis and systematic review. *European Child and Adolescent Psychiatry*, 33(8), 2445-2470. <https://doi.org/10.1007/s00787-022-02117-0>

Wattel, L. L., Walsh, R. J., & Krabbendam, L. (2024). Theories on the Link Between Autism Spectrum Conditions and Trans Gender Modality: a Systematic Review. *Review Journal of Autism and Developmental Disorders*, 11(2), 275-295. <https://doi.org/10.1007/s40489-022-00338-2>

Chapter in Book / Report / Conference proceeding - Chapter

Professional

Ehren, M., & van Schoonhoven, R. (2024). De onderwijsinspectie en onderwijsverbetering. Manuscript in preparation. In F. Cornelissen (Ed.), *Handboek innoveren in het onderwijs*

Chapter in Book / Report / Conference proceeding - Conference contribution

Academic

de Bruijn, A., & Brocken, A. (2024). Beweeg Wijs: een schoolpleininterventie om beweeggedrag en de motorische en sociaal-emotionele ontwikkeling van kinderen te bevorderen. In *2e Nationaal Congres Sport, Bewegen en Gezondheid*

de Bruijn, A., & Kortekaas-Rijlaarsdam, A. F. (2024). Hoe ouder, hoe minder plezier op school: sociaal-emotioneel functioneren en welbevinden en van PO- en VO-leerlingen. In *ORD 2024: Abstractboek* (pp. 104-107)

Karnalim, O., Ayub, M., Wijanto, M. C., & Hermans, F. (2024). Does Hedy, the Gradual Programming Language Help Computing Undergraduates to Learn Programming? In M. E. Auer, U. R. Cukierman, E. Vendrell Vidal, & E. Tovar Caro (Eds.), *Towards a Hybrid, Flexible and Socially Engaged Higher Education: Proceedings of the 26th International Conference on Interactive Collaborative Learning (ICL 2023), Volume 3* (Vol. 3, pp. 187-198). (Lecture Notes in Networks and Systems; Vol. 901 LNNS). Springer Science and Business Media Deutschland GmbH. https://doi.org/10.1007/978-3-031-53022-7_19

Shvets, O., Murtazin, K., Meeter, M., & Piho, G. (2024). Towards a Domain Model for Learning and Teaching. In F. J. Domínguez Mayo, L. F. Pires, & E. Seidewitz (Eds.), *Proceedings of the 12th International Conference on Model-Based Software and Systems Engineering* (pp. 288-296). (International Conference on Model-Driven Engineering and Software Development; Vol. 1). Science and Technology Publications, Lda. <https://doi.org/10.5220/0012471400003645>

Contribution to Conference - Paper

Academic

Zuurmond, A. (2024). *Kunnen scholen goede burgers maken? : Neutraal onderwijs en de burgerschapsopdracht*. Paper presented at Onderwijs Research Dagen, Tilburg.

Contribution to Conference - Abstract

Academic

Starreveld, K., Overbeek, M., Willemen, A., & Bakermans-Kranenburg, M. J. (2024). *Fostering positive teacher-child dynamics with a video-feedback intervention. VIPP-School's effects on early elementary school teacher's sensitivity and sensitive limit setting in the Netherlands.* Abstract from International Attachment Conference, Rouen, France.

Veerman, L. K. M., Willemen, A., Derks, S., Brouwer-van Dijken, A. A. J., & Sterkenburg, P. S. (2024). *Self-reported support needs and preferences of young siblings of children with disabilities.* 731. Abstract from IASSIDD 2024 Chicago, CHICAGO, Illinois, United States. <https://doi.org/10.1111/jir.13166>

Veerman, L. K. M., Willemen, A., Derks, S., Brouwer-van Dijken, A. A. J., & Sterkenburg, P. S. (2024). *Social validity of 'Broodles': A serious game for siblings (6-9 years) of children with disabilities.* 738. Abstract from IASSIDD 2024 Chicago, CHICAGO, Illinois, United States. <https://doi.org/10.1111/jir.13166>

Book / Report - Book

Academic

Drerup, J., & Schweiger, G. (2024). *Was ist eine gute Kindheit?* Reclam.

't Gilde, J. (2024). *Towards inclusive teachers: Three case studies of Austrian subject teachers.* Waxmann. <https://www.waxmann.com/index.php?elD=download&buchnr=4739>

Book / Report - Book (Editorship)

Academic

Drerup, J., Goll, T., & Zulaica y Mugica, M. (Eds.) (2024). *Mündigkeit.* Wochenschau Verlag.

Web publication or Non-textual form - Web publication or Website

Popular

Schinkel, A. (2024). Stoppen met interlandelijke adoptie is overwinning moreel absolutisme. Web publication or Website, Sociale Vraagstukken. <https://www.socialevraagstukken.nl/stoppen-met-interlandelijke-adoptie-is-overwinning-moreel-absolutisme/>

Contribution to Journal - Erratum / Corrigendum

Academic

Geurts, S. M., Vossen, H. G. M., Van den Eijnden, R. J. J. M., & Koning, I. M. (2024). Correction to: Bidirectional Within-Family Effects of Restrictive Mediation Practices and Adolescents' Problematic Social Media Use. *Journal of Youth and Adolescence*, 53(8), 1939-1939. <https://doi.org/10.1007/s10964-024-02035-1>