

PURE Research Output June - August

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. (2023). Language and reading impairments are associated with increased prevalence of non-right-handedness. *Child Development*, 94(4), 970-984. <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*, 27(6), 1803-1816. <https://doi.org/10.1177/13623613221146439>
- Bouwer, R., & van der Veen, C. (Accepted/In press). Write, talk, and rewrite: The effectiveness of a dialogic writing intervention in upper elementary education. *Reading and Writing*. <https://doi.org/https://link-springer-com.vu-nl.idm.oclc.org/article/10.1007/s11145-023-10474-8>
- Camphuijsen, M. K., & Stolp, T. (2023). Prestación privada de servicios de enseñanza: Explorando las tendencias y la evolución en el profesorado interino en los Países Bajos. *Revista Española de Educación Comparada*, 42, 44-62. <https://doi.org/10.5944/reec.42.2023.34447>
- Collaboration on Attachment to Multiple Parents and Outcomes Synthesis (2023). Configurations of mother-child and father-child attachment relationships as predictors of child language competence: An individual participant data meta-analysis. *Child Development*. <https://doi.org/10.1111/cdev.13998>
- de Ree, J., Maggioni, M. A., Paulle, B., Rossignoli, D., Ruijs, N., & Walentek, D. (2023). Closing the income-achievement gap? Experimental evidence from high-dosage tutoring in Dutch primary education. *Economics of Education Review*, 94, 1-17. [102383]. <https://doi.org/10.1016/j.econedurev.2023.102383>
- Derks, S. D. M., Willems, A. M., Vrijmoeth, C., & Sterkenburg, P. S. (2023). Lessons learned from the adaptation of the Reflective Functioning Questionnaire (RFQ) for Dutch people with mild to borderline intellectual disabilities. *PLoS ONE*, 18(6), 1-16. [e0287751]. <https://doi.org/10.1371/journal.pone.0287751>
- de Vries, L. P., Demange, P. A., Baselmans, B. M. L., Vinkers, C. H., Pelt, D. H. M., & Bartels, M. (2023). Distinguishing happiness and meaning in life from depressive symptoms: A GWAS-by-subtraction study in the UK Biobank. *American Journal of Medical Genetics, Part B: Neuropsychiatric Genetics*. <https://doi.org/10.1002/ajmg.b.32954>
- Diaz Lema, M., Vooren, M., Cannistrà, M., van Klaveren, C., Agasisti, T., & Cornelisz, I. (Accepted/In press). Predicting dropout in Higher Education across borders. *Studies in Higher Education*. <https://doi.org/10.1080/03075079.2023.2224818>

- Doodeman, T. W. M., Schuengel, C., & Sterkenburg, P. S. (Accepted/In press). Effects of the Attune & Stimulate-checklist for caregivers of people with severe and profound intellectual disabilities: A randomised controlled trial. *Journal of Applied Research in Intellectual Disabilities*, 36(5), 1136-1149. <https://doi.org/10.1111/jar.13135>
- Douma, L. N., Tharner, A., Sterkenburg, P. S., Piekema, L., ten Brug, A., Frielink, N., Bakkum, L., Adam, E., de Schipper, J. C., Embregts, P., & Schuengel, C. (Accepted/In press). Participating in the digital world: a consensus statement on digital social contact for people with disabilities living in sheltered care facility homes. *International Journal of Developmental Disabilities*. <https://doi.org/10.1080/20473869.2023.2190115>
- Huizinga, M., Smidts, D. P., Baeyens, D., & Kan, K.-J. (2023). The Dutch Version of the Behavior Rating Inventory of Executive Function-2 (BRIEF-2). *Psychological Test Adaptation and Development*, 4(1), 97-115. <https://doi.org/10.1027/2698-1866/a000038>
- Kamphuis, E. P., & Bertram-Troost, G. D. (2023). Religious schools in the Netherlands: An analysis of arguments and assumptions in a tense public debate. *International Journal of Educational Development*, 100, 1-9. [102792]. <https://doi.org/10.1016/j.ijedudev.2023.102792>
- Koelewijn, A., Lemain, C., Honingh, A. K., & Sterkenburg, P. S. (2023). View of relatives on quality of care: narratives on the care for people with visual and intellectual disabilities. *Disability & Society*, 38(3), 483-502. <https://doi.org/10.1080/09687599.2021.1947192>
- Leijse, M. M. L., Koning, I. M., & van den Eijnden, R. J. J. M. (2023). The influence of parents and peers on adolescents' problematic social media use revealed. *Computers in Human Behavior*, 143, 1-8. [107705]. <https://doi.org/10.1016/j.chb.2023.107705>
- Liu, M., Vu, T. V., van Atteveldt, N., & Meeter, M. (2023). Testing the Reciprocal Effect between Value of Education, Time Investment, and Academic Achievement in a Large Non-Western Sample. *Journal of Intelligence*, 11(7), 1-22. [133]. <https://doi.org/10.3390/jintelligence11070133>
- Madigan, S., Fearon, R. M. P., Van Ijzendoorn, M. H., Duschinsky, R., Schuengel, C., Bakermans-Kranenburg, M. J., Ly, A., Cooke, J. E., Deneault, A.-A., Oosterman, M., & Verhage, M. L. (2023). The first 20,000 strange situation procedures: A meta-analytic review. *Psychological bulletin*, 149(1-2), 99-132. <https://doi.org/10.1037/bul0000388>
- Madsen, E. B., Væver, M. S., Egmos, I., Krogh, M. T., Haase, T. W., de Moor, M. H. M., & Karstoft, K. I. (2023). Parental Reflective Functioning in First-Time Parents and Associations with Infant Socioemotional Development. *Journal of Child and Family Studies*, 32(7), 2140-2152. <https://doi.org/10.1007/s10826-023-02565-5>
- Mann, A., Thompson, M., Foster, S., Beckwith, H., Madigan, S., Fearon, R. P., Schuengel, C., & Duschinsky, R. (2023). The Perspectives of Senior Researchers in Applied Disciplines on the Current State of Developmental Attachment Research: An Interview Study. *Sage Open*, 13(2), 1-12. <https://doi.org/10.1177/21582440231179204>

- 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>
- Sijtsma, H., Lee, N. C., Braams, B. R., Hollarek, M., Walsh, R. J., van Buuren, M., & Krabbendam, L. (2023). The development of adolescent trust behavior. *Journal of Experimental Child Psychology*, 231, 1-23. [105653]. <https://doi.org/10.1016/j.jecp.2023.105653>
- van Beek, Y., Hessen, D., Levelt, L., Beijer, D., Rijnberk, C., Maras, A., & Overbeek, M. M. (2023). Intensive specialised multi-family therapy for multi-stressed families: Therapeutic alliance as predictor for effectiveness. *Journal of Family Therapy*, 45(3), 271-290. <https://doi.org/10.1111/1467-6427.12434>
- van der Wilt, F., de Moor, M., & van der Veen, C. (2023). The direction of the relation between oral communicative competence and social preference in early childhood classrooms, and the role of dialogic classroom talk. *Learning and Instruction*, 86, 1-9. [101783]. <https://doi.org/10.1016/j.learninstruc.2023.101783>
- Van Matre, J. C., de Wit, A., Huizinga, M., & Bekkers, R. (Accepted/In press). Civic-mindedness is more than Personality: Untangling the Overlapping Constructs of Service Motivation, Civic Efficacy and the Big Five. *Journal of Individual Differences*.
- van Wingerden, E., Vacaru, S. V., Holstege, L., & Sterkenburg, P. S. (Accepted/In press). Hey Google! Intelligent personal assistants and well-being in the context of disability during COVID-19. *Journal of Intellectual Disability Research*. <https://doi.org/10.1111/jir.13064>
- Walsh, R. J., Lee, N. C., Lemmers-Jansen, I. L. J., Hollarek, M., Sijtsma, H., van Buuren, M., & Krabbendam, L. (2023). A Few Close Friends? Adolescent Friendships' Effect on Internalizing Symptoms Is Serially Mediated by Desire for More Friends and Social Goal Orientation. *Journal of Youth and Adolescence*, 52(7), 1357-1373. <https://doi.org/10.1007/s10964-023-01780-z>
- Weidema, A., Hollarek, M., Sijtsma, H., Lee, N. C., Walsh, R. J., van Buuren, M., & Krabbendam, L. (2023). Increased interference from conflicting perspectives and gender differences: A longitudinal study during adolescence. *Journal of Experimental Child Psychology*, 235, 1-17. [105717]. <https://doi.org/10.1016/j.jecp.2023.105717>
- Weva, V., Napoleon, J-S., Arias Escobar, K., Huizinga, M., & Burack, J. A. (Accepted/In press). Self-concept and the academic achievement of students from collectivist countries: A scoping review of empirical findings. *School Psychology International*.

Contribution to Journal - Comment / Letter to the editor

Academic

- Schraauwers, R., Ketelaar, M. E., & Sterkenburg, P. S. (Accepted/In press). Investigating functional visual loss in children and adolescents. *British Journal of Visual Impairment*. <https://doi.org/10.1177/02646196221148333>

Sterkenburg, P., & Dyzel, V. (Accepted/In press). Commentary on: "Helping distressed people with intellectual disability to manage their chaotic emotions" (Clegg & Lansdall-Welfare, 2022). *Research and Practice in Intellectual and Developmental Disabilities*, 10(1), 16-18.
<https://doi.org/10.1080/23297018.2023.2180655>

Contribution to Journal - Editorial

Academic

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

Kuld, P. B., Frielink, N., Zijlmans, M., Schuengel, C., & Embregts, P. J. C. M. (2023). Promoting self-determination of persons with severe or profound intellectual disabilities: a systematic review and meta-analysis. *Journal of Intellectual Disability Research*, 67(7), 589-629. <https://doi.org/10.1111/jir.13036>

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., Krabbendam, L., & van der Ven, E. (2023). The epidemiology of early-onset psychosis. In I. Agartz, & R. E. Smelror (Eds.), *Adolescent Psychosis: Clinical and Scientific Perspectives* (pp. 31-50). Academic Press Inc.. <https://doi.org/10.1016/B978-0-323-89832-4.00004-4>

Schinkel, A. (2023). Climate change and democratic education. In J. Culp, J. Drerup, & D. Yacek (Eds.), *The Cambridge Handbook of Democratic Education* (pp. 574-593). Cambridge University Press.

Professional

Dekker-van der Sande, F., & Sterkenburg, P. S. (2023). Mentalisieren ist erlernbar: Einführung in die mentalisierungs-basierte Förderung: Übersetzung von Tanja Sappok. In *Psychische Gesundheit bei Störungen der Intelligenzentwicklung: Ein Lehrbuch für die Praxis. : 2., erweiterte und überarbeitete Auflage* (2 ed., pp. 491-500). Kohlhammer.

Sterkenburg, P. S. (2023). Bindungsbasierte Therapie: Übersetzung von Tanja Sappok. In *Psychische Gesundheit bei Störungen der Intelligenzentwicklung: Ein Lehrbuch für die Praxis. : 2., erweiterte und überarbeitete Auflage*. (2 ed., pp. 482-490). Kohlhammer.

Popular

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

Chapter in Book / Report / Conference proceeding - Conference contribution

Academic

de Bruijn, A., Mombarg, R., & Timmermans, A. C. (2023). The importance of satisfying children's basic psychological needs in primary school physical education for PE-motivation, and its relations with fundamental motor and PE-related skills. In Book of Abstracts for AIESEP 2023 AIESEP.

Dominguez, A., Cabrero, Á., Simões, B., Chiazese, G., Farella, M., Arrigo, M., Seta, L., Chifari, A., Tosto, C., Goei, S. L., Mangina, E., & Masneri, S. (2023). Collaborative Augmented Reality Tools for Behavioral Lessons. In M. E. Auer, W. Pachatz, & T. Rützmann (Eds.), Learning in the Age of Digital and Green Transition: Proceedings of the 25th International Conference on Interactive Collaborative Learning (ICL2022), Volume 1 (Vol. 1, pp. 102-109). (Lecture Notes in Networks and Systems; Vol. 633 LNNS). Springer Science and Business Media Deutschland GmbH. https://doi.org/10.1007/978-3-031-26876-2_10

Contribution to Conference - Paper

Academic

van der Veen, C., van Driel, S. D., ten Hove, D., & van der Wilt, F. (2023). The effect of interactive picture book reading on language competence in early childhood education. Paper presented at European Association for Research on Learning and Instruction, Thessaloniki.

Contribution to Conference - Poster

Academic

de Bruijn, A., & Brocken, A. (2023). Beweeg Wijs – Een schoolpleininterventie gericht op motorische, sociale, en cognitieve ontwikkeling van basisschoolleerlingen. Poster session presented at Onderwijs Research Dagen 2023, Netherlands.

Book / Report - Report

Academic

van der Wilt, F., & van Driel, S. D. (2023). Praten over boeken: Het effect van het voeren van dialogische gesprekken tijdens het voorlezen op de gespreksvaardigheden van leerkrachten en de taalvaardigheid van kinderen in de kleuterklas. NRO.

Professional

de Bruijn, A., & Mombarg, R. (2023). Sportbouwer: Werkblad beschrijving interventie op het niveau Goed Onderbouwd en niveau Effectief. Hanzehogeschool Groningen. [https://odata-v3.interventiedatabase.nl/InterventionService.svc/Bijlages\(43032L\)/\\$value](https://odata-v3.interventiedatabase.nl/InterventionService.svc/Bijlages(43032L)/$value)

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

Professional

Sterkenburg, P. S. (Author). (2023). Factsheets o.a.: De combinatie van visuele-en-auditieve aandoeingen heeft effect op de emotionele ontwikkeling bij een verstandelijke beperking. Web publication or Website, .

PhD Thesis - PhD-Thesis - Research and graduation internal

Academic

Eegdeman, I. M. (2023). Enhancing Study Success in Dutch Vocational Education. [PhD-Thesis - Research and graduation internal, Vrije Universiteit Amsterdam]. <https://doi.org/10.5463/thesis.100>