

PURE Research Output November - January

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.
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- 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*, 85(1), 1-26.
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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>
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- 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>
- Camphuijsen, M. K., & Levatino, A. (2022). Schools in the media: framing national standardized testing in the Norwegian press, 2004–2018. *Discourse: studies in the cultural politics of education*, 43(4), 601-616.
<https://doi.org/10.1080/01596306.2021.1882390>
- 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>

- de Bruijn, A., Mombarg, R., & Timmermans, A. C. (2022). 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. *Physical Education and Sport Pedagogy*, 27(4), 422-439. <https://doi.org/10.1080/17408989.2021.1906217>
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- Hoencamp, M., Exalto, J., de Muynck, B., & de Ruyter, D. (2022). Personalism: An Elucidation of the Philosophical Foundations of the Educational Theory of Philipp Abraham Kohnstamm (1875–1951). *Journal of Philosophy & History of Education*, 72(1), 1-22. <http://www.journalofphilosophyandhistoryofeducation.com/jophe72.pdf>
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<https://doi.org/10.1080/14616734.2020.1861035>
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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

Essen, A., van der Veen, C., & Bouwer, R. (2022). Dialogisch schrijven: Sparren over eigen teksten. *JSW*, (2), 18-21.

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 Achttien*.

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>

Liu, M., & Ma, Z. (2022). Correction: A systematic review of telehealth screening, assessment, and diagnosis of autism spectrum disorder. *Child and Adolescent Psychiatry and Mental Health*, 16, 1-1. [85]. <https://doi.org/10.1186/s13034-022-00520-8>

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>

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

Prins, J., van der Wilt, F., van der Veen, C., & Hovinga, D. (2022). Nature play in early childhood education: A systematic review and meta ethnography of qualitative research. *Frontiers in Psychology*, 13, 1-15. [995164]. <https://doi.org/10.3389/fpsyg.2022.995164>

Chapter in Book / Report / Conference proceeding - Chapter

Academic

Drerup, J. (2022). Education, Essentialism and the Epistemic Vices of Intolerance. In P. Iyer, & I. Bhattacharjee (Eds.), *Moral and Political Discourses in Philosophy of Education* Routledge. <https://doi.org/10.4324/9780429285493-5>

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/>

Meeter, M. (Author). (2022). Klassenmanagement, problematisch leergedrag en ziekteverzuim. Online publication or Website, Onderwijscommunity. <https://onderwijscommunity.nl/artikelen/klassenmanagement-problematisch-leergedrag-en-ziekteverzuim/>

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>

Peters, E. J. M. (2022). Bed, Bath, and Beyond: Nature Interventions to Support Family Life in Dutch Women's Shelters and Shelters for Homeless Families. [PhD-Thesis - Research and graduation internal, Vrije Universiteit Amsterdam]. s.n.