

PURE Research Output March – May 2024

Contribution to Journal - Article

Academic

- Altikulac, S., Janssen, T., Yu, J., Nieuwenhuis, S., & van Atteveldt, N. (2024). Mindset profiles of secondary school students: Associations with academic achievement, motivation and school burnout symptoms: Mindset profiles of secondary school students. *British Journal of Educational Psychology*.
- Bruins, S., van Bergen, E., Masselink, M. W., Barzeva, S. A., Hartman, C. A., Otten, R., Rommelse, N. N. J., Dolan, C. V., & Boomsma, D. I. (2024). Are Genetic and Environmental Risk Factors for Psychopathology Amplified in Children with Below-Average Intelligence? A Population-Based Twin Study. *Behavior Genetics*, 54(3), 278-289. <https://doi.org/10.1007/s10519-023-10174-7>
- Demange, P. A., Boomsma, D. I., van Bergen, E., & Nivard, M. G. (2024). Educational attainment and psychiatric diagnoses: a national registry data and two-sample Mendelian randomization study. *Nature Mental Health*. <https://doi.org/10.1038/s44220-024-00245-x>
- Glas, C. A. W., Jorgensen, T. D., & Hove, D. T. (2024). Reducing Attenuation Bias in Regression Analyses Involving Rating Scale Data via Psychometric Modeling. *Psychometrika*, 89(1), 42-63. <https://doi.org/10.1007/s11336-024-09967-4>
- 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>
- Jaramillo, I., Bergunde, L., Holuka, C., Schuengel, C., Štefulj, J., Steudte-Schmiedgen, S., Kaźmierczak, M., Menta, G., D'Ambrosio, C., Lalor, J. G., Turner, J. D., & Garthus-Niegel, S. (2024). Mode of birth and DNA methylation at birth, in childhood, and in adolescence: Uncovering the relationship using ALSPAC data. *Developmental Psychology*. Advance online publication. <https://doi.org/10.1037/dev0001722>
- 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>
- Kan, K.-J., Psychogiopoulos, A., Groot, L. J., de Jonge, H., & ten Hove, D. (2024). Why Do Bi-Factor Models Outperform Higher-Order g Factor Models? A Network Perspective. *Journal of Intelligence*, 12(2), Article 18. <https://doi.org/10.3390/jintelligence12020018>
- Li, Y. Y., Koning, I. M., Finkenauer, C., Boer, M., & van den Eijnden, R. J. J. M. (2024). The bidirectional relationships between fear of missing out, problematic social media use and adolescents' well-being: A random intercept cross-lagged panel model. *Computers in Human Behavior*, 154, 1-9. Article 108160. <https://doi.org/10.1016/j.chb.2024.108160>

- Madigan, S., Deneault, A.-A., Duschinsky, R., Bakermans-Kranenburg, M. J., Schuengel, C., van IJzendoorn, M. H., Ly, A., Fearon, R. M. P., Eirich, R., & Verhage, M. L. (2024). Maternal and paternal sensitivity: Key determinants of child attachment security examined through meta-analysis. *Psychological bulletin*. Advance online publication. <https://doi.org/10.1037/bul0000433>
- Matre, J. C. V. (2024). Lesbian, gay, and bisexual youth volunteering behaviors: Evidence from Northern Ireland. *Journal of Philanthropy and Marketing*, 29(2), Article e1841. <https://doi.org/10.1002/nvsm.1841>
- Matre, J. C. V., & Schubotz, D. (2024). Young people with LGB identity and their sense of belonging: Evidence from Northern Ireland – A society emerging from violent social conflict. *Children and Youth Services Review*, 159, Article 107536. <https://doi.org/10.1016/j.childyouth.2024.107536>
- 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>
- Reumer, J. W. F., & Schinkel, A. (2024). A distant traveller: a Late Jurassic nerineoid gastropod (Mollusca, Heterobranchia) on the Maasvlakte 2 beach, the Netherlands. *Netherlands Journal of Geosciences - Geologie en Mijnbouw*, 103. <https://doi.org/10.1017/njg.2024.8>
- Schreuders, E., van Buuren, M., Walsh, R. J., Sijtsma, H., Hollarek, M., Lee, N. C., & Krabbendam, L. (2024). Learning whom not to trust across early and middle adolescence: A longitudinal neuroimaging study to trusting behavior involving an uncooperative other. *Child Development*, 95(2), 368-390. <https://doi.org/10.1111/cdev.13986>
- 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>
- 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>
- van den Helder, C., Plak, R., Meeter, M., & Begeer, S. (2024). Longitudinal Transition Between Regular and Special Education in Autistic Children: Predictors and Policy Effects. *Journal of Autism and Developmental Disorders*. Advance online publication. <https://doi.org/10.1007/s10803-024-06369-4>
- van Tuyl van Serooskerken, J. M., Willemsen, A. M., Schuengel, C., & Embregts, P. J. C. M. (2024). Parent-perceived autonomy-supportive experiences and basic psychological needs of people with complex support needs: Development and preliminary psychometric evaluation of two questionnaires. *Journal of Intellectual Disabilities*, 17446295241237553. Advance online publication. <https://doi.org/10.1177/17446295241237553>, <https://doi.org/10.1177/17446295241237553>

Veerman, L. K. M., Fjermestad, K. W., Vatne, T. M., Sterkenburg, P. S., Derks, S. D. M., Brouwer-van Dijken, A. A. J., & Willemen, A. M. (2024). Cultural applicability and desirability of 'Broodles': The first serious game intervention for siblings of children with disabilities. *PEC Innovation*, 4, 1-10. Article 100277. Advance online publication. <https://doi.org/10.1016/j.pecinn.2024.100277>

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>

Professional

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

de Bruijn, A. (2024). Storytelling in de klas. *JSW*, 2024(7). <https://www.jsw.nl/taal/storytelling-in-de-klas/>

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-QI0Qx1ItCNPEQC/view>

Veerman, L. K. M., Willemen, A., Derks, S., Brouwer-van Dijken, A. A. J., & Sterkenburg, P. S. (2024). Broers en zussen van kinderen met een beperking ondersteunen met een serious game. *Tijdschrift voor Orthopedagogiek*, 2, 62-69. https://www.tijdschriftvoororthopedagogiek.nl/110-3039_h1-Broers-en-zussen-van-kinderen-met-een-beperking-ondersteunen-met-een-serious-game-h1

Popular

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

Contribution to Journal - Editorial

Academic

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

Huang, N., Zhang, S., Mu, Y., Yu, Y., Riem, M. M. E., & Guo, J. (2024). Does the COVID-19 Pandemic Increase or Decrease the Global Cyberbullying Behaviors? A Systematic Review and Meta-Analysis. *Trauma, Violence, and Abuse*, 25(2), 1018-1035. <https://doi.org/10.1177/15248380231171185>

Korthals Altes, T., Willemse, M., Goei, S. L., & Ehren, M. (2024). Higher education teachers' understandings of and challenges for inclusion and inclusive learning environments: A systematic literature review. *Educational Research Review*, 43, 1-16. Article 100605. <https://doi.org/10.1016/j.edurev.2024.100605>

Chapter in Book / Report / Conference proceeding - Conference contribution

Academic

de Bruijn, A., Mombarg, R., & Te Wierike, S. C. M. (2024). Worrying trends in children's health-related behaviors? Screen time, outdoor play, and sports club membership between 2016 and 2022 and Covid-19 related changes. In *Book of Abstract. The 2024 AIESEP conference "Past meets future"* AIESEP. <http://urn.fi/URN:ISBN:978-952-86-0158-6>

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>

Book / Report - Book

Academic

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

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

Professional

Beukers, E. (Author), & van der Veen, C. (Author). (2024). Flevoland verdient een sociaal-technische universiteit. Web publication or Website <https://www.linkedin.com/pulse/flevoland-verdient-een-sociaal-technische-els-beukers-4pfle/?trackingId=jDzVK8dxSgmhmLBFoR2bzA%3D%3D>

PhD Thesis - PhD-Thesis - Research and graduation internal

Academic

Hollarek, M. (2024). *Becoming Connected - Adolescent Social-Cognitive Development in the Peer Context*. [PhD-Thesis - Research and graduation internal, Vrije Universiteit Amsterdam]. <https://doi.org/10.5463/thesis.492>

Sapountzi, A. (2024). *Automatically assessing student mastery and designing optimal stopping policies: A Bayesian approach*. [PhD-Thesis - Research and graduation internal, Vrije Universiteit Amsterdam].
<https://doi.org/10.5463/thesis.650>