

PURE Research Output July - September

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>
- Alrouh, H., van Bergen, E., Dolan, C., & Boomsma, D. I. (2023). Intergenerational Transmission of BMI and Educational Outcomes in Children and Adolescents. *Twin Research and Human Genetics*, 26(2), 143-151. <https://doi.org/10.1017/thg.2023.18>
- 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 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>
- Ehren, M., Hutchinson, J., & Muñoz-Chereau, B. (Accepted/In press). Place-based disparities faced by stuck schools in England: a contextual understanding of low performance and the role of inspection outcomes. *School Effectiveness and School Improvement*. <https://doi.org/10.1080/09243453.2023.2238698>

- Flachsmeyer, M., Sterkenburg, P., Barrett, B., Zaal, S., Vonk, J., Morisse, F., Gaese, F., Heinrich, M., & Sappok, T. (Accepted/In press). Scale of Emotional Development – Short: reliability and validity in adults with intellectual disability. *Journal of Intellectual Disability Research*. <https://doi.org/10.1111/jir.13080>
- Galbally, M., Watson, S. J., Van Ijzendoorn, M. H., Tharner, A., Luijk, M., De Kloet, E. R., Van Rossum, E. F. C., & Lewis, A. J. (2023). Prenatal predictors of childhood anxiety disorders: An exploratory study of the role of attachment organization. *Development and Psychopathology*, 35(3), 1296–1307. <https://doi.org/10.1017/S0954579421001206>
- Geurts, S. M., Koning, I. M., Van den Eijnden, R. J. J. M., & Vossen, H. G. M. (2023). Predicting Adolescents' Problematic Social Media Use From Profiles of Internet-Specific Parenting Practices and General Parenting Dimensions. *Journal of Youth and Adolescence*, 52(9), 1829-1843. <https://doi.org/10.1007/s10964-023-01816-4>
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- 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>
- Jak, S., Jorgensen, T. D., ten Hove, D., & Nevicka, B. (2023). Modeling Cluster-Level Constructs Measured by Individual Responses: Configuring a Shared Approach. *Advances in Methods and Practices in Psychological Science*, 6(3), 1-18. <https://doi.org/10.1177/25152459231182319>
- 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>
- Li, J., Goei, S. L., & Van Joolingen, W. R. (2023). A case study of teacher learning in enacting maker pedagogy through lesson study. *International Journal for Lesson and Learning Studies*, 12(3), 240-256. <https://doi.org/10.1108/IJLLS-04-2023-0042>
- 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>
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- 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>

- Sankalaite, S., Huizinga, M., Warreyn, P., Dewandeleer, J., & Baeyens, D. (2023). The association between working memory, teacher-student relationship, and academic performance in primary school children. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2023.1240741>
- Savi, A. O., Klaveren, C. V., & Cornelisz, I. (2023). Combating effort avoidance in computer adaptive practicing: Does a problem-skipping restriction promote learning? *Computers and Education*, 206, 1-24. [104908]. <https://doi.org/10.1016/j.compedu.2023.104908>
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- Schraauwers, R., Ketelaar, M. E., & Sterkenburg, P. S. (Accepted/In press). Bibliometric mapping of current therapies for children and adolescents with a functional visual disorder (FVD). *British Journal of Visual Impairment*. <https://doi.org/10.1177/02646196231195703>
- 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>
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- 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>
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- Van Haeken, S., Braeken, M. A. K. A., Horsch, A., Oosterman, M., & Bogaerts, A. (2023). Development of a resilience-enhancing intervention during and after pregnancy: a systematic process informed by the behaviour change wheel framework. *BMC Psychology*, 11, 1-11. [267]. <https://doi.org/10.1186/s40359-023-01301-4>
- van Halem, N., Cornelisz, I., Daly, A., & van Klaveren, C. (2023). Identifying high impact school improvements using conditional mean independent correlations and growth functions. *International Journal of Research and Method in Education*, 46(2), 211-228. <https://doi.org/10.1080/1743727X.2022.2099826>
- 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*, 67(10), 973-985. <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>

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*.

Professional

de Bruijn, A. (2023). Sociale relaties beïnvloeden: Hoe maak je een klassenopstelling? *JSW*, 11, 6-9.

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
- Korving, H., Li, S., Zhou, D., Sterkenburg, P., Markopoulos, P., & Barakova, E. (2023). Development of a Pain Signaling System Using Machine Learning. In *ICASSPW 2023 - 2023 IEEE International Conference on Acoustics, Speech and Signal Processing Workshops, Proceedings (ICASSPW 2023 - 2023 IEEE International Conference on Acoustics, Speech and Signal Processing Workshops, Proceedings)*. Institute of Electrical and Electronics Engineers Inc.. <https://doi.org/10.1109/ICASSPW59220.2023.10193643>

Contribution to Conference - Paper

Academic

de Vries, N., Meeter, M., & Huizinga, M. (2023). Effect of Interest Fit on Academic Success in Higher Education: Meta-Analysis and Systematic Review. Paper presented at EARLI 2023, Thessaloniki, Greece.

de Vries, N., Meeter, M., Jansen, B. R. J., & Huizinga, M. (2023). Identity and vocational interests as predictors of academic success in higher education. Paper presented at JURE 2023, Thessaloniki, Greece.

de Vries, N., Meeter, M., Jansen, B. R. J., & Huizinga, M. (2023). Interesse en identiteit als voorspellers van studiesucces in het hoger onderwijs. Paper presented at Onderwijs Research Dagen 2023, Amsterdam, Netherlands.

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.

Xu, C., Baeyens, D., Huizinga, M., & Van Den Noortgate, W. (2023). The relationship between teacher-child interaction and executive functions: A cross-cultural meta-analysis. Paper presented at EARLI 2023, Thessaloniki, Greece.

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 aandoeeningen heeft effect op de emotionele ontwikkeling bij een verstandelijke beperking. Web publication or Website