

PURE Research Output September - November

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. <https://doi.org/10.1080/02646838.2021.1886258>
- 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*. <https://doi.org/10.1007/s10734-021-00809-1>
- Bisschops, E., Bakkum, L., Lagerweij, S., & Schuengel, C. (2022). Impact of the Care and Coercion Act on recorded involuntary care in intellectual disability care: a time-series analysis. *Journal of Intellectual Disability Research*.
- De Bruijn, A. G. M., De Greeff, J. W., Temlali, T. Y., Oosterlaan, J., Smith, J., & Hartman, E. (2022). Objectively measured physical activity during primary school physical education predicts intrinsic motivation independently of academic achievement level. *British Journal of Educational Psychology*, 00(e12527). <https://doi.org/10.1111/bjep.12527>
- de Koning, B. B., Boonen, A. J. H., Jongerling, J., van Wesel, F., & van der Schoot, M. (Accepted/In press). Model method drawing acts as a double-edged sword for solving inconsistent word problems. *Educational Studies in Mathematics*, 111(1), 29-45. <https://doi.org/10.1007/s10649-022-10150-8>
- de Waal, N., Alyousefi-van Dijk, K., Buisman, R. S. M., Verhees, M. W. F. T., & Bakermans-Kranenburg, M. J. (2022). The prenatal video-feedback intervention to promote positive parenting for expectant fathers (VIPP-PRE): Two case studies. *Infant Mental Health Journal*, 43(5), 730-743. <https://doi.org/10.1002/imhj.22006>
- Doust, C., Fontanillas, P., Eising, E., Boomsma, D. I., De Zeeuw, E. L., Hottenga, J.-J., Jansen, P. R., Van Bergen, E., Bates, T. C., Fisher, S. E., Luciano, M., & Quantitative Trait Working Group of the GenLang Consortium (2022). Discovery of 42 genome-wide significant loci associated with dyslexia. *Nature genetics*, 54(11), 1621-1629. <https://doi.org/10.1038/s41588-022-01192-y>
- Egmose, I., Tharner, A., Liebenberg, K. B., Steenhoff, T., & Vaever, M. S. (2022). Long-term effects of maternal postpartum depression on mothers' and fathers' parenting stress. *Early Child Development and Care*, 192(2), 220-232. <https://doi.org/10.1080/03004430.2020.1755663>
- Ehren, M., Paterson, A., Camphuijsen, M., & Baxter, J. (2022). High and low performing schools in South Africa: Metaphors as a lens to understand teachers' views of school organisation. *International Journal of Educational Research*, 116, 1-16. [102094]. <https://doi.org/10.1016/j.ijer.2022.102094>
- Eijkelboom, C., Brouwers, M., Frenkel, J., van Gorp, P., Jaarsma, D., de Jonge, R., Koksma, J., Mulder, D., Schaafsma, E., Sehlbach, C., Warmenhoven, F., Willemen, A., & de la Croix, A. (2022). Twelve tips for patient involvement in health professions education. *Patient Education and Counseling*. <https://doi.org/10.1016/j.pec.2022.09.016>
- 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>

- Horoz, N., Buil, J. M., Koot, S., van Lenthe, F. J., Houweling, T. A. J., Oude Groeniger, J., Koot, H. M., & van Lier, P. A. C. (2022). Moderators of an intervention on emotional and behavioural problems: household- and school-level parental education. *European journal of public health*.
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<https://doi.org/10.1016/j.lmot.2022.101840>
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- Kok, R., Luijk, M. P. C. M., Lucassen, N., Prinzie, P., Jongerling, J., van IJzendoorn, M. H., Tiemeier, H., & Bakermans-Kranenburg, M. J. (2022). The Role of Supportive Parenting and Stress Reactivity in the Development of Self-Regulation in Early Childhood. *Journal of Child and Family Studies*, 31(9), 2424-2435.
<https://doi.org/10.1007/s10826-022-02360-8>
- Korving, H., Zhou, D., Xiang, H., Sterkenburg, P., Markopoulos, P., & Barakova, E. (2022). Development of an AI-Enabled System for Pain Monitoring Using Skin Conductance Sensing in Socks. *International journal of neural systems*, 32(10), [2250047]. <https://doi.org/10.1142/S0129065722500472>
- Miedema, S. (2022). Need the concept of 'personal worldview' be replaced or just elaborated? Response to Caroline Klintborg's "Searching for a renewal of religious identity - a Swedish perspective". *Discourse and Communication for Sustainable Education*, 13(2), 72-78.
- Miedzobrodzka, E., van Hooff, J., Konijn, E., & Krabbendam, L. (2022). Is It painful? Playing violent video games affects brain responses to painful pictures: An event-related potential study. *Psychology of Popular Media*, 11(1), 13-23. <https://doi.org/10.1037/ppm0000290>
- Mohamed, A. R., Sterkenburg, P., Yeatman, J. G., van Rensburg, E., & Schuengel, C. (Accepted/In press). Using Attachment and Biobehavioral Catch-up with young children with developmental delays: A multiple-baseline trial of attachment, sensitivity, and cortisol. *Journal of Intellectual Disabilities*.
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- Runze, J., IJzendoorn, M. H. V., Vrijhof, C. I., & Bakermans-Kranenburg, M. J. (2022). Replicating a Randomized Trial With Video-Feedback to Promote Positive Parenting in Parents of School-Aged Twins. *Journal of family psychology*, 36(4), 490-501. <https://doi.org/10.1037/fam0000961>
- Sappok, T., Hassiotis, A., Bertelli, M., Dziobek, I., & Sterkenburg, P. (2022). Developmental Delays in Socio-Emotional Brain Functions in Persons with an Intellectual Disability: Impact on Treatment and Support. *International Journal of Environmental Research and Public Health*, 19(20), [13109]. <https://doi.org/10.3390/ijerph192013109>
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- van Marlen, T., van Wermeskerken, M., Jarodzka, H., Raijmakers, M., & van Gog, T. (2022). Looking through Sherlock's eyes: Effects of eye movement modelling examples with and without verbal explanations on deductive reasoning. *Journal of Computer Assisted Learning*, 38(5), 1497-1506. <https://doi.org/10.1111/jcal.12712>
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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>
- 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

Bosmans, G., Van Vlierberghe, L., Bakermans-Kranenburg, M. J., Kobak, R., Hermans, D., & van IJzendoorn, M. H. (2022). A Learning Theory Approach to Attachment Theory: Exploring Clinical Applications. *Clinical Child and Family Psychology Review*, 25(3), 591-612. <https://doi.org/10.1007/s10567-021-00377-x>

Derks, S., Willemsen, A. M., & Sterkenburg, P. S. (2022). Improving adaptive and cognitive skills of children with an intellectual disability and/or autism spectrum disorder: Meta-analysis of randomised controlled trials on the effects of serious games. *International Journal of Child-Computer Interaction*, 33, 1-11. [100488]. <https://doi.org/10.1016/j.ijcci.2022.100488>

Meimei, L., & Zenghui, M. (2022). A systematic review of telehealth screening, assessment, and diagnosis of autism spectrum disorder. *Child and Adolescent Psychiatry and Mental Health*, 16, 1-15. [79]. <https://doi.org/10.1186/s13034-022-00514-6>

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>

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.

Professional

Bertram-Troost, G., & Miedema, S. (2022). *Bezield onderwijs: Vorming, levensbeschouwing en burgerschap*. Friese Pers/Noordboek.

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

Dekker, I. (Author), & Meeter, M. (Author). (2022). Kritiek op evidencebased education terecht?. Online publication or Website <https://didactiefonline.nl/blog/blonz/kritiek-op-evidencebased-education-terecht>

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, de leraar en de school. Online publication or Website <https://nl.teachertapp.com/klassenmanagement/>

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

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.