

PURE Research Output November 2023 – January 2024

Contribution to Journal - Article

Academic

- Bakkum, L., Piekema, L., Douma, L., Schuengel, C., Sterkenburg, P., Adam, E., Brug, A. T., Frielink, N., Embregts, P., & Tharner, A. (in press). Pushing the boundaries of digital social contact: Experiences of people with disabilities and their social networks during the COVID-19 pandemic. *Journal of Intellectual Disabilities*. <https://doi.org/10.1177/17446295231210021>
- Buimer, H. P., Siebelink, N. M., Gaasterland, A., van Dam, K., Smits, A., Frederiks, K., & van der Poel, A. (2023). Sleep-wake monitoring of people with intellectual disability: Examining the agreement of EMFIT QS and actigraphy. *Journal of Applied Research in Intellectual Disabilities*, 36(6), 1276-1287. Advance online publication. <https://doi.org/10.1111/jar.13146>
- 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. Advance online publication. <https://doi.org/10.5944/reec.42.2023.34447>
- Diaz Lema, M., Vooren, M., Cannistrà, M., van Klaveren, C., Agasisti, T., & Cornelisz, I. (in press). Predicting dropout in Higher Education across borders. *Studies in Higher Education*, 49(1), 141-156. <https://doi.org/10.1080/03075079.2023.2224818>
- Doodeman, T. W. M., Schuengel, C., & Sterkenburg, P. S. (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. (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. (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*, 34(4), 401-418. <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. (in press). Scale of Emotional Development – Short: reliability and validity in adults with intellectual disability. *Journal of Intellectual Disability Research*, 67(10), 1046-1060. <https://doi.org/10.1111/jir.13080>
- Heppe, E. C. M., van Klaveren, C., Cornelisz, I., Schuengel, C., & Kef, S. (2023). Heterogeneity in social participation among young people with vision impairment. *British Journal of Visual Impairment*. <https://doi.org/10.1177/02646196231152340>

- 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>
- 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. Advance online publication. <https://doi.org/10.1080/09687599.2021.1947192>
- Lund, C., Jordans, M. J. D., Garman, E., Araya, R., Avendano, M., Bauer, A., Bahure, V., Dua, T., Eleftheriou, G., Evans-Lacko, S., García Rodríguez, J. F., Gautam, K., Gevonden, M., Hessel, P., Kohrt, B. A., Krabbendam, L., Luitel, N. P., Roy, S., Seifert Bonifaz, M., ... Yarrow, P. (2023). Strengthening self-regulation and reducing poverty to prevent adolescent depression and anxiety: Rationale, approach and methods of the ALIVE interdisciplinary research collaboration in Colombia, Nepal and South Africa. *Epidemiology and Psychiatric Sciences*, 32, 1-8. Article e69. Advance online publication. <https://doi.org/10.1017/S2045796023000811>
- 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>
- Meeter, M. (2023). Predicting Retention in Higher Education from high-stakes Exams or School GPA. *Educational Assessment*, 28(1), 1-10. Advance online publication. <https://doi.org/10.1080/10627197.2022.2130748>
- Miedzobrodzka, E., van Hooff, J., Krabbendam, L., & Konijn, E. (2023). Desensitized gamers? Violent video game exposure and empathy for pain in adolescents – an ERP study. *Social Neuroscience*, 18(6), 365-381. <https://doi.org/10.1080/17470919.2023.2284999>
- Nordmo, M., Kleppestø, T., Sunde, H. F., Flatø, M., Demange, P., & Torvik, F. A. (2023). The association between parental internalizing disorders and child school performance. *NPJ Science of Learning*, 8, 1-6. Article 34. Advance online publication. <https://doi.org/10.1038/s41539-023-00182-x>
- Sankalaite, S., Huizinga, M., Pollé, S., Xu, C., de Vries, N., Hens, E., & Baeyens, D. (2023). A Qualitative Study into Teacher–Student Interaction Strategies Employed to Support Primary School Children’s Working Memory. *Education Sciences*, 13(11), Article 1149. <https://doi.org/10.3390/educsci13111149>
- Smit, M. J., Scheffers, M., Emck, C., van Busschbach, J. T., Engelsman, L., & Beek, P. J. (in press). Policy on sexual abuse: A survey study amongst managers of care facilities for individuals with intellectual disability in the Netherlands. *Journal of policy and practice in intellectual disabilities*, 20(3), 1-9. Article 12462. <https://doi.org/10.1111/jppi.12462>
- Stuart, A. C., Gufler, S. R., Tharner, A., & Væver, M. S. (2023). Story stems in early mother-infant interaction promote pretend play at 30 months. *Infant Behavior and Development*, 73, 1-10. Article 101893. Advance online publication. <https://doi.org/10.1016/j.infbeh.2023.101893>

- 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. Article 267. Advance online publication. <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. (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 Rijn, R., Lee, N. C., Hollarek, M., Sijtsma, H., Walsh, R. J., van Buuren, M., Braams, B. R., & Krabbendam, L. (2023). The Effect of Relative Pubertal Maturation and Perceived Popularity on Symptoms of Depression and Social Anxiety in Adolescent Boys and Girls. *Journal of Youth and Adolescence*, *52*(11), 2384-2403. Advance online publication. <https://doi.org/10.1007/s10964-023-01836-0>
- van Wingerden, E., Vacaru, S. V., Holstege, L., & Sterkenburg, P. S. (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>
- Visser, H. J., Moyaert, M., Bertram-Troost, G., & Liefbroer, A. I. (2023). Learning Orientations in Interfaith Initiatives: A Case Study of the Interfaith Leadership Program Emoena. *Religious Education*, *118*(4), 369-384. <https://doi.org/10.1080/00344087.2023.2261754>
- 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. Article 105717. Advance online publication. <https://doi.org/10.1016/j.jecp.2023.105717>
- Weva, V., Napoleon, J-S., Arias Escobar, K., Huizinga, M., & Burack, J. A. (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. (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. (2023). 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

de Muynck, B., Hoencamp, M., Pődör, D., & Pálfi, J. (2023). Building community in fragmented and fractured societies: Challenges for Christians in higher education. *International Journal of Christianity and Education*, 27(3), 233-240. Advance online publication. <https://doi.org/10.1177/20569971231186323>

Ehren, M. (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. Advance online publication. <https://doi.org/10.1080/02619768.2023.2173118>

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. Advance online publication. <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.. Advance online publication. <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.

Schipper, T. M., Goei, S. L., & de Vries, S. (2023). Dealing with the complexity of adaptive teaching through collaborative teacher professional development. In R. Maulana, M. Helms-Lorenz, & R. M. Klassen (Eds.), *Effective Teaching Around the World: Theoretical, Empirical, Methodological and Practical Insights* (pp. 707-722). Springer International Publishing. Advance online publication. https://doi.org/10.1007/978-3-031-31678-4_32

van der Ark, L. A., Jorgensen, T. D., & ten Hove, D. (2023). Factors affecting efficiency of interrater reliability estimates from planned missing data designs. In *Quantitative psychology: The 86th annual International Meeting of the Psychometric Society, Bologna, Italy, 2022* Springer. https://doi.org/10.1007/978-3-031-27781-8_1

Professional

Dekker-van der Sande, F., & Sterkenburg, P. S. (2023). Mentalisieren ist erlernbar: Einführung in die mentalisierungsbasierte 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). Bindingsbasierte 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.

Sterkenburg, P. S. (2023). Integratieve Therapie voor Gehechtheid en Gedrag (ITGG). In F. Morisse, L. Claes, P. Koedoot, & L. De Neve (Eds.), *De liefdevolle revolutie van Anton Dosen* (pp. 139). Gompel & Svacina.

Popular

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

Chapter in Book / Report / Conference proceeding - Conference contribution

Academic

Domínguez, A., Cabrero, Á., Simões, B., Chiazzese, 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. Advance online publication. 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.

ten Hove, D., & Koopman, L. (2023). *Estimating Interrater Reliability for Planned Missing Observational Designs*. Paper presented at Frontier Research in Educational Measurement, Oslo, Norway.

ten Hove, D., & de Croes, L. (2023). *Interrater reliability estimation for policy research: An example from the Dutch Education Inspectorate*. Paper presented at AQMAPPS: Advanced Quantitative Methods and Analytics for Public Policy Support, Milano, Italy.

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

PhD Thesis - PhD-Thesis – Research and graduation external

Academic

ten Hove, D. (2023). *Interrater reliability for incomplete and dependent data*. [PhD-Thesis – Research and graduation external, University of Amsterdam].