

PURE Research Output January – March 2025

Contribution to Journal - Article

Academic

- Aydin, A., van Ballegooijen, W., Cornelisz, I., & Etzelmueller, A. (2025). Evaluating the feasibility of using the Multiphase Optimization Strategy framework to assess implementation strategies for digital mental health applications activations: a proof of concept study. *Frontiers in Digital Health*, 7, 1-14. Article 1509415. <https://doi.org/10.3389/fdgth.2025.1509415>
- Benneker, I., Lee, N. C., de Swart, F., & van Atteveldt, N. M. (2025). Similarities in mindset between adolescents' friends and cooperation partners. *Social Psychology of Education*, 28(1), Article 67. <https://doi.org/10.1007/s11218-025-10028-6>
- Bisschops, E. H., Frielink, N., de Schipper, J. C., Schuengel, C., & Embregts, P. J. C. M. (2025). Evaluating a Virtual Community-of-Practice as Implementation Strategy for the Needs Assessment Framework in Intellectual Disability Care: A Quasi-Experimental Multi-Methods Study. *Journal of Applied Research in Intellectual Disabilities*, 38(1), 1-14. Article e70007. <https://doi.org/10.1111/jar.70007>
- Bogaers, I., Grijpma, J. W., Camphuijsen, M. K., de la Croix, A., & van der Veen, C. (2025). Different voices of silence: a Q methodology study of teachers' perceptions on silence in the classroom. Manuscript submitted for publication.
- de Bruijn, A. G. M., & Grimminger-Seidensticker, E. (2025). Received and Perceived Peer Acceptance in Relation to Enjoyment, Social Competence, and Physical Activity in Primary School Physical Education and the Role of Peer-Relatedness Need Satisfaction. *Journal of Teaching in Physical Education*. Advance online publication. <https://doi.org/10.1123/jtpe.2024-0230>
- de Bruijn, A. G. M., Ehren, M. C. M., Meeter, M., & Kortekaas-Rijlaarsdam, A. F. (2025). School and student characteristics related to primary and secondary school students' social-emotional functioning. *Frontiers in Education*, 10, Article 1514895. <https://doi.org/10.3389/educ.2025.1514895>
- de Croes, L., Cornelisz, I., van Klaveren, C., & Ruijs, N. (2025). The Effect of Students with Special Needs on their Peers' Cognitive Outcomes: Results from Student-Level Population Data in The Netherlands. *Education Finance and Policy*, 20(1), 56-84. https://doi.org/10.1162/edfp_a_00422
- de Schipper, J. C., Overbeek, M. M., & de Moor, M. H. M. (2025). Dimensional structure of Parent-Child Emotion Dialogues in Families Exposed to Interpersonal Violence: Associations with Internalizing, Externalizing and Trauma Symptoms. *Journal of Interpersonal Violence*. Advance online publication. <https://doi.org/10.1177/08862605251322812>

- Dijkstra, F. S., Grijpma, J. W., de la Croix, A., van Schuppen, H., Meeter, M., & Renden, P. G. (2025). Challenge or threat? A Q-methodological study into nursing students' perceptions on learning to collaborate under stress. *Nurse Education Today*, 146, Article 106534. <https://doi.org/10.1016/j.nedt.2024.106534>
- Drerup, J. (2025). Befreiung aus der Kindheit? Zur Kritik neuer Varianten der Antipädagogik. Manuscript in preparation.
- Drerup, J., & Leiviskä, A. (2025). Liberal democratic justice and identity politics in education: The structural theory of obligation as an approach to anti-racist education. Manuscript in preparation.
- Drerup, J., & Isenberg, T. (2025). Im Gespräch bleiben: Zu Risiken und Nebenwirkungen des Unterrichtens kontroverser Themen. Manuscript in preparation.
- Eding, M. L., Meeter, M., & Schuengel, C. (2025). Dynamic testing of learning potential of children with moderate to severe intellectual disabilities: A Delphi study. *Journal of Research in Special Educational Needs*, 25(1), 32-43. <https://doi.org/10.1111/1471-3802.12706>
- Forrer, M. L., Schuengel, C., & Oosterman, M. (2025). Visuals versus textual scales: Optimizing reliability and user experience in observational assessment of parent-child interaction. *PEC Innovation*, 6, 1-8. Article 100376. Advance online publication. <https://doi.org/10.1016/j.pecinn.2025.100376>
- Honingh, A. K., Veerman, L. K. M., Bartels, M., & Sterkenburg, P. S. (2025). Well-Being and Mental Health of Siblings of Children with Intellectual Disability: a Longitudinal Twin-Family Study. *Journal of Developmental and Physical Disabilities*. <https://doi.org/10.1007/s10882-025-10013-z>
- Honingh, A. K., Kok, A., Mesker, M., Ket, J. C. F., Olsman, E., Veneberg, B., & Sterkenburg, P. S. (2025). Ageing of adults who are blind: A scoping review. *Ophthalmic and Physiological Optics*. <https://doi.org/10.1111/opo.13472>
- Lute, N., Lemmers-Jansen, I., Krabbendam, L., & van Buuren, M. (2025). Functional connectivity of subsystems of the default-mode network in patients with early psychotic symptoms. *NeuroImage: Reports*, 5(1), 1-9. Article 100248. <https://doi.org/10.1016/j.nirp.2025.100248>
- Rheinheimer, N., Vacaru, S. V., Kühn, S., & de Weerth, C. (2025). Effects of outdoor walking and infant carrying on behavioral and adrenocortical outcomes in mothers and infants. *Journal of Environmental Psychology*, 102, 1-15. Article 102527. <https://doi.org/10.1016/j.jenvp.2025.102527>
- Schinkel, A. (2025). Beyond human flourishing, an argument for ecological education. *Journal of Philosophy of Education*. <https://doi.org/10.1093/jopedu/qhaf001>
- Schuengel, C., Bakkum, L., Madigan, S., & Fearon, P. (2025). Mary Main's written legacy: a bibliometric analysis. *Attachment and Human Development*, 27(1), 3-17. <https://doi.org/10.1080/14616734.2024.2377733>

- Seleznyov, S., Quaresma, M., Ehren, M., Goei, S. L., & Fonseca, G. (in press). Exploring the implementation of lesson study in Portugal and England through the lens of institutionalism. *International Journal for Lesson and Learning Studies*. <https://doi.org/10.1108/IJLLS-05-2024-0091>
- Sinichi, M., Gevonden, M. J., & Krabbendam, L. (2025). Quality in Question: Assessing the Accuracy of Four Heart Rate Wearables and the Implications for Psychophysiological Research. *Psychophysiology*, 62(2), Article e70004. <https://doi.org/10.1111/psyp.70004>
- ten Hove, D., Jorgensen, T. D., & van der Ark, L. A. (2025). Interrater Reliability for Interdependent Social Network Data: A Generalizability Theory Approach. *Multivariate Behavioral Research*. <https://doi.org/10.1080/00273171.2024.2444940>
- Vacaru, S. V., Waters, T. E. A., & Hunnius, S. (2025). Attachment is in the eye of the beholder: a pupillometry study on emotion processing. *Scientific Reports*, 15(1), 1-9. Article 8015. <https://doi.org/10.1038/s41598-025-92347-4>
- van der Mey-Baijens, S., Vuijk, P., Bul, K., van Lier, P. A. C., Sijbrandij, M., Maras, A., & Buil, M. (2025). Co-Rumination as a Moderator Between Best-Friend Support and Adolescent Psychological Distress. *Journal of Adolescence*. Advance online publication. <https://doi.org/10.1002/jad.12483>
- van der Wilt, F., & van Driel, S. D. (2025). The relationship between teachers' teaching style and the number and types of questions they ask during shared book reading: An explorative study in early childhood education. *International Journal of Early Years Education*, 1-17. <https://www.tandfonline.com/doi/full/10.1080/09669760.2024.2446465>
- van Driel, S. D., ten Hove, D., van der Veen, C., & van der Wilt, F. (2025). Productive Talk during Book Reading: Effects on Language Skills. Manuscript submitted for publication.
- van Tuyll van Serooskerken, J. M., Willemsen, A. M., Embregts, P.J.C.M., & Schuengel, C. (2025). Change in self-determination-related constructs in persons with severe or profound intellectual and multiple disabilities in the context of transitions. *Journal of Intellectual Disabilities*, 17446295251317759. Advance online publication. <https://doi.org/10.1177/17446295251317759>
- Veerman, L. K. M., Orm, S., Fjermestad, K. W., Sterkenburg, P. S., & Willemsen, A. M. (2025). Next steps in the development of a sibling adjustment scale: reply to Supianto. *International Journal of Developmental Disabilities*, 71(2), 205-207. <https://doi.org/10.1080/20473869.2025.2456803>
- Veerman, L. K. M., Orm, S., Fjermestad, K. W., Sterkenburg, P. S., & Willemsen, A. M. (2025). Next steps in the development of a sibling adjustment scale: reply to Supianto. *International Journal of Developmental Disabilities*, 71(2), 205-207. <https://doi.org/10.1080/20473869.2025.2456803>

Versluis, A., Schuengel, C., Mevissen, L., de Jongh, A., & Didden, R. (2025). Development and evaluation of the Trauma Screener-Intellectual Disability: a post-traumatic stress disorder screening tool for adults with mild intellectual disability or borderline intellectual functioning. *Journal of Intellectual Disability Research*, 69(2), 127-136. Article e13198. <https://doi.org/10.1111/jir.13198>

Vu, T. V., Meeter, M., Hofman, A., Jansen, B., Magis-Weinberg, L., van Triest, E., & van Atteveldt, N. (in press). Academic motivation–achievement cycle and the behavioural pathways: A short-timeframe experiment with manipulated perceived achievement. *British Journal of Educational Psychology*. <https://doi.org/10.1111/bjep.12731>

Professional

de Bruijn, A. (2025). Bewegen met je klas: Kinderen activeren en motiveren met beweging. *JSW (Jeugd in school en wereld)*, 16-20. <https://www.jsw.nl/sociaal-emotionele-ontwikkeling/kinderen-activeren-en-motiveren-met-beweging/>

Fassaert, I., de Bruijn, A., & van der Kamp, J. (2025). Inzicht in de klas: hoe sociometrie sociale relaties in beweging brengt? *LO magazine*, 113(1).

Jonkman, C. (2025). Huiselijk geweld en het veilig maken van de gezinsrelaties. *Tijdschrift voor systeemtherapie*.

Starreveld, K. (2025). Leraarbegeleiding bij gedragsproblemen. *Beter Begeleiden Magazine*, 1, 12-16.

van der Veen, C., Bouwer, R., & van Braak, M. (2025). Dialogisch schrijven helpt leerlingen beter te schrijven. *Tijdschrift Taal*. https://www.tijdschrift-taal.nl/art/50-8422_Dialogisch-schrijven-helpt-leerlingen-beter-te-schrijven

van Oers, B., & van der Veen, C. (2025). De waarde van spel voor menselijke ontwikkeling. *De Wereld van het Jonge Kind*, (5).

Venema, M., Wynberg, E., & van der Veen, C. (2025). Van voelen naar vertellen: spelontwikkeling en gesprekken bij jonge kinderen. Manuscript submitted for publication.

Contribution to Journal - Special issue (Editorship)

Academic

Drerup, J., Brüggemann, C., & Engelmann, S. (Eds.) (2025). Demokratie und Erziehung in Zeiten des Krieges. Manuscript in preparation.

Drerup, J., & Schweiger, G. (Eds.) (2025). Was ist eine gute Kindheit?. Manuscript in preparation.

Drerup, J. (Ed.), Schinkel, A., López, C. A. (Ed.), Kuhlmann, N. (Ed.), & Yanagida, K. (Ed.) (2025). Activism in Higher Education. Manuscript in preparation.

Contribution to Journal - Review article

Academic

Alsem, M. W., Bakkum, A., Ketelaar, M., & Willemen, A. M. (2025). Exploring the “shared” in shared decision-making in the care for children with chronic diseases or disabilities: what are the roles of parents and professionals? *European Journal of Pediatrics*, 184(1), 1-12. Article 91. <https://doi.org/10.1007/s00431-024-05930-8>

Steensma, R., van den Bogerd, N., Dijkstra, K., Janssen-Heijnen, M., Krabbendam, L., Vries, R. D., & Maas, J. (2025). How to implement nature-based interventions in hospitals, long-term care facilities for elderly, and rehabilitation centers: A scoping review. *Urban Forestry and Urban Greening*, 103, 1-15. Article 128587. <https://doi.org/10.1016/j.ufug.2024.128587>

Chapter in Book / Report / Conference proceeding - Chapter

Academic

Dobber, M., & van der Veen, C. (in press). Theorie-gestuurde praktijkvernieuwing binnen Ontwikkelingsgericht Onderwijs. In F. Cornelissen (Ed.), *Maak samen je eigen onderwijs: Veranderen, vernieuwen en verbeteren voor schoolteams BOOM*.

Drerup, J. (2025). Controversies on the Continent: From Germany’s Post-War Consensus to the Rise of Populism. Manuscript in preparation. In *Teaching Controversy: The Politics and Ethics of Classroom Conflict* Oxford University Press.

Drerup, J. (2025). Educational Ethics and Childhood. Manuscript in preparation. In *Framing Educational Ethics*

Drerup, J. (2025). Educating or Governing the World? On the Idea of a Global Educational Canon. Manuscript in preparation. In *World Citizenship Education in Times of Crises: Japanese-German Perspectives* Metzler.

Drerup, J. (2025). Gibt es mündige Verschwörungstheoretiker? Über Kritik und ihre Verfallsformen. Manuscript in preparation. In *Verschwörungstheorien als pädagogische Herausforderung: Politikdidaktische und erziehungswissenschaftliche Perspektiven* Springer VS.

Drerup, J. (2025). Follow the science? Der Klimawandel und die Kontroverse über Kontroversitätsgebote. Manuscript in preparation. In *Politische Bildung für nachhaltige Entwicklung* Wochenschau Verlag.

Professional

Dobber, M., & van der Veen, C. (in press). Theorie-gestuurde praktijkvernieuwing binnen Ontwikkelingsgericht Onderwijs. In F. Cornelissen (Ed.), *Maak samen je eigen onderwijs. : Veranderen, vernieuwen en verbeteren voor schoolteams*. BOOM.

Ehren, M., & van Schoonhoven, R. (in press). De onderwijsinspectie en onderwijsverbetering. In F. Cornelissen (Ed.), *Handboek innoveren in het onderwijs*

Book / Report - Book (Editorship)

Academic

Drerup, J., Goll, T., & Zulaica y Mugica, M. (Eds.) (2025). *Mündigkeit*. Wochenschau Verlag.

Drerup, J., Gronostay, D., & Yacek, D. (Eds.) (2025). *Teaching Controversy: The Politics and Ethics of Classroom Conflict*. Oxford University Press.

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

Professional

de Bruijn, A., & van Amerongen, M. (2025). Concentreren kleuters zich beter als ze in de kring op de grond zitten in plaats van op een stoel? En wat is het effect van grondzitten op de concentratie in groep 3. [KR2470]. Web publication or Website, Kennisrotonde. <https://www.kennisrotonde.nl/vraag-en-antwoord/grondzitten-en-concentratie-bij-kleuters-en-groep-3>

PhD Thesis - PhD-Thesis - Research and graduation internal

Academic

Forrer, M. L. (2025). *Assessment of parental sensitivity: Bridging science and child welfare practice*. [PhD-Thesis - Research and graduation internal, Vrije Universiteit Amsterdam]. <https://doi.org/10.5463/thesis.996>

Hoencamp, M. L. M. (2025). *The formation of personhood in the educational theories of Philipp Abraham Kohnstamm and Martinus Jan Langeveld*. [PhD-Thesis - Research and graduation internal, Vrije Universiteit Amsterdam]. <https://doi.org/10.5463/thesis.1001>

Korving, H. (2025). *The SID Pain App: Design, development and testing of a pain measurement application for use in the care for adults with a severe or profound intellectual disability*. [PhD-Thesis - Research and graduation internal, Vrije Universiteit Amsterdam]. <https://doi.org/10.5463/thesis.976>

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