

CURRICULUM VITAE: INEKE M. PIT-TEN CATE

University of Luxembourg, FLSHASE
Reserach Unit: Education, Culture; Cognition and Society
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I. ACADEMIC QUALIFICATIONS

1989 MSc Experimental Psychology, University of Utrecht, the Netherlands
1989 MSc Pedagogy, University of Nijmegen, the Netherlands
2004 PhD School of Psychology, University of Southampton, UK
Thesis – “Family adjustment to disability and chronic illness in children”
Supervisor Prof Jim Stevenson

II. PROFESSIONAL QUALIFICATIONS

- Associate Fellow, British Psychological Society, Nov 2011
- Chartered Psychologist and Full Member of the Division of Health Psychology, British Psychological Society, 2004,
- Chartered Pedagogist, NVO Netherlands Association (Special) Educationalists, the Netherlands, 2002.¹
- Chartered Health Psychologist, Register of Health Care Professions (BIG), the Netherlands, 1999.¹
- Qualification of Diagnostic Skills, NIP Netherlands Institute of Psychologists, 1997.
- Chartered Psychologist, NIP Netherlands Institute of Psychologists, 1995.¹
- Registered in Register of Professional Competence-Diagnostics, (NVO), 1992.¹

III. PROFESSIONAL CAREER

2015-present Collaborateur scientifique, FLSHASE-ECCS, University of Luxembourg, Luxembourg
04/2014-08/2014 Visiting researcher, CRP-Santé (*now the LIH*), Luxembourg
05/2011-04/2014 Collaborateur scientifique, FLSHASE-ECCS, University of Luxembourg, Luxembourg
03/2009 -05/2011 Director NTC Luxembourg (Dutch language and cultural education), Luxembourg
06/2008 -09/2011 Honorary Tutor, School of Psychology, University of Southampton, England
08/2007 - 04/2008 Remedial Teacher, Prins Willem Alexander School, Woking, England
09/2003 - 05/2008 Teaching Fellow/ Senior Research Tutor, School of Psychology, University of Southampton, England
07/2003 - 03/2004 Senior Research Consultant, Association for Spina Bifida and Hydrocephalus, Peterborough, England with focus on the publication of: “Your Child and Hydrocephalus – a practical guide for families”, published 2004, ISBN 0906687136, 9780906687130
04/1999 - 06/2002 Research Fellow, Department of Psychology, University of Southampton, England

¹ Dutch registrations currently inactive

07/1996 - 12/1997	Research Scientist in collaboration with the Free University of Amsterdam, The Netherlands
12/1995 - 03/1996	Clinical Neuropsychologist, Rehabilitation Centre "Sint Maartenskliniek", Nijmegen, The Netherlands
01/1994 - 08/1995	Research Assistant in Psychology, Rusk Institute of Rehabilitation Medicine, New York University Medical Center, New York, USA
10/1993 - 08/1994	Teacher Assistant in Special Education, International Center for the Disabled, New York, USA
01/1991 - 03/1993	Child Psychologist / Special Educationalist, Rijnlands Rehabilitation Center, "de Vierbotschool", Katwijk, The Netherlands
04/1989 - 08/1993	Lecturer in Developmental Psychology and Special Education, Hogeschool van Amsterdam, Academy of Physical Education and Sports, Amsterdam, The Netherlands

IV. TEACHING

1. Undergraduate courses

- At University of Luxembourg:
Research methods; Inclusive pedagogy & schooling for special education needs children (in collaboration with Michelle Brendel); Disability and Anti-Prejudice I and II (in collaboration with Mireille Krischler); Pedagogical Diagnostics (in collaboration with Dr Thomas Hörstermann); Experimental practicum
- At University of Southampton:
Adjustment to childhood disability / chronic illness; Child Psychopathology; Introduction to Psychology II, incl. developmental psychology; Experimental design and statistical analyses; Thinking psychologically
- At Hogeschool van Amsterdam:
Developmental psychology; Special Education

2. Masters

MSc Management of Childhood Disability (University of Southampton): Child development module & Social context module

3. Doctoral Programs

- Doctoral School in Educational Science (University of Luxembourg)
Inclusive education: Challenges for teachers; Research methods in educational and social sciences (in collaboration with Prof Dr Sabine Krolak-Schwerdt); Competencies in educational contexts: Theoretical perspectives, developmental models and assessment methods (in collaboration with Prof Dr Sabine Krolak-Schwerdt); Assessment of competencies of actors in educational fields (in collaboration with Prof Dr Sabine Krolak-Schwerdt).
- Doctoral Clinical Psychology (University of Southampton)
Introduction to Psychometrics; Statistics (Factor Analyses; ANOVA; ANCOVA) (in collaboration with Dr Catherine Brignell)

V. SUPERVISION:

Supervision Bachelor / Masters theses

Supervision 15+ Bachelor/Master's theses in the following domains: Competence and efficacy beliefs of teachers/staff in special/integrative settings; Attitudes towards students with special

educational needs; Social cognition and decision making; Influence of anxiety on cognitive performance; Family adjustment to chronic disability.

(Co)Supervision Dissertations:

- Krischler, M. (2015-2018). Implicit and explicit attitudes toward inclusive education and students with special educational needs in Luxembourg. Supervision of PhD Thesis defended 26.10.2018, University of Luxembourg .
- Markova, M. (2011-2015). Effects of pre-service teachers' attitudes, competence and self-efficacy on judgments of special educational needs for students from different migration backgrounds. Co supervision with Prof Dr Sabine Krolak-Schwerdt). Supervision PhD Thesis defended June 2015, University of Luxembourg
- McGurk, R. (2009-2010). Coping and psychological well-being in informal carers of stroke survivors with aphasia. Co-supervision of Dclin Thesis defended June 2010, University of Southampton
- Courtney, H. (2007-2008). Staff emotional reactions to self-harm: The role of self-efficacy, attitudes, attributions and empathy. Supervision of Dclin Thesis defended June 2008, University of Southampton
- Spruce, C. (2007-2008). Effect of Thought Suppression, dietary restraint and disinhibition on Stroop Performance. Co-Supervision of Dclin Thesis defended June 2008, University of Southampton
- Thomson, D. (2006-2007). Do people with intellectual disabilities experience bias at the hands of the people trained to support them? Supervision of Dclin Thesis defended June 2007, University of Southampton
- Brown, R. (2006-2007). The psychosocial adjustment of siblings of children with physical and/or learning disabilities. Supervision of Dclin Thesis defended June 2007, University of Southampton
- Howe, A. (2007). Empathy in Preschool Children: The Development of the Southampton Test of Empathy for Preschoolers. Co-Supervision of Dclin Thesis defended June 2007, University of Southampton

VI: RESEARCH INTERESTS

Educational science and Psychology of Education

- Assessment and diagnostics
- Special educational needs
- Teachers' competence and professional development
- Inclusive education
- Social participation

Health and Developmental Psychology

- Family adjustment to chronic illness and physical disability
- Brain-behaviour links (e.g. executive function and ADHD)
- Chronic illness/disability and psychological wellbeing
- Resilience and stress related growth

Research Methods

- Test construction, reliability and validity
- Quantitative analyses of behavioural data, executive function, implicit measures (affective priming, IAT), observational methods

VII. GRANTS

- Pit-ten Cate, I.M. (2015-2018) – FNR-CORE 2014. “Inclusive education: The effect of teacher characteristics and school support on inclusive practice.” € 655,000. AWARDED
- Pit-ten Cate, I.M. & Daley, D.M. (2002) - University of Southampton Annual Grants Scheme. “Expressed Emotion as a mediator of parenting stress and child behaviour problems in children with hydrocephalus.” £10,688. AWARDED

VIII. PUBLICATIONS (*h-index 13; i10-index 16*)

Academic Journal Publications

- Pit-ten Cate, I.M.**, & Glock, S. (2018, in press). Teacher expectations concerning students with immigrant background or special educational needs. *Journal of Educational Research and Evaluation* (Special Issue: “Pygmalion’s 50th anniversary: The state of the art Teacher Expectation research”). doi: 10.1080/13803611.2018.1550839
- Glock, S., Kovacs, C., & **Pit-ten Cate, I.M.** (2018, online). Teacher attitudes towards ethnic minority students: Effects of cultural school diversity. *British Journal of Educational Psychology*. doi:10.1111/bjep.12248
- Pit-ten Cate, I.M.**, Markova, M., Krischler, M., & Krolak-Schwerdt, S. (2018). Promoting inclusive education: The role of teacher’ attitudes and competence. *Insights on Learning Disabilities: From Prevailing Theories to Validated Practices*, 15(1), 49-63.
- Krischler, M., & **Pit-ten Cate I.M.** (2018, online). Inclusive education in Luxembourg: Implicit and explicit attitudes toward inclusion and students with special educational needs. *International Journal of Inclusive Education*. doi: 10.1080/13603116.2018.1474954
- Pit-ten Cate, I.M.** & Glock, S. (2018). Teachers’ attitudes toward students with high- and low-educated parents. *Social Psychology of Education*, 21, 725-742. doi: 10.1007/s11218-018-9436-z
- Krischler, M., **Pit-ten Cate, I.M.**, & Krolak-Schwerdt, S (2018). Mixed stereotype content and attitudes toward students with special educational needs and their inclusion in regular schools in Luxembourg. *Research in Developmental Disabilities*, 75, 59-67. doi: 10.1016/j.ridd.2018.02.007
- Pit-ten Cate, I.M.**, Samouda, H., Stranges, S., Vervier, J.F., Schierloh, U., Lair, M.L., Jacobs, J., & de Beaufort, C. (2017). Can health indicators and psychosocial characteristics predict attrition in youth with overweight and obesity seeking ambulatory treatment? Data from a retrospective longitudinal study in a paediatric clinic in Luxembourg. *BMJOpen*, 7:e014811. doi: 10.1136/bmjopen-2016-014811
- Pit-ten Cate, I.M.**, Krolak-Schwerdt, S., & Glock, S. (2016). Accuracy of teachers’ tracking decisions: Short and long term effects of accountability. *European Journal of Psychology of Education*, 31, 225-243. doi: 10.1007/s10212-015-0259-4
- Markova, M., **Pit-ten Cate, I.M.**, Krolak-Schwerdt, S., & Glock, S. (2016). Preservice teachers’ attitudes toward students with special educational needs from different ethnic backgrounds. *Journal of Experimental Education*, 84, 554-578. doi: 10.1080/00220973.2015.1055317
- Glock, S., Krolak-Schwerdt, S. & **Pit-ten Cate, I.M.** (2015). Are school placement recommendations accurate? The effect of students’ ethnicity on teachers’ judgments and recognition memory. *European Journal of Psychology of Education*, 30, 169-188. doi: 10.1007/s10212-014-0237-2
- Pit-ten Cate, I.M.** (2014). "Commentary: 'Does prenatal maternal stress impair cognitive development and alter temperament characteristics in toddlers with healthy birth outcomes?' P. Zhu et.al.". *Developmental Medicine and Child Neurology*, 56, 204–205. doi: 10.1111/dmcn.12382

- McGurk, R., Kneebone, I., & **Pit-ten Cate, I.M.** (2011). "Sometimes we get it wrong but we keep on trying": A cross-sectional study of coping with communication problems by informal carers of stroke survivors with aphasia. *Aphasiology*, 25, 1507-1522. doi: 10.1080/02687038.2011.599528
- Rowbotham, I., **Pit-ten Cate, I.M.**, Sonuga-Barke, E.J.S., & Huijbregts, S.C.J. (2009) Cognitive control in adolescents with Neurofibromatosis Type 1. *Neuropsychology*, 23, 50-60. doi: 10.1037/a0013927
- Howe, A., **Pit-ten Cate, I.M.**, Brown, A., & Hadwin, J.A. (2008). Empathy in Preschool Children: The Development of the Southampton Test of Empathy for Preschoolers (STEP). *Psychological Assessment*, 20, 305-309. doi: 10.1037/a0012763
- Bayless, S., **Pit-ten Cate, I.M.**, & Stevenson, J. (2008). Behaviour difficulties and cognitive function in children born very prematurely. *International Journal for Behavioural Development*, 32, 199-206. doi: 10.1177/0165025408089269
- Pit-ten Cate, I.M.**, Hastings, R.P., Johnson, H., & Titus, S. (2007) Grandparent support for mothers of children with and without physical disabilities. *Families in Society*. 88, 1-6. doi: 10.1606/1044-3894.3601
- Hogan, A., **Pit-ten Cate, I.M.**, Vargha-Khadem, F., Datta, A., & Kirkham, F. (2006). Physiological correlates of intellectual deficit in children with sickle cell disease: Hypoxaemia, hyperaemia and brain infarction. *Developmental Science*, 9, 379-387. doi: 10.1111/j.1467-7687.2006.00503.x
- Stevenson, J. & **Pit-ten Cate, I.** (2004). The nature of hyperactivity in children and adolescents with hydrocephalus: a test of the dual pathway model. *Neural Plasticity*, 11, 13-21. doi: 10.1155/NP.2004.13
- Pit-ten Cate, I.M.**, Kennedy, C., & Stevenson, J. (2002). Disability and quality of life in spina bifida and hydrocephalus. *Developmental Medicine and Child Neurology*, 44, 317-322. doi: 10.1017/S0012162201002146
- Miller, A.C., **Pit-ten Cate, I.M.**, & Johann-Murphy, M. (2001). When chronic disability meets acute stress: Psychological and functional changes. *Developmental Medicine and Child Neurology*, 43, 213-216. doi: 10.1111/j.1469-8749.2001.tb00191.x
- Pit-ten Cate, I.M.** & Loots, G.M.P. (2000). Experiences of siblings of children with physical disabilities: An empirical investigation. *Disability and Rehabilitation*, 22, 399-408.
- Miller, A.C., **Pit-ten Cate, I.M.**, Watson, H.S., Geronemus, R. (1999). Stress and family satisfaction in parents of children with port wine stains. *Pediatric Dermatology*, 16, 190-197. doi: 10.1046/j.1525-1470.1999.00051.x
- Pit-ten Cate, I.M.**, Miller, A.C., Rosen, C., Gordon, R.M., Bicchieri, S.M., & Marks, B.C. (1998). Reliability and validity of the Southern California Ordinal Scales of Development for a sample of young children with disabilities. *Journal of Psychoeducational Assessment*, 16, 4-14. doi: 10.1177/073428299801600101
- Rosen, C., Miller, A.C, **Pit-ten Cate, I.M.**, Gordon, R.M., Bicchieri, S.M., & Daniele, R. (1998). Team approaches to treating children with disabilities: A comparison. *Archives of Physical Medicine and Rehabilitation*, 79, 430-434. doi: 10.1016/S0003-9993(98)90145-9
- Miller, A.C., Johann-Murphy, M., & **Pit-ten Cate, I.M.** (1997). Pain, anxiety, and cooperativeness in children with cerebral palsy after rhizotomy: Changes throughout rehabilitation. *Journal of Pediatric Psychology*, 22, 689-705. doi: 10.1093/jpepsy/22.5.689

Book chapters

- Pit-ten Cate, I.M.** Spina Bifida (in press). C. Llewellyn, S. Ayers, C. McManus, S. Newman, K. Petrie, T. A. Revenson, & J. Weinman (Eds). *Cambridge Handbook of Psychology, Health, & Medicine 3rd edition*. Cambridge: Cambridge University Press
- Pit-ten Cate, I.M.** (July, 2018). Instilling teacher agency in professional development: an international outlook. Enabling teachers in Luxembourg to implement inclusive practice. In M. Sibilio & P. Aiello (eds.), *Lo sviluppo professionale dei docenti. Ragionare di agentività*

per una scuola inclusiva [The professional development of teachers. Reflections on agency for an inclusive school] (pp. 327-332). Napoli, Italy: EdiSES.

- Krolak-Schwerdt, S., **Pit-ten Cate, I.M.**, & Hörstermann, T. (March, 2018). Teachers' judgments and decision making: Studies concerning the transition from primary to secondary education and their implications for teacher education. In: O. Zlatkin-Troitschanskaia, M. Toepper, H.A. Pant, C. Lautenbach & C. Kuhn (Eds). *Assessment of Learning Outcomes in Higher Education – Cross-national Comparisons and Perspectives*. Dordrecht, the Netherlands: Springer
- Hörstermann, T., **Pit-ten Cate, I.M.**, Krolak-Schwerdt, S., & Glock, S. (2016). Primacy effects in attention, recall and judgment patterns of simultaneously presented student information: Evidence from an eye-tracking study. In: Gary Hughes (Ed), *Student achievement: Perspectives, assessment and improvement strategies (chapter 1, pp 1-28)*. Hauppauge, NY: Nova Science. Series Title: Education in a Competitive and Globalizing World. ISBN: 978-1-53610-205-5 (hardcover); 978-1-53610-223-9 (e-book)
- Glock, S. & **Pit-ten Cate, I.** (2014). Smoking, implicit attitudes, and context-sensitivity: An overview. In Z. Jin (Ed.), *Exploring implicit cognition: Learning, memory, and social-cognitive processes (chapter 7, pp 152-173)*. Hershey, PA: ICI. doi: 10.4018/978-1-4666-6599-6
- Pit-ten Cate, I.M.**, Krolak-Schwerdt, S., Glock, S., & Markova, M. (2014). Improving teachers' judgments: Obtaining change through cognitive processes. In: Sabine Krolak-Schwerdt, Sabine Glock & Matthias Böhmer (Eds.) *Professional development of teachers: Assessment, training & learning (pp45-61)*. Rotterdam: Sense.
- Pit-ten Cate, I.M.** & Stevenson, J. Spina Bifida (2007). In: Ayers, S., Baum, A., McManus, C., Newman, S., Wallston, K, Weinman, J., & West, R. (Eds). *Cambridge Handbook of Psychology, Health, & Medicine 2nd edition (pp 889-891)*. Cambridge: Cambridge University Press
- Stevenson, J. & **Pit-ten Cate I.M.** (2006). Assessment of health related quality of life in individuals with neural tube defects. Wyszynski, D.F. (Ed). *Neural Tube defects: From origin to treatment (pp. 361-370)*. New York: Oxford University Press

Public Outreach

- Hörstermann, T., **Pit-ten Cate, I.M.**, & Krolak-Schwerdt, S. (2018, in press). Übergangsentscheidungen in Luxemburg: Die Passung zwischen Leistungs- und Anforderungsniveau und deren Relation zum späteren Lernerfolg. In: Thomas Lentz et al. (Eds), *Bildungsbericht Luxemburg 2018*. Luxembourg: MENJE/SCRIPT & Université du Luxembourg.
- Pit-ten Cate, I.M.**, & Krischer, M. (2018, in press). Inklusive Bildung aus der Sicht luxemburgischer Grundschullehrerinnen und -lehrer In: Thomas Lentz et al. (Eds), *Bildungsbericht Luxemburg 2018*. Luxembourg: MENJE/SCRIPT & Université du Luxembourg.
- Pit-ten Cate, I.**, & Krolak-Schwerdt, S. (2016, September). Übergang in die Sekundarschule: Die Rolle der Entscheidungsverantwortung im Orientierungsprozess. *FORUM für Politik, Gesellschaft und Kultur*, 365, 8-11.
- Krolak-Schwerdt, S., **Pit-ten Cate, I.**, Glock, S., & Klapproth, F. (2015). Der Übergang vom Primar- zum Sekundarschulbereich: Übergangsentscheidungen von Lehrkräften [The transition from primary to secondary education: Teachers' transition decisions]. In: Thomas Lentz & Jos Bertemes (Eds), *Bildungsbericht Luxemburg 2015 [Education Report Luxembourg 2015] (chapter 6, pp 57-62)*. Luxembourg: MENJE/SCRIPT & Université du Luxembourg.
- Pit-ten Cate, I.M.** & Loots, G.M.P. (1998). "...Het is zoals het is en als ik kan helpen graag": Ervaringen van broers en zussen van kinderen met een lichamelijke handicap. ["..It is simply the way it is and I am only glad to help": Experiences of siblings of children with physical disabilities]. *Nederlands Tijdschrift voor Kinderrevalidatie*, 2, 33-37.

Pit-ten Cate, I.M. & Loots, G.M.P. (1997). "Broers en zussen van kinderen met een lichamelijke handicap: problemen en oplossingen" [Siblings of children with physical disabilities: Problems and solutions]. *BOSK magazine*, 4, 8-11.

Pit-ten Cate, I.M., Padrone F., Feinblatt A., & Diller, L. (1997). Trends in Service Delivery; Psychological Practice in Rehabilitation Settings. *Rehabilitation Outlook*, 2 (1), 8-10.

Research Reports

Krolak-Schwerdt, S. & **Pit-ten Cate, I.M.** (2015). School transitions from primary to secondary school: development of intervention strategies to improve the quality of teachers' transition decisions. Final report to the Fonds National de la Recherche, Luxembourg.

Pit-ten Cate, I. & Daley, D. (2004). Expressed Emotion as a mediator of parenting stress and child behaviour problems in children with hydrocephalus. Final report to the University of Southampton Annual Grants Scheme.

Stevenson, J. & **Pit-ten Cate, I.** (2003). A study of the developmental, behavioural and psychological characteristics associated with hydrocephalus and spina bifida in middle childhood and A study of the cognitive basis for educational problems in young adolescents with hydrocephalus and spina bifida. Final report to the Association for Spina Bifida and Hydrocephalus.

De Wit, O., **Pit-ten Cate, I.M.**, & Stevenson, J. (2003). Zelfbeeld en Gedrag van kinderen met spina bifida en/of hydrocephalie in de leeftijd 6-12 jaar [Self-perception and behaviour in children with spina bifida and/or hydrocephalus aged 6-12 years]. Research report to the 'BOSK', Society for children with physical disabilities and their parents.

Pit-ten Cate, I.M. & Loots, G.M.P. (1997). Ervaringen van broers en zussen van jongeren met een lichamelijke handicap en hun ouders: Literatuur overzicht en empirisch onderzoek [Experiences of siblings of youth with physical disabilities and their parents: Literature Review and empirical investigation]. Final Report to the Prinses Beatrix Fund.

IX. CONFERENCE PRESENTATIONS

2019

Pit-ten Cate, I.M. & Glock (2019, accepted). Teachers' Attitudes toward Students with High- and Low-Educated Parents. In S. Schindler, M. Neugebauer, & J. Paetsch, *Soziale Ungleichheit und die Rolle von Lehrkräften beim Übergang auf die weiterführende Schule Lehrereinstellungen zu Schülern mit multiplen heterogenen Merkmalen*. Symposium auf der 7. Tagung der Gesellschaft für empirische Bildungsforschung (GEBF), Köln, Germany.

2018

Pit-ten Cate, I.M. & Glock, S. (2018, November). Teacher expectation concerning students with immigrant background or special educational needs. Paper presented at the 11th Educational Psychology Forum, Auckland, New Zealand.

Pit-ten Cate, I.M., & Krischler, M. (2018, November). Teachers' attitudes toward the inclusion of students with special educational needs in Luxembourg: Associations with training and perceived competence. Paper presented at the inaugural LuxERA conference, Esch-sur-Alzette, Luxembourg

Pit-ten Cate, I.M., & Krischler, M. (2018, September). Teachers' attitudes towards inclusion: Effects of a training module. In Dignath, C & Hardy, I. *Heterogeneity in the classroom: teacher professional knowledge, beliefs, and instructional strategies*. Invited symposium conducted at the annual meeting of the Deutsche Gesellschaft für Psychologie, Frankfurt am Main, Germany.

- Pit-ten Cate, I.M.** & Kruschler, M. (2018, September). Changes in preservice teachers' attitudes toward inclusion: the role of competence. Paper presented at the EARLI Special Interest Group "Special Needs Education" (SIG 15) conference, University of Potsdam, Potsdam, Germany.
- Pit-ten Cate, I.M.** & Kruschler, M. (2018, September). Stereotypes and attitudes toward male and female students with special educational needs from different backgrounds. Paper presented at the annual European Conference on Educational Research (ECER), Bolzano, Italy.
- Pit-ten Cate, I.M.** (2018, September). Social participation and peer relationships of students with special educational needs. In Avramidis, E. Friendships, friendship quality and friendship stability between students with and without special educational needs. Symposium conducted at the annual European Conference on Educational Research (ECER), Bolzano, Italy.
- Pit-ten Cate, I.M.** & Kruschler, M. (2018, April). Teachers' competence and efficacy beliefs on inclusive education in Luxembourg - effect of a training module. Poster presented at the conference/workshop Teacher Efficacy and Inclusive Education, Wuppertal, Germany.
- Pit-ten Cate, I.M.** & Kruschler, M. (2018, February). Einstellungen von Lehrkräften zur Inklusion von SchülerInnen mit sonderpädagogischem Förderbedarf. In Pit-ten Cate, I.M. & Syring, M. Einstellungen und Überzeugungen gegenüber einer heterogenen Schülerschaft. Symposium conducted at the 6. Tagung der Gesellschaft für Empirische Bildungsforschung (GEBF), Basel, Switzerland

2017

- Kruschler, M., **Pit-ten Cate, I.M.**, & Krolak-Schwerdt, S. (2017, 25th November). Implizite Einstellung gegenüber Schülern mit sonderpädagogischem Förderbedarf und ihr Einfluss auf die Einstellung zum inklusiven Schulsystem. Paper presented at the Herbsttagung der Arbeitsgruppe empirische sonderpädagogische Forschung (AESF). Frankfurt, Germany.
- Kruschler, M., **Pit-ten Cate, I.M.**, & Krolak-Schwerdt, S. (2017, September). Stereotypen gegenüber SchülerInnen mit Förderbedarf: Überzeugungen von erfahrenen Lehrkräften, Lehramtsstudierenden und SchülerInnen. Paper presented at the Fachgruppentagung Pädagogische Psychologie (PAEPS), Münster, Germany.
- Pit-ten Cate, I.M.**, Kruschler, M., & Krolak-Schwerdt, S. (2017, August). Stereotypes and attitudes towards students with special educational needs in relation to teachers' attitudes towards inclusive education. In Dignath, C. & Kunter, M., Teacher beliefs regarding heterogeneous/diverse/inclusive classrooms. Symposium conducted at the 17th Biennial EARLI Conference for Research on Learning and Instruction, Tampere, Finland
- Pit-ten Cate, I.M.**, Krolak-Schwerdt, S., Hörstermann, T., & Glock, S. (2017, August). Intervention strategies to improve the quality of teachers' judgments: Changes in the accuracy of teachers' transition decisions. In Gasteiger-Klicpera, B., Influences on Teachers' Judgment Accuracy concerning student achievement and educational transitions. Symposium conducted at the 17th Biennial EARLI Conference for Research on Learning and Instruction, Tampere, Finland
- Pit-ten Cate, I.**, & Stevenson, J. (2017, August). Social acceptance and peer relationships of children with physical disabilities. In: de Boer, A., Taking a different perspective: Looking at the inclusion of students with special educational needs in general education. Symposium conducted at the annual European Conference on Educational Research (ECER), Copenhagen, Denmark.
- Pit-ten Cate, I.**, & Kruschler, M. (2017, August). Social participation of students with special educational needs in regular classes. Paper presented at the European Conference on Educational Research (ECER), Copenhagen, Denmark.

Krischler, M., **Pit-ten Cate, I.**, & Krolak-Schwerdt, S. (2017, August). Pre-service teachers' attitudes towards inclusion: Effects of a training module. Paper presented at the European Conference on Educational Research (ECER), Copenhagen, Denmark.

Pit-ten Cate, I.M. & Krischler, M. (2017, June). Teachers' beliefs concerning inclusive praxis in Luxembourg: competence, attitudes and school environment. Poster presented at the 4th Annual Meeting Inclusion International (I.Int) Network: Human Rights – Inclusion – Education. Interdisciplinary and Comparative Perspectives, Esch-sur-Alzette, Luxembourg

Pit-ten Cate, I., & Stevenson, J. (2017, March). The social inclusion of students with physical disabilities. Paper presented at the Mini-conference on Social Inclusion of Students with Disabilities in General Education, Groningen, The Netherlands.

Pit-ten Cate, I.M. & Krischler, M. (2017, March). Teachers' beliefs regarding student with special educational needs from different ethnic backgrounds: stereotypes, attitudes and judgments of student competence. In A. Tobisch, M. Dresel, H. Kleen, & S. Glock, Lehrereinstellungen zu Schülern mit multiplen heterogenen Merkmalen. Symposium auf der 5. Tagung der Gesellschaft für empirische Bildungsforschung (GEBF), Heidelberg, Germany.

2016

Krischler, M., **Pit-ten Cate, I.**, & Krolak-Schwerdt, S. (2016, November). Stereotypen und Einstellungen in Bezug auf Schülern mit sonderpädagogischen Förderbedarf. Paper presented at the Herbsttagung der Arbeitsgruppe empirische sonderpädagogische Forschung (AESF). Dortmund, Germany.

Pit-ten Cate, I.M., Krolak-Schwerdt, S., Hörstermann, T., & Glock, S. (2016, September). Bestimmung der Qualität der Übergangentscheidungen: Prädiktive Validität eines Kriteriums. In Krolak-Schwerdt, S. & Artelt, C., Schulische Leistungsbeurteilung von Lehrkräften: Messung von Urteilsprozessen und Messung der Urteilsqualität. Symposium conducted at the 50th Kongress der Deutschen Gesellschaft für Psychologie (DGPs), Leipzig, Germany.

Pit-ten Cate, I.M. & Krischler, M, Krolak-Schwerdt, S. (2016, August). Attitudes towards inclusion of students with special educational needs in Luxembourg. In M. Hessels, Teachers' Self-efficacy Beliefs, Attitudes and Motivation to Engage in Inclusive Education, Symposium conducted at the European Conference on Educational Research (ECER), Dublin, Ireland.

Krischler, M. & **Pit-ten Cate, I.M.**, Krolak-Schwerdt, S. (2016, July). Teacher attitudes towards students with special educational needs in Luxembourg. Paper presented at the International Conference on Inclusion, Wuppertal, Germany.

Krischler, M. & **Pit-ten Cate, I.M.**, Krolak-Schwerdt, S. (2016, June). Teacher attitudes towards students with special educational needs in Luxembourg. Poster presented at the EARLI Special Interest Group "Teacher and Teacher Education" (SIG 11) conference, Zurich, Switzerland.

Pit-ten Cate, I.M., Krolak-Schwerdt, S., Hörstermann, T., & Glock, S. (2016, March). Theoretical knowledge and formal decision rules: Can we reduce bias in orientation decisions? Paper presented at the 4. Tagung der Gesellschaft für Empirische Bildungsforschung (GEBF), Berlin, Germany

2015

Pit-ten Cate, I.M., Krolak-Schwerdt, S., Hörstermann, T., & Glock, S. (2015, September). Assessing Teachers' Diagnostic Competence: Predictive Validity and Application of a Criterion to Judge the Accuracy of Transition Decisions. In Pant, H.A. & Zlatkin-Troitschanskaia, O., Modeling and Measuring Academic Competencies in Higher Education. Symposium conducted at the European Conference on Educational Research, Budapest, Hungary.

Markova, M., **Pit-ten Cate, I.**, Krolak-Schwerdt, S. & Glock, S. (2015, March). „Das habe ich vorher noch nie versucht, also bin ich völlig sicher, dass ich es schaffe!“: Selbstwirksamkeit und wahrgenommene Kompetenz von Lehramtsstudierenden im Umgang mit Schülern mit sonderpädagogischem Förderbedarf. In A. Wilde, J. Seiz & M. Kunter, Experimentelle Studien mit Lehramtsanwärtern zu Aspekten der professionellen Kompetenz. Symposium auf der 3. Tagung der Gesellschaft für empirische Bildungsforschung (GEBF), Bochum, Germany.

2014

Markova, M., **Pit-ten Cate, I.**, Krolak-Schwerdt, S. & Glock, S. (2014, September). Effects of preservice teachers' self-efficacy and perceived competence on their pedagogical actions concerning students with special education needs. Paper presented at the European Conference on Educational Research (ECER-ERC), Porto, Portugal.

Markova, M., **Pit-ten Cate, I.**, Krolak-Schwerdt, S., & Glock, S. (2014, March). Preservice teachers' implicit and explicit attitudes and judgments of students with special educational needs from different backgrounds. Poster presented at the 24. Tagung der Deutsche Gesellschaft für Erziehungswissenschaft (DGfE), Berlin, Germany

Glock, S., Hörstermann, T., Krolak-Schwerdt, S. & **Pit-ten Cate, I.** (2014, March). Noten oder sozialer Hintergrund? Der erste Eindruck beeinflusst das Gedächtnis für Schülerinformationen und die Genauigkeit des Urteils. In: Rausch, T., Zugänge zur professionellen Kompetenz von Lehrkräften. Symposium conducted at the 2. Tagung der Gesellschaft für Empirische Bildungsforschung (GEBF), Frankfurt, Germany

2013

Pit-ten Cate, I.M. & Kirchen, L. (2013, September). Kompetenz und Arbeitsbezogene Stress bei sonderpädagogischen Fachkräfte in Luxemburg: Vermittlung durch Selbstwirksamkeit. Paper presented at the 14. Fachgruppentagung Pädagogische Psychologie (PAEPS), Hildesheim, Germany.

Glock, S., **Pit-ten Cate, I.M.**, & Krolak-Schwerdt, S. (2013, September). Der Einfluss der Verantwortung auf die Genauigkeit und Unverzerrtheit von Lehrerurteilen am Beispiel der Schullaufbahnempfehlung: Unmittelbare und langfristige Effekte. In Baudson, T., & Preckel, F., Prädiktoren und Konsequenzen pädagogischer Beurteilungen. Symposium conducted at the 14. Fachgruppentagung Pädagogische Psychologie, Hildesheim, Germany.

Pit-ten Cate, I.M., Krolak-Schwerdt, S., Hörstermann, T., & Glock, S. (2013, August). Better decisions through science – changing decision making processes by applying formal decision rules. In Ohle, A., & McElvany, Teachers' Competencies and Teacher Judgments. Symposium conducted at the 15th Biennial EARLI Conference for Research on Learning and Instruction, Munich, Germany.

Pit-ten Cate, I.M., Krolak-Schwerdt, S., & Hörstermann, T. (2013, March). Developing a criterion to judge the accuracy of transition decisions. In Klapproth, F. & Pit-ten Cate, I.M. Neue Ansätze zur Entwicklung von Kriterien für die Qualität von Sekundarschulempfehlungen. Symposium conducted at the 1st Tagung der Gesellschaft für Empirische Bildungsforschung (GEBF), Kiel, Germany

Pit-ten Cate, I.M., Markova, M, Krolak-Schwerdt, S., & Glock, S. (2013, January). Précision de l'avis d'orientation: une analyse de l'effet de la responsabilité. Paper presented at the colloque de l'ADMEE-Europe, Fribourg, Switzerland.

2012

Pit-ten Cate, I.M., Krolak-Schwerdt, S., Glock, S., & Markova, M. (2012, September). Orientation decisions concerning the transition from Primary to secondary School: the affect of accountability. Paper presented at the European Conference on Educational Research (ECER-ERC), Cadiz, Spain.

Pit-ten Cate, I.M., & Hörstermann, T. (2012, September). Towards a criterion to judge the accuracy of transition decisions. Poster presented at the European Conference on Educational Research, Cadiz, Spain.

Before 2010

Pit-ten Cate, I.M. & Stevenson, J. (2004, April). Perceived positive gain and its effect on the illness-parenting stress relationship. Poster presented at the National Conference on Child Health Psychology, Charleston, SC, USA.

Stevenson, J. & **Pit-ten Cate, I.M.** (2004, April). Behaviour and neuropsychological abilities in children with hydrocephalus and/or spina bifida. Poster presented at the National Conference on Child Health Psychology, Charleston, SC, USA.

Pit-ten Cate, I. & Stevenson, J. (2002, October). Parental stress and positive gain in mothers of children with spina bifida and/or hydrocephalus. Poster presented at the European Academy of Childhood Disability, University of Pisa, Pisa, Italy.

Stevenson, J. & **Pit-ten Cate, I.** (2002, October). Peer relations and neuropsychological abilities in children with hydrocephalus and/or spina bifida. Paper presented at the European Academy of Childhood Disability, University of Pisa, Pisa, Italy.

Stevenson, J. & **Pit-ten Cate, I.** (2002, October) The nature of hyperactivity in children with hydrocephalus. Paper presented at the European Network on Hyperkinetic Disorders, Cagliari, Sardinia, Italy.

Pit-ten Cate, I. & Stevenson, J. (2002, September). Behaviour problems and expressed emotion in children with spina bifida and/or hydrocephalus. Paper presented at the BPS Developmental Section Conference. University of Sussex, Falmer, UK.

Fulcher, A.B., **Pit-ten Cate, I.M., & Stevenson, J.** (2001, September). The relationship between body image and psychosocial adjustment in adolescents with spina bifida. Poster presented at the BPS Division of Health Psychology 15th Annual Conference, St Andrews, Scotland.

Buckle, G., **Pit-ten Cate, I.M., & Stevenson, J.** (2001, September). Severity, acceptance of disability and self-esteem of children with spina bifida and/or hydrocephalus. Poster presented at the BPS Division of Health Psychology 15th Annual Conference, St Andrews, Scotland.

Pit-ten Cate, I.M., & Stevenson, J. (2001, July). Teacher and parent report on behavioural problems and self-esteem in children with spina bifida and hydrocephalus. Poster presented at the VIIth European Congress of Psychology, London, UK.

Pit-ten Cate, I.M., & Stevenson, J. (2000, June). Disability and quality of life in children with spina bifida and hydrocephalus. Paper presented at the 44th Annual Scientific Meeting of the Society for Research into Hydrocephalus and Spina Bifida, Atlanta, USA.

Stevenson, J., & **Pit-ten Cate, I.M.** (1999, November). The impact on parents of behaviour problems in children with spina bifida and hydrocephalus. Symposium conducted at the 1999 London Conference of the British Psychological Society, London, UK.

Pit-ten Cate, I.M., & Stevenson, J. (1999, June). The developmental, behavioural and psychological characteristics associated with hydrocephalus and spina bifida in middle childhood. Poster presented at the 43rd Annual Scientific Meeting of the Society for Research into Hydrocephalus and Spina Bifida, Sheffield, UK.

Pit-ten Cate, I.M. (1998, October). Brothers and Sisters of Children with Physical Disabilities: Problems and Strategies. Paper presented at the fourth European Symposium Early Intervention, Bütgenbach, Belgium.

Pit-ten Cate, I.M., & Loots, G.M.P. (1997, July). Brothers and Sisters of Children with Physical Handicaps: Problems and Solutions. Poster presented at the Fifth European Congress of Psychology, Dublin, Ireland.

- Pit-ten Cate, I.M.**, Miller, A.C., Rosen, C., Gordon, R.M., Bicchieri, S.M., & Marks, B.C. (1995, August). Assessment of Development in Young Children with Disabilities. Poster presented at the 103rd annual convention of the American Psychological Association, New York, NY, USA.
- Rosen, C., Miller, A.C., **Pit-ten Cate, I.M.**, Gordon, R.M., Bicchieri, S.M., & Daniele, R., (1995, August). Assessment Approaches for Preschoolers with Disabilities. Poster presented at the 103rd annual convention of the American Psychological Association, New York, NY, USA.
- Diller, L., Feinblatt A., Padrone F., **Pit-ten Cate, I.M.** (1995, August). Trends in Service Delivery; Psychological Practice in Rehabilitation Settings. Symposium conducted at the 103rd annual convention of the American Psychological Association, New York, NY, USA.
- Rosen, C., Miller, A.C, **Pit-ten Cate, I.M.**, (1995, July). Team Collaboration in the Assessment of Children with Disabilities. Poster presented at the Fourth European Congress of Psychology, Athens, Greece.
- Miller, A.C., Johann-Murphy, M., & **Pit-ten Cate, I.M.** (1994, August). Pain and Gain: Distress in Children throughout Rehabilitation. Poster presented at the 102nd annual convention of the American Psychological Association, Los Angeles, CA, USA.

X. INVITED TALKS

- Pit-ten Cate, I.M.** (2018, November). Inclusive Practice: The influence of teachers' attitudes and competence [Invited talk]. School of Learning Development and Professional Practice Faculty of Education, University of Auckland, Auckland, New Zealand.
- Pit-ten Cate, I.M.** (2018, September). Symposium The Perceptions of Inclusion Questionnaire (PIQ) – International extensions and perspectives [Discussant]. EARLI Special Interest Group "Special Needs Education" (SIG 15), University of Potsdam, Potsdam, Germany
- Pit-ten Cate, I.M.** (2018, May). Inklusive Bildung [Invited lecture] Ringvorlesung From Practice for Practice, University of Luxembourg, Esch-sur-Alzette, Luxembourg
- Pit-ten Cate, I.M.** (2018, April). Inklusive Bildung: Die Rolle der Einstellungen und Kompetenzen von Lehrkräften und Lehramtsstudierenden [Invited talk]. Forschungskolloquium, Institut für Bildungsforschung, Bergische Universität Wuppertal, Wuppertal, Germany
- Pit-ten Cate, I.M.** (2017, October). Inklusive Bildung in Luxembourg [Invited lecture]. Fakultät für Erziehungswissenschaften, Universität Bielefeld, Bielefeld, Germany.
- Pit-ten Cate, I.M.** (2017, August) Symposium "Collaborative teaching and inclusion: Benefits and challenges" [Discussant]. European Conference on Educational Research (ECER), University of Tampere, Tampere, Finland.
- Pit-ten Cate, I.M.** (2017, 7th July). Instilling teacher agency in professional development: An international outlook - Teachers' attitudes towards inclusion in Luxembourg (Invited talk). International Symposium - Teacher agency for inclusive education: An interdisciplinary perspective, University of Salerno, Salerno, Italy
- Pit-ten Cate, I.M.** (2017, June). Inklusion und soziale Partizipation von Schülern mit sonderpädagogischem Förderbedarf [Invited talk]. MecreDys – les difficultés spécifiques de l'apprentissage. University of Luxembourg, Esch-sur-Alzette, Luxembourg.
- Pit-ten Cate, I.M.** (2017, June). "What's in a name - that which we call SEN": Stereotypes and attitudes towards children with SEN and their influence on behaviour [Invited talk]. Passage Professionals Networking Evening #22, Luxembourg, Luxembourg.
- Pit-ten Cate, I.M.** (2016, August) Symposium Students with SEN at high risk: The link between social participation and psychosocial outcomes [Discussant]. European Conference on Educational Research (ECER), University College Dublin, Dublin, Ireland.

- Pit-ten Cate, I.M.** & Kruschler, M. (2015, June) Forschungsprojekt INCLUS: Lehrereinstellungen und -kompetenzen als Rahmenbedingen der Inklusion [invited talk]. Arbeitsgruppe „Aide et assistance: Prise en charge au niveau de l'école“, Reebouschoul, Bettembourg, Luxembourg
- Pit-ten Cate, I.M.** & Kruschler, M. (2015, November). Inklusive Bildung in Luxemburg: Unterstützung der Lehrpersonen im Umgang mit Heterogenität [Invited talk]. Workshop „Von der Sonderpädagogik zur Inklusiven Bildung? Luxemburg im internationalen Vergleich“, Esch-sur-Alzette, Luxembourg
- Pit-ten Cate, I.M.** (2013, October). Sonderpädagogische Förderung und Inklusive Bildung in ausgewählten Ländern: Niederlande und Großbritannien im Vergleich [Invited talk]. Conference „Von der Sonderpädagogik zur Inklusiven Bildung? Aus internationalen Vergleichen lernen“, Walferdange, Luxembourg
- Lehtonen, A., & **Pit-ten Cate, I.M.** (2013, February). “Behaviour in children with neurofibromatosis type 1: cognition, executive function, attention, emotion, and social competence” [Podcast] Developmental Medicine and Child Neurology.
- Krolak-Schwerdt, S., Glock, S., Klapproth, F., & **Pit-ten Cate, I.M.** (2013, December). Übergangsentscheidungen in Luxemburg [Invited talk]. Conseil supérieur de l'éducation nationale, Luxembourg, Luxembourg
- Pit-ten Cate, I.M.**, Glock, S., Krolak-Schwerdt, S. (2013, January). TRANSINTER – erste Ergebnisse und zukünftige Pläne [Invited talk]. Collège des Inspecteurs de l'enseignement fondamental, Luxembourg, Luxembourg
- Pit-ten Cate, I.M.** (2006, June) Psychosocial adjustment to physical disability /chronic illness [Invited talk]. Child and Adolescent Health Services (CAMHS) North Wales Summer School, Bangor, Wales, UK
- Pit-ten Cate, I.M.**, & Loots, G.M.P. (1997, December). Ervaringen van broers en zussen van jongeren met een lichamelijke handicap en hun ouders [Invited talk]. Symposium conducted at Rehabilitation Center “De Hoogstraat”, Utrecht, the Netherlands.
- Pit-ten Cate, I.M.** (April 1997). Broers en zussen van jongeren met een lichamelijke handicap [Invited talk]. Annual meeting of the BOSK, Society of children with physical disabilities and their parents, Huizen, The Netherlands.
- ten Cate, I.M.** (1992, June). The Child Psychologist in a Pediatric Rehabilitation Setting [Invited talk]. Free University, Special Education, graduate students program, Amsterdam, The Netherlands.

XI. ORGANISATION OF CONFERENCES / SYMPOSIA / WORKSHOPS

- Fischbach, A., Hadjar, A., **Pit-ten Cate, I.**, Powell, J., & Ugen, S. (November 2018). „Luxembourg: A unique Educational Context? Perspectives on Education (Research)“. Inaugural LuxErA conference, University of Luxembourg, Luxembourg.
- Schwab, S. & **Pit-ten Cate, I.M.** (April 2018). “Teacher Efficacy and Inclusive Education”. Conference/Workshop, University of Wuppertal, Germany
- **Pit-ten Cate, I.M.** & Syring, M. (February, 2018). “Einstellungen und Überzeugungen gegenüber einer heterogenen Schülerschaft”. 6. Tagung der Gesellschaft für Empirische Bildungsforschung (GEBF), Basel, Switzerland
- **Pit-ten Cate, I.M.** (November, 2013) „Betreuung von Kindern mit besonderem Förderbedarf in Luxemburg: Erfahrungen und Herausforderungen“. University of Luxembourg, Walferdange, Luxembourg
- Klapproth, F. & **Pit-ten Cate, I.M.** (March, 2013) „Neue Ansätze zur Entwicklung von Kriterien für die Qualität von Sekundarschulempfehlungen“. 1st Tagung der Gesellschaft für Empirische Bildungsforschung (GEBF), Kiel, Germany

XII. RESEARCH ACTIVITIES

Reviewer for international journals

Child: Care, Health and Development; Developmental Medicine and Child Neurology; Educational Psychology; Educational Research and Evaluation; Empirischen Pädagogik; European Journal of Psychology of Education; European Journal of Special Education Needs; Journal for Educational Research Online; Journal of Child Psychology and Psychiatry; Journal of Applied Research in Intellectual Disabilities; Journal of Attention Disorders; Journal of Educational Research and Evaluation; Journal of Experimental Education; Journal of Family Psychology; Journal of Intellectual Disability Research; Journal of Pediatric Neurology; Journal of Pediatric Psychology; Research in Developmental Disabilities; Studies in Educational Evaluation.

Reviewer international conferences

EAPRIL 2016; EARLI 2017, 2019; GEBF 2017, 2019

Reviewer for Research Funding:

Research Foundation Flanders (FWO) 2018

Services in academic societies and committees

2018-	Founding Member and Vice president Luxembourg Education Research Association (LUX-ERA)
2018-	Member Experimental Psychology Laboratories Network (EPSYLON) at the University of Luxembourg
2017/18	Member Local Organising Committee joint bi-annual EARLI SIG10&21 meeting, Esch-sur-Alzette, Luxembourg (July 2018)
2015	Member Local Organising Committee 10th EAPRIL Conference, "Educating the generation of tomorrow", Esch-sur-Alzette, Luxembourg;
2004/05	Member Psychology Course Committee re: BPS Accreditation Five Year Review, School of Psychology, University of Southampton;
2000/02	Member Psychology Ethics Committee, School of Psychology, University of Southampton;

Current Membership Scientific Associations

- Luxembourg Education Research Association (LUXERA)
- Arbeitsgruppe Empirische Sonderpädagogische Forschung (AESF)
- British Psychological Society (Full member of the division of Health Psychology and the division of Developmental Psychology)

Current Scientific Cooperation:

- European project: "Investigating Variables for Change: Identifying which factors influence teachers' willingness to promote inclusive classroom practices". Project partners: Paola Aiello (University of Salerno, Italy), Erika Marie Pace (University of Salerno, Italy), Petra Hecht (Pädagogische Hochschule Vorarlberg, Austria), Susanne Miesera (Technische Universität Dortmund, Germany); Bettina Streese (University of Bielefeld, Germany), Susanne Schwab (University of Vienna, Austria), Mirna Nel (International Partner, North West University Vaal Triangle Campus, South Africa) and Umesh Sharma (International Expert Advisor, Monash University, Australia).
- Dr Sabine Glock, Institute für Bildungsforschung, School of Education, Bergische Universität Wuppertal, Germany: "Implicit cognition".
- Prof Christine Rubie-Davies, School of Learning Development and Professional Practice, Faculty of Education University of Auckland, New Zealand, "Teacher expectancy effects".

- Nederlandse Onderwijsinspectie (Dutch school inspectorate) – Teachers’ stereotypical beliefs and decision making concerning the transition from primary to secondary education
- Prof Dr Carine de Beaufort, Centre Hospitalier Luxembourg / Luxembourg Institute of Health, “Psychological wellbeing of overweight and obese children and adolescents”.

XIII. AWARDS

- EERA- Waxmann Best Poster Prize (2nd prize), European Conference on Educational Research 2012.
- Certificate of Appreciation, Special Educational Contributions -1994, New York University Medical Center, August 1995.