

Publications in peer-reviewed journals (international)

Visser, L., Cartschau, F., Von Goldammer, A., Brandenburg, B., Timmerman, M.E., Hasselhorn, M. & Mähler, C. (in press). Measurement invariance in relation to first language: An evaluation of German reading and spelling tests. *Applied Measurement in Education*.

Grieder, S.¹, **Visser, L.**¹, Timmerman, M.E. & Grob, A. (in press). Measurement invariance of the Intelligence and Development Scales–2 across language versions, gender, and age. *European Journal of Psychological Assessment*.

Brandenburg, J., Huschka, S.S., **Visser, L.**, Cartschau, F. & Von Goldammer, A. (in press). Wie fair testet der WÜRT 1 die Rechtschreibleistungen bei mehrsprachigen Kindern? Eine Überprüfung mittels Differential Item Functioning. *Diagnostica*.

Landlust, A.¹, **Visser, L.**¹, Flapper, B.C.T., Ruiter, S.A.J., Zwanenburg, R.J., Van Ravenswaaij-Arts, C.M.A., Van Balkom, I.D.C. (2022). Understanding behavior in Phelan-McDermid syndrome. *Frontiers in Psychiatry*, 13. <https://doi.org/10.3389/fpsyt.2022.836807>

Visser, L.¹, Rothe, J.¹, Schulte-Körne, G. & Hasselhorn, M. (2022). Evaluation of an online version of the CFT 20-R in 3rd and 4th grade children. *Children*, 9, 512. <https://doi.org/10.3390/children9040512>

Brandenburg, J., Huschka, S.S., **Visser, L.**, & Hasselhorn, M. (2021). Are different types of learning disorder associated with distinct cognitive functioning profiles? *Frontiers in Psychology*, 12, 725374. <https://doi.org/10.3389/fpsyg.2021.725374>

Kerner auch Koerner, J.¹, **Visser, L.**¹, Rothe, J., Schulte-Körne, G., & Hasselhorn, M. (2021). Gender Differences in the comorbidity of ADHD symptoms and specific learning disorders in a population-based sample. *Sustainability*, 13(15), 8440. <https://doi.org/10.3390/su13158440>

Visser, L., Röschinger, J., Barck, K., Büttner, G., & Hasselhorn, M. (2020). Learning difficulties in children with symptoms of DCD and/or ADHD: Analyses from a categorical and a continuous approach. *International Journal of Disability, Development and Education*. <https://doi.org/10.1080/1034912X.2020.1786023>^H

Visser, L.¹, Kalmar, J.¹, Linkersdörfer, J.¹, Görgen, R., Rothe, J., Hasselhorn, M., & Schulte-Körne, G. (2020). Comorbidities between specific learning disorders and psychopathology in elementary school children in Germany. *Frontiers in Psychiatry*, 11, 292. <https://doi.org/10.3389/fpsyt.2020.00292>^H

¹ Shared first author

^H Publication is part of my habilitation thesis

Visser, L., Linkersdörfer, J., Rothe, J., Görgen, R., Hasselhorn, M., & Schulte-Körne, G. (2020). The role of ADHD symptoms in the relationship between academic achievement and psychopathological symptoms. *Research in Developmental Disabilities, 97*, 103552. <https://doi.org/10.1016/j.ridd.2019.103552>^H

Arens, A. K., & **Visser, L.** (2020). Personal peer victimization and ethnic peer victimization: Findings on their co-occurrence, predictors, and outcomes from a latent profile analysis. *Child Abuse & Neglect, 99*, 104250. <https://doi.org/10.1016/j.chiabu.2019.104250>

Visser, L., Vlaskamp, C., Emde, C., Ruiter, S.A.J., Timmerman, M.E. (2017). Difference or delay? A comparison of Bayley-III Cognition item scores of young children with and without developmental disabilities. *Research in Developmental Disabilities, 71*, 109-119. <https://doi.org/10.1016/j.ridd.2017.09.022>^H

Van der Putten, A.A.J., Dijkstra, R.D., Huls, J.J., & **Visser, L.** (2017). Assessment of temperament in children with profound intellectual and multiple disabilities. A study into the role of motor disabilities in instruments to measure temperament. *Cogent Psychology, 4*, 1335038. <https://doi.org/10.1080/23311908.2017.1335038>

Houwen, S., **Visser, L.**, Van der Putten, A.A.J., & Vlaskamp, C. (2016). The interrelationships between motor, cognitive, and language development in children with and without intellectual and developmental disabilities. *Research in Developmental Disabilities, 53-54*, 19–31. <https://doi.org/10.1016/j.ridd.2016.01.012>^H

Visser, L., Ruiter, S. A.J., van der Meulen, B. F., Ruijsenaars, A.J.J.M., & Timmerman, M. E. (2015). Dynamic assessment with the Bayley-III among young children with developmental disabilities. *Journal of Cognitive Education and Psychology, 14*, 126-142.^D

Visser, L., Ruiter S.A.J., Van der Meulen, B.F., Ruijsenaars, A.J.J.M., Timmerman, M.E. (2015). Low verbal assessment with the Bayley-III. *Research in Developmental Disabilities, 36*, 230-243.^D

Visser, L., Ruiter, S. A. J., Van der Meulen, B. F., Ruijsenaars, A. J. J. M., & Timmerman, M. E. (2014). Accommodating the Bayley-III for motor and/or visual impairment: A comparative pilot study. *Pediatric Physical Therapy, 26*, 57-67. <https://doi.org/10.1097/PEP.0000000000000004>^D

Visser, L., Ruiter, S. A. J., Van der Meulen, B. F., Ruijsenaars, A. J. J. M., & Timmerman, M. E. (2013). Validity and suitability of the Bayley-III low Motor/Vision version: A comparative study among young children with and without motor and/or visual impairments. *Research in Developmental Disabilities, 34*, 3736-3745. <https://doi.org/10.1016/j.ridd.2013.07.027>^D

^H Publication is part of my habilitation thesis

^D Publication is part of my dissertation thesis

Visser, L., Ruiter, S.A.J., Van der Meulen, B.F., Ruijsenaars, A.J.J.M., & Timmerman, M.E. (2012). A review of standardized developmental assessment instruments for young children and their applicability for children with special needs. *Journal of Cognitive Education and Psychology*, 11, 102-127. ^D

Publications in peer-reviewed journals (national)

Rothe, J. ¹, **Visser, L.**¹, Görge, R., Kalmar, J., Schulte-Körne, G., & Hasselhorn, M. (2022). Mobile First? Ein Vergleich von Lese-/Rechtschreibtests in traditionellem Papier-und-Bleistift-Format versus App-Format. *Zeitschrift für Erziehungswissenschaft*.
<https://doi.org/10.1007/s11618-022-01068-1>

Brandenburg, J., Hartmann, D., **Visser, L.**, Schwenck, C., & Hasselhorn, M. (2021). Differentielle Stabilität und Interrater-Dependenzen bei der Beurteilung psychischer Auffälligkeiten: Längsschnittliche Analysen mit dem SDQ bei Kindern mit und ohne Lernstörungen. *Praxis der Kinderpsychologie und Kinderpsychiatrie*, 70, 281 – 296.
<https://doi.org/10.13109/prkk.2021.70.4.282>

Ruiter, S. A. J., **Visser, L.**, & Timmerman, M. E. (2020). Integratieve diagnostiek met de IDS-2. *Kind en Adolescent*, 41, 4-30. <https://doi.org/10.1007/s12453-019-00229-0>

Visser, L., Büttner, G. & Hasselhorn, M. (2019). Komorbiditeit specifieke leerproblemen en psychische problemen: een literatuuroverzicht. *Lernen und Lernstörungen*, 8 (1), 7-20.
<https://doi.org/10.1024/2235-0977/a000246> ^H

Dijkstra, R.D., Huls, J.J., **Visser, L.**, & Van der Putten, A.A.J. (2017). Het meten van temperament bij jonge kinderen met zeer ernstige verstandelijke en meevoudige beperkingen. Onderzoek naar de motorische component binnen instrumenten voor het meten van temperament. *Nederlands Tijdschrift voor de Zorg aan mensen met verstandelijke beperkingen*, 43, 2-17.

Visser, L., Ruiter, S.A.J., Van der Meulen, B.F., Ruijsenaars, A.J.J.M., & Timmerman, M.E. (2014). De Bayley-III-NL Special Needs Addition (SNA): Eigenschappen en onderzoek. *Orthopedagogiek: Onderzoek en Praktijk*, 53, 493-505.

Ritzema, L. A., Slotboom, H. K., & **Visser, L.** (2014). Ontwikkelingsdiagnostiek bij personen met Zeer Ernstige Verstandelijke en Meevoudige Beperkingen. *Orthopedagogiek: Onderzoek en Praktijk*, 53, 446-459.

¹ Shared first author

^D Publication is part of my dissertation thesis

^H Publication is part of my habilitation thesis

Books, book chapters, and not peer-reviewed publications

Visser, L., Poloczek, S. & Büttner, G. (in press). Special needs and disabilities. In: M. Hasselhorn & S. Andresen (Eds.), *Bloomsbury Education and Childhood Studies Germany*. [online publication]. Bloomsbury.

Brandenburg, J., Hartmann, D., **Visser, L.**, Schwenck, C., Hasselhorn, M. & Mähler, C. (2023). Möglichkeiten der Schule zur Prävention psychischer Auffälligkeiten bei Kindern und Jugendlichen. In M. Hasselhorn, C. Mähler & C. Schwenck (Hrsg.), *Diagnostik und schulische Interventionsmöglichkeiten bei psychischen Auffälligkeiten* (Tests & Trends, Bd. 19, S. Kapitel 12). Göttingen: Hogrefe Verlag.

Hartmann, D., Brandenburg, J., **Visser, L.**, Mähler, C., Hasselhorn, M. & Schwenck, C. (2023). Psychische Auffälligkeiten als schulrelevante Belastungen: Eine Einführung. In M. Hasselhorn, C. Mähler & C. Schwenck (Hrsg.), *Diagnostik und schulische Interventionsmöglichkeiten bei psychischen Auffälligkeiten* (Tests & Trends, Bd. 19, S. Kapitel 1). Göttingen: Hogrefe Verlag.

Hasselhorn, M. & **Visser, L.** (2022). Ist die Erfassung von schriftsprachlichen Kompetenzen im Grundschulalter valide und fair für Kinder mit DaZ? Eine Bestandsaufnahme digitaler Varianten einschlägiger Testverfahren. In M. Knopp, N. Bulut, K. Hippmann, S. Jambor-Fahlen, M. Linnemann & S. Stephany (Eds.), *Sprachliche Bildung in der digitalisierten Gesellschaft – was wir in Zukunft wissen und können müssen* (S. 213-227). Münster: Waxmann.

Ruiter, S.A.J., & **Visser, L.**, & Timmerman, M.E. (2021). Intelligentie- en Ontwikkelingsschalen - tweede editie: IDS-2. Meting van intelligentie, executief functioneren en algemene ontwikkeling. In W.C.M. Resing (Ed.), *Handboek intelligentietheorie en testgebruik, 2^e editie* (pp. 241-258). Amsterdam: Pearson Assessment and Information B.V.

Ruiter, S.A.J., & **Visser, L.** (2021). Bayley-III-NL Standaard en Special Needs Addition: Meting van de ontwikkeling van baby's en peuters. In W.C.M. Resing (Ed.), *Handboek intelligentietheorie en testgebruik, 2^e editie* (pp. 133-164). Amsterdam: Pearson Assessment and Information B.V.

Büttner, G., Brandenburg, J., & **Visser, L.** (2021). Lern- und Verhaltensschwierigkeiten in der Schule. In: S. Preiser (Ed.), *Pädagogische Psychologie* (pp. 272-292). Weinheim: Beltz Juventa.

Heck, T., Blümel, I., Fahrer, S., Lohner, D., Schneider, J., & **Visser, L.** (2020, April 9). Open practice in science and education – a discussion with researchers and educators who tested to be open. *Zenodo*. <https://zenodo.org/record/3746018#.Xo8Orsj7SUK>.
<https://doi.org/10.5281/zenodo.3746017>

Ruiter, S.A.J., & **Visser, L.** (2019). Testgebruik bij vroegkinderlijke ontwikkeling en kinderen met beperkingen. In: P. Hurks, M. van der Meulen, S.A.J. Ruiter, & J. Hendriksen (Eds.), *Psychodiagnostiek van nul tot zes jaar* (pp. 39-52). Amsterdam: Pearson Assessment and Information B.V.

Ruiter, S., Timmerman, M. & **Visser, L.** (2018). *IDS-2: Intelligentie- en ontwikkelingsschalen voor kinderen en jongeren*. Amsterdam: Hogrefe.

Visser, L., Van der Meulen, B.F., Ruiter, S.A.J., & Boers, E. (2015). Grenzen van grenzetesten. In J. Knot-Dickscheit, A. M. N. Huyghen, H. J. M. Janssen, W. J. Post, I. Haakma, & H.W.E. Grietens (Eds.), *Orthopedagogiek maakt verschil! Profiel en toekomst van een discipline in beweging* (pp. 121-136). Den Haag: Uitgeverij Acco.

Ruiter, S.A.J., **Visser, L.**, Van der Meulen, B.F. & Timmerman, M.E. (2014). *Bayley-III-NL, Handleiding Special Needs Addition*. Amsterdam: Pearson Assessment and Information B.V.

Dissertation

Visser, L. (2014). *The Bayley-III-NL special needs addition. A suitable developmental assessment instrument for young children with special needs*. Groningen: Stichting Kinderstudies.

Datasets and preprints

Visser, L., & Brandenburg, J. (2022). *The longitudinal relationship between learning outcomes and internalising symptoms in early adolescence: The role of ADHD symptoms: Preregistration*. Charlottesville, VA: Center for Open Science. <https://doi.org/10.31234/osf.io/yw5jv/>

Grieder, S.¹, **Visser, L.**¹, Timmerman, M., & Grob, A. (2022). *Supplemental material to "Measurement Invariance of the Intelligence and Development Scales–2 Across Language Versions, Gender, and Age"*. Charlottesville, VA: Center for Open Science. <https://doi.org/10.31234/osf.io/vtw3g>

Visser, L. (2021). *Gender differences in the comorbidity of ADHD symptoms and specific learning disorders in a population-based sample*. Open Science Framework. <https://doi.org/10.17605/OSF.IO/BW5CM>

Linkersdörfer, J. & **Visser, L.** (2020). *Comorbidities between specific learning disorders and psychopathology*. Open Science Framework. Version 4. <https://doi.org/10.17605/OSF.IO/9MXP2>

Visser, L. & Linkersdörfer, J. (2020). *The role of ADHD symptoms in the relationship between academic achievement and psychopathological symptoms*. Open Science Framework. <https://doi.org/10.17605/OSF.IO/RTBY3>

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Conference papers

Rothe, J., **Visser, L.**, Hasselhorn, M. & Schulte-Körne, G. (15.09.2022). *Effekte feinmotorischer Schwierigkeiten auf die Rechtschreibleistung*. Vortrag auf der 52. Kongress der Deutschen Gesellschaft für Psychologie (DGPs), Hildesheim, Deutschland.

Visser, L. & Brandenburg, J. (15.09.2022). *Zum längsschnittlichen Zusammenhang zwischen ADHS-Symptomen, internalisierenden Auffälligkeiten und Lernschwierigkeiten*. Vortrag auf der 52. Kongress der Deutschen Gesellschaft für Psychologie (DGPs), Hildesheim, Deutschland.

Visser, L. (2021, October 29). *LONDI. Eine Online-Plattform zur Professionalisierung des Umgangs mit Lernstörungen* [Conference presentation]. 'Inside Empirische Bildungsforschung – Der Tag der offenen Türen' of the digiGEBF21, virtual, Germany.

Rothe, J., **Visser, L.**, Görgen, R., Kalmar, J., Schulte-Körne, G. & Hasselhorn, M. (2021, September 15). Mobile First? Zur Übertragbarkeit von Lese-/Rechtschreibtests auf mobile Apps. In A. Becker (Chair), *Die Möglichkeiten digitaler Förderung und Diagnostik von Kindern mit schulischen Störungen* [Symposium] 18th meeting of the division educational psychology of the German Psychological Society (PaePsy 2021), virtual, Germany.

Visser, L., Kerner auch Koerner, J., Rothe, J., Schulte-Körne, G. & Hasselhorn, M. (2021, September 14). Geschlechtsunterschiede in der Komorbidität zwischen ADHS und Lernstörungen. In K. Schuchardt (Chair), *Lernstörungen* [Symposium] PaePsy 2021, virtual, Germany.

Visser, L., Timmerman, M. & Ruiter, S. (2021, August 12). Applying latent profile analysis for better clarity of children's cognitive and development profiles. In P. Becker (Chair), *Using a global assessment to advance understanding of cognitive demands in children and adolescents* [Symposium] APA 2021 Virtual - Division 14, USA.

Visser, L., Ruiter, S. & Timmerman, M. (2021, July 21). Intelligence profiles of children in special groups. Clinical studies with the Dutch Intelligence and Development Scales – 2. In P. Becker (Chair), *Global test development: adaptations and data analyses for cognitive and developmental tests* [Symposium] 32nd International Congress of Psychology (ICP), virtual, Czech Republic.

Ruiter, S.A.J. & **Visser, L.** (2019, July 11). The Dutch IDS-2. Intelligence and developmental scales for children and adolescents. In P. Becker (Chair), *To understand and assess the whole child: the new Intelligence and Development Scales – 2nd Edition (IDS-2)* [Symposium] 41st conference of the International School Psychology Association (ISPA), Basel, Switzerland.

Visser, L., Röschinger, J., Barck, K., Büttner, G. & Hasselhorn, M. (2019, March 22). Specific learning difficulties in children with symptoms of ADHD, DCD, or both. In J. Brandenburg & S.S. Huschka (Chairs), *Comorbidity in specific developmental disorders: examining prevalence rates, cognitive causes, and implications for treatment* [Symposium]. Biennial Meeting of the Society for Research in Child Development (SRCD), Baltimore, USA.

Visser, L., Kalmar, J., Görgen, R., Linkersdörfer, J., Rothe, J., Hasselhorn, M. & Schulte-Körne, G. (2018, September 20). Komorbidität zwischen Lernstörungen und psychischen Belastungen: Ergebnisse einer Online-Studie. In K. Schuchardt (Chair), *Diagnostik und Vorhersage von Lernschwierigkeiten* [Symposium] 51st congress of the German Psychological Society (DGPs), Frankfurt am Main, Germany.

Rothe, J., Görgen, R., Kalmar, J., **Visser, L.**, Haberstroh, S., Hasselhorn, M. & Schulte-Körne, G. (2018, September 20). Übereinstimmung von Lese- und Rechtschreibleistungen in standardisierten Paper-Pencil-Tests und digitalen Testverfahren. In K. Schuchardt (Chair), 51st congress of the DGPs, Frankfurt am Main, Germany.

Visser, L. & Hasselhorn, M. (2017, September). Komorbidität zwischen Lernstörungen und psychopathologischen Problemen: Ein systematischer Überblick. In K. Schuchardt (Chair), *Lernstörungen: Analysen zu kognitiven Basisfunktionen, der Entwicklung und sozio-emotionalen Auffälligkeiten* [Symposium] PAEPSY-conference, University of Münster, Germany.

Visser, L. (2017, July 12). *Bayley-III Special Needs Addition* [Presentation]. Expert meeting on the adaptation of a standardized neurodevelopmental assessment for individuals with Angelman syndrome at the Angelman Syndrome Foundation (ASF) Research Symposium, Arizona, US (virtual).

Colla, S., Van Keer, I., Schalen, G. H., van der Putten, A.A.J., **Visser, L.**, Maes, B., ... Van der Meulen, B.F. (2015, October 29). *OJKO-project: Longitudinal study on the development of young children with a serious cognitive and motor developmental delay* [Workshop]. International Eurlyaid conference, University Paris-Ouest Nanterre Défense, Paris, France.

Visser, L. (2015, July 8). Dynamic testing of young children with (severe) disabilities. In W.C.M. Resing & I. Kovalcikova (Chairs), *Dynamic testing in children – language or speech problems or developmental disorders* [Symposium] International Association for Cognitive Education and Psychology XV Biennial International Conference, Harokopio University, Athens, Greece.

Visser, L., Van der Putten, A.A.J., Schalen, G.H., Van der Meulen, B.F., & Vlaskamp, C. (2015, June 22). *Vroege ontwikkeling. Motorische ontwikkelingspatronen bij jonge kinderen met ZEVMB. Opzet en eerste resultaten* [Paper presentation]. National conference Focus op Kennis en Onderzoek, Conference centre Galgenwaard, Utrecht, the Netherlands.

Visser, L., & Van der Meulen, B.F. (2015, March 9). *Bayley-III-NL Special Needs Addition* [Paper presentation]. Jeugd in Onderzoek, NBC Centre, Nieuwegein, the Netherlands.

Oldenburger, M.N.C., **Visser, L.**, & Van der Meulen, B.F. (2013, November 8). *Het gebruik van het G.T.I. en de Bayley-III-SNA bij personen met EMB* [Presentation]. National day of PIMD behavioral scientists and researchers, Amerpoort, Baarn, the Netherlands.

Visser, L., Van der Meulen, B.F., Ruiter, S.A.J., Timmerman, M.E., & Ruijsenaars, A.J.J.M. (2013, July 1). The Bayley-III accommodated for motor and/or visual impairment: "Low motor/vision version". In **L. Visser** & B. F. Van der Meulen (Chairs), *New developments in the assessment of young children with the Bayley-III* [Symposium] International Society on Early Intervention Regional Conference, St. Petersburg State University, Russia.

Visser, L., Ruiter, S.A.J., Van der Meulen, B.F., Timmerman, M.E., & Ruijsenaars, A.J.J.M. (2013, June 27). *The Bayley-III accommodated for motor and/or visual impairment: "Low motor/vision version"* [Paper presentation]. XIVth Biennial International Conference of the International Association of Cognitive Education and Psychology, Faculty of Social Sciences, Leiden University, the Netherlands.

Visser, L., Ruiter, S.A.J., Van der Meulen, B.F., Ruijsenaars, A.J.J.M., & Timmerman, M.E. (2012, May 25). *The dynamic version of the Bayley-III: test results and the opinion of practitioners* [Paper presentation]. International Association of Cognitive Education and Psychology European Regional Conference, Faculty of Psychology and Educational Sciences, University of Geneva, Switzerland.

Steenis, L.J.P., & **Visser, L.** (2011, December 1). *De eerste stappen in de ontwikkeling van de Nederlandse versie van de Bayley-III en Special Needs Addition* [Paper presentation]. Focus op Onderzoek, Conference centre Galgenwaard, Utrecht, the Netherlands.

Visser, L., Ruiter, S.A.J., Timmerman, M.E., Van der Meulen, B.F., & Ruijsenaars, A.J.J.M. (2011, May 3). *Adaptive developmental assessment of young children with cognitive and/or functional impairments* [Paper presentation]. Third conference of the International Society on Early Intervention, Hilton Hotel, New York, USA.

Conference posters

Cartschau, F., von Goldammer, A., **Visser, L.**, Hasselhorn, M., & Mähler, C. (2019, September). *Test fairness of German School Achievement Tests: Measurement Invariance for Monolingual German Children and Second-Language Learners* [Poster presentation]. PAEPSY conference, Leipzig, Germany.

Lukanova, L., Müller, C., **Visser, L.**, & Woerner, W. (2019, September). *Prevalence of dyslexia depends on how test norms were calculated* [Poster presentation]. 15th conference of the division of differential psychology, personality psychology and psychological assessment (DPPD), Dresden, Germany.

Grunwald, K., **Visser, L.**, Volkmer, S., Haberstroh, S., Schulte-Körne, G. & Hasselhorn, M. (2019, May). *Towards a user-friendly online-platform for diagnosis and treatment of learning disorders (LONDI): Requirements of parents and school psychologists* [Poster presentation]. International Symposium on Dyslexia & Dyscalculia 2019: Digital Diagnosis, Intervention and Game-Based Learning, Munich, Germany.

Cartschau, F., von Goldammer, A., **Visser, L.**, Hasselhorn, M., & Mähler, C. (2019, May). *Test fairness of German school achievement tests: Measurement invariance for monolingual German children and second-language learners* [Poster presentation]. International Symposium on Dyslexia & Dyscalculia 2019: Digital Diagnosis, Intervention and Game-Based Learning, Munich, Germany.

Visser, L., Thomas, K., Grunwald, K., Fischbach, A., Brod, G., Schmitterer, A. & Hasselhorn, M. (2018, September). *Online-Plattform zur Diagnostik und Förderung von Kindern mit Lernschwierigkeiten* [Poster presentation]. 23rd Bundeskongress für Schulpsychologie, Frankfurt am Main, Germany.

Visser, L., Grunwald, K., Görden, R., Kalmar, J., Rothe, J., Schulte-Körne G. & Hasselhorn, M. (2017, May). *Assessing learning (dis-)abilities and psychological distress via an application: A pilot study* [Poster presentation]. ESF International Symposium on Dyslexia and Dyscalculia, Department of Child and Adolescent Psychiatry, Psychosomatic and Psychotherapy, Ludwig-Maximilian-University Munich, Germany.

Görden, R., Rothe, J., Kalmar, J., **Visser, L.**, Grunwald, K., Hasselhorn, M. & Schulte-Körne, G. (2017, May). *Learning Disabilities Related to Psychological Distress? A Study Protocol of an Application-based Examination* [Poster presentation]. ESF International Symposium on Dyslexia and Dyscalculia, Department of Child and Adolescent Psychiatry, Psychosomatic and Psychotherapy, Ludwig-Maximilian-University Munich, Germany.

Houwen, S., **Visser, L.**, van der Putten, A.A.J., & Vlaskamp, C. (2014, May 15). *Relationship between motor and cognitive development in children with developmental disabilities* [Poster presentation]. Inspiring Infancy, UMCG, Groningen, the Netherlands.

Visser, L., Oldenburger, M.N.C., & Van der Meulen, B.F. (2013, October 23). *Developmental assessment in cases of PIMD. The opinion of support staff and psychologists about the suitability of the GTI and Bayley-III* [Poster presentation]. 6th International Roundtable meeting of the IASSID - Special Interest Research Group on Persons with Profound Intellectual and Multiple Disabilities (SIRG-PIMD), Groningen, the Netherlands.

Visser, L., Ruiter, S.A.J., Van der Meulen, B.F., Timmerman, M.E., & Ruijsenaars, A.J.J.M. (2010, December 9). *Dynamic Assessment with the Bayley-III; A Standardised Diagnostic Instrument 1-42 months* [Poster presentation]. Symposium in honour of Paul van Geert, 'A Process Approach to Education and Development', Faculty of Behavioural and Social Sciences, University of Groningen, the Netherlands.

Ruiter, S.A.J., **Visser, L.**, Van der Meulen, B.F., Timmerman, M.E., & Ruijsenaars, A.J.J.M. (2010, September). *Developmental Assessment of Young Children with Cognitive/Functional Impairments* [Poster presentation]. 11th Biennial International Conference of the European Scientific Association on Residential and Foster care for children and adolescents, 'Inside out', Martiniplaza, Groningen, the Netherlands.

Ruiter, S.A.J., **Visser, L.**, Van der Meulen, B.F., Timmerman, M.E., & Ruijsenaars, A.J.J.M. (2010, March 12). *Handelingsgerichte diagnostiek voor jonge kinderen met een cognitieve en / of functionele beperking* [Poster presentation]. Jeugd in Onderzoek, NBC Centre, Nieuwegein, the Netherlands.