

## BIOGRAPHICAL SKETCH

NAME: Bus, Adriana Gerarda

POSITION TITLE: Full professor

### EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	Completion Date MM/YYYY	FIELD OF STUDY
University of Amsterdam, the Netherlands	Ba	05/1973	Education
University of Amsterdam, the Netherlands	Ma	08/1976	Psychopathology
Free University of Berlin, BRD	Ma	08/77	Psychology
University of Groningen, the Netherlands	Ph.D	12/1984	Psychopathology

### A. Positions and Honors

#### Positions and Employment

1977-1979	School psychologist, ABC Amsterdam
1979-1987	Assistant professor, Dpt. Of Paedology, University of Groningen, the Netherlands
1987-1990	Associate professor, Dpt. Of Paedology, University of Groningen, the Netherlands
1990-2005	Associate Professor, Institute of Child and Family Studies, Leiden University, the Netherlands
2000 (March-Aug)	Visiting Professor, University of Michigan, Ann Arbor
2000 (Sept-Dec)	Visiting professor, University of California, Berkeley
2006-2016	Full professor, Institute of Child and Family Studies, Leiden University, the Netherlands
2016 (December)-	Professor Emeritus, Leiden University, the Netherlands
2016 (July)-2018(dec)	Guest professor, Dpt. of Language, Literature and Communication, VU University Amsterdam
2016 (October)-	Honorary professor, Eötvös Lorand University, Faculty of education and psychology, Budapest

#### A selection of other Experience and Professional Memberships

1985-	Member, American Educational Research Association
1985-	Member, International Reading/Literacy Association
1987	Founder Reading Association in the Netherlands (RAiN)
1987-1991	Chair of Reading Association in the Netherlands (RAiN)

1985-	Member of many national and international committees (e.g. supervisory committee Boekenpret/Fantasia, Dina Feitelson Research Award of the International Reading Association during the 1996-97 1997-98 committee years, accreditation committee for interventions in education in the Netherlands (NJI), scientific board of the platform Bereslim, Committee member <i>Albert J. Harris Award</i> (IRA), Scientific board of PreCool)
2000-	Member, European Association for Research on Learning and Instruction
2000-	Member of several editorial review boards (among which: Journal of School Psychology, Australian Journal of Language and Literacy, Journal of Educational Psychology, RRQ, Journal of Literacy Research)
2008	Associate editor of APA Handbook of Educational Psychology, Karen R. Harris & Steve Graham, Editors-in-Chief (agreement with APA: 22 <sup>nd</sup> of October, 2008)
2010-	Member, Scientific Studies of Reading
2012-2017	Member of Board of Advisors, Reading Research Quarterly
2000-	Member of many peer Review Committees of the Netherlands Organization for Scientific Research (NWO) and the scientific research organization in Flanders (Belgium)
2013-2018	Member of Scientific Advisory Board of Nordic Center of Excellence, Nordforsk, Education for Tomorrow (Finland, Sweden, Norway, Iceland, Denmark)
2014-2018	Coordinator (in collaboration with Natalia Kurcikova) of Working Group 3 <i>Reading and writing on screen</i> , management committee, COST ACTION IS1410 The Digital and Multimodal Literacy Practices of Young Children

### **Honors**

1977-1978	Fellowship Deutsche Akademische Austausch Dienst
1987-88	Fellowship NWO, for stay at University of Michigan, Ann Arbor, and Literacy Research Center, Philadelphia
2003	ISED article-price awarded to PhD-student de Jong, Quality of book reading matters, published in Journal of Educational Psychology, 94, 145-155
2004	Computers in Reading Research Award, in recognition of valuable contributions to technology in literacy education special interest group of the International Literacy Association
2006	Award for academy colloquium, Royal Netherlands Academy of Arts and Sciences (KNAW)
2011	Social Service Award of the Institute of Education and Child Studies, Leiden University, for conducting African PhD students (Lolle Nauta Foundation)
2013-	Elected to the Reading Hall of Fame by a vote of the membership for distinguished contributions to literacy research, theory and/or practice
2016-	Knight in the order of the Dutch Lion, appointed by the Dutch king (March 12, 2016)

### **B. Contribution to Science**

1. After finishing my dissertation that presented three experiments in different stages of becoming a reader (finalized in 1984), I started to study emergent literacy and in particular book reading. I carried out a series of studies targeting

the relationship between attachment and book reading published in first-rate journals (*Child Development*, *Reading Research Quarterly*). These publications document the importance of a secure parent-child relationship for enabling high-quality book reading. In the same period, I was involved in the development of early interventions to prevent reading problems in the Netherlands. As a clinician, I was also interested in diagnostic problem-solving behavior of expert practitioners in the field of learning disabilities and I studied the reliability and validity of assessments and advices.

- a. Bus, A.G., & Van IJzendoorn, M.H. (1988). Mother-child interactions, attachment, and emergent literacy: A cross-sectional study. *Child Development*, *59*, 1262-1272.
  - b. Bus, A.G., & Kruizenga, T.H. (1989). Diagnostic problem-solving behavior of expert practitioners in the field of learning disabilities. *Journal of School Psychology*, *27*, 277-287.
  - c. Bus, A.G., & Van IJzendoorn, M.H. (1992). Patterns of attachment in frequently and infrequently reading mother-child dyads. *Journal of Genetic Psychology*, *153*, 395-403.
  - d. Bus, A.G., & van IJzendoorn, M.H. (1995). Mothers reading to their three-year-olds: The role of mother-child attachment security in becoming literate. *Reading Research Quarterly*, *30*, 998-1015.
  - e. Bus, A.G., Belsky, J., van IJzendoorn, M.H., & Crnic, K. (1997). Attachment, and bookreading patterns: A study of mothers, fathers and their toddlers. *Early Childhood Research Quarterly*, *12*, 75-90.
2. I carried out several meta-analyses among which a meta-analysis targeting book reading and a meta-analysis targeting a training of phonemic awareness. Furthermore, I carried out meta-analyses in collaboration with Suzanne Mol (the association between print exposure and components of reading growths across development) and Zsafia Takacs (effects of multimedia in picture storybooks). Currently, I work on a meta-analysis about book gifting program in collaboration with PhD student Merel de Bondt and Dr Ingrid A. Willenberg, Senior Lecturer, Faculty of Education & Arts, Australian Catholic University. I am carrying out two IPD's (Individual Participant Data analysis) one targeting the effects of enhancements in digital picture storybooks in collaboration with a several researchers among which Dorit Aram, Zsafia Takacs, He Sun, Burcu Sari, Martine Coene, and others, and the other targeting the effect of book reading on empathy in collaboration with Sander Koole.

All meta-analyses are often cited in the literature.

- a. Van IJzendoorn, M.H., & Bus, A.G. (1994). Meta-analytic confirmation of the nonword reading deficit in developmental dyslexia. *Reading Research Quarterly*, *29*, 267-275.
- b. Bus, A.G., Van IJzendoorn, M.H., & Pellegrini, A.D. (1995). Storybook reading makes for success in learning to read. A meta-analysis on intergenerational transmission of literacy. *Review of Educational Research*, *65*, 1-21.
- c. Bus, A.G., & van IJzendoorn, M.H. (1999). Phonological Awareness and Early Reading: A Meta-Analysis of Experimental Training Studies. *Journal of Educational Psychology*, *91*, 403-414.
- d. Mol, S. E., & Bus, A. G. (2011). To read or not to read: A meta-analysis of print exposure from infancy to early adulthood. *Psychological Bulletin*, *137*(2), 267-296. doi: 10.1037/a0021890
- e. Takacs, Z. K., Swart, E. K. & Bus, A. G. (2015). Benefits and Pitfalls of Multimedia and Interactive Features in Technology-Enhanced Storybooks: A Meta-Analysis. *Review of Educational Research*, *85*, 698-739

3. Since 2000, I have been involved in the development of computer applications for young children in preschool and kindergarten age. The aim of this research is to define digital story telling techniques: How can we use technology to immerse children in stories and thus increase enjoyment and learning? The first generation of (commercial) digital storybooks typically included lots of games and gimmicks for which the outcomes of the research were negative: instead of immersing young children in stories, children were rather distracted from the story, because the games and gimmicks as parts of the digitized storybooks caused cognitive overload. In close collaboration with app developers, I develop digital storytelling techniques that may immerse children in stories and support story comprehension and vocabulary growth, taking as source of inspiration the theory of multimedia learning. For instance, one of the techniques is based on Mayer's *temporal contiguity principle*: We created animated pictures that enable visual information to closely match the narrative. We carry out experimental research to show which digital storytelling techniques are most helpful. Recently, we have begun to develop and test, in collaboration with Christiaan Coenraads, a digital reading trainer to support parents while reading to infants and toddlers. In collaboration with Christiaan Coenraads, I have also started an international project including Malta, Israel, Norway and the Netherlands to test whether digital books that include the home language can be supportive in teaching a second language.
  - a. Verhallen, M.J.A.J., Bus, A.G., & de Jong, M.T. (2006). The promise of multimedia stories for kindergarten children at risk. *Journal of Educational Psychology*, *98*, 410-419.
  - b. Smeets, D.J.H., & Bus, A.G. (2012). Interactive Electronic Storybooks for Kindergartners to Promote Vocabulary Growth. *Journal of Experimental Child Psychology*, *112*, 36-55.
  - c. Bus, A. G., Takacs, Z. K. & Kegel, C. A. T. (2015). Affordances and limitations of electronic storybooks for young children's emergent literacy. *Developmental Review: Perspectives in Behavior and Cognition*, *35*, p. 79-97
  - d. Sari, B., Takacs, Z.K., & Bus, A.G. (2017). What are we downloading for our children? Best-selling children's apps in four European countries. *Journal of Early Childhood Literacy*, 1 – 18. DOI: 10.1177/1468798417744057
  - e. Takacs, Z.K., & Bus, A.G. (2018). How pictures in picture storybooks support young children's story comprehension: An eye-tracking experiment. *Journal of Experimental Child Psychology*, *174*, 1-12. <https://doi.org/10.1016/j.jecp.2018.04.013>
  - f. Burcu Sarı, Handan Asûde Başal, Zsofia K. Takacs, Adriana G. Bus (2019). A randomized controlled trial to test efficacy of digital enhancements of storybooks in support of narrative comprehension and word learning. *Journal of Experimental Child Psychology*, vol. 179, p. 212-226.
4. I have a broad background in education/psychopathology, with specific training and expertise in experimental research and data analysis. My recent research targets programs attuning to children's susceptibilities in order to help vulnerable children to overcome underachievement and promote optimal achievement. As PI on several university- and otherwise-funded grants, I laid the groundwork for research of differential susceptibility in education. I experimented with temperament, genotyping and biomedical markers to predict the outcomes of Randomized Controlled Trials. All studies were large-scale experiments in which we recruited and tracked participants over time as documented in the following publications.
  - a. Kegel, C. A. T., Bus, A. G., & Van IJzendoorn, M. H. (2011). Differential susceptibility in early literacy instruction through computer games: The role of the Dopamine D4 Receptor Gene (DRD4). *Mind, Brain, and Education*, *5*, 71-78.

- b. Kegel, C. A. T., & Bus, A. G. (2013). Links between DRD4, executive attention, and alphabetic skills in a nonclinical sample. *Journal of Child Psychology and Psychiatry*, 54, 305-312. doi:10.1111/j.1469-7610.2012.02604.x
- c. Van den Berg H., & Bus A.G. (2014), Beneficial effects of BookStart in temperamentally highly reactive infants, *Learning and Individual Differences*, 36: 69-75.
- d. Plak, R., Kegel, C.A.T., & Bus, A.G. (2015). Genetic differential susceptibility in literacy delayed children: A randomized controlled trial on emergent literacy in kindergarten. *Development & Psychopathology*, 27, 69–79. doi:10.1017/S0954579414001308
- e. Plak, R.D., Merkelbach, I., Kegel, C.A.T., Van IJzendoorn, M.H., & Bus, A.G. (2016). Brief computer interventions enhance emergent academic skills in susceptible children: A Gene-by-Environment Experiment. *Learning and Instruction*, 45, 1-8.

### **C. Additional Information: Research Support and/or Scholastic Performance**

#### **Ongoing Research Support**

2016	Long-term effects of BookStart, Ministry of Education/Kunst van Lezen (200.000 euro)
2016	Library in the schools, Ministry of Education/Kunst van Lezen (200.000 euro)
2017	Interactive digital storybooks for young children, Stichting Lezen (30.000 euro)
2017	Innovatiecentra VVE, NRO/NWO (845.986 euro)
2018	Reading trainer for toddlers, Stichting Lezen (20.000)
2018	Language promotion with LENA, Stichting de Friesland en Innovatiefonds (50.000)

#### **Completed Research Support (a selection)**

2005	Becoming literate by means of the internet (the Netherlands organization for Scientific Research: 411-05-117) (200.000 euro)
2008	Creating and implementing technology for early literacy (the Netherlands organization for Scientific Research: 411-07-215) (1.000.000 euro)
2008	<i>Digital programs for young children</i> , Kennisnet (250.536 euro)
2010	<i>Evaluation of BookStart</i> , Ministry of Education/Kunst van Lezen (200.000 euro)
2012	<i>Library in the schools</i> , Ministry of Education/Kunst van Lezen (200.000 euro)
2013	<i>What Works for Whom?</i> Kennisnet (207.550 euro)

#### **Involvement in funded research projects**

2016-	Three PhD students at University of Zambia (UnZa) funded by Lolle Nauta Foundation.
2017-	Several projects with digital books by Hi Sun (Sabrina), National Institute of Education, Singapore

- 2018- Hungarian Momentum grant, awarded to Anna Veres\_Zsekely, Eötvös Lorand University, Faculty of education and psychology, Budapest
- 2018- FILIORUM - Innovation for Qualities in Diverse Early Childhood Education and Care (ECEC) (25 million NOK)

## D. Lists of Published Work

### Scholarly

1. Bus, A.G., Hoel, T., Aliagas Marin, C., Jernes, M., Korat, O., Mifsud, C.L., & van Coillie, J. (2019). Availability and quality of storybook apps across five less widely used languages. To appear in: Ola Erstad, Rosie Flewitt, Bettina Kümmerling-Meibauer, and Íris Susana Pires Pereira, *The Routledge Handbook of Digital Literacies in Early Childhood*.
2. Bus, A.G., Sari, B., & Takacs, Z.K. (2019). The Promise of Multimedia Enhancement in Children's Storybooks. In Brenna Hassinger-Das and Ji Eun Kim, *Reading in the Digital Age: Young Children's Experiences with E-books*. New York: Springer.
3. Burcu Sari, Handan Asûde Başal, Zsofia K. Takacs, & Adriana G. Bus (2019). A randomized controlled trial to test efficacy of digital enhancements of storybooks in support of narrative comprehension and word learning. *Journal of Experimental Child Psychology*, 179, p. 212-226.
4. Shahaieian, A., Wang, C., Tucker-Drob, E., Geiger, V., Bus, A. G., & Harrison, L.J. (2018). Early Shared Reading, Socioeconomic Status, and Children's Cognitive and School Competencies: Six Years of Longitudinal Evidence. *Scientific Studies of Reading*, 22:6, 485-502, DOI: 10.1080/10888438.2018.1482901
5. Takacs, Z.K., & Bus, A.G. (2018). How pictures in picture storybooks support young children's story comprehension: An eye-tracking experiment. *Journal of Experimental Child Psychology*, 178, 1-12. <https://doi.org/10.1016/j.jecp.2018.04.013>
6. Sari, B., Takacs, Z.K., & Bus, A.G. (2017). What are we downloading for our children? Best-selling children's apps in four European countries. *Journal of Early Childhood Literacy*, 17, 1 – 18. DOI: 10.1177/1468798417744057
7. Nielen, T. M. J., Smith, G., Dobisz, J., van Horne, B., & Bus, A. G. (2017). Digital guidance for susceptible readers: effects on fifth graders' reading motivation and incidental vocabulary learning. *Journal of Educational Computing Research*, 1-26. DOI: 10.1177/0735633117708283
8. Plak R.D., Merkelbach I., Kegel C.A.T., Van IJzendoorn M.H., & Bus A.G. (2016), Brief computer interventions enhance emergent academic skills in susceptible children: A gene-by-environment experiment. *Learning and Instruction* 45: 1-8.
9. Takacs, Z. K., & Bus, A. G. (2016). Benefits of motion in animated storybooks for children's visual attention and story comprehension. An eye-tracking study. *Frontiers in Psychology*, 7. doi:10.3389/fpsyg.2016.01591
10. Nielen T.M.J., Mol S.E., Sikkema-de Jong M.T., & Bus A.G. (2016), Attentional bias toward reading in reluctant readers. *Contemporary Educational Psychology* 46: 263-271.
11. Both-de Vries A.C., De Jong T.M., Shaul S., & Bus A.G. (2016), Parafoveal processing of letters and letter-likeforms in prereaders growing up in a left-to-right or a right-to-left writing convention. *Language and Cognition* 8(5): 566-586.
12. Plak R.D., Kegel C.A.T., & Bus A.G. (2015), Genetic differential susceptibility in literacy-delayed children: A randomized controlled trial on emergent literacy in kindergarten. *Development and Psychopathology* 27(1): 69-79.

13. Takacs Z.K., Swart E.K. & Bus A.G. (2015), Benefits and pitfalls of multimedia and interactive features in technology-enhanced storybooks, *Review of Educational Research* 85(4): 698-739.
14. Nielen T.M.J. & Bus A.G. (2015), Enriched school libraries: A boost to academic achievement, *AERA Open* 1(4): 1-11.
15. Mwanza-Kabaghe S., Mubanga E., Matafwali B., Kasonde-Ngandu S., & Bus A.G. (2015), Zambian preschools: A boost for early literacy? *English linguistics Research* 4(4): 1-10.
16. Bus A.G., Takacs Z.K., & Kegel C.A.T. (2015), Affordances and limitations of electronic storybooks for young children's emergent literacy, *Developmental Review* 35: 79-97.
17. Takacs Z.K., Swart E.K., & Bus A.G. (2014), Can the computer replace the adult for storybook reading? A meta-analysis on the effects of multimedia stories as compared to sharing print stories with an adult, *Frontiers in psychology* 5: e1366.
18. Davidse N.J., De Jong M.T., & Bus A.G. (2014), Explaining common variance shared by early numeracy and early literacy, *Reading & Writing*, 27(4): 631-648.
19. Smeets D.J.H., & Bus A.G. (2015), The interactive animated e-book as a word learning device for kindergartners, *Applied Psycholinguistics* 36: 899-920.
20. Davidse N.J., De Jong M.T., Shaul S., & Bus A.G. (2014), A twin-case study of developmental number sense impairment, *Cognitive Neuropsychology* 31(3): 221-236.
21. Both-de Vries A.C. & Bus A.G. (2014), Visual processing of pictures and letters in alphabet books and the implications for letter learning, *Contemporary Educational Psychology* 39(2): 156-163.
22. Van den Berg H., & Bus A.G. (2014), Beneficial effects of BookStart in temperamentally highly reactive infants, *Learning and Individual Differences*, 36: 69-75.
23. Kegel C.A.T., & Bus A.G. (2014), Evidence for causal relations between executive functions and alphabetic skills based on longitudinal data, *Infant and Child Development* 23: 22-35.
24. Bus A.G., & Kegel C.A.T. (2013), Effects of an adaptive game on early literacy skills in at risk populations. In: Shamir A., Korat O. (Eds.) *Technology as a support for literacy achievements for children at risk* Literacy Studies no. 7. Dordrecht: Springer. 11-20.
25. Kegel C.A.T., & Bus A.G. (2013), Links between DRD4, executive attention, and alphabetic skills in a nonclinical sample, *Journal of Child Psychology and Psychiatry* 54(3): 305-312.
26. Smeets D.J.H., & Bus A.G. (2013), Picture storybooks go digital: Pros and cons. In: Neuman S.B., Gambrell L.B. (eds), Massey C. (ass.ed.) (Eds.) *Quality reading instruction in the age of common core standards*. Newark, DE: International Reading Association. 176-189.
27. Matafwali B., & Bus A.G. (2013), Lack of familiarity with the language of instruction: A main cause of reading failure by grades 1 and 2 pupils in Zambia, *Insights on Learning Disabilities* 10(2): 31-44.
28. Smeets D.J.H., Van Dijken M.J., & Bus A.G. (2014), Using electronic storybooks to support word learning in children with severe language impairments, *Journal of Learning Disabilities* 47(5): 435-449.
29. Kegel C.A.T. & Bus A.G. (2012), Online tutoring as a pivotal quality of web-based early literacy programs, *Journal of Educational Psychology* 104(1): 182-192.
30. Tambulukani G., & Bus A.G. (2012), Linguistic diversity: A contributory factor to reading problems in Zambian schools, *Applied Linguistics* 33(2): 141-160.



31. Kooy-Hofland V.A.C. van der, Bus A.G., & Roskos K. (2012), Effects of a brief but intensive remedial computer intervention in a sub-sample of kindergartners with early literacy delays, *Reading and Writing* 25: 1479-1497.
32. Bus A.G., Leseman P.P.M., & Neuman S.B. (2012), Methods for preventing early academic difficulties. In: Harris K.R., Graham S., Urdan T., Bus A.G., Major S., & Swanson H.L. (Eds.) *APA Educational Psychology Handbook: Application to Learning and Teaching*. Washington DC: APA. 527-550.
33. Smeets D.J.H., & Bus A.G. (2012), Interactive electronic storybooks for kindergartners to promote vocabulary growth. *Journal of Experimental Child Psychology*, 112: 36-55.
34. Kooy-Hofland V.A.C. van der, Kooy J. van der, Bus A.G., IJzendoorn M.H. van, & Bonsel G.J. (2012), Differential susceptibility to early literacy intervention in children with mild perinatal adversities: Short- and long-term effects of a randomized control trial. *Journal of Educational Psychology* 104(2): 337-349.
35. Davidse N.J., De Jong M.T., Bus A.G., Huijbregts S.C.J., & Swaab H. (2011), Cognitive and environmental predictors of early literacy skills. *Reading and Writing* 24(4): 395-412.
36. Kegel C.A.T., Bus A.G., & IJzendoorn M.H. van (2011), Differential susceptibility in early literacy instruction through computer games: The role of the dopamine D4 Receptor Gene (DRD4). *Mind Brain and Education* 5(2): 71-78.
37. Bus A.G., Kegel C.A.T., & Kooy-Hofland V.A.C. van der (2011), Interactief leesonderwijs voor kleuters. In: Jong P.F. de, Koomen H.M.Y. (Eds.). *Interventie bij onderwijsleerproblemen*. Apeldoorn: Garant. 83-93.
38. Kooy-Hofland V.A.C. van der, Kegel C.A.T., & Bus A.G. (2011), Evidence-based computer interventions targeting phonological awareness to prevent reading problems in at-risk young students. In: S.B. Neuman & D. K. Dickinson (Eds.), *Handbook of early literacy research, Volume 3*. New York: Guilford Press. 214-227.
39. Mol S.E., & Bus A.G. (2011), To read or not to read: A meta-analysis of print exposure from infancy to early adulthood, *Psychological Bulletin*, 137(2): 267-296.
40. Bus A.G., IJzendoorn M.H. van, & Mol S.E. (2011), Meta-Analysis. In: Duke N.K., Mallette M.H (Eds.) *Literacy Research Methodologies*. New York: The Guilford Press. 270-300.
41. Dijken M.J. van, Bus A.G., & Jong M.T. de (2011), Open access to living books on internet: A new chance to bridge the linguistic gap for at-risk preschoolers? *European Journal of Special Needs Education* 26(3): 299-310.
42. Verhallen M.J.A.J., & Bus A.G. (2011), Young second language learners' visual attention to illustrations in storybooks, *Journal of Early Childhood Literacy* 11(4): 480-500.
43. Both-de Vries A. & Bus A.G. (2010), The proper name as starting point for basic reading skills. *Reading and Writing*, 23(2): 173-187.
44. Verhallen M.J.A.J., & Bus A.G. (2010), Low-income immigrant pupils learning vocabulary through digital picture storybooks. *Journal of Educational Psychology* 102(1): 54-61.
45. Both-de Vries A., & Bus A.G. (2010), It's all in the name. In: Aram D., Korat O. (Eds.) *Literacy studies, literacy development and enhancement across orthographies and cultures* (pp. 3-16). New York: Springer.
46. Bus A.G., & Out D. (2009), Unraveling genetic and environmental components of early literacy: A twin study, *Reading and Writing*, 22(3): 293-306.
47. Mol S.E., Bus A.G., & Jong M.T. de (2009), Interactive book reading in early education: A tool to stimulate print knowledge as well as oral language. *Review of Educational Research* 79(2): 979-1007.
48. Bus, A.G., & Neuman, S.B. (Editors) (2009). *Multimedia and Literacy Development: Improving Achievement for Young Learners*. New York: Taylor & Francis Group. (291 pp)

49. Bus A.G., Verhallen M.J.A.J., & Jong M.T. de (2009), How onscreen storybooks contribute to early literacy. In: Bus A.G. & Neuman S.B. (Eds.) *Multimedia and literacy development: Improving achievement for young learners*. New York: Taylor & Francis Group. 153-167.
50. Kegel C.A.T., Kooy-Hofland V.A.C. van der, & Bus A.G. (2009), Improving early phoneme skills with a computer program: Differential effects of regulatory skills. *Learning and Individual Differences*, 19: 549-554.
51. Verhallen M.J.A.J., & Bus A.G. (2009), Video storybooks reading as a remedy for vocabulary deficits: Outcomes and processes. *Journal for Educational Research Online* 1: 172-196.
52. Bus A.G., Jong M.T., de & IJzendoorn M.H. van (2008), Social aspects in language and literacy learning: Progress, problems, and interventions. In: Spodek B. & Saracho O. (Eds.) *Contemporary Perspectives on Social Learning in Early Childhood Education*. Information Age Publishers: Charlotte, NC. 243-258. book chapter
53. Both-de Vries A., & Bus A.G. (2008), Name writing: a first step to phonetic writing? Does the name have a special role in understanding the symbolic function of writing? *Literacy Learning and Teaching* 12: 37-55.
54. Mol S.E., Bus A.G., Jong M.T. de, & Smeets D.J.H. (2008), Added Value of Dialogic Parent-Child Book Readings: A Meta-Analysis. *Early Education & Development* 19(1): 7-26.
55. Bus A.G., Jong M.T. de, Verhallen M.J.A.J., & Kooy-Hofman V. (2008), Design features in living books and their effects on young children's vocabulary. In: Neuman Susan B (Ed.) *Educating the other America. Top experts tackle poverty, literacy, and achievement in our schools* (pp. 263-276). Baltimore: Paul H. Brookes Publishing.
56. Verhallen M.J.A.J., & Bus A.G. (2008), How literacy emerges from living books in the digital era: New chances for young linguistically disadvantaged children. In: Cheng R. Z. (Ed.) *Cognitive effects of multimedia learning* (pp. 355-372). Hershey, PA: IGI Global.
57. Verhallen M.J.A.J., Bus A.G., & Jong M.T. de (2006), The promise of multimedia stories for kindergarten children at risk, *Journal of Educational Psychology* 98: 410-419.
58. Bus A.G., & Jong M.T. de (2006), Relationships in book sharing: A developmentally appropriate way to foster pre-academic growth. In: Rosenkoetter A. and Knapp-Philo J. (Eds.) *To read the world: Language and literacy in the first 3 years*. Washington: Zero-to-three Press. 123-144.
59. Bus A.G., Jong M.T. de, & Verhallen M.J.A.J. (2006), CD-ROM talking books: A way to enhance early Literacy. In: McKenna M.C., Labbo L.D., Kieffer R.D., Reinking D. (Eds.) *International Handbook for Literacy and Technology- Volume Two*. Mahwah, New Jersey, London: Lawrence Erlbaum Associates. 129-144.
60. Levin I., Both-de Vries A., Aram D., & Bus A.G. (2005), Writing starts with own name writing: From scribbling to conventional spelling of Israeli and Dutch children, *Applied Psycholinguistics* 26: 463-477.
61. Bus A.G., & IJzendoorn M.H. van (2004), Meta-analysis in reading research. In: Duke N., Mallette M. (Eds.) *Literacy research methods*. New York: Guilford Press. 227-252.
62. Jong M.T. de, & Bus A.G. (2004), The efficacy of electronic books in fostering kindergarten children's emergent story understanding, *Reading Research Quarterly* 39: 378-393.
63. Bus A.G., & Jong M.T. de (2004), Ontluikende geletterdheid: verloop, problemen en interventies. In: Leseman P., Leij A. van der (Eds.) *Educatie in de voor- en vroegschoolse periode*. Baarn: HB uitgevers. 93-105.
64. Bus A.G. (2003), Social-emotional requisites for learning to read. In: Stahl S., Kleeck A. van, Bauer E. (Eds.) *Book sharing in families*. Hillsdale: Erlbaum. 3-16.
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### Presentations (selection)

- New ways to coach adult book sharing strategies with infants. Paper presented in: On interactions that enhance language development: Examining the role of parents, teachers, and technology, symposium chaired by Monique Sénéchal, Jean Piaget Society, Amsterdam June 2, 2018
- Music in digital storybooks for young children: aid or jammer. AERA symposium: "Sing, Play, Listen: Exploring the Role of Music and Sounds in Vocabulary Learning", organized by David Dickinson. New York April 14, 2018
- Presentation for Kentalis, conference for staff members, Zwolle, April 3 2018. Entitled: Lezen loont een leven lang [lifelong value of reading]
- Invited workshop about storybook reading at a congress about Elementary Education (*early childhood education and primary school education fields*) at 29-31st of March 2018 in Bursa, Turkey
- Presentation for the Belgium minister of Education Crevits: Problemen met begrijpend lezen. Over ontstaan en preventie [Problems with reading comprehension. Beginning and prevention.] Beek & Donk: Kindcentrum de Raagten, 5 februari 2018.
- Think tank for international researchers, designers and publishers of literacy products to address the availability and quality of materials to promote children's reading on screen. Held in Amsterdam on January 25, 2018, with financial support of Digilitey.
- Keynote lecture of a workshop on *Multimedia as Bridges for Language and Literacy for Young Children* held at Bar-Ilan University funded by the Israeli Science Foundation, October 31, 2017 to November 2
- Keynote speaker, "Workshop on early literacy and (digital) media". Paderborn University, Ruhr-University Bochum, & Goethe University. September 21st and 22nd, 2017 in Paderborn, Germany
- Toward decisive principles for digital storytelling. Invited keynote, the 11<sup>th</sup> conference of the *International Association for Research in L1 Education (ARLE2017)*, June 16 2017
- Naar digitale verteltechnieken in 21<sup>ste</sup> eeuwse prentenboeken. Keynote in collaboration with Christiaan Coenraads. NRO Kennisrotonde, Amersfoort, 28 Juni, 2017.
- Dankzij digitale hulpmiddelen meer leesbegrip en minder leesangst. Invited contribution, *wetenschappelijk congres van Stichting Lezen, 'Hoe maakbaar is de lezer?'* Amsterdam, Vrije Universiteit, 21 november 2014.
- Beneficial effects of BookStart in temperamentally highly reactive infants. Invited key note at *Van Leer Jerusalem Institute, Promoting reading with preschool children from disadvantaged communities*, Jerusalem, September 9 2014.
- The Promise of Living Books in Narrowing Gaps in Early Literacy Skills. Invited key note at *Van Leer Jerusalem Institute, Promoting reading with preschool children from disadvantaged communities*, Jerusalem, September 11 2014.
- Effects of Technology-enhanced stories on emergent literacy. The Reading Hall of Fame, *International Reading Association*, New Orleans, May 11 2014

- Multimedia in leesonderwijs. Invited Contribution to *Nationale Dyslexie Congres*. Ede, januari 2014
- Electronic Storybooks for three- to ten-year-olds: Putting Reading in Jeopardy? Invited keynote at the 21st Conference of the *International Research Society for Children's Literature (IRSCL)*, Children's literature and media cultures, Maastricht, August 14 2013
- Key Role of Feedback in Computer Interventions Preventive for Reading Problems. Invited symposium at SSSR 2013: *Literacy interventions and assessments through multimedia*. Conveners: Victor van Daal & Robert Savage
- Online e-books: New opportunities for learning vocabulary. Invited contribution to *IRA Preconvention Institute 2012*, Convener: W. Teale.
- Which Preschoolers Benefit Most from Programs Targeting Common Core Standards? Invited contribution to *IRA Preconvention Institute 2012*, Conveners: Susan B. Neuman, Linda B. Gambrell
- Susceptibility to qualities of instruction in early reading skills, Symposium at Eighteenth Annual Conference of the *Society for the Scientific Study of Reading*, July 13-16, Don CeSar Hotel St. Pete Beach, Florida. Chair: Adriana G. Bus; Cornelia A.T. Kegel
- Young children's emerging visual knowledge about letters: An eye movement study. In D. Aram & O. Korat (Chairs), Early literacy across orthographies and cultures. SSSR, Berlin July 7 - July 10, 2010.
- Effects of illustrations on young children's processing of story language. Invited contribution to *First Young Scientists Workshop*, Edmond J. Safra Center, Department of learning disabilities, Haifa University and IDEA Center (Individuelle Entwicklung und Lernforderung), Haifa November 8 -11.
- Keynote at research workshop of the *Israeli Science Foundation*, "Technology as a support for literacy achievements for children at-risk." Bar Ilan University, November 1-3.
- Lessen in functionele geletterdheid. Keynote op *SimeaCongres*, Congres over *de kunst van lezen*, 15 april 2010
- Storybook Exposure: About Heavenly Bliss and Virtual Tutors. Invited contribution to Reading and Watching: What does the written word have that images don't? *International Conference organized by The Dutch Reading Association*, Amsterdam, de Rode Hoed. November 21 2008
- Social aspects in language and literacy learning: Progress, problems, and interventions. Invited contribution to the consultative *Workshop of Sanpad Research project in Manenberg*, 3 – 7 November 2008 in Capetown, South Africa.
- The promise of printed and multimedia stories for children at-risk. In: A.Panagiotopoulou & M. Wintermeyer, Bildung schafft Gerechtigkeit – durch Forderung von Literalitat? Erkenntnisse und Erfahrungen aus vier europaischen Landern. *DGfE-Kongress*, Frankfurt am Main, March 22 2006.
- Catch-as-catch-can. In pursuit of ways to enhance emergent literacy. Invited contribution to the workshop "Ready to Learn", organized by Education and Institute for Social Research at the University of Michigan, funded by the Corporation for Public Broadcasting and the Public Broadcasting System in collaboration with the U.S. Department of Education, University of Ann Arbor, September 29-Oct 1, 2006.
- To what extent do environmental influences affect early literacy skills? What twin studies can tell. Invited contribution to the *Script conference*, organized in honor of Iris Levin. University of Tel Aviv, Israel, March 19, 2006

- How media can contribute to early literacy. *Academy colloquium* (organized by Adriana Bus in collaboration with Susan Neuman supported by KNAW-grant, 18.000 euro). Amsterdam, Trippenhuis, June 27-29 2006. (Presenters: Ellen Wartella, Kathleen Roskos, Paul Leseman, Jackie Marsh, Yuuko Uchikoshi, Nancy Madden, Bette Chambers, Robert Slavin, Dorit Aram, Molly Collins, Mary Ann Evans, Danielle Kassow, Adina Shamir, Ofra Korat, Marian Verhallen, Iris Levin, Maria de Jong, Michael McKenna, Victor van Daal, Eliane Segers, Susan Neuman)
- Animated multimedia talking books can promote early literacy skills in kindergarten children at-risk. Invited contribution to *the annual meeting of the International Reading Association*, San Antonio, USA, May 4, 2005
- De weg naar een literaire canon begint bij prentenboeken. Invited contribution to a meeting about literacy, organized by de *Koninklijke Nederlandse Academie voor Wetenschappen (KNAW)*. Amsterdam, 28 oktober 2005.
- Bus, A.G. (2005). Two More Miles To Go. Naar een balans tussen fonemtraining en betekenisverwerving in debestrijding van leesproblemen en (pseudo-)dyslexie. *Rede uitgesproken door Prof. dr. Adriana G. Bus bij de aanvaarding van het ambt van bijzonder hoogleraar "Onluikende Geletterdheid"* op vrijdag 21 januari 2005
- Meta-Analysis in Reading Research. Paper presented in symposium on Research Methods. Meetings of the *American Educational Research Association* San Diego, April 2004
- Does writing evolve from drawing? The development of children as notators. In E. Teubal (Chair), Emergent notations – Implications for cognitive development. Symposium conducted at the 9<sup>th</sup> meeting of the *European Conference of the European Association for Research on Learning and Instruction*. Freiburg (Switzerland), August 2001,
- Parental strategies to engage young children in book reading. In: D. Yaden, Encountering the counter-intuitive: Interpreting research with preschoolers. Symposium of *NRC*, Phoenix, USA, dec. 2000.
- Features of joint book reading across three ethnic groups: Dutch, Surinamese, and Turkish. In: K. Roskos, K., & A.G. Bus, A.G. Early Literacy at the Crossroad: Policy, Practice, and Promise. Symposium at the *American Educational Research Association*, April 1999, Montreal, Canada.
- Early literacy learning from an attachment perspective: A review of the research. In: Blicharski, T., & Pellegrini, A., Ecological constraints on emergent literacy: Socialization of reading skills. XV<sup>th</sup> Biennial *ISSBD* Meetings, Berne, July 1st to 4, 1998
- Implications of bookreading for family literacy programs. In: Verhoeven L. (Chair) *Creating a world of engaged readers*. International congress organized by Stichting Lezen and University of Nijmegen. Noordwijkerhout: June 5-6, 1997
- Naar beter leesonderwijs voor jonge kinderen. *Dyslexie '96*. Jaarlijkse Dyslexie-conferentie, Groningen, 5 juni 1996
- A review of the research of the affective dimension of emergent literacy. In: K. Roskos (Chair), Apprenticing young children into literacy: Authentic contexts of participation and practice. *AERA* Annual Meeting, New York, April 1996
- Affective dimension of mother-infant picturebook reading. In M-G. Pecheux (Chair), Reading to infants. Symposium presented at the International Conference of Infant Studies (*ICIS*), Paris June 1994

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- Segers, M. (2003, 11 januari). Kleuters waarderen een goed elektronisch prentenboek. *Het Parool*.
- Spiering, H. (2003, 14 september). Tekenen en schrijven ontstaan uit 'kriebelen.' *NRC*.
- Karen Ghonem-Woets (2009). Adriana Bus over de leereffecten van 'levende boeken'. Het verschil tussen boeken en broccoli. *Leesgoed 55(2)*: 55-56
- Interview met A. G. Bus. Levende boeken niet zomaar geschikt voor ESM-leerlingen (2010). *Van Horen Zeggen*, 8-9.
- Positive feedback boosts attention. *NewScientist* Jun. 4, 2011, p.20
- Praise research! Positive feedback can help ADHD kids learn better; by Kayt Sukel. *Innovations*, University of Phoenix
- Interview met Ilona Plichart, Videoprentenboeken: meer dan gescande plaatjes met tekst, *Leesgoed*, nummer 5, 2011, p.21-23
- Geciteerd in *Elsevier*, 16 juni 2012, 'Slimme boekenwormen', door José van der Sman
- Geciteerd in *Volkscrant*, 11 april 2013, 'Baken voor boekmijdende kinderen', door Peter van Ammelrooy
- Geciteerd in *NRC*, 21 september 2013, 'In Nederland blijven alleen lege boekenkasten over', door Bastiaan Bommeljé
- Prentenboeken: liever papier of digitaal? Interview met A. G. Bus gepubliceerd in spelend leren. *Digitale media 2-4 jaar*. Een uitgave van BoekStart, Mijn Kind online, siob.
- *Nederlands Dagblad* 1 april 2015, Een babytje stopt het boekje in de mond of begint te draaien.
- *Volkscrant*\_19 mei 2015. Huilbaby extra gebaat bij voorlezen. Dirk Waterval
- *Nu.nl* 19 mei 2015. 'Voorlezen heeft positief effect op baby's die veel huilen'
- Trouw 7 mei 2015, Multimediaal verhaal leert kinderen meer
- 'Kind dat 15 minuten per dag wordt voorgelezen, leert 1.000 woorden per jaar'; *NRC.next.checkt*. Hester van Santen.
- Kwestie van lezen, Digitale kinderboeken, deel 7. Onderzoek en praktische tips voor leerkrachten en pedagogisch medewerkers. <http://www.lezen.nl/sites/default/files/kwestie%20van%20lezen%207.pdf>
- Els Verweire, Boekenbaby's. De voordelen van voorlezen. *Eos*, april 2015, nr.4, pp. 91-93.
- Elleke Bal, Tussen alle schermpjes op zoek naar de leesflow. *Trouw*, 6 januari, 2016.
- Radioprogramma *De taalstaat*, 9 januari 2016.
- Column van Christiaan Weijts, Ontlezing? Geen wonder met zo'n stoffige boekenlijst. *NRC*, 14 januari, 2016.
- Rachel Nuwer. <http://bbc.in/1Tk96Uy>
- <http://www.independent.co.uk/life-style/health-and-families/does-spending-too-much-time-on-smartphones-and-tablets-damage-kids-development-a7067261.html>
- Interview met A.G. Bus (2016). Vroeg beginnen met voorlezen loont. *De Pedagoog*, 17, 8-9.