



Dr. rer. nat. Friederike Blume
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Training / Career

- 2017-today: Postdoctoral Researcher at the Department of School Psychology, University of Tübingen.
- 2014-2017: Doctoral Candidate at the LEAD Graduate School & Research Network. Supervisors: Dr. Ann-Christine Ehlis, Prof. Dr. Caterina Gawrilow
- 2007-2014: Studies in Biology, English Literature & Language, Psychology (Minor) for Teaching Degree (University of Tübingen & Middlesex University, London, UK). Degree: State examination

Research Interests

- Self-Regulation & Executive Functions
- ADHD
- Virtual Reality
- Self-Regulation Interventions (Neurofeedback, If-then-plans, etc.)

Publications

Blume, F., Kuehnhausen, J., Reinelt, T., Wirth, A., Rauch, W.-A., Schwenck, C., Gawrilow, C. (accepted). The interplay of delay aversion, timing skills, and impulsivity in children experiencing individual levels of attention-deficit/hyperactivity disorder (ADHD) symptoms. *ADHD Attention Deficit and Hyperactivity Disorders*.

Blume, F., Göllner, R., Möller, K., Dresler, T., Ehlis, A.-C. & Gawrilow, C. (2019). Do students learn better when seated close to the teacher? A virtual reality classroom study considering individual levels of inattention and hyperactivity-impulsivity. *Learning & Instruction*, *61*, 138-147.

Hudak, J., **Blume, F.**, Dresler, T., Haeussinger, F. B., Renner, T. J., Fallgatter, A. J., Ehlis, A.-C. (2017). Near-Infrared Spectroscopy-Based Frontal Lobe Neurofeedback Integrated in Virtual Reality Modulates Brain and Behavior in Highly Impulsive Adults. *Frontiers in Human Neuroscience*.

Blume, F., Hudak, J., Dresler, T., Kühnhausen, J., Renner, T. J., Ehlis, A.-C. & Gawrilow, C. (2017). NIRS-based Neurofeedback Training in a Virtual Reality Classroom in Children with ADHD. *Trials*, *18*, 41.

Mayer, K., **Blume, F.**, Wyckoff, S. N., Brokmeier, L. L., & Strehl, U. (2016). Neurofeedback of slow cortical potentials as a treatment for adults with Attention Deficit-/Hyperactivity Disorder. *Clinical Neurophysiology*, *127*(2), 1374–1386. <https://doi.org/10.1016/j.clinph.2015.11.013>