

## Publikationsliste von Prof. Dr. Jeanine Grütter

November 2025

### Publikationen (Peer-Reviewed)

#### 2025

- Grütter, J., Srivastava, M., Barth, C., Bhatta, P., & Killen, M. (in press). Adolescents' perceptions of social mobility: Reasoning about intergroup friendship and marriage in Nepal. *Special section Positive Development and Adaptation in Asian Children, Child Development*.
- Barth, C., Killen, M., & Grütter, J. (2025). Children's reasoning about challenging social exclusion of peers with learning difficulties. *International Journal of Behavioral Development*.  
<https://doi.org/10.1177/01650254251348216>
- Corbett, B., Liu, V., Duarte Valderrama, J. V., Eisner, L., Grütter, J., Hässler, T., Pineda Marin, C. P., & Taylor, L. (in press). Youth prosocial risk-taking: Intergroup conflict, prosocial target, and peer norms in three countries. *Developmental Science*.
- Liu, V., Taylor, L., Corbett, B., Duarte Valderrama, J. V., Eisner, L., Grütter, J., Halperin, E., Hässler, T., Pineda Marin, C. P., & Ushomirsky, I. (in press). GENERATION PEACE: Developing and Validating a Global Youth Peacebuilding Beliefs Scale (YPBS). *Nature Communications*.
- Srivastava, M., Bhatta, P., & Grütter, J. (2025). Adolescents' beliefs about caste-essentialism in Nepal. *Cognitive Development*, 75, 101616. <https://doi.org/10.1016/j.cogdev.2025.101616>

#### 2024

- Grütter, J., Barth, C., Sims, R., & Killen, M. (2024). Children's and adolescents' reasoning about distributive fairness and educational inequalities. *International Journal of Behavioral Development*.  
<https://doi.org/10.1177/01650254241308503>
- Barth, C., & Grütter, J. (2024). Inclusive classroom norms and children's expectations of inclusion of peers with learning difficulties in their social world. *Journal of School Psychology*, 104, 101312.  
<https://doi.org/10.1016/j.jsp.2024.101312>
- Buchmann, M. & Grütter, J. (2024). CoCon – a multi-cohort, multi-informant panel study. A theoretical framework and key findings for development and mastery of life-course transitions of children, adolescents, and young adults in Switzerland. *European Psychologist*. <https://doi.org/10.1027/1016-9040/a000508>

#### 2023

- Tschopp, C., Buholzer, A., & Grütter, J. (2023). Wie nehmen Eltern die Lernunterstützung ihres Kindes in inklusiven Schulen wahr? Eine Untersuchung bei Kindern mit sonderpädagogischem Förderbedarf [How do Parents Perceive their Child's Learning Support in Inclusive Schools? An investigation of children with special educational needs], *Psychologie in Erziehung und Unterricht*, 70, 242-256.  
<https://doi.org/10.2378/peu2023.art12d>

## 2022

- Grütter, J., Dhakal, S., & Killen, M. (2022). Socioeconomic biases regarding peer relationships in academic contexts: The role of school diversity and teacher beliefs. *Child Development*. <https://doi.org/10.1111/cdev.13796>
- Grütter, J., & Buchmann, M. (2022). Cohort differences in the development of civic engagement during adolescence. *Child Development*. <https://doi.org/10.1111/cdev.13743>
- Buchmann, M., Grütter, J., Zuffiano, A. (2022). Parental educational aspirations and children's academic self-concept: Disentangling state and trait components on their dynamic interplay. *Child Development*, 93, 7-24. <https://doi.org/10.1111/cdev.13645>
- Brünecke, I., Citterio, P., Dändliker, L., Lochmatter, F., Buchmann, M., & Grütter, J. (2022). Adolescents' coping with emotional and academic stressors related to COVID-19: The role of perceived teacher, friendship and parental support. *Frontiers in Psychology*, 12, 1-20. <https://doi.org/10.3389/fpsyg.2021.733683>
- Tschopp, C., Barth, C., & Grütter, J. (2022). Wie Lehrpersonen und Lehramtsstudierende sozialen Ausschluss aufgrund eines sonderpädagogischen Förderbedarfs mit Schwerpunkt Lernen oder Verhalten bewerten. *Zeitschrift für Schul- und Professionsentwicklung*, 4(5), 170-188. <https://doi.org/10.11576/pflb-5735>
- Tschopp, C., Grütter, J. & Buholzer, A. (2022). Soziale Teilhabe durch Intergruppenkontakt: Wie Freundschaften von Kindern mit heilpädagogischem Förderbedarf unterstützt werden können. *Schweizerische Zeitschrift für Heilpädagogik*, 28, 35-41.
- Van Eickels, R. L., Zemp, M., & Grütter, J., (2022). Familiäre Unterstützung als Schutzfaktor während der COVID-19 Pandemie [Family as protective factor for adolescents during the COVID-10 pandemic]. *Kindheit und Entwicklung: Zeitschrift für Klinische Kinderpsychologie*, 31(2), 111-118.

## 2021

- Grütter, J. & Buchmann, M. (2021). Developmental antecedents of young adult's solidarity during the COVID-19 pandemic: The role of childhood social competencies, social trust, and social responsibility values. *Child Development*, 93, p.e832-e850. <https://doi.org/10.1111/cdev.13660>
- Grütter, J., & Buchmann, M. (2021). Development of civic competencies during adolescence: Longitudinal associations with sympathy. *Journal of Youth and Adolescence*, 50, 674-692. <https://doi.org/10.1007/s10964-020-01240-y>
- Grütter, J., Dhakal, S., Killen, M. (2021). Adolescents' own and parental expectations for cross-group friendships in the context of societal inequalities. *Journal of Social Issues*, 77, 1188-1212. <https://doi.org/10.1111/josi.12484>
- Grütter, J., Meyer, B., Stegmann, S., Philipp, M., & van Dick, R. (2021). Interethnic relations in diverse classrooms: The role of faultlines and teacher care. *Frontiers in Education*, 5. doi: 10.3389/feduc.2020.586709
- Buchmann, M., Grütter, J., & Igel, C., (2021). COCON: Swiss Longitudinal Survey of Children and Youth. *Longitudinal and Life Course Studies*. eISSN 1757-9597. <https://doi.org/10.1332/175795920X16062920646814>

## 2020

Sette, S., Gasser, L., & Grütter, J. (2020). Links between teachers' liking of students, peer inclusion, and students' academic achievement: A two-wave longitudinal study. *Journal of Youth and Adolescence*, 49, 747-756. <https://doi.org/10.1007/s10964-019-01048-5>

## 2019

Grütter, J. & Tropp, L. (2019). How friendship is defined matters for predicting intergroup attitudes: Shared activities and mutual trust with cross-ethnic peers during late childhood and early adolescence. *International Journal of Behavioral Development*, 43, 128-135. <https://doi.org/10.1177/0165025418802471>

## 2018

Grütter, J., Gasser, L., Zuffiano, A., & Meyer, B. (2018). Promoting inclusion via cross-group friendship: The role of individual change in trust and sympathy. *Child Development*, 89, e414-e430. <https://doi.org/10.1111/cdev.12883>

Gasser, L., Grütter, J., Buholzer, A., & Wettstein, A. (2018). Emotionally supportive classroom interactions and students' perception of their teachers as just and caring. *Learning and Instruction*, 54, 82-92. <https://doi.org/10.1016/j.learninstruc.2017.08.003>

Gasser, L., Grütter, J., & Torchetti, L. (2018). Inclusive classroom norms and adolescents' sympathy and intended inclusion towards students with hyperactive behavior. *Journal of School Psychology*, 71, 72-84. <https://doi.org/10.1016/j.isp.2018.10.005>

## 2017

Grütter, J., Gasser, L., & Malti, T. (2017). The role of cross-group friendship and emotions in social exclusion. *Journal of Research in Developmental Disabilities*, 62, 137-147. <https://doi.org/10.1016/j.ridd.2017.01.004>

Gasser, L., Grütter, J., Torchetti, L., & Buholzer, A. (2017). Competitive classroom norms and exclusion of children with academic and behavior difficulties. *Journal of Applied Developmental Psychology*, 49, 1-11. <https://doi.org/10.1016/j.appdev.2016.12.002>

## 2015

Grütter, J., Meyer, B., & Glenz, A. (2015). Sozialer Ausschluss von Kindern mit besonderen Bedürfnissen: Ansichtssache? [Social exclusion of children with special educational needs: A question of viewpoint?] *Psychologie in Erziehung und Unterricht*, 62, 65-82. <https://doi.org/10.2378/peu2015.art05d>

## 2014 (Masterarbeit)

Grütter, J. & Meyer, B. (2014). Intergroup friendship and children's intentions for social exclusion in integrative classrooms: The moderating role of diversity beliefs. *Journal of Applied Social Psychology*, 44, 481-494. <https://doi.org/10.1111/jasp.12240>

## Dissertation

Grütter, J. (2017). *The role of socio-moral development, cross-group friendships, and teacher behavior for peer group inclusivity*. Dissertation at the University of Zurich. Available from: <http://opac.nebis.ch/ediss/20173153.pdf>

## Buchkapitel

- Grütter, J., Barth, C., Farah, S., & Weber, A. (in press). Das Freundschaftsprojekt – Wie können positive soziale Beziehungen und sozial-emotionale Kompetenzen in der Schule gefördert werden?, in T. Malti & S. Perren (Eds.), *Soziale und emotionale Entwicklung bei Kindern und Jugendlichen: Entwicklungsprozesse verstehen, begleiten, stärken*.
- Grütter, J., Barth, C., Farah, S., & Weber, A. (2025). Fostering cross-ethnic friendship and inclusion in schools: Potential avenues for educational programs, in A. Bergamaschi & C. Pica (Eds.), *Inter-group Friendship and Prejudice Reduction in Multiethnic Schools*.
- Grütter, J. & Garrote, A. (2020). Sozialisierung in multikulturellen Schulklassen. [Socialization in inter-ethnic classrooms], in T. Ringeisen (Ed.), *Handbuch Stress und Kultur* [Handbook of stress and culture]. Springer. [https://doi.org/10.1007/978-3-658-27825-0\\_32-1](https://doi.org/10.1007/978-3-658-27825-0_32-1)
- Rutland, A., Palmer, S., Yuksel, A., & Grütter, J., (2022). Social exclusion and group identity, in M. Killen & J. Smetana (Eds.), *Handbook of Moral Development*, 3rd edition.

## Tagungsbeiträge, Referate, Workshops

### Eingeladene Vorträge

- Grütter, J. & Barth, C. (2025). *Research Methods in Psychological and Educational Research*. Global Classroom Initiative, University of Maryland.
- Grütter, J. & Kizliceç, R. (2025). *Scaling Analyses of Learning Interactions in Groups using AI*. SHARP-consortium, LMU Munich
- Grütter, J. (2024). *Willkommenskultur und positive Gruppendynamik* [Welcoming school cultures and positive group dynamics]. Guest lecture at the Department of Education, University of Applied Sciences and Arts, Northwestern Switzerland.
- Grütter, J. (2022). *Investigating social change in adolescents' civic engagement – How can we do that?* Workshop on quantitative methods in educational research. University of Zurich, 5th December.
- Grütter, J. (2022). *Understanding and shaping group dynamics in heterogenous classrooms*. Seminar Series, Center for the Advanced Study of Collective Behavior, University of Konstanz. 30th of May.
- Grütter, J. (2021, online). *Moral reasoning in the context of social inequality*. General Meeting of the European Social Domain Theory Group. 28th of May.
- Grütter, J. (2021, online). *Development of children's and adolescents' reasoning about social inequality*. Guest lecture at the Seminar Series of the Jacobs Center for Productive Youth Development, University of Zurich, 7th of May.
- Grütter, J. (2020, online). *Children and adolescents' reasoning about social inequality*. Guest lecture at Centro de Investigación y Docencia Económicas (CIDE), Aguas Calientes, Mexico. 18th of April.
- Grütter, J. (2019). *Prevention of discrimination in schools*. Guest lecture at the Department of Psychology (Social Psychology), University of Basel, , 4th of October.

- Grütter, J. (2019). *Social justice and inclusion in Nepal*. Guest lecture at the Department of Psychology (Clinical Psychology), Tribhuvan University, Padma Kanya Campus, 15th of May.
- Grütter, J. (2016). *Soziale Netzwerke in inklusiven Schulklassen: Wie gut sind Kinder mit besonderem Bildungsbedarf und Kinder mit Migrationshintergrund in das soziale Gefüge der Schulklasse integriert?* [Social networks in inclusive schools: How much do children with special educational needs and immigrant children participate in the social activities of the classroom?]. Guest lecture at the Department of Education, University of Leipzig, 22nd of August.
- Grütter, J. (2016). *Intergruppenfreundschaften, sozio-moralische Kompetenzen und inklusive Haltungen bei Kindern und Jugendlichen*. [Cross-group friendship, socio-moral competencies and inclusive attitudes in children and adolescents]. Guest lecture at the Department of Psychology (Social Psychology), Chemnitz University of Technology, 26th of April.

### **Organisierte Workshops**

- Grütter, J., Dahl, A., & Killen, M. (June 2025). *How Social Domain Theory is Foundational for Cutting-Edge Research Avenues in the Field of Social and Moral Development: New Directions*, LMU Munich.

### **Organisierte Symposien (Peer-reviewed)**

- Bialek, A. & J. Grütter (2025). *Tracing behavioral dynamics in children's social interactions: The potential of motion tracking in developmental research* [Symposium]. 54th Annual Meeting of the Jean Piaget Society, Belgrade, Serbia.
- Peplak, J. & Grütter, J. (2023). *Facilitating positive intergroup relations: Research on children's and adolescents' outgroup prosociality*. Biennial Meeting of the Society for Research in Child Development, Salt Lake City, USA, 23-25.3, 2023.
- Grütter, J. (2021, online). *Promoting social belongingness, inclusion & positive intergroup attitudes in multicultural schools: Novel findings from different intergroup contexts*. 3rd Cultural Diversity, Migration, and Education conference (CDME), Potsdam, Germany.
- Grütter, J. (2020, cancelled due to COVID-19). *The role of socio-emotional competencies and identity for civic engagement*. Biennial Meeting of the Society for Research on Adolescence, San Diego, USA, 19-21.3, 2020.
- Grütter, J. & Peplak, J. (2019). *Children's emotions and prosocial behavior in the context of intergroup relations*. Biennial Meeting of the Society for Research in Child Development, Baltimore, USA, 21-23.3, 2019.
- Garrote, A. & Grütter, J. (2016). *Social participation in peer networks: How do characteristics of the group influence children and adolescents at risk?* 50. Congress of the German Society of Psychology, Leipzig, 18.-22.9 2016.

### **Konferenzbeiträge (Peer-Reviewed)**

- Barth, C., Grütter, J. & Arechar, A.A. (2025, May 29-31). *Children's giving and taking behavior in the Dictator Game* [Poster session]. 54th Annual Meeting of the Jean Piaget Society, Belgrade, Serbia.
- Barth, C. & Grütter, J. (2025, May 29-31). *What would others do? Children's reasoning about social exclusion of peers with learning difficulties*. In C. Barth (Chair), Challenging social exclusion: Children's

- socio-moral reasoning about peers in inequalities in diverse contexts [Symposium]. 54th Annual Meeting of the Jean Piaget Society, Belgrade, Serbia.
- Grütter, J., Putra, P., Denk, B., Farah, S., Prüssner, J. & Kano F. (2025, May 29-31). *Children's smile synchrony during dynamic peer interactions: Affiliation, status, and perceived group cohesion*. In A. Bialek & J. Grütter (Chairs), Tracing behavioral dynamics in children's social interactions: The potential of motion tracking in developmental research [Symposium]. 54th Annual Meeting of the Jean Piaget Society, Belgrade, Serbia.
- Weber A. & Grütter, J. (2025, May 29-31). *Virtual Reality for assessing and promoting children's bystander behavior*. [Poster session]. 54th Annual Meeting of the Jean Piaget Society, Belgrade, Serbia.
- Barth, C., Krukowski, E., & Grütter, J. (2024). *Promoting Peer Inclusivity in the Classroom: The Role of Teacher-Student Relations and Responsibility for Classroom Social Dynamics*. In A. Hitti & L. Elenbaas (Chairs), The role of authority figures in supporting children's and adolescents' intergroup interactions [Symposium]. 27th Biennial Meeting of the ISSBD, Lisbon, Portugal, , 16 – 20.6, 2024.
- Buchmann, M., Grütter, J., & Zuffiano, A. (in preparation). *General and time-specific convergence of teacher and student views of student mental health from late childhood to mid-adolescence*. [Poster session]. 27th Biennial Meeting of the ISSBD, Lisbon, Portugal, 16 – 20.6.2024.
- Denk, B.F., Farah, S., Pruessner, J.C., & Grütter, J. (2024). *Heart rate synchrony and dyadic relationships in children*. Workshop Behavioral Dynamics in Social Interactions, Krakow, 2-4.5, 2024.
- Farah, S. & Grütter, J. (2024). *Resource allocation following peer inequalities: balancing desire for fairness with concerns about peer status*. [Poster session]. 27th Biennial Meeting of the ISSBD, Lisbon, Portugal, 16 – 20.6.
- Farah, S., Barth, C. & Grütter, J. (2024). *Understanding Bystander Responses to Social Exclusion: Prosociality, Extraversion, and Aggression Management*. [Poster session]. 25th International Society for Research of Aggression World Meeting, Munich, Germany, 29.07- 3.8.2024.
- Grütter, J., Putama, P., Denk, B., Farah, S., Pruessner, J. & Kano, F. *Affective and action synchrony in children's dynamic peer interaction*. Workshop Behavioral Dynamics in Social Interactions, Krakow, 2-4.5, 2024.
- Weber, A., Rai, N., Bhatta, P. & Grütter, J. (2024, June 16 – 20). *Civic beliefs and participation in an evolving democracy: a longitudinal study on Nepalese adolescents*. In S. Gönültaş (Chair), Youths' Power in Societies: Exploring Factors Related to Youth's Civic Engagement in Political and Social Contexts [Symposium]. 27th Biennial Meeting of the ISSBD, Lisbon, Portugal, 16 – 20.6, 2024.
- Barth, C. & Grütter J. (2023). *Adolescents' perceptions of social mobility in relation to their career aspirations: First insights from Nepal*. Paper presentation at the Biennial Meeting of the Society for Research in Child Development, Salt Lake City, USA, 23-25.3, 2023.
- Barth, C., Grütter, J. (2023). *The role of inclusive classroom norms for children's reasoning about social exclusion based on learning difficulties*. Poster presentation at the Biennial Meeting of the Society for Research in Child Development, Salt Lake City, USA, 23-25.3, 2023.
- Grütter, J. & Barth, C. (2023). *Children's evaluation of bystander behavior in intergroup situations: The role of peer group dynamics and first insights from a school-based intervention program*. Paper presentation at Biennial Meeting of the Society for Research in Child Development, Salt Lake City, USA, 23-25.3, 2023.
- Grütter, J., Barth, C., & Kovacevic, Z. (2023). *Fostering cross-group friendships and inclusion in schools: Recent findings from the Friendship Project – A multilevel intergroup intervention*. Paper

- presentation at Biennial Meeting of the Society for Research in Child Development, Salt Lake City, USA, 23-25.3, 2023.
- Barth, C., Grütter, L. (2022). *The role of inclusive classroom norms for children's reasoning about social exclusion based on learning difficulties*. Paper presented at the 3rd Conference on Social Inclusion, Zurich, Switzerland, 9-10.6, 2022.
- Grütter, J. (2022). *"If we choose the right person, they might later on develop the society". Nepalese adolescents moral reasoning and anticipated civic engagement*. Paper presented at the European Association for Research on Adolescence (EARA), Dublin, Ireland, 24-27.8.2022.
- Grütter, J., Barth, C., Aréchar, A., & Rizzo, M. (2022) *Children's evaluations of global, local and interpersonal inequalities: First insights from Nepal and Switzerland*. Paper presented at the Biennial meeting of the ISSBD, Rhodes, Greece, 19 – 23.6.2022.
- Grütter, J., Dändliker, L., Archarya, A., & Killen, M. (2022) *Nepalese adolescents' reasoning about social mobility: The role of group status and experiences with discrimination*. Paper presented at the Biennial meeting of the ISSBD, Rhodes, Greece, June 19 – 23.6.2022.
- Grütter, J., Tschopp, C., Barth, C., & Buholzer, A. (2022). *The friendship project: Promoting cross-group friendships in heterogenous classrooms*. Paper presented at the 3rd Conference on Social Inclusion, Zurich, Switzerland, 9-10.6, 2022.
- Barth, C., Paukstat, V., & Grütter, J. (2021, online). *The role of supportive teacher student relationships for social participation in ethnically diverse classrooms*. 3rd Cultural Diversity, Migration, and Education conference (CDME), Potsdam, Germany. Retrieved from [osf.io/y92n3](https://osf.io/y92n3)
- Grütter, J., Barth, C., Tschopp, C., & Buholzer, A. (2021, online). *Intergroup perceptions, belonging and friendship in multicultural schools*. 3rd Cultural Diversity, Migration, and Education conference (CDME), Potsdam, Germany. Retrieved from [osf.io/r25uq](https://osf.io/r25uq)
- Grütter, J., Barth, C., Tschopp, C., & Buholzer, A. (2021, online). *Teachers' emotional reactions and reasoning about social exclusion based on learning difficulties and hyperactive behavior*. 47th Annual Conference of the Association for Moral Education (AME).
- Grütter, J., Dhakal, S., Dändliker, L., & Buchmann, M. (2021, online). *The role of sympathy for adolescents' civic engagement: Longitudinal evidence from Nepal and Switzerland*. Pre-Conference on Moral Development for the Biennial Meeting of the Society for Research on Adolescence. <https://www.moral-development-psy.org/presenters.html>
- Dhakal, S., Grütter, J., & Killen, M. (2019). *How does access to education predict the school adjustment and career orientation of girls from marginalized families in Nepal?* Paper presented at the Second International conference on Quality Education, Nepal, 24-26 August 2019.
- Grütter, J. & Buchmann, M. (2019). *Development of civic competencies during adolescence: Longitudinal associations with sympathy and persistence in late childhood*. Paper presented at the 19th European Conference on Developmental Psychology, Athens, 29.8-1.9.2019.
- Grütter, J., Dhakal, S., & Killen, M. (2019). *Adolescents' friendship selection based on caste, SES, and academic achievement: The role of school diversity*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, USA, 21-23.3, 2019.
- Grütter, J., Dhakal, S., & Killen, M. (2019). *The role of sympathy and trust for resource allocation decision within preexisting social inequalities*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, USA, 21-23.3, 2019.
- Killen, M., Grütter, J., & Dhakal, S. (2019). *Adolescents expect that parents will discourage cross-group friendship between low-wealth and high-wealth peers: Implications for social inclusion*. Paper presented at the 19th European Conference on Developmental Psychology, Athens, 29.8-1.9.2019.

- Sette, S., Gasser, L., & Grütter, J., (2019). *Reciprocal effects among teacher liking, peer inclusion, and adolescents' academic achievement in a two-wave longitudinal study*. Paper presented at the 19th European Conference on Developmental Psychology, Athens, 29.8-1.9.2019.
- Woodward, B., Grütter, J., Karki, I., Sharma, M., Freites, E., Ahmed, H., & Killen, M. (2019). *Adolescents' expectations about intergroup encounters and friendship between high and low SES peers*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, USA, 21-23.3, 2019.
- Grütter, J., Dhakal, S. & Killen, M. (2018). *Growing up with cultural and social diversity in strong social hierarchies: Adolescents' interpretations of discrimination and potential for cross-group friendships in Nepal*. Paper presented at the 51. Congress of the German Society of Psychology, Frankfurt, 15.-20.9 2018.
- Grütter, J., Karki, I., Dhakal, S., Shrestha, R., & Killen, M. (2018). *The role of inclusive education for adolescent's reasoning about social exclusion in Nepal*. Paper presented at the 51. Congress of the German Society of Psychology, Frankfurt, Germany, 15.-20.9 2018.
- Grütter, J., Dhakal, S., & Killen, M. (2018). *Adolescent's reasoning about social justice and discrimination in Nepal*. Poster presented at the Conference of the Psychological Studies of Social Issues, Pittsburgh, USA, 29.6.-1.7.2018.
- Grütter, J., Karki, I., Parajuli, S., & Killen, M. (2018). *How does access to education predict the school adjustment and career orientation of girls from marginalized families in Nepal?* Poster presented at the Biennial Meeting of the Society for Research on Adolescence, Minneapolis, USA, 12-14.4. 2018.
- Grütter, J., Meyer, B., Stegmann, S., Philipp, M., & van Dick, R. (2016). *Interethnic relations in diverse classrooms: The role of ethnic diversity, faultlines, and teacher care*. Paper presented at the 50. Congress of the German Society of Psychology, Leipzig, Germany, 18.-22.9 2016.
- Tschopp, C., Buholzer, A., & Grütter, J. (2016). *The pivotal role of teacher-parent collaboration in inclusive schools*. Paper presented at the 11th EARLI SIG Conference on Diversity and Inclusion as Challenge for Teacher Education, Zürich, Switzerland, 20-22.6.
- Grütter, J., Malti, T., Meyer, B., & Gasser, L. (2015). *The role of classroom composition and in-group norms on children's intentions to exclude peers with special educational needs*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, USA, 19.-21.3.
- Grütter, J., Malti, T., Tropp, L., & O'Brien, T. (2015). *Cross-group friendship, classroom composition and attitudes towards school among ethnic minority group children*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, USA, 19.-21.3.
- Grütter, J., Meyer, B., & Glenz, A. (2015). *Social exclusion in inclusive classrooms: A question of measurement and context?* Paper presented at the 45th Annual Meeting of the Jean Piaget Society, Toronto, CA, 4-6.6 2014.
- Gasser, L., Grütter, J., Glenz, A., & Malti, T. (2014). *Peers' moral reasoning as predictors of physical and relational aggression*. Paper presented at the 4th SIG13 Symposium on Moral Education for a Democratic Citizenship, Verona, Italy, 25-28.6.
- Grütter, J. & Meyer, B. (2014). *Sozialer Ausschluss von Kindern mit besonderen Bedürfnissen: Realität oder methodisches Artefakt?* [Social exclusion of children with special educational needs: A question of viewpoint?] Paper presented at the Congress of the Swiss Society for Research in Education, Lucerne, Switzerland, 23.-25.6.

- Grütter, J. & Meyer, B. (2014). *Social exclusion of children with ADHD: A comparison of different forms of intergroup contact*. Poster presented at the 17th General Meeting of the European Association of Social Psychology, Amsterdam, Netherlands, 8.-12.7.
- Grütter, J., Kummer Wyss, A., & Meyer, B. (2014). *Inklusion fängt in den Köpfen an: Ist die soziale Inklusion von Kindern mit besonderem Förderbedarf reine Einstellungssache?* [Inclusion starts in our heads: Is the social inclusion of children with special educational needs just a question of attitude?] Poster presented at the 49. Congress of the German Society of Psychology, Bochum, Germany, 21.-25.9.
- Grütter, J., Meyer, B., & Malti, T. (2013). *Social exclusion of children with special educational needs: A Swiss study using social network analysis*. Paper presented at the 35th International School Psychology Association Conference, Porto, Portugal, 17-20.7.

## Öffentlichkeitsarbeit

### Podcasts

- Helfen und sich helfen lassen* [About help and receiving help]. SWR2 Wissen / Bayern 2 Radiowissen. <https://www.br.de/mediathek/podcast/radiowissen/helfen-und-sich-helfen-lassen-gar-nicht-so-einfach/2101140>
- The classroom idol*. In the Swarm (Centre for the Advanced Study of Collective Behaviour). <https://open.spotify.com/episode/6qpFiltmcc2mN6FeZO2i18>

### Beiträge in Zeitschriften

- Was wir Kindern mitgeben*. Einsichten, LMU München. Dezember 2024. <https://www.lmu.de/de/newsroom/newsuebersicht/news/was-wir-unseren-kindern-mitgeben.html>
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