



## Publikationen Sirlus-Projekt:

Garrote, A. & Moser Opitz, E. (2021). The social relationships of students with intellectual disabilities in inclusive classrooms. *Empirische Sonderpädagogik*, 3, 201-215. [https://www.psychologie-aktuell.com/fileadmin/Redaktion/Journale/esp-2021-3/ESP\\_3-2021\\_2.pdf](https://www.psychologie-aktuell.com/fileadmin/Redaktion/Journale/esp-2021-3/ESP_3-2021_2.pdf)

Schnepel, S., Garrote, A., Moser Opitz, E. (2021). Disentangling the relationship between mathematical achievement, social status, and social skills in inclusive classrooms. *Empirische Sonderpädagogik*, 13(2), 148-166. [https://www.psychologie-aktuell.com/fileadmin/Redaktion/Journale/esp-2021-2/ESP\\_2-2021\\_ebook\\_4.pdf](https://www.psychologie-aktuell.com/fileadmin/Redaktion/Journale/esp-2021-2/ESP_2-2021_ebook_4.pdf)

Garrote, A., Felder, F., Krähenmann, H., Schnepel, S., & Sermier Dessemontet, R. (2020). Social Acceptance in Inclusive Classrooms: The Role of Teacher Attitudes Toward Inclusion and Classroom Management. *Frontiers in Education*, 5, <https://doi.org/10.3389/educ.2020.582873>

Moser Opitz, E., Schnepel S., Krähenmann, H., Jandl, S. Felder, F. & Sermier Dessemontet, R. (2020) The impact of special education resources and the general and the special education teacher's competence on pupil mathematical achievement gain in inclusive classrooms. *International Journal of Inclusive Education*, <https://doi.org/10.1080/13603116.2020.1821451>

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Sermier Dessemontet, R., Schnepel, S. & Moser Opitz, E. (2020). The profiles and patterns of progress in numerical skills of elementary school students with mild and moderate intellectual disability. *International Journal of Disability, Development and Education*, 67(2), 409-423. <https://doi.org/10.1080/1034912X.2019.1608915>

Krähenmann, H., Moser Opitz, E., Schnepel, S. & Stöckli, M. (2019). Inclusive Mathematics Instruction – a Conceptual Framework and Selected Research Results of a Video Study. In D. Kolloosche, R. Marcone, M. Knigge, M. Godoy Penteado & O. Skovsmose, (eds.), *Inclusive Mathematics Education –State-of-the-Art Research from Brazil and Germany* (pp.179-196). Cham: Springer Nature.

Schnepel, S. (2018). *Mathematische Förderung von Kindern mit einer intellektuellen Beeinträchtigung. Eine Längsschnittstudie in inklusiven Klassen.* (Dissertationsschrift). Waxmann: Münster. Verfügbar unter: [https://www.researchgate.net/publication/336374530\\_Mathematische\\_Forderung\\_von\\_Kindern\\_mit\\_einer\\_intellektuellen\\_Beeintrachtigung\\_Eine\\_Langsschnittstudie\\_in\\_inklusive\\_Klassen](https://www.researchgate.net/publication/336374530_Mathematische_Forderung_von_Kindern_mit_einer_intellektuellen_Beeintrachtigung_Eine_Langsschnittstudie_in_inklusive_Klassen)

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Garrote, A. & Moser Opitz, E. (2017). Soziale Interaktionen in Integrationsklassen fördern. *Schweizerische Zeitschrift für Heilpädagogik*, 23 (5-6), 6-11.



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Garrote, A. (2016). Soziale Teilhabe von Kindern in inklusiven Klassen. *Empirische Pädagogik*, 30(1), 67-80.

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Felder, F., Garrote, A., Krähenmann, H. Moser Opitz, E. & Schnepel, S. (2014). Effective teaching practices in inclusive classrooms. *Vierteljahresschrift für Heilpädagogik und ihre Nachbargebiete* 83(2), 154-157.