



## Publikationen Sirlus-Projekt:

Garrote, A., Wullschleger, A. & Moser Opitz, E. (2023). Positives Feedback erhöht die soziale Akzeptanz unter Kindern. *Bildung Schweiz, Dachverband Lehrerinnen und Lehrer Schweiz LCH*, 5, 27. <https://www.bildungschweiz.ch/detail/positives-feedback-erhoeht-die-soziale-akzeptanz-unter-kindern>

Schnepel, S., Sermier Dessemontet, R. & Moser Opitz, E. (2022) The impact of inclusive education on the mathematical progress of pupils with intellectual disabilities, *International Journal of Inclusive Education*. Advance online publication. <https://doi.org/10.1080/13603116.2022.2132425>

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)

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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>

Wullschleger, A., Garrote, A., Schnepel, S., Jaquiéry, L. & Moser Opitz, E. (2020). Effects of teacher feedback behavior on social acceptance in inclusive elementary classrooms. Exploring social referencing process in a natural setting. *Contemporary Educational Psychology*, 60. <https://doi.org/10.1016/j.cedpsych.2020.101841>

Schnepel, S., Moser Opitz, E., Krähenmann, H., & Sermier Dessemontet, R. (2020). The mathematical progress of students with an intellectual disability in inclusive classrooms: Results of a longitudinal study. *Mathematics Education Research Journal*, 32(1), 103-119. <https://doi.org/10.1007/s13394-019-00295-w>

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.

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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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