

Research output

Publications in peer-reviewed journals

- Gasser, L., **Grütter**, J., & Torchetti, L. (2018). Inclusive classroom norms and adolescents' sympathy and intended inclusion towards students with hyperactive behavior. Submitted to the *Journal of School Psychology*, 71, 72-84. doi: 10.1016/i.isp.2018.10.005
Contribution: Analyses and revising, involvement in study conceptualization, data collection
- 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. doi: 10.1016/j.appdev.2016.12.002
Contribution: Analyses and revising, involvement in study conceptualization, data collection
- Gasser, L., **Grütter**, J., Buholzer, A., & Wettstein, A. (2018). Emotionally supportive classroom interactions and students' perception of their teachers as just and caring. *Journal of Learning and Instruction*, 54, 82-92. doi: 10.1016/j.learninstruc.2017.08.003
Contribution: Analyses and revising, involvement in study conceptualization, data collection
- 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. doi: 10.1016/j.ridd.2017.01.004
- 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. doi: 10.1111/cdev.12883
- 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. doi: 10.1111/jasp.12240
- 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. doi:10.2378/peu2015.art05d
- Grütter**, J. & Tropp, L. (2018). 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*, 27, 1-8. doi: 10.1177/0165025418802471

Peer-reviewed conference proceedings

- 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, 25-28.6.*
Contribution: Analyses, involvement in study conceptualization & presentation
- Grütter**, J., Dhakal, S., & Killen, M. (2019). Adolescents' friendship selection based on caste, SES, and academic achievement: The role of school diversity. Paper prepared for 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 prepared for 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 prepared for the *51. Congress of the German Society of Psychology, Frankfurt, 15.-20.9 2018.*
- Grütter**, J., Dhakal, S., & Killen, M. (2018). Adolescent's reasoning about social justice and discrimination in Nepal. Paper prepared for the *Conference of the Psychological Studies of Social Issues, Pittsburgh, 29.6.-1.7.2018.*
- 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. (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, 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, 8.-12.7.*
- 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, 4-6.6 2014.*
- Grütter, J., Meyer, B., & Malti, T. (2013).** Social Exclusion of Children with Special Educational Needs: A Swiss Study Using Social Network Analysis. Paper presented *35th International School Psychology Association Conference, Porto, 17-20.7.* ^{11.11.2013} _{15.09.2013}
- 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, 18.-22.9 2016.*
- 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, 21.-25.9.*
- 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 prepared for the *51. Congress of the German Society of Psychology, Frankfurt, 15.-20.9 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 prepared for the *Biennial Meeting of the Society for Research on Adolescence Minneapolis, USA, 12-14th April 2018.*
- 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, 20-22.6.*
- Contribution:* Involvement in study conceptualization, analyses, data collection & presentation
- 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 prepared for the *Biennial Meeting of the Society for Research in Child Development, Baltimore, USA, 21-23.3, 2019.*

Organized symposia

- 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? Symposium was held at the *50. Congress of the German Society of Psychology, Leipzig, 18.-22.9 2016.*

Invited talks at universities

- 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 University of Leipzig, Department of Education, 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 Chemnitz University of Technology, Department of Psychology, 26th of April.

Invited talks for professorship applications

- Grütter, J. (2018).** Eine Schule für alle: Wie können inklusive Haltungen gefördert werden? [Creating inclusive school environments: How can we promote inclusive attitudes among children and adolescents?]. Invited lecture for the professorship application of the post "Education and Socialization" at the University of Freiburg, Germany, 9th of November.

Evaluation project reports

Buholzer, A., **Grütter**, J., & Tschopp, C. (2015). Evaluation der Integrierten Sonderschulung in der Verantwortung der Regelschulen (ISR) im Kanton Zürich. Evaluationsbericht im Auftrag des Volksschulamts des Kantons Zürich. [Evaluation of the inclusive special needs education in the responsibility of the local school bodies (ISR) in the Canton of Zurich. Evaluation report for the Ministry of Education of the Canton of Zurich]

Contribution: analyses, writing multiple chapters of the report, involvement in study conceptualization & realization

Buholzer, A., Tanner, S., Zullinger, S., & **Grütter**, J. (2015). Evaluation des Schulversuchs Fokus Starke Lernbeziehungen (FSL). Elternbefragung von Kindern mit ISR-Status. Vergleich von Schulen mit und ohne Starke Lernbeziehungen. Evaluationsbericht im Auftrag des Volksschulamts des Kantons Zürich. [Evaluation of the school pilot project focus on strong relationships (FSL). A survey for parents of children with special educational needs comparing schools in the pilot project with control schools. Evaluation project report for the Ministry of Education of the Canton of Zurich]

Contribution: analyses, involvement in study conceptualization & realization

Vogel, D., Tschopp, C., **Grütter**, J. (2017). DAS-Training für Studierende Dialog und Achtsamkeit in der Schule. Ein achtsamkeitsbasiertes Training zur Förderung der Sozial-emotionalen Kompetenz von (angehenden) Lehrpersonen. Bericht zur wissenschaftlichen Evaluation. [DAS-Training for teaching students, dialogue and mindfulness in education. A mindfulness-based training to promote socio-emotional competencies among teaching students. A report for the scientific evaluation of the project]. Project report, Teacher University Lucerne.

Contribution: Analyses, involvement in the interpretation of results

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>

Research video

<https://drive.google.com/file/d/1Ff05gIObpEXLz881vknjzl-RyHUwrXWv/view?usp=sharing>