



**CONFERENCE ON THE SOCIAL INCLUSION OF STUDENTS WITH DISABILITIES IN
GENERAL EDUCATION**

9-10 June 2022, University of Zurich, Switzerland

Interventions for Promoting Social Inclusion

PROGRAM

Thursday, 9 June

12:00-13:00	Registration (Snacks available)
13:00-13:10	Welcome
13:10-13:30	Introduction Starting points for fostering social inclusion in school – a short trip through the conference schedule (Ariana Garrote & Christian Huber)
13:30-14:30	Fostering social inclusion 1: Intergroup contact <ol style="list-style-type: none"> 1. A question of contact? Cooperative learning as a way to improve social inclusion in primary school (Corinna Hank, Wuppertal) 2. The Friendship Project: Promoting Cross-Group Friendships in Heterogenous Classrooms (Janine Grütter, Konstanz) 3. Cancelled: Supporting social-emotional learning in children with dyslexia – Project Lubo-LRS (Christina Bär, Zürich & Susanne Seifert, Graz) 4. Everybody belongs! The impact of an intervention on the social play interactions of kindergarten students with disabilities (Floriane Rademaker, Groningen)
14:30-15:00	Discussion: intergroup contact
15:00-15:40	Coffee break
15:40-17:00	Fostering social inclusion 2: Teacher feedback <ol style="list-style-type: none"> 5. Teachers' feedback and social acceptance: Studying social referencing processes on dyadic level (Philipp Nicolay, Wuppertal) 6. The role of teacher feedback behaviour in standardized mathematics lessons in social processes (Elisabeth Moser & Susi Kuratli, Zürich) 7. The role of teacher feedback behaviour in standardized classroom discussions in social processes (Ariana Garrote & Elisabeth Moser, Zürich) 8. Classroom discussions to foster social participation and the unintended consequences of teacher feedback behavior: A video study (Celina Nesme, Zürich)
17:00-17:30	Discussion: Teacher feedback
18:30	Apéro at Schipfe 16 (s. map)
19:00	Dinner at Schipfe 16

Friday, 10 June

8:30-9:50	Fostering social inclusion 3: Interventions and influencing factors 9. Creating social inclusion interventions based on previous research (Anamarija Zic Ralic, Zagreb) 10. "Prinzip Vielfalt": Effects of a diversity awareness program on children's willingness to include peers with disabilities (Sergej Wüthrich, Bern) 11. The impact of classroom management on the social inclusion of primary school children with behavior problems in regular school classrooms (Christian Huber, Wuppertal) 12. The role of inclusive classroom norms for children's reasoning about social exclusion based on learning difficulties (Carmen Barth, Konstanz)
9:50-10:10	Discussion: Interventions and influencing factors
10:10-10:40	Coffee Break
10:40-11:20	Fostering social inclusion 4: Students and adolescents 13. Social Inclusion of Students with Disabilities: Insights, Questions and Dilemmas from an Anti-Stigma Communication Perspective (Matthias Hastall & Michéle Möhring, Dortmund) 14. The influence of social participation on personality functioning in adolescence in the context of inclusive education (Anne Hartmann, Potsdam)
11:20-11:35	Discussion: students & adolescents
11:35-11:50	Coffee break
11:50-12:20	Conclusion: A conference inspired framework supporting social inclusion in school and future directions for research (Ariana Garrote & Christian Huber)
12:20-12:30	Closing session

Presentation 1

Titel	A question of contact? Cooperative learning as a way to improve social inclusion in primary school
Authors	Corinna Hank, Simone Weber, Christian Huber
Presenting Author	Hank Corinna
Institution	Bergische Universität Wuppertal Germany
Keywords	Social inclusion, cooperative learning, intergroup contact theory, primary school

Abstract

The question how to improve social integration of socially excluded children in school remains an unsolved issue. Studies indicate that ~50 % of students with SEN and ~15 % of students without SEN are excluded from class community (e.g. Huber, 2008; Krull, Wilbert & Hennemann, 2014). Still, reliable concepts for fostering social inclusion within the school context are lacking.

The intergroup contact theory claims that contact provided within specific parameters can help overcome prejudices and therefore foster social integration (Allport, 1954; Pettigrew & Tropp, 2006). Research on intergroup contact theory suggests that several criteria must be met to evoke high quality contacts among students. The intergroup contact theory indicates parallels to cooperative learning (Johnson & Johnson, 1983). Therefore, cooperative learning may be adapted to structure contact experiences in class to become ones of high quality. This would provide an opportunity to foster social integration within the school context.

The SOZIUS project, funded by the Bundesministerium für Bildung und Forschung (BMBF, the German Federal Ministry of Education and Research) aims to investigate if cooperative learning enriched by intergroup contact theory's criteria (integration focused cooperative learning, IKL) can foster social integration within the classroom context. We assume a positive effect of IKL on social integration of socially excluded children on different levels of social inclusion.

Within a wait control group design, N = 834 primary school students participated (N = 39 classes). Teachers of the intervention group conducted one IKL-session every day for four weeks. All classes were evaluated pre, post and follow up based on surveys comprising a sociometric instrument (Moreno, 1974) and an instrument about the subjective status of social integration (Rauer & Schuck, 2003). Hypotheses are being tested by longitudinal multilevel analysis. The results and their implications for teaching practices will be framed within current research.

References

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Presentation 2

Titel	The Friendship Project: Promoting Cross-Group Friendships in Heterogenous Classrooms
Authors	Jeanine Grütter, Cécile Tschopp, Carmen Barth, Alois Buholzer
Presenting Author	Jeanine Grütter
Institution	University of Konstanz, University of Teacher Education Lucerne (Germany, Switzerland)
Keywords	social inclusion, teacher training, classroom dynamics, learning difficulties

Abstract

Positive group dynamics are fundamental for children's healthy development. Feeling accepted and experiencing friendship are important predictors of children's learning, mental health, and identity development (Rubin et al., 2015). However, self-reported social belongingness has found to be low in European countries, as many children experience discrimination due to their social group membership (immigrants or students with disabilities; Juvonen et al., 2019; OECD, 2019). Moreover, children with learning difficulties are at a higher risk for peer exclusion as compared to classmates without learning difficulties (Krull et al., 2018).

Instead of focusing solely on academic output, teachers should thus be able to understand and positively influence group dynamics in their classroom. The friendship project includes an interactive learning tool for schools to enhance teachers' diagnostic and intervention skills for group dynamics (grades 3-6). On the basis of a children's book, picturing friendships between a diverse group of children (with different gender, migration background, and learning skills), and particularly between children with and without learning difficulties, children learn about group biases, discrimination, and how to intervene in case of exclusion. Additional teacher-led discussions and exercises allow children to reflect on their own experiences related to exclusion and aim at promoting socio-cognitive and socio-moral competencies (www.freundschaftsprojekt.ch).

We have conducted a randomized trial with 67 school classes, collecting self-report and social network data from 1019 students (ages 9-12 years), showing small effects on children's intergroup perceptions with regards to unfamiliar students with learning difficulties and students with a migration background, on their openness to interact with unfamiliar students, and higher popularity rates of students with a migration background within the social networks of the intervention compared to the control group. Moreover, teachers in the intervention group reported that their students reflected on issues related to group norms and friendship during occasions outside of the program.

Presentation 3 cancelled!

Titel	Supporting social-emotional learning in children with dyslexia - Project Lubo-LRS
Authors	Seifert, S., Bär, C., Gasteiger-Klicpera, B., Hövel, D., Schabmann, A., & Schmidt, B.M.
Presenting Authors	Susanne Seifert & Christina Bär
Institution	University of Graz Austria
Keywords	dyslexia, behavioral problems, social-emotional learning, second grade

Abstract

Reading and spelling difficulties (dyslexia) are often associated with externalizing and internalizing behavioral problems and increase the likelihood of negative educational outcomes (Visser et al., 2020; Goldberg et al., 2003). The concept of social-emotional learning (SEL) represents an evidence-based way to provide sustained support for this vulnerable group of children (Hagarty & Morgan, 2020).

In collaboration with the University of Cologne, the HfH Zurich and the University of Graz, a SEL based supplementary program for second grade children with reading problems is being developed and evaluated ("Lubo-LRS"). It is built on the evidence-based universal basic program "Lubo im All!" [Lubo-in-space!] (Hillenbrand et al., 2018) and designed to support those children by means of addressing specific stressful situations at school. The training program "Lubo-LRS" [Lubo-dyslexia] will be implemented in small groups, additionally to the provision of reading support.

The evaluation of the training program is designed as a randomized experimental control group study with four groups and three measurement time points under routine conditions (at school) (N = 120). The presentation will outline the project, the research design, and the planned structure of the training program "Lubo-LRS".

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Presentation 4

Titel Everybody belongs! The Impact of an Intervention on the Social Play Interactions of Kindergarten Students with Disabilities

Authors Florianne Rademaker, Elisa Kupers, Anke de Boer & Alexander Minnaert

Presenting Author Florianne Rademaker

Institution University of Groningen, The Netherlands

Keywords social participation, social play, contact theory, kindergarten

Abstract

Play provides the most important context for social interactions in early childhood (Howe & Leach, 2018). Several studies have indicated that young students with disabilities more often play alone than with others (e.g., Chen et al., 2019; Yu et al., 2015). This is alarming because social interactions in play can be seen as important building blocks for children's long-term social development. It is therefore important to promote the social play of students with disabilities via interventions. Cooperative learning has been suggested as a suitable intervention to promote peer interactions (e.g., Pinto et al., 2019). Moreover, research indicates that the best results are achieved when interventions simultaneously promote contact and provide typically developing students with information to increase their knowledge and understanding of disabilities (Rademaker et al., 2020). The current study aims to provide clarity regarding the effectiveness of cooperative learning on the social interactions of young students with disabilities and to what extent the effects of cooperative learning can be generalised to voluntary social interactions in play. A quasi-experimental study with three repeated measurements was conducted to assess the effect of a class-wide intervention on the social play of kindergarten students with disabilities (N = 21). The experimental group received a class-wide educational intervention that combined cooperative learning groups to promote contact with storybook reading and guided discussions to increase students' knowledge about disabilities, and eliminate possible misconceptions. The control group followed the regular curriculum. Social play was assessed at each measurement time with two 10-minute live observations during free play in class and at the playground. The results indicate no effect of the intervention of social play in favour of the experimental group. In this presentation we will discuss the intervention design, the results, teachers' views on social validity of the intervention, and reflect on the findings.

Presentation 5

Titel	Teachers' feedback and social acceptance: Studying social referencing processes on dyadic level
Authors	Philipp Nicolay, Christian Huber, Corinna Hank & Markus Spilles
Presenting Author	Philipp Nicolay
Institution	Bergische Universität Wuppertal, Germany
Keywords	social referencing, social acceptance, teacher feedback

Abstract

Relying on social referencing theory (Feinman, 1992) a growing body of studies in recent years investigated how teachers influence social hierarchies in their classroom (e.g. Huber et al, 2018; Wullschleger et al., 2020). In this context longitudinal (Wullschleger et al, 2020) as well as experimental studies (Huber et al., 2018; Nicolay & Huber, 2021) found that the public feedback children receive from their teachers influences how well they are accepted by their peers. However, these studies rely either on feedback rated by observers or feedback presented in an experimental setting. This raises two methodological problems: First, children might differ in how they perceive the feedback their peers receive. Second, children might differ in how much they rely on social referencing (i.e. are influenced by teachers' feedback) depending on their relationship with the teacher. Therefore, the present study proposes a different approach. Relying on cross-sectional data of 127 students we used cross-classified multilevel regression to model the relationship between social acceptance and perceived teachers' feedback on dyadic level ($n = 1664$ dyads). Moreover, we also investigated whether this relationship is moderated by children's relationship with their teacher. Results show that how children perceive the feedback their peers receive by their teacher was related to social acceptance and that this relationship was moderated by how they described the relationship with their teacher, i.e. the better children described this relationship the stronger perceived feedback was associated with social acceptance.

Presentation 6

Titel	The impact of teacher feedback behaviour in standardized mathematics lessons on student social processes
Authors	Elisabeth Moser Opitz, Susanne Kuratli, Ariana Garrote, Marion Diener, Brigitte Hepberger, Delia Leuenberger
Presenting Author	Elisabeth Moser Opitz
Institution	University of Zurich, Institute of Education
Keywords	teacher feedback behaviour, social acceptance, standardized learning setting, classroom management

Abstract

Researchers have suggested that variables such as feedback behaviour and classroom management may affect social processes in peer groups. To date, most studies have examined these processes in the context of natural learning settings, which can vary a great deal. This study investigated the impact of teacher feedback behaviour and classroom management on the social rejection and acceptance of students in a standardized setting.

The study sample was $N = 514$ first graders from 34 classes. At the beginning of the school year (t1), the students' sociometric status (social acceptance and rejection) and social and cognitive skills were assessed. At the end of the school year (t2), the sociometric status of the students was assessed again. During the year, the teachers implemented a standardized maths program designed to support flexible computation using lesson plans they were given. The implementation of one specific lesson plan (doubling, halving) was videotaped in each of the 34 classes. Teacher feedback was coded by two coders ($\kappa = .69$) in three steps: (1) recipient (student, group, class), (2) content (social behaviour and academic performance during the introduction and reflection phases), and (3) assessment (correct, incorrect). Classroom management was rated by two raters (g-Coefficient .83) on a 4-point scale.

Multilevel analysis of the data revealed that social skills had a significant impact on social acceptance and rejection. Social acceptance was also predicted by having German as a first language. No impact of the teacher related variables on the sociometric status of students was found.

Multilevel structural equation modelling confirmed that at level 1 social skills were predictors for rejection at t2. At level 2, teacher classroom management skill predicted feedback behaviour. Higher ratings in classroom management predicted more teacher feedback for correct academic performance, lower ratings in classroom management predicted feedback for incorrect social behaviour. However, teacher feedback did not predict social rejection at a classroom level.

Presentation 7

Titel	Teacher feedback behaviour and peer acceptance and rejection in elementary classrooms
Authors	Ariana Garrote (University of Applied Sciences and Arts Northwestern Switzerland) Celina Nesme, Delia Leuenberger & Elisabeth Moser Opitz (Institute of Education, University of Zurich, Switzerland)
Presenting Author	Ariana Garrote & Elisabeth Moser Opitz
Institution	School of Education, University of Applied Sciences and Arts Northwestern Switzerland & Institute of Education, University of Zurich, Switzerland
Keywords	teacher feedback behaviour, social acceptance, standardized learning setting

Abstract

In recent years, the effect of teacher behaviour on peer acceptance and rejection is being investigated within the framework of social referencing theory. It is hypothesised that students decide whether to accept or reject a classmate based on how they perceive the interactions of the teacher with the classmate. This study examined the extent to which teacher feedback was related to students' peer acceptance and rejection, controlling for their social and cognitive skills and previous sociometric status. Data from 18 teachers in 18 elementary classes ($N = 379$ students) were analysed. At the beginning of the school year (t_1), students' sociometric status and social and cognitive skills were assessed. At the end of the school year (t_2), the sociometric status of students was assessed again. Teacher feedback behaviour during a standardized group discussion on the topic of "working in pairs" was videorecorded. The discussion was guided by the teacher. Teacher feedback was coded by two coders ($\kappa = 0.81$) in three steps: (1) recipient (student, group, class), (2) content: social behaviour during the group discussion, social learning goal of working in pairs, and (3) assessment (correct, incorrect).

Using structural equation modelling, teacher feedback, student social and cognitive skills, and sociometric status at t_1 were examined as predictors of sociometric status at t_2 . Socially skilled students were more likely to be accepted and less likely to be rejected by peers and also less likely to receive teacher feedback for incorrect social behaviour. While rejected students were less likely to receive teacher feedback for correct social learning goals, over time receiving such feedback predicted a decrease of peer acceptance. These findings show associations between teacher feedback and student social acceptance and rejection. However, the associations are inconclusive and would have been affected by the standardized setting of the group discussion.

Presentation 8

Titel	Classroom discussions to foster social participation and the unintended consequences of teacher feedback behavior: A video study
Author	Celina Nesme
Presenting Author	Celina Nesme
Institution	University of Zurich, Institute of Education
Keywords	intervention study, social participation, video study

Abstract

The aim of this study was to investigate the impact of implicit teaching behavior on an intervention to foster social participation in a sample of nine inclusive first grade classrooms in German-speaking Switzerland. A video study focusing on the feedback practices of the teachers was conducted to explore the potential effects of implicit classroom interactions and contextual variables on the social participation of the pupils. Because studies have shown that teacher feedback can negatively affect pupils' perceptions of their classmates, it was hypothesized that teacher feedback practices during group discussions could have a negative influence on the intervention objectives.

Over 12-week period pupils participated in cooperative activities in randomly assigned pairs (e.g., painting a picture together). Once a week, the activities were reviewed in a structured group discussion guided by the teacher. In each class, the cooperative activities were observed twice, and group discussions were video recorded (interval t1 – t2: eight to twelve weeks; 18 video recordings, av. duration 13 min.). The documentary method of qualitative video analysis was used to evaluate sequential and synchronous aspects of the teaching and the implicit verbal and nonverbal actions of the participants were also noted. The results confirmed the hypothesis: A number of teacher feedback behaviors that can affect the perception of pupils by their peers, such as feedback on individual behavior in cooperative activities or during the actual classroom discussion, were identified. Discussing social interactions in inclusive classrooms appears to carry the risk that teacher feedback behavior can have negative consequences for pupils.

Presentation 9

Titel	Creating social inclusion interventions based on previous research
Author	Žic Ralić, Anamarija
Presenting Author	Žic Ralić, Anamarija
Institution	Faculty of Education and Rehabilitation Sciences, University of Zagreb Croatia
Keywords	children with disabilities, social and emotional learning, social inclusion, intervention

Abstract

The results of numerous studies show that children with different types of disabilities show significantly poorer social and emotional functioning compared to peers of typical development. Since children with disabilities represent a very heterogeneous group whose social and emotional deficits differ both in terms of the type of developmental disability and the degree of difficulty, there is great diversity among the interventions created.

The aim of this paper is to provide an overview of knowledge about interventions to encourage the development of social and emotional competencies of children with disabilities with special reference to LD, ADHD, ID and ASD. Besides interventions created specifically for children with disabilities, conducted outside the school classroom, the results of social and emotional learning interventions conducted with all students in the class, including children with disabilities, will be presented. In addition to interventions aimed at empowering a child with disabilities, it is important to include and / or focus interventions for social inclusion on the child's environment, i.e., peers, parents, teachers, and the school community. Attention will also be paid to the challenges in creating and evaluating interventions aimed at social and emotional learning and achieving social inclusion in inclusive educational settings.

In conclusion, guidelines for creating and evaluating social inclusion interventions, implemented in an authentic peer environment, with in vivo guidance and support for positive behavior of children with disabilities, and encouraging social and emotional learning of all students will be highlighted.

Presentation 10

Titel	«Prinzip Vielfalt»: Effects of a diversity awareness program on children's willingness to include peers with disabilities
Authors	Sergej Wüthrich, Michelle Lüthi, Caroline Sahli Lozano
Presenting Author	Sergej Wüthrich
Institution	Pädagogische Hochschule Bern Switzerland
Keywords	intervention, attitudes, social participation, special educational needs, diversity

Abstract

Acknowledgment and valuation of human diversity are important elements in inclusive classrooms. However, students with special education needs, particularly students with learning or behavioral difficulties, are more often rejected and less well accepted than their typically developing peers. Although there is evidence that carefully designed, multicomponent and long-term interventions improve students' attitudes toward and social participation of peers with disabilities, teachers often lack time and resources to implement them. Here, we assessed the impact of low-threshold and easy-to-implement teaching units ("Prinzip Vielfalt") covering the topic of diversity on students' willingness to interact with peers with disabilities. Teaching lessons/materials were drawn from a freely available web resource (www.prinzip-vielfalt.ch), developed at the Bern University of Teacher Education. These teaching resources rely on a situational learning and multi-component approach (reflecting with students about diversity, providing knowledge about stereotypes and prejudice, implementing forms of cooperative learning, and mastering tasks together), which were used to construct a 6-week curriculum program covering 12 lessons, similar to what a regular teacher would use in the classroom. 51 elementary school classes took part in a cluster-controlled study (experimental group: 34 classes, n = 688 students; waiting-control group: 17 classes, n = 345 students), where teachers in the experimental group implemented the standardized 6-week program on the topic "diversity". Compared to students in control classes, preliminary analyses revealed no significant long-term effect of the intervention on perceived social norms, self-efficacy, or intentions to interact with peers with learning or behavioral disabilities. However, attitudes toward both peer groups improved significantly, and a subsequent mediation analysis revealed a small but significant indirect mediation effect of attitudes on students' inclusive intentions. Thus, although the intervention failed to influence long-term interaction intentions directly, the intervention improved students' attitudes toward peers with learning disabilities, which may positively influence interaction intentions

Presentation 11

Titel	The impact of classroommanagement on the social inclusion of primaryschool children with behavior problems in regular school classrooms
Authors	Christian Huber, Markus Spilles, Thomas Hemmemann, Katharina Gottfried, & Johannes König
Presenting Author	Christian Huber
Institution	University of Wuppertal Germany
Keywords	social incusion, classroom management, self-perceived teacher feedback, social behavior

Abstract

The submitted study focuses the impact of teacher's classroom management competencies on the social inclusion of children with behavior problems. Initial point of the study is the poor social inclusion of children with severe behavior problems in inclusive education. Theoretically the study is based on the social referencing theory, which postulates that social hierarchies in school are (among others) a result of public teacher feedbacks in every day's school life. In the past both, experimental and field studies, showed, that teacher positive teacher feedback is associated with a well social inclusion and negative teacher feedback with a poor social inclusion. The study assumes that high classroom management skills better regulate the behavior of children with behavioral problems and weaken the link between behavior problems and social inclusion. Therefore n= 1620 students (grades 2-4) from 88 Classes are investigated in a cross-sectional study. The depended variable is student's sociometric status (operationalized by sociometric choices and sociometric rejections); independent variables are student's social behavior problems (measured by a proxy and the integrated teacher report form, ITRF) and teachers classroom management competencies (measured by the KODEK). Due to the nested data structure data is analysed by a multi level analysis. As predicted results showed a strong negative effect of behavior problems on both social choices and social rejections. Further data analysis showed a significant cross level interaction for teacher's classroom management competencies on the effect of social behavior on students sociometric choices. For social rejections the effect remained not significant.

Presentation 12

Titel	The Role of Inclusive Classroom Norms for Children's Reasoning About Social Exclusion Based on Learning Difficulties
Authors	Carmen Barth, Jeanine Grütter
Presenting Authors	Carmen Barth & Jeanine Grütter
Institution	University of Konstanz, Germany
Keywords	inclusive classroom norms, learning difficulties, moral reasoning, social perception

Abstract

Abstract (up to 300 words): Students with learning difficulties (LD) are at a higher risk of being socially excluded than their peers without LD (Krull et al., 2018). When reasoning about exclusion of children with LD, children consider threats to successful group functioning and use normative behaviors of their classmates as a guide for their own reasoning (Gasser et al., 2017). While group norms have been shown to account for a variety of socialization processes at the classroom level (Sentse et al., 2015), little is known about the role of inclusive classroom norms for children's reasoning about exclusion based on LD.

To address this gap, the current study investigated how children's reasoning about exclusion based on LD is shaped by inclusive classroom norms. Swiss children (N = 1019, Mage = 10.39, 51% female) from 67 elementary school classes reasoned about a hypothetical scenario in which a student has to choose between a child with and without LD to solve a difficult math task. Children reflected on which child might be included from multiple perspectives (self, friends, story protagonist) and justified their own inclusion decision. To measure inclusive norms, children rated their classmates' reactions to a hypothetical scenario in which a child with LD was excluded (adapted from Gasser et al., 2018).

Results from multilevel analyses showed that children expected significantly more inclusion of the child with LD when reasoning from the perspective of self, rather than from the perspective of their friends and the story protagonist. When justifying their own inclusion decision, children were more likely to reference effective group functioning when excluding the child with LD. Importantly, children from classrooms with higher inclusive norms were more likely to include the child with LD and expected more inclusion by their friends and the story protagonist than children from classrooms with lower inclusive norms.

Presentation 13

Titel	Social Inclusion of Students with Disabilities: Insights, Questions and Dilemmas from an Anti-Stigma Communication Perspective
Authors	Matthias R. Hastall, Michéle Möhring, Michelle Grengel, Marie-Christin Lueg, Cosima Nellen, Alexander Röhm & Jan Finzi
Presenting Author	Michéle Möhring
Institution	TU Dortmund University (U) Germany
Keywords	stigmatization, disability, anti-stigma-communication

Abstract

Stigmatization is still a major barrier for students' social inclusion, with negative consequences affecting all life domains (reduced or delayed access to education systems, academic underachievement, health problems; e.g., Henderson et al., 2014). Stigmatization can be the result of an unsuccessful or dysfunctional inclusion process (e.g., Carter, Satcher, & Coelho, 2013). While universities are strongly achievement oriented, people with disabilities are still often stereotyped as underachievers, devalued, and discriminated (e.g., Kohli, Sharma, & Padhy, 2018). Following Allport's (1954) contact hypothesis, real-world as well as mediated contacts with potential stigmatized individuals holds a great potential for destigmatization. In this presentation, we present and discuss selected findings from a series of experimental and qualitative studies, in which we examined the role of media descriptions about students with a disability on audiences' attitudes towards affected individuals. Following an anti-stigma communication perspective, we studied the interplay of different media presentations of students with a disability (e.g., sex, type of disability, suggested responsibility) and audience characteristics to better understand the potentials as well as pitfalls of different presentation approaches.

For example, in our experimental studies that employed an in between-subjects design, we found that the readers' biological sex (male vs. female) and the portrayed student with a disability's sex as well as type of disability (e.g., physical vs. learning disability) impacted the reported stigmatization. In-depth qualitative interviews were conducted to better understand how, for example, students with depression are perceived by fellow students and what factors influence stigmatizing responses. Selected findings and their implication for strategic anti-stigma communication in educational contexts, as well as dilemmas and remaining questions, will be discussed.

Presentation 14

Titel	The influence of social participation on personality functioning in adolescence in the context of inclusive education
Authors	Anne Hartmann, Dr. Jenny Lenkeit, Prof. Dr. Antje Ehlert, Prof. Dr. Michel Knigge, Prof. Dr. Nadine Spörer
Presenting Author	Anne Hartmann
Institution	Universität Potsdam Germany
Keywords	social participation, special educational needs, social-emotional development, personality functioning, adolescence

Abstract

Adolescence is a special phase of life in which complex developmental tasks, such as building relationships with peers or personality development have to be mastered (König et al., 2011). Neyer and Asendorpf (2018) assume that during adolescence personality characteristics are particularly sensitive to social influences. In the context of inclusion, studies reported that students with special educational needs (SEN), especially with SEN social-emotional development, show lower levels of social participation compared to their peers (Crede et al., 2019; Koster et al., 2009). Thus, SEN and the associated negative social experiences may be related to personality functioning.

Therefore, the following question arises: Is the level of personality functioning related to social participation and SEN?

Data stem from a longitudinal study with two measurement points on inclusive education in Brandenburg (Germany), conducted from 2018-2020 (Lenkeit et al., 2021). Information is available from 44 sixth and seventh grade classes (46.5% female; mean age: 12.4 years, SD = 0.83). 198 (21.4%) students had a diagnosed or suspected SEN. Social participation was measured on a four-point Likert-scale (Rauer & Schuck, 2003; "I feel comfortable in class."; Cronbach's $\alpha = .81$). Personality functioning was operationalized using the Level of Personality Functioning Questionnaire 12-18 (Goth et al., 2018; "I often suppress my desires"; Cronbach's $\alpha = .89$).

Regression analyses revealed a negative influence of social participation (t1) on personality functions (t2), $b = -.41$, $p < .001$. Thus, less integrated students showed lower levels of personality functioning. Furthermore, at both measurement points students with SEN social-emotional development felt significantly less integrated than their peers without SEN (t1: $p < .001$, $d = .50$; t2: $p < .001$, $d = .57$). In further longitudinal analyzes, the influence of social integration and SEN on personality functioning will be examined.

Results will be discussed in terms of student characteristics affecting inclusive education.

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