Publications and Presentations | Dr. Francesca Ialuna

(Updated September 2026)

PUBLICATIONS IN PEER-REVIEWED JOURNALS

(1) Liu, V.*, **Ialuna**, F.*, Colella, G. M., Yeler, Z., Hölscher, S., Aral, T., Corbett, B., Valderrama, J. V. D., Pineda-Martin, C., Taylor L. K. (2026). Altruism Born of Suffering: Exploring the Link Between Youth Peacebuilding, Empathy and Critical Consciousness in Two Post-Conflict Societies. *Journal of Community & Applied Social Psychology*, *36* (5), e70320. https://doi.org/10.1002/casp.70320.

(2) **Ialuna**, F., Civitillo, S., Schachner, M. K., & Jugert, P. (2025). Culturally responsive teaching self-efficacy and cultural diversity climate are positively associated with the academic and psychological adjustment of immigrant and nonimmigrant students. *Cultural Diversity & Ethnic Minority Psychology, 31*(4), 683–698. https://doi.org/10.1037/cdp0000697

(3) **Ialuna**, F., Civitillo, S., McElvany, N., Leyendecker, B., & Jugert, P. (2024). Resilience in multicultural classrooms: School relationships can protect the school adjustment of immigrant, refugee and non-immigrant children. *British Journal of Educational Psychology*, *94*(4), 1271-1293. https://doi.org/10.1111/bjep.12713

(4) **Ialuna**, F., Civitillo, S., & Jugert, P, (2024). Culturally Responsive Teaching, Teacher-Student Relationship and School Belongingness: A Multi-Informant Study in Ethnically Diverse Classrooms*. Learning, Culture and Social Interaction, 47.* https://doi.org/10.1016/j.lcsi.2024.100839

(5) Civitillo, S., **Ialuna**, F., Lieck, D., & Jugert, P. (2022). Do infrahumanization or affective prejudice drive teacher discrimination against Romani students? A conceptual replication of Bruneau et al. (2020) in Germany. *Peace and Conflict: Journal of Peace Psychology*. https://doi.org/10.1037/pac0000609 PDF

(6) Busch, J., Cabrera, N., **Ialuna**, F., Buchmüller, T., & Leyendecker, B. (2021). Refugee Children's Early Development during Attendance of Specialized Preschool Programs and Transition into First Grade in Germany. *Early Education and Development*, 1–22. https://doi.org/10.1080/10409289.2021.1970427

(7) Jugert, P., Kaiser, M. J., **Ialuna**, F., & Civitillo, S. (2021). Researching race-ethnicity in race-mute Europe. *Infant and Child Development*. https://doi.org/10.1002/icd.2260

(8) Buchmüller, T., Lembcke, H., **Ialuna**, F., Busch, J. & Leyendecker, B. (2020). Mental Health Needs of Refugee Children in Specialized Early Education and Care Programs in Germany. *Journal of Immigrant and Minority Health 22*, 22–33. https://doi.org/10.1007/s10903-019-00896-4

FURTHER PUBLICATIONS

(1) **Ialuna**, F., Civitillo, S., & Jugert, P. (2024). *Umgang mit kultureller Diversität im Klassenzimmer: Möglichkeiten und Erfahrungen aus der Lehramtsausbildung.* Preprint*:* https://doi.org/10.31234/osf.io/4rhwd

(2) **Ialuna**, F. (2024). *Valuing cultural diversity at school: How schools and teachers can promote the adjustment of immigrant, refugee and non-immigrant children.* Universität Duisburg-Essen. https://doi.org/10.17185/duepublico/82156

(3) **Ialuna**, F.*, Pfaff, N.*, Preusche, Z.*, Schwittek, J.*, & Wagner, K.* (2023). Gender-Publication-Gap als Thema in der universitären Gleichstellungsarbeit. Befunde, offene Fragen und Maßnahmen. Erziehungswissenschaft, 34(66), 49-59. https://doi.org/10.3224/ezw.v34i1.06

(4) Jugert, P., Civitillo, S., **Ialuna**, F., Kaiser, M. & Mayer, A.M. (2023). Wie kann Angst vor dem Verlust der eigenen Kultur bei Geflüchteten begegnet werden? https://www.fachnetzflucht.de/wie-kann-angst-vor-dem-verlust-der-eigenen-kultur-bei-gefluech-teten-begegnet-werden/

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(5) Civitillo, S., **Ialuna**, F., & Jugert, P. (2022). Stereotype und Vorurteile gegenüber Roma-Schüler*innen: Ein Überblick zu den Ursachen, zu Interventionen und bewährten Praktiken. In S. Glock (Hrsg.). Stereotype in der Schule II: Ursachen und Möglichkeiten der Intervention. Wiesbaden: Springer VS.
(6) **Ialuna**, F. & Leyendecker, B. (2020). Zusammenarbeit mit (neu-)zugewanderten Eltern. Aktuelle Herausforderungen durch geflüchtete Familien und ethnische Minderheiten. In: Nifbe (Eds.), Zusammenarbeit mit vielfältigen Familien (pp. 90-100). Herder.

Organized Symposia at Conferences

(1) Symposium "Becoming Who We Are: Racial-Ethnic Identity and Socialization in a Racially Diverse Context", ISSBD 2026, Incheon, Südkorea.
(2) Symposium "Racism and Discrimination in Education: Critical Reflections on Teachers' Practices", CDME 2025, Potsdam, Deutschland.
(3) Symposium „Addressing Cultural Diversity Practices in Primary to Higher Education: Associations with Relational and Academic Outcomes", ISSBD 2024, Lissabon, Portugal.
(4) Symposium „Enhancing the adjustment of culturally diverse students: What roles do teachers, parents and peers play in students' identify and academic development?", ECDP 2023, Turku, Finnland.
(5) Symposium "Exploring Experiences and Effects of Teachers' Culturally Responsive Teaching Self-Efficacy", CDME 2023, Halle, Deutschland.
(6) Panel "Reflexivity in Research on Racial/Ethnic/Cultural Socialization with Immigrant and Non-Immigrant Participants in Germany", IMISCOE 2023, Warschau, Polen.
(7) Symposium "School adjustment and success of recently arrived refugee and immigrant children in Germany", GEBF 2023, Essen, Deutschland.

Contributions at Conferences

(1) **Ialuna**, F. & Jugert, P (Juli, 2026). *Ethnic Microaggressions Undermine Students' Satisfaction: Can Campus Diversity Climate Make a Difference?* Symposiums-präsentation für die EASP (European Association for Social Psychology) Konferenz, Straßburg, Frankreich.
(2) **Ialuna**, F., Kaiser, M.J., Alejel, N., Mayer, A-M. & Moffitt, U. (Juni, 2026*). Understanding White Identity Development in a "Race-Taboo" Context.* Symposiums-präsentation für die ISSBD, Incheon, Südkorea.
(3) **Ialuna**, F. (Januar, 2026). *Einstellungen von Lehrkräften zu Diversität und Rassismus. Chancen und Herausforderungen für den Unterricht.* Vortrag angefragt für das Kolloquium des Instituts für Sozialarbeit und Sozialpädagogik Leuphana Universität, Lüneburg.
(4) **Ialuna**, F., Civitillo, S., McElvany, N., Leyendecker, B. & Jugert, P. (September, 2025). *Bindung und Bildung: Schulische Beziehungen als Resilienzfaktoren für Schüler:innen mit und ohne Flucht- und Migrationserfahrung.* Symposiums-präsentation für die Tagung der Fachgruppe Pädagogische Psychologie (PAEPS), Jena, Deutschland.
(5) Jugert, P., **Ialuna**, F., Özsoy, E.-K. (August, 2025). *Discrimination experiences and diversity climate on campus: An examination among medical and pre-service teaching students.* Symposiums-präsentation für die 5. Konferenz Culture, Diversity, Migration and Education (CDME), Potsdam, Deutschland
(6) **Ialuna**, F., Jugert, P., Cameron, L., Spinner, L., Brett, R., Hopkins-Doyle, A. & Tenenbaum, H. (August, 2025). *Why Do (or Don't) White Teachers Talk About Racism in School? Exploring Teachers' Engagement with Race through White Racial Identity Theory.* Symposiums-präsentation für die 5. Konferenz Culture, Diversity, Migration and Education (CDME), Potsdam, Deutschland.
(7) **Ialuna**, F., Kaiser, M.J., Mayer, A-M. & Moffitt, U. (Mai, 2025). *Navigating White Identity in a Race-Taboo Context: How White German Parents Make Sense of Racial Identity.* Poster für die Konferenz der Society for Research on Child Development (SRCD), Minneapolis, MN, USA.

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(8) Ialuna, F., Civitillo, S., Schachner, M. & Jugert, P. (Januar, 2025). *Valuing cultural diversity in school as a key for the academic and psychological adjustment of immigrant, refugee and non-immigrant children: Results from a multi-informant study?* Symposiumspräsentation für die Konferenz der Gesellschaft für Empirische Bildungsforschung (GEBF), Mannheim, Deutschland.

(9) Ialuna, F., Civitillo, S., & Jugert, P. (September, 2024). *How important are teachers for ethnically diverse students? A multi-informant study exploring culturally responsive teaching, teacher-student relationship and students' school belongingness.* Symposiumspräsentation für die Konferenz der Deutschen Gesellschaft für Psychologie (DGPs), Wien, Österreich.

(10) Ialuna, F., Civitillo, S., & Jugert, P. (Juni, 2024). *Culturally Responsive Teaching, Teacher-Student Relationship and School Belongingness: A Multi-Informant Study in Ethnically Diverse Classrooms.* Symposiumspräsentation für das 27. Biennial Meeting of the International Society for the Study of Behavioural Development (ISSBD), Lissabon, Portugal.

(11) Ialuna, F., Civitillo, S., McElvany, N, Leyendecker, B. & Jugert, P. (August, 2023). *The power of relationships: Teacher-student and peer relationship quality can mitigate problems with language proficiency on academic adjustment among culturally diverse elementary school students.* Symposiumspräsentation für die Europäischen Konferenz für Entwicklungspsychologie (ECDP), Turku, Finnland.

(12) Ialuna, F., Civitillo, S., Schachner, M. & Jugert, P. (August, 2023). *What roles do teachers' culturally responsive teaching self-efficacy and cultural diversity climate play for the school and psychological adjustment of children of different immigrant generations?* Präsentation für die Europäischen Konferenz für Entwicklungspsychologie (ECDP), Turku, Finnland.

(13) Ialuna, F., Civitillo, S., Schachner, M. & Jugert, P. (August, 2023). *Teachers' culturally responsive teaching self-efficacy and cultural diversity climate enhance the adjustment of immigrant and non-immigrant children.* Symposiumspräsentation für die 4. Konferenz Culture, Diversity, Migration and Education (CDME), Halle, Deutschland.

(14) Ialuna, F. (Juli, 2023). *Positionality of a non-Roma Researcher: When Reflexivity is a Must.* Symposiumspräsentation an der Konferenz IMISCOE 2023, Warschau, Polen.

(15) Ialuna, F., Civitillo, S., Schachner, M. & Jugert, P. (Juni, 2023). *Dealing with Cultural Diversity at School: What Roles do Culturally Responsive Teaching Self-Efficacy and Cultural Diversity Climate Play for Students' School and Psychological Adjustment?* Poster vorgestellt am Tag der Integrations- und Migrationsforschung, InZentIM, Duisburg, Deutschland.

(16) Ialuna, F., Civitillo, S., McElvany, N, Leyendecker, B. & Jugert, P. (Februar, 2023). *Exploring the school adjustment of refugee and immigrant children: Can the quality of relationships in school make a difference?* Symposiumspräsentation für die 10. Tagung der Gesellschaft für Empirische Bildungsforschung (GEBF), Essen, Deutschland.

(17) Ialuna, F., Civitillo, S., McElvany, N, Leyendecker, B. & Jugert, P. (September, 2022). *Language proficiency and school adaptation of children with different migration statuses: the protective role of school relationships.* Symposiumspräsentation für die Konferenz der Deutschen Gesellschaft für Psychologie (DGPs), Hildesheim, Deutschland.

(18) Ialuna, F. (Juni-Juli, 2022). *Diskriminierung von Roma-Schüler:innen aus der Perspektive von Eltern und Lehrkräften.* Vortrag gehalten für den Fachtag „Forschung zu Antiziganismus im Bildungswesen", Universität Rostock, Deutschland.

(19) Ialuna, F., Civitillo, S., McElvany, N, Leyendecker, B. & Jugert, P. (Juni, 2022). *School adjustment among recently arrived immigrant and refugee children: Can teacher-child relationship quality make a difference?* Poster vorgestellt für das 26. Biennial Meeting of the International Society for the Study of Behavioural Development (ISSBD), Rhodos, Griechenland.

(20) Busch, J., Buchmüller, T., Ialuna, F. & Leyendecker B. (Juni, 2022). *Observing Changes in Socio-emotional Adjustment and Early Learning of Refugee Children Attending ECD Interventions in Germany.* Symposiumspräsentation für das 26. Biennial Meeting of the

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International Society for the Study of Behavioural Development (ISSBD), Rhodos, Griechenland.

(21) Ialuna, F. & Leyendecker, B. (August, 2021). *Roma immigrant mothers' socialization goals and attitudes toward school.* Vortrag gehalten für die der 3. Konferenz Diversity, Migration and Education Conference (CDME), Potsdam, Deutschland (online).

(22) Ialuna, F., Civitillo, S., Lieck, D. & Jugert, P. (Februar, 2021). *Infrahumanization and affective prejudice as drivers of teacher discrimination against Roma students.* Poster vorgestellt am InZentiM&Cost Joint Focal Meeting "Social Integration of Migrants in Schools – Developing Professional Skills for Bullying Prevention and Positive Social Relationships", Essen, Deutschland (online).

(23) Buchmüller, T., Ialuna, F., Leyendecker, B., & Busch, J. (März, 2019). *What Makes the Difference? Assessing the Impact of German Preschool Programs for Newly Arrived Immigrant and Refugee Children on Developmental Trajectories.* Symposium für die Konferenz der Society for research on Educational Effectiveness (SREE), Spring Conference 2019, Washington (DC), USA.

(24) Busch, J., Buchmüller, T., Lembcke, H., Ialuna, F. & Leyendecker B. (Juli, 2018). *Get ready for school! Exploring school readiness of recently arrived refugee children.* Poster vorgestellt für das 25. Biennial Meeting of the International Society for the Study of Behavioural Development (ISSBD), Gold Coast, Australien.

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