Social and Emotional Learning for Children with Intellectual Disability: Implications for Inclusive Education

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Abstract- Students acquire essential life skills that facilitate the cultivation of a constructive self-perception and foster the development of a sense of accountability. In the context of special education, social-emotional learning encompasses the instruction of two very significant lessons, namely the acquisition of social and emotional skills. These abilities are crucial in fostering the ability to see and understand alternative viewpoints held by others. In the classroom, these skills might help students and instructors bond, becoming mutual supporters rather than potential thorns in each other's sides. This paper discusses the influence of students with Intellectual Disability on the social and emotional learning and development on the importance of increasing school-based SEL programmes to promote the social and emotional development of such students in inclusive classrooms settings.

Indexed Terms- Social and Emotional Learning (SEL), Intellectual Disability, Inclusion, Intervention

I. INTRODUCTION

The term "Intellectual Disability" (ID) is used to describe individuals who exhibit specific limits in cognitive functioning and different skills areas, including conceptual, social, and practical skills. These limitations may manifest in areas such as language proficiency, social skills, and self-care. These constraints may impede an individual's cognitive and educational progress, resulting in a slower or divergent developmental trajectory compared to those who follow the conventional developmental pattern. Intellectual impairment may manifest at any point prior to an individual reaching the age of 22. It is a lifelong condition. Early and ongoing intervention may result in improvements in a person's functioning as well as the potential to thrive throughout their lifetime. Social and Emotional Learning(SEL) is a continuous process of learning of developing skills that foster success in the classroom and other areas of our life, such as decision-making, problem-solving skills, overcoming obstacles and effective communication.

The five main "competencies" or skill areas in the CASEL framework are as follows:
(a) Self-awareness
(b) Self-management
(c) Social awareness
(d) Relationship skills
(e) Responsible decision-making

Students' academic difficulties, especially in reading, writing, and/or mathematics, are indicative of an intellectual impairment. As a result, the creation of successful programs to promote learning processes, focusing on the areas of reading, writing, and counting, has traditionally taken precedence over the emotional and social components of intervention for these children.

Several research studies have highlighted on a range of problems pertaining to the social and emotional learning of the educational experiences of children with intellectual disabilities. According to research by Levine, R. S., Lim, R. J., and Bintliff, A. V. (2023), social and emotional learning (SEL) is an important part of what schools help children to develop personally and academically. This study sheds light on the challenges teachers faced in seeking to foster SEL during COVID-19 period. This study makes a scholarly contribution to the area of trauma-informed social-emotional learning (SEL) in the context of distance and hybrid learning by

examining interview and poll data from a trauma-informed perspective.

Robert J. Jagers, Deborah Rivas-Drake & Brittney Williams (2019) discussed transformative social and emotional learning (SEL), a form of SEL intended to promote equity and excellence among children, young people, and adults. The authors analyze issues pertaining to culture, identity, agency, belonging, and engagement, which are significant expressions of the five core competencies of the Collaborative for Academic, Social, and Emotional Learning. They demonstrate how transformational social and emotional learning (SEL) is grounded in the concept of justice-oriented citizenship. The need of adult professional development in ensuring the efficacy of these programs and practices for children and adolescents from diverse backgrounds is also emphasized by authors. Positive effects in adolescents have major significant importance due to its influence on the overall health and psychological well-being of people throughout their lifetime (Kok et al., 2013; Masten & Tellegen, 2012).Early social and emotional skills are helpful for predicting children's adaptive functioning and mental well-being (Cassidy et al. 2016, Mikulins et al. 2003).The development of social and emotional competence during early childhood is important for the acquisition of several skill sets that are essential for good academic performance and success (Denham, Caverly, Schmidt, & Blair, 2002; Jones & Bouffard, 2012).A kindergarten measure of social-emotional skills may be useful for assessing whether children are at risk for deficits in non- cognitive skills later in life and, thus, help identify those in need of early intervention. These results shows the relevance of non- cognitive skills in development for personal and public health outcomes.(Jones, D. E., Greenberg, M., & Crowley, M. (2015)

II. SOCIAL AND EMOTIONAL AND BEHAVIOR CHALLENGES FOR STUDENTS WITH ID:

Social Issues, Attention Problems, Aggressive Behavior were the most common problem behaviors seen in children with ID. Children with ID also had higher rates of Withdrawn and Thought Problems. (Dekker MC, Koot HM, van der Ende J, Verhulst FC.2002). Early interventions improve emotional competence for Long-term effectiveness (CASEL, 2013; Committee for Children, 2011)Children with mild intellectual disability as well as those whose parents have mental health concerns are at a greater risk social and emotional challenges (Riemersma, I., Van Santvoort, F.,et.al ,2022). More behavioral issues were seen in children with severe and profound ID compared to those with mild and moderate ID ,even Males had a higher prevalence of behavioral issues compared to females, particularly in regards to disruptive, self-centered, and antisocial behaviours (Molteno, G & Molteno, C et.al 2002).Temper tantrum and self-injurious behaviours are more common in the moderate ID children, and depression is a risk factor for both (Myrbakk, E., & von Tetzchner, S. (2008).There is a discrepancy in the evaluations made by observers on the challenges faced by adolescents with intellectual disabilities (ID) compared to generally developing adolescents(Pavlovic, Zunic-Pavlovic, and Glumbic (2013).Students with ID also have difficulties such as establishing and keeping positive peer relationships and verbal and nonverbal communication.

III. SOCIAL-EMOTIONAL LEARNING PROGRAMMES FOR PERSONAL, SOCIAL ,ACADEMIC AND RECREATIONAL DEVELOPMENT

According to Hattie's (1992) meta-analysis, the inclusion of psycho-motor activities in school-based programs appears to be a significant protective factor for promoting positive self-esteem. Engaging in social activities may lead to beneficial results for the social development of children and adolescents. It was shown that participation in extracurricular activities was a predictor of greater judgments of academic ability from teachers. Research has shown that engaging in extra-curricular activities plays a significant role in the development of social skills among children with intellectual and learning disabilities. These activities provide opportunities for children to practice socializing in a setting that extends beyond the confines of the classroom. By participating in such activities, children with learning disabilities are able to enhance their self-confidence and acquire the necessary skills to establish and sustain social connections (Brooks, 2013).Children with LD and ID (intellectual disability) sometimes

lack the social skills necessary to fully engage in their peers' social environment. These childrens are often integrated into typically developing classrooms in an effort to aid with their social development. In order to help children with cognitive challenges grow socially, numerous treatments have been created to teach social skills. According to the study conducted by Bedell et al. (2013), it was observed that children with impairments, aged 5 to 17, had lower levels of engagement in community activities compared to their normally developing counterparts.

This study revealed a noteworthy finding that both typically developing children and children with disabilities exhibited lower rates of engagement in structured activities, such as classes, religious activities, organizational leadership activities, and paid work, compared to other activities such as socializing with peers in the community. Structured activities have the potential to provide children who have intellectual and learning difficulties the essential support and guidance needed to actively participate and interact with their classmates. Cavioni, Grazzani, and Ornaghi (2017) address the need of implementing universal social and emotional learning as a means to promote academic and social inclusion for students with learning disabilities.

IV.   IMPLICATIONS FOR THE INCLUSION OF STUDENTS WITH ID

According to Kimberly Schonert-Reichl (2017), positive social and emotional learning takes place in classrooms where teachers and learners interact with each other effectively. Schools and classrooms typically initiate SEL initiatives because teachers play such a pivotal role in influencing students' social and emotional learning and competencies. Schweinert-Reichl analyzes current programs designed to help educators cope with stress and improve their social and emotional competence. She also shows how teachers' beliefs about things like their own effectiveness and the amount of support they get affect the rigor with which SEL programs are implemented. Universal school-based SEL programs have positive benefits and significant behavioral and academic outcomes. (Mahoney, J. L., Durlak, J. A., & Weissberg, R. P. (2018).Important policy elements that might have a positive effect on the educational environment for all children.(Susanne A. Denham & Chavaughn Brown ,2010)In spite of the fact that numerous SEL programs have developed during the last two decades, many have demonstrated the advantages for students and their educators; SEL has shown crucial in helping children, particularly those with substantial behavioral issues, in achieving their goals. We can follow four strategies for developing student's social and emotional learning:

First, understand the needs of the students: SEL data is crucial for understanding the social and emotional needs of children with intellectual disability. Teachers will be better able to fulfill their students' needs if they have a clearer picture of their students are succeeding and where they are suffering. SEL is useful for every child.

Second, improved outcomes: Social and Emotional Learning (SEL) has been shown to positively impact student conduct and academic performance, leading to increased grades. When teachers put effort into establishing more suitable learning environments, both teachers and students gain in terms of higher productivity and better relationships. Teachers now have more tools to foster the development of their special students in inclusive classrooms.

Third, Overcoming Difficulties: Every student has to deal with problems in their everyday life, but they may benefit from social and emotional learning.

Fourth, Inclusion and Acceptance: There are numerous positive outcomes for child with ID

In an inclusive setting, Students are more helpful and empathetic toward students with ID

Peer group relationships improve. Students benefit from opportunities to build their own social and emotional competence. Students have enhanced levels of trust and improved interpersonal connections with their teachers. Bullying decreases when all students receive SEL programming.

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