

Designing and Implementing Behaviorally Elementary and Middle School Students with Emotional Disabilities in Multicultural Settings

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Abstract- Elementary and middle school is critical towards providing learning opportunities to all the students irrespective of their abilities. This is more important, especially to middle school students with emotional disabilities who otherwise cause much trouble in school during normal classroom learning. Emotional disabilities may include anxiety, depression, ADHD, etc., which may interfere with academic performance and sometimes even social interaction, and, therefore, there is a necessity to address the needs of these students through special environments (Singh, 2024). Also, there is an increasing diversity in classrooms, which has been made even further complicated by the fact that the students have diverse cultural backgrounds. The teaching strategies are needed in multicultural classrooms, which expect flexibility and cultural responsiveness to take into consideration the diversity of experiences and issues unique to an individual student.

I. INTRODUCTION

Elementary and middle school is critical towards providing learning opportunities to all the students irrespective of their abilities. This is more important, especially to middle school students with emotional disabilities who otherwise cause much trouble in school during normal classroom learning. Emotional disabilities may include anxiety, depression, ADHD, etc., which may interfere with academic performance and sometimes even social interaction, and, therefore, there is a necessity to address the needs of these students through special environments (Singh, 2024). Also, there is an increasing diversity in classrooms, which has been made even further complicated by the fact that the students have diverse cultural backgrounds. The teaching strategies are needed in multicultural classrooms, which expect flexibility and

cultural responsiveness to take into consideration the diversity of experiences and issues unique to an individual student.

The study examines good practices in designing and implementing behaviorally elementary and middle school that are supportive of students with emotional disabilities in a multicultural environment. As the paper is devoted to the development of an environment that helps children to grow academically and emotionally, it will provide practical information on how to foster inclusivity and meet the needs of highly diverse children. Students with emotional disabilities can be greatly helped in behaviorally elementary classrooms where they can be accorded necessary support through which they can achieve academically and socially in a mainstream environment (Rogahang et al., 2024). Such classrooms lead to the establishment of emotional regulation, social integration, and academic performance, particularly in diverse schools. The study will start with the consideration of the theory of elementary Education, and then it will proceed to identify some shared difficulties regarding the use of elementary policies. Then, best practices in the building of elementary classrooms are emphasized, the case studies reveal real-life examples of success, the practicality of the said practices is assessed, and suggestions regarding improvement in the future are given.

Theoretical Foundations of Elementary Education

Elementary Education can be defined as a method of Education that reaches out to diversity, and so all the students, no matter their abilities and backgrounds, must have equal access to learning prospects. Specifically, students with emotional disabilities, or, in other words, who experience anxiety, depression, or ADHD, have severe problems when working in a traditional classroom environment. Such students tend

to lack the ability to control their feelings, pay attention to activities, and establish healthy social contacts, which is why educators have to employ strategies that could accommodate such specific requirements. One example of behavioral interventions includes Positive Behavioral Interventions and Supports (PBIS) that aim to assist students in handling their behaviors and emotions in a manner that leads to positive academic and social results (Kailash & Sarbottam, 2024). These interventions should achieve such effects as a positive and proactive approach to the classroom atmosphere that supports emotional regulation, heightens academic involvement, and minimizes disturbing tendencies.

Emotional and social learning (SEL) is paramount for the students attending middle school. However, this stage of development coincides with the essential transitions of emotional and social development, so it is crucial to establish the fundamental competencies in the ability to manage emotions, empathy, and the ability to build relationships. SEL frameworks are aimed at making students learn to recognize their feelings, set and realize reasonable goals, and build social skills to help them in their lives (Fatma et al., 2024). SEL is especially auspicious in students with emotional disability since it equips them with the instruments needed to resolve issues that may emanate due to their emotional and behavioral problems. With the integration of SEL in the classroom, educators will be able to develop a classroom environment that not only promotes academic success but also makes every student feel they belong and happier in their emotional well-being.

Theories Behind Behaviorally Elementary Classrooms

The Universal Design for Learning (UDL) and Social-Emotional Learning (SEL) are two of the most widely recognized theories that tend to become the backbone of behaviorally elementary and middle school classrooms. UDL is an educational model that provides flexible learning conditions embracing the needs of various students. UDL model expresses the concept that students learn differently; thus, a classroom environment must provide a variety of representations, engagements, and expressions. This implies that content delivery must be given in different forms (i.e., visual, auditory, or tactile), students must

be allowed to express their knowledge through alternative means, and the environment must be encouraging and fascinating (Priyadharsini & Mary, 2024). UDL provides the framework within which students with emotional disabilities can access a curriculum in a manner that is most ideal in terms of their personal needs and requirements so that they too can gain full participation in the learning process.

The social-emotional Learning (SEL) frameworks play essential roles in the establishment of behaviourally elementary classrooms, especially with emotionally disabled students. Currently, the SEL aims at enhancing five central skills: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Gimbert et al., 2021). These are the skills that are important in enabling the students to cope with their own emotions, make informed choices, and build healthy relationships with their peers and teachers. As part of the concept of elementary Education, SEL can be seen as an organized process of meeting the emotional and social needs of students that allows for the establishment of a safe and supportive atmosphere in the classroom, promoting self-control and emotional stability. Incorporating SEL within the classroom practice and regular classroom activities can assist students with emotional disabilities in acquiring the skills required to succeed within the classroom as well as outside of it.

The Role of Multicultural Education in Fostering Elementary

Multicultural Education is essential in classrooms, as they are getting more diverse. Multicultural Education also acknowledges the significance of appreciating and comprehending the various cultural backgrounds of students, as this may significantly influence the learning experiences as well as their conduct (Malisiova & Folia, 2024). As the solution, it is necessary to educate in behaviorally elementary classrooms where the cultural identities of students are identified and involved in the teaching process. This means that the educational context will be non-discriminating and in synch with all the students, making them feel like they belong and giving them a sense of equality. Among students with emotional disabilities, the culturally responsive teaching practice is especially crucial because it can alleviate risks

presented by cultural misunderstanding or miscommunication. Through culture-aware behavioral interventions and learning materials, teachers should be able to design the classroom environment that makes each student feel understood, valued, and supported.

Benefits of Elementary for Students with Emotional Disabilities

Students with emotional disabilities really benefit in an elementary classroom academically and socially. Among the most obvious merits, it is possible to note an enhancement of academic achievements. The inclusion of students with emotional disabilities in the general education classrooms exposes them to academic standards and curricula similar to those of their counterparts, and this improves their educational standards and achievement levels (Jardinez & Natividad, 2024). These students stand a better chance of being assisted by their peers and being taught using differentiated instructional strategies to accommodate their personal needs when considering an elementary environment. Moreover, elementary classroom practices allow for the formation of a positive atmosphere that defines engagement, motivation, and persistence of students who are able to cope with their emotional difficulties and stay focused on their studying activities.

Challenges of Designing Behaviorally Elementary Classrooms

Identifying Barriers

Planning classrooms that are behaviorally Elementary to middle school children with disabilities in the emotional realm poses quite a few challenges to one, especially in regards to teacher preparedness, resources, and cultural variances. One of the significant obstacles that exist in developing an elementary classroom is the readiness and teaching of the teacher. A large number of general education teachers lack exposure to training in the field of Education of students with emotional disabilities (Ritchell et al., 2024). In a sense, teachers can be quite knowledgeable when it comes to the delivery of academic content. However, they do not possess the specific knowledge to deal with the behavioral management aspects or behavioral intervention, or even the emotional needs and requirements of these students. This has the potential of making learning

extremely difficult, and the teachers will find it challenging to keep the students with emotional disabilities attentive, thus becoming a frustrating process for both the students and educators.

The other significant problem is that there is a limited number of resources and support systems for students who are emotionally disabled. Many schools are struggling with financial issues and, as a result, they will not be able to allocate funds to make the necessary investments aimed at creating elementary classrooms (Patrick & Umeodum, 2024). These resources may be special teaching aids, behavioral therapy programs, or extra personnel in the form of teaching assistants and counselors. With the lack of support, the strategies to guarantee the success of students with emotional disabilities at both academic and social levels are challenging to carry out. Students can lack the personal attention they require in other cases, which can make their behavioral and emotional struggles even worse.

Language barriers and cultural differences in diverse classrooms are also severe issues when designing behaviorally elementary classrooms. In a multicultural environment, culturally diverse students might have different expectations of behavior, ways of communication, and resolving conflict. Without having the complete picture of such cultural differences, teachers can misinterpret the behavior of the students, cause misunderstandings, or unintentionally leave them out (Chouari, 2016). More so, the communication may be hindered by a language barrier, especially for students who are English language learners. Students with emotional disabilities face the possibility of finding it more challenging to voice their needs or frustrations due to their inability to communicate effectively, thus leading to behavioral problems.

Behavioral Challenges in Emotional Disabilities

Emotional disabilities express themselves in a greater variety of behavioral issues because students with that type of disability find it hard to perform in a conventional classroom. Such actions may be characterized by impulsivity, aggressiveness, anxiety, detachment, or controlling emotional disorders. The students with an anxiety disorder can easily become overwhelmed by any classroom activity, or they may

avoid them, and the students with ADHD can easily lose focus or act on impulses (Ogundele, 2018). Not only do those behaviours interfere with the learning process, but they also provide further difficulty to teachers in terms of motivating the pupil in order to achieve academic success.

Emotional disabilities may manifest differently in middle school students and may widely differ according to the individual, but some of the commonly observed features include emotional outbursts, inability to establish friendships, and lack of self-regulation. Middle school presents a special problem to students with emotional disabilities since they are passing through a significant developmental stage, both developmentally and socially (Paulus et al., 2021). Relationships with peers become more complicated, and the tendency to satisfy peers can increase emotional problems. Students with emotional disabilities are not only faced with emotional and behavioral issues, but they might also have academic problems since they are often not able to concentrate, be well organized, and complete assignments.

Strategies for Overcoming Challenges

These challenges notwithstanding, the following are some of the strategies that can be used in establishing effective behaviorally elementary classrooms. Cooperation between special education teachers and general education teachers is one of the most effective plans. Elementary education teachers know how to handle the requirements of all students with a variety of needs, and special education teachers are trained to resolve the needs of students with emotional deficiency (Poly & Harishma, 2023). With collaboration, these teachers will have a chance to create lessons and interventions that support not only the academic but also the emotional needs of the students, so that learners with emotional disabilities will be provided with the help they need. The co-teaching models (both special and general education teachers are responsible for classroom teaching and provision) prove exceptionally helpful in advancing inclusivity.

School leadership is also essential in assisting with elementary practices. The leaders in school must embody a culture of inclusion by offering professional growth to teachers, ensuring that sufficient resources

are at their disposal, and encouraging cross-departmental cooperation. In order to have effective adoption of elementary practices, they require leadership support, which will influence how the school views diversity and inclusion (Petrus, 2024). Moreover, school administrators should promote policies that can benefit the emotional health and well-being of every learner, so that no student with emotional disabilities will be denied the appropriate number of resources and support needed to succeed.

Best Practices for Implementing Elementary Strategies

Classroom Design and Structure

Effective planning in preparation of the classroom environment suited to a variety of needs of students with emotional disabilities takes some deliberation. The physical layout is one of the elements of classroom design that has a tremendous significance, as it should be able to be flexible and will suit the learning styles and needs of many students. Students with emotional disabilities will need to have access to quiet rooms or places where they can relax and help themselves to self-regulate. The development of such spaces is beneficial not only to students who face sensory overload or anxiety but also promotes the feeling of control over the space, which is a contributing factor to emotional stability (Oruikar et al., 2023). Depending on the nature of the work being done, there should be a layout that supports group work yet also creates a sense of individuality when required. To give examples, sitting students in smaller groups or pairs will support social interaction and learning among peers, whereas personal workstations or quiet areas may serve to accommodate students who require space to think or relax.

Building a predictable environment of calm is another key component of classroom design. With students who have emotional disabilities, anxiety, and behavioral problems, a strict daily schedule and clear rules are necessary. To make the students feel safer, visual schedules, intoxicated areas in the classroom, and visible behavioral expectations can help them realize what to expect during the day (Jacobson et al., 2022). Consistent classroom format, the presence of well-understood reinforcement systems permits the student to have an opportunity to concentrate on learning and not managing resulting emotional or

behavioral reactions. Establishing a relaxing ambiance can also be associated with low lights, fewer distractions, and tags of calming colors in the structure of the classroom. These accommodations help in emotional regulation as they force an environment that is learning friendly and growth-friendly.

Behavioral Intervention Strategies

Behavioral interventions also play a significant role in the elementary designed classrooms among students with emotional disabilities. Positive Behavior Interventions and Supports (PBIS) is one of the best frameworks applicable to behavior. PBIS is an active, supportive model, where special attention is paid to rewarding positive behavior, but not condemning negative one (Banat, 2024). The vision of PBIS is to develop a school climate that motivates students to make good decisions through positive, consistent feedback. This is possible in the classroom where one can recognize and reward appropriate behavior, develop clear expectations, and use interventions where behavior is not at the level of expectations. PBIS helps to set up the environment where students with emotional disabilities are supported and encouraged to act reasonably, instead of being alienated or punished due to the behaviour that they cannot help.

Emotionally problematic outbursts and management or de-escalation strategies play a crucial role in an elementary, supportive classroom setting. Professionals, by way of teachers, should receive guidelines in identifying the earlier manifestations of emotional distress as well as having the much-needed toolset to prevent an incident before it gets out of hand (Welsh Government, 2012). These tactics can involve the application of relaxation methods, for example, deep breathing exercises, setting students aside in a specific silent area, or giving them verbal encouragement and support. Moreover, in case of emotional outbursts among the students, the teachers have an opportunity to use a coherent system of consequences that are fair, consistent, and restorative. With de-escalation methods and taking care of the emotional needs of the students, the teachers will eliminate the disruptions and create a safe and nurturing environment in the classroom where all the students feel supported.

Culturally Responsive Teaching

In a multicultural classroom, it is essential to implement culturally responsive teaching to make every student, including a student with emotional disabilities, feel accepted and understood. Culturally responsive teaching rewards and incorporates the fact that different students come with different cultural backgrounds into the learning process (Naz et al., 2024). According to this approach, culture should be considered a considerable influence on the worldview of a student, their communication style, and learning technique. One way to ensure multicultural diversity is to modify the curriculum according to the needs of diverse learners to foster a diverse classroom setting that accommodates students with such diversity. As an illustration, educators can use literature, history, and content that focus on different cultures to portray the diversity of pupils under their care, especially in their lessons.

Another strategy that would help teachers be culturally sensitive and incorporate varying opinions and cultures in their practice would be to apply diverse teaching approaches that cater to the learning needs of learners with diverse backgrounds. Teachers need to understand the ways in which a particular cultural background could affect the behavior of a student, their communication, and other academic activities (Chima et al., 2024). Cultural sensitivity is significant to students with emotional disorders since culture typically dictates the manner in which students express emotions or even how they relate to others. Being aware of these cultural differences, teachers can adjust their methods of discipline, communication, and support so that every single student can feel understood and supported in spite of their cultural identity.

Collaborative Approach

The behaviorally elementary classrooms cannot succeed without a collaborative approach, especially in meeting the needs of students with emotional disabilities. The interworking between special education teachers, general education teachers, counselors, and parents will help in giving the students an entire support system (Fonte & Barton-Arwood, 2017). Special education teachers could inform about individualized education plans (IEPs) and specific tactics of helping emotionally disabled students,

whereas general education teachers could tailor classroom sessions to the academic needs of such students. The counselors will be important in offering emotional assistance, teaching coping skills, and responding to any mental health issues, whereas the parents will be paramount in consolidating strategies in the household and maintaining a consistent line of support.

The significant strategies of encouraging social interaction and inclusion in students with emotional disabilities also encompass peer mentoring and doing things in groups. Matching students with emotional disabilities with others who might not only act as models of good practices and behaviors, but also give them emotional support, educators provide students with a chance to have meaningful social relationships. In group work, students get to interact with their peers, learn to collaborate, and practice proper social skills in an organized and secure environment (Williams et al., 2024). As a result of the collaborative tasks, students with emotional disabilities will be capable of mending their relations with peers, obtaining social skills, and developing the feeling of belonging to the classroom.

Case Studies of Behaviorally Elementary Classrooms

Overview of Successful Case Studies

Many schools around the world have established behaviorally elementary classrooms that meet the requirements of students with emotional disabilities. One such example is the Summit School District in Colorado, where the school has established an elementary model involving students with emotional and behavioral problems (Leone et al., 2017). In this district there exists a variation in offering a learning environment whereby pupils with emotional disabilities will be taught jointly with the rest of the students, although there is a lot of emphasis on social-emotional learning (SEL) and behavior management. The district uses a multi-level system of supports (MTSS) to provide differentiated levels of support concerning the intensity that suits the needs of students. This model does not only ensure that the students with emotional disabilities will get appropriate interventions at the right time but also provide small-group instructions and individual advice and socialize them.

The second one is that of Maplewood High School in Ohio, whereby the school has been able to integrate students with emotional disabilities into general education classes through a co-teaching approach. This model allows special and general education teachers to combine so that they can support students in an individual approach while meeting their high academic performance. A variety of behavioral management approaches, including Positive Behavior Interventions and Supports (PBIS) and differentiated instruction, are some of the ways teachers support the emotional and academic demands of students (Robinson, 2024). Students in this category gain the capability to attend all the activities in the classroom and even interrelate with other students effectively, which has resulted in improved academic performance and enhanced socialization in the school. These case studies present the idea that an effective behaviorally elementary classroom is possible when done with some thoughtful planning, teamwork, and employing evidence-based interventions. In the endeavor of making sure that students with emotional disabilities are provided with the support they need, in an educational environment that incorporates general Education, these schools are making elementary educational experiences as every student stands to gain.

Impact on Emotional Disabilities

Students who have emotional disabilities gain these advantages significantly by being put in elementary schools. In Summit School District, a case in point, students with emotional disabilities are performing substantially better both in academic and behavioral indicators. Studies carried out in the district have shown that students utilizing elementary schools receive fewer suspensions and expulsions, social integration is increased, and engagements in academics are enhanced (Stark et al., 2024). These gains can be explained by the organization of all these changes by the MTSS model, which is not just based on academic interventions but on behavioral supports like the SEL programs and individualized counseling. The students are not only taught academic content but also success skills such as how to deal with emotions, establish positive relationships, and solve conflicts, which are basic needs for students with emotional disability.

Students of the Maplewood High School with emotional disability have shown higher self-control of emotional outbursts and minimized disruptive actions. Being in an environment in which teachers have been trained to teach behavioral management and differentiation, these students have a higher level of access to the curriculum, as well as engaging in classroom discussions and group work in classes. Social relationships formed in elementary classrooms enable students with emotional disabilities to develop a sense of belonging, which is essential to emotional stability (Ortega, 2018). Exclusion has proven beneficial as the academic success and emotional development of such students would not have been likely without this inclusion, and they are provided with the means to succeed in both their emotional and academic aspects.

Cultural Competence in Practice

Elementary classrooms are not only successful depending on the methods employed but also on the strategies employed by teachers to apply cultural competence in their instructions. An interesting example of a chosen method of dealing with cultural competence on the practical level is the Bronx in New York: the school of P.S. 178 has already introduced an elementary model, which focuses on not only social-emotional learning but also on the approach of multicultural Education. Among the students in a classroom with a significant proportion of Latinos and African American students with emotional disabilities, the teachers introduced cultural awareness into the SEL programs (Eden et al., 2024). As an example, students took part in group maintenance in which they discussed cultural values, presented their own life experiences, and resolved disputes with the help of culturally applicable instances. This is how the students were able to attach themselves emotionally to what was being discussed and see that their cultural backgrounds were valued in school.

Their capacity to accommodate a cultural perspective of the learners in the classroom meant that they have a superior community of inclusion at P.S. 178. It was created at the school with different opinions being welcome, so, in their turn, this precondition led to the accumulation of student engagement and academic performance (Paramole et al., 2024). By maintaining the cultural identity of the students and by creating a

positive educational environment among all the learners, culturally competent aspirants as teachers would be better placed to reach the emotional needs of students, particularly the ones that are marginalized. This approach helped most especially with cases of students with emotional disabilities, who felt accepted and justified, and that assisted in enabling them to be emotionally healthy and succeed in school.

The San Francisco Unified School District has been described as the other case study that gives a very good example of the role of cultural competence. The district concentrated on training teachers on the information on how to learn the difference in cultures and the implication of the cultural difference in the classrooms with the help of the inclusion model of culturally responsive teaching. As an example, teachers were also provided with training on how cultural norms can help in the understanding of how students with emotional disabilities behave. Even in the African American/Asian American-dominant classrooms, the educators applied culturally responsive approaches to behavior, which included the utilization of restorative justice practices that could be considered community-based and relationship-oriented (Naz et al., 2024). This practice promoted emotional issues to be handled in such a manner that regarded the cultural background of the students, thus enhancing compliance and a general better performance of the students with emotional disabilities.

Evaluating the Effectiveness of Behaviorally Elementary Classrooms

Assessment Tools and Methods

The most appropriate method of determining the effectiveness of the behaviorally elementary classrooms is the usage of a number of assessment measures, which define the success in the realm of academic realization as well as emotional and social development. Traditional academic achievements like standardized tests, grades, and assessments of students by all academic teachers are the usual methods to measure educational achievement (Sachar & IV, 2025). However, in elementary classrooms, more consideration is paid to the attendance and participation of students with emotional disabilities in the curriculum and classroom activities. The teachers could use formative assessments to assess the students'

grasp of the material; formative assessments may include observations, quizzes, and project-based assessments.

The tools to measure emotional success are fulfilled based on the evaluation of a student on emotional regulation, coping skills, and self-management. The most common assessment of the social-emotional competencies developed by the student to succeed is the Social-emotional assessment, such as Devereux Student Strengths Assessment (DESSA) or the Social Skills Improvement System (SSIS) (LeBuffe et al., 2017). The tests are used to assess levels of self-awareness, social awareness, relationship skills, and decision-making.

The measure of social success can be assessed by monitoring how students associate with each other and how actively they participate in group work. Peer interaction assessments and behavioral observation logs are some of the tests used by teachers and counselors to monitor the social integration and involvement of students in classroom discussions and work (Valiente et al., 2020). Besides, the existence of self-reports of the students and the teacher reports pertaining to the behavior of the students gives a glimpse of how well the students with emotional disabilities relate to their peers and organize their relationships.

Challenges in Evaluation

Among the key limitations of the assessment of the success of behaviorally elementary classrooms is the inability to standardize the criteria of success in the case of emotional and behavioral outcomes. In contrast to academic accomplishment, success in the realm of emotions and behavior is more relative and may differ significantly between students. There is a diverse expression of emotional disabilities, so having a standardization of success is very hard to come by (Pham, 2024). As an example, a particular student may exhibit significant improvement in emotional control, and another student may have continuous difficulties even given the same interventions. Also, behaviors that we think are successful in any cultural or classroom setting may not be the same across countries. This unpredictability makes it difficult to gauge the success of students with emotional

disabilities and causes some obfuscation when measuring elementary practices.

Recommendations for Improvement

Evaluation approaches must be more personalized and wholesome to take advantage of the algorithmic optimizations of elementary classrooms. Instead of basing it only on the results of standardized tests or overall success scores, teachers and schools ought to use longitudinal assessment methods, which monitor the improvement of students over a long period and consider not only the academic but also the emotional development (Paramole & Adeoye, 2024). In this strategy, it is possible to get to know more about the development of the student in general, not just in the results. Including qualitative information, such as responses from students, teachers, and parents, will give a complete idea of the student. This knowledge can be used to interpret the quantitative data to provide a broader perspective of the academic, emotional, and social developments of the student. It is also worth ensuring that the schools adopt culturally relevant evaluation tools so that elementary classrooms can be evaluated on the basis of their diversity, as well as their form of evaluation being just and fair.

CONCLUSION

This study has discussed the essential elements of behaviorally elementary classrooms among middle school students with emotional disabilities in a multicultural setting. It has also emphasized the need to establish a supportive classroom atmosphere that can embrace a wide range of learning requirements via envisaging classroom settings, behavioral intervention measures, such as Positive Behavioral Interventions and Supports (PBIS), and culturally relevant teaching. The positive attributes of elementary Education for students who have emotional disabilities are increased academic performance, emotional control, and social inclusion. Practical case studies of such schools as Summit School District and Maplewood High School proved the efficiency of elementary strategies in achieving academic and behavioral success. Also, inclusion of social-emotional learning (SEL) models and culturally responsive pedagogies has been given importance to accommodate the needs of various student bodies.

In future studies, one should pay more attention to the improvement of assessment instruments to synthesize the complex effects of affective and behavioral achievement in elementary classrooms. Furthermore, the research on the long-term impacts of inclusion on students with emotional disabilities should also focus on such aspects of this practice as social integration and emotional resilience. The other area of improvement is examining how teachers may be better trained in terms of emotional and cultural competencies. Integrated learning of emotionally challenged children plays a key role in promoting equality and achievement. As schools forge ahead with the creation and improvement of elementary practices, they will be able to provide such students with the possibility to achieve success in their academic, as well as emotional and social development in terms of multiculturalism.

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