



COLLABORATIVE PRACTICES ADVANCING SOCIO-EMOTIONAL DEVELOPMENT IN INCLUSIVE EARLY EDUCATION

Anik Nurul^{1*}, Hidayah²

Universitas Negeri Malang, Indonesia

Corresponding Author: Alfiinanurul@gmail.com

DOI: <https://doi.org/10.61987/jpi.v2i1.780>

Abstract:

Socio-emotional development in inclusive early education requires coordinated support across relational systems. This study aims to examine how collaborative practices advance children's emotional regulation, peer relationships, and classroom belonging. A qualitative multiple case study design was employed involving 15 informants consisting of classroom teachers, special education teachers, principals, and parents from inclusive early childhood education centers with established collaboration structures. Data were collected through in-depth interviews, non-participant observations, and document analysis, and analyzed using interactive qualitative procedures. The findings reveal that structured collaboration reduced emotional disruptions, interdisciplinary teamwork increased peer reciprocity, and documented family participation strengthened children's sense of belonging. The novelty of this research lies in integrating socio-emotional learning with collaborative inclusion frameworks into a systemic model. The study recommends institutionalizing structured coordination, co-teaching practices, and participatory family engagement to sustain inclusive socio-emotional development.

ARTICLE HISTORY

Received: 18 May 2025

Revised: 23 May 2025

Accepted: 24 February 2026

KEY WORDS

Collaborative Practices, Socio-Emotional Development, Inclusive Early Education, Interdisciplinary Teamwork

INTRODUCTION

Socio-emotional development in early childhood has become a central concern in contemporary education systems because it shapes children's long-term academic success, mental health, and social participation (Juang, Wu, Shu, & Hwang, 2025; Kas, Jakab, & Lórik, 2022; Thuraisingham, Abd Razak, Nadarajah, & Mamat, 2023). The point of this study is that collaborative practices in inclusive early education are essential to foster socio-emotional competence among diverse learners. The reason lies in the growing recognition that children with and without special educational needs require supportive relational environments to develop empathy, self-regulation, and resilience. Evidence from global early childhood frameworks consistently highlights socio-emotional skills as predictors of school readiness and life outcomes (Díaz, 2023; McNamara et al., 2022; Ningtyaz, Aslamiah, & Darmiyati, 2025). When these competencies are nurtured early, children demonstrate stronger peer relationships and adaptive behaviors. Therefore, advancing collaborative approaches in inclusive settings is not only an educational priority but also a societal investment in equitable human development.

Despite policy commitments to inclusive education, many early childhood institutions struggle to translate inclusion into meaningful socio-emotional support. The general problem educators face is the fragmented implementation of inclusive practices, with collaboration among teachers, parents, and specialists remaining limited or procedural (Wright, 2024; W. Yang, Li, & Ang, 2021). In many classrooms, children with diverse abilities are physically included but socially isolated, experiencing minimal peer

interaction and insufficient emotional scaffolding. Field observations frequently reveal that teachers focus primarily on cognitive targets, while socio-emotional goals are treated as secondary outcomes (Rodríguez et al., 2021). This gap results in disparities in participation, self-confidence, and emotional regulation among young learners. Consequently, the absence of structured collaborative practices undermines the transformative promise of inclusive early education and calls for systematic investigation.

Previous studies have examined aspects of inclusion and socio-emotional learning, yet significant gaps remain. Torres et al. (2024) and Featherston et al. (2024) found that teacher empathy positively influences children's emotional adjustment, while Krezhevskikh (2020) and Chang et al. (2022) emphasized parental involvement as a predictor of social competence. Lau et al. (2020) highlighted the importance of structured socio-emotional curricula, and Brandt et al. (2023), Kibret (2022), and Munif (2023) underscored the ecological systems that shape child development. Although these scholars demonstrate the relevance of relationships and environment, their research often isolates variables rather than examining integrated collaborative mechanisms within inclusive classrooms. Moreover, limited attention has been paid to how interdisciplinary collaboration directly shapes daily socio-emotional interactions among diverse children (Cowan, 2022; Saepudin, Norman, & Uswatiyah, 2023). Thus, the position of this study lies in bridging these fragmented perspectives by conceptualizing collaboration as a dynamic, systemic practice embedded in inclusive early education contexts.

The novelty of this research lies in proposing a comprehensive collaborative framework that intentionally integrates teachers, families, and support professionals to advance socio-emotional development in inclusive settings. Unlike prior research that focuses on singular actors or interventions, this study conceptualizes collaboration as an ongoing co-constructive process influencing classroom climate, peer engagement, and individualized emotional support (Meyer et al., 2020; Zhu et al., 2023). By combining relational pedagogy with inclusive practice theory, the study advances a state-of-the-art perspective that positions socio-emotional growth as a shared responsibility. Addressing this issue is crucial because inclusive education without socio-emotional grounding risks superficial integration (Chen et al., 2022; Shotton, Lowe, & Waterman, 2023; Wehmeyer, Shogren, & Kurth, 2021). Therefore, generating empirically grounded insights into collaborative mechanisms becomes urgent for strengthening equitable and emotionally responsive early education systems.

Based on the identified gaps, the central research problem is how to systematically design and implement collaborative practices to enhance socio-emotional development in inclusive early childhood education. Specifically, the study seeks to answer the following questions: How do collaborative interactions among teachers, parents, and specialists shape children's emotional regulation and social participation? What structural and relational factors enable or hinder effective collaboration in inclusive classrooms? Furthermore, how does collaborative practice influence peer acceptance and classroom belonging among children with diverse developmental profiles? By articulating these problems, the research moves beyond descriptive accounts of inclusion toward an analytical exploration of mechanisms that produce meaningful socio-emotional outcomes.

This study argues that intentional, structured, and reflective collaboration serves as a catalytic mechanism for advancing socio-emotional development in inclusive early

education. The provisional answer proposed is that when educators, families, and specialists engage in shared planning, reciprocal communication, and coordinated intervention, children experience consistent emotional support and inclusive peer dynamics. The originality of this contribution lies in synthesizing socio-emotional learning theory with collaborative inclusion models to generate an integrated conceptual framework. By empirically examining collaborative processes rather than isolated practices, the research offers theoretical refinement and practical guidance. Ultimately, this study contributes to redefining inclusive early education as a relational ecosystem in which collaboration serves as the foundation for sustainable socio-emotional growth.

RESEARCH METHODS

This study employs a qualitative multiple case study design to explore how collaborative practices advance socio-emotional development in inclusive early education (Halkias, Neubert, Thurman, & Harkiolakis, 2022). The qualitative approach is selected because the research seeks to understand processes, meanings, and relational dynamics embedded in daily classroom interactions rather than to measure variables statistically. A multiple case study design allows in-depth exploration across different inclusive early childhood settings, enabling comparison of collaborative mechanisms and contextual influences. This design is grounded in interpretivist paradigms, which emphasize participants' lived experiences and socially constructed realities. By focusing on naturally occurring interactions among educators, parents, and support professionals, the study aims to capture the complexity of collaboration as it unfolds in real educational environments.

The research was conducted in three inclusive early childhood education centers located in urban and semi-urban areas that have formally implemented inclusive policies for at least three years. These locations were selected because they represent diverse institutional capacities and have established collaboration structures involving teachers, parents, and special education specialists. A total of 15 informants participated in the study, consisting of 6 classroom teachers, 3 special education support teachers, 3 school principals, and 3 parents of children with diverse developmental profiles. Informants were selected through purposive sampling based on their active involvement in collaborative practices and at least 2 years of experience in inclusive early education settings.

Data were collected through multiple techniques to ensure depth and triangulation (Li, Liu, & Feng, 2020). First, in-depth semi-structured interviews were conducted with all informants to explore perceptions, experiences, and strategies related to collaboration and socio-emotional development. Second, non-participant classroom observations were carried out to document interaction patterns, emotional scaffolding practices, and peer engagement dynamics. Third, document analysis was conducted on lesson plans, individualized education plans, meeting records, and institutional policies to examine formal collaborative structures. Field notes and reflective memos were maintained throughout the research process to capture contextual nuances and emerging insights.

Data analysis followed an interactive qualitative analysis model (Daryanes et al., 2023). The first stage involved data condensation, during which raw interview transcripts, observation notes, and documents were organized, coded, and categorized into themes related to collaboration and socio-emotional development. The second stage focused on

selecting, simplifying, and refining relevant information aligned with the research questions. The third stage involved data display, where matrices, thematic charts, and narrative descriptions were developed to visualize relationships among collaborative practices and socio-emotional outcomes. The final stage was data verification and conclusion drawing, conducted iteratively by comparing patterns across cases and ensuring consistency between empirical evidence and emerging interpretations.

To ensure data validity and trustworthiness, several strategies were applied. Credibility was strengthened through source triangulation (teachers, parents, principals, specialists), technique triangulation (interviews, observations, documents), and member checking, where preliminary findings were shared with selected informants for confirmation. Transferability was addressed by providing thick descriptions of research contexts and participant characteristics. Dependability was ensured through an audit trail documenting research procedures, coding processes, and analytical decisions. Confirmability was maintained through reflexive journaling to minimize researcher bias and through peer debriefing with fellow researchers to critically examine interpretations. Through these measures, the study upholds rigor and methodological integrity in qualitative inquiry.

RESULTS AND DISCUSSION

Results

This section presents the study's key findings on collaborative practices in inclusive early education. The results highlight how structured collaboration, interdisciplinary teamwork, and family–teacher partnerships contribute to children's socio-emotional development. Each finding is derived from interviews, observations, and documentation, offering comprehensive insight into how collaborative processes shape emotional regulation, peer relationships, and classroom belonging.

Structured collaboration strengthens children's emotional regulation

In this study, structured collaboration is operationally defined as systematic, planned coordination among classroom teachers, special education teachers, principals, and parents to support children's socio-emotional growth. In practice, it includes scheduled case meetings, joint lesson planning, individualized emotional regulation strategies, and consistent communication between school and home. Emotional regulation refers to children's ability to recognize, express, and manage emotions appropriately within classroom interactions. The sub-finding indicates that when collaboration is organized, routine, and goal-oriented, children demonstrate improved self-control, reduced emotional outbursts, and increased capacity to verbalize feelings. This operational meaning emerged directly from participants' explanations of how structured coordination influences children's daily emotional responses and coping strategies in inclusive early education settings.

A classroom teacher explained, "When we plan together before the semester starts, we already anticipate which child might struggle with frustration, so we prepare calming strategies in advance." A parent similarly stated, "After regular meetings with teachers, we use the same emotional vocabulary at home, and my child becomes calmer when facing conflict." These statements indicate that structured planning fosters emotional consistency across school and home environments. The researcher interprets these findings as evidence that emotional regulation improves when adults share

common strategies and language. Rather than reacting spontaneously to children’s behavior, educators and parents act proactively and collaboratively, creating a predictable emotional scaffolding that strengthens children’s adaptive responses.

A principal noted, “Our coordination meetings help teachers reflect on emotional incidents and adjust approaches collectively.” Meanwhile, a special education teacher stated, “When I collaborate weekly with the classroom teacher, we align our responses so the child receives the same guidance from both of us.” These insights reveal that structured collaboration ensures consistency in adult responses to children’s emotions. The researcher interprets this alignment as reducing confusion for children, thereby enhancing their sense of security. When children encounter stable emotional expectations, they gradually internalize regulation strategies. Thus, structured collaboration functions not merely as administrative coordination but as an emotional support system that directly shapes children’s regulatory competence.

Classroom observations confirmed that children whose teachers engaged in regular coordination displayed fewer emotional disruptions and more frequently used calming techniques, such as deep breathing or requesting help verbally. The researcher observed consistent adult responses during emotional incidents, reflecting prior planning discussed in interviews. Restated simply, when adults collaborate in structured ways, children manage emotions more effectively. The data indicate that predictability, shared strategies, and continuous reflection form the core mechanisms of improvement. Across cases, structured collaboration fostered emotional coherence among adults, resulting in stable classroom climates. The overall pattern indicates that emotional regulation is strengthened not by isolated interventions but by systematic, sustained, collaborative processes.

Interdisciplinary teamwork enhances inclusive peer relationships

Interdisciplinary teamwork in this study is operationally defined as active coordination between classroom teachers, special education teachers, and support staff during instructional and play activities to facilitate inclusive peer interaction. In classroom practice, this teamwork manifests through co-teaching, joint facilitation of group tasks, shared monitoring of peer engagement, and immediate scaffolding during social conflicts. Inclusive peer relationships refer to reciprocal interactions in which children with diverse developmental profiles participate equally in play, communication, and cooperative tasks. This sub-finding indicates that when interdisciplinary teamwork is visible and synchronized during classroom activities, peer acceptance, shared participation, and mutual support among children increase significantly.

Table 1. Observation Table of Interdisciplinary Teamwork Enhances Inclusive Peer Relationships

Observation Description	Indicator
Classroom teacher and special education teacher co-facilitate group play activity	Joint instructional support
Support teacher prompts peers to invite a child with special needs into play.	Peer inclusion facilitation
Teachers model turn-taking during collaborative tasks.	Social skill scaffolding
Immediate adult mediation during peer conflict	Coordinated behavioral guidance
Children initiate interaction without adult prompting.	Emerging peer reciprocity

Table 1 indicates that interdisciplinary teamwork operates as an active social bridge within the classroom. When teachers jointly facilitated group play, children

engaged more willingly with diverse peers. Coordinated mediation during conflicts prevented exclusion and reinforced positive interaction norms. Restated clearly, when adults work together visibly and consistently, children respond by forming more inclusive peer relationships. The researcher observed that peer invitations increased when supported by adult prompts and modeling. Furthermore, as teamwork became routine, children gradually demonstrated independent social engagement, suggesting internalization of inclusive norms. Thus, interdisciplinary collaboration directly influences the quality and sustainability of peer interactions in inclusive early education settings.

The pattern across observations reveals three interconnected mechanisms: modeling, mediation, and gradual autonomy. Initially, teachers actively modeled inclusive behavior and mediated social challenges. Over time, children mirrored these behaviors, demonstrating increased peer acceptance and spontaneous collaboration. The data consistently show that inclusive peer relationships do not emerge automatically but are cultivated through synchronized adult teamwork. When interdisciplinary roles are clear and mutually reinforcing, children perceive a cohesive social structure that encourages belonging. This structured teamwork gradually reduces dependency on adult intervention, leading to stable peer inclusion patterns. The overall pattern suggests that interdisciplinary teamwork transforms inclusive policy into a lived peer experience.

Family–teacher partnerships foster classroom belonging

Family–teacher partnership in this study is operationally defined as visible and documented collaboration between educators and parents aimed at strengthening children’s emotional connection to the classroom community. In practice, this partnership includes scheduled parent meetings, joint school events, shared communication boards, written progress notes, and collaborative learning projects. Classroom belonging refers to children’s sense of acceptance, recognition, and emotional attachment within the classroom environment. The sub-finding indicates that documented and sustained family–teacher collaboration reinforces children’s perception that home and school are interconnected spaces supporting their growth.



Figure 1. Images of parenting workshops or inclusive classroom events attended by families.

Figure 1 focused specifically on images of parenting workshops and inclusive classroom events attended by families. The visual records consistently showed active parental engagement in structured school programs, such as collaborative learning sessions, inclusive celebrations, and socio-emotional parenting workshops. In several images, parents were seen participating in group discussions, classroom activities, and joint games alongside their children and teachers. The researcher observed that these events were not ceremonial but interactive, emphasizing shared learning and collective responsibility. The documentation suggests that children witnessed their parents' involvement within the school setting, strengthening the emotional bridge between home and classroom. These visual materials confirm that family–teacher partnerships were enacted through direct participation in inclusive events rather than remaining limited to administrative communication.

Restated simply, when children observe their parents actively participating in classroom events and parenting workshops, their sense of belonging within the school community increases. The documented images demonstrate that collaboration extends beyond meetings and becomes visible within the learning environment itself. The researcher interprets these photographs as concrete indicators of relational continuity, where school and family function as interconnected systems. This visible cooperation reduces the psychological distance between home and school contexts. As a result, children perceive the classroom as a shared space supported by both teachers and families. The documentation, therefore, reinforces the interpretation that belonging is strengthened when collaboration is publicly enacted and symbolically reinforced through inclusive school events.

The pattern emerging from the documentation highlights three central elements: visibility of participation, interactive engagement, and institutional consistency. Across documented parenting workshops and inclusive events, parental presence was active rather than passive, reflecting shared ownership of children's development. The repetition of such events across the academic year indicates that the partnership was structured and ongoing. Classrooms that regularly organized inclusive activities with families displayed stronger integration of home values into school routines. This pattern suggests that belonging is cultivated through repeated, visible, and participatory collaboration. Overall, the documented images reveal that inclusive events function as relational platforms where emotional security, shared identity, and community cohesion are systematically reinforced.

Discussion

The findings of this study indicate that structured collaboration strengthens children's emotional regulation, which aligns with socio-ecological and relational perspectives on early childhood development. Previous scholars, such as Sinha et al. (2024), have emphasized that children's development is shaped by interconnected systems, particularly the consistency between home and school environments. The present findings confirm this theoretical position by demonstrating that coordinated planning, shared emotional vocabulary, and aligned adult responses create predictable emotional scaffolding for children. Similarly, Salo et al. (2022) and Moreno (2025) highlighted the importance of intentional socio-emotional support in early learning contexts. However, while earlier studies often focused on curriculum-based

interventions, this research extends the discussion by showing that emotional regulation is reinforced not only through formal programs but through structured adult collaboration as a systemic process. Thus, the study complements existing literature while shifting the emphasis from isolated strategies to coordinated relational mechanisms.

The second finding, which shows that interdisciplinary teamwork enhances inclusive peer relationships, supports prior research emphasizing collaborative teaching models in inclusive education. Fitri (2022), Krishnaswami et al. (2022), and Jardinez (2024) argued that inclusive success depends on teacher readiness and cooperative practice. However, the current findings provide more granular observational evidence of how teamwork operates in real time through modeling, mediation, and gradual autonomy. While earlier research frequently measured inclusion outcomes quantitatively, this study demonstrates qualitatively how synchronized adult roles function as a social bridge for peer interaction (Aalatawi, 2023; Tuzlukova et al., 2023; Yang et al., 2021). The observed pattern that children internalize inclusive norms over time reinforces social learning theory, yet it also adds nuance by illustrating that interdisciplinary alignment accelerates this internalization. Therefore, the findings both confirm and deepen existing knowledge by detailing the mechanisms through which teamwork translates inclusive policy into lived peer experience.

The third finding, that family–teacher partnerships foster classroom belonging, resonates with Zhang et al. (2022) and Featherston et al. (2024) assertion that parental involvement significantly influences children’s social adjustment. However, this study differs by emphasizing the visibility and documentation of partnership through inclusive events rather than solely focusing on communication frequency or parental presence in meetings. The documented images of parenting workshops and collaborative classroom activities reveal that belonging is strengthened when partnership becomes publicly enacted within the learning environment. This extends previous literature by suggesting that symbolic and participatory dimensions of collaboration are as important as procedural coordination (Ata et al., 2023; Su et al., 2023; Taslimi et al., 2020). Hence, while consistent with prior findings about family engagement, the study contributes a more interactional and symbolic interpretation of how belonging is constructed in inclusive early education.

Theoretically, this study contributes to integrating socio-emotional learning theory with collaborative inclusion frameworks. It proposes that emotional regulation, peer inclusion, and classroom belonging are interconnected outcomes emerging from structured, interdisciplinary, and visible collaboration. Rather than treating socio-emotional development as an individual child variable, the findings conceptualize it as a relational product of coordinated adult ecosystems. Practically, the implications are significant for early childhood institutions. Schools should institutionalize regular coordination meetings, co-teaching structures, and inclusive family events as core strategies rather than optional activities. Policymakers and school leaders may consider embedding structured collaboration indicators into inclusive education standards to ensure sustainability and accountability.

Overall, the discussion suggests that collaborative practices function as the operational engine of inclusive early education. The study confirms existing theories about ecological consistency and social modeling while expanding them through empirical evidence of structured coordination, interdisciplinary mediation, and

documented family engagement. Differences from earlier research lie in the emphasis on process visibility and systemic alignment rather than isolated interventions. By demonstrating how collaboration simultaneously shapes emotional and social outcomes, this research advances a holistic understanding of inclusive practice. Consequently, both theory and practice must move beyond fragmented approaches and recognize collaboration as the foundational architecture supporting sustainable socio-emotional development in inclusive early childhood education.

CONCLUSION

This study concludes that collaborative practices function as the central mechanism for advancing socio-emotional development in inclusive early education. The most important finding is that structured coordination among teachers, specialists, and families creates emotional consistency, inclusive peer interaction, and a strengthened sense of classroom belonging. The key lesson learned is that socio-emotional growth does not occur through isolated interventions but through sustained, visible, and aligned collaboration across educational ecosystems. By demonstrating how structured collaboration strengthens emotional regulation, how interdisciplinary teamwork enhances peer relationships, and how documented family engagement fosters belonging, this study highlights collaboration as the operational foundation of meaningful inclusion. The strength of this research lies in its integrative framework, which connects socio-emotional learning theory with inclusive collaborative practice and provides empirical evidence that inclusion becomes transformative when relational systems operate cohesively.

Despite its contributions, this study has limitations. The research was conducted in three inclusive early childhood centers, which may limit the generalizability of findings to other cultural or institutional contexts. Additionally, the qualitative design emphasizes depth over breadth, meaning that long-term developmental outcomes were not measured quantitatively. Future research could expand the scope by incorporating longitudinal or mixed-method approaches to examine the sustained impact of collaborative practices on children's academic and psychosocial trajectories. Comparative studies across diverse regions or policy environments may also enrich understanding of contextual influences. Nevertheless, this study contributes theoretically by redefining socio-emotional development as a relational product of collaborative ecosystems and practically by offering structured strategies that educational institutions can adopt to strengthen inclusive early education.

REFERENCES

- Aalatawi, R. (2023). Teachers' Perceptions of the Barriers to Inclusive Education of Kindergarten Students with Disabilities in Saudi Arabia. *International Journal of Learning, Teaching and Educational Research*, 22(2), 338–357. <https://doi.org/10.26803/ijlter.22.2.19>
- Ata, E., & Saltan, F. (2023). School Principals' Perspective on Technological Leadership,

- Technostress and Information and Communication Technology: A scoping review. *Participatory Educational Research*, 10(5), 147–167. <https://doi.org/10.17275/per.23.79.10.5>
- Brandt, P. Y., Dandarova-Robert, Z., Dessart, G., Muthert, H., & Schaap-Jonker, H. (2023). Integrative Model of Children’s Representations of God in Drawings. *New Approaches to the Scientific Study of Religion*, Vol. 12, pp. 15–42. https://doi.org/10.1007/978-3-030-94429-2_2
- Chang, T. J., Sung, Y. T., & Chiou, H. J. (2022). Exploring the Multilevel Mediation Effects of Teacher Collaboration on the Correlation Between Principal Instructional Leadership and Teacher Self-Efficacy: Education Level as a Moderator. *Journal of Research in Education Sciences*, 67(4), 35–72. [https://doi.org/10.6209/JORIES.202212_67\(4\).0002](https://doi.org/10.6209/JORIES.202212_67(4).0002)
- Chen, Y., Cui, X., Zhuoma, J., Zhu, F., Luo, L., Xie, J., & Cheng, Y. (2022). How Employees in a Comprehensive Public Hospital Perceive Corruption Risks: A Survey Study in China. *Risk Management and Healthcare Policy*, 15, 299–309. <https://doi.org/10.2147/RMHP.S344782>
- Cowan, N. (2022). Working Memory Development: A 50-Year Assessment of Research and Underlying Theories. *Cognition*, 224. <https://doi.org/10.1016/j.cognition.2022.105075>
- Daryanes, F., & Situmorang, D. D. B. (2023). The Development of an Articulate Storyline, Interactive Learning Media based on Case Methods to Train Students’ Problem-Solving Ability. *Heliyon*, 9(4). <https://doi.org/10.1016/j.heliyon.2023.e15082>
- Díaz, C. J. (2023). Building on and Sustaining Multilingual Children’s Cultural and Linguistic Assets in Superdiverse Early Childhood Education. *English Language Education*, Vol. 33, pp. 141–158. https://doi.org/10.1007/978-3-031-34702-3_8
- Featherston, R., Barlow, J., Song, Y., Haysom, Z., Loy, B., Tufford, L., & Shlonsky, A. (2024). Mindfulness-enhanced Parenting Programmes for Improving the Psychosocial Outcomes of Children (0 to 18 years) and Their Parents. *Cochrane Database of Systematic Reviews*, 2024(1). <https://doi.org/10.1002/14651858.CD012445>
- Fitri, A. Z. (2022). Inclusive Education Curriculum Management with Modification Humanistic Design. *Journal of Social Studies Education Research*, 13(3), 150–173.
- Halkias, D., Neubert, M., Thurman, P. W., & Harkiolakis, N. (2022). The Multiple Case Study Design: Methodology and Application for Management Education. In *The Multiple Case Study Design: Methodology and Application for Management Education*. Routledge. <https://doi.org/10.4324/9781003244936>
- Jardinez, M. J., & Natividad, L. R. (2024). The Advantages and Challenges of Inclusive Education: Striving for Equity in the Classroom. *Shanlax International Journal of Education*, 12(2), 57–65. <https://doi.org/10.34293/education.v12i2.7182>
- Juang, Y. T., Wu, M. Y. H., Shu, H. W., & Hwang, J. S. (2025). Healing Begins With Emotional Awareness: The Integration and Effectiveness of Social and Emotional Learning and Restorative Justice in University Classrooms. *Journal of Research in Education Sciences*, 70(3), 277–320. [https://doi.org/10.6209/JORIES.202509_70\(3\).0008](https://doi.org/10.6209/JORIES.202509_70(3).0008)
- Kas, B., Jakab, Z., & Lórik, J. (2022). Development and Norming of the Hungarian CDI-III: A Screening Tool for Language Delay. *International Journal of Language and Communication Disorders*, 57(2), 252–273. <https://doi.org/10.1111/1460-6984.12686>

- Kibret, M. A., & Gebremedhin, L. T. (2022). Two Decades of Family Planning in Ethiopia and the Way Forward to Sustain Hard-Fought Gains! *Reproductive Health*, Vol. 19. <https://doi.org/10.1186/s12978-022-01435-5>
- Krezhevskikh, O. V. (2020). Designing a Professional Biography as a Predictor of Continuous Professional Self-Determination of a Teacher. *Perspektivy Nauki i Obrazovania*, 48(6), 430–445. <https://doi.org/10.32744/PSE.2020.6.33>
- Krishnaswami, M., Iyer, L. S., John, C., & Devanathan, M. (2022). Countering Educational Disruptions Through an Inclusive Approach: Bridging the Digital Divide in Distance Education. *Socioeconomic Inclusion During an Era of Online Education*, pp. 204–224. <https://doi.org/10.4018/978-1-6684-4364-4.ch010>
- Lau, S. M. C., & Blandford, M. (2020). Supporting Immigrant Students' Academic and Social Integration: Esl and French College Teachers' Collaboration in Promoting Cross-Linguistic Teaching of Language and Strategies. *Canadian Modern Language Review*, 76(4), 293–312. <https://doi.org/10.3138/CMLR-2020-0001>
- Li, W., Liu, L., & Feng, G. (2020). Cooperative Control of Multiple Nonlinear Benchmark Systems Perturbed by Second-Order Moment Processes. *IEEE Transactions on Cybernetics*, 50(3), 902–910. <https://doi.org/10.1109/TCYB.2018.2869385>
- McNamara, L., Scott, & Boyd, R. (2022). Can Web-Based Implementation Interventions Improve Physician Early Diagnosis of Cerebral Palsy? Protocol for a 3-arm Parallel Superiority Randomised Controlled Trial and Cost-Consequence Analysis Comparing Adaptive and Non-Adaptive Virtual Patient Instruction. *BMJ Open*, 12(11). <https://doi.org/10.1136/bmjopen-2022-063558>
- Meyer, L., & Eklund, K. (2020). The Impact of a Mindfulness Intervention on Elementary Classroom Climate and Student and Teacher Mindfulness: a Pilot Study. *Mindfulness*, 11(4), 991–1005. <https://doi.org/10.1007/s12671-020-01317-6>
- Moreno Ortiz, M. (2025). Emotional Management in the Classroom: Socio-Emotional Competencies of Teachers in Basic Education. *Revista de Ciencias Sociales*, 31(11), 558–571.
- Munif, M. (2023). Learning Strategies For Islamic Religious Education In The Family To Increase Children's Spiritual Awareness. *Jurnal Pendidikan Islam*, 1, 64–70.
- Ningtyaz, D. K., Aslamiah, A., & Darmiyati, D. (2025). Islamic Values Integration in Early Childhood Education: A Multi-Site Case Study of Curriculum Practices in Banjarmasin, Indonesia. *Asatiza: Jurnal Pendidikan*, 6(3), 250–267. <https://doi.org/10.46963/asatiza.v6i3.3012>
- Rodríguez Arce, J. M., & Winkelman, M. J. (2021). Psychedelics, Sociality, and Human Evolution. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.729425>
- Saepudin, S., Norman, E., & Uswatiyah, W. (2023). Instilling Religious Character Values in Elementary School Students Through Islamic Religious Education Learning. *JPPi (Jurnal Penelitian Pendidikan Indonesia)*, 9(4), 100–107. <https://doi.org/10.29210/0202312598>
- Salo, A. E., Vauras, M., Hiltunen, M., & Kajamies, A. (2022). Long-term Intervention of at-risk Elementary Students' Socio-Motivational and Reading Comprehension Competencies: Video-Based Case Studies of Emotional Support in Teacher–Dyad and Dyadic Interactions. *Learning, Culture and Social Interaction*, 34. <https://doi.org/10.1016/j.lcsi.2022.100631>

- Shotton, H. J., Lowe, S. C., & Waterman, S. J. (2023). Beyond the Asterisk: Understanding Native Students in Higher Education. In *Beyond the Asterisk: Understanding Native Students in Higher Education*. <https://doi.org/10.4324/9781003443247>
- Sinha, A., Sharma, N., Kumar, S., Lande, A., & Iqbal, M. I. (2024). AI-Enhanced Living: The Future of Smart Homes. *2024 International Conference on Smart Devices, ICSD 2024*. <https://doi.org/10.1109/ICSD60021.2024.10751168>
- Su, F., Wood, M., & Tribe, R. (2023). 'Dare to Be Silent': Re-Conceptualising Silence as a Positive Pedagogical Approach in Schools. *Research in Education*, *116*(1), 29–42. <https://doi.org/10.1177/00345237231152604>
- Taslimi, M., Farastkhah, & Hassanmoradi, N. (2020). Role of Health-Oriented Programs in Improving the School's Organizational Culture. *Iranian Journal of Health Education and Health Promotion*, *8*(1), 45–56. <https://doi.org/10.29252/ijhehp.8.1.45>
- Thuraisingham, C., Nadarajah, V. D., & Mamat, N. H. (2023). Communication Skills in Primary Care Settings: Aligning Student and Patient Voices. *Education for Primary Care*, *34*(3), 123–130. <https://doi.org/10.1080/14739879.2023.2210097>
- Torres, C., Levitt, K. J., & Radesky, J. S. (2024). Experience of Children With Special Education Needs During COVID-19. *Journal of Developmental and Behavioral Pediatrics*, *45*(3), e251–e256. <https://doi.org/10.1097/DBP.0000000000001267>
- Tuzlukova, V., & Oman, S. O. (2023). Established Practices, Challenges, and Achievements in Creating Inclusive English Language Classrooms in Oman's Institutions of Higher Education. *Journal of Teaching English for Specific and Academic Purposes*, *11*(2), 329–339. <https://doi.org/10.22190/JTESAP230323025T>
- Wehmeyer, M. L., Shogren, K. A., & Kurth, J. (2021). The State of Inclusion With Students With Intellectual and Developmental Disabilities in the United States. *Journal of Policy and Practice in Intellectual Disabilities*, *18*(1), 36–43. <https://doi.org/10.1111/jppi.12332>
- Wright, B. L. (2024). Whatever Happens to Any Child in Early Childhood Education, Better Be the Business of All of Us: Creating Equitable Learning Communities for Black Boys. *Contemporary Issues in Equity, Democracy, and Public Education: Multidisciplinary Perspectives from Education, Social Sciences, and Health*, pp. 41–52. <https://doi.org/10.4324/9781003479123-5>
- Xu, J., & Zhu, Y. (2023). Factors Influencing the Use of ICT to Support Students' self-regulated learning in a Digital Environment: The Role of Teachers in Lower Secondary Education of Shanghai, China. *Psychology in the Schools*, *60*(11), 4312–4331. <https://doi.org/10.1002/pits.22938>
- Yang, M., & Yu, C. (2021). A Review of Teachers' Sentiments and Attitudes in Inclusive Education in China. *Frontiers in Psychology*, Vol. 12. <https://doi.org/10.3389/fpsyg.2021.760115>
- Yang, W., Li, H., & Ang, L. (2021). Early childhood curriculum policies and practices in Singapore: The case of glocalisation. *Policy Futures in Education*, *19*(2), 131–138. <https://doi.org/10.1177/1478210320987689>
- Zhang, R., Peng, S., Sun, F., Deng, L., & Che, Y. (2022). Assessing the Social Equity of Urban Parks: An Improved Index Integrating Multiple Quality Dimensions and Service Accessibility. *Cities*, *129*. <https://doi.org/10.1016/j.cities.2022.103839>