

## An Investigation On How Special Needs Teachers In Bandung City Manage Their Emotions

Rina Ruth Polla<sup>1</sup>, Putri Meilinda<sup>2</sup>

Universitas Informatika dan Bisnis Indonesia, Indonesia<sup>1,2</sup>

Correspondent : [rinaruth@unibi.ac.id](mailto:rinaruth@unibi.ac.id)<sup>1</sup>

Received : March 02, 2024

Accepted : March 26, 2024

Published : April 26, 2024

Citation: Polla, R. R., & Meilinda, P. (2024). An Investigation On How Special Needs Teachers In Bandung City Manage Their Emotions. *Psychosocia : Journal of Applied Psychology and Social Psychology*, 2(2), 71-81. <https://doi.org/10.61978/psychosocia.v2i2>

**ABSTRACT:** This study aims to describe the emotional regulation of Bandung City's Special School Category C teachers. The development of pupils with intellectual disabilities, who need patience, skills, and strong emotional regulation to navigate a variety of obstacles, is greatly aided by special needs teachers. Featuring 203 responders, this study used a quantitative method. The Emotion Regulation Questionnaire in Indonesian was used to gather data. According to the research results, 81.8% of participants had high emotional regulation, enabling them to modify their attitudes and actions in response to stressful circumstances. However, 18.2% of respondents showed low emotional regulation, which affects their ability to manage emotional stress. These findings underline the importance of developing supporting strategies to improve the psychological well-being of special needs teachers, which will ultimately improve the quality of education for students with special needs.

**Keywords:** Investigation, Emotion Regulation, Special Needs Teachers.



This is an open access article under the CC-BY 4.0 license

## INTRODUCTION

The Indonesian government's policies govern the presence of special schools in the country. Special education is defined as instruction designed especially for pupils with physical and/or mental disabilities in Indonesian government regulation Number 72 of 1991. Additionally, the rule specifies that schools that conduct special education are known as special education units (Indonesia, 1991). In other words, special need schools provide educational facilities for people with exceptional needs so they can participate in the learning process.

Individuals with special needs, also called learners, need a figure who acts as a teacher in their learning. The Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia (2022) wrote that

teachers who guide learners with special needs are called Special Needs Teachers. Special Needs teachers are assigned to accompany learners with special needs at school, either from the educational unit or the nearest special needs school (Arriani et al., 2022).

Special Needs Teachers, when dealing with children with special needs, need patience during the teaching process. Putri (2022) wrote the story of a Special Needs Teacher who showed patience in dealing with students with special needs. The teacher was considered to have the requirements expected of a Special Needs Teachers, namely being diligent, patient, sincere, and not quickly complaining. For more than 10 years, the teacher has been a tutor for students with special needs (Putri, 2022). The emotional state of a teacher like this will help a Special Needs Teachers to perform well and remain a tutor in the long term (Apriliani, 2017).

A Special Needs Teacher will work as a teacher at a special needs school. Special needs schools in Indonesia consist of several types based on the needs of the students. Students who have special needs due to intellectual disabilities can get an education at special needs schools category C. Students who are classified according to the learning process at special needs schools are those who have intellectual disabilities or retardation (Arriani et al., 2022).

Special needs students have difficulty completing their academic and social tasks. Due to their mental retardation, special needs schools experience mental intelligence development that is far below their chronological age. With slow thinking skills, it will be difficult for them to demonstrate adaptive social behaviour (Ariani et al., 2022). This will make it difficult for them to make adequate academic and relationship decisions. The behavior that emerges may not be accepted by society, but it is not because of their intentions but their abilities that are not like most people in general.

Smith (Arriani et al., 2022) said that special needs students will have difficulty learning simple tasks, remembering, finding and sequencing correctly, and cannot generalise. Those who fall into this category are those who have Down syndrome. One of the characteristics that appear in students with Down syndrome that has an impact on social situations is the inability to connect actions with consequences. This impacts behavioral problems, such as explosive tantrums (Ariani, et al., 2022).

Special needs teachers must focus on each student individually and understand each student's unique abilities and needs (Jungjohann & Gebhardt, 2023; Kupers et al., 2023). In addition, special needs teachers are often faced with non-conducive classroom situations. Special needs students, especially Down syndrome, can at any time show behavior that can disrupt the teaching and learning process in the classroom (Weiser, 2009). This situation requires teachers to continuously adjust their strategies to face their teaching days. If not managed properly, the constant adjustment demand can cause psychological fatigue and make special needs teachers easily offended (Andersen et al., 2024; Tawa et al., 2024).

Another demand placed on special needs teachers is establishing relationships with parents to be involved in the learning process. However, this is often difficult and causes pressure for special needs teachers (Mithans et al., 2023). As obtained from interviews, special needs teachers in the city of Bandung revealed that parents usually hope that teachers can improve their children's abilities. This expectation, considered too great, makes teachers view this as a demand that must

be met. When the demands of special needs students' families cannot be met, special needs school teachers become sad. There are even teachers who feel offended when fellow teachers talk about the development of their special needs students who have rapid growth.

The emotional regulation process is how individuals form and express emotions, including determining when and how emotions can be expressed properly. Thus, this process focuses more on the individual's ability to control emotions so that they do not control their behavior (Gross, 2014). Emotional regulation includes two aspects, namely Cognitive reappraisal and expressive suppression. Cognitive reappraisal involves assessing a situation that causes certain emotions, aiming to reduce the impact of those emotions. While expressive suppression is a way to control the expression of emotions in response to specific situations (Gross, n.d.).

Cognitive reappraisal changes one's situation assessment to change its emotional meaning. This can be done by changing one's perspective on the situation or ability to handle the demands it places on one. Though it can also be used to increase or decrease good or negative emotions, this type of cognitive modification is frequently employed to lessen unpleasant emotions (Gross, 2015; Gross & John, n.d.).

Based on interviews with special education teachers in Bandung, special education teachers have high demands. In teaching children with special needs, they must ensure that the students progress in their abilities, including intelligence, motor skills, social skills, and emotional development. When the student's growth does not improve, the special education teacher will perceive their task as complex. When their colleagues talk about the positive progress shown by the special needs students they teach, they will feel sad. The teacher's perception of teaching special needs students is seen as complicated, referring to the cognitive processes involved. Based on the aspect of emotion regulation from Gross (2014), this refers to the aspect of cognitive reappraisal. If the teacher does not reassess a difficult situation and change their perception, their evaluation of the situation will remain negative and ultimately affect their feelings (Karaca, 2024).

Expressive suppression is the next aspect of emotion regulation (Gross, 2014). This is about a state where someone tries to limit the expression of negative and positive emotions that are still being felt. This aspect refers to the process of response modulation, which occurs after the direction of a certain response tendency has begun and happens after the emerging emotion has influenced the emotional response's experiential, behavioral, or physiological components. In expressive suppression, managing behavior about expressing emotions is a form of expressive suppression (Gross, 2014).

Based on interviews with special needs teachers in the city of Bandung, it was found that there are also unexpected situations, such as children fighting during or outside of teaching activities, children damaging classroom facilities, and children being fussy (Cavioni & Toto, 2024). When the behavior does not subside after the teacher gives their instructions, feelings of annoyance and the urge to scold will arise. They express their emotions by raising their voice and showing angry facial expressions. This can be categorized as expressive suppression ability, according to Gross, 2014. They cannot yet adequately manage their emotional expressions. When teachers overly express their emotions to students, it can lead to a situation where the positive relationship between

teachers and students declines. (English, John, & Gross, 2013; Gross & John, 2003; Srivastava, Tamir, McGonigal, John, & Gross, 2009 dalam Gross 2014).

Recognition of this issue is important because it helps explore the factors that influence teachers' emotional well-being and its impact on their performance in teaching and supporting students. This study explored how teachers can manage their emotions in the context of education for students with special needs. The main issue raised is how teachers deal with emotional challenges that arise due to heavy workloads, interactions with students with various disabilities, and pressures from the school environment. Research questions appropriate to examine this issue could include: How do special needs teachers regulate their emotions in their teaching duties? How does emotional regulation affect teachers' performance and psychological well-being?

The purpose of this study was to describe in depth how teachers in this special school manage their emotions in the face of unique professional and emotional demands. Another aim was to assess the impact of emotion regulation on teachers' psychological well-being and teaching performance (Ali et al., 2024). Thus, this study aims to provide a better understanding of the emotional challenges faced by special needs teachers, as well as produce findings that can be used to design more effective support for teachers in managing their stress and emotions, to improve the quality of education they provide to students with special needs.

## **METHOD**

The approach used in this study is quantitative, a type of research where the researcher determines what will be studied, formulates questions, collects measurable data, and analyses numbers using statistics (Creswell & Creswell, 2017). In this study, a quantitative approach is used as the basis for researching the Emotion Regulation variable using the Emotion Regulation Questionnaire (EQR). Researchers began the research steps by determining the population and sample, collecting the data, interpreting the data, analysing the data, and presenting data results through statistical tests. The research method used is non-experimental with predictive testing, where this research aims to get a description of the variable. This research will investigate the emotional regulation of special-needs teachers (Hertina et al., 2024).

This study will describe how the teachers at SLB C in Bandung City regulate their emotions. Teachers' attempts to control, feel, and express their emotions are called emotion regulation (Shareefa et al., 2024). This variable has two components: expressive suppression and cognitive reappraisal. The term "cognitive reappraisal" describes how frequently educators reevaluate emotionally charged situations to lessen their effect on their students. Expressive suppression is the third factor, which explains how often educators choose not to show their feelings in particular circumstances.

The population in this study consists of teachers who teach children with special needs at SLB-C in Bandung City. Due to the limitations in reaching the entire population as research subjects, a sample was drawn. The sampling method used is convenience sampling, which is selected based on ease of access and availability rather than random or representative criteria. In this study, the

sample size was determined using the Lemeshow (1997) formula because the population size is unknown. Here is the Lemeshow (1997) formula:

$$n = \frac{z^2 p (1 - p)}{d^2}$$

Explanation:

- n = the minimum number of samples required.
- z = the standard value to determine the accuracy of the conducted research = 1.96
- p = maximum estimation = 50% (0.5)
- d = the acceptable error rate in the research = alpha (0.10) or 10%

Based on these calculations, the minimum sample size in this study is 96 people, according to the researcher's criteria. The respondents who participated in this study were 203 SLB-C teachers in Bandung.

Teachers at SLB-C in Bandung City are asked to complete the Emotion Regulation Questionnaire (ERQ) to gauge their level of emotion regulation. The apparatus used in the emotion regulation measurement tool was modified by (Radde & Saudi, 2021). There are ten items in total. This scale includes expression suppression and cognitive reappraisal (John & Gross, 2003). From point 1 (strongly disagree) to point 7 (very agree), a Likert scale is employed (Table 1.).

**Table 1. Emotion Regulation Questionnaire**

<b>Aspect</b>	<b><i>Favourable</i></b>
<i>Cognitive Reappraisal</i>	1, 3, 5, 7, 8, 10
<i>Expressive suppression</i>	2, 4, 6, 9

This study uses Google Forms to distribute the Emotion Regulation Questionnaire (ERQ) to examine its validity and reliability. The validity of each existing item was examined using the corrected item-total correlation (Item-Total Correlation) in the validity test. A content test is used to correlate the total items. Data was processed after distributing the questionnaire, and 40 respondents were found. The data processing indicates that the Emotion Regulation Questionnaire (ERQ) has the most significant item value (0.626) and the lowest item value (0.305). The overall item score is deemed acceptable because of its total item correlation value of > 0.30.

Furthermore, the reliability test was conducted using the statistical program SPSS version 27 and Cronbach's alpha. The results of the Emotion Regulation Questionnaire (ERQ) reliability test obtained a Cronbach's alpha value of 0.805. As a result, the Emotion Regulation Questionnaire (ERQ) is quite trustworthy.

To collect data, teachers at SLB C employed a questionnaire instrument to measure emotion control. Questionnaire distribution served as the study's method of gathering data. The measurement instrument for emotion regulation was developed as a questionnaire on the Google Form application, and it was disseminated by sharing the URL to the Google Form on social media sites like Instagram, WhatsApp, and others to gather data. Subsequently, the IBM SPSS 27 for

Windows tool was used to process the completed questionnaire responses that the respondents had collected using a spreadsheet application.

Then, the data is analysed using quantitative descriptive analysis techniques. This technique is a statistical analysis method used to provide an overview or description of the data that has been collected. The collected data is grouped according to categories obtained from the mean or average value, and the total EQR value for each SLB C teacher in Bandung is divided by the total number of respondents. The mean value obtained is used as a reference to determine the category. If the total EQR value exceeds the mean value, it falls into the high category. Conversely, if the total EQR value is below the mean value, it falls into the low category.

## RESULT AND DISCUSSION

This study was attended by 203 special needs teachers in Bandung, with male and female teachers spending a portion of the time, as stated in Table 2.

**Table 2. Demographic Data of Research Respondents**

Characteristics of Research		Amount	Percentage
Gender	Male	45	22,2%
	Female	158	77,8%
	TOTAL	203	100%

Based on Table 2, as many as 45 or 22.2% of the 203 respondents were male. In addition, as many as 158 or 77.8% of the respondents were female. Thus, special needs teachers who participated in this study were dominated by females.

**Table 3. Categorization of Emotional Regulation**

Category	Skor	Amount	Percentage
Low	$X < 64$	37	18,2%
High	$X > 64$	166	81,8%
Total		203	100.0

Table 3 contains data on the categorization of high and low emotional regulation from the respondents of this study, namely special needs teachers. Table 3 shows that as many as 37 or 18.2% of the 203 special needs teachers have low emotional regulation. In other words, the efforts of special needs teachers to influence, feel, and express their emotions are lacking. They are less able to control their emotions, so they do not control their behavior. Special needs teachers who cannot regulate emotions indicate that they have failed to carry out cognitive reappraisal. They cannot yet reassess a situation, so the feelings that arise become more positive or can be better



managed. They are also less able to carry out the expressive suppression aspect to restrain or reduce emotional expression externally (Gross, 2002; Gyurak et al., 2011; Gross, 2014).

On the other hand, as many as 166 or 81.8% of the 203 special needs teachers have high emotional regulation. Those with high emotional regulation will try to ensure that the feelings that arise do not affect their expression in the environment. They will try to make a reassessment (cognitive reappraisal) to view a situation more positively. They also try to ensure that the arising emotions are not expressed openly (expressive suppression) so that the problem does not worsen.

**Table 4. Results of Cognitive Reappraisal Aspects**

Cognitive Reappraisal	Amount	Percentage
High	162	79,8%
Low	41	20,2%
Total	203	100.0

Cognitive reappraisal refers to a person's ability to cognitively reassess a situation or emotional experience (Abidin, 2016). By changing how they view certain events, SLB C teachers can reduce the influence of negative emotional experiences and increase the influence of positive emotional experiences in their situations (Rosales, 2022). For special needs teachers, cognitive reappraisal is critical, considering that they often face emotional and challenging situations in teaching students with special needs. Based on Table 3., about the aspect of cognitive reappraisal obtained from 203 special needs teachers, 79.8% or 162 teachers had a high cognitive reappraisal aspect. This reflects the ability of the majority of special needs teachers to deal with stressful situations more adaptively and constructively, for example, by changing their perceptions of existing challenges to reduce feelings of frustration and improve their emotional well-being. According to Waters et al. (2021), good cognitive reappraisal skills in special needs teachers can create a more positive learning atmosphere for themselves and their students (Waters et al., 2021).

However, although most special needs teachers have high cognitive reappraisal abilities, 20.2% or 41 special needs teachers still show abilities that need to be developed in this aspect. This condition indicates that there is a group of teachers who may have difficulty changing their perspective or perspective on difficult emotional situations, so they tend to have difficulty managing negative emotions, such as stress or anxiety. The inability to perform effective cognitive reappraisal can impact emotional exhaustion, decreased motivation, or even increased burnout levels among teachers (Donker et al., 2020).

**Table 5. Results of Expressive Suppression Aspect**

Expressive Suppression	Amount	Percentage
High	148	73%
Low	55	27%
Total	203	100.0

The expressive suppression aspect refers to the ability to suppress or control emotional expression when someone feels emotionally aroused (Gross, 2002). Based on Table 4. about expressive suppression obtained from 203 special needs teachers, as many as 73% or 148 teachers have high expressive suppression abilities. This means that most special needs teachers can control their emotional expression in stressful or stressful situations, especially in environments that involve interaction with students with special needs (Meilinda et al., 2024). Teachers with high expressive suppression abilities tend to maintain self-control, which helps create a more stable and conducive atmosphere in the classroom so that the learning process continues to run smoothly despite facing emotional challenges (Poulou et al., 2021). These teachers can maintain their composure and not let negative emotions interfere with learning (Valente et al., 2020).

On the other hand, 27% or 55 teachers showed low ability in this aspect. Teachers with low expressive suppression ability may have difficulty controlling their emotions, such as frustration or anxiety, which can be reflected in body language, tone of voice, or facial expressions. This condition can disrupt the classroom atmosphere and affect their relationships with students and colleagues (Poulou et al., 2021). In addition, teachers who have difficulty suppressing emotional expressions tend to be more susceptible to stress and emotional exhaustion, which can negatively impact their performance (Valente et al., 2020).

## **CONCLUSION**

This study found data on emotion regulation in special needs teachers in Bandung. As many as 81.8% of the 203 respondents had high emotion regulation. Thus, these teachers could adapt their thoughts and behaviour when encountering unpleasant teaching experiences. On the other hand, as many as 18.2% of the 203 respondents had low emotion regulation. It seems they can still not manage the feelings that arise when facing stressful situations. Furthermore, the majority of teachers who work with special needs exhibit high levels of expressive suppression and cognitive reappraisal. High levels of cognitive reappraisal are present in 79.8% of the 203 instructors who work with special needs, and high levels of expressive suppression are present in 73% of educators.

Based on this study's findings, several suggestions for further research can enrich the understanding of emotional regulation in the context of special education. One recommendation for future research is to conduct a study using experimental methods to enhance emotion regulation skills among SLB C teachers. Besides that, further research can be conducted by linking it to other variables related to the cognitive process of managing feelings that arise, such as self-compassion.

Several recommendations can be given to special needs teachers, schools, and the government to improve emotional regulation in the context of inclusive education. Schools need to create an environment that supports teachers' emotional well-being, for example, by providing spaces for sharing experiences or offering mental support for teachers facing difficulties in managing emotions. The government must develop policies prioritising teachers' emotional well-being within the inclusive education system. This includes providing affordable and quality emotional



regulation training and considering teachers' workload in supporting students with special needs. The government can also collaborate with educational institutions to design a curriculum that focuses on academic skills and the emotional well-being of teachers and students.

## REFERENCE

- Abidin, A. N. (2016). Studi Deskriptif Self compassion pada Guru di Sekolah Dasar Dewi Sartika Bandung. In *Prosiding Psikologi* (pp. 658–664).
- Ali, M. F., Alam, M., Kumar, A., & Ali, N. (2024). Investigation of primary school teachers' attitude towards inclusive education in Western Division in Fiji. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2419704>
- Andersen, S. C., Beuchert, L., & Nielsen, H. S. (2024). Effects of teachers' aides on students with special needs. *Scandinavian Journal of Economics*. <https://doi.org/10.1111/sjoe.12579>
- Apriliani, A. C. (2017). *Job Demands dan Burnout pada Guru Sekolah Luar Biasa (S) Negeri*.
- Arriani, F., Agustiyawati, R., A., W., R., W., S., T., C., M., & T. (2022). Panduan Pelaksanaan Pendidikan Inklusif. In *BADAN STANDAR, KURIKULUM, DAN ASESMEN PENDIDIKAN KEMENTERIAN PENDIDIKAN. DAN TEKNOLOGI REPUBLIK INDONESIA*.
- Cavioni, V., & Toto, G. A. (2024). Exploring pre-service special education teachers' self-perceptions in addressing students' academic, social, and emotional needs. In *Nurturing the wellbeing of students in difficulty: The legacy of Paul Cooper* (pp. 85–107). <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85198079882&partnerID=40&md5=bbf356260aeb6b28f3dcee6631c79f2e>
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Donker, M. H., Erisman, M. C., Gog, T., & Mainhard, T. (2020). Teachers' Emotional Exhaustion: Associations With Their Typical Use of and Implicit Attitudes Toward Emotion Regulation Strategies. *Frontiers in Psychology*, 11, 867. <https://doi.org/10.3389/fpsyg.2020.00867>
- Gross, J. J. (n.d.). The emerging field of emotion regulation: An integrative review. *\*Review of General Psychology*, 2\*(3), 271–299. <https://doi.org/10.1037/1089-2680.2.3.271>
- Gross, J. J. (2014). Emotion regulation: Conceptual and empirical foundations. *Handbook of emotion regulation*, 2, 3–20.
- Gross, J. J. (2015). Emotion Regulation: Current Status and Future Prospects. *\*Psychological Inquiry*, 26\*(1), 1–26. <https://doi.org/10.1080/1047840X.2014.940781>
- Gross, J. J., & John, O. P. (n.d.). Individual differences in two emotion regulation processes: implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology*, 85(2), 348.

- Hertina, D., Sulasmi, S., Taufik, M. Z., Sutarto, S., Aziza, N., Suharyanto, S., & Lukito, D. (2024). *Buku Ajar Metode Penelitian Bisnis*. PT. Sonpedia Publishing Indonesia.
- Jungjohann, J., & Gebhardt, M. (2023). Dimensions of Classroom-Based Assessments in Inclusive Education: A Teachers' Questionnaire for Instructional Decision-Making, Educational Assessments, Identification of Special Educational Needs, and Progress Monitoring. *International Journal of Special Education*, 38(1), 131–144. <https://doi.org/10.52291/ijse.2023.38.12>
- Karaca, M. A. (2024). Investigation of Burnout Levels of Special Education Teacher Candidates. *International Journal of Disabilities Sports and Health Sciences*, 7(4), 848–858. <https://doi.org/10.33438/ijds.1478267>
- Kupers, E., de Boer, A., Loopers, J., Bakker, A., & Minnaert, A. (2023). Differentiation and students with special educational needs: Teachers' intentions and classroom interactions. In *Effective Teaching Around the World: Theoretical, Empirical, Methodological and Practical Insights* (pp. 775–791). [https://doi.org/10.1007/978-3-031-31678-4\\_36](https://doi.org/10.1007/978-3-031-31678-4_36)
- Meilinda, P., Putri, P. S., Polla, R. R., & Rajagukguk, R. O. (2024). Pengaruh Self Compassion Terhadap Regulasi Emosi pada Guru Anak Berkebutuhan Khusus di Kota Bandung. In *Search (Informatic)*.
- Mithans, M., Lipovec, Ž., & Ograjšek, S. (2023). Teachers' Work with Children with Special Needs in Kindergarten. *Didactica Slovenica - Pedagoška Obzorja*, 38(1), 96–111. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85182496171&partnerID=40&md5=a6c9238f0d66144559633560260fdf58>
- Poulou, M. S., Garner, P. W., & Bassett, H. H. (2021). *Teachers' emotional expressiveness and classroom management practices: Associations with young students' social-emotional and behavioral competence*.
- Radde, H. A., & Saudi, A. N. (2021). Uji Validitas Konstrak dari Emotion Regulation Questionnaire Versi Bahasa Indonesia dengan Menggunakan Confirmatory Factor Analysis. *Jurnal Psikologi Karakter*, 1(2), 152–160.
- Rosales. (2022). Practices of Teachers and Parents of Learners with Special Educational Needs During Pandemic. *International Journal of Multidisciplinary: Applied Business and Education Research*.
- Shareefa, M., Moosa, V., & Hoo, W. C. (2024). An investigation of K–12 teachers' perception and use of differentiated instruction based on qualification, training, and experience. *International Journal of Education and Practice*, 12(2), 324–335. <https://doi.org/10.18488/61.v12i2.3683>
- Tawa, A. B., Bafadal, I., & Ulfatin, N. (2024). Learning for Children With Special Needs: The Effect of Visionary Leadership and Organizational Commitment on Teachers' Performance. *European Journal of Educational Research*, 13(1), 131–144. <https://doi.org/10.12973/eu-jer.13.1.131>
- Valente, S., Veiga-Branco, A., Rebelo, H., Lourenço, A. A., & Cristóvão, A. M. (2020). The Relationship between Emotional Intelligence Ability and Teacher Efficacy. *Universal Journal of Educational Research*, 8, 916–923.

Waters, L., Allen, K. A., & Arslan, G. (2021). Stress-Related Growth in Adolescents Returning to School After COVID-19 School Closure. *Frontiers in Psychology*, 12, 643443. <https://doi.org/10.3389/fpsyg.2021.643443>

Weiser, J. (2009). *The Value and Effectiveness that an Inclusive Setting has on Students with Down Syndrome*.