

Development of Social and Emotional Skills Among Students with Learning Difficulties: Basis for a Proposed Intervention Program

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ABSTRACT: Students with learning difficulties face persistent challenges that extend beyond academics, impacting their social and emotional development, which is critical for self-regulation, relationship building, and decision-making. While interventions often prioritize academic remediation, fewer emphasize strategies that foster socio-emotional growth. This study examined the extent of students' learning difficulties, the strategies used by teachers and parents, and the socio-emotional skills of learners in inclusive education. It also assessed differences in socio-emotional outcomes across levels of learning difficulties and the correlations between instructional strategies and specific socio-emotional domains. A descriptive-correlational design was employed, involving 42 parents and 28 teachers from Valencia City, Bukidnon, who evaluated the learning and socio-emotional profiles of 42 students. Findings revealed that students consistently experienced difficulties across perceptual and information processing, language and auditory processing, motor abilities, social and organizational skills, attention, and written language. Teachers and parents reported frequent but uneven use of strategies, while socio-emotional skills were rated at emerging to developing levels. Comparative analysis showed domain-specific differences: perceptual and information processing was significant in self-management ($p = 0.012$) and responsible decision-making ($p = 0.007$); language and auditory processing in self-awareness ($p = 0.043$) and relationship skills ($p = 0.047$); and written language in responsible decision-making ($p = 0.010$) and social awareness ($p < 0.001$). Motor abilities, social and organizational skills, and attention showed no significant effects (all $p > 0.05$). Correlation analysis revealed targeted associations: perceptual and information processing with responsible decision-making ($r = 0.238$, $p = 0.029$) and social awareness ($r = 0.564$, $p < 0.001$); language and auditory with self-awareness ($r = 0.226$, $p = 0.039$) and social awareness ($r = 0.241$, $p = 0.027$); motor abilities with self-awareness ($r = 0.343$, $p = 0.001$); social and organizational with responsible decision-making ($r = 0.227$, $p = 0.038$) and social awareness ($r = 0.256$, $p = 0.019$); attention with self-awareness ($r = 0.342$, $p = 0.001$); and written language with self-awareness ($r = 0.327$, $p = 0.002$) and social awareness ($r = 0.252$, $p = 0.021$). Based on these results, an intervention program was developed incorporating visual aids, structured routines, reflective writing, peer collaboration, and multisensory strategies to address domain-specific difficulties and foster socio-emotional growth in inclusive classrooms.

KEYWORDS: learning difficulties, social-emotional learning, teaching strategies, parental strategies, intervention program

I. INTRODUCTION

Education is globally recognized as a fundamental human right and a driver of individual empowerment, social equity, and economic development. International frameworks emphasize that access to schooling must be both inclusive and high quality, addressing not only cognitive outcomes but also social and emotional development. The United Nations' Sustainable Development Goal 4 (SDG 4) specifically calls for inclusive, equitable, and quality education and lifelong learning opportunities for all, ensuring that learners with disabilities and learning difficulties are not left behind (United Nations, n.d.).

In the Philippines, these commitments are reflected in major legislation. The Enhanced Basic Education Act of 2013 (Republic Act No. 10533) mandates a responsive and context-relevant K–12 curriculums that includes provisions for inclusivity (Republic Act No. 10533, 2013). More recently, the Inclusive Education Act (Republic Act No. 11650, 2022) institutionalized support systems for learners with disabilities, mandating that they be provided with services within regular schools, supported through Inclusive Learning Resource Centers (Republic Act No. 11650, 2022). Despite these frameworks, practical challenges persist. For example, as of School Year 2023–2024, only about 324,968 learners with disabilities (LWDs) were enrolled in schools, which

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represents just around 20% of the estimated 1.595 million LWDs aged 2–17 nationwide (EDCOM II, 2024). This indicates a significant gap between policy intent and actual access.

Capacity constraints also limit implementation. In 2024, the Senate highlighted a shortage of more than 7,000 Special Needs Education (SNED) teachers, with only 5,147 currently employed compared to an estimated need of 12,798 based on enrollment (Senate of the Philippines, 2024). Such shortages contribute to difficulties in addressing not only academic but also social-emotional needs. Furthermore, results from the Programme for International Student Assessment (PISA) 2022 showed that only 16% of Filipino 15-year-olds attained baseline proficiency in mathematics, 24% in reading, and 23% in science far below international averages (OECD, 2023a; OECD, 2023b). These findings highlight the broader learning crisis, in which students with learning difficulties are among the most vulnerable.

Literature has long noted that academic struggles among students with learning disabilities often co-occur with social withdrawal, avoidance, and diminished self-confidence (Sreckovich & Schultz, 2021). In contrast, social competence is consistently associated with academic achievement and long-term personal success (Vasileiadis, 2024). Interventions such as classroom-based social skills instruction, peer-mediated supports, and culturally responsive methods have demonstrated positive effects on students' communication, empathy, and cooperative behaviors (García-Grau et al., 2023; González et al., 2022; Chang et al., 2023; Zeng et al., 2022). Yet these interventions are often studied in urban or high-resource settings, leaving a gap in evidence about their effectiveness in rural, under-resourced, and culturally diverse contexts like many Philippine schools.

Given these realities, the present study examines the social and emotional skills of students with learning difficulties in the Philippine context. It focuses on core domains of self-awareness, self-management, responsible decision-making, social awareness, and relationship skills, while also considering how specific types of learning difficulties such as perceptual and information processing, language and auditory processing, motor abilities, social and organizational skills, attention, and written language relate to these competencies. By drawing on the perspectives of both teachers and parents, the study aims to generate insights that can inform context-sensitive interventions, strengthening both the academic and socio-emotional development of learners with difficulties

Research Question

This study sought to investigate the extent of learning difficulties experienced by students and to assess the strategies employed by teachers and parents in addressing these challenges. It further aimed to examine how these factors relate to the social and emotional skills of learners in inclusive education settings. The findings of this study served as the basis for formulating a proposed intervention program designed to strengthen students' social and emotional development, thereby supporting their holistic growth and overall educational experience.

Specifically, the study aimed to answer the following questions:

1. What is the level of learning difficulties experienced by the students in terms of?
 - 1.1 perceptual and information processing;
 - 1.2 language and auditory processing;
 - 1.3 motor abilities;
 - 1.4 social and organizational skills;
 - 1.5 attention; and
 - 1.6 written language?
2. To what extent do teachers and parents practice different strategies to handle student learning difficulties in terms of:
 - 2.1 perceptual and information processing;
 - 2.2 language and auditory processing;
 - 2.3 motor abilities;
 - 2.4 social and organizational skills;
 - 2.5 attention; and
 - 2.6 written language?
3. What is the level of students' social and emotional skills in terms of:
 - 3.1 self-awareness;
 - 3.2 self-management;
 - 3.3 responsible decision-making;
 - 3.4 social awareness; and
 - 3.5 relationship skills?

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4. Is there a significant difference between the students' social and emotional skills when they are grouped according to the level of their learning difficulties?
5. Is there a significant relationship between the extent of teachers' and parents' use of instructional strategies addressing students' learning difficulties and the students' level of social and emotional skills?
6. Based on the result of the study, what intervention program may be proposed?

Scope and Limitation of the Study

This study was confined to examining the relationship between teachers' use of instructional strategies and the social and emotional skills of students with learning difficulties. It specifically covers six domains of learning challenges such as perceptual and information processing, language and auditory processing, motor abilities, social and organizational skills, attention, and written language. Correspondingly, it measures students' social-emotional competencies in terms of self-awareness, self-management, responsible decision-making, social awareness, and relationship skills.

The research participants include teachers and parents from selected schools, with data collected through structured survey questionnaires. The results are intended to form the basis for a proposed intervention program designed to enhance social skills in inclusive classroom settings.

However, the scope of this study was limited to the specific population and location from which the respondents were selected, and therefore the findings may not be applicable to all educational contexts. Furthermore, the research focuses on correlations rather than causation, and other influential factors such as family environment, peer interactions, and extracurricular engagements are beyond the scope of this investigation.

Framework

The conceptual framework of this study illustrates the relationship among the key variables that guided the research process. It illustrates the logical flow from the identified inputs, through the processes of data collection and analysis, toward the intended outputs. By presenting this sequence, the framework serves as a visual guide that connects the variables of the study and clarifies how the research was designed to achieve its objectives.

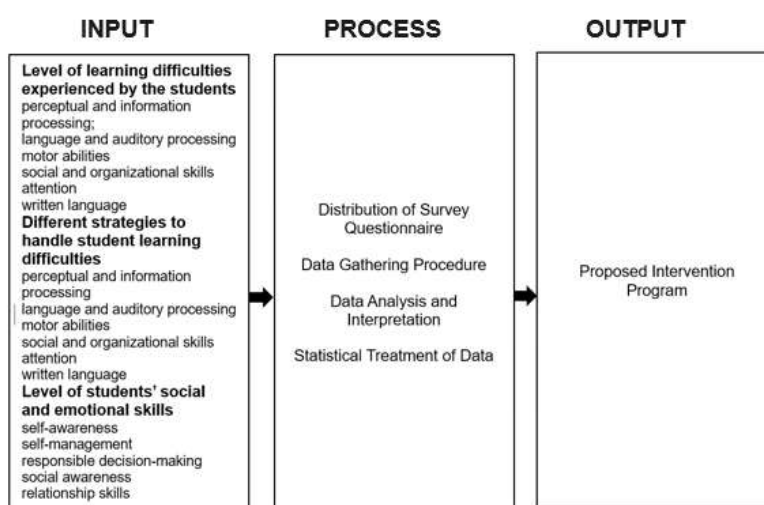


Figure 1. Research Paradigm

The Input-Process-Output (IPO) Model for this study began with the input, which included three major components. First was the level of learning difficulties experienced by the students, measured across six domains: perceptual and information processing, language and auditory processing, motor abilities, social and organizational skills, attention, and written language. Second was the extent to which teachers practiced different strategies to address these learning difficulties, also classified under the same six domains. Third was the level of students' social and emotional skills, assessed through five core competencies: self-awareness, self-management, responsible decision-making, social awareness, and relationship skills.

The process involved a systematic research procedure, starting with the distribution of survey questionnaires to gather the required data from students and teachers. This was followed by data gathering procedures to ensure accuracy and completeness of responses. The collected data were then subjected to data analysis and interpretation, using appropriate statistical treatments to determine relationships and significant findings.

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The output of this process was a Proposed Intervention Program designed to enhance the social and emotional skills of students while addressing their specific learning difficulties. This program served as a practical framework for teachers, parents, and school administrators to improve learning experiences and foster holistic student development.

II. RESEARCH DESIGN

This study employed a qualitative research design using a phenomenological approach. Phenomenology, as a research tradition, seeks to explore and interpret the essence of lived experiences by describing how individuals perceive and make sense of their realities. Recent scholars emphasize that phenomenology enables a deeper understanding of how personal and social contexts shape individual experiences, making it a powerful method for uncovering meaning in complex human situations (Sundler et al., 2020; Neubauer et al., 2020).

This approach is particularly suited for examining the lived experiences of student-athletes as they navigate the challenges of balancing academic responsibilities with the demands of athletic training and competition. Phenomenology functions both as a methodology and as a way of seeing the world, allowing researchers to move beyond description toward interpretation of meaning (Moustakas & Sigel, 2021; Thomas & Rosser, 2022). Specifically, interpretive phenomenology highlights the contextual nature of experiences, enabling insights into the meanings student-athletes attach to their daily struggles and coping strategies.

A key methodological principle of phenomenology is bracketing, which requires the researcher to set aside preconceptions and biases so that participants' voices can emerge authentically. This ensures that the phenomenon—the realities of balancing class and court—is revealed through the perspectives of those living it. In this study, semi-structured interviews served as the primary data collection tool, as they allowed participants to share open, honest, and deeply personal accounts of their routines, challenges, and strategies.

The choice of this research design is justified by its alignment with the study's objectives: to explore, describe, and interpret the coping and navigational strategies of student-athletes, and to contribute meaningful insights that can inform academic and athletic support programs.

Research Instrument

The main research instruments used in this study were two sets of semi-structured questionnaires, one designed for parents and the other for teachers of students with learning difficulties. Both instruments were carefully adapted from established tools such as the Social Skills Improvement System—Rating Scales (SSIS-RS) and were contextualized to the local educational setting to ensure clarity and appropriateness. The separate sets ensured that data could be collected from both the home and school perspectives, capturing a more comprehensive understanding of students' challenges and social-emotional development. Each questionnaire was divided into three major parts, aligned with the specific objectives of the study. For Part 1, both parents and teachers rated the extent of students' learning difficulties in six areas: perceptual and information processing, language and auditory processing, motor abilities, social and organizational skills, attention, and written language. A 4-point Likert scale (1 = Never to 4 = Always) was used, and composite means were computed to determine the overall level of difficulty.

For Part 2, parents and teachers evaluated the frequency with which they employed strategies to handle the identified learning difficulties. The items paralleled the same six areas of difficulty, allowing for comparison across the two groups of respondents. This section assessed both the consistency of practice and perceived effectiveness of strategies used at home and in school.

For Part 3, teachers and parents rated students' social and emotional skills in five domains: self-awareness, self-management, responsible decision-making, social awareness, and relationship skills. Items focused on observable behaviors such as communication, cooperation, empathy, and self-control, again using the same 4-point Likert scale.

Data Gathering

The process of data collection in this study was carried out in a systematic and ethical manner to ensure both the accuracy of the information and the protection of respondents. The researcher began by formally seeking permission from school officials in Valencia City, Bukidnon, to conduct the study among selected inclusive schools. Once approval was granted, purposive sampling was employed to identify qualified respondents, specifically parents and teachers who had at least one year of experience working with students formally recognized as having learning difficulties.

After the list of respondents was finalized, the researcher administered two sets of structured questionnaires: one designed for parents and the other for teachers. Prior to distribution, the instrument had undergone pilot testing and validation to confirm its clarity, appropriateness, and reliability. Respondents were briefed on the objectives of the study, given clear instructions on how

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to accomplish the questionnaire, and asked to provide informed consent to affirm their voluntary participation and guarantee confidentiality.

The questionnaires were distributed either in printed copies delivered personally to schools and households or through secured online platforms, depending on respondents' accessibility and preference. Respondents were allotted one to two weeks to complete the survey. During this period, the researcher maintained close coordination, offering clarifications when necessary and ensuring smooth data collection. Completed questionnaires were carefully retrieved by the researcher, checked for accuracy and completeness, and then organized for statistical processing.

Throughout the entire procedure, strict adherence to ethical research principles was maintained. Respondents' identities were kept confidential, and the data collected were used solely for academic purposes and to inform educational practices aimed at supporting students with learning difficulties.

Statistical Treatment

To analyze the data gathered from parents and teachers, a combination of descriptive and inferential statistics was employed. Each statistical tool was carefully chosen to address the specific objectives of the study.

1. To determine the extent of learning difficulties experienced by students in the areas of perceptual and information processing, language and auditory processing, motor abilities, attention, and written language, descriptive statistics were used. Specifically, frequency counts, percentages, means, and composite means were computed. These tools allowed the researcher to summarize how often and to what degree students experienced specific difficulties, with interpretation guided by the verbal description scale ("Never," "Sometimes," "Often," "Always").
2. To assess the strategies used by teachers and parents in handling learners' difficulties, the same set of descriptive statistics (frequency, percentage, mean, and composite mean) was applied. These computations highlighted the most and least frequently employed strategies and provided a basis for comparing the responses of the two groups.
3. To evaluate the social and emotional skills of learners across the five domains such as self-awareness, self-management, responsible decision-making, social awareness, and relationship skills, descriptive statistics were also used. Mean and composite mean values were calculated to determine the degree to which students displayed each skill, supported by the same categorical interpretation scale.
4. To test for significant differences in students' social and emotional skills when grouped according to the level of their learning difficulties, a One-Way Analysis of Variance (ANOVA) was conducted. This inferential tool was appropriate as it compared the means of more than two groups, allowing the researcher to determine whether varying levels of learning difficulties resulted in significant differences in the five SEL domains.
5. To test for significant relationships between the extent of teachers' use of instructional strategies and the students' social and emotional skills, Pearson's r correlation coefficient was employed. This statistical tool measured both the strength and direction of the relationship, identifying which SEL domains were associated with specific instructional strategies.

III. RESULTS

This chapter presents the results of the study in relation to the stated research problems. The data gathered from teachers and parents were systematically organized, analyzed, and interpreted to provide meaningful insights into the extent of the learner's learning difficulties, the teachers' strategies in addressing these learning difficulties, and their relationship to developing the learners' socio-emotional skills.

On the level of learning difficulties experienced by the students in terms of:

1.1 perceptual and information processing

Table 1.1 presents the perceptions of both parents and teachers regarding the learning difficulties experienced by students in the area of perceptual and information processing. The overall mean rating given by parents is 3.37, while teachers gave a slightly higher rating of 3.64. Both values fall within the verbal interpretation of "Always," based on the 4-point scale provided. This result indicates that learners consistently struggle with cognitive tasks such as recalling auditory information, processing visual details, maintaining attention, and understanding complex instructions. These types of difficulties are critical as they form the foundation of effective classroom engagement and learning.

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Table 1.1 Learning difficulties experienced by the students in terms of perceptual and information processing experienced by the students

Item Statement	Parents		Teacher	
	Mean	VI	Mean	VI
1. My child/the learner finds it hard to remember things just heard in class.	3.79	A	3.67	A
2. My child/the learner struggles to recall previous lessons or classroom routines.	3.43	A	3.71	A
3. My child/the learner gets confused when trying to understand what he/she sees or hears.	3.67	A	3.79	A
4. My child/the learner cannot focus on my voice when there is background noise.	3.17	O	3.52	A
5. My child/the learner finds it difficult to recognize visual patterns or shapes.	2.81	O	3.45	A
6. My child/the learner struggles to complete tasks that have many steps.	3.12	O	3.52	A
7. My child/the learner finds it hard to quickly understand instructions.	3.69	A	3.67	A
8. My child/the learner forgets things easily even after studying.	3.45	A	3.71	A
9. My child/the learner mixes up details when he/she takes notes or summarizes	3.24	O	3.79	A
10. My child/the learner finds it hard to follow oral instructions, even if they are familiar.	3.31	A	3.52	A
Overall Mean and Verbal Description	3.37	A	3.64	A

Legend:
3.25 - 4.00 Always (A)
1.75 - 2.49 Sometimes (S)
2.50 - 3.24 Often (O)
1.00 - 1.74 Never (N)

Table 1.1 presents the learning difficulties of students in the area of perceptual and information processing, as evaluated by both parents and teachers. The composite mean score of 3.37 from parents and 3.64 from teachers both fall under the “Always” category, indicating that students consistently encounter challenges in processing, interpreting, and responding to sensory information in the learning environment. The slightly higher ratings from teachers suggest that such difficulties are more observable in structured classroom contexts, where students must respond to multiple instructions, manage materials, and shift attention rapidly.

Among the indicators, the highest-rated item by parents (Mean = 3.79) is “My child finds it hard to remember things just heard in class,” pointing to significant auditory working memory difficulties, which hinder students' ability to retain and act on verbal instructions. Meanwhile, the highest-rated item by teachers (Mean = 3.79) is “The learner gets confused when trying to understand what he/she sees or hears,” reflecting the complexity of multi-sensory integration difficulties in classroom settings. These findings affirm that students are particularly affected by the simultaneous processing of auditory and visual inputs. As Wong et al. (2023) explained, students with perceptual processing challenges often have trouble decoding auditory and visual cues at the same time, especially in fast-paced, stimulus-rich environments such as classrooms. This sensory overload can easily result in confusion, missed instructions, and impaired task performance.

In contrast, the lowest-rated item by both parents (Mean = 2.81) and teachers (Mean = 3.45) is “Finds it difficult to recognize visual patterns or shapes.” Although this still indicates frequent occurrence, it suggests that visual-spatial difficulties, while present, are less prioritized compared to broader information processing problems. This observation aligns with the findings of Rivera and Dizon (2022), who noted that while visual-spatial issues such as trouble interpreting diagrams or recognizing patterns can affect academic performance, they tend to be less disruptive than impairments in auditory processing or attentional control.

The composite mean scores from both groups underscore a shared awareness of persistent perceptual difficulties, with teachers reporting slightly higher severity. This discrepancy could be attributed to the structured, multi-tasking demands of the classroom, where students must decode oral instructions, observe visual cues, and respond within time constraints. This pattern is consistent with Martinez and Santos (2024), who emphasized that information-processing deficits often lead to academic frustration and emotional strain, particularly when learners cannot keep pace with instruction or misinterpret auditory and visual input.

1.2 language and auditory processing

Table 1.2 illustrates the learning difficulties experienced by students in terms of language and auditory processing, based on the perceptions of both parents and teachers. The composite mean scores 3.54 from parents and 3.51 from teachers both fall within the “Always” category. This indicates that such difficulties are frequently and consistently observed across both home and school environments, highlighting their persistent impact on students’ ability to understand spoken language, express ideas verbally, and follow oral directions.

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Table 1.2 Learning difficulties experienced by the students in terms of language and auditory processing experienced by the students

Item Statement	Parents		Teacher	
	Mean	VI	Mean	VI
1. My child/ the learner has trouble understanding what people are saying.	3.55	A	3.45	A
2. My child/the learner finds it difficult to express my thoughts clearly.	3.57	A	3.52	A
3. My child/ the learner often forgets oral directions given by the teacher.	3.38	A	3.60	A
4. My child/ the learner struggles to learn new vocabulary words.	3.57	A	3.55	A
5. My child/the learner finds it difficult to connect words to their meanings.	3.69	A	3.67	A
6. My child/the learner has trouble organizing my thoughts when speaking or writing.	3.64	A	3.55	A
7. My child/the learner skips lines or misses words when reading.	3.81	A	3.43	A
8. My child/the learner experiences difficulty with her/his eyes, feels tired or blurry when he/she read.	3.45	A	3.45	A
9. My child/the learner avoids reading aloud in class.	3.29	A	3.62	A
10. My child/the learner gets confused when he/she hear long instructions.	3.45	A	3.31	A
Overall Mean and Verbal Description	3.54	A	3.51	A

Legend: 3.25 - 4.00 Always (A)
1.75 - 2.49 Sometimes (S)

2.50 - 3.24 Often (O)
1.00 - 1.74 Never (N)

The highest-rated indicator among parents was “My child finds it difficult to connect words to their meanings” with a mean of 3.69, while teachers gave a similarly high rating of 3.67 to the same item. This emphasizes a shared concern regarding semantic processing difficulties, where learners struggle to attach appropriate meaning to words, leading to challenges in comprehension and expression. As Santos and Ramirez (2023) explain, deficits in language processing are strongly associated with delays in vocabulary development, poor reading comprehension, and limited expressive language skills, all of which are essential for academic success across content areas.

In contrast, the lowest-rated item by parents was “My child/the learner avoids reading aloud in class” with a mean of 3.29, whereas teachers rated it slightly higher at 3.62. Although both still fall under the “Always” category, this item appears slightly less severe than other indicators. The discrepancy in ratings suggests that reading aloud often required in classroom participation is more noticeable to teachers than to parents, who may not observe such behavior at home. According to Lim and Evangelista (2022), students with working memory and auditory sequencing difficulties often exhibit anxiety or reluctance when asked to read aloud, due to fear of mispronunciation or failure to recall the structure of sentences presented verbally.

The consistency of the high mean scores across both parent and teacher responses suggests that language and auditory processing challenges are not situational but systemic, affecting students in diverse contexts. These challenges likely contribute to academic frustration and reduced classroom engagement. As emphasized by De Leon and Martinez (2024), early identification and targeted intervention such as speech-language therapy, structured listening activities, and vocabulary-enrichment strategies can significantly improve a student’s ability to process and respond to language-based tasks.

1.3 motor abilities;

Table 1.3 Learning difficulties experienced by the students in terms of motor abilities experienced by the students

Item Statement	Parents		Teacher	
	Mean	VI	Mean	VI
1. My child/ the learner has trouble holding a pencil properly.	3.64	A	3.62	A
2. My child/ the learner finds it hard to tie my shoelaces or button clothes.	3.33	A	3.17	O
3. My child/ the learner experiences difficulty when he/she not always aware of how close he/she to others.	3.40	A	2.95	O
4. My child/ the learner gets overwhelmed when he/she feel tired or frustrated.	3.00	O	3.17	O
5. My child/ the learner struggles to copy from the board accurately.	2.93	O	3.31	O
6. My child/ the learner experiences difficulty with handwriting is slow and hard to read	3.00	O	3.62	A
7. My child/ the learner doesn't leave enough space between words when writing.	3.17	O	3.67	A
8. My child/the learner takes a long time to finish written tasks.	3.45	A	3.71	A
9. My child/the learner feels uncomfortable doing physical activities.	3.62	A	3.79	A
10. My child/the learner cannot stay neat and organized during written tasks.	3.21	O	3.62	A
Overall Mean and Verbal Description	3.28	A	3.44	A

Legend: 3.25 - 4.00 Always (A)
1.75 - 2.49 Sometimes (S)

2.50 - 3.24 Often (O)
1.00 - 1.74 Never (N)

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Table 1.3 presents the evaluation of students' learning difficulties in terms of motor abilities, with parents giving a composite mean of 3.28 and teachers a slightly higher mean of 3.44. Both values fall under the "Always" category, indicating that students frequently encounter challenges with tasks requiring fine and gross motor coordination, such as writing, organizing materials, and completing physical activities. These motor-related struggles are significant not only for academic tasks like handwriting but also for broader classroom participation and physical education.

The highest-rated item for both groups was "My child/the learner feels uncomfortable doing physical activities" (Parents: 3.62, Teachers: 3.79). This reflects concerns about physical discomfort and low motor confidence, which may manifest as avoidance of physical tasks or hesitation in group activities. According to Morales and De Jesus (2023), children with poor motor coordination often develop avoidance behaviors due to fear of embarrassment or repeated failure, which further reduces their engagement in active learning experiences and social interactions.

In contrast, the lowest mean score from parents (2.93) was given to "My child/the learner struggles to copy from the board accurately," while the lowest mean from teachers (2.95) referred to "The learner is not always aware of how close he/she is to others." Although these still fall within the "Often" range, they suggest that difficulties with visual-motor integration and proprioceptive awareness are somewhat less frequent compared to broader issues of motor discomfort and task completion. As highlighted by Santiago and Uy (2022), however, motor difficulties often intertwine with emotional challenges—students may experience frustration and lowered self-esteem when they cannot perform tasks as effectively as their peers.

The composite mean scores affirm that both parents and teachers recognize motor-related difficulties as a consistent area of concern, with teachers reporting slightly higher levels. This may reflect the increased visibility of motor challenges in structured classroom contexts where writing, physical drills, and coordinated tasks are regularly assessed. These findings are consistent with Araneta and Villanueva (2024), who pointed out that students with motor coordination difficulties such as those associated with Developmental Coordination Disorder (DCD) are at heightened risk for academic underachievement, psychosocial challenges, and long-term disengagement if their needs are not addressed.

In light of these results, interventions such as early screening, occupational therapy, adapted physical education, and fine motor skill development are recommended. Classroom accommodations like extended time for written tasks, guided motor practice, and assistive devices can also provide critical support. Collaboration between teachers, parents, and therapists remains essential to ensure that students gain confidence and competence in both academic and physical tasks.

1.4 social and organizational skills;

Table 1.4 presents the evaluation of learning difficulties related to social and organizational skills, comparing the perspectives of both parents and teachers. The composite mean from parents is 3.20, verbally interpreted as "Often," while teachers gave a significantly higher mean of 3.53, which falls under the "Always" category. This suggests that teachers observe more consistent and frequent difficulties in students' social and organizational functioning compared to parents. The gap in perception may be attributed to the structured nature of classroom environments where such challenges become more visible, particularly during group work, transitions, and classroom routines.

Table 1.4 Learning difficulties experienced by the students in terms of social and organizational skills experienced by the students

Item Statement	Parents		Teacher	
	Mean	VI	Mean	VI
1. My child/the learner finds it hard to work well with classmates.	2.88	O	3.45	A
2. My child/the learner struggles to understand how others feel.	2.98	O	3.52	A
3. My child/the learner gets confused in social situations.	3.52	A	3.67	A
4. My child/the learner finds it difficult to follow classroom rules.	3.21	O	3.71	A
5. My child/the learner has trouble organizing school materials.	3.31	A	3.79	A
6. My child/the learner often forgets what he/she need to bring to class.	3.24	O	3.52	A
7. My child/the learner doesn't always know how to react to body language.	2.95	O	3.45	A
8. My child/the learner has difficulty making and keeping friends.	3.19	O	3.52	A
9. My child/the learner finds it hard to plan his/her tasks or assignments.	3.40	A	3.24	O
10. My child/the learner often repeats the same mistakes without learning from them.	3.29	A	3.38	A
Overall Mean and Verbal Description	3.20	O	3.53	A

Legend:
3.25 - 4.00 Always (A)
1.75 - 2.49 Sometimes (S)
2.50 - 3.24 Often (O)
1.00 - 1.74 Never (N)

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The highest-rated indicator by teachers (3.79) is “My child/the learner has trouble organizing school materials,” indicating a persistent struggle with managing school-related items and tasks. This aligns with research by Dela Peña and Santiago (2024), who emphasize that difficulties in organization are often symptomatic of underlying executive function deficits. Without intervention, these can negatively impact a student’s academic performance, especially when tasks involve planning, sequencing, or managing materials.

On the other hand, the lowest-rated indicator by parents (2.88) is “My child/the learner finds it hard to work well with classmates.” This falls into the “Often” category and suggests that parents may not fully perceive or observe interpersonal struggles in the school setting. However, Reyes and Bautista (2023) emphasize that poor proprioception and spatial awareness can lead to misinterpretations of social cues, often causing students to feel isolated or misunderstood by their peers. These issues, if unaddressed, can hinder collaborative learning and peer relationships.

The composite results point to consistent challenges in both social behavior and task management, with higher frequency observed in school contexts. The data affirms the close connection between motor coordination, executive function, and social-emotional development, as highlighted by Cruz and Tolentino (2022). They note that while fine motor control and organization skills can be gradually improved, deficits in social responsiveness and task planning require intentional interventions, such as social-emotional learning (SEL) programs and executive function coaching.

The findings support the need for early and sustained support for students struggling with social and organizational skills. Teachers, being on the frontlines of observing these challenges, can play a crucial role in referring students for support services such as occupational therapy or behavior modeling programs. As stated by Dela Peña and Santiago (2024), structured interventions that integrate classroom routines, social cue training, and organizational strategies are essential in helping these learners thrive both academically and socially.

1.5 attention

Table 1.5 presents the evaluation of learning difficulties related to attention, based on the responses of both parents and teachers. The composite mean scores 3.33 for parents and 3.32 for teachers fall under the “Always” category. This indicates that attention-related challenges are consistently observed across both home and school settings. These include difficulties in maintaining focus, avoiding distractions, shifting attention between tasks, and regulating time effectively all of which are crucial for academic success and independent learning.

The highest-rated indicator from both parents (Mean = 3.45) and teachers (Mean = 3.52) is: “My child/the learner finds it hard to focus during lessons.” This points to sustained attention as the most pressing concern. The findings align with Dizon and Reyes (2023), who emphasized that sustained attention is essential for absorbing new information, especially in classroom environments that demand prolonged cognitive engagement. When students struggle to stay focused, they are more likely to miss instructions, disengage from tasks, and underperform academically, common traits among learners with ADHD and executive functioning issues.

Table 1.5 Learning difficulties experienced by the students in terms of attention experienced by the students

Item Statement	Parents		Teacher	
	Mean	VI	Mean	VI
1. My child/the learner finds it hard to focus during lessons.	3.45	A	3.52	A
2. My child/the learner gets easily distracted by sounds or movements.	3.31	A	3.29	A
3. My child/the learner loses focus before finishing his/her tasks.	3.36	A	3.48	A
4. My child/the learner struggles to shift his/her attention from one task to another.	3.29	A	3.07	O
5. My child/the learner finds it hard to listen and take notes at the same time.	3.29	A	3.36	A
6. My child/the learner needs instructions repeated several times.	3.38	A	3.36	A
7. My child/the learner feels lost when there are too many directions at once.	3.48	A	3.33	A
8. My child/the learner forgets what he/she was doing midway through a task.	3.36	A	3.45	A
9. My child/the learner needs reminders to stay on task.	3.24	O	3.07	O
10. My child/the learner has trouble keeping track of time while working.	3.12	O	3.26	A
Overall Mean and Verbal Description	3.33	A	3.32	A

Legend: 3.25 - 4.00 Always (A)
1.75 - 2.49 Sometimes (S) 2.50 - 3.24 Often (O)
1.00 - 1.74 Never (N)

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In contrast, the lowest-rated indicator is “My child/the learner has trouble keeping track of time while working,” with a parent mean of 3.12 and a teacher mean of 3.26. While still classified under the “Always” category, this suggests temporal awareness and time management issues are slightly less prominent but still consistently present. Alvarez and Santos (2022) noted that deficits in time monitoring are typically associated with poor self-regulation, which leads to incomplete tasks, difficulty pacing assignments, and general academic disorganization.

The pattern of results suggests that attention deficits are not limited to either the home or school setting, but are instead pervasive across environments, affecting the child’s ability to stay engaged, follow through on tasks, and function independently. According to Navarro and Lim (2024), interventions such as focused attention training, task segmentation, visual schedules, and structured learning environments can significantly improve attention and self-management skills.

Both parents and teachers recognize attention difficulties as persistent and impactful. Addressing these challenges through collaborative strategies, early interventions, and targeted supports is essential for improving not just academic performance but also emotional regulation and classroom behavior.

1.6 written language

Table 1.6 presents the learning difficulties experienced by students in terms of written language, with a composite mean of 3.26 from parents and 2.64 from teachers.

Table 1.6 Learning difficulties experienced by the students in terms of written language experienced by the students

Item Statement	Parents		Teacher	
	Mean	VI	Mean	VI
1. My child/the learner mixes up letters when he/she writes.	3.40	A	2.74	O
2. My child/the learner finds spelling very difficult.	3.24	O	3.24	O
3. My child/the learner has trouble using proper punctuation and capitalization.	3.24	O	2.69	O
4. My child/the learner can't organize ideas before writing.	3.45	A	2.90	O
5. My child/the learner writes sentences out of order.	3.05	O	2.31	S
6. My child/the learner struggles to follow writing steps like draft and edit.	3.36	A	2.71	O
7. My child/the learner forgets to check his/her writing for mistakes.	3.07	O	2.12	S
8. My child/the learner feels frustrated when he/she has to write a lot.	3.24	O	2.71	O
9. My child/the learner finds it hard to write neatly and stay on the lines.	3.26	A	2.10	S
10. My child/the learner needs help to structure his/her writing properly.	3.33	A	2.83	O
Overall Mean and Verbal Description	3.26	A	2.64	O

Legend: 3.25 - 4.00 Always (A)
1.75 - 3.49 Sometimes (S)
2.50 - 3.24 Often (O)
1.00 - 1.74 Never (N)

The parents’ responses fall within the “Always” category, while the teachers’ responses are within the “Often” range. This difference suggests that while parents frequently observe consistent difficulties in their children’s writing at home, teachers may observe these challenges as less pervasive but still significant within the classroom setting. Overall, these results reflect ongoing struggles in the areas of spelling, punctuation, organization, and self-editing, which are essential components of academic writing.

The highest-rated item from the parents’ responses is “My child/the learner mixes up letters when he/she writes,” with a mean of 3.40, while the same item is also rated highest by teachers (Mean = 2.74). This implies that orthographic confusion such as letter reversals, misalignments, or improper sequencing is among the most persistent written language difficulties. According to Ramos and Mendoza (2023), such challenges are typically indicative of fine motor coordination issues, visual-motor integration deficits, or phonological processing weaknesses. These underlying problems are often present in students with Specific Learning Disabilities in Writing (SLD-W), contributing to poor legibility, frequent spelling errors, and difficulty forming coherent written output.

Conversely, the indicator with the lowest mean score from teachers (Mean = 2.10) is “My child/the learner finds it hard to write neatly and stay on the lines,” while parents rated “My child/the learner writes sentences out of order” the lowest (Mean = 3.05). Although both indicators still fall within the “Often” category, they suggest that while teachers focus more on observable mechanical aspects like neatness and spacing, parents may place greater emphasis on content organization and clarity. This highlights a divide in observational context: classroom settings emphasize visual presentation and uniformity, whereas home-based observations may be more concerned with coherence and structure.

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These findings affirm that writing difficulties are not merely issues of penmanship or spelling but represent a multifaceted challenge involving motor, cognitive, and linguistic processes. As De Guzman and Torres (2022) pointed out, self-monitoring skills like editing and proofreading are often underdeveloped in learners unless deliberately taught and reinforced through structured instruction. This gap becomes more apparent when students are not guided in revising their work, leading to repeated errors and disorganized ideas.

The results also support the assertion by Lim and Valerio (2024) that effective writing instruction should include multisensory strategies, guided practice, and explicit teaching of planning and revision skills. These approaches can help students improve both the mechanics and structure of their writing. Moreover, collaboration between home and school environments is crucial to consistently support students with written language difficulties and to monitor progress over time.

Table 1.7 Summary Table on Learning difficulties experienced by the students

Sub-variable	Parents		Teacher	
	Mean	VI	Mean	VI
Perceptual and information processing;	3.37	A	3.64	A
Language and auditory processing	3.54	A	3.51	A
Motor abilities	3.28	A	3.44	A
Social and organizational skills	3.20	O	3.53	A
Attention	3.33	A	3.32	A
Written Language	3.36	A	2.64	O
Overall Mean and Verbal Description	3.33	A	3.35	A

Table 1.7 presents a summary of the learning difficulties experienced by students across six key sub-variables: perceptual and information processing, language and auditory processing, motor abilities, social and organizational skills, attention, and written language. The composite mean score from the parents' responses is 3.33, while the teachers' responses are slightly higher at 3.35. Both fall under the verbal interpretation of "Always," indicating that learning difficulties are consistently observed across these domains in both home and school settings.

Among all sub-variables, language and auditory processing emerged as the highest-rated area of difficulty by both parents (Mean = 3.54) and teachers (Mean = 3.51). This finding reflects the students' frequent struggles in understanding spoken language, expressing ideas, remembering oral instructions, and connecting vocabulary to meaning. This supports the findings of Santos and Ramirez (2023), who emphasized that deficits in language processing are strongly correlated with delays in vocabulary development, reading comprehension, and expressive communication, core skills essential to academic achievement.

In contrast, the lowest rating was recorded in the area of written language, with parents reporting a mean of 3.26 and teachers reporting a notably lower mean of 2.64. While this still falls within the "Often" category, it suggests that teachers perceive writing-related difficulties such as spelling, punctuation, or organizing ideas as slightly less frequent compared to other learning challenges. However, these difficulties remain important as they affect composition and written expression. As noted by De Guzman and Torres (2022), metacognitive writing skills such as proofreading and revision are often underdeveloped unless explicitly taught, which can explain the gap between parent and teacher perceptions.

The composite mean values underscore the persistent and multidimensional nature of students' learning challenges. These include not only perceptual and motor difficulties but also issues related to attention, social interactions, and organizational skills. The alignment in perceptions between parents and teachers suggests that these difficulties are observable across various environments and are not confined to the classroom alone. This supports the assertion of Martinez and Santos (2024), who noted that deficits in information processing and attention control can lead to academic frustration and reduced self-esteem when left unaddressed.

Furthermore, consistent concerns about motor abilities rated 3.28 by parents and 3.44 by teachers reflect the need to address fine and gross motor coordination. As explained by Morales and De Jesus (2023), students with low motor confidence tend to withdraw from tasks involving movement or physical coordination, which can affect both academic and social participation. Similarly, difficulties in social and organizational skills, rated 3.20 by parents and 3.53 by teachers, may impact students' ability to follow classroom routines and interact effectively with peers. This is in line with the observations of Reyes and Bautista (2023), who highlighted that students with weak spatial and social awareness often face difficulties in peer relationships and classroom adjustment.

The overall findings point to a broad spectrum of learning difficulties consistently experienced by students, necessitating comprehensive and collaborative interventions. Strategies such as occupational therapy for motor concerns, structured listening and language tasks, attention training programs, and explicit instruction in writing and organization are essential. As emphasized

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by Araneta and Villanueva (2024), early identification and sustained support are crucial in helping students overcome these barriers and succeed academically and socially. The agreement between parents and teachers further highlights the need for continuous communication and joint efforts in providing meaningful support for learners with diverse educational needs.

2. To what extent do teachers and parents practice different strategies to handle student learning difficulties in terms of:

2.1 perceptual and information processing;

Table 2.1 shows the strategies employed by both teachers and parents in addressing students' learning difficulties related to perceptual and information processing.

Table 2.1 The teacher and parents' strategies in handling students' learning difficulties in terms of perceptual and information processing

Item Statement	Parents		Teacher	
	Mean	VI	Mean	VI
1. The teacher/parent/guardian uses mnemonics to help students remember information.	3.19	O	2.19	S
2. The teacher/parent/guardian uses visual organizers like charts or diagrams.	3.69	A	2.83	O
3. The teacher/parent/guardian reviews lessons often before moving on to new topics.	3.02	O	2.10	S
4. The teacher/parent/guardian allows learners to take open-book tests in some subjects.	3.60	A	2.62	O
5. The teacher/parent/guardian gives written instructions in addition to speaking.	3.50	A	2.48	S
6. The teacher/parent/guardian uses different senses like seeing, hearing, and touching to learn.	3.40	A	3.07	O
7. The teacher/parent/guardian lets learners play memory games to help them remember lessons.	3.45	A	2.67	O
8. The teacher/parent/guardian encourages learners to take notes during class.	3.36	A	2.93	O
9. The teacher/parent/guardian allows learners to sit closer to hear better.	3.10	O	2.29	S
10. The teacher/parent/guardian helps learners connect new ideas with things they already know.	3.60	A	2.74	O
Overall Mean and Verbal Description	3.39	A	2.59	O

Legend:
3.25 – 4.00 Always (A)
1.75 – 2.40 Sometimes (S)
2.85 – 3.24 Often (O)
1.00 – 1.74 Never (N)

The highest-rated strategy by parents is the use of visual organizers, such as charts and diagrams (Mean = 3.69). Teachers also rated this item the highest among their responses, although at a lower level, 2.83. This implies that both groups acknowledge the value of visual tools in helping students process and retain information. As emphasized by De Castro and Medina (2023), visual organizers aid comprehension by reducing cognitive load and organizing abstract content into more accessible formats, benefiting learners with processing difficulties.

On the other hand, the lowest mean scores from both parents (3.02) and teachers (2.10) fall under the indicator, "The teacher/the parent/guardian reviews lessons often before moving on to new topics." This highlights a shared concern regarding the lack of lesson reinforcement, a crucial strategy for learners who require repeated exposure to content for it to be effectively encoded into long-term memory. As noted by Almonte and Reyes (2022), regular review is vital for students with learning challenges, as it enhances information retention and strengthens neural pathways through repetition.

The difference between teacher and parent perceptions, particularly in the frequency of strategy implementation, suggests the need for stronger collaboration and communication. Teachers may benefit from professional development in differentiated instruction and multisensory learning approaches, as advocated by Santos and Villanueva (2024). These practices, when systematically and consistently applied, can enhance instructional delivery and ensure that the diverse cognitive needs of students are adequately supported both at home and in school.

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2.2 language and auditory processing;

Table 2.2 The teacher and parents' strategies in handling students' learning difficulties in terms of language and auditory processing

	Item Statement	Parents		Teacher	
		Mean	VI	Mean	VI
1.	The teacher/parent/guardian gives extra time to understand what is said.	2.81	O	2.10	S
2.	The teacher/parent/guardian uses visual aids to help explain ideas.	3.67	A	2.74	O
3.	The teacher/parent/guardian gives instructions that are broken into smaller steps.	2.81	O	2.10	S
4.	The teacher/parent/guardian allows learners to ask questions if they don't understand something.	3.29	A	2.83	O
5.	The teacher/parent/guardian gives examples and repeats instructions often.	2.38	S	2.19	S
6.	The teacher/parent/guardian allows learners to sit close to him/her to hear better.	3.24	O	2.83	O
7.	The teacher/parent/guardian writes important steps in different colors or visuals.	2.38	S	2.10	S
8.	The teacher/parent/guardian let learners Think-Pair-Share to talk about lessons with classmates.	2.88	O	2.62	O
9.	The teacher/parent/guardian allows learners to take a break when needed to rest their eyes or focus.	2.07	S	2.95	O
10.	The teacher/parent/guardian slows down when giving instructions.	2.93	O	3.81	A
Overall Mean and Verbal Description		2.85	O	2.63	O
Legend: 3.25 - 4.00 Always (A) 2.75 - 3.24 Often (O) 2.25 - 2.74 Sometimes (S) 1.00 - 2.24 Never (N)					

Table 2.2 presents the strategies used by both teachers and parents in supporting students with difficulties in language and auditory processing, as perceived by each group. The overall mean rating given by parents is 2.85, and by teachers is 2.63 both interpreted as "Often" on the verbal scale. This suggests that while there is a moderate frequency in the application of these strategies, there is still a lack of consistent and structured implementation. In educational contexts, inconsistent strategy use can limit the support provided to learners who struggle with following spoken instructions, processing language, or expressing themselves verbally.

From the parents' perspective, the highest-rated strategy is: "The teacher/parent/guardian uses visual aids to help explain ideas" (Mean = 3.67, "Always"), indicating strong support for visual scaffolding techniques. This reflects the recognition that visual representation helps bridge gaps in verbal comprehension, which is particularly helpful for learners with auditory processing challenges. According to Lim and Bautista (2023), visual aids reduce cognitive load and enhance students' ability to connect auditory input with meaning. They provide a concrete framework for abstract language, making lessons more accessible.

Meanwhile, teachers gave their highest rating (Mean = 3.81, "Always") to: "The teacher/parent/guardian slows down when giving instructions." This underscores the importance placed on pacing as a means to support processing time. Lim and Bautista (2023) emphasized that adjusting the speed and clarity of instruction is critical in helping learners who need more time to decode and understand spoken information.

In contrast, both parents and teachers gave the lowest mean ratings to the item: "The teacher/parent/guardian writes important steps in different colors or visuals," with means of 2.38 and 2.10, respectively, both falling under "Sometimes." The composite mean scores reveal that while some strategies are employed regularly, others, particularly visual and multisensory tools are applied inconsistently, even though they hold significant potential for learners with language and auditory processing difficulties.

As Villamor and Santos (2024) advocate, there is a clear need for structured professional development that promotes Universal Design for Learning (UDL) approaches. UDL encourages presenting content in multiple formats, ensuring students with diverse processing needs can access and engage with the curriculum. Both teachers and parents should receive support and guidance on how to implement these strategies consistently moving beyond occasional use toward systematic integration in both classroom and home settings.

2.3 motor abilities

Table 2.3 The teacher and parents' strategies in handling students' learning difficulties in terms of motor abilities

Item Statement	Parents		Teacher	
	Mean	VI	Mean	VI
1. The teacher/parent/guardian lets learners type and dictate answers instead of writing.	2.07	S	2.95	O
2. The teacher/parent/guardian makes their assignments shortened to make them manageable.	2.93	O	3.33	A
3. The teacher/parent/guardian allows learners to use tools like a sticky note to keep place.	2.02	S	2.43	O
4. The teacher/parent/guardian allows learners to use a word processor for writing.	2.81	O	3.29	A
5. The teacher/parent/guardian lets them get handouts instead of copying from the board.	2.17	S	2.38	S
6. The teacher/parent/guardian lets learners work at the board to practice large movements.	2.88	O	2.86	O
7. The teacher/parent/guardian lets learners seated in a place where they can see the board clearly.	2.43	S	2.05	S
8. The teacher/parent/guardian do not require to erase mistakes just cross them out and move on.	2.76	O	2.88	O
9. The teacher/parent/guardian reminds learners how to hold my pencil or write correctly.	3.12	O	2.52	O
10. The teacher/parent/guardian gives assignments that are explained in smaller parts to help learners focus.	3.50	A	2.88	O
Overall Mean and Verbal Description	2.67	O	2.76	O

Legend: 3.25 - 4.00 Always (A)
 1.75 - 2.40 Sometimes (S)
 2.50 - 3.24 Often (O)
 1.50 - 1.74 Never (N)

Table 2.3 displays the extent to which teachers and parents employ strategies to support students with learning difficulties related to motor abilities. The overall mean rating from parents is 2.67 and from teachers is 2.76, both falling under the category of "Often." This suggests that while there is a reasonable frequency of support strategies being used, these interventions are not consistently or uniformly applied. Variations in practice may lead to unequal learning opportunities for students with motor-related challenges, especially in settings where such needs are not fully understood or addressed.

The highest-rated item from parents (Mean = 3.50) and among the highest from teachers (Mean = 2.88) is: "The teacher/parent/guardian gives assignments that are explained in smaller parts to help learners focus." This indicates a strong emphasis on task segmentation, a method highly effective for students who struggle with motor coordination and executive function. As noted by Salazar and Ramirez (2023), simplifying instructions and breaking tasks into manageable segments can significantly ease the cognitive and physical demands placed on students with Developmental Coordination Disorder (DCD) or similar difficulties.==

In contrast, the lowest score from parents (Mean = 2.02) was for "The teacher/parent/guardian allows learners to use tools like a sticky note to keep place," and the lowest from teachers (Mean = 2.05) was for "The teacher/parent/guardian lets learners be seated in a place where they can see the board clearly." Both fall within the "Sometimes" category, suggesting limited use of simple, yet effective environmental and assistive accommodations. This is particularly concerning because, as De Jesus and Villareal (2022) highlight, appropriate seating and the use of tools to aid focus and visual tracking can greatly benefit students with motor challenges. Lack of implementation may point to a gap in awareness or accessibility.

The composite means reflect a pattern where instructional strategies (such as breaking down assignments) are more frequently used than environmental or assistive accommodations, which remain underutilized. This discrepancy emphasizes the need for a comprehensive, multi-modal approach.

2.4 social and organizational skills;

Table 2.4 presents the evaluation of strategies used by both teachers and parents in addressing students' learning difficulties related to social and organizational skills. Based on the data, the parents gave an overall mean of 2.96 (interpreted as "Often"), while the teachers recorded a slightly lower mean of 2.80 (also interpreted as "Often"). This indicates that both groups frequently employ strategies to assist students in managing social and organizational challenges, although the implementation is not yet consistent or comprehensive.

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Table 2.4 The teacher and parents' strategies in handling students' learning difficulties in terms of social and organizational skills

Item Statement	Parents		Teacher	
	Mean	VI	Mean	VI
1. The teacher/parent/guardian helps plan work and manage learners' time.	3.02	S	2.43	O
2. The teacher/parent/guardian talks about how to solve real-life social problems.	3.33	O	2.71	A
3. The teacher/parent/guardian uses group work to help learners make friends.	2.67	S	2.36	O
4. The teacher/parent/guardian gives reminders to clean up and prepare for the next subject.	3.02	O	2.74	A
5. The teacher/parent/guardian helps recognize learners' strengths and areas to improve.	3.19	S	2.19	S
6. The teacher/parent/guardian practices learners to do role-playing in different social situations.	3.02	O	2.45	O
7. The teacher/parent/guardian uses a calendar or schedule to track assignments.	2.95	S	2.95	S
8. The teacher/parent/guardian helps understand the consequences of learners' choices.	2.74	O	3.83	O
9. The teacher/parent/guardian teaches learners how to read body language and social cues.	2.90	O	2.95	O
10. The teacher/parent/guardian gives feedback on how learners behave in class.	2.74	A	3.36	O
Overall Mean and Verbal Description	2.96	O	2.80	O

Legend:
3.25 - 4.00 Always (A)
1.75 - 2.49 Sometimes (S)

2.50 - 3.24 Often (O)
1.00 - 1.74 Never (N)

From the perspective of parents, the highest-rated strategy is "The teacher/parent/guardian helps understand the consequences of learners' choices" with a mean of 2.74, while the teachers rated this indicator highest with a mean of 3.83, falling under the "Always" category. This suggests that teachers highly prioritize fostering decision-making and reflective behavior, which is supported by Garcia and Tolentino (2023), who emphasized that guiding students in recognizing the consequences of their actions supports the development of executive functioning and responsible behavior.

Conversely, the lowest-rated indicator for both parents (2.67) and teachers (2.36) is "The teacher/parent/guardian uses group work to help learners make friends." This implies that peer-interaction opportunities like group activities are less commonly implemented, despite their importance in promoting social competence. As highlighted by Santos and Dela Cruz (2022), such methods, including collaborative learning and role-playing, are particularly effective for students with social difficulties as they foster empathy, improve communication skills, and build peer relationships.

The composite mean scores from both stakeholders affirm that strategies to support social and organizational skills are indeed practiced, but not to a level of consistency or depth that ensures all learners' benefit. This gap suggests that interactive and structured social learning strategies such as group work, role-play, and guided social problem-solving must be strengthened. Luna and Villanueva (2024) advocate for integrating Social and Emotional Learning (SEL) programs into classroom routines, which equip both teachers and learners with the tools to navigate interpersonal dynamics and self-management more effectively.

2.5 attention;

Table 2.5 The learning difficulties in terms of attention teacher and parents' strategies in handling students'

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Item Statement	Parents		Teacher	
	Mean	VI	Mean	VI
1. The teacher/parent/guardian gives clear and simple directions.	2.62	O	2.43	O
2. The teacher/parent/guardian repeats instructions to make sure learners understand.	2.43	O	3.31	A
3. The teacher/parent/guardian reminds learners to focus and stay on task.	2.64	O	2.43	O
4. The teacher/parent/guardian takes regular breaks to rest and refocus.	2.43	O	2.86	O
5. The teacher/parent/guardian uses timers or clocks to help us stay on schedule.	2.62	O	1.98	S
6. The teacher/parent/guardian lets learners sit at the front where they can concentrate better.	2.21	S	2.86	O
7. The teacher/parent/guardian writes instructions on the board for easy reference.	2.88	O	2.40	S
8. The teacher/parent/guardian allows learners to get help breaking down tasks into smaller parts.	2.74	O	3.14	O
9. The teacher/parent/guardian gives only one question to be asked at a time to help them focus.	2.93	O	2.38	S
10. The teacher/parent/guardian models ways to stay focused, like using self-talk.	2.50	O	2.83	O
Overall Mean and Verbal Description	2.60	O	2.66	O
Legend: 1.00 - 1.25: Always (A) 1.26 - 1.49: Sometimes (S) 1.50 - 1.74: Often (O) 1.75 - 1.99: Never (N)				

Table 2.5 illustrates how frequently teachers and parents apply strategies to address students' attention difficulties, with overall mean scores of 2.60 for parents and 2.66 for teachers. Both scores fall under the "Often" category, suggesting that while such strategies are regularly practiced, they are not yet consistently applied across different classroom or home settings. This partial implementation may limit their effectiveness in helping students with attention-related challenges maintain focus and complete tasks efficiently.

Among the strategies evaluated, parents rated "The teacher/parent/guardian gives only one question to be asked at a time to help them focus" the highest (Mean = 2.93), while teachers gave the highest rating to "The teacher/parent/guardian repeats instructions to make sure learners understand" (Mean = 3.31). These practices reflect attempts to reduce cognitive overload and increase clarity of instruction—critical components for students who have difficulty maintaining attention or processing multiple inputs at once. According to Meltzer (2010), simplifying demands by breaking them into smaller, manageable units enhances executive function and promotes sustained attention in learners with attention difficulties.

On the other hand, both parents and teachers gave the lowest ratings to the use of timers or clocks to manage time and help students stay on task, with a parent mean of 2.62 and a teacher mean of 1.98. The teacher's rating falls into the "Sometimes" category, indicating that this potentially effective strategy is underutilized. As DuPaul and Stoner (2014) have emphasized, visual time aids are essential tools for fostering self-regulation and time awareness in students with ADHD or other attentional disorders. Their limited use could suggest gaps in teacher preparedness, access to resources, or awareness of how structured time cues can support learners' task initiation and completion.

These findings imply that while efforts are being made to address attention-related difficulties, there remains a need for more consistent and deliberate implementation of structured supports particularly those involving visual time management and multisensory strategies. Strengthening teacher training in these areas can enhance the consistency and effectiveness of these interventions in both home and school contexts.

2.6 written language

Table 2.6 presents the comparative evaluation of strategies used by teachers and parents to address students' difficulties in written language. The overall mean rating from parents is 2.84, and from teachers is 2.61, both falling under the verbal interpretation "Often." This suggests that strategies supporting written expression are regularly implemented by both groups, although not with full consistency or intensity. The slightly higher rating from parents indicates they perceive themselves as more frequently engaged in supporting students' writing needs compared to teachers.

Table 2.6 The teacher and parents' strategies in handling students' learning difficulties in terms of written language

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Item Statement	Parents		Teacher	
	Mean	VI	Mean	VI
1. The teacher/parent/guardian models how to plan, write, and revise a paragraph.	2.71	O	2.17	S
2. The teacher/parent/guardian uses visual guides to help learners organize his/her writing.	3.07	O	2.86	O
3. The teacher/parent/guardian gives feedback on each part of their writing step by step.	3.00	O	2.10	S
4. The teacher/parent/guardian encourages learners to use spellcheck tools when writing.	2.71	O	2.64	O
5. The teacher/parent/guardian teaches spelling rules and patterns in class.	2.74	O	2.62	O
6. The teacher/parent/guardian shows how to organize ideas in a clear order.	2.90	O	3.10	O
7. The teacher/parent/guardian let learners share their stories through speaking and pictures.	3.07	O	2.62	O
8. The teacher/parent/guardian lets learners use storyboards or outlines before they start writing.	2.74	O	2.90	O
9. The teacher/parent/guardian gives examples of how to write good sentences.	2.83	O	2.36	O
10. The teacher/parent/guardian lets learners use paper or tools that help them write within lines neatly.	2.62	O	2.76	O
Overall Mean and Verbal Description	2.84	O	2.61	O

Legend: 3.25 - 4.00 Always (A)
1.75 - 2.49 Sometimes (S)
2.50 - 3.24 Often (O)
1.00 - 1.74 Never (N)

The highest-rated item from parents (Mean = 3.07) is shared by two indicators: “The teacher/parent/guardian uses visual guides to help learners organize writing” and “The teacher/parent/guardian lets learners share their stories through speaking and pictures.” For teachers, the highest rating (Mean = 3.10) is attributed to “The teacher/parent/guardian shows how to organize ideas in a clear order.” These findings suggest that both groups value the role of visual organization and oral expression in supporting written tasks. As highlighted by Reyes and Francisco (2023), strategies like graphic organizers and verbal storytelling offer critical scaffolds for students with written expression difficulties, especially those with dysgraphia or language-based learning disabilities. These methods help learners structure thoughts, sequence ideas, and develop coherence in writing—key components of writing proficiency.

Conversely, the lowest-rated strategy from parents (Mean = 2.62) is “The teacher/parent/guardian lets learners use paper or tools that help them write within lines neatly,” while for teachers (Mean = 2.10), the lowest is “The teacher/parent/guardian gives feedback on each part of their writing step by step.” The latter even falls under the “Sometimes” category, indicating limited use. This finding is notable given that step-by-step feedback is crucial in the writing development process.

The composite mean reveals a moderately high level of strategy use, suggesting that teachers and parents are actively involved in supporting written language development, but with areas needing improvement. These include the regular provision of formative feedback and the use of assistive tools to support handwriting. As Villanueva and Lopez (2024) emphasize, a comprehensive writing support framework must blend visual planning tools, consistent feedback, and motor aids to holistically address the cognitive, linguistic, and physical demands of writing. Enhanced collaboration between home and school is also essential to ensure continuity and reinforcement of strategies, ultimately fostering better writing outcomes for learners with written language difficulties.

Table 2.7 Summary Table on the teacher and parents’ strategies in handling students’ learning difficulties

Sub-variable	Parents		Teacher	
	Mean	VI	Mean	VI
Perceptual and information processing	3.39	A	2.59	O
Language and auditory processing	2.85	O	2.63	O
Motor abilities	2.67	O	2.76	O
Social and organizational skills	2.96	O	2.80	O
Attention	2.60	O	2.66	O
Written Language	2.84	O	2.61	O
Overall Mean and Verbal Description	2.88	O	2.67	O

Legend: 3.25 - 4.00 Always (A)
1.75 - 2.49 Sometimes (S)
2.50 - 3.24 Often (O)
1.00 - 1.74 Never (N)

Table 2.7 presents a summary of how teachers and parents implement strategies in managing students’ learning difficulties across six sub-variables: perceptual and information processing, language and auditory processing, motor abilities, social and organizational skills, attention, and written language. The overall composite mean for parents is 2.88, while for teachers it is 2.67, both of which fall under the “Often” category. This means that both parents and teachers frequently apply interventions to support learners with academic challenges, although not with full consistency across all areas.

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Among the six domains, parents rated “perceptual and information processing” the highest, with a mean of 3.39, which is interpreted as “Always”. This suggests that parents are highly engaged in helping their children through visual aids, hands-on tools, and structured strategies that enhance cognitive processing at home. According to Garcia and De Vera (2022), perceptual and processing strategies, especially multisensory methods, are crucial in reinforcing comprehension and retention among learners with processing difficulties. In contrast, teachers gave the highest rating to “social and organizational skills”, with a mean of 2.80, still within the “Often” range. This implies that in classroom settings, teachers tend to prioritize time management coaching, behavior modeling, and structured routines. Luna and Villanueva (2024) support this finding, emphasizing that interventions targeting social-emotional learning (SEL) can significantly improve peer interactions and classroom behavior in students with executive functioning difficulties.

The lowest-rated sub-variable for both groups reveals important insights. For parents, “motor abilities” received the lowest mean of 2.67, which, while still under “Often,” suggests a relatively less consistent application of motor-related strategies, such as using assistive tools for writing or supporting fine motor coordination. Similarly, teachers gave the lowest score (2.59) to “perceptual and information processing,” indicating a gap in classroom-based interventions that target how students receive and interpret information. This finding is critical, considering that strategies targeting perceptual processing such as visual schedules, graphic organizers, and tactile cues are foundational to supporting diverse learners in inclusive classrooms. Garcia and De Vera (2022) stress that such strategies are not merely supplementary but essential for enabling comprehension and engagement, particularly for students with dyslexia or sensory integration challenges.

The composite mean scores reflect that although both parents and teachers demonstrate considerable effort in supporting students with learning difficulties, there is a need for greater consistency and integration of evidence-based strategies. The fact that no sub-variable reached a consistent “Always” rating from both groups reveals that interventions are often applied in isolation, rather than as part of a cohesive and collaborative support system. This observation aligns with the argument of Villamor and Santos (2024), who advocate for the adoption of Universal Design for Learning (UDL) to ensure that learners receive support across various contexts, home, school, and community, using flexible and proactive teaching methods.

3. What is the level of students’ social and emotional skills in terms of:

3.1 self-awareness;

Table 3.1 Level of students’ social and emotional skills in terms of self-awareness

Item Statement	Parents		Teacher	
	Mean	VI	Mean	VI
1. My child/the learner recognizes and understands his/her personal emotions.	2.88	G	3.14	G
2. My child/the learner understands his/her needs and how they affect learning.	2.62	G	2.79	G
3. My child/the learner can identify his/her own strengths.	2.69	G	2.83	G
4. My child/the learner can recognize his/her limitations without feeling discouraged.	2.38	G	2.52	G
5. My child/the learner pays attention to his/her personal values and beliefs.	2.83	G	3.07	G
6. My child/the learner can manage his/her own intentions and motivations.	2.33	S	3.12	G
7. My child/the learner has an accurate view of himself/herself.	2.86	G	2.98	G
8. My child/the learner understands how he/she feel in different situations.	2.33	F	2.69	G
9. My child/the learner can analyze and reflect on his/her own perspectives.	2.71	G	2.67	G
10. My child/the learner understands how his/her self-perception affects actions.	2.36	F	2.52	G
Overall Mean and Verbal Description	2.60	G	2.83	G
Legend: 3.25 – 4.00 Very Good (V); 2.75 – 3.24 Good (G); 2.25 – 2.74 Fair (F); 1.75 – 2.24 Poor (P)				

Table 3.1 presents the assessment of students’ social and emotional skills specifically in the area of self-awareness, as evaluated by both parents and teachers. The composite mean for parents is 2.60, while for teachers it is 2.83 both of which fall under the “Good” verbal interpretation. This suggests that students are generally able to recognize and reflect on their emotions, needs, motivations, and values, although there remains room for further development.

The highest-rated indicator from the teachers’ perspective is “My child/the learner recognizes and understands his/her personal emotions” with a mean of 3.14, while for parents, the highest is “My child/the learner has an accurate view of himself/herself” (Mean = 2.86). These results underscore that learners tend to demonstrate strengths in emotional identification and self-perception, key components of self-awareness. As highlighted by Brackett et al. (2019), the ability to recognize emotions and maintain a realistic view of oneself contributes significantly to emotional regulation, responsible decision-making, and improved interpersonal relationships.

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On the other hand, the lowest-rated indicator for parents is “My child/the learner can manage his/her own intentions and motivations” (Mean = 2.33), while for teachers it is “My child/the learner understands how his/her self-perception affects actions” (Mean = 2.52). Both values point to relative weaknesses in students’ capacity for deep internal reflection and motivation management.

The composite means of both groups suggest that students demonstrate a moderate level of self-awareness, which aligns with the “Good” descriptor. However, the data also reveal discrepancies between internal reflection and emotional understanding. While students may be aware of their emotions and values, they are less adept at using that awareness to guide their actions and behaviors.

3.2 self-management;

Table 3.2 presents the assessment of students’ social and emotional skills in terms of self-management as evaluated by both parents and teachers. The overall mean scores were 2.84 for parents and 2.71 for teachers, both interpreted as “Good.” This implies that students are generally able to exhibit self-management behaviors such as regulating emotions, managing stress, working toward goals, and maintaining focus despite distractions. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020), self-management is a vital core competency that supports academic achievement, personal responsibility, and emotional resilience.

Table 3.2 Level of students’ social and emotional skills in terms of self-management

Item Statement	Parents		Teacher	
	Mean	VI	Mean	VI
1. My child/the learner can regulate his/her own behavior.	2.81	G	3.31	VG
2. My child/the learner stays calm and composed in difficult situations.	2.55	G	2.45	G
3. My child/the learner continues working hard even when things are tough.	2.71	G	2.71	G
4. My child/the learner is aware of his/her behavior in different situations.	3.21	G	3.21	G
5. My child/the learner can manage his/her emotions appropriately.	2.67	G	3.00	G
6. My child/the learner tries to apply what he/she learned to real situations.	3.19	G	2.19	F
7. My child/the learner can delay gratification to achieve long-term goals.	2.69	G	2.79	G
8. My child/the learner uses strategies to keep his/her self-focused.	3.12	G	2.45	G
9. My child/the learner controls his/her self when he/she angry or upset.	2.50	G	3.31	G
10. My child/the learner is able to complete tasks even when distracted.	2.98	G	2.45	G
Overall Mean and Verbal Description	2.84	G	2.71	G

Legend: 3.25 - 4.00 Very Good (VG)
1.75 - 2.49 Fair (F)

2.50 - 3.24 Good (G)
1.00 - 1.74 Poor (P)

Among the indicators, the highest mean from both perspectives is recorded in the statement, “My child/the learner can regulate his/her own behavior,” with a teacher mean of 3.31 (Very Good) and a parent mean of 2.81 (Good). This suggests that both stakeholders recognize behavior regulation as a relatively well-developed area for most learners. This supports Zimmerman’s (2020) findings that self-regulation plays a crucial role in academic success and interpersonal adaptability, as it allows learners to maintain control over their actions in response to internal or external cues.

In contrast, the lowest teacher-rated item is “My child/the learner tries to apply what he/she learned to real situations,” with a mean of 2.19, indicating a “Fair” level of consistency. For parents, the lowest mean (2.50) appears in the item “My child/the learner controls his/her self when he/she is angry or upset,” which still falls under the “Good” category but at the threshold. These results point to a gap in learners’ ability to generalize learning and maintain emotional control under pressure. The findings underscore the importance of reinforcing practical self-management strategies in school and at home. Instructional approaches that include mindfulness, goal-setting, reflective journaling, and experiential learning may enhance learners’ capacity to transfer what they learn into real-life contexts.

3.3 responsible decision-making;

Table 3.3 Level of students’ social and emotional skills in terms of self-management

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Table 3.3 Level of students' social and emotional skills in terms of self-management

Item Statement	Parents		Teacher	
	Mean	VI	Mean	VI
1. My child/the learner recognizes positive and healthy choices.	2.90	G	3.12	G
2. My child/the learner thinks about options before making a decision.	2.88	G	2.31	G
3. My child/the learner considers the consequences of his/her decisions.	2.90	G	3.14	G
4. My child/the learner makes decisions that are fair and respectful.	2.88	G	2.33	G
5. My child/the learner analyzes situations to choose the best action.	2.52	G	2.93	G
6. My child/the learner follows a logical process to solve problems.	2.67	G	2.05	F
7. My child/the learner thinks about ethical and moral issues before deciding.	3.02	G	2.83	G
8. My child/the learner stays firm on his/her decisions once they are made.	3.14	G	2.05	F
9. My child/ the learner recognizes the benefits and risks of decisions.	3.33	G	2.76	G
10. My child/the learner uses past experiences to guide future choices.	3.17	G	2.57	G
Overall Mean and Verbal Description	2.94	G	2.61	G

Legend: 3.25 - 4.00 Very Good (VG)
1.75 - 2.40 Fair (F) 2.50 - 3.24 Good (G)
1.00 - 1.74 Poor (P)

Table 3.3 presents the level of students' social and emotional skills in terms of responsible decision-making, as evaluated by both parents and teachers. The overall composite mean is 2.94 for parents and 2.61 for teachers, both of which fall within the "Good" category. This indicates that students are generally consistent in applying responsible decision-making skills, including evaluating consequences, making ethical choices, and using past experiences to guide their actions. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020), responsible decision-making involves making respectful, safe, and constructive choices about personal and social behavior based on ethical standards and social norms.

From the parents' perspective, the highest-rated indicator is "My child/the learner recognizes the benefits and risks of decisions," with a mean of 3.33. This suggests that many students are capable of identifying potential consequences and making informed choices, which is a key component of mature decision-making. Teachers, on the other hand, gave the highest rating of 3.14 to "My child/the learner considers the consequences of his/her decisions," reinforcing the notion that students frequently think through the results of their actions before making choices. These findings align with Zins and Elias (2021), who emphasized that forward-thinking and reflective decision-making are foundational to students' academic and interpersonal development.

In contrast, the lowest-rated item from both evaluators highlights a notable gap. Teachers assigned the lowest mean of 2.05 to two indicators: "My child/the learner follows a logical process to solve problems" and "My child/the learner stays firm on his/her decisions once they are made," both of which fall in the "Fair" category. Similarly, parents reported a lower score of 2.67 for following a logical process. This suggests that while students may grasp ethical considerations and the importance of consequences, they may struggle with consistency and logical reasoning when it comes to solving problems or adhering to decisions. Zins and Elias (2021) emphasized that structured problem-solving is not only essential for responsible behavior but also promotes independence and confidence in decision-making.

3.4 social awareness;

Table 3.4 Level of students' social and emotional skills in terms of social awareness

Item Statement	Parents		Teacher	
	Mean	VI	Mean	VI
1. My child/the learner recognizes how others feel by looking at their actions.	3.43	VG	2.29	G
2. My child/the learner understands and respect others' beliefs and values.	3.24	G	2.57	G
3. My child/the learner recognizes different points of view.	3.33	VG	2.29	F
4. My child/the learner show empathy to those who are upset or struggling.	3.31	VG	2.57	G
5. My child/the learner tries to see situations from other people's perspective.	3.36	VG	2.26	F
6. My child/the learner value what others think and feel.	3.52	VG	2.57	G
7. My child/the learner identifies social cues to know how others feel.	3.31	VG	2.71	G
8. My child/the learner take responsibility in helping others.	3.31	VG	2.81	G
9. My child/the learner respect others' emotions during discussions.	3.24	G	3.02	G
10. My child/the learner evaluates the fairness of others' actions.	3.38	VG	3.40	G
Overall Mean and Verbal Description	3.34	VG	2.65	G

Legend: 3.25 - 4.00 Very Good (VG)
1.75 - 2.49 Fair (F) 2.50 - 3.24 Good (G)
1.00 - 1.74 Poor (P)

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Table 3.4 presents the level of students' social and emotional skills in terms of social awareness based on the perspectives of both parents and teachers. The overall mean score of 3.34 from the parents' evaluation corresponds to a "Very Good" interpretation, while the teachers' overall mean of 2.65 falls under the "Good" category. This indicates that parents perceive students to consistently demonstrate strong social awareness competencies such as empathy, respect, and perspective-taking whereas teachers observe these behaviors somewhat less frequently, though still at a commendable level.

The highest-rated indicator by parents is "My child/the learner values what others think and feel" with a mean of 3.52, categorized as Very Good. This suggests that students are generally perceived to show a strong regard for others' thoughts and emotions, a key indicator of empathetic engagement. Similarly, teachers' highest rating (mean of 3.40) is for "My child/the learner evaluates the fairness of others' actions," reinforcing the impression that learners are generally capable of making morally aware judgments in social contexts. These findings support the view of Eisenberg, Spinrad, and Morris (2014), who argue that empathy and moral reasoning are foundational elements of social awareness and crucial for prosocial behavior and conflict resolution.

Conversely, the lowest-rated indicators differ between the two groups. Parents rated "My child/the learner understands and respects others' beliefs and values" the lowest at 3.24, although it still falls within the "Good" range. For teachers, two indicators tied for the lowest mean of 2.26–2.29: "My child recognizes different points of view" and "My child/the learner tries to see situations from other people's perspective," both interpreted as Fair to Good. These findings imply that while students may demonstrate general empathy and concern for fairness, deeper cognitive empathy such as appreciating different perspectives and respecting diverse values may be less consistently developed from the teachers' point of view.

This difference between parent and teacher evaluations could be attributed to contextual differences; students may display higher levels of empathy and social understanding in more familiar home environments, while struggling to apply these skills consistently in school settings with more diverse social dynamics. Zins and Elias (2007) emphasize that social awareness involves not only recognizing others' emotions but also appreciating diversity and understanding social norms across different settings. Therefore, the findings highlight the importance of reinforcing culturally responsive instruction and perspective-taking exercises in schools to foster holistic social awareness among learners. This would help bridge the gap between interpersonal understanding at home and in more complex social environments such as classrooms.

3.5 relationship skills

Table 3.5 presents the level of students' social and emotional skills in terms of relationship skills, as evaluated by both parents and teachers. The overall mean for parents is 3.34, verbally interpreted as "Very Good," while the teacher mean is slightly lower at 3.28, still classified as "Very Good." This suggests that students consistently demonstrate strong relationship skills such as cooperation, clear communication, conflict resolution, and empathy. These findings align with the framework of the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020), which highlights relationship skills as essential for establishing and maintaining healthy and rewarding connections with diverse individuals and groups.

Table 3.5 Level of students' social and emotional skills in terms of relationship skills

Item Statement	Parents		Teacher	
	Mean	VI	Mean	VI
1. My child/the learner forms and maintains good relationships with others	3.33	VG	3.43	VG
2. My child/the learner works well in a group or team	3.31	VG	3.21	G
3. My child/the learner communicates clearly with others	3.48	VG	3.40	VG
4. My child/the learner handles conflict in a calm and fair way	3.21	G	3.26	VG
5. My child/the learner expresses his/her feelings honestly but respectfully	3.36	VG	3.33	VG
6. My child/the learner collaborates with others to achieve goals	3.40	VG	3.21	G
7. My child/the learner accepts feedback and suggestions from others	3.17	G	3.36	VG
8. My child/the learner shows appreciation for others' efforts	3.40	VG	3.21	G
9. My child/the learner avoids hurting others when he/she is upset	3.40	VG	3.17	G
10. My child/the learner expresses negative feelings in positive ways	3.29	VG	3.24	G
Overall Mean and Verbal Description	3.34	VG	3.28	VG

Legend:
3.26 - 4.00 Very Good (VG)
1.76 - 3.49 Fair (F)

2.65 - 3.24 Good (G)
1.00 - 1.74 Poor (P)

The highest indicator from the teachers' perspective is "My child/the learner forms and maintains good relationships with others," with a mean of 3.43 (VG). This implies that learners excel in forming positive interpersonal bonds and sustaining healthy peer connections. Similarly, the parents' highest score, at 3.48, corresponds to "My child/the learner communicates clearly with others," highlighting that students are perceived to be effective communicators. These results reinforce Wentzel's (2020) findings

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that students who demonstrate strong relationship skills are more likely to show social competence, classroom engagement, and academic success due to their ability to foster cooperative learning environments.

Conversely, the lowest teacher-rated indicator is "My child/the learner expresses negative feelings in positive ways," with a mean of 3.24, while the parents' lowest mean is 3.17, linked to "My child/the learner accepts feedback and suggestions from others." While both are still rated as "Good," they suggest that students may struggle slightly with processing criticism constructively and expressing difficult emotions in healthy ways. This observation is consistent with the findings of Brackett, Rivers, and Salovey (2021), who emphasized the importance of emotional intelligence in facilitating positive communication, particularly in emotionally charged situations.

The composite means indicate that both parents and teachers perceive students to have well-developed relationship skills. However, the minor differences in ratings suggest that certain nuanced aspects, such as handling feedback and expressing difficult emotions, may require more structured support through direct instruction, peer modeling, and social-emotional learning (SEL) interventions. Overall, the results affirm the students' interpersonal competencies but also highlight the need for continued nurturing of emotional expression and feedback receptivity as part of holistic SEL development.

Table 3.6 Summary Table on the level of student's social and emotional skills

Table 3.6 Summary Table on the level of students' social and emotional skills

Sub-variable	Parents		Teacher	
	Mean	VI	Mean	VI
Self-awareness	2.60	G	2.83	G
Self-management	2.84	G	2.71	G
Responsible decision-making	2.94	G	2.61	G
Social awareness	3.34	VG	2.65	G
Relationship Skills	3.34	VG	3.28	VG
Overall Mean and Verbal Description	3.05	G	2.91	G

Legend:
 3.25 - 4.00 Very Good (VG)
 1.75 - 2.49 Fair (F)
 2.50 - 3.24 Good (G)
 1.00 - 1.74 Poor (P)

The summary table presented in Table 3.6 provides an overview of students' social and emotional skills as evaluated by both parents and teachers across five key sub-variables: self-awareness, self-management, responsible decision-making, social awareness, and relationship skills. The overall mean score from the parents' evaluation is 3.05, while teachers rated it slightly lower at 2.91. Both fall within the "Good" range (2.50–3.24), suggesting that students frequently demonstrate competencies in social-emotional learning (SEL), though there remains room for further growth.

Among the sub-variables, parents gave the highest ratings to both Social Awareness and Relationship Skills with a mean of 3.34, which falls under the "Very Good" category. This indicates that, from the parents' perspective, students are particularly adept at understanding others' feelings, empathizing, maintaining positive relationships, and engaging in cooperative social behaviors. On the other hand, Self-awareness received the lowest mean score of 2.60, implying that students sometimes struggle with recognizing and understanding their own emotions, values, and thoughts. From the teachers' perspective, Relationship Skills also ranked the highest with a mean of 3.28 ("Very Good"), followed by Self-awareness at 2.83 ("Good"). The lowest-rated domain according to teachers was Responsible Decision-Making, with a mean of 2.61, indicating that students are somewhat less consistent in applying ethical reasoning and evaluating consequences in their daily choices.

The composite mean serves as an aggregated indicator of students' general social and emotional competence. The parents' composite mean of 3.05 reflects that they perceive their children as consistently displaying SEL competencies in various contexts. In contrast, the teachers' composite mean of 2.91 while still within the "Good" range, suggests a slightly more cautious assessment, likely based on observed behavior in academic and peer-interaction settings, which can differ from home environments.

These findings are supported by the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020), which posits that SEL is foundational to students' ability to succeed in school and life. CASEL defines social and emotional learning as the process through which young people acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve goals, show empathy, establish relationships, and make responsible decisions. Notably, the higher ratings in relationship and social awareness skills suggest that students are well-equipped in interpersonal domains, consistent with Wentzel's (2020) findings that these skills enhance school engagement and reduce behavioral issues. Conversely, the relatively lower scores in self-awareness and responsible decision-making echo Zimmerman's (2020) and Zins and Elias' (2021) observations that more reflective skills often require explicit instruction, modeling, and practice within both school and family systems.

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4. Is there a significant difference between the students' social and emotional skills when they are grouped according to the level of their learning difficulties?

Table 4.1 Significant difference between the students' social and emotional skills when grouped according to the level of their perceptual processing learning difficulty.

Level of Learning Difficulties	Level of Students' Social and Emotional Skills	F-test	df	P-value	Remarks	Decision
Perceptual and Information Processing	Self-awareness	0.270	2	0.769	Not Significant	Accept Ho
	Self-management	22.55	2	0.012	Significant	Reject the Ho
	Responsible Decision-making	17.62	2	0.007	Significant	Reject the Ho
	Social Awareness	1.70	2	0.330	Not Significant	Accept Ho
	Relationship Skills	0.68	2	0.574	Not Significant	Accept Ho

Table 4.1 presents a comparative analysis examining whether there are statistically significant differences in students' social and emotional skills (SEL) when grouped according to the level of their perceptual and information processing (PIP) learning difficulties. The results reveal significant differences in two SEL domains: self-management ($F = 22.55$, $p = 0.012$) and responsible decision-making ($F = 17.62$, $p = 0.007$). These p-values fall below the 0.05 significance threshold, leading to the rejection of the null hypothesis for these two domains. This indicates that students with varying levels of perceptual and information processing difficulties demonstrate significantly different capabilities in managing themselves and making responsible decisions. In contrast, self-awareness ($p = 0.769$), social awareness ($p = 0.330$), and relationship skills ($p = 0.574$) showed no statistically significant differences, suggesting that PIP difficulties may not be the primary influencing factor in these areas.

The significance in self-management and responsible decision-making implies that cognitive challenges in perceiving, processing, and organizing information may directly hinder a student's ability to regulate behavior and make thoughtful choices. According to Uljarević et al. (2023), learners with perceptual and executive functioning issues common in conditions like ADHD and learning disorders often struggle with emotional regulation and social judgment. These deficits disrupt self-monitoring, impulse control, and goal-directed behavior, all of which are key components of self-management and decision-making. Lau-Zhu et al. (2024) further emphasized that these impairments can compromise a child's capacity to prioritize, assess consequences, and adapt strategies, leading to inconsistent and reactive behaviors.

On the other hand, the lack of significant differences in self-awareness, social awareness, and relationship skills suggests that these domains may be shaped more by environmental, relational, or emotional factors rather than by cognitive-perceptual processing alone. This aligns with findings by Molina et al. (2022), who noted that while cognitive difficulties do affect some aspects of emotional development, competencies like empathy and relationship-building are also significantly shaped by modeling, social interactions, and emotional climate at home and school.

These findings highlight the critical importance of tailored SEL interventions. As supported by Jones et al. (2023) and Taylor et al. (2023), programs that strengthen executive functioning particularly in emotional regulation, planning, and impulse control are essential for learners facing perceptual and cognitive challenges. By focusing on these executive components, educators can better support students in managing their behavior and making sound decisions, thereby reducing the functional impact of their learning difficulties on daily life and academic outcomes.

Table 4.2 Significant difference between the students' social and emotional skills when grouped according to the level of their language and auditory processing learning difficulty

Level of Learning Difficulties	Level of Students' Social and Emotional Skills	F-test	df	p-value	Remarks	Decision
Language and Auditory Processing	Self-awareness	4.30	2	0.043	Significant	Reject the Ho
	Self-management	0.07	2	0.794	Not Significant	Accept Ho
	Responsible Decision-making	3.53	2	0.067	Not Significant	Accept Ho
	Social Awareness	0.09	2	0.768	Not Significant	Accept Ho
	Relationship Skills	4.15	2	0.047	Significant	Reject the Ho

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The results presented in Table 4.2 indicate a statistically significant difference in students' self-awareness and relationship skills when grouped according to their level of language and auditory processing difficulties. Specifically, the F-test values of 4.30 ($p = 0.043$) for self-awareness and 4.15 ($p = 0.047$) for relationship skills suggest that the severity of language and auditory processing impairments plays a critical role in shaping students' abilities in these two social-emotional learning (SEL) domains. These p-values are below the 0.05 threshold, leading to the rejection of the null hypothesis, which implies that there is a significant variation in these SEL skills based on the students' level of difficulty in processing language and auditory stimuli.

Conversely, no significant differences were observed in self-management, responsible decision-making, and social awareness, as indicated by their respective p-values (0.794, 0.067, and 0.768), which exceed the 0.05 significance level. Thus, the null hypothesis is accepted for these domains, suggesting that language and auditory processing difficulties may not directly impact students' behavioral regulation, social perspective-taking, or moral reasoning to the same degree as they do self-awareness and relationship management.

This comparative analysis of significant results emphasizes how specific cognitive-linguistic deficits can disproportionately affect students' understanding of themselves and their ability to connect with others. As highlighted in research by the Journal of Speech, Language, and Hearing Research (2022), children with Auditory Processing Disorder (APD) often struggle with interpreting tone of voice, sarcasm, and emotional inflection, skills that are foundational for building and sustaining positive peer relationships. These impairments may also lead to difficulties in identifying one's own emotional states and how they influence behavior, aligning with the observed deficits in self-awareness.

Furthermore, Frontiers in Psychology (2023) explains that children with Developmental Language Disorder (DLD) tend to exhibit limited emotional vocabulary, poor understanding of emotional nuance, and reduced ability to express empathy, all of which are critical components of both self-awareness and relationship skills. These impairments often become more apparent in dynamic social contexts, where interpreting verbal and non-verbal cues is essential for adaptive interaction.

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020), self-awareness involves recognizing one's emotions, thoughts, and values, while relationship skills pertain to communicating clearly, listening actively, cooperating, and negotiating conflict constructively. Given that both of these competencies rely heavily on effective language processing and emotional comprehension, it is not surprising that language and auditory processing difficulties significantly undermine students' performance in these areas.

Table 4.3 Significant difference between the students' social and emotional skills when grouped according to the level of their motor abilities learning difficulty

Level of Learning Difficulties	Level of Students' Social and Emotional Skills	F-test	df	p-value	Remarks	Decision
Motor Abilities	Self-awareness	3.740	2	0.058	Not Significant	Accept Ho
	Self-management	0.366	2	0.547	Not Significant	Accept Ho
	Responsible Decision-making	0.101	2	0.752	Not Significant	Accept Ho
	Social Awareness	0.008	2	0.930	Not Significant	Accept Ho
	Relationship Skills	0.004	2	0.946	Not Significant	Accept Ho

The results presented in Table 4.3 show that there is no statistically significant difference between students' levels of social and emotional skills when grouped according to their motor abilities learning difficulties. The p-values across all five domains, self-awareness ($p = 0.058$), self-management ($p = 0.547$), responsible decision-making ($p = 0.752$), social awareness ($p = 0.930$), and relationship skills ($p = 0.946$) are all above the 0.05 significance threshold. Consequently, the null hypothesis is accepted in each case, suggesting that motor difficulties do not significantly affect students' social and emotional competencies as measured in this study.

The comparative analysis of these non-significant results indicates that students with motor ability challenges, such as poor coordination or limited physical control, do not necessarily exhibit lower levels of emotional regulation, decision-making, or interpersonal relationships. While previous literature has associated motor delays with social withdrawal or anxiety (Fomby & Cusick, 2023), the current data suggest that motor skill impairments may not directly influence core SEL competencies in all educational settings. It is possible that students develop compensatory skills such as heightened verbal communication, emotional insight, or peer empathy that help mitigate the social consequences of physical challenges.

This finding aligns with insights from van den Bedem et al. (2021), who found that children with developmental coordination disorder often compensate for their motor limitations by using strong social strategies or verbal communication to

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connect with peers. This might explain why no significant deficits in SEL domains were observed. Furthermore, environmental supports such as inclusive classrooms, adaptive physical education, and peer buddy systems may play a protective role in preventing social exclusion and fostering emotional resilience in students with motor issues.

While motor difficulties may pose physical and academic challenges, they do not appear to significantly hinder the development of self-awareness, emotional regulation, or social functioning in this context. This underscores the importance of individualized and inclusive approaches in education that recognize and support varied learner strengths without presuming deficits in unrelated areas. As CASEL (2020) emphasizes, social-emotional learning is not solely dependent on physical abilities but is shaped by inclusive experiences, supportive relationships, and explicit SEL instruction.

Table 4.4 Significant difference between the students' social and emotional skills when grouped according to the level of their social and organizational learning difficulty

Level of Learning Difficulties	Level of Students' Social and Emotional Skills	F-test	df	p-value	Remarks	Decision
Social and Organizational Skills	Self-awareness	1.835	2	0.217	Not Significant	Accept Ho
	Self-management	0.047	2	0.955	Not Significant	Accept Ho
	Responsible Decision-making	0.631	2	0.567	Not Significant	Accept Ho
	Social Awareness	0.073	2	0.930	Not Significant	Accept Ho
	Relationship Skills	0.281	2	0.765	Not Significant	Accept Ho

Based on the results presented in Table 4.4, there is no statistically significant difference in students' social and emotional learning (SEL) skills when grouped according to their level of social and organizational learning difficulties. The F-test values range from 0.047 to 1.835, and all corresponding p-values ranging from 0.217 to 0.955, are well above the 0.05 threshold of statistical significance. As such, the null hypothesis is accepted across all five SEL domains: self-awareness, self-management, responsible decision-making, social awareness, and relationship skills. These findings suggest that students who experience difficulties in social and organizational skills do not show significant disparities in their social and emotional competencies compared to those who do not have such difficulties.

The lack of significant findings in this table is noteworthy, especially when compared to other types of learning difficulties such as perceptual processing, language and auditory processing, or motor skills where strong and consistent impacts on SEL were observed. This contrast suggests that while difficulties in organizing tasks or navigating group work may pose academic challenges, they do not appear to significantly disrupt students' emotional regulation, interpersonal understanding, or ability to make socially responsible decisions to a statistically significant degree.

One possible explanation is that social and organizational difficulties may be more externally mediated and supported through scaffolding by teachers or peers, reducing their impact on internal emotional processes. In contrast, difficulties rooted in perception, language, or motor skills may directly impair neurological pathways related to emotional regulation and social cognition (Lau-Zhu et al., 2024; Molina et al., 2022). Moreover, organizational skill deficits may be more procedural in nature, affecting time management or task planning rather than interfering directly with the emotional awareness or interpersonal sensitivity required for strong SEL performance.

The findings are aligned with prior literature emphasizing the varying degrees to which different learning difficulties impact SEL. For instance, Jones et al. (2023) and Taylor et al. (2023) found that SEL interventions focusing on executive functioning had greater effects on students with attention or perceptual deficits than those with purely behavioral or organizational issues. Similarly, Uljarević et al. (2023) highlight that neurological factors affecting perception and sensory integration more profoundly disrupt SEL development than environmental or learned behaviors such as disorganization.

While organizational and social difficulties may impair academic performance or classroom behavior, they do not exert a statistically significant influence on students' core social-emotional skills. This distinction is important for educators and program developers, suggesting that while all students benefit from SEL support, interventions may need to be more targeted for students with perceptual, auditory, or motor-based learning challenges.

Table 4.5 Significant difference between the students' social and emotional skills when grouped according to the level of their attention learning difficulty

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Level of Learning Difficulties	Level of Students' Social and Emotional Skills	F-test	df	P-value	Remarks	Decision
Attention	Self-awareness	0.375	2	0.714	Not Significant	Accept Ho
	Self-management	2.119	2	0.282	Not Significant	Accept Ho
	Responsible Decision-making	0.761	2	0.546	Not Significant	Accept Ho
	Social Awareness	2.088	2	0.281	Not Significant	Accept Ho
	Relationship Skills	1.440	2	0.376	Not Significant	Accept Ho

The results presented in Table 4.5 indicate that there is no statistically significant difference between students' attention-related learning difficulties and their levels of social and emotional skills across all five core domains: self-awareness, self-management, responsible decision-making, social awareness, and relationship skills. The F-test values ranged from 0.375 to 2.119, with corresponding p-values well above the 0.05 significance threshold specifically, 0.714 for self-awareness, 0.282 for self-management, 0.546 for responsible decision-making, 0.281 for social awareness, and 0.376 for relationship skills. Given these results, the null hypothesis is accepted across all domains, suggesting that attention difficulties do not significantly influence students' social and emotional functioning in this sample.

These findings stand in contrast to those observed in previous tables, where other types of learning difficulties such as language and auditory processing, motor abilities, and social or organizational challenges showed significant associations with deficits in social and emotional competencies. The absence of significant effects in this context suggests that attention difficulties, when not compounded by other challenges, may not directly impair a student's ability to understand their own emotions, manage behaviors, make decisions, or interact socially.

This pattern may be explained by the nuanced role attention plays in the broader cognitive and emotional landscape. While attention deficits are often discussed in the context of disorders like ADHD, their impact on social-emotional learning (SEL) may depend heavily on comorbid conditions or environmental factors. For example, as noted by Uljarević et al. (2023) in *Frontiers in Psychology*, attentional difficulties often affect emotion regulation when combined with impairments in language or executive functioning. In other words, attention problems alone may not account for substantial differences in SEL if other regulatory systems remain functional.

Similarly, Lau-Zhu et al. (2024) argue that attention plays a contributory but not deterministic role in social processing. While it supports the recognition and interpretation of social cues, deficiencies in attention must co-occur with other processing deficits to result in significant social-emotional difficulties. This helps explain the non-significant findings in the current data, suggesting that students with isolated attention issues may still perform competently in SEL domains, especially if supported by interventions or a stable school environment.

Furthermore, Jones et al. (2023) and Taylor et al. (2023) emphasize that while executive function and self-regulation are critical components of SEL, targeted interventions focusing on these areas—rather than attention per se—are more predictive of improvements in social and emotional skills. This implies that the development of social and emotional competence may rely more heavily on regulatory strategies than on attentional capacity alone.

The analysis suggests that attention difficulties in isolation may not significantly hinder social and emotional development among students. This highlights the importance of evaluating learning challenges in context, recognizing that not all difficulties exert the same influence on SEL. It also supports the need for comprehensive, differentiated intervention strategies that address the specific constellation of difficulties each learner faces, rather than assuming a uniform impact across all cognitive and emotional domains.

Based on the data in Table 4.6, the results indicate that written language learning difficulties have a partially significant effect on students' social and emotional skills. Specifically, the results show a significant difference in the domains of responsible decision-making ($F = 6.083$, $p = 0.010$) and social awareness ($F = 18.08$, $p < 0.001$), both of which have p-values less than the 0.05 threshold, leading to the rejection of the null hypothesis for these domains.

Table 4.6 Significant difference between the students' social and emotional skills when grouped according to the level of their written language learning difficulty

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Level of Learning Difficulties	Level of Students' Social and Emotional Skills	F-test	df	p-value	Remarks	Decision
Written Language	Self-awareness	0.704	2	0.578	Not Significant	Accept Ho
	Self-management	1.487	2	0.293	Not Significant	Accept Ho
	Responsible Decision-making	6.083	2	0.010	Significant	Reject the Ho
	Social Awareness	18.08	2	<0.001	Significant	Reject the Ho
	Relationship Skills	0.907	2	0.481	Not Significant	Accept Ho

This suggests that students with difficulties in written language are more likely to experience challenges in making responsible decisions and understanding social cues or group dynamics. On the other hand, no significant differences were found in the domains of self-awareness ($F = 0.704$, $p = 0.578$), self-management ($F = 1.487$, $p = 0.293$), and relationship skills ($F = 0.907$, $p = 0.481$), where the p-values were well above 0.05. Thus, the null hypothesis is accepted for these three areas, indicating that written language difficulties do not have a statistically significant impact on these aspects of social and emotional learning (SEL).

The comparative analysis of these findings reveals that written language difficulties primarily influence more externally directed social-emotional skills, such as decision-making and social awareness, rather than more internally regulated skills like self-awareness and self-management. This distinction may be attributed to the role written communication plays in social judgment and navigating social contexts, where students with written language impairments may misinterpret instructions or group expectations, leading to poorer decision-making and reduced social sensitivity. However, because self-awareness and self-regulation rely more heavily on internal reflection rather than written expression, the impact of written language difficulties on these domains appears to be less pronounced.

From an insights perspective, these findings highlight the need for educators and practitioners to target interventions toward enhancing social awareness and decision-making skills among students with written language difficulties. According to the meta-analysis published in *Frontiers in Psychology* (2023), children with developmental language disorders often struggle with recognizing emotional expressions and managing socially appropriate responses, particularly in contexts that require understanding complex verbal or written input. This aligns with the observed deficits in decision-making and social awareness in students with writing-related challenges. Furthermore, the study from the *Journal of Speech, Language, and Hearing Research* (2022) supports the idea that students with language-related learning difficulties including written language frequently miss out on subtle verbal or written cues that are essential for navigating social situations, which can hinder both their ability to make sound decisions and to engage in socially appropriate behaviors.

While written language difficulties may not universally disrupt all facets of social-emotional functioning, they do present significant barriers in socially embedded and cognitively demanding domains such as decision-making and social awareness. Educators should consider these specific vulnerabilities when designing learning supports and social-emotional interventions for students facing written language challenges.

5. Is there a significant relationship between the extent of teachers' and parents' use of instructional strategies addressing students' learning difficulties and the students' level of social and emotional skills?

Table 5.1 Significant relationship between the extent of teachers' and parents' use of instructional strategies addressing students' perceptual and information processing difficulties and the students' level of social and emotional skills

Teachers' Use of Instructional Strategies	Level of Students' Social and Emotional Skills	R-value	p-value	Remarks	Decision
Perceptual and Information Processing	Self-awareness	-0.085	0.443	Not Significant	Accept Ho
	Self-management	0.186	0.089	Not Significant	Accept Ho
	Responsible Decision-making	0.238	0.029	Significant	Reject the Ho
	Social Awareness	0.564	<0.001	Significant	Reject the Ho
	Relationship Skills	0.118	0.284	Not Significant	Accept Ho

Based on the results presented in Table 5.1, the analysis indicates a partially significant relationship between the extent of teachers' use of instructional strategies that address perceptual and information processing difficulties and students' levels of social and emotional skills. Specifically, two domains: responsible decision-making and social awareness show statistically

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significant correlations. The relationship with responsible decision-making yielded an R-value of 0.238 and a p-value of 0.029, while social awareness exhibited a stronger correlation, with an R-value of 0.564 and a p-value less than 0.001. Since both p-values fall below the 0.05 threshold, the null hypothesis is rejected for these two domains, indicating a meaningful and positive relationship. These findings suggest that when teachers utilize strategies designed to support perceptual and cognitive processing, students are more likely to develop skills related to ethical reasoning, evaluating consequences, and demonstrating empathy toward others.

Conversely, the analysis reveals no statistically significant relationships between the instructional strategies and students' levels of self-awareness ($r = -0.085$, $p = 0.443$), self-management ($r = 0.186$, $p = 0.089$), and relationship skills ($r = 0.118$, $p = 0.284$). Since these p-values are above 0.05, the null hypothesis is accepted for these domains. This implies that the instructional strategies targeting perceptual and information processing alone may not be sufficient to influence students' abilities to recognize their own emotions, regulate their behavior, or sustain interpersonal relationships.

The findings suggest that instructional interventions focused on cognitive-perceptual development are more likely to enhance students' interpersonal and evaluative skills than intrapersonal ones. This reinforces the importance of strategically aligning instructional approaches to specific domains of social and emotional learning (SEL). As emphasized by Fomby and Cusick (2023), effective instruction in perceptual and processing domains can positively shape adaptive behaviors and problem-solving skills in students. Furthermore, these results support the findings of van den Bedem et al. (2021), who observed that social-emotional capacities such as empathy and ethical reasoning tend to be more responsive to external scaffolding and structured interventions, particularly when those interventions are attuned to learners' cognitive and perceptual needs.

The results presented in Table 5.1 indicate a partially significant relationship between the extent of teachers' and parents' use of instructional strategies targeting language and auditory processing difficulties and the students' social and emotional learning (SEL) skills. Notably, a significant positive correlation was found between these instructional strategies and self-awareness ($r = 0.226$, $p = 0.039$) and social awareness ($r = 0.241$, $p = 0.027$). Since both p-values are below the 0.05 significance threshold, the null hypothesis is rejected in these two domains, suggesting that as the use of language and auditory processing strategies increases, so does students' ability to understand themselves and others.

Table 5.2 Significant relationship between the extent of teachers' and parents' use of instructional strategies addressing students' language and auditory processing difficulties and the students' level of social and emotional skills

Instructional Strategies	Emotional Skills	r	p-value	Significance	Decision
Language and Auditory Processing	Self-awareness	0.226	0.039	Significant	Reject the Ho
	Self-management	0.202	0.066	Not Significant	Accept the Ho
	Responsible Decision-making	0.144	0.192	Not Significant	Accept the Ho
	Social Awareness	0.241	0.027	Significant	Reject the Ho
	Relationship Skills	-0.042	0.706	Not Significant	Accept the Ho

In contrast, no significant relationships were found in the domains of self-management ($p = 0.066$), responsible decision-making ($p = 0.192$), and relationship skills ($p = 0.706$). For these variables, the null hypothesis is accepted, indicating that instructional strategies addressing language and auditory challenges may not have a strong direct influence on these specific SEL areas. While the R-values for self-management and responsible decision-making were mildly positive, they did not reach statistical significance, and the relationship skills domain even showed a slightly negative R-value, though this was also not significant.

These findings suggest that while strategies targeting language and auditory processing do support development in certain aspects of social and emotional functioning particularly self-awareness and social awareness they are not universally effective across all SEL dimensions. This insight is critical for educators and intervention planners. It reflects the notion highlighted by Jones, Bouffard, and Weissbourd (2020) that effective SEL development requires comprehensive and multifaceted instructional approaches that go beyond isolated academic or cognitive interventions.

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Table 5.3 Significant relationship between the extent of teachers' and parents' use of instructional strategies addressing students' motor abilities difficulties and the students' level of social and emotional skills

Teachers' Use of Instructional Strategies	Level of Students' Social and Emotional Skills	R-value	p-value	Remarks	Decision
Motor Abilities	Self-awareness	0.343	0.001	Significant	Reject the Ho
	Self-management	-0.082	0.458	Not Significant	Accept the Ho
	Responsible Decision-making	-0.204	0.063	Not Significant	Accept the Ho
	Social Awareness	-0.196	0.073	Not Significant	Accept the Ho
	Relationship Skills	-0.004	0.716	Not Significant	Accept the Ho

The findings from Table 5.3 show a limited yet meaningful relationship between teachers' use of instructional strategies targeting students' motor abilities and their level of social and emotional skills. Among the five core domains of social and emotional learning (SEL), only self-awareness yielded a statistically significant result, with an R-value of 0.343 and a p-value of 0.001. This result indicates a moderate and positive correlation, leading to the rejection of the null hypothesis for this domain. Conversely, no significant relationships were found in the domains of self-management, responsible decision-making, social awareness, and relationship skills, as all associated p-values exceed the 0.05 threshold. Thus, the null hypothesis is accepted for these four areas, suggesting that while motor abilities-based instructional strategies can influence how students perceive and understand themselves, they are less effective in shaping other dimensions of SEL.

The significant relationship between motor-related strategies and self-awareness can be interpreted through the lens of how bodily movements and motor tasks contribute to self-perception. Tal-Saban and Zaguri-Vittenberg (2023) highlight that students with stronger motor skills often exhibit enhanced self-concept and confidence, which are key elements of self-awareness. Participating in physically engaging activities provides students with a concrete sense of achievement and bodily control, contributing to a more stable and positive sense of identity. This finding also aligns with research by Wilson et al. (2025), which underscores the positive effect of motor interventions on self-perception, though broader social-emotional gains remain inconsistent.

The lack of statistically significant relationships in the other four domains particularly social awareness and relationship skills, suggests that physical instruction alone may not be enough to influence interpersonal or regulatory competencies. According to Tomporowski et al. (2024), motor-based programs often require additional social-emotional components to generate meaningful improvements in areas such as empathy, cooperation, and emotional regulation. Programs that embed reflective dialogue, collaborative games, or social problem-solving within physical activities tend to show greater efficacy across SEL domains.

Table 5.4 Significant relationship between the extent of teachers' and parents' use of instructional strategies addressing students' social and organizational skills difficulties and the students' level of social and emotional skills

Teachers' Use of Instructional Strategies	Level of Students' Social and Emotional Skills	R-value	p-value	Remarks	Decision
Social and Organizational Skills	Self-awareness	0.202	0.065	Not Significant	Accept Ho
	Self-management	0.136	0.219	Not Significant	Accept Ho
	Responsible Decision-making	0.227	0.038	Significant	Reject the Ho
	Social Awareness	0.256	0.019	Significant	Reject the Ho
	Relationship Skills	-0.007	0.952	Not Significant	Accept Ho

The findings presented in Table 5.4 highlight a partially significant relationship between teachers' use of instructional strategies targeting students' social and organizational skills and their corresponding development in social and emotional learning

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(SEL). Specifically, the results show significant positive correlations between these instructional strategies and two SEL domains: responsible decision-making ($r = 0.227$, $p = 0.038$) and social awareness ($r = 0.256$, $p = 0.019$). These findings led to the rejection of the null hypothesis for these domains, suggesting that when teachers implement social and organizational strategies, they can positively influence students' capacity to make ethical decisions and understand others' perspectives. In contrast, the relationships with self-awareness ($p = 0.065$), self-management ($p = 0.219$), and relationship skills ($p = 0.952$) were not statistically significant, indicating that these strategies may not sufficiently affect students' intrapersonal regulation or their ability to form and maintain healthy interpersonal relationships.

The significant correlation with responsible decision-making and social awareness can be attributed to the structured nature of social and organizational skills interventions. According to Caprara et al. (2023), activities such as peer collaboration, task delegation, and time management planning enhance students' capacity to evaluate options and consequences, as well as to empathize with others, which directly nurtures decision-making and social awareness. Similarly, Kim and Lim (2024) emphasize that students engaged in group-based organizational tasks gain exposure to diverse viewpoints and real-time feedback, helping them better interpret social cues and respond appropriately, supporting the observed positive association with social awareness.

However, the lack of significant influence on self-awareness, self-management, and relationship skills aligns with the assertion by Taylor et al. (2022) that externally oriented strategies like group task organization are often insufficient to promote deeper emotional introspection or independent behavioral control. These areas typically require more personalized, reflective, and emotionally focused strategies such as journaling, mindfulness training, or direct social-emotional instruction.

Table 5.5 Significant relationship between the extent of teachers' and parents' use of instructional strategies addressing students' attention difficulties and the students' level of social and emotional skills

Teachers' Use of Instructional Strategies	Level of Students' Social and Emotional Skills	R-value	p-value	Remarks	Decision
Attention	Self-awareness	0.342	0.001	Significant	Reject the H_0
	Self-management	0.100	0.367	Not Significant	Accept H_0
	Responsible Decision-making	-0.034	0.759	Not Significant	Accept H_0
	Social Awareness	-0.044	0.691	Not Significant	Accept H_0
	Relationship Skills	0.120	0.275	Not Significant	Accept H_0

Based on the results in Table 5.5, the findings suggest a limited but statistically significant relationship between teachers' use of instructional strategies addressing students' attention difficulties and the development of their social and emotional skills. Specifically, a significant positive correlation was found between attention-focused strategies and students' self-awareness ($r = 0.342$, $p = 0.001$), leading to the rejection of the null hypothesis for this domain. This implies that strategies aimed at improving students' attention directly support their ability to recognize and reflect on their emotions, thoughts, and behaviors.

However, no significant relationships were found between attention-related strategies and the other four social and emotional skill domains: self-management ($r = 0.100$, $p = 0.367$), responsible decision-making ($r = -0.034$, $p = 0.759$), social awareness ($r = -0.044$, $p = 0.691$), and relationship skills ($r = 0.120$, $p = 0.275$). These results indicate that while attention-focused instruction may help foster internal awareness, its impact on other interpersonal and regulatory competencies appears limited. The null hypothesis is accepted for these four domains.

The significant positive correlation between attention-related instructional strategies and self-awareness reflects the critical role of attentional control in fostering metacognitive processes. As Rueda and Posner (2022) explain, attentional training enhances students' ability to monitor their thoughts and emotions, thereby increasing their capacity for introspection and emotional insight. This connection is further supported by Sanger and Maag (2023), who argue that mindfulness-based practices and focus-enhancing strategies often lead to improved emotional recognition and awareness, enabling students to better identify internal states and behavioral triggers.

The lack of significant relationships with the other SEL domains may be explained by the specificity of attention-focused interventions, which typically enhance cognitive functions such as inhibition, sustained focus, and working memory but do not inherently cultivate interpersonal skills or emotional regulation (Zins et al., 2022). For example, while students may learn to pay attention and stay on task, they may not simultaneously develop the skills needed to manage stress, navigate peer conflict, or make ethical decisions, areas requiring explicit social-emotional instruction or reflective discussion.

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As such, these findings echo the recommendation by Zinsser et al. (2022) that attention-enhancing strategies should be integrated with multimodal SEL approaches to create more holistic developmental outcomes. Techniques like cooperative learning, peer interactions, and emotion coaching can complement attentional interventions to support broader SEL growth.

Table 5.6 indicates that instructional strategies addressing students' written language difficulties have a selective and domain-specific impact on their social and emotional learning (SEL). Among the five SEL domains, significant positive relationships were found with self-awareness ($r = 0.327$, $p = 0.002$) and social awareness ($r = 0.252$, $p = 0.021$), suggesting that written language-focused strategies are particularly effective in fostering students' understanding of themselves and others. However, no significant relationships were observed with self-management, responsible decision-making, or relationship skills ($p > 0.05$), which implies that the influence of these strategies may be limited when it comes to behavioral regulation, ethical judgment, or interpersonal functioning.

Table 5.6 Significant relationship between the extent of teachers' and parents' use of instructional strategies addressing students' written language difficulties and the students' level of social and emotional skills

Teachers' Use of Instructional Strategies	Level of Students' Social and Emotional Skills	R-value	p-value	Remarks	Decision
Written Language	Self-awareness	0.327	0.002	Significant	Reject the Ho
	Self-management	0.097	0.378	Not Significant	Accept the Ho
	Responsible Decision-making	0.142	0.198	Not Significant	Accept the Ho
	Social Awareness	0.252	0.021	Significant	Reject the Ho
	Relationship Skills	-0.148	0.178	Not Significant	Accept the Ho

The significant correlation between written language instruction and self-awareness supports the notion that writing activities encourage introspection and emotional expression. Writing especially through reflective journals, personal narratives, and expressive essays offers students an avenue to explore their internal states, gain insight into their emotional experiences, and articulate personal goals. According to Troia and Olinghouse (2023), such practices enhance metacognitive skills and emotional clarity, which are foundational to self-awareness. Similarly, Graham et al. (2022) argue that structured writing instruction enables students to organize their thoughts and feelings, promoting cognitive-affective integration.

The positive relationship with social awareness suggests that written language strategies also support students in developing empathy and understanding others' perspectives. Activities like collaborative storytelling, peer review, and character analysis in literature classes require students to infer emotions, motives, and viewpoints different from their own. This finding echoes the research of Bruning and Kauffman (2022), who found that writing exercises that involve social scenarios or moral dilemmas can nurture students' capacity for empathy and perspective-taking, key components of social awareness.

On the other hand, the lack of significant associations with the remaining SEL domains highlights a limitation in the reach of written language strategies. While writing can support reflective and cognitive engagement, it may not inherently provide the behavioral practice or social interaction needed to cultivate self-management, decision-making, or relationship skills. As Graham et al. (2022) emphasize, SEL growth in these areas often requires real-time feedback, social modeling, and active practice, elements that may not be as prominent in solitary or academic-focused writing tasks.

6. Proposed Intervention Program

The proposed intervention program is designed to enhance the social and emotional skills of students with diverse learning difficulties by tailoring strategies to their specific needs. It integrates structured activities within the classroom and at home, focusing on the development of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Each focus area such as perceptual and information processing, language and auditory processing, motor abilities, attention, and written language has targeted interventions that align with the challenges identified in the study results.

For students with perceptual and information processing difficulties, the program emphasizes the use of visual aids such as charts and diagrams, guided reflection activities like journals, and peer collaboration tasks to strengthen self- and social awareness. Language and auditory processing difficulties are addressed through slowed and repeated instructions with visual supports, role-play for practicing communication cues, and paired discussions that foster empathy and turn-taking, targeting

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relationship skills and decision-making. Students with motor ability challenges benefit from task segmentation, cooperative games that build planning and teamwork, and guided physical activities linked to reflection, which support self-management and responsible choices.

Attention-related difficulties are addressed with strategies such as timers, structured routines, mindfulness practices, and goal-setting workshops. These approaches cultivate focus, persistence, and greater self-awareness. Meanwhile, written language difficulties are supported through structured writing activities, peer-editing groups, and multisensory writing strategies. These not only improve mechanics but also help learners connect emotions to expression and build relationship skills through collaboration.

The intervention is designed for implementation over one academic year, integrated into weekly classroom activities and supported by parents at home. Teachers, parents, guidance counselors, and administrators act as key stakeholders, ensuring consistency and reinforcement across settings. Program monitoring is achieved through pre- and post-assessments using adapted social-emotional rating scales. Ultimately, the intervention aims to improve emotional regulation, self-reflection, empathy, communication, persistence, and confidence among students, thereby fostering both academic progress and socio-emotional growth within an inclusive classroom climate.

Title: Enhancing Social and Emotional Skills of Students with Learning Difficulties through Targeted Instructional Strategies

Focus Area	Objectives	KPIs	Sample Activities	Target SEL Skills	Target Person(s)	Resources Needed	Timeline
Perceptual & Information Processing	Strengthen self- and social awareness by reducing confusion and fostering perspective-taking	- Learner self-reflection logs - Teacher ratings of cooperative group work	Visual organizers, guided reflection (journals, "feelings check-ins"), peer collaboration tasks	Self-awareness, social awareness	Students with perceptual and information processing difficulties	Visual charts, diagrams, journals	Weekly, 30–40 mins
Language & Auditory Processing	Enhance communication and decision-making through clearer instructions and practices in social cues	- Frequency of positive peer responses - Teacher observation of decision-making	Slowed instructions with visual cues, role-play of verbal/non-verbal cues, paired discussions	Relationship skills, responsible decision-making	Students with language and auditory processing difficulties	Scripts, color-coded materials, discussion prompts	2x/week, 30 mins
Motor Abilities	Develop self-management and decision-making through structured physical and cooperative tasks	- Student participation in segmented tasks - Teacher notes on persistence and decision-making	Task segmentation, cooperative games, fine-motor/physical activities with reflection	Self-management, responsible decision-making	Students with motor ability difficulties	Movement aids, cooperative games, reflection sheets	Weekly, 30–40 mins
Attention	Build focus and self-regulation through structured routines and mindfulness practices	- Completion of tasks on schedule - Learner self-reports on focus	Timers and schedules, mindfulness/brainwashing exercises, goal-setting workshops	Self-awareness, self-management	Students with attention difficulties	Timers, visual routines, mindfulness guides	2x/week, 15–20 mins
Written Language	Strengthen emotional expression and collaboration through writing activities	- Quality of journals and peer edits - Teacher ratings of collaboration	Structured writing (journals, letters, stories), peer-editing groups, multisensory writing	Self-awareness, relationship skills	Students with written language difficulties	Writing journals, graphic organizers, peer feedback sheets	Weekly, 40 mins

This chapter includes the summary of findings, conclusion, and recommendations on the study of development of social and emotional skills among students with learning difficulties: basis for a proposed intervention program.

The study explored students' learning difficulties, the strategies employed by teachers and parents, and their socio-emotional skills, including the differences and correlations among these variables. Findings showed that students consistently experienced difficulties across domains, with both parents and teachers rating them "Always," except for written language, which teachers rated only as "Often." Parents and teachers reported using strategies "Often," though not consistently across all areas, with perceptual and information processing receiving the highest attention and attention-related strategies the lowest. In terms of socio-emotional skills, students demonstrated competencies "Often," with parents rating higher in social awareness and relationship skills, while teachers gave higher ratings in relationship skills but lower in responsible decision-making. Comparative analysis revealed domain-specific links: perceptual and information processing affected self-management and decision-making, language and auditory processing influenced self-awareness and relationships, and written language impacted decision-making and social awareness, while motor abilities, social and organizational skills, and attention showed no significant effects. Correlation results further showed selective associations, with strategies for perceptual and information processing, language and auditory

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processing, social and organizational skills, and written language linked to improvements in specific socio-emotional domains, while attention and motor abilities strategies had more limited effects. Overall, the results highlight that learning difficulties and strategies are domain-specific, influencing particular aspects of socio-emotional development.

The study concluded that students consistently face challenges in perceptual and information processing, language and auditory processing, motor abilities, written language, and attention, showing that learning difficulties are interconnected and affect multiple areas of school performance. Both parents and teachers recognize these challenges and employ strategies, but their application is uneven, leading to gaps in support. Students demonstrate competencies in self-awareness, self-management, decision-making, social awareness, and relationships, though at varying levels, reflecting uneven socio-emotional growth. The findings further revealed that the impact of learning difficulties on socio-emotional skills is domain-specific: perceptual and information processing relate to self-management and decision-making, language and auditory processing to self-awareness and relationships, and written language to decision-making and social awareness, while other areas showed no significant effects. Correlation analysis also showed that strategies produce targeted benefits, with some, like written language strategies, influencing multiple socio-emotional skills, while others have more limited effects. Overall, the study emphasizes the need for differentiated, domain-specific interventions, where parents and teachers align strategies with the specific learning difficulties and socio-emotional outcomes they most affect.

Based on the conclusions, this study recommends that teachers consistently apply strategies aligned with the specific domains most affected by students' learning difficulties, such as using structured routines and visual organizers for perceptual and information processing, and integrating reflective writing and collaborative activities to address written language challenges. Parents are encouraged to reinforce these strategies at home through activities like journaling, letter-writing, and the use of visual schedules to strengthen both academic and socio-emotional skills. Administrators should provide professional development and resources that support domain-specific interventions, including access to specialized services, and ensure the systematic integration of these practices in inclusive classrooms. Finally, further research is advised to explore why written language difficulties strongly influence multiple socio-emotional domains compared to other areas and to examine how demographic factors may shape the relationship between learning difficulties, strategies, and socio-emotional development.

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