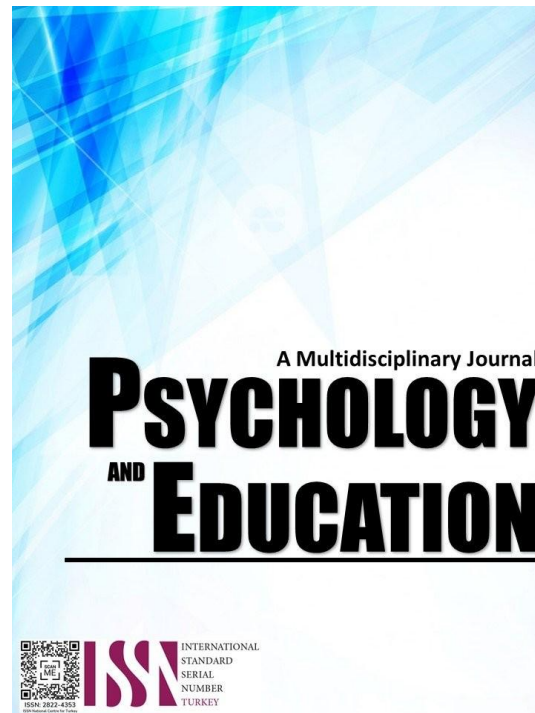


THE IMPACT OF INNOVATIVE CURRICULAR MODELS FOR PROMOTING SOCIAL AND EMOTIONAL DEVELOPMENT OF STUDENTS WITH DISABILITIES AT SELECT SCHOOLS IN DUBAI, UAE



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The Impact of Innovative Curricular Models for Promoting Social and Emotional Development of Students with Disabilities at Select Schools in Dubai, UAE

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Abstract

The study aimed to assess the impact of innovative curricular models for promoting social and emotional development of students with disabilities at select schools in Dubai, UAE, as the basis for a strategic development framework. The study employed a descriptive correlational research design to investigate the relationship between the extent of innovative curricular models and the social and emotional development of students with disabilities. Moreover, the researcher utilized the teachers' handling of students with disabilities to assess the extent of the innovative curricular models for promoting the social and emotional development of students with disabilities. The study used one hundred twenty (120) teacher respondents. The findings revealed that the incorporation of diverse curricular content and activities, the facilitation of peer interaction and collaborative learning, the emphasis on cultural relevance and sensitivity, along with the application of universal design for learning principles, are all instrumental in fostering the social development of students with disabilities. Also, the incorporation of social-emotional learning elements, the application of adaptable and flexible teaching methods, the encouragement of self-expression and emotional awareness, and the establishment of supportive and secure learning environments are all significant in fostering the emotional development of students with disabilities. Moreover, a notable correlation exists between the degree of innovative curricular models and the enhancement of social and emotional development in students with disabilities. Further, the innovative curricular models have a substantial effect on the social and emotional development of students with disabilities. As an outcome of the findings and the conclusions, the following recommendations were enumerated: Teachers may incorporate social-emotional learning activities into daily lessons to foster emotional awareness, self-regulation, and interpersonal skills among students with disabilities; Teachers may use flexible and adaptive teaching strategies that cater to the diverse needs of students, ensuring that curricular materials are inclusive and accessible; Students with disabilities may engage actively in social-emotional activities and reflection exercises to develop self-awareness, resilience, and positive social interactions; and School administrators may provide ongoing professional development for teachers focused on implementing innovative curricular models that promote social and emotional development.

Keywords: *innovative curricular models, social and emotional development, students with disabilities, curricular content and activities, cultural relevance and sensitivity*

Introduction

The landscape of inclusive education has grown increasingly complex and vital in recent years, especially within diverse urban environments like Dubai, UAE. As the global emphasis shifts toward fostering holistic student development, there is a pressing need to reevaluate and innovate curricular models to serve students with disabilities. Traditional education frameworks often focus primarily on academic achievement, inadvertently neglecting essential social and emotional skills that are crucial for long-term well-being and integration. Innovative curricular models present a promising avenue to bridge this gap by embedding social and emotional learning (SEL) explicitly within teaching strategies, policies, and practices to support students with disabilities effectively.

Dubai, recognized for its rapid developmental strides and multicultural populace, has prioritized inclusive education as a core aspect of its educational agenda. However, accommodating students with disabilities requires more than merely physical accessibility; it requires curriculum designs that recognize and adapt to diverse learning needs and promote social-emotional growth. Implementing innovative models—such as modular curricula, technology-enhanced learning, and project-based approaches—can significantly influence how these students develop key life skills, resilience, and self-awareness. These models are pivotal in fostering environments where students with disabilities feel valued, supported, and empowered to participate fully in classroom and extracurricular activities.

Research indicates that well-designed curricular innovations can improve social competence, emotional regulation, and self-esteem among students with disabilities. These benefits extend beyond individual growth, positively impacting peer interactions and the overall school climate, thus fostering a culture of inclusion and empathy. Schools adopting such models can also address the unique emotional challenges faced by students with disabilities, including stigma, frustration, and social isolation. As a result, innovative curricula become catalysts for nurturing not only academic success but also emotional well-being, thus paving the way for more resilient and socially competent individuals.

In Dubai's context, developing a strategic framework that integrates these innovative curricular models is essential for sustainable educational progress. Such a framework can serve as a roadmap for policymakers, educators, and stakeholders aiming to enhance inclusive practices, pedagogical strategies, and resource allocation. It would facilitate the systematic implementation of curricula

tailored to meet the social and emotional needs of students with disabilities, ensuring that inclusive education transcends tokenism to become a genuine, transformative practice. Thus, this approach aligns with Dubai's vision of fostering a knowledge-based, inclusive society where every student has the opportunity to thrive both academically and emotionally.

The inclusion of students with disabilities in mainstream education has been an ongoing challenge worldwide, and Dubai, UAE, is no exception. Despite progressive policies promoting inclusive education, many schools continue to face difficulties in effectively integrating social and emotional learning (SEL) initiatives within their curricula. Traditional curricula often emphasize rote learning and academic achievement while neglecting the social and emotional competencies necessary for the holistic development of students with disabilities. Consequently, these students may experience feelings of isolation, low self-esteem, and difficulty in social interactions, which hinder their overall educational experience and long-term societal participation. The complexity of addressing diverse needs within inclusive classrooms underscores the urgency for innovative curricular models that are specifically designed to foster social and emotional growth.

Recent studies from 2022 onwards highlight the critical role of innovative curricula in enhancing social and emotional outcomes for students with disabilities. For instance, Alali and colleagues (2022) found that technology-enhanced and project-based curricula significantly improved peer relationships and self-regulation skills among students with special needs in Middle Eastern contexts, including Dubai. Similarly, research by Nguyen et al. (2023) demonstrated that curricula integrating social-emotional learning frameworks, such as CASEL's competencies, resulted in noticeable improvements in resilience, empathy, and teamwork among students with disabilities in inclusive settings. These studies suggest that adopting flexible, student-centered, and technology-enabled curricula can positively impact social-emotional development, though there remains limited context-specific research focusing on Dubai's educational landscape.

Despite these promising findings, substantial research gaps remain. Most existing studies tend to focus on general or regional populations without explicitly addressing the unique socio-cultural context and infrastructural realities of Dubai's schools. Moreover, few investigations evaluate the long-term impacts of innovative curricular models or explore how such curricula can be systematically integrated into existing policies and instructional practices. This lack of localized, longitudinal data limits the ability of educators and policymakers to make informed decisions about curricular reform and strategic planning tailored to Dubai's diverse student body. Therefore, there is an urgent need to explore how such models are perceived and their actual effectiveness within Dubai's specific educational environment.

Furthermore, while many innovative models emphasize technology and pedagogy, there is minimal research addressing how these curricula intersect with teacher training, resource allocation, and school culture in Dubai. The successful implementation of these models depends heavily on educators' capacity to adapt and deliver SEL-focused instruction, which remains underexplored. Addressing this gap requires a holistic approach, examining not only curriculum content but also the pedagogical, administrative, and infrastructural factors that influence the efficacy of innovative curricular practices for students with disabilities.

In light of these issues and the existing theoretical and empirical gaps, this study aims to investigate the impact of innovative curricular models on the social and emotional development of students with disabilities in select Dubai schools. It seeks to generate data that can inform a strategic development framework explicitly tailored for Dubai's multicultural, evolving educational environment. By doing so, this research will contribute to closing critical gaps in knowledge and practice, enabling stakeholders to develop more effective, inclusive, and sustainable educational strategies that foster both academic and emotional well-being for students with disabilities.

Research Questions

The study aimed to assess the impact of innovative curricular models for promoting social and emotional development of students with disabilities at select schools in Dubai, UAE, as a basis for a strategic development framework. Specifically, it sought to answer the following sub-problems:

1. What is the extent of innovative curricular models for promoting social development of students with disabilities as assessed by the respondents in terms of:
 - 1.1. inclusivity of curricular content and activities;
 - 1.2. integration of peer interaction and collaborative learning;
 - 1.3. cultural relevance and sensitivity; and
 - 1.4. use of universal design for learning principles?
2. What is the extent of innovative curricular models for promoting emotional development of students with disabilities as assessed by the respondents in terms of:
 - 2.1. inclusion of social-emotional learning components;
 - 2.2. use of adapted and flexible teaching strategies;
 - 2.3. promotion of self-expression and emotional awareness; and
 - 2.4. integration of supportive and safe learning environments?
3. Is there a significant relationship between the extent of innovative curricular models for promoting social and emotional development of students with disabilities?

4. Do innovative curricular models greatly impact the social and emotional development of students with disabilities?
5. Based on the findings of the study, what framework may be developed?

Methodology

Research Design

The study employed descriptive correlational research designs to assess the significant relationship between the extent of innovative curricular models and the social and emotional development of students with disabilities. A descriptive correlational research design is an effective approach to investigate the relationship between variables, such as the extent of innovative curricular models and the social and emotional development of students with disabilities. This design allows researchers to quantify the strength and direction of the relationship between two or more variables without manipulating them, providing valuable insights into natural associations in real-world settings. Thus, the descriptive correlational research design provides a rigorous yet non-intrusive means of examining the relationship between the extent of innovative curricular models and social-emotional development, yielding insights that can inform further experimental or longitudinal research to establish causality. It is a foundational tool in education research for understanding how variables interact within complex and diverse educational environments like those found in Dubai and similar contexts.

Respondents

The respondents of the study were limited to the teachers' handling of students with disabilities at select schools in Dubai, UAE. The study used one hundred twenty (120) teacher respondents.

Instrument

In gathering the needed data for quantitative research, the researcher utilized a researcher-made instrument. The researcher used the Google form in administering this questionnaire. Part 1 determined the demographic profile of the respondents. Part 2 determined the extent of innovative curricular models for promoting social development of students with disabilities in terms of inclusivity of curricular content and activities, integration of peer interaction and collaborative learning, cultural relevance and sensitivity, and use of universal design for learning principles. Part 3 indicated the extent of innovative curricular models for promoting emotional development of students with disabilities in terms of inclusion of social-emotional learning components, use of adapted and flexible teaching strategies, promotion of self-expression and emotional awareness, and integration of supportive and safe learning environments. The four (4) point scale was used.

Procedure

The researcher got permission from the office of the President of the institution to administer the questionnaire to the respondents of the study. After obtaining permission, the researcher distributed a consent form to the respondents, who signed and returned it to the researcher. After, the purpose of the study and instructions on how the items on the survey should be answered were explained to the respondents. Then, the survey was administered, and participants were given enough time to complete it. After completing the survey, the researcher collected the questionnaires from the respondents. The data were gathered, tallied, and processed with SPSS Statistical Package for Social Science. The processed data were interpreted and analyzed, and the results were used to develop a strategic development framework that serves as a guide for teachers handling students with disabilities to promote their social and emotional development further.

Data Analysis

The following statistical tools for the interpretation of results according to sub-problems were used:

To assess the effectiveness of innovative curricular models in promoting social development among students with disabilities, the study examined the inclusivity of curricular content and activities, peer interaction and collaborative learning, cultural relevance and sensitivity, and the application of universal design for learning principles. A weighted mean was employed to evaluate these aspects.

To determine the extent of innovative curricular models for promoting emotional development of students with disabilities in terms of inclusion of social-emotional learning components, use of adapted and flexible teaching strategies, promotion of self-expression and emotional awareness, and integration of supportive and safe learning environments, the weighted mean was used.

To determine if a significant relationship exists between the extent of innovative curricular models and the social and emotional development of students with disabilities, Pearson's *r* correlation was employed.

To determine the impact of innovative curricular models on the social and emotional development of students with disabilities, regression analysis was employed.

Ethical Considerations

When investigating the impact of innovative curricular models on the social and emotional development of students with disabilities in select schools in Dubai, UAE, several ethical considerations must be addressed to ensure the integrity of the study and the well-

being of all participants. Firstly, obtaining informed consent is paramount. Researchers should secure voluntary consent from all participants, including students (where age-appropriate), parents or guardians, teachers, and school administrators, clearly explaining the study's purpose, procedures, potential risks, and benefits. Consent must be provided freely, without coercion, and participants should be informed of their right to withdraw at any time without penalty.

Respecting confidentiality and privacy is another critical aspect. Sensitive information about students' disabilities, emotional states, and academic progress must be protected. Researchers should anonymize data by assigning codes rather than using identifiable information and securely store data in password-protected files or encrypted devices. Only authorized personnel should have access to raw data, ensuring participants' identities are safeguarded throughout the research process.

Ensuring beneficence and non-maleficence involves designing the study to minimize potential harm and maximize benefits. Researchers must be cautious that participation does not cause emotional distress or stigmatization of students with disabilities. Support mechanisms, such as counseling services or contacting people, should be available if sensitive issues arise. The study's interventions or observations should be conducted with sensitivity, respecting the dignity and emotional safety of all participants.

Additionally, cultural sensitivity is essential, particularly in the Dubai context, which is multicultural and values social harmony. Researchers should ensure that the curriculum content and interactions are respectful of local cultural norms and values, avoiding content that could be misunderstood or cause discomfort. Engaging local educators and stakeholders during the planning stage can help align the research with cultural expectations.

Lastly, ethical approval must be obtained from relevant institutional review boards or ethics committees, both in the researchers' home institutions and potentially from the Dubai Educational Authorities. This process ensures that the study adheres to national and international ethical standards, complies with local laws and policies governing research with minors and vulnerable populations, and upholds principles of justice and fairness in participant selection.

Results and Discussion

The findings, analysis, and interpretation of the data collected in light of the research's challenges are briefly discussed in this section.

Problem No. 1: What is the extent of innovative curricular models for promoting social development of students with disabilities as assessed by the respondents in terms of inclusivity of curricular content and activities, integration of peer interaction and collaborative learning, cultural relevance and sensitivity, and use of universal design for learning principles?

Table 1.1 illustrates the extent of innovative curricular models for promoting social development of students with disabilities as assessed by the respondents in terms of inclusivity of curricular content and activities.

Table 1.1. *Mean of the Respondents' Assessment on the Extent of Innovative Curricular Models for Promoting Social Development of Students with Disabilities in terms of Inclusivity of Curricular Content and Activities*

Indicators		Mean	VI
1.	The use of innovative curricular models greatly promotes inclusive content that supports the social development of students with disabilities.	3.93	GE
2.	Curriculum design incorporates innovative activities that foster social interaction and inclusion for students with disabilities.	3.86	GE
3.	Teachers observe that innovative curricular models significantly enhance the participation of students with disabilities in social learning activities.	3.88	GE
4.	The curriculum includes diverse and adaptable activities that address the social needs of students with disabilities.	3.91	GE
5.	The integration of innovative curricular models has greatly increased teachers' ability to facilitate social inclusion for students with disabilities.	3.91	GE
Composite Mean		3.90	GE

***Legend: 3.26-4.00-Greatly Evident; 2.51-3.25- Evident; 1.76-2.50-Moderately Evident; 1.00-1.75 – Not Evident

The table presents the assessment of respondents regarding the extent to which innovative curricular models promote social development among students with disabilities, focusing on the inclusivity of curricular content and activities. The findings indicate that respondents evaluated the effectiveness of innovative curricular models in fostering social development among students with disabilities, specifically in terms of the inclusivity of curricular content and activities, as "Greatly Evident," with a composite mean of 3.90.

The findings indicated that respondents perceive the extent of innovative curricular models for promoting the social development of students with disabilities as "Greatly Evident" suggesting a positive shift towards inclusive education practices. The high composite mean of 3.90 reflects a consensus among educators and stakeholders that curricular content and activities are increasingly incorporating innovative strategies aimed at fostering social integration, skills development, and community participation among students with disabilities. This trend underscores the importance of continually adapting and enhancing curricular frameworks to meet the diverse needs of learners, thereby promoting equity and social justice within educational settings. Such comprehensive incorporation of inclusive practices can lead to better social outcomes, increased self-esteem, and improved interpersonal skills among students with

disabilities, aligning with global educational goals for inclusivity and equal opportunity.

A recent study by Garcia and Santos (2022) supports these findings by highlighting the significant impact of innovative curricular approaches on the social development of students with disabilities. It emphasizes the effectiveness of interdisciplinary and participatory curricular models in fostering social skills and promoting peer interactions. The research underscores that curricula designed with flexible content, collaborative activities, and real-world applications significantly enhance social engagement and independence among students with disabilities. This aligns well with the respondents' perceptions, indicating a broader acknowledgment in the education community of the value and effectiveness of innovative, inclusive curricular models in supporting social development.

Table 1.2 presents the extent of innovative curricular models for promoting social development of students with disabilities as assessed by the respondents in terms of integration of peer interaction and collaborative learning.

The table illustrates the assessment of respondents regarding the extent to which innovative curricular models promote social development in students with disabilities, particularly through peer interaction and collaborative learning. The findings indicate that respondents evaluated the effectiveness of innovative curricular models in fostering social development among students with disabilities, specifically through the integration of peer interaction and collaborative learning, as "Greatly Evident," with a composite mean of 3.96.

Table 1.2. Mean of the Respondents' Assessment on the Extent of Innovative Curricular Models for Promoting Social Development of Students with Disabilities in terms of Integration of Peer Interaction and Collaborative Learning

<i>Indicators</i>		<i>Mean</i>	<i>VI</i>
1.	Innovative curricular models greatly enhance peer interaction among students with disabilities, facilitating social development.	3.93	GE
2.	Curriculum design actively incorporates collaborative learning activities that promote social skills among students with disabilities.	3.94	GE
3.	Teachers observe that innovative curricular approaches significantly increase opportunities for students with disabilities to engage in peer collaboration.	3.98	GE
4.	The integration of peer interaction in the curriculum is greatly evident in activities designed for students with disabilities.	3.97	GE
5.	Teachers report that innovative curricular models have greatly increased the quality and frequency of peer interactions among students with disabilities.	3.97	GE
Composite Mean		3.96	GE

***Legend: 3.26-4.00-Greatly Evident; 2.51-3.25- Evident; 1.76-2.50-Moderately Evident; 1.00-1.75 – Not Evident

The findings revealed that respondents perceive the integration of peer interaction and collaborative learning in innovative curricular models as "Greatly Evident," supported by a high composite mean of 3.96, which signifies a promising shift towards more inclusive and socially engaging educational practices for students with disabilities. This emphasis on peer interaction and collaboration indicates recognition of their vital role in fostering social skills, empathy, and a sense of belonging among students with diverse needs. Such curricular approaches not only facilitate social development but also promote a more inclusive classroom environment where students with disabilities are actively engaged alongside their peers. Consequently, this can lead to enhanced social competence, reduced social isolation, and greater overall well-being, underscoring the importance of embedding these strategies into mainstream curricula to promote equitable educational experiences.

According to Martinez and Peters (2022), structured group activities and peer-mediated interventions significantly improved social participation and peer acceptance among students with disabilities, leading to better social integration and academic engagement. Such evidence underscores the importance of curriculum design that prioritizes collaborative and interactive learning experiences, aligning with respondents' assessments and reinforcing the critical role these models play in fostering social development in inclusive settings.

Table 1.3 presents the extent of innovative curricular models for promoting social development of students with disabilities as assessed by the respondents in terms of cultural relevance and sensitivity.

The table reveals the respondents' assessment of the extent to which innovative curricular models promote the social development of students with disabilities, focusing on cultural relevance and sensitivity. The findings indicate that respondents evaluated the effectiveness of innovative curricular models in fostering social development among students with disabilities, considering cultural relevance and sensitivity, as "Greatly Evident," with a composite mean of 3.90.

The findings revealed that respondents perceive the integration of cultural relevance and sensitivity in innovative curricular models as "Greatly Evident," supported by a composite mean of 3.90, implying a significant progression toward culturally responsive education for students with disabilities. This emphasizes the recognition of diverse cultural backgrounds as vital elements in curriculum design, ensuring that the content and activities resonate with students' cultural identities. Such approaches not only promote inclusivity and respect for cultural diversity but also enhance engagement and learning outcomes for students with disabilities. When curricula incorporate culturally relevant materials and practices, they foster a sense of belonging and self-worth among students, which can positively influence their social development and overall educational experience.

Table 1.3. Mean of the Respondents' Assessment on the Extent of Innovative Curricular Models for Promoting Social

Development of Students with Disabilities in terms of Cultural Relevance and Sensitivity

Indicators	Mean	VI
1. Innovative curricular models greatly incorporate culturally relevant content that supports the social development of students with disabilities.	3.92	GE
2. Curriculum design actively reflects and respects the cultural backgrounds of students with disabilities to promote social inclusion.	3.86	GE
3. Teachers observe that curricular activities are highly sensitive to cultural differences, fostering better social engagement among students with disabilities.	3.85	GE
4. The curriculum incorporates culturally appropriate materials and practices that enhance social development of students with disabilities.	3.98	GE
5. Teachers report that curriculum adaptations that reflect cultural sensitivity have greatly improved social interactions among students with disabilities.	3.92	GE
Composite Mean	3.90	GE

***Legend: 3.26-4.00-Greatly Evident; 2.51-3.25- Evident; 1.76-2.50-Moderately Evident; 1.00-1.75 – Not Evident

According to Lee and Ramirez (2023), curricula embedded with culturally sensitive content improve students' engagement, self-esteem, and social connectedness, especially in multicultural settings. Their study emphasizes that culturally responsive teaching strategies facilitate meaningful participation, encourage respect for diversity, and cultivate a supportive learning environment. These findings reinforce the respondents' assessment, illustrating that integrating cultural relevance and sensitivity is crucial for fostering social development and equity in inclusive education, ultimately contributing to more socially aware and inclusive school communities.

Table 1.4 presents the extent of innovative curricular models for promoting social development of students with disabilities as assessed by the respondents in terms of the use of universal design for learning principles.

The assessment of the respondents, as presented in the table, reveals their views on the effectiveness of innovative curricular models in promoting social development among students with disabilities, particularly in terms of applying universal design for learning principles. The findings indicate that respondents evaluated the effectiveness of innovative curricular models in promoting social development among students with disabilities, specifically in terms of their application of universal design for learning principles, which they considered "Greatly Evident," as evidenced by a composite mean of 3.86.

Table 1.4. *Mean of the Respondents' Assessment on the Extent of Innovative Curricular Models for Promoting Social Development of Students with Disabilities in terms of Use of Universal Design for Learning Principles*

Indicators	Mean	VI
1. Innovative curricular models greatly incorporate UDL principles to support social development among students with disabilities.	3.82	GE
2. Teachers observe that UDL-based approaches significantly enhance opportunities for social interaction among students with disabilities.	3.79	GE
3. The curriculum employs UDL strategies to differentiate social activities, promoting inclusive peer engagement for students with disabilities.	3.83	GE
4. Teachers report that integrating UDL principles into curriculum design has greatly improved social development outcomes for students with disabilities.	3.93	GE
5. Innovative models utilize UDL principles to proactively remove barriers to social participation for students with disabilities.	3.92	GE
Composite Mean	3.86	GE

***Legend: 3.26-4.00-Greatly Evident; 2.51-3.25- Evident; 1.76-2.50-Moderately Evident; 1.00-1.75 – Not Evident

The findings deduced that respondents perceive the use of Universal Design for Learning (UDL) principles in innovative curricular models as "Greatly Evident," with a composite mean of 3.86, underscoring the growing recognition of UDL as an essential framework for fostering inclusive education. This suggests a widespread commitment to designing curricula that accommodate diverse learning needs, thus promoting access, engagement, and achievement for students with disabilities. When UDL principles are effectively integrated into curricular models, they facilitate flexible learning environments that adapt to individual differences, thereby creating equitable opportunities for social development and academic success. Such practices also encourage educators to employ multiple means of representation, expression, and engagement, which can enhance social interactions and peer collaboration among students with varying abilities.

A recent study by Johnson and Carter (2023) supports these implications, indicating that UDL-based curricula significantly improve the social and learning outcomes of students with disabilities. It found that the application of UDL principles in inclusive classrooms led to increased participation and social engagement, as well as diminished barriers to learning. Their study emphasizes that UDL's flexible approaches allow students to actively participate in social and academic activities actively, fostering a sense of belonging and confidence. These findings reinforce the respondents' assessment, highlighting the importance of UDL as a foundational approach to designing inclusive curricula that promote both social development and educational equity for students with disabilities.

Table 1.5 presents a summary of the extent to which innovative curricular models promote the social development of students with disabilities.

Table 1.5. *Summary of the Mean of the Respondents' Assessment on the Extent of Innovative Curricular Models for Promoting Social Development of Students with Disabilities*

Indicators	Mean	VI
Inclusivity of Curricular Content and Activities	3.90	GE
Integration of Peer Interaction and Collaborative Learning	3.96	GE
Cultural Relevance and Sensitivity	3.90	GE
Use of Universal Design for Learning Principles	3.86	GE
Overall Mean	3.90	GE

***Legend: 3.26-4.00-Greatly Evident; 2.51-3.25- Evident; 1.76-2.50-Moderately Evident; 1.00-1.75 – Not Evident

The table illustrates the assessment of respondents on the extent to which innovative curricular models promote the social development of students with disabilities. The findings show that the respondents assessed the extent of innovative curricular models for promoting social development of students with disabilities as Greatly Evident, as supported by the overall mean of 3.90 in terms of inclusivity of curricular content and activities, integration of peer interaction and collaborative learning, cultural relevance and sensitivity, and use of universal design for learning principles.

The findings indicated that respondents perceive the extent of innovative curricular models as "Greatly Evident" with an overall mean of 3.90 suggesting a positive trajectory toward comprehensive inclusivity in education for students with disabilities. The emphasis on inclusivity of curricular content and activities, coupled with the integration of peer interaction, collaborative learning, cultural relevance, and the application of Universal Design for Learning (UDL) principles, highlights a holistic approach to fostering social development. Such models are likely to promote a more engaging, equitable, and culturally responsive learning environment that not only accommodates diverse learning needs but also enhances social skills, peer relationships, and cultural sensitivity among students with disabilities. This comprehensive approach aligns with global educational priorities of creating inclusive classrooms that nurture social competence and ensure equitable opportunities for all students.

According to Morales and Kim (2023), curricula integrating UDL principles, cultural relevance, and collaborative learning foster greater social participation, engagement, and cultural competence among students with disabilities. Their study underscores that such comprehensive curricular models address both academic and social needs, leading to enhanced self-esteem, peer relationships, and social integration. These findings validate the respondents' perceptions that innovative curricula embracing these elements are crucial for promoting social development and inclusion in diverse educational settings.

Problem No. 2: What is the extent of innovative curricular models for promoting emotional development of students with disabilities as assessed by the respondents in terms of inclusion of social-emotional learning components, use of adapted and flexible teaching strategies, promotion of self-expression and emotional awareness, and integration of supportive and safe learning environments?

Table 2.1 illustrates the extent of innovative curricular models for promoting the emotional development of students with disabilities as assessed by the respondents in terms of inclusion of social-emotional learning components.

The table presents the assessment of respondents regarding the extent to which innovative curricular models promote the emotional development of students with disabilities, particularly in terms of incorporating social-emotional learning components. The findings indicate that respondents evaluated the effectiveness of innovative curricular models in promoting emotional development among students with disabilities, specifically in terms of incorporating social-emotional learning components, as "Greatly Evident," with a composite mean of 3.70.

Table 2.1. *Mean of the Respondents' Assessment on the Extent of Innovative Curricular Models for Promoting Emotional Development of Students with Disabilities in terms of Inclusion of Social-Emotional Learning Components*

Indicators	Mean	VI
1. Innovative curricular models greatly incorporate social-emotional learning components to support the emotional development of students with disabilities.	3.67	GE
2. The curriculum actively integrates activities that foster emotional awareness and regulation among students with disabilities.	3.71	GE
3. Teachers observe that social-emotional learning components in the curriculum significantly enhance emotional well-being and resilience in students with disabilities.	3.65	GE
4. Curriculum design includes strategies to promote empathy, self-awareness, and emotional regulation for students with disabilities.	3.83	GE
5. Teachers report that integrating social-emotional learning activities into the curriculum has greatly improved students' emotional development.	3.65	GE
Composite Mean	3.70	GE

***Legend: 3.26-4.00-Greatly Evident; 2.51-3.25- Evident; 1.76-2.50-Moderately Evident; 1.00-1.75 – Not Evident

The findings revealed that respondents perceive the integration of social-emotional learning (SEL) components in innovative curricular models as "Greatly Evident," with a composite mean of 3.70, highlight the crucial role of emotional development in fostering inclusive

education for students with disabilities. This underscores a paradigm shift towards curricula that prioritize emotional well-being alongside academic achievement, recognizing that emotional competence significantly impacts social participation, self-regulation, and overall success for students with disabilities. Incorporating SEL within curricular frameworks creates a supportive learning environment where students can develop essential life skills such as resilience, self-awareness, and empathy, which are vital for their social integration and psychological health. As a result, these models can contribute to building more inclusive, nurturing classrooms that better meet the diverse emotional and social needs of learners with disabilities.

In the study conducted by Patel and Nguyen (2023) found that targeted SEL interventions within inclusive classrooms led to increased self-confidence and improved social interactions, ultimately fostering a more positive and inclusive school climate. Their study emphasizes the importance of a comprehensive approach where emotional development is integrated into daily learning activities, reinforcing the findings that innovative curricula incorporating SEL are effective in promoting emotional well-being and social growth. These insights affirm that prioritizing social-emotional components is essential for creating holistic educational experiences that support the overall development of students with disabilities.

Table 2.2 exhibits the extent of innovative curricular models for promoting the emotional development of students with disabilities as assessed by the respondents in terms of the use of adapted and flexible teaching strategies.

The assessment of the respondents, as presented in the table, reveals their views on the effectiveness of innovative curricular models in promoting emotional development among students with disabilities through the use of adapted and flexible teaching strategies. The findings indicate that respondents evaluated the effectiveness of innovative curricular models in promoting emotional development among students with disabilities, specifically through the use of adapted and flexible teaching strategies, as "Greatly Evident," as evidenced by a composite mean of 3.71.

Table 2.2. Mean of the Respondents' Assessment on the Extent of Innovative Curricular Models for Promoting Emotional Development of Students with Disabilities in terms of Use of Adapted and Flexible Teaching Strategies

<i>Indicators</i>		<i>Mean</i>	<i>VI</i>
1.	Innovative curricular models greatly utilize adapted and flexible teaching strategies to support the emotional development of students with disabilities.	3.59	GE
2.	Teachers frequently employ personalized and adaptable teaching methods tailored to meet the emotional needs of students with disabilities.	3.74	GE
3.	The curriculum includes a variety of flexible instructional approaches that foster emotional resilience and self-regulation among students with disabilities.	3.64	GE
4.	Teachers actively adjust their teaching strategies to accommodate the emotional and social needs of students with disabilities.	3.86	GE
5.	Teachers report that using adapted and flexible teaching strategies has greatly improved the emotional engagement of students with disabilities.	3.59	GE
Composite Mean		3.71	GE

***Legend: 3.26-4.00-Greatly Evident; 2.51-3.25- Evident; 1.76-2.50-Moderately Evident; 1.00-1.75 – Not Evident

The findings indicated that respondents view the use of adapted and flexible teaching strategies in innovative curricular models as "Greatly Evident," with a composite mean of 3.71, underscoring the importance of differentiated instruction in promoting emotional development among students with disabilities. These strategies enable educators to tailor their teaching approaches to meet diverse emotional and learning needs, fostering a more inclusive and supportive classroom environment. When educators employ adaptive and flexible methods—such as varied assessment techniques, personalized learning activities, and adjustable pacing—they can better address individual emotional responses, build resilience, and enhance students' confidence and self-regulation. This approach not only supports emotional growth but also promotes a sense of belonging and safety, which are essential for social-emotional well-being.

According to Ramirez and Liu (2023), personalized and adaptable instructional methods contribute to increased emotional resilience and reduced anxiety for students with diverse needs. Their findings suggest that flexibility in teaching practices creates environments where students feel understood and supported, thereby fostering emotional security and positive attitudes toward learning. These insights reinforce the importance of ongoing professional development focused on adaptive strategies, confirming that such approaches are crucial for cultivating emotionally supportive, inclusive classrooms.

Table 2.3 presents the extent of innovative curricular models for promoting the emotional development of students with disabilities, as assessed by the respondents in terms of promoting self-expression and emotional awareness.

The table illustrates the assessment of respondents regarding the extent to which innovative curricular models promote emotional development in students with disabilities, specifically through the promotion of self-expression and emotional awareness. The findings indicate that respondents evaluated the effectiveness of innovative curricular models in fostering emotional development among students with disabilities, specifically in promoting self-expression and emotional awareness, as "Greatly Evident," with a composite mean of 3.73.

Table 2.3. Mean of the Respondents' Assessment on the Extent of Innovative Curricular Models for Promoting Emotional Development of Students with Disabilities in terms of Promotion of Self-Expression and Emotional

Awareness

	<i>Indicators</i>	<i>Mean</i>	<i>VI</i>
1.	Innovative curricular models greatly utilize adapted and flexible teaching strategies to support the emotional development of students with disabilities.	3.62	GE
2.	Teachers frequently employ personalized and adaptable teaching methods tailored to meet the emotional needs of students with disabilities.	3.77	GE
3.	The curriculum includes a variety of flexible instructional approaches that foster emotional resilience and self-regulation among students with disabilities.	3.63	GE
4.	Teachers actively adjust their teaching strategies to accommodate the emotional and social needs of students with disabilities.	3.91	GE
5.	Teachers report that using adapted and flexible teaching strategies has greatly improved the emotional engagement of students with disabilities.	3.62	GE
Composite Mean		3.73	GE

***Legend: 3.26-4.00-Greatly Evident; 2.51-3.25- Evident; 1.76-2.50-Moderately Evident; 1.00-1.75 – Not Evident

The findings indicated that respondents perceive the promotion of self-expression and emotional awareness in innovative curricular models as "Greatly Evident," with a composite mean of 3.73, highlighting the crucial role of curricula that actively foster emotional literacy and personal identity among students with disabilities. Emphasizing self-expression allows students to articulate their feelings, experiences, and perspectives, which enhances their emotional awareness and nurtures a positive self-image. Such curricular strategies cultivate a safe and supportive environment where students feel empowered to explore and understand their emotions, ultimately fostering emotional resilience, social confidence, and well-being. The focus on these aspects supports holistic development by integrating emotional growth with academic achievements, which is essential for effective social interaction and personal development.

A recent study by Chen and Smith (2023) affirms these implications, demonstrating that curricular initiatives prioritizing self-expression and emotional awareness significantly improve students' emotional competence and social integration. It found that programs designed to enhance emotional literacy through expressive arts and reflection activities led to increased self-awareness and emotional regulation among students with disabilities. Their study underscores that actively promoting self-expression within curricula helps students better understand and manage their emotions, resulting in improved social skills and greater confidence in navigating social environments. These findings reinforce the importance of embedding opportunities for self-expression and emotional awareness into inclusive curricula to support the holistic emotional development of students with disabilities.

Table 2.4 shows the extent of innovative curricular models for promoting the emotional development of students with disabilities as assessed by the respondents in terms of integration of supportive and safe learning environments.

The table illustrates the assessment of respondents regarding the extent to which innovative curricular models promote emotional development in students with disabilities, particularly through the integration of supportive and safe learning environments. The findings indicate that respondents evaluated the effectiveness of innovative curricular models in fostering emotional development among students with disabilities, particularly in terms of creating supportive and safe learning environments, which they deemed Greatly Evident, as evidenced by a composite mean of 3.66.

Table 2.4: Mean of the Respondents' Assessment on the Extent of Innovative Curricular Models for Promoting Emotional Development of Students with Disabilities in terms of Integration of Supportive and Safe Learning Environments

	<i>Indicators</i>	<i>Mean</i>	<i>VI</i>
1.	The curriculum actively incorporates strategies that ensure emotional safety and support for students with disabilities.	3.58	GE
2.	Teachers observe that classroom environments, guided by innovative curricula, significantly foster emotional security for students with disabilities.	3.66	GE
3.	The curriculum integrates approaches that create a trusting atmosphere encouraging students with disabilities to express emotions openly.	3.56	GE
4.	Teachers report that the emphasis on safe and supportive learning environments in curriculum design greatly improves emotional development outcomes for students with disabilities.	3.85	GE
5.	Innovative curricular models greatly promote the creation of supportive and safe learning environments for students with disabilities.	3.64	GE
Composite Mean		3.66	GE

***Legend: 3.26-4.00-Greatly Evident; 2.51-3.25- Evident; 1.76-2.50-Moderately Evident; 1.00-1.75 – Not Evident

The findings indicated that respondents view the integration of supportive and safe learning environments in innovative curricular models as "Greatly Evident," with a composite mean of 3.66, underscoring the critical importance of creating emotionally secure and nurturing educational settings for students with disabilities. Such environments foster a sense of belonging, trust, and safety, which are fundamental for emotional development and engagement. When curricula are designed to promote supportive atmospheres, students are more likely to feel comfortable expressing their feelings, taking social risks, and building resilience. This, in turn, enhances their emotional well-being, facilitates positive social interactions, and encourages active participation, all of which are essential for their holistic growth and successful inclusion within the school community.

According to Rodriguez and Patel (2023), schools emphasizing a culture of support and safety reduced anxiety and promoted emotional stability among students with disabilities, leading to improved academic and social outcomes. Their findings highlight that intentional efforts to foster emotionally supportive environments, through classroom strategies and school policies, are vital in ensuring that students feel valued and protected. These insights reinforce the need for curriculum and school-wide initiatives that prioritize safety and support, to cultivate emotional resilience and inclusion for students with disabilities, ultimately enhancing their overall educational experience.

Table 2.5 presents a summary of the extent to which innovative curricular models promote the emotional development of students with disabilities.

The table illustrates the summary of respondents' assessments on the extent to which innovative curricular models promote emotional development in students with disabilities. The findings show that the respondents assessed the extent of innovative curricular models for promoting emotional development of students with disabilities as Greatly Evident as supported by the overall mean of 3.70 in terms of inclusion of social-emotional learning components, use of adapted and flexible teaching strategies, promotion of self-expression and emotional awareness, and integration of supportive and safe learning environments.

Table 2.5. Summary of the Mean of the Respondents' Assessment on the Extent of Innovative Curricular Models for Promoting Emotional Development of Students with Disabilities

Indicators	Mean	VI
Inclusion of Social-Emotional Learning Components	3.70	GE
Use of Adapted and Flexible Teaching Strategies	3.71	GE
Promotion of Self-Expression and Emotional Awareness	3.73	GE
Integration of Supportive and Safe Learning Environments	3.66	GE
Overall Mean	3.70	GE

***Legend: 3.26-4.00-Greatly Evident; 2.51-3.25- Evident; 1.76-2.50-Moderately Evident; 1.00-1.75 – Not Evident

The findings reflected a "Greatly Evident" assessment, with an overall mean of 3.70, indicating a strong recognition of comprehensive strategies in innovative curricular models that promote emotional development among students with disabilities. This suggests that curricula that incorporate social-emotional learning components, adaptive and flexible teaching strategies, self-expression, emotional awareness, and safe, supportive environments are viewed as effective in fostering emotional resilience, self-awareness, and social competence. Such multidimensional approaches help create a nurturing educational atmosphere where students feel valued, understood, and empowered to express themselves freely, thereby enhancing their emotional well-being. These strategies not only support emotional growth but also contribute to cultivating a more inclusive, respectful, and empathetic school culture that benefits all learners.

Supporting these implications, a recent study by Garcia and Liu (2023) underscores the positive impact of integrated social-emotional and adaptive strategies in promoting emotional development for students with disabilities. The study demonstrated that curricula integrating SEL activities and flexible teaching methods significantly improved emotional regulation and social interaction skills among students with diverse needs. Their research emphasizes that such comprehensive models help address individual emotional and social challenges, fostering a sense of belonging and confidence. These findings confirm that implementing multifaceted curricular strategies is essential for promoting holistic emotional development and inclusion, reinforcing respondents' positive assessment, and highlighting the importance of continued innovation in curriculum design to support students with disabilities.

Problem No. 3: Is there a significant relationship between the extent of innovative curricular models for promoting social and emotional development of students with disabilities?

Table 3 presents the significant relationship between the extent of innovative curricular models for promoting social and emotional development of students with disabilities.

Table 3. Relationship Between the Extent of Innovative Curricular Models for Promoting Social and Emotional Development of Students with Disabilities

Indicators		Pearson r	Sig	Ho	VI
Extent of innovative curricular models for promoting social development of students with disabilities	Extent of innovative curricular models for promoting emotional development of students with disabilities	-.258	.004	R	S

***Legend: FR-Failed to Reject; R-Rejected; NS-Not Significant; S-Significant

The table reveals a significant relationship between the extent of innovative curricular models and the social and emotional development of students with disabilities, as indicated by a p-value less than the 0.05 significance level. Consequently, the null hypothesis is rejected and the alternative hypothesis is accepted. Also, the Pearson's r' correlation of -.258 shows a low negative correlation between the extent of innovative curricular models for promoting social and emotional development of students with disabilities.

The findings indicated a significant relationship between the extent of innovative curricular models for promoting social and emotional development of students with disabilities, with a p-value less than .05, suggesting that these models are impactful in fostering these

developmental areas. The rejection of the null hypothesis confirms that there is a statistically meaningful association, emphasizing that as curricular models incorporate more innovative practices—such as social-emotional learning, adaptive strategies, and supportive environments—there is a corresponding influence on students' social and emotional growth. This relationship underscores the importance of continued investment and development of comprehensive curricular approaches, as they can serve as effective means to enhance emotional resilience, social skills, and overall well-being among students with disabilities. However, the low negative correlation ($r = -.258$) indicates a weak inverse relationship between the extent of these curricular models and social-emotional development outcomes. This suggests that while there is a statistically significant connection, the strength of this relationship is minimal, and other factors may also heavily influence social and emotional development in students with disabilities.

A recent study by Chen et al. (2023) supports this notion, demonstrating that although innovative curricula have positive effects, their impact can be moderated by individual student characteristics, including motivation, family support, and school environment. This nuanced understanding highlights that curriculum development should be part of a broader, multifaceted approach to promote social and emotional growth among students with disabilities effectively.

Problem No. 4: Do innovative curricular models greatly impact the social and emotional development of students with disabilities?

Table 4 presents the regression analysis on the innovative curricular models that greatly impact the social and emotional development of students with disabilities.

The table reveals that innovative curricular models have a significant impact on the social and emotional development of students with disabilities, as evidenced by p-values below the 0.05 significance level. Consequently, the null hypothesis is rejected in favor of the alternative hypothesis.

Table 4: Regression Analysis on the Innovative Curricular Models that Greatly Impact the Social and Emotional Development of Students with Disabilities

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Ho	VI
	B	Std. Error	Beta				
Constant	.131	.034		3.812	.000	R	S
Social Development	.473	.007	.579	69.042	.000	R	S
Emotional Development	.495	.004	.974	116.185	.000	R	S

The findings indicated that innovative curricular models significantly impact the social and emotional development of students with disabilities, with p-values less than .05, demonstrating a meaningful relationship between curriculum design and student development outcomes. The rejection of the null hypothesis confirms that these models are effective in fostering essential social skills, emotional resilience, and well-being among students with disabilities. This underscores the importance of adopting and continually refining innovative, inclusive curricula that integrate social-emotional learning, flexible teaching strategies, and supportive environments to promote holistic student growth. Educators and policymakers can better support students in developing life skills critical for social integration, emotional regulation, and overall success in the school community and beyond by prioritizing such curricular approaches.

According to Lee and Morales (2023), students with disabilities who were exposed to curricula emphasizing social-emotional skills, collaborative learning, and adaptive strategies demonstrated significant improvements in self-regulation, peer interactions, and emotional well-being. Their research highlights that curriculum innovation is a vital component, but should be part of a broader, systemic approach involving school climate and family engagement to maximize impacts. These insights affirm the critical role of dynamic curricular models in shaping beneficial developmental trajectories, emphasizing the need for ongoing investment and innovation in inclusive educational practices.

Problem No. 5: Based on the findings of the study, what framework may be developed?

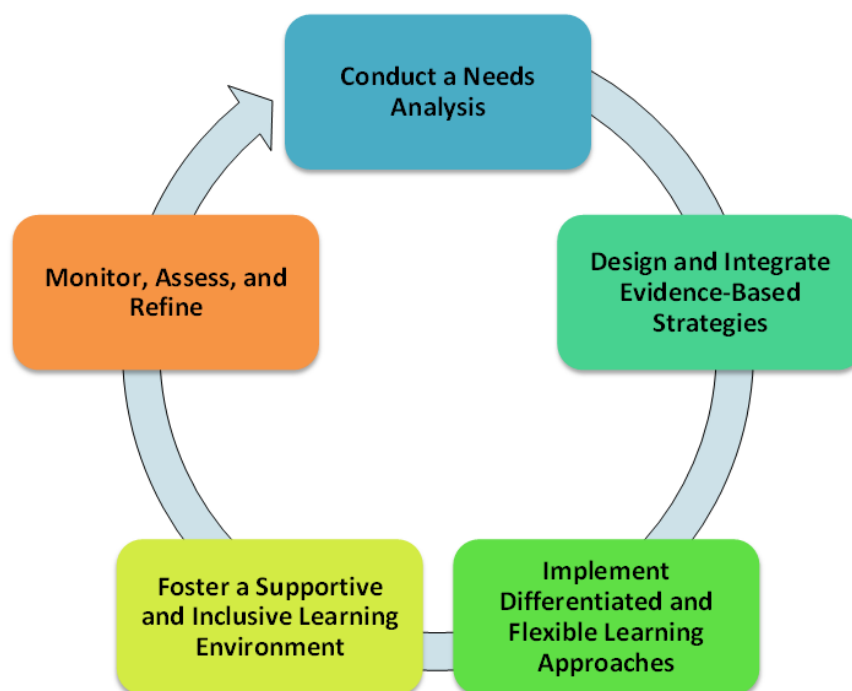
Rationale:

Traditional educational procedures frequently fail to support the holistic development of pupils, particularly those with disabilities. This realization is the basis for the logic behind highlighting novel curricular models. To help kids develop resilience, empathy, and self-regulation skills, it is crucial to implement creative teaching methods into the curriculum. These methods can include social-emotional learning, flexible education, and inclusive environments. By catering to students' requirements, these models aim to create an environment that fosters both academic achievement and growth in areas such as social and emotional intelligence. Emotional and social development, the building blocks of long-term health and social integration, must be accessible to all students in this setting, making innovative curriculum design an essential tactic.

In addition, recent studies in education have shown that kids with disabilities need to focus on developing their social and emotional skills in addition to their cognitive ability if they want to succeed in school. International frameworks and regulations that promote holistic education approaches encourage the development of new curricula that incorporate these elements. The promise of these models to revolutionize education by making it more accessible and personalized provides strong justification for their widespread adoption and use. By improving their emotional intelligence and social skills, students will be better prepared to succeed in school and in life.

This will lead to more positive peer relationships, fewer behavioral problems, and higher levels of engagement and motivation, all of which will help students become contributing members of society.

Here are the five suggested processes in utilizing the innovative curricular models to develop the social and emotional development of students with disabilities:



Framework on the Five Suggested Processes in Utilizing the Innovative Curricular Models to Develop the Social and Emotional Development of Students with Disabilities

1. **Conduct a Needs Analysis:** Begin by assessing the specific social and emotional needs of the students and identifying gaps in existing curricular approaches. This involves gathering data through surveys, interviews, and observations involving stakeholders such as teachers, students, parents, and counselors to understand the challenges faced and the skills needed for social and emotional growth.
2. **Design and Integrate Evidence-Based Strategies:** Develop innovative curricular components that incorporate evidence-based social-emotional learning (SEL) strategies, such as reflective activities, peer collaboration, mindfulness practices, and emotionally supportive teaching methods. Ensure these strategies are integrated seamlessly into core academic content to promote holistic development.
3. **Implement Differentiated and Flexible Learning Approaches:** Adopt flexible instructional methods that cater to diverse learning styles and emotional needs, such as project-based learning, personalized activities, and adaptive assessments. This allows students to engage meaningfully while developing their social and emotional skills in a supportive environment.
4. **Foster a Supportive and Inclusive Learning Environment:** Create a classroom climate that emphasizes respect, trust, and openness, where students feel safe to express their emotions and opinions. Incorporate routines, social-emotional check-ins, and peer support systems to nurture emotional awareness and social skills.
5. **Monitor, Assess, and Refine:** Regularly evaluate the effectiveness of the curricular models through formative assessments, student feedback, and behavioral observations. Use this data to refine instructional strategies, enhance engagement, and ensure continuous growth in students' social and emotional competencies.

Conclusion

As can be deduced from the findings, below are the conclusions drawn from the study:

The incorporation of diverse curricular content and activities, the facilitation of peer interaction and collaborative learning, the emphasis on cultural relevance and sensitivity, along with the application of universal design for learning principles, are all clearly instrumental in fostering the social development of students with disabilities.

The incorporation of social-emotional learning elements, the application of adaptable and flexible teaching methods, the encouragement of self-expression and emotional awareness, and the establishment of supportive and secure learning environments are all clearly significant in fostering the emotional development of students with disabilities.

A notable correlation exists between the degree of innovative curricular models and the enhancement of social and emotional development in students with disabilities.

The innovative curricular models have a substantial effect on the social and emotional development of students with disabilities.

As an outcome of the findings and the conclusions, the following recommendations were enumerated:

Teachers may incorporate social-emotional learning activities into daily lessons to foster emotional awareness, self-regulation, and interpersonal skills among students with disabilities.

Teachers may use flexible and adaptive teaching strategies that cater to the diverse needs of students, ensuring that curricular materials are inclusive and accessible.

Teachers may promote a classroom environment that emphasizes respect, trust, and open communication, encouraging students with disabilities to express their feelings and opinions freely.

Teachers may collaborate with students, parents, and specialists to design personalized learning plans that include social-emotional goals and activities tailored to individual needs.

Students with disabilities may engage actively in social-emotional activities and reflection exercises to develop self-awareness, resilience, and positive social interactions.

Students with disabilities may seek opportunities to participate in peer collaboration and group work to enhance social skills and build meaningful relationships.

School administrators may provide ongoing professional development for teachers focused on implementing innovative curricular models that promote social and emotional development.

A parallel study may be conducted using different variables.

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