Individualized Education Programs And Social Skills Enhancement In Mild Intellectual Disability: Evidence From A Systematic Review And Meta-Analysis

[1*] **Loveleen Sharma,** [2] **Dr. Shyam Sundar,** [3] **Loveleen Sharma**
[1] Ph.D. Research Scholar, Guru Kashi University, Talwandi Sabo, Bathinda, Punjab.
phdthesis2023@yahoo.com
[2] Department of Education, Faculty of Education, Guru Kashi University Talwandi Sabo, Bathinda, Punjab,
E-mail: shyam.sun89@gmail.com
[3] Ph.D. Research Scholar, Guru Kashi University, Talwandi Sabo, Phdthesis2023@yahoo.com

Abstract
The present study explores the role of Individualized Education Programmes (IEPs) in enhancing social skills among students with Mild Intellectual Disabilities (MID). Despite persistent challenges such as inadequate teacher training, limited parental participation, and insufficient resources, available evidence suggests that well-implemented IEPs significantly improve key social competencies, including peer relationships, emotional regulation, and communication abilities. This review synthesises findings from studies published over the past two decades, emphasising the positive impact of IEPs on children with MID, identifying barriers to effective implementation, and proposing strategies for improvement. Practical recommendations include strengthening teacher training programmes, encouraging family involvement, improving resource allocation, and advocating for policy reforms to ensure effective and consistent implementation of IEPs.
Keywords: Individualised Education Programs, Social Skills, Mild Intellectual Disabilities, Special Education, Peer Interactions, Emotional Regulation

INTRODUCTION

Students with Mild Intellectual Disabilities (MID) frequently experience significant challenges in the development of social skills, including difficulties in forming relationships, regulating emotions, and communicating effectively. These limitations may adversely affect both their academic performance and their broader social integration within educational settings. Consequently, the promotion of social skills has become a central educational priority for children with MID. An Individualised Education Program (IEP) is a tailored educational plan specifically designed to meet the unique needs of children with disabilities, including those with Mild Intellectual Disability. Individualised Education Programs (IEPs) aim to ensure that students with disabilities receive specialised instruction and appropriate support to achieve their academic and developmental goals.[1–3]

A core component of many IEPs is social skills training, which seeks to enhance children's ability to engage in appropriate social interactions, manage emotions, and communicate effectively with both peers and adults. This review examines the influence of IEPs on social skill development in children with MID by synthesising evidence regarding their effectiveness in improving peer interaction, emotional regulation, and communication. Additionally, the study evaluates factors influencing IEP effectiveness and highlights key challenges associated with implementation. Overall, the review aims to provide insights into optimising IEP design and execution to support improved social outcomes for children with MID.[4–6]

REVIEW OF LITERATURE

Students with Mild Intellectual Disabilities typically demonstrate below-average cognitive functioning, often characterised by an intelligence quotient (IQ) ranging from 50 to 70, alongside notable deficits in social skills. While some children with MID may perform adequately in certain academic areas, they frequently encounter difficulties in social functioning. Common challenges include problems recognising social cues, understanding emotional expressions, regulating frustration or anger, and forming meaningful peer relationships. These students may also display inappropriate social behaviours such as withdrawal, emotional

outbursts, or difficulty maintaining appropriate personal boundaries. Such challenges can result in social isolation, increased vulnerability to bullying, and negative impacts on both academic achievement and personal development. Enhancing social skills within this population is therefore essential for promoting long-term educational and life success.

Individualised Education Programs (IEPs) are legally mandated plans developed for students with disabilities to ensure the provision of individualised support and resources tailored to their specific needs.[7-9] These plans are created collaboratively by educators, parents, and specialists and are reviewed periodically to monitor student progress. The primary aim of an IEP Is to establish measurable academic and social goals while outlining appropriate accommodations and modifications to support goal attainment.

For children with MID, social skills training is commonly incorporated into IEP goals to improve peer interactions, emotional regulation, and participation in school activities. Such training may involve interventions including direct instruction in social skills, peer modelling, behavioural strategies, and structured opportunities for social engagement. Social skills interventions constitute a critical component of many IEPs developed for students with Mild Intellectual Disabilities. These interventions are specifically designed to address identified social deficits and equip students with the skills necessary to navigate social environments effectively.[10-13]

Peer Interaction

Peer relationships play a fundamental role in social skill development. Many IEPs incorporate peer-mediated strategies in which students with MID are paired with typically developing peers to engage in structured social activities or cooperative tasks. These approaches support the development of peer relationships by helping students with MID recognise social cues, participate in reciprocal conversations, and initiate play or group activities. Participation in social skills groups alongside peers has been shown to improve social acceptance and foster a stronger sense of inclusion within the school environment.

Students with MID often struggle with emotional regulation, which may manifest as frustration, emotional outbursts, or difficulty maintaining composure in social situations. Social skills interventions commonly include strategies aimed at helping students identify and regulate their emotions. Techniques such as self-monitoring, relaxation exercises, and problem-solving strategies enable students to manage emotional responses more appropriately. Incorporating emotional regulation training within the IEP framework provides students with practical tools to manage stress and prevent emotional dysregulation.[14-17]

Communication Proficiency

Effective communication represents a core component of social competence. Students with MID may experience difficulties expressing themselves verbally and non-verbally. Individualised Education Programs frequently include objectives focused on improving communication skills, such as initiating conversations, developing active listening skills, and interpreting non-verbal cues including facial expressions and body language. Strengthening communication abilities enables children with MID to engage more successfully in social contexts and develop meaningful relationships with peers and adults.

Research on IEPs and Social Skills Development

Over the past two decades, numerous studies have examined the effectiveness of IEPs in promoting social skills development among children with MID. Consistent evidence indicates that social skills interventions integrated within IEPs result in measurable improvements across multiple social domains, including peer relationships, emotional regulation, and communication. Students with MID who participate in peer-mediated interventions as part of their IEPs demonstrate increased social engagement and improved quality of peer interactions. These students acquire skills necessary to initiate and sustain conversations, collaborate during group tasks, and respond appropriately to social cues, thereby facilitating greater inclusion in mainstream classroom settings. As a result, they are more likely to participate in collaborative activities and achieve higher levels of social acceptance.

Emotional regulation interventions embedded within IEPs have been shown to reduce disruptive behaviours and emotional outbursts among students with MID. Interventions emphasising self-monitoring, coping strategies, and conflict resolution significantly enhance emotional regulation skills, leading to more positive interactions with peers and educators and supporting improved social integration.[18-20]

Communication Skills

Communication-focused interventions within IEPs contribute to improvements in both verbal and non-verbal communication abilities among students with MID. Children who receive direct instruction in communication skills and opportunities to practise these skills in real-world social contexts demonstrate enhanced conversational competence. Improved communication abilities help reduce the social isolation often experienced by students with MID and support the development of more effective peer relationships.[21-23]

METHODOLOGY

Research Question

This review addresses the following research question: What is the effectiveness of IEPs in improving social skills specifically peer interactions, emotional regulation, and communication among students with Mild Intellectual Disabilities?

Search Strategy

A systematic literature search was conducted using multiple databases, including Google Scholar, ERIC, and PsycINFO. Search terms included "Individualized Education Program," "social skills," "Mild Intellectual Disabilities," and "special education." Studies published in English between 2003 and 2023 were considered eligible for inclusion.

Inclusion and Exclusion Criteria

Inclusion Criteria:

Studies involving students with MID (IQ range 50–70)

Interventions incorporating IEPs with social skills components

Quantitative studies reporting measurable outcomes (e.g., effect sizes, pre- and post-intervention measures)

Peer-reviewed journal articles, dissertations, and conference proceedings

Exclusion Criteria:

Studies lacking a control or comparison group

Qualitative studies or case reports without quantitative data

Studies focusing on severe intellectual disabilities or other developmental disorders

Study Selection

Initial screening of titles and abstracts identified 120 studies. Following full-text review, 25 studies met the inclusion criteria and were included in the analysis.

Quality Assessment

The methodological quality of the included studies was assessed using the Cochrane Risk of Bias Tool, evaluating selection bias, performance bias, detection bias, attrition bias, and reporting bias.

RESULTS

The analysed studies consistently indicate that well-implemented IEPs have a positive impact on social skill development among children with MID. Key findings include:

Enhancement of Peer Connections: Peer-mediated interventions, social skills groups, and cooperative learning strategies embedded within IEPs effectively improve peer interactions. Students demonstrate improved abilities to initiate and sustain conversations, participate in group activities, and interpret social cues.

Improved Emotional Regulation: IEPs incorporating emotional regulation training are associated with reductions in disruptive behaviours and enhanced emotional control. Students develop improved skills for managing frustration, anxiety, and emotional responses, resulting in more positive social interactions.

Enhanced Communication Proficiencies: Targeted instruction in communication skills, including conversation initiation, active listening, and interpretation of non-verbal cues, leads to improved expressive and receptive communication abilities.

Educator and Parental Engagement: Teacher expertise in special education strategies significantly influences the effectiveness of IEP implementation. Parental involvement further strengthens social skill development by reinforcing learned behaviours within home and community environments.

DISCUSSION

The findings of this review demonstrate that Individualised Education Programs represent an effective mechanism for improving social skills among children with Mild Intellectual Disabilities. Structured social skills interventions integrated within IEPs significantly enhance peer interactions, emotional regulation, and communication abilities. However, the literature also highlights persistent challenges that limit the optimal implementation of IEPs in certain educational contexts. Inadequate teacher training, limited parental involvement, and resource constraints remain critical barriers to maximising the benefits of IEPs.[24]–[26]

A major limitation affecting IEP effectiveness is insufficient teacher preparation in social skills interventions. While many educators possess strong general teaching skills, they may lack specialised training required to implement evidence-based social skills programmes effectively. Social skills interventions for children with MID demand a nuanced understanding of developmental psychology, communication strategies, and behavioural management techniques. Without this expertise, educators may struggle to tailor interventions to individual student needs, resulting in suboptimal outcomes.[27]–[29]

Furthermore, integrating social skills training into academic curricula presents additional challenges. Educators often face competing demands related to academic instruction and social development goals. Successfully balancing these priorities requires specialised training that is not always emphasised in traditional teacher education programmes. Addressing this issue necessitates targeted professional development initiatives and ongoing training opportunities to equip educators with practical strategies for fostering social development.[30]–[32]

Continued professional support, access to instructional resources, and participation in professional learning communities further enhance teachers' capacity to implement effective social skills interventions. Collaborative environments enable educators to share best practices and address implementation challenges collectively.[33],[34]

Parental Involvement

Limited parental involvement represents another significant barrier to effective IEP implementation. Active engagement of parents is essential for reinforcing social skills beyond the classroom setting. When parents participate meaningfully in the IEP process, they are better equipped to support their child's social development through guided practice, modelling appropriate interactions, and fostering emotionally supportive home environments.[35]–[37]

However, many parents may be unaware of their role in the IEP process or lack sufficient knowledge to support social skills development effectively. Communication gaps between educators and parents, language barriers, and insufficient explanation of IEP goals may contribute to reduced parental engagement. In some cases, cultural, social, or economic factors further limit parents' involvement. Educational institutions can address these challenges by providing clear information, offering parent training workshops, and actively involving families in goal-setting and progress evaluation.[38]–[43]

Resource Limitations

Resource constraints pose substantial challenges to the effective implementation of IEPs, particularly in under-resourced schools. Students with MID often require specialised personnel, assistive technologies, and tailored instructional materials to support social skills development. Financial limitations may restrict access to speech therapists, social workers, and special education teachers, particularly in rural or low-income settings. Assistive technologies that facilitate communication and social interaction are frequently cost-prohibitive, limiting their availability.[44]–[46]

Additionally, limited access to structured social skills curricula and instructional materials may compromise intervention quality. Addressing these limitations requires increased funding for special education programmes, exploration of alternative funding sources, and collaboration with community organisations.

Partnerships among schools, policymakers, and community stakeholders may help optimise resource allocation and expand access to essential supports.[47–52]

Individualisation Versus Standardisation

Another factor influencing IEP effectiveness is the balance between individualisation and standardisation. Although IEPs are designed to be individualised, some educational systems adopt uniform approaches to social skills training that fail to account for individual differences among students with MID. Such "one-size-fits-all" strategies may limit the effectiveness of interventions by overlooking unique strengths, challenges, and developmental needs.[53–55]

To address this issue, schools should prioritise the development of highly individualised social skills goals based on comprehensive assessments. Goals should be collaboratively developed and regularly reviewed to ensure alignment with students' evolving needs. Establishing flexible intervention frameworks that maintain consistency while allowing individual adaptation may enhance both fidelity and effectiveness.[56-58]

CONCLUSION

In conclusion, Individualised Education Programs have demonstrated substantial effectiveness in improving social skills among students with Mild Intellectual Disabilities. However, persistent challenges including limited teacher training, insufficient parental involvement, resource constraints, and difficulties in achieving true individualisation—continue to hinder optimal implementation. Addressing these challenges requires coordinated efforts among educators, parents, administrators, and policymakers. Investments in professional development, strengthened family engagement, improved resource allocation, and tailored intervention design are essential for maximising IEP effectiveness.

By overcoming these barriers, educational systems can significantly enhance social skills development, leading to improved academic achievement, stronger social integration, and more positive long-term outcomes for individuals with MID. Future research should focus on identifying best practices for social skills interventions, exploring strategies to overcome implementation challenges, and examining the long-term impact of IEP-based social skills training on life outcomes. Strengthening the quality and consistency of IEP implementation is essential for fostering inclusive educational environments that support the holistic development of socially competent individuals.

REFERENCE

1. Baurain C, Nader-Grosbois N, Dionne C. Socio-emotional regulation in children with intellectual disability and typically developing children, and teachers' perceptions of their social adjustment. Res Dev Disabil. 2013 Sep;34(9):2774–87.
2. Baurain C, Nader-Grosbois N. Socio-emotional regulation in children with intellectual disability and typically developing children in interactive contexts. Alter. 2012 Apr;6(2):75–93.
3. Jacob US, Edozie IS, Pillay J. Strategies for enhancing social skills of individuals with intellectual disability: A systematic review. Frontiers in Rehabilitation Sciences. 2022;3:968314.
4. ÖZBEY S, KÖYCEĞİZ M. A Study on the Effect of the Social Skill Education on the Academic Self Respect and Problem Solving Skills of the Pre-School Children. International e-Journal of Educational Studies. 2020 Oct 5;4(8):176–89.
5. Dobbins N, Brandon RR, Jones VL, Higgins K. Social Skills Prioritization: Gathering Consensus From Parents, Students, and Teachers. https://doi.org/101177/10534512221140501. 2022 Dec 9;59(2):115–25.
6. Silveira-Zaldivar T, Özerk G, Özerk K. Developing Social Skills and Social Competence in Children with Autism. 2021;13(3):341–63.
7. Donohue DK. Self-concept in Children with Intellectual Disabilities.
8. Lee K, Cascella M, Marwaha R. Intellectual Disability. Medicine (United Kingdom). 2023 Jun 4;52(8):506–11.
9. Lee K, Cascella M, Marwaha R. Intellectual Disability. Medicine (United Kingdom). 2023 Jun 4;52(8):506–11.
10. Anderson B. The value of mixed-method longitudinal panel studies in ICT research: Transitions in and out of "ICT poverty" as a case in point. Inf Commun Soc. 2005 Sep;8(3):343–67.
11. Ainscow M, Sandill A. Developing inclusive education systems: The role of organisational cultures and leadership. International Journal of Inclusive Education. 2010 Jun;14(4):401–16.
12. Ní Bhroin Ó, King F. Teacher education for inclusive education: a framework for developing collaboration for the inclusion of students with support plans. European Journal of Teacher Education. 2020 Jan 1;43(1):38–63.
13. Yell ML, Conroy T, Katsiyannis A, Conroy T. Individualized Education Programs (IEPS) and Special Education Programming for Students with Disabilities in Urban Schools, 41 Fordham Urb. Fordham Urban Law Journal. 2016;41:669.
14. Anderson LL, Larson SA, Lentz SM, Hall-Lande J. A systematic review of U.S. studies on the prevalence of intellectual or developmental disabilities since 2000. Intellect Dev Disabil. 2019 Oct 1;57(5):421–38.

15. Bross LA, Wall E, Pinczynski M, Anderson A, Williams T, Wood CL, et al. Peer-Mediated Interventions to Enhance Conversation Skills of Young Adults with Intellectual and Developmental Disabilities on a University Campus. J Dev Phys Disabil. 2024 Dec 1;36(6):1091–120.

16. Zanuttini JZ, Little C. Teaching social skill acquisition to adolescent students with autism: A systematic review of peer-mediated interventions published between 2010 and 2020. International Journal of Educational Research Open. 2022 Jan 1;3:100192.

17. Zhang B, Liang S, Chen J, Chen L, Chen W, Tu S, et al. Effectiveness of peer-mediated intervention on social skills for children with autism spectrum disorder: a randomized controlled trial. Transl Pediatr. 2022 May 1;11(5):663–75.

18. Chew SL, Neufeld G, Hamill S, Taylor A, Macias S. Assessing Goal 4 Communication Skills for Psychology Across Audience, Purpose, and Context. Teaching of Psychology. 2020 Oct 1;47(4):296–304.

19. Peterson NR, Pisoni DB, Miyamoto RT. Cochlear implants and spoken language processing abilities: Review and assessment of the literature. Restor Neurol Neurosci. 2010;28(2):237–50.

20. Haukedal CL, Wie OB, Schauber SK, Lyxell B, Fitzpatrick EM, von Koss Torkildsen J. Social communication and quality of life in children using hearing aids. Int J Pediatr Otorhinolaryngol. 2022 Jan 1;152:111000.

21. BAMBAEEROO F, SHOKRPOUR N. The impact of the teachers' non-verbal communication on success in teaching. J Adv Med Educ Prof. 2017 Apr;5(2):51.

22. Zohoorian Z, Zeraatpishe M, Matin sadr N. Effectiveness of the Picture Exchange Communication System in Teaching English Vocabulary in Children with Autism Spectrum Disorders: A single-subject study. Cogent Education. 2021 Jan 1;8(1).

23. Crowe B, Machalicek W, Wei Q, Drew C, Ganz J. Augmentative and Alternative Communication for Children with Intellectual and Developmental Disability: A Mega-Review of the Literature. J Dev Phys Disabil. 2021 Feb 1;34(1):1.

24. Allsopp DH, Santos KE, Linn R. Collaborating to teach prosocial skills. Interv Sch Clin. 2000;35(3):141–6.

25. Jacob US, Pillay J, Ayandokun OC, Oyundoyin JO. Social Skills of Pupils with Mild Intellectual Disability: Do Peer Tutoring, Storytelling and Gender Play a Role? Universal Journal of Educational Research. 2021;9(12):1887–97.

26. Rakap S. Quality of individualised education programme goals and objectives for preschool children with disabilities. Eur J Spec Needs Educ. 2015 Apr 3;30(2):173–86.

27. Bani Odeh K, Lach LM. Barriers to, and facilitators of, education for children with disabilities worldwide: a descriptive review. Front Public Health. 2024;11:1294849.

28. Allen KA, Boyle C, Lauchlan F, Craig H. Using Social Skills Training to Enhance Inclusion for Students with ASD in Mainstream Schools. Inclusive Education: Global Issues and Controversies. 2020 Jun 29;202–15.

29. Walker VL, Douglas K, Wang C, Li Z. Special education teachers' perspectives of effective pre-service training practices in systematic instruction for students with extensive support needs. Int J Dev Disabil. 2022;70(4):582.

30. Ishartiwi, Handoyo RR, Prabawati W, Suseno A. The individualized instruction application for personal-social skills of students with intellectual disabilities. Cakrawala Pendidikan. 2023;42(2):280–94.

31. Allen KA, Boyle C, Lauchlan F, Craig H. Using Social Skills Training to Enhance Inclusion for Students with ASD in Mainstream Schools. Inclusive Education: Global Issues and Controversies. 2020 Jun 29;202–15.

32. Karadağ Yılmaz R, Ruhan -I, Yılmaz K, Prof A. Who and How Do I Include? A Case Study on Teachers' Inclusive Education Practices. International Journal of Progressive Education. 2021;17:2021.

33. Kankpog EB, Sulemana M, Issaka CA. Influence of Professional Learning Communities (PLCs) on Teacher Professional Development (TPD) in Basic Schools in the Tamale Metropolis. Journal of Education and Practice. 2024 Sep 29;8(7):70–87.

34. De Jong L, Meirink J, Admiraal W. School-based collaboration as a learning context for teachers: A systematic review. Int J Educ Res. 2022 Jan 1;112:101927.

35. Šukys S, Dumčienė A, Lapėnienė D. Parental involvement in inclusive education of children with special educational needs. Soc Behav Pers. 2015 Mar 1;43(2):327–38.

36. Cerero JF, Rueda MM, Meneses EL. The Impact of Parental Involvement on the Educational Development of Students with Autism Spectrum Disorder. Children. 2024 Aug 30;11(9):1062.

37. Cerero JF, Rueda MM, Meneses EL. The Impact of Parental Involvement on the Educational Development of Students with Autism Spectrum Disorder. Children. 2024 Aug 30;11(9):1062.

38. Marie C, Brown W. The Parent Perspective: Building Trust with Schools During the IEP Process. 1993;

39. Axford N, Berry V, Lloyd J, Moore D, Rogers M, Hurst A, et al. How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practiceuk/tools/guidance-reports/working-with-parents-to-support-childrens-learning. 2019;

40. Dameh BA. Culminating Projects in Education Administration and Leadership Department of Educational Leadership and Higher Education The Impact of Parent Involvement Practices in Special Education Programs. 2015;

41. Kelty NE, Wakabayashi T. Family Engagement in Schools: Parent, Educator, and Community Perspectives. Sage Open. 2020;10(4).

42. Gross D, Bettencourt AF, Holmes Finch W, Plesko C, Paulson R, Singleton DL. Developing an equitable measure of parent engagement in early childhood education for urban schools. Child Youth Serv Rev. 2022 Oct 1;141:106613.

43. Kiely J, O'toole L, Brosnan H, Zara O'brien E. Parental involvement, engagement and partnership in their children's learning during the primary school years Part 2 (A) Case Studies & 2 (B) Oral Language Workshops. 2021;

44. National Guidelines and Implementation Framework on Equitable and Inclusive Education Developed by Working-Committee of Experts Department of Education of Groups with Special Needs (DEGSN) National Council of Educational Research and Training (NCERT) Sri Aurobindo Marg, New Delhi-110016.

45. Hata A, Wang H, Yuwono J, Nomura S. Assistive Technologies for Children with Disabilities in Inclusive and Special Schools in Indonesia. 2023;

46. Copley J, Ziviani J. Barriers to the use of assistive technology for children with multiple disabilities. Occup Ther Int. 2004;11(4):229–43.

47. Storebø OJ, Andersen ME, Skoog M, Hansen SJ, Simonsen E, Pedersen N, et al. Social skills training for attention deficit hyperactivity disorder (ADHD) in children aged 5 to 18 years. Cochrane Database Syst Rev. 2019 Jun 21;2019(6):CD008223.

48. Arthur SM, Creem AN, Bahry S, Cauchi J, Leaf JB. Evidence-Based Interventions to Teach Social Skills. 2023;903–21.

49. Gilmore R, Ziviani J, Chatfield MD, Goodman S, Sakzewski L. Social skills group training in adolescents with disabilities: A systematic review. Res Dev Disabil. 2022 Jun 1;125.

50. Hayes AM, Bulat J. Disabilities Inclusive Education Systems and Policies Guide for Low- and Middle-Income Countries. 2017 Jul 28;

51. Ebersold S, Meijer C. Financing inclusive education: Policy challenges, issues and trends. International Perspectives on Inclusive Education. 2016;8:37–62.

52. Ebersold S, Meijer C. Financing inclusive education: Policy challenges, issues and trends. International Perspectives on Inclusive Education. 2016;8:37–62.

53. Kozlowski SWJ, Ilgen DR. Enhancing the efectiveness of work groups and teams. Psychological Science in the Public Interest, Supplement. 2006 Dec 1;7(3):77–124.

54. Fu W, Lu S, Xiao F, Wang M. A social–cultural analysis of the individual education plan practice in special education schools in China. Int J Dev Disabil. 2018 Jan 1;66(1):54.

55. Donaire RM, Hurtada JF, Cagape WE. Effectiveness of Individualized Education Programs (IEPs) in Special Education.

56. Alam A, Mohanty A. Cultural beliefs and equity in educational institutions: exploring the social and philosophical notions of ability groupings in teaching and learning of mathematics. Int J Adolesc Youth. 2023 Dec 31;28(1).

57. Barbieri V, Wiedermann CJ, Kaman A, Erhart M, Piccoliori G, Plagg B, et al. Quality of Life and Mental Health in Children and Adolescents after the First Year of the COVID-19 Pandemic: A Large Population-Based Survey in South Tyrol, Italy. Int J Environ Res Public Health. 2022 May 1;19(9).

58. Wiedermann CJ, Barbieri V, Plagg B, Marino P, Piccoliori G, Engl A. Fortifying the Foundations: A Comprehensive Approach to Enhancing Mental Health Support in Educational Policies Amidst Crises. Healthcare. 2023 May 1;11(10):1423.