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Journal Article Summary:
“Socio-emotional Development in Children with Physical Impairment”

Cahyani, A., Widyastuti, D. & Affandi, G. R. (2020). Socio-emotional development in children with physical impairment. *International Journal of Psychosocial Rehabilitation*, 24(6), 2733–2741.
<https://doi.org/http://eprints.umsida.ac.id/7841/1/Artikel%20Socioemotional%20Development.pdf>

Researchers Cahyani, Widyastuti and Affandi published findings on the effects that home, educational and social environments have on children with physical impairments. The research team acknowledged that physical impairments presented physical and logistical barriers to children. However, the research scientist who conducted the study wanted to see if physical impairments were correlated with socio-emotional deficits, or if environment could mitigate negative impacts on socio-emotional development.

The case study research for *Socio-emotional Development in Children with Physical Impairment* was conducted using passive observational techniques and semi-structured interviews. The observations and interviews sought to collect data on socio-emotional factors in the development of children with physical disabilities. The research team analyzed the qualitative findings on the three children who were interviewed and observed. The subjects ranged in age from 6-14 years of age, who all had congenital orthopedic and neural impairments.

The researchers found that positive family and educational environments can help children with physical disabilities avoid barriers to social integration and emotional well-being. The severity of the physical disability of the child was found to impact their emotional development, as a severe disability can lead to heightened feelings of depression and anxiety in children with the impairment, and increased the emotional and financial burden on their families. However, parents, peers and educators who demonstrated consistent care and emotional stability helped to mitigate the stresses on the child with the physical impairment, and helped bolster their self-esteem. The research demonstrated that a supportive and inclusive environment increased feelings of self-worth in children with physical impairments, and advanced their social-emotional development.

References

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