Classroom climate and TEL/TDL: strategies for a safe, participatory and equitable coexistence

Clima de aula y TEL/TDL: estrategias para una convivencia segura, participativa y equitativa

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ABSTRACT

Introduction: school coexistence in Chile was analyzed as a pillar of comprehensive development, highlighting its impact on learning and socioemotional well-being. An increase in complaints of violence and cyberbullying was observed, which affected students with SEN, especially with TEL/TDL, with greater intensity. Although regulatory frameworks and devices such as Law No. 20,536, the Inclusion Law and the PIE were available, there was a gap between the prescription and the daily practice in the establishments.

Development: the configuration of coexistence in regular schools and special language schools was described, reviewing internal regulations and coexistence manuals. It was documented that specialized environments offered more explicit and protective supports, while in regular schools, barriers to peer interaction and gaps in teacher preparation persisted. The socioemotional characteristics of TEL/TDL - pragmatic difficulties, lower expressiveness and vulnerability to rejection - were related to more fragile classroom climates. The role of leadership, pedagogical management, training and coexistence, and resource management to articulate prevention, timely intervention and remediation was highlighted. The need for communicative adjustments, visual supports, guided cooperative work and explicit emotional education was identified.

Conclusions: it was concluded that ensuring inclusive coexistence required moving from regulations to implementation with evidence. It was recommended to strengthen teacher and coexistence team training in TEL/TDL, update regulations with clear inclusive measures, make visible and monitor annual plans with goals and indicators, and consolidate school-family-community co-responsibility. In addition, there was a lack of research on emotional and social dimensions in TEL/TDL that conditioned decision making in the modalities studied.

Keywords: School Coexistence; TEL; TDL; Inclusive Education; Classroom Climate; Classroom Climate.

RESUMEN

Introducción: se analizó la convivencia escolar en Chile como pilar del desarrollo integral, destacándose su incidencia en el aprendizaje y el bienestar socioemocional. Se observó un aumento de denuncias por violencia y ciberacoso que afectó con mayor intensidad a estudiantes con NEE, especialmente con TEL/TDL. Aunque se dispuso de marcos normativos y dispositivos como la Ley N.º 20.536, la Ley de Inclusión y el PIE, se constató una brecha entre la prescripción y la práctica cotidiana en los establecimientos.

Desarrollo: se describió la configuración de la convivencia en escuelas regulares y escuelas especiales de lenguaje, revisándose reglamentos internos y manuales de convivencia. Se documentó que los entornos especializados ofrecieron apoyos más explícitos y protectores, mientras que en escuelas regulares persistieron barreras de interacción entre pares y vacíos en la preparación docente. Se relacionaron las características socioemocionales propias del TEL/TDL—dificultades pragmáticas, menor expresividad y vulnerabilidad al rechazo—con climas de aula más frágiles. Se destacó el rol del liderazgo, la gestión pedagógica, la formación

y convivencia, y la gestión de recursos para articular prevención, intervención oportuna y reparación. Se identificó la necesidad de ajustes comunicativos, apoyos visuales, trabajo cooperativo guiado y educación emocional explícita.

Conclusiones: se concluyó que garantizar una convivencia inclusiva exigió pasar de la normativa a la implementación con evidencia. Se recomendó fortalecer la formación docente y de equipos de convivencia en TEL/TDL, actualizar reglamentos con medidas inclusivas claras, visibilizar y monitorear planes anuales con metas e indicadores, y consolidar la corresponsabilidad escuela–familia–comunidad. Se advirtió, además, un déficit de investigación sobre dimensiones emocionales y sociales en TEL/TDL que condicionó la toma de decisiones en las modalidades estudiadas.

Palabras clave: Convivencia Escolar; TEL; TDL; Educación Inclusiva; Clima de Aula.

INTRODUCTION

School coexistence is one of the fundamental pillars for the comprehensive development of students, as it determines not only the quality of learning but also the socio-emotional well-being within educational communities. In the Chilean context, the latest reports from the Ministry of Education and the Superintendency have revealed a sustained increase in complaints related to school violence, cyberbullying, and peer conflicts, reflecting a worrying picture in the education of children and adolescents. Such manifestations show that school spaces, far from being solely places of academic learning, are also settings where practices of inclusion or, conversely, exclusion and discrimination are reproduced. This reality particularly affects students with Special Educational Needs (SEN), including those diagnosed with Specific Language Impairment (SLI) or Developmental Language Disorder (DLD), who face greater barriers to participating fully in school life.[1,2,3,4]

The Chilean education system has promoted various policies and regulations that seek to foster a democratic, inclusive, and violence-free school environment. Law No. 20.536 on school violence, the School Inclusion Law, and support programs such as the School Integration Program (PIE) are important frameworks for addressing diversity and guaranteeing students' rights. Likewise, each educational establishment must have internal regulations and a coexistence manual that regulate interactions, disciplinary procedures, and protocols for dealing with conflictive situations. However, there are still gaps in the implementation of these tools, as in practice students with SLI/SLD continue to be subjected to discrimination, ridicule, or exclusion, both by their peers and sometimes due to the lack of preparation of teachers and management teams.[5,6,7,8]

In this scenario, it is necessary to examine how school coexistence is configured in different educational contexts—regular schools and special language schools—and how regulations, rules, and teaching practices manage to respond to the specific needs of students with SLI/SLD. This is a challenge that transcends pedagogy, as it involves socio-emotional, family, and community dimensions, where adults have a responsibility to model respectful relationships and create environments that strengthen inclusion and diversity.[9,10,11,12]

Thus, this study aims to analyze school coexistence with a focus on students with SLI/SLD, considering both regulatory frameworks and specific practices in schools. The main objective is to provide a critical reflection that allows us to understand the gaps between inclusive discourse and the reality experienced in classrooms, and to move toward strategies that guarantee safer, more participatory, and equitable educational environments for all.[13,14]

DEVELOPMENT

In 2022, the Ministry of Education reported a significant increase in reports of school violence (1500 reports), of which 30 % are related to cases of school violence. Mauricio Farias, Superintendent of Education, reported 769 reports of cyberbullying, 362 more than the average between 2018 and 2019[1], and so far in 2023, the situation remains the same, with difficulties in coexistence reflected in fights, carrying weapons, threats, among others. This is a reason to investigate the school coexistence of SEN students in different school settings, as there is a lack of information on the difficulties that students with SLI/SLD have experienced in this area.[15,16,17]

In practice, it is clear that School Integration Programs (PIE) and teams exist to address these SEN, however, the influence of this law on school coexistence is not apparent, as discrimination among peers continues, not only because of disability, but also because of culture, language, socioeconomic status, among other factors (SUPEREDUC).[18,19,20] It is important to identify the main problems that arise in schools and how schools act to prevent them and create a good environment that includes students with SLI/SLD, as well as to understand the procedures and actions taken in classrooms and with the educational community when incidents of violence, harassment, bullying, among others, occur.[21,22,23]

Below, we will analyze school coexistence and SLI/LD, according to their regulations, the management of coexistence, and how it is carried out in educational establishments in conjunction with internal regulations to

maintain order within schools. It will also examine the socio-emotional characteristics of students and link the influence of SLI/SLD on school coexistence, while analyzing the coexistence manuals in special language and regular schools. [24,25,26]
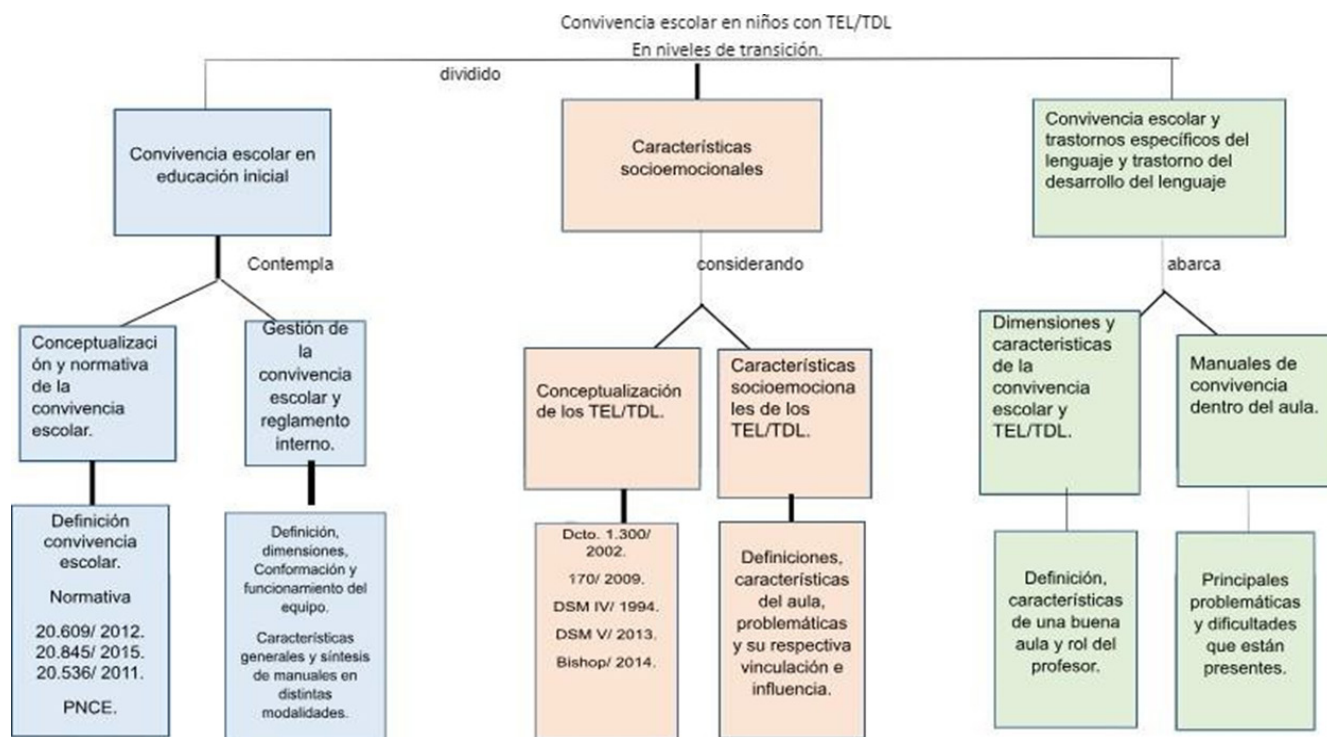

Figure 1. Concept map

School coexistence in early childhood education in Chile

Early childhood education in Chile is the educational service provided to children under the age of six, with the aim of promoting their comprehensive and harmonious development in an environment rich in formative, educational, and emotional experiences. This also includes stable school coexistence, and there are many rewarding experiences in the country in relation to coexistence at this level. However, many factors are currently emerging that can harm children's school coexistence, which is why it is important to analyze this in more detail. [27,28]

School coexistence is a personal learning experience. If the school experience promotes the inclusion of all members or, on the contrary, justifies and encourages discrimination, those same ways of sharing will be learned. [2]

If the way of coexisting in the educational space always involves learning, in order to improve, good environments for interacting should be created at all times in school life, reflecting on how everyday conflicts of sharing are dealt with at school, in order to change the approaches and mechanisms that do not give the expected results, with regard to how school coexistence is being managed and teaching students to be citizens. [3,4]

In early childhood education, good treatment considers children and their interaction with adults, which is fundamental for them to participate in the educational process. Children imitate what adults do, so the entire educational community must be considered in the challenge of creating a good educational environment for human relationships and everyday practices. The Santa Bernardita Educational Foundation mentions that in the early years of life, acquiring good personal and social development will teach children the basic guidelines for integrating into social life. For its part, the Miguel De Unamuno School states that consideration should be given to educating students to live together in society "by implementing an environment with values, tolerance, and freedom from violence, aimed at enabling each of its members to fully develop their personality, exercise their rights, and fulfill their duties". [29,30,31]

It is therefore important to understand how coexistence occurs in early education, in different settings such as special language schools and regular schools, as well as to analyze the regulations that govern these establishments, their functioning, and their influence within educational establishments, as they contain internal regulations and coexistence manuals that regulate interactions between students. [32,33]

Conceptualization and regulations of school coexistence

Good coexistence entails mutual respect, acceptance of different opinions and lifestyles, and the resolution

of tensions or disputes by non-violent means.[2] Rodríguez argues that school coexistence is determined by the quality of relationships between members of the educational community, democratic participation in decision-making, the importance of conflicts, and the mechanisms put in place to resolve them. And in 2019, MINEDUC concluded that school coexistence is a set of interactions and relationships that occur between all actors in the community (students, teachers, teaching assistants, administrators, parents, guardians, and school administrators) where they learn to coexist based on the experience they build at school and the daily behavior of each of the actors in the educational community.[34,35,36]

In 2009, Hirmas and Carranza argued that providing quality education for all means taking into account people's diversity, needs, and abilities, promoting a school climate that fosters respect and peaceful conflict resolution, and creating a safe environment where students can learn good behavior.[37,38]

The Curriculum Guidelines for Early Childhood Education define coexistence as "the establishment of interpersonal relationships and participation in which children should feel free to explore, express, feel, and communicate, developing feelings of security and learning to accept the support and protection of adults", considering that all these actions will influence them throughout their lives when relating to others.[39]

With this, it is understood that the role of interaction within the school and how it is used is fundamental, as it requires the development of soft skills and respect in order to relate to others. From this perspective, school coexistence is based on human rights, on what the school system must provide to ensure the right to learn according to each individual's potential.[4] Furthermore, it is argued that peer relationships are fundamental to the well-being of the educational community,[40] although this is often a complex process. Therefore, the need was observed to create regulations to govern conflict situations, mainly between students, and policies to help enforce the rules of coexistence that must be followed in society.[41]

In 2019, Maturana H[5] mentioned that education is an area of coexistence that is guided by adults,[42] in which children learn together with them and from their experiences. He believes that education begins when children learn from interacting with others, rather than from imposed learning models, that is, allowing children to grow by experiencing and living what one wants them to learn, teaching norms and values of good behavior. If children can perform these actions permanently, it will become a learning experience and routine for them, which will have a greater impact on coexistence, because they will not be norms that only remain on paper. For this reason, the National Board of Kindergartens (JUNJI), the Ministry of Education (MINEDUC), and schools consider the context in which students develop to be important and invite families to participate in the learning process, offering support from school coexistence teams and multidisciplinary teams to promote diversity. In order to create healthy spaces and respectful relationships, rules for coexistence are created within the classroom, considering basic rules such as greeting others, saying thank you, and taking turns, among others.[43,44]

Similarly, students need to be guided in building relationships, with the teacher acting as a mediator, supporting them in their self-definition and in solving problems independently, as well as guiding relationships between students by offering opportunities for work based on respect. Within the classroom, "in addition to the intentionality that the educator gives to a learning experience, during this experience, they must also model and encourage interactions between everyone to be characterized by emotional bonds free of threats".[6]

In this way, the process of interaction between peers will be guided and tools for personal development in society will be provided. Therefore, in the transition levels, it is important to work on school coexistence from the perspective of the personal sphere, autonomy, identity, self-esteem, and relationships with others. The Early Childhood Education Curriculum Guidelines consider coexistence to be the core of personal and social development, which is a permanent and continuous process in people's lives. From an early age, children are taught values and a sense of belonging to a community and culture.[45]

In Chile, laws and policies are created to guide the processes of coexistence within schools, which is why the first Law No. 20.536/2011 was created, which aims to address school coexistence within educational establishments.[46] However, several years earlier, the Universal Declaration of the Rights of the Child (UN, 1959) and the United Nations (UN) Declaration on a Culture of Peace and Non-Violence for the Children of the World 2001-2010, emphasized the rights-based approach that guarantees students the right to learn in an environment free from violence, to participate and be respected in their dignity, in which each individual is considered a unique and valuable human being.[47,48]

It is important to mention that educational regulations and policies aim to guide the definition and implementation of actions, programs, and projects that promote understanding and the development of participatory, inclusive, and democratic school coexistence, in order to support educational institutions in resolving problems that arise within the establishment, where educational agents are prepared to act in the best way possible in the face of any situation of poor school coexistence. Policies and regulations arise from the problems and needs that arise within educational communities.[7]

However, there has been a significant increase in violence and discrimination in educational establishments throughout Chile. Over the last 15 years, various educational regulations and policies have been continuously

implemented, but over the last 12 years, laws directly related to school violence and coexistence in educational institutions have been enacted. The first of these was the School Violence Act (No. 20.536/2011); the Education Quality Assurance Act (No. 20.529/2011); the Non-Discrimination Act (No. 20,609/2012) with a final amendment in 2022, which establishes measures against arbitrary discrimination and a judicial procedure for discrimination based on race, nationality, religion, sexual orientation, gender identity, disability, among others, and the School Inclusion Law (No. 20.845/2015).

All of these seek to promote good treatment among students and regulate acts of violence or discrimination that may arise in schools. To support all this work, there are internal regulations that each establishment must have in order to be recognized by the state, which also provides guidelines and protocols for action to maintain a good school environment. Below is a presentation of school coexistence management and internal regulations, highlighting the role and influence they play in school coexistence.[51,52]

School coexistence management and internal regulations

Educational establishments must have internal regulations that incorporate rules of operation, coexistence, and general procedures ccording to the needs that arise within the educational units. These regulations are mandatory and aim to facilitate and strengthen the management processes carried out in educational establishments.[53]

Coexistence management is the collaborative and intentional process of designing, implementing, and evaluating policies, actions, practices, and activities related to the set of interactions and relationships that occur in the school context.[8]

Law No. 20.536/2011 created the position of school coexistence officer, which is mandatory for all educational units in the country that are officially recognized by the State. Section 3 of Law No. 20.536 states that "All educational establishments must have a school relations officer, who will be responsible for implementing the measures determined by the professionals on the School Coexistence Committee."[54] According to Law No. 20.536, the staff responsible for interactions in educational institutions is composed of the area manager, coordinator, counselor, and general inspector of the educational institution, as well as professionals in the psychosocial area (psychologist, social worker, or other professional who is part of the educational institution's psychosocial team), all with the aim of supporting and promoting good coexistence within the educational institution.

The 2015 National Policy on School Coexistence refers to the creation of a management team in charge of educational interactions, which is responsible for addressing specific interaction situations, such as those involving conflicts that require specific and sometimes immediate interventions, such as certain actions in response to school harassment, violence, bullying, etc. The PNCE is responsible for further developing the roles and functions of those in charge of interactions within the educational community. According to the policy, teachers must fulfill their role and function within the school coexistence team.[55]

In addition, it proposes to approach management from an integrated strategy, which implies intentional, complementary, and coherent work.[9] It should be noted that all members of the management team are expected to have knowledge of the area so that they can respond efficiently to problems that arise within educational establishments.[56]

The annual plan that educational establishments must have is an organizational and vision document that sets objectives and goals and includes activities that promote values among all members of the educational unit. This allows them to establish priorities for the school year improvement proposal, based on the current needs of the educational community. The plan must contain all the activities that will be carried out during the school year. For example, the national coexistence policy establishes that strategies must be developed to disseminate the rights of children and young people, as well as to implement information and training strategies to prevent situations of physical and psychological abuse.[57] The professionals who make up the coexistence management plan team are responsible for carrying out all of the above. The annual plans of the educational units must be visible to the entire educational community so that they have access to the information stipulated in the management plan. This is because the management plan of the establishments is public and must therefore be available on the establishment's website or in physical form in the educational institutions.[58]

The active participation of all members of the educational community is important in order to work on various strategies to create a good atmosphere within the school unit. This is achieved through relationships that arise between the various members of the community to strengthen the participation, commitment, and collaborative work of all members, with the aim of making decisions together and seeing different points of view to achieve adequate management of school coexistence in educational establishments.[59]

School management can be observed in four dimensions: pedagogical management, school leadership, school coexistence, and resource management. These must be linked together so that good management of coexistence can exist, which involves developing actions related to school leadership. In pedagogical management, the curricular intention of cross-curricular content, the what and how of the teaching and learning process, and

the management of personnel, financial, and educational resources stand out.[10]

Everything stipulated in the management plan for educational establishments must be consistent with the principles and values of the institutional educational project and with the rules of coexistence established in the Internal Regulations of the educational unit.[60]

Internal regulations and coexistence manuals are essential for the proper functioning of schools, as many decisions made within the establishments depend on them, as well as their protocols for action, which must be in accordance with their Institutional Educational Project.[61] The Framework for Good Management and Leadership establishes tools to support educational management, which are organized into five dimensions to support the creation of Institutional Educational Projects, School Improvement Plans, the organization of spaces for pedagogical reflection, coordination, teaching planning, and the participation of the school community in inclusive spaces, among others. All of these are made available to the management teams of the establishments.[62]

In order to ensure order and harmonious coexistence within schools, internal regulations and school coexistence manuals are created. The Superintendency of Education establishes that "it is an instrument developed by members of the educational community in accordance with the values expressed in the Educational Project, which aims to ensure the fulfillment of rights and duties". These internal regulations are unique, and when the rules are formulated in the coexistence manual, they will be understood as part of it.[63]

Therefore, educational establishments must have internal regulations in order to obtain official recognition (Law No. 20,370), which establishes in Article 46 "the obligation to have regulations governing its relations with the various actors in the school community".[11] These regulations must include rules on operation, coexistence, and general procedures tailored to the particularities and needs of each community, prevention policies, protocols for action, and behaviors that constitute a breach of good school coexistence, which are graded from least to most serious. It aims to facilitate and strengthen the management processes carried out by each school; it includes all the necessary regulatory aspects for its development and implementation, highlighting the commitment of all members to comply with the established rules. Table 1 below shows the minimum content and protocols that internal regulations must have according to the Superintendency of Education.

Table 1. Structure of internal regulations associated with school coexistence	
Minimum content	**Protocols**
Rights and duties of the educational community. Structure and operation of the establishment. Admission processes. Use of uniforms. Regulations on safety and protection of rights.	Abuse, bullying, or violence among members of the educational community. Retention and support for students, parents, and pregnant women. Violation of students' rights. Assaults and incidents of sexual connotation.
Pedagogical management and protection of motherhood and fatherhood. School coexistence. Rules, offenses, disciplinary measures, and procedures. Regulations on procedures for approving, modifying, updating, and disseminating the Internal Regulations. Payments or scholarships in shared-funding establishments.	School accidents.

School coexistence manuals should include a description of the acts that constitute breaches of good school coexistence, disciplinary measures, and procedures, taking into account the details and procedures by which a sanction is imposed, in order to guarantee a fair procedure. In addition to incorporating prevention strategies and protocols for dealing with situations of abuse or violence among members of the educational community, which will be verified by the Superintendency, they should promote opportunities for participation by creating bodies such as student centers, parent centers, teacher councils, and good coexistence and safety committees.

Although education talks about an inclusive approach, internal regulations and coexistence manuals regulate coexistence issues, since in practice there is no evidence of activities that promote diversity, nor are there activities where the main actors are students with SLI/SLD. It is necessary to raise awareness in the educational community that, although this is a temporary SEN, it entails a process of limitations when interacting.[64]

In addition to the above, it is important for the school coexistence team to manage the situation well in order to promote harmonious development among students and foster healthy relationships, as well as to develop internal regulations in which the entire community participates and which are enforced throughout the school year.

Below are the social-emotional characteristics of students with SLI/SLD to analyze their behavior within the school and how they relate to their peers. [65,66]

Specific Language Disorders/Developmental Language Disorders associated with socio-emotional characteristics. In contemporary studies on language, there is a great deal of research that attempts to explain what happens to children who do not reach the expected age-appropriate performance levels and how this hinders their school life, considering that their socio-emotional characteristics can influence their interactions with other students. [67]

SLI/DLD refers to "communication disorders that interfere with the development of language skills in children who do not have hearing loss or intellectual disabilities" (National Institute on Deafness and Other Communication Disorders, 2019, p.1), affecting speech, reading, listening, and writing skills. It is a common disorder and affects approximately 7 % to 8 % of children in transition levels. The term 'language disorder' is recommended to refer to a profile of difficulties that causes functional impairment in daily life and is associated with a poor prognosis. The term "language development disorder (LDD)" was approved for use when the language disorder was not associated with a known biomedical etiology.

On the other hand, DLD refers to a communication disorder that interferes with learning, understanding, and using language, which resembles neurodevelopmental disorders; "caused by complex interactions between genes and the environment that modify brain development. The exact causes of the brain differences that lead to language development disorder are unknown". [68]

Thus, SLDs are directly related to the socio-emotional characteristics of school life, considering that they make communication impossible, generating cases of school violence; becoming one of the social problems that abound in schools, as it influences both the school climate and the acquisition of learning.

Conceptualization of Specific Language Disorders and Language Development Disorders

Currently, the term SLD is used in accordance with current Chilean regulations and divides the diagnosis according to the areas affected. However, the DSM-V and Bishop changed the acronym to SLD, as studies showed that all cognitive and expressive areas are affected.

In accordance with the provisions of Decree No. 1,300, SLI is defined as a student having slow and delayed oral language development that cannot be explained by a sensory, auditory, or motor deficit, and is classified as expressive and/or mixed (receptive-expressive) SLI, expressive being defined as when the student makes errors in word production, is unable to use speech sounds appropriately for their age, has limited vocabulary, among other characteristics, and mixed when they have difficulty understanding words, phrases, or specific terms. Over the years, various professionals have conducted an number of studies on the terminology of the aforementioned diagnosis, with concluding that SLI "refers to a profile of difficulties that causes functional impairment." It should be noted that the study conducted by this author was carried out with language experts and was conducted with the aim of changing the terminology from SLI to TDL. [69]

Given the widespread lack of knowledge about SLI and the confusion generated by experts in the field regarding terminology, Bishop conducted two studies using the Delphi method, with the aim of reaching an agreement on the terminology and criteria for the diagnosis of SLI. In his studies, Bishop concludes that only those infants who have delayed language and are between 2 and 3 years old will be diagnosed with SLI. According to the latest version of the DSM-V, TDL is defined as a student with a limited vocabulary, limited sentence structures, and difficulties in speech. [70]

Both SLI and SLD present difficulties in the area of language and communication; however, SLD also involves difficulties in some executive functions.

It is likely that SLI/SLI will manifest itself in different members of the same family. "Studies have been conducted with twins that indicate a strong genetic influence, although this fact seems to reflect a combined impact of many genes rather than a specific mutation". It is believed that SLI/LD is caused by a lack of stimulation from parents towards infants in the early years of life. It is important to mention that an adequately stimulated environment will facilitate student learning, as it promotes curiosity, attention, and concentration, and provides them with more tools to interact with their environment.

It is important for parents to be informed about these SLI/SLD diagnoses so that if their children have language or executive function difficulties, they can immediately seek the help of a professional expert in the area to provide the child with the appropriate therapy according to the specialist's diagnosis.

Maribel Granada Azcárraga mentions that when a child is diagnosed with SLI, parents and family should provide a stimulating environment and integrate the child into an enriched educational setting where they have the opportunity to interact with other children, accompanied by specific support. Early intervention is important because these language development disorders can persist over time and affect students' school performance, impacting their literacy and social and emotional development. There are educational alternatives for early intervention in SLI/SLD, such as special language schools and regular schools with PIE (Educational Integration Program). It should be noted that both educational units have a professional expert in the area of language, namely a speech therapist.

It is necessary for the students' families to have a thorough understanding of the child's diagnosis in order to provide appropriate early intervention. "The earlier language disorders are addressed, the better the chances of developing language skills, which has an impact on the child's well-being". It is important for parents to consider the advice of experts in the field in order to rule out or diagnose the disorder and then intervene in a preventive and appropriate manner.

Early language stimulation in students diagnosed with SLI/SLD will be beneficial so that the student does not have greater difficulties interacting with their peers in adulthood. Parents play a key role in the development of skills by serving as role models, since emotional interactions with the caregiver, in addition to promoting the child's emotional development, influence the maturation of the parts of the brain responsible for emotional awareness and regulation. Before starting school, the first people students interact with are those in their family environment, so it is essential that parents or caregivers provide early stimulation, developing children's social-emotional skills and language stimulation.

Social-emotional characteristics of Specific Language Disorders and Language Development Disorders

In the early stages, children with Specific Language Impairment take longer to start talking and combining words into sentences than other children. As a result, their social-emotional skills may be affected, preventing them from developing personally and relating to their environment. A more detailed analysis reveals the following:

Social-emotional characteristics are the learned behaviors we engage in when interacting with people around us, through the expression of our feelings, attitudes, rights, or opinions.[12] Thus, students diagnosed with SLI/SLD have difficulty understanding the emotions of their peers and even expressing their own emotions.

Students with SLI/SLD have a lower capacity for empathy and for understanding the emotions of their peers. As a result, they have difficulty relating to their surroundings, as they tend to be less expressive with people they do not know. "Emotional education is just one resource that can facilitate students' personal growth, strengthen interpersonal relationships within the educational community, and promote harmony in the school". Emotional education is fundamental to the teaching and learning processes of students, as it helps them develop the fundamental skills for problem solving, effective social relationships, and self-regulation.

According to Tomkins, "there is an unlimited set of emotions that can be grouped into positive emotions, such as interest, surprise, and joy, and negative emotions, such as distress, fear, shame, disgust, and anger." In students with SLI/LD, these emotions vary depending on how the student feels in the classroom, with their classmates and teacher. When they are victims of bullying, teasing, or aggression, they tend to have negative emotions; otherwise, they reflect positive emotions, and to achieve this, they need the support of the educational unit.

According to a study, problems in forming relationships persist, stemming from difficulties in social understanding and low pragmatic skills. In other words, students diagnosed with SLI/LD have difficulty initiating social interactions, understanding games and implicit social norms, and responding to literal and inferential questions.

Currently, there are few studies that cover the emotional and social education of students with SLI/SLD. "There are still few studies that evaluate the emotional and social dimension of children and adolescents with SLI/SLD".[13] There are behaviors that are observable in students with SLI/LD, such as selective mutism, which is an anxiety disorder characterized by a total absence of speech in specific situations, even though the child has the ability to speak in other situations, excessive shyness, and intolerance to frustration, among others, which causes them to have greater difficulties in relating to their peers. Professionals indicate that these students become completely detached from their peers and begin to live in an environment where they are alone and do not develop social or emotional skills.

Morales A[14] mentions that "it is important for parents, caregivers, educators, and health professionals to be alert to the warning signs of SLI/SLD," which can have a significant impact on the child's socialization and adaptation to their environment. Therefore, it is essential that they receive family support and early stimulation, as well as personalized intervention based on each student's individual characteristics. According to various professionals, children with SLI/LDD interact better in the family context (with siblings, cousins, uncles, aunts, grandparents); however, in the school context, this is not evident, as a result of bad experiences that students have had within educational units, such as bullying, physical or verbal aggression. There are different interaction profiles in children diagnosed with SLI/LD, which are impulsive, solitary, and solitary-passive.

This may vary depending on the characteristics and personality of each student, but it will depend on how they function in different social and family contexts. The environment in which the child functions should be a place where they feel safe and confident.

Given the above, it is important to note that socio-emotional characteristics influence peer relationships that arise in schools, emphasizing that the educational establishment will be responsible for providing the

necessary support for both pedagogical and social development.

Due to all of the above, it is important to know how students with SLI/SLD are being included in educational units, how the students and teachers themselves contribute to the daily interactions that students with this diagnosis have. Next, we will analyze school coexistence in children with SLI/SLD in the classroom, the role of teachers, and the coexistence manuals of schools of different types.

School coexistence, Specific Language Disorders/Developmental Language Disorder

Currently, coexistence within the school community has become a topic of analysis and reflection, as various factors influence learning acquisition, such as the social climate of the school, barriers within the classroom, and relationships within the entire educational community, among others. However, the difficulties that students with SLD/SLI may face in the classroom are not considered.

A study identify the dimensions of school coexistence as the value of coexistence, school conflict, and the response to conflict. These are in hierarchical order: first, one learns to coexist with others and values diversity, then, in the process of interacting, conflicts arise, to which a response must be provided, that is, a solution to the problem, where the classroom teacher will be in charge of guiding this process. This is why a physically appropriate environment must be provided where varied activities that include students with SLI/SLD are implemented. There must be respectful communication between teachers and students, as well as involving all students in the classroom rules, where there is a real consensus. These are central elements for a good classroom environment. In this way, the role of the teacher in the classroom in addressing school coexistence will be characterized by respect for all students and a commitment to their learning.

The difficulties presented in a regular classroom versus a special language school classroom are different, considering that "school sometimes becomes a homogeneous rather than a diverse space, which creates environments conducive to discrimination" [15]. For this reason, MINEDUC includes performance standards for schools in its management, covering areas for improvement that take into account the management team, coexistence, and teachers in different ways.

Dimensions and characteristics of TEL/TDL in the classroom

The dimensions of school coexistence were established by MINEDUC in 2017 in the Guidelines for the formation and functioning of School Coexistence teams in schools/high schools, to support educational establishments in their pedagogical and training activities. These guidelines consider aspects of personal and social development that interfere with the characteristics of students with SLI/SLD and their behavior inside and outside the classroom. Therefore, all members of the educational community must be familiar with them in order to apply them and support the process.

In school management, it is important that training in coexistence and good school environments be intentional through planning. [16] To this end, there are four essential dimensions that must be considered within the educational unit and the classroom, which are aimed at personal, social, and learning development. Those diagnosed with SLI/SLD tend to be less sociable, and in this regard, the role played by any member of the educational community is essential, as they must guide and encourage their participation, taking into account the entire class.

Each dimension plays a role within the school and is the responsibility of specific agents. In the leadership dimension, it is directed at the sponsor and management team, who work together and play an active role in leading, coordinating, supporting, and encouraging the educational community. [17]

In pedagogical management, the primary responsibility lies with teachers who carry out the teaching-learning processes, which involves the use of appropriate pedagogical strategies and monitoring the progress of their students. At the same time, in resource management, teachers are dependent on the school, which must take the necessary steps to ensure that it has a sufficient, competent, and committed work team. [16]

Considering that all dimensions influence teacher-student interactions and learning, SEN in the classroom must be taken into account, as it affects students' well-being and socio-emotional development and has a significant impact on their behavior, attitude, and performance. As already mentioned, the socio-emotional characteristics of students with SLI/SLD are different from those experienced by other students, which can directly interfere with their learning. A good climate allows students to feel socially, emotionally, intellectually, and physically secure, where they perceive the school as an environment where they can learn to relate to others, which considers the perceptions and attitudes of students, teachers, and parents regarding the presence of a respectful, organized, and safe environment in the school. This has a direct impact on teachers and the management team, who are responsible for creating the conditions necessary to generate the right spaces, atmosphere, and everything else that is relevant for students with SEN, in this case SLI/SLD, to develop holistically both in the classroom and in any other space within the educational unit.

Table 2. Dimensions of school coexistence

Dimensions	Subdimensions	Description
Leadership	Leadership of the supporter. Leadership of the director. Planning and management of results.	This includes the functions of institutional design, coordination, management, and planning, carried out by the school owner and the management team, aimed at ensuring the organized and synergistic functioning of the establishment; this is one of the factors that has the greatest impact on student learning.
Pedagogical management	Curriculum management. Teaching and learning in the classroom. Support for student development.	This includes the policies, procedures, and practices for organizing, preparing, implementing, and evaluating the educational process, taking into account the needs of all students, so that they achieve their learning objectives and develop in accordance with their potential. It is the core of each school's work, as its main objective is achieving the learning and development of its students.
Training and Coexistence	Training. Coexistence. Participation and life democratic.	Establishes the policies, procedures, and practices aimed at promoting personal and social development, in accordance with the Educational Project of each institution and the current curriculum. The school is the second space where children learn to relate to themselves and their environment, it is necessary for the establishment to focus on to educate students by providing them with tools, values, and experiences that allow them to take care of their physical and emotional well-being and connect in a healthy way with the environment in general.
Personnel management resources	Personnel management. Management of resources financial. Management of resources educational.	Defines policies, procedures, and practices aimed at promoting personal and social development, in accordance with the Educational Project of each. institution and the current curriculum. The school is the second space where children learn to relate to themselves and their environment, it is necessary for the establishment to focus on the education of students by providing them with tools, values, and experiences that enable them to take care of their physical and emotional well-being and connect in a healthy way with the environment in general.

A study points out that the main indicators for good school coexistence should be respect, trust and concern for one another, social and academic growth, communication, and opportunities for participation. He concludes that there are four components to the school coexistence climate: academic, social, physical, and emotional. Therefore, it is "important for teachers to use assertive communication with their students, to look them in the eye and address them by name, all of which are signs of esteem". This generates a favorable attitude towards communication between teachers and students.

However, language is essential for communication and socialization. To develop social skills, it is necessary to work on language skills and abilities in a joint interaction, as the fundamental purpose of language is for children to express themselves and formulate their desires, beliefs, and needs through communication. Therefore, a good understanding and practice of language is essential to achieve what is desired. [18]

Children with SLI/SLD are the most affected, as the DSM-V establishes that they have difficulties in acquiring and using language in all its forms: spoken, written, sign language, or other, with limited language skills that interfere with academic performance and social communication. Children with language difficulties may have problems in social settings. Difficulty understanding and using language can cause problems with social interaction, since they have trouble understanding language in the receptive area and, in the prescriptive area, they have trouble using language to express what they think or need. This is why, when they start school, they may have problems with reading, which can cause them to feel frustrated and embarrassed when expressing themselves in front of their peers.

Various studies report that episodes of aggression and/or violence in schools cause children physical and emotional harm, stress, demotivation, absenteeism, and even negative effects on school performance due to post-traumatic stress. According to the above, students with SLI/LD who are victims of physical or verbal violence within schools tend to become demotivated over the years and their academic performance declines. It is therefore necessary for those responsible for school life to analyze the different situations and intervene to resolve them.

According to Dale[18], "Peer acceptance in early childhood is a predictor of later relationships. Children who do not have friends in kindergarten continued to have difficulties in socializing at age 10." In accordance with the above, it is important that in early childhood, the environment closest to students provides them with a

safe place where they feel confident and can develop in the best possible way, so that when they grow up, they do not have difficulties socializing with their peers.

For Maturana[5], it is essential to teach students to respect and empathize with their peers, accept their classmates, and live in harmony with their environment. A study conclude that education is essential, not in terms of cognitive learning, but in terms of coexistence. Students learn when there is adequate coexistence among peers and a healthy classroom environment, so it is essential to foster respect for others at an early age in order to prevent bullying in educational institutions.

In view of the above, special language schools aim to provide specialized care to students with SLI/SLD who are at a similar stage, presenting behavioral difficulties (less socialized and more aggressive) and a disorder that affects all components of language. Therefore, by being enrolled in these schools, both in terms of the care provided by professionals and within the classroom, social development will be more effective, as teachers must consider all the difficulties that students present and involve them in the class in various ways.[20]

The work is aimed at overcoming the difficulties that students may experience in their academic progress. Curricular adjustments can be made if necessary, with decisions being made jointly by the technical team, and families should be involved in the process. Specialist interventions can be individual or in small groups, which will also facilitate peer interaction.[21]

For this reason, children tend to develop greater confidence in these establishments, as there is no room for offensive or mocking behavior, since the adults who accompany the students tend to have a more inclusive outlook. However, in regular establishments, the opposite situation occurs, because when children start school, they begin to differentiate between formal and informal speech, rules of correctness, and the socializing function of language, in which they must learn different linguistic skills. Therefore, when one or more students have not developed their communication and linguistic abilities, a process of academic failure or labeling of the student may begin. This can trigger social difficulties among peers and at school. One of the fundamental roles in this process is played by the school and teachers, starting with the provision of specialized support for the student and the internal work carried out by the teacher in the classroom, improving the working conditions for the student, as well as communication with other students.

Actions to be taken by teachers include: using visual aids to compensate for comprehension difficulties, reinforcing areas in which students feel comfortable and maximizing their potential, adapting language, speaking more slowly than usual, without breaking the natural intonation and prosody, using simple phrases adapted to their level of language production and comprehension, supporting language with natural gestures.

In terms of interaction with classmates, it is necessary to observe their relationship with others in order to introduce them into working groups with similar characteristics, play interests, adaptation, etc. Offer support for participation in school play areas; in conversation activities, adapt content to the student's linguistic level, encourage spontaneous participation, create opportunities for play in the playground, as it can be seen that they tend to play alone in the playground.

Taking into account the realities, it can be determined that problems may arise in the classroom in both types of schools. In special language schools, there may be greater difficulties in learning content and the process may be slower. In regular schools, the biggest problems are in social interaction among peers and the classroom teacher's knowledge of how to address diversity and support students with SLI/SLD.

Coexistence manuals in schools of different types

"The coexistence manual is a tool that sets out the agreements of the educational community to facilitate and guarantee harmony in daily life within educational establishments". Based on this, an excerpt from the coexistence manuals in regular and special language schools in the Valparaíso region is presented, which are similar in terms of student rights and types of offenses, although the penalties are different.

It is also important to highlight the analysis by a study, who concludes that if a link is found between classroom learning environments and levels of school aggression, it can be assumed that by acting on classroom climates, levels of school aggression can be reduced and learning conditions improved.

Both schools consider the rights and duties of students in their manuals. However, the special language school includes the family among the duties, giving them a responsibility and commitment to the students, while the regular school only involves the students. In terms of offenses and sanctions, it can be seen that the regular school is stricter compared to the special language school, where there is no evidence of sanctions for very serious offenses. Both schools emphasize protocols for resolving conflicts passively, as they seek dialogue and the intervention of a responsible adult in the first instance.

In light of the above, it is noteworthy that there is a coexistence manual that penalizes situations that harm the learning of all students, as well as actions that put others at physical and psychological risk, with the aim of protecting the right to education and providing a safe place free of discrimination for all students.

Table 3. Coexistence manuals for special language schools and regular schools in the Valparaíso region

Type of school	Rights	Duties
Regular school	To be treated with respect and dignity. To be listened to and to express their opinion a respectful and well-founded manner. Have the possibility to appeal to the Administration in case of sanctions. Be familiar with the School Coexistence Manual, Assessment Regulations, and current Plans and Programs. Participate in student organizations at the regional and community levels. He and the student who are parents will have the benefit of flexibility and agreement on their school day, to promote responsible parenting. Have suitable staff available to meet special educational needs. To demand the application of these internal regulations.	Be familiar with and fully respect the various protocols and regulations of the establishment. Take care of their physical integrity and not put others at risk. Respect all members of the school community. Be willing to listen and resolve conflicts peacefully. Attend classes daily, respecting the established arrival and departure times. Responsibly fulfill your school obligations. Behave appropriately during the school day , allowing classes to run smoothly. Do not consume drugs, cigarettes, alcohol, and/or any illegal substances inside the school or in its vicinity. Show respect for the environment.
Special school for Language	Students may not be expelled from school for disciplinary or other reasons. Nicknames or nicknames will not be accepted; all children must be called by their first names. Students with infectious diseases or pests will be excused from attending classes until authorized by the treating physician.	Complete the tasks and activities requested by the teacher. Maintain behavior appropriate for their age and personal characteristics. Their language must be appropriate. Attend to speech therapy reassessments when requested requested. Attend extracurricular activities when they take place. Students are prohibited from bringing items to the school that are not related to schoolwork and have not been expressly requested by the teacher.

Table 4. Comparative table of types of offenses and penalties between both schools

Regular school	Special language school	Similarities and/or differences
Minor offenses: attitudes and behaviors that disrupt the normal teaching-learning process, but do not involve physical or psychological harm to others or minor damage to school property. Penalties: Talk to and guide the student. Inform the student's parent or guardian. After two warnings, the homeroom teacher must summon the parent or guardian.	Minor offenses: those that do not cause significant difficulty in the normal exercise of school activities. Penalties: The student will be summoned to explain the reasons that led them to commit the offense. Repeated minor offenses will result in the student, parent, or teacher being summoned to discuss with the school administration to discuss the problem and agree on a written solution that commits the person involved to change.	The regular school considers minor offenses to be those that disrupt the teaching process, while the language school considers them to be those that do not interfere with the activities.
Serious offenses: attitudes and behaviors that threaten the physical or psychological integrity of another member of the educational community and that go against the common good. Sanctions: Talk to and guide the student. Summon the parent or guardian.	Serious offenses: those offenses that cause conflicts within the school and prevent the normal development of activities, interfering with the interests of other actors and/or not respecting their freedoms. Penalties:	The regular school considers attitudes that threaten the integrity of any member of the educational community to be serious offenses, while the school
meeting with the head teacher and school coexistence team. The school coexistence team will be responsible for informing the principal of the situation in case it is necessary to apply the safe classroom law.	It will be addressed immediately by adults in order to maintain control. The student will be given the opportunity to explain the possible reasons that led to the misconduct. The parent or guardian will be summoned and, if necessary, the advice of suitable professionals will be sought and specialists will be consulted to provide family and/or behavioral therapy.	Language considers the obstruction of activities and disrespect for the freedoms of members of the educational unit to be a serious offense.

Very serious offenses: attitudes and behaviors that seriously alter the physical and mental integrity of others, as well as the infrastructure and clothing of the establishment. Sanctions: Immediately summon and inform the parent or guardian. The student will not be allowed to participate in extracurricular activities. The student will be suspended for three consecutive days. Conditional status will be applied after all of the above measures have been applied. If there is a second very serious offense, the "Safe Classroom Law" will be applied.	Very serious offenses: those that damage the physical, psychological, or material integrity of the establishment or its actors, and pose a serious threat to harmony and respect for people's freedoms. Penalties: -no information.	Both schools consider attitudes that damage the physical or psychological integrity or clothing of the establishment to be very serious offenses.

CONCLUSIONS

The analysis confirms that school coexistence in Chile faces persistent tensions that go beyond disciplinary issues and compromise the educational experience, especially for students with SLI/SLD. Even though the regulatory framework—Law No. 20.536, the Inclusion Law, quality assurance, manuals, and internal regulations—offers robust guidelines, the gap between discourse and practice is evident in the increase in complaints of violence, cyberbullying, and exclusion, as well as in the insufficient capacity of educational communities to translate these standards into sustained pedagogical and socio-emotional interventions. A comparison between regular schools and special language schools shows that the latter tend to provide more explicit support and a protective culture, while in regular schools barriers to peer interaction and gaps in teacher training to address diversity persist.

The findings underscore that improving coexistence requires systematically articulating the four dimensions of school management (leadership, pedagogical management, training and coexistence, and resource management) with concrete strategies for SLI/SLD: communicative adjustments, visual supports, guided cooperative work, explicit teaching of social-emotional skills, and action protocols focused on prevention and remediation. The evidence reviewed indicates that the socio-emotional characteristics of SLI/SLD—pragmatic difficulties, reduced expressiveness, vulnerability to rejection—affect the classroom climate; therefore, consistent emotional education, adult modeling, and teacher mediation are non-negotiable conditions for a safe and participatory environment.

Consequently, four priority lines of action are proposed: (1) strengthening teacher training and coexistence teams in SLI/SLD, with a focus on classroom practices, formative assessment, and effective communication; (2) updating coexistence regulations and manuals to incorporate explicit inclusive measures, clear referral routes, and binding participation of families and students; (3) ensuring resources and public visibility for annual coexistence plans, with goals, indicators, and periodic monitoring; and (4) promoting a culture of school-family-community co-responsibility that deploys early prevention, timely intervention, and restoration of bonds when violations occur. There are also persistent gaps in research on the emotional and social dimensions of TEL/TDL; advancing comparative studies between modalities and impact assessments of interventions will allow for more refined decisions. In summary, ensuring inclusive school coexistence involves moving from normative prescriptions to implementation with evidence, pedagogical leadership, and differentiated supports that protect the right to learn and coexist for all students.

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CONFLICT OF INTEREST
Authors declare that there is no conflict of interest.

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