Emotional and meta-emotional intelligence as predictors of adjustment problems in students with Specific Learning Disorders

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The purpose of this study was to analyse adjustment problems in a group of adolescents with a Specific Learning Disorder (SLD), examining to what extent they depend on the severity level of the learning disorder and/or on the individual’s level of emotional intelligence. Adjustment problems, perceived severity levels of SLD, and emotional and meta-emotional intelligence were examined in 34 adolescents with SLD. Results demonstrated that emotional beliefs, emotional self-concept and emotional intelligence are very important factors in the psychological adjustment of adolescents with SLD. These results provide evidence for the importance of considering meta-emotional intelligence in both diagnostic and intervention protocols, as well as in the inclusive education of students with SLD.

Keywords: adjustment problems, emotional intelligence, meta-emotional intelligence, specific learning disorder, inclusion