less than the school counsellors, mobile APS teachers and APS teachers. These results reveal that subject teachers and principals who work with students with special needs and professionals in other job position need interventions in terms of the awareness and importance of the social-emotional domain for each student with special needs as the majority of students with special needs (e.g., with specific learning disabilities) have difficulties in social relationships, they tend not to be accepted by their peers, they often have shortcomings in interactions with peers and adults, they may have lack of age-appropriate social understanding of complex interactions or difficulties in communicating effectively with others (Elias, 2004).

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