Mapping Teacher Competencies Supporting the Socio-Emotional Development of Students with Dyslexia: A Scoping Review

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ABSTRACT:
This scoping review maps empirical evidence on teacher competencies that support the socio-emotional development of students with dyslexia within special education settings. Guided by Arksey and O'Malley's scoping review framework and informed by PRISMA-ScR, the review synthesised empirical quantitative studies published between 2020 and 2025 from Scopus and Web of Science, complemented by backward reference checking. Eleven studies met the inclusion criteria. The synthesis identified five interrelated teacher competency domains: knowledge and instructional competence, pedagogical adaptation competence, teacher dispositional competence, behaviour management competence, and professional competency frameworks. The findings suggest that teacher competencies support students' socio-emotional development through adaptive instructional practices, emotionally responsive interactions, supportive teacher-student relationships, and positive classroom environments. Several student-related socio-emotional domains were also identified, including emotional regulation, self-concept, coping strategies, environmental influences, and mental health-related risks. This review contributes to the literature by proposing an integrated conceptual model linking teacher competencies, classroom processes, and socio-emotional mechanisms in dyslexia-focused special education settings. The findings provide implications for teacher education, professional development, competency framework construction, and future empirical validation.

Keywords: Teacher competencies, Dyslexia, Socio-emotional development, Integrated Special Education Programmes, Scoping review.

1. INTRODUCTION

The growing emphasis on inclusive and equitable education has intensified the need for effective support systems for students with learning disabilities within mainstream educational settings. In Malaysia, the Ministry of Education has implemented integrated special education programmes in primary schools to support the academic, behavioural, and socio-emotional development of students with special educational needs. Among these learners, students with dyslexia frequently experience substantial cognitive, linguistic, and socio-emotional challenges that require specialised pedagogical support and responsive teaching approaches. Compared to their typically developing peers, students with dyslexia are

more likely to experience emotional distress, anxiety, low self-esteem, frustration, social withdrawal, and psychosocial adjustment difficulties arising from repeated learning challenges and negative school experiences (Adi et al., 2024; Bazen et al., 2023; Stein et al., 2024; Wilmot et al., 2024).

Recent evidence further suggests that socio-emotional difficulties among students with dyslexia are not solely associated with reading limitations or academic underachievement, but are also shaped by classroom experiences, teacher support, peer relationships, and broader school environments (Morte-Soriano & Soriano-Ferrer, 2024; Polychroni et al., 2024). These emotional and psychosocial challenges may negatively influence students' academic engagement, emotional regulation, self-concept, social participation, and overall well-being. Consequently, there is increasing recognition that effective support for students with dyslexia requires not only instructional intervention, but also emotionally responsive and socially supportive educational environments that facilitate holistic student development.

Within special education contexts, teachers play a pivotal role in supporting both the academic and socio-emotional development of students with dyslexia. Effective special education teachers are expected to possess not only instructional knowledge and pedagogical expertise, but also emotional sensitivity, adaptive teaching competence, behaviour management skills, and the ability to establish supportive teacher-student relationships (Calandri et al., 2025; Černickaja & Sokolová, 2024). Previous studies have demonstrated that teacher competencies and teacher self-efficacy significantly influence classroom management practices, adaptive instructional strategies, emotional support, and the quality of teacher-student interactions within inclusive and special education settings (Al-Hendawi et al., 2024).

Teacher competencies are commonly conceptualised as an integrated combination of professional knowledge, pedagogical skills, emotional capacities, and professional dispositions that enable teachers to effectively support diverse learners within educational environments. Within dyslexia education, these competencies extend beyond instructional expertise and include adaptive pedagogical practices, emotional responsiveness, interpersonal communication skills, and inclusive classroom management approaches that contribute to students' academic engagement and socio-emotional adjustment.

The present review is conceptually informed by social-emotional learning (SEL) perspectives, which emphasise the importance of emotional regulation, self-awareness, social awareness, relationship skills, and supportive learning environments in promoting students' holistic development. According to Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020), socio-emotional competencies are closely associated with students' psychological well-being, behavioural adjustment, and academic engagement. Within dyslexia education, SEL perspectives suggest that emotionally responsive teaching practices and positive classroom interactions can significantly influence students' emotional well-being, coping strategies, resilience, and participation in learning activities. Teachers therefore function not only as instructional facilitators, but also as important providers of socio-emotional support within classroom environments.

This review is further informed by teacher self-efficacy theory proposed by Albert Bandura, which posits that teachers' beliefs regarding their professional capabilities influence their instructional practices, emotional support strategies, classroom management approaches, and willingness to implement adaptive instructional practices. Teachers with stronger self-efficacy are generally more confident in responding to diverse learning needs and providing consistent socio-emotional support to students with learning difficulties. In addition, Urie Bronfenbrenner's ecological systems theory provides an important contextual perspective by conceptualising teachers as significant components within the classroom microsystem, where daily teacher-student interactions directly influence students' emotional experiences, social relationships, and sense of psychological security within school environments.

Collectively, these theoretical perspectives suggest that teacher competencies influence students' socio-emotional development through adaptive instructional practices, emotionally responsive interactions, supportive teacher-student relationships, and inclusive classroom environments. This integrated theoretical positioning provides an important conceptual foundation for understanding how teacher competencies support the socio-emotional development of students with dyslexia.

Despite increasing scholarly attention towards dyslexia, special education settings and teacher professional development, limited research has systematically synthesised empirical evidence concerning the competencies required to support the socio-emotional development of students with dyslexia. Existing studies predominantly focus on instructional practices or academic outcomes, whereas socio-emotional dimensions and competency-related processes remain conceptually fragmented and insufficiently explored, particularly within special education contexts. Furthermore, inconsistencies in the conceptualisation and operationalisation of teacher competencies across studies continue to constrain theoretical integration and practical application within teacher education and professional development programmes.

Given the multidimensional nature of teacher competencies and the growing recognition of socio-emotional challenges among students with dyslexia, there is a need to systematically synthesise existing empirical evidence concerning how teacher competencies contribute to socio-emotional development. Therefore, this scoping review aims to map and synthesise the existing empirical literature concerning teacher competencies that support the socio-emotional development of students with dyslexia. Specifically, the review seeks to identify key competency domains, examine emerging thematic patterns, and analyse prevailing research trends related to teacher competencies and socio-emotional outcomes among students with dyslexia within special education contexts.

2. METHODOLOGY

This study employed a scoping review methodology guided by Arksey and O'Malley's (2005) six-stage framework. The review process was further informed by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses Extension for Scoping Reviews (PRISMA-ScR) to enhance methodological transparency, reporting consistency, and procedural clarity. Scoping reviews are particularly suitable for emerging and conceptually fragmented fields because they aim to map the breadth, characteristics, and patterns of existing literature rather than determine the effectiveness or strength of evidence.

The present review was undertaken to synthesise empirical evidence concerning teacher competencies that support the socio-emotional development of students with dyslexia within special education contexts. Specifically, the review aimed to identify key competency domains, examine emerging thematic patterns, and analyse prevailing research trends within the existing body of literature. The review was guided by the following research questions:

1. What teacher competencies are identified in the literature as important for supporting the socio-emotional development of students with dyslexia?
2. What themes and patterns emerge regarding teacher competencies and socio-emotional support for students with dyslexia?
3. What are the key characteristics and research trends of empirical studies examining the relationship between teacher competencies and socio-emotional outcomes among students with dyslexia?

Search Strategy

The literature search was conducted systematically using two major scholarly databases, namely Scopus and Web of Science (WoS). These databases were selected because they provide extensive coverage of peer-reviewed international research across the fields of education, psychology, social sciences, and special education. Although databases such as ERIC

and PsycINFO may provide additional domain-specific coverage, Scopus and Web of Science were prioritised due to their multidisciplinary scope and extensive indexing of high-impact international publications.

The search strategy incorporated keywords related to four principal concepts, namely special education, teacher competencies, socio-emotional development, and dyslexia. Boolean operators ("AND" and "OR") were used systematically to combine relevant search terms and refine the search process. The complete search strings and filtering criteria are presented in Table 1.

To enhance the comprehensiveness of the review, backward reference checking and manual screening procedures were also conducted. These additional procedures helped minimise the possibility of overlooking potentially relevant studies not captured during database searching.

Inclusion and Exclusion Criteria

The study selection process was conducted systematically in several stages to ensure that only studies relevant to the objectives of the review were included. Initially, duplicate records identified across the databases were removed. This was followed by title and abstract screening to assess the relevance of the studies to the scope and purpose of the review. Subsequently, full-text screening was undertaken to determine the eligibility of the articles based on predetermined inclusion and exclusion criteria.

Although scoping reviews commonly incorporate multiple research designs, the present review focused specifically on empirical quantitative studies to enable clearer comparison of measurable relationships between teacher competencies and socio-emotional outcomes among students with dyslexia. This narrower methodological focus was considered appropriate given the conceptual variability of teacher competency constructs and socio-emotional indicators across the existing literature. By limiting the review to quantitative evidence, the synthesis sought to enhance analytical consistency and facilitate a more structured thematic comparison across studies examining competency-related and socio-emotional variables.

Studies were included if they were peer-reviewed journal articles published in English between 2020 and 2025. Eligible studies were required to focus on teacher competencies within special education contexts, including instructional competence, pedagogical adaptation, teacher self-efficacy, behaviour management, or related professional competencies. Studies also had to involve students with dyslexia or dyslexia-related learning difficulties and report at least one socio-emotional outcome, such as emotional regulation, anxiety, self-concept, coping strategies, psychosocial adjustment, or related emotional and behavioural dimensions.

Studies were excluded if they consisted of review articles, meta-analyses, conference proceedings, books, book chapters, dissertations, reports, or non-peer-reviewed publications. Similarly, studies were excluded if they did not specifically address teacher competencies, did not involve students with dyslexia, or failed to examine socio-emotional outcomes relevant to the objectives of the review. Articles published outside the specified timeframe or in languages other than English were also excluded from the analysis.

The search process initially identified 829 records from the Scopus and Web of Science databases. Following the removal of 37 duplicate records, the remaining studies underwent title and abstract screening. After the inclusion and exclusion criteria had been applied, 171 full-text articles were assessed for eligibility. Ultimately, 11 empirical quantitative studies fulfilled all predetermined criteria and were included in the final synthesis (Figure 1).

Data Charting and Synthesis

Data extraction was conducted systematically using a structured charting form. Information extracted from each study included the authors, year of publication, country, research design, sample characteristics, instruments, study variables, socio-emotional outcomes, and major findings related to teacher competencies. To improve consistency and analytical reliability, the extracted data were reviewed and organised thematically according to competency domains and socio-emotional constructs. Microsoft Excel was utilised to organise,

manage, and visualise the extracted data through tabular and graphical representations.

Consistent with the objectives of scoping review methodology, no formal critical appraisal of methodological quality was conducted because the primary purpose of the review was to map the breadth, characteristics, and thematic patterns of existing empirical literature rather than evaluate the strength of evidence or determine intervention effectiveness. Nevertheless, all included studies underwent systematic screening based on predetermined inclusion criteria, peer-review status, empirical relevance, and alignment with the objectives of the review to ensure sufficient methodological and conceptual relevance for synthesis. The findings were synthesised descriptively and thematically to identify recurring competency domains, socio-emotional themes, research trends, and gaps within the current literature. Narrative synthesis was further supported by tables and conceptual mapping to facilitate clearer interpretation and presentation of the findings.

Reporting and Interpretation

The final stage involved integrating and interpreting the findings to provide a comprehensive overview of existing research patterns concerning teacher competencies and socio-emotional development among students with dyslexia. Particular attention was given to identifying recurring themes, conceptual gaps, and implications for future research, teacher professional development, and special education practice. The discussion further examined how teacher competencies may influence socio-emotional development through classroom practices, relational processes, and learning environments. In addition, limitations within the existing literature, including conceptual inconsistencies and contextual variations across studies, were identified to inform future empirical investigation in this field.

Table 1. Search strings

Database	Search String / Keywords	Filters Applied	Records Retrieved
Scopus	("special education" OR "special needs" OR "inclusive education") AND ("teacher competencies" OR "teacher skills" OR "educator abilities" OR "professional development") AND ("socio-emotional development" OR "emotional growth" OR "social skills" OR "emotional intelligence") AND ("dyslexia" OR "reading disability" OR "learning disability" OR "specific learning disorder") AND ("students" OR "pupils" OR "learners" OR "children")	Year: 2020–2025 Language: English Document Type: Article	825
Web of Science (WoS)	("special education" OR "special needs") AND ("teacher competencies" OR "professional development") AND ("socio-emotional development") AND ("dyslexia")	Year: 2020–2025; Language: English Document Type: Article	4

3. RESULTS

Study Selection

The literature search identified 829 records from the Scopus and Web of Science databases. To improve the comprehensiveness of the review process, backward reference checking procedures were also conducted to identify potentially relevant studies not captured through database searches. After the removal of 37 duplicate records, 792 articles remained for title and abstract screening based on the predetermined inclusion and exclusion criteria.

Subsequently, 171 full-text articles were assessed for eligibility. Of these, 160 articles were excluded because they did not sufficiently address teacher competencies, students with dyslexia, socio-emotional outcomes, or special education contexts relevant to the objectives of the review. Additional exclusions included review articles, conference proceedings, book chapters, non-peer-reviewed publications, and studies published outside the specified timeframe.

Ultimately, 11 empirical quantitative studies fulfilled all eligibility criteria and were included in the final scoping review synthesis (Figure 1). The relatively limited number of included studies reflects the still-emerging nature of empirical research examining the relationship between teacher competencies and socio-emotional development among students with dyslexia, particularly within special education and primary school contexts.

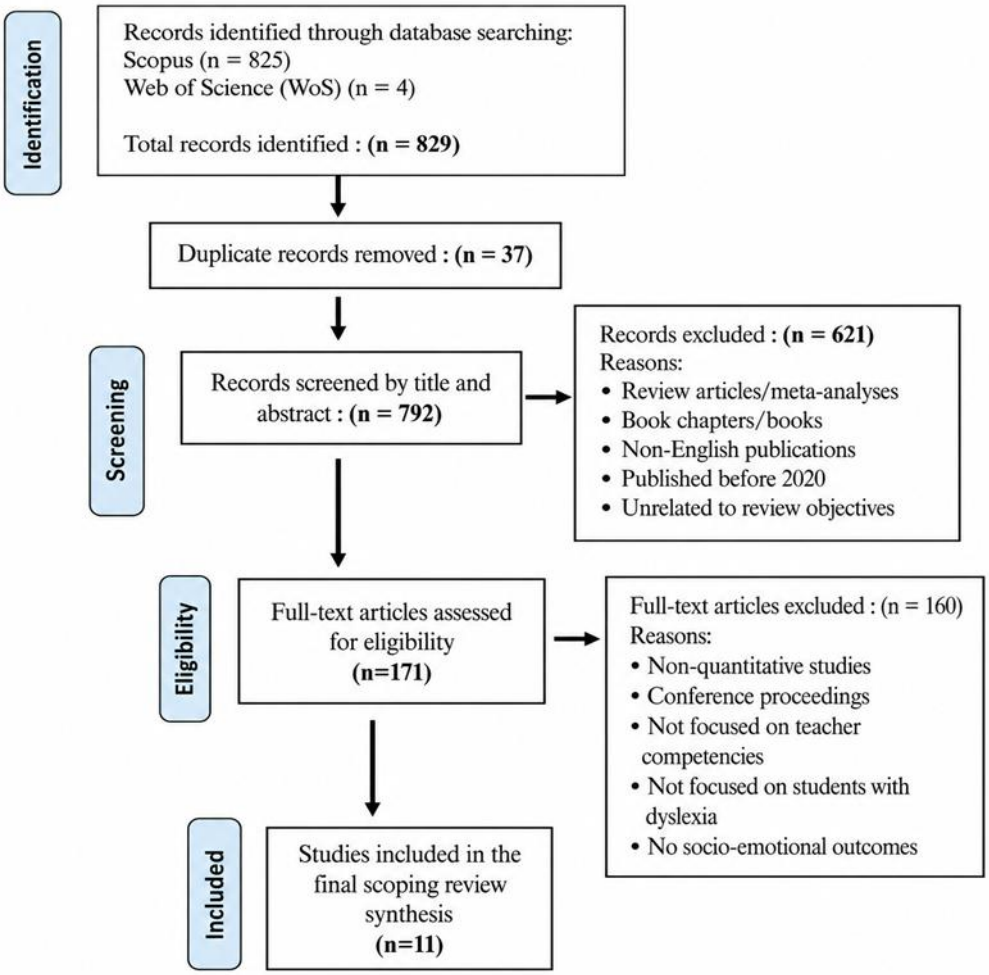

Figure 1. Figure 1. PRISMA-ScR flow diagram illustrating the study selection process adapted from Tricco et al. (2018)

Teacher Competencies Identified

The synthesis of the reviewed studies identified five interrelated domains of teacher competencies that contribute to supporting the socio-emotional development of students with dyslexia. These domains comprise knowledge and instructional competence, pedagogical adaptation competence, teacher dispositional competence, behaviour management competence, and professional competency frameworks. The findings indicate that teacher competencies extend beyond instructional expertise and encompass broader emotional,

relational, and adaptive capacities that shape students' classroom experiences and socio-emotional adjustment within special education settings.

Across the reviewed literature, teacher competencies appeared to influence socio-emotional development primarily through adaptive instructional practices, emotionally responsive teaching, supportive teacher-student relationships, and positive classroom environments. The findings further suggest that teacher competencies function as important contextual mechanisms influencing students' emotional regulation, academic self-concept, coping strategies, classroom participation, and overall psychosocial well-being.

Knowledge and instructional competence emerged as a central competency domain across the reviewed studies. This competency primarily involves teachers' understanding of dyslexia, structured literacy approaches, phonological awareness, differentiated instruction, and dyslexia-specific learning support strategies (Beirat et al., 2024). The reviewed evidence suggests that teachers possessing stronger dyslexia-related instructional knowledge are better equipped to adapt learning activities according to students' cognitive and emotional needs, thereby reducing classroom frustration, improving engagement, and promoting emotional well-being. Conversely, insufficient instructional adaptation appeared to contribute to heightened stress, reduced self-confidence, and negative learning experiences among students with dyslexia.

Pedagogical adaptation competence also emerged as a prominent theme within the literature. This competency refers to teachers' capacity to modify instructional approaches, classroom expectations, learning tasks, and teaching strategies according to students' individual learning profiles and socio-emotional needs (Alshaikhi & Khasawneh, 2024). The reviewed studies indicate that adaptive pedagogical practices may contribute to greater classroom participation, improved emotional comfort, and reduced academic anxiety among students with dyslexia. These findings underscore the importance of instructional flexibility in fostering emotionally supportive and inclusive learning environments.

Another recurring competency domain involved behaviour management and emotional support practices. The reviewed literature suggests that effective classroom management strategies, emotional regulation support, and positive behavioural approaches contribute to more stable and emotionally supportive classroom environments for students with dyslexia (Alkahtani, 2024). Supportive behaviour management practices appeared to facilitate emotional regulation, classroom adjustment, and students' sense of psychological safety within learning environments. Notably, the findings indicate that behaviour management extends beyond disciplinary control and includes emotionally responsive interactions that support students' socio-emotional security and engagement.

Teacher dispositional competence, particularly teacher self-efficacy, also emerged as an important competency-related construct within the reviewed studies. Teacher self-efficacy refers to teachers' beliefs regarding their ability to effectively support students with diverse learning needs (Yada et al., 2021). Across the reviewed literature, higher levels of teacher self-efficacy were associated with greater willingness to implement inclusive instructional practices, provide socio-emotional support, and engage in adaptive teaching approaches. These findings suggest that teacher self-efficacy may function as an important psychological mechanism influencing how professional competencies are translated into effective classroom practices and supportive teacher-student interactions.

In addition to individual competency domains, several studies highlighted the importance of professional competency frameworks and professional standards in guiding special education practices (Filippou et al., 2025; Popović et al., 2024). The reviewed literature suggests that clearly defined competency frameworks may contribute to greater consistency in instructional practices, improved teacher preparedness, and stronger integration of socio-emotional support within special education environments. Nevertheless, the findings also reveal substantial variation in the conceptualisation and operationalisation of teacher competencies across studies, reflecting the absence of a unified

competency framework specifically addressing socio-emotional support for students with dyslexia.

Beyond teacher competencies, the reviewed studies also identified several socio-emotional domains that function as important contextual factors influencing students' emotional experiences and classroom adjustment. These domains include socio-emotional development needs, environmental and self-concept factors, and mental health-related challenges. Although these domains do not directly constitute teacher competencies, they represent important socio-emotional processes through which teacher competencies may influence students' emotional well-being and psychosocial development.

The reviewed studies consistently indicate that students with dyslexia frequently experience emotional distress, anxiety, low academic self-concept, coping difficulties, and psychosocial vulnerability associated with repeated academic challenges and negative school experiences (Bazen et al., 2023; Feng et al., 2024; Helmer et al., 2025). In addition, classroom climate, peer relationships, perceived teacher support, and school-related stigma emerged as important environmental influences affecting students' socio-emotional adjustment (Polychroni et al., 2024; Sukovieff & Kruk, 2021). These findings suggest that socio-emotional development among students with dyslexia is shaped not only by individual learning difficulties, but also by relational and environmental experiences within classroom contexts.

Broadly, the synthesis demonstrates that teacher competencies and socio-emotional development are closely interconnected within special education settings. The reviewed studies suggest that teacher competencies influence socio-emotional development through interconnected instructional, relational, and environmental mechanisms. Emotionally responsive teaching practices, adaptive pedagogy, supportive classroom management, and positive teacher-student relationships appear to function as complementary processes that strengthen students' emotional security, classroom engagement, psychosocial adjustment, and resilience within dyslexia-focused learning environments. Table 2 summarises the identified competency domains, socio-emotional themes and contributing studies included in the review.

Table 2. Synthesised Teacher Competency Domains and Socio-Emotional Factors Identified Across the Reviewed Studies

Domain	Key Subthemes	Contributing Studies	Synthesised Interpretation
Knowledge and Instructional Competence	Dyslexia knowledge; structured literacy approaches; remedial reading strategies; differentiated instruction	Beirat et al. (2024)	Teachers' understanding of dyslexia-specific instructional approaches influences their ability to provide adaptive learning support, reduce learning-related frustration, and promote students' classroom engagement and emotional well-being.
Pedagogical Adaptation Competence	Differentiated instruction; adaptive teaching; task modification	Alshaikhi & Khasawneh (2024)	Adaptive pedagogical practices contribute to more inclusive and emotionally supportive learning environments by accommodating students' diverse learning needs and reducing academic stress.

Teacher Dispositional Competence	Teacher self-efficacy; resilience; professional confidence	Yada et al. (2021)	Teacher self-efficacy appears to influence teachers' willingness to implement inclusive practices, provide socio-emotional support, and respond adaptively to students with dyslexia.
Behaviour Management Competence	Emotional regulation support; positive behaviour support; classroom management	Alkahtani (2024)	Positive classroom management practices contribute to emotionally stable classroom environments and support students' emotional regulation and behavioural adjustment.
Professional Competency Frameworks	Professional standards; adaptive teaching; interpersonal communication; professional knowledge domains	Popović et al. (2024); Byrd & Alexander (2020)	Structured professional competency frameworks may strengthen consistency in instructional support, socio-emotional responsiveness, and teacher preparedness within special education contexts.
Socio-Emotional Development Needs	Emotional resilience; coping strategies; internalising and externalising behaviours	Sukovieff & Kruk (2021); Helmer et al. (2025)	Students with dyslexia frequently experience emotional distress, coping difficulties, and psychosocial vulnerabilities that require responsive socio-emotional support from teachers.
Environmental and Self-Concept Factors	School support; classroom climate; stigma; academic self-concept	Bazen et al. (2023); Polychroni et al. (2024)	Classroom environment, teacher support, and peer relationships significantly influence students' self-concept, emotional well-being, and school adjustment.
Mental Health-Related Factors	Anxiety; depressive symptoms; bullying experiences; psychosocial stress	Feng et al. (2024)	Students with dyslexia may experience elevated emotional and psychological risks associated with repeated academic difficulties and negative school experiences.

Characteristics of Included Studies

Figure 2 presents the geographical distribution of studies included in the scoping review. The reviewed studies were conducted across several countries, including the United States, Saudi Arabia, Jordan, Germany, Netherlands, Serbia, Greece, Canada, Finland, and China. Among these countries, Saudi Arabia contributed the highest number of studies, although the overall number of studies across all geographical regions remained relatively limited.

The geographical distribution of the included studies reflects growing international scholarly attention towards teacher competencies and socio-emotional support for students with dyslexia across diverse educational contexts. The inclusion of studies from multiple national settings further highlights variations in educational systems, special

education policies, classroom practices, and approaches to socio-emotional support within dyslexia education. These contextual differences may influence how teacher competencies are conceptualised, implemented, and operationalised within different educational environments.

Despite the international distribution of the reviewed studies, the relatively limited number of empirical investigations identified across countries suggests that research examining the relationship between teacher competencies and socio-emotional development among students with dyslexia remains insufficient and conceptually fragmented. The findings therefore underscore the need for broader cross-cultural and contextually diverse research to strengthen theoretical understanding and empirical evidence concerning how teacher competencies support socio-emotional development within special education settings internationally.

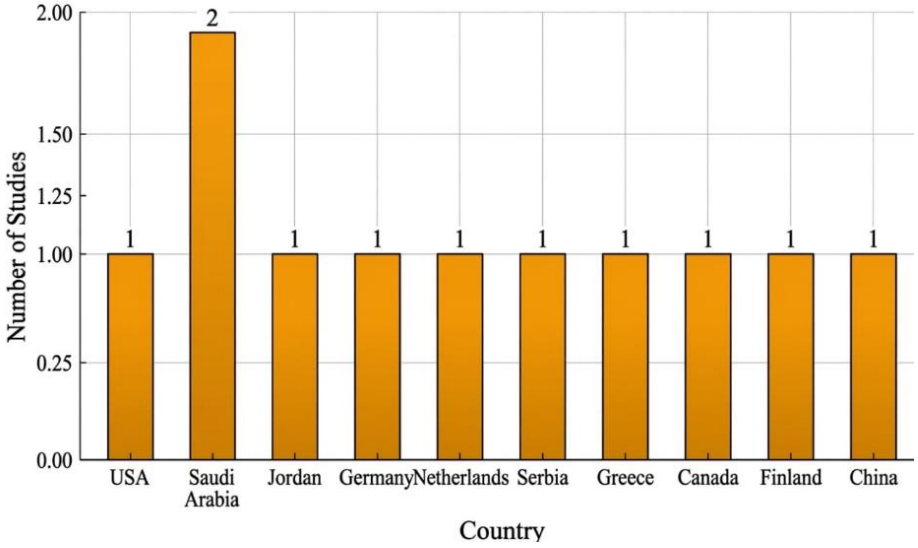

Figure 2. Number of research based on countries

Socio-emotional Domains

In addition to the identified teacher competency domains, the reviewed studies revealed several socio-emotional factors that shape the emotional experiences and classroom adjustment of students with dyslexia. These factors include socio-emotional development needs, environmental and self-concept factors, and mental health-related challenges. Although these domains do not directly constitute teacher competencies, they represent important contextual and psychosocial processes through which teacher competencies may influence students' socio-emotional well-being.

Across the reviewed literature, students with dyslexia were consistently reported to experience emotional distress, low academic self-concept, stress, social withdrawal, coping difficulties, and psychosocial vulnerability associated with repeated learning challenges and negative school experiences (Helmer et al., 2025; Sukovieff & Kruk, 2021). These findings suggest that socio-emotional difficulties among students with dyslexia extend beyond academic limitations and involve broader emotional and psychological adjustment processes. At the same time, several studies highlighted the potential for emotional resilience, perseverance, and positive social characteristics among students with dyslexia when supportive learning environments and emotionally responsive teaching practices are present (Zhang et al., 2025). This indicates that socio-emotional outcomes may be shaped not only by the presence of learning difficulties, but also by the quality of relational and environmental support within classroom settings.

Environmental and self-concept factors also emerged as significant influences on students' socio-emotional development. The reviewed studies indicate that classroom climate, teacher support, peer relationships, perceived school support, and inclusive classroom practices substantially influence students' emotional well-being, academic self-

concept, and sense of belonging within school environments (Polychroni et al., 2024; Sukovieff & Kruk, 2021). These findings reinforce the importance of emotionally supportive and inclusive classroom environments in reducing school-related stigma, strengthening students' psychological security, and promoting positive psychosocial adjustment among students with dyslexia.

Mental health-related challenges, including anxiety, depressive symptoms, bullying experiences, and emotional vulnerability, were also identified across the reviewed literature (Feng et al., 2024). The findings suggest that students with dyslexia may experience elevated psychological risks compared to their typically developing peers, particularly when academic difficulties are accompanied by limited emotional support and negative classroom experiences. These patterns are consistent with recent literature indicating that dyslexia-related difficulties contribute to increased emotional strain and heightened mental health vulnerability among school-aged learners (Morte-Soriano & Soriano-Ferrer, 2024).

Figure 3 illustrates the distribution of competency-related and socio-emotional themes identified across the reviewed studies. The findings demonstrate that current research extends beyond the instructional dimensions of teacher competencies and increasingly recognises the importance of emotional responsiveness, adaptive pedagogy, teacher self-efficacy, behaviour management practices, and supportive classroom environments in shaping socio-emotional outcomes among students with dyslexia.

Despite increasing scholarly attention towards dyslexia and special education settings, the synthesis further indicates that empirical research specifically examining the relationship between teacher competencies and socio-emotional development remains relatively limited and conceptually fragmented. Existing studies continue to vary considerably in their conceptualisation of teacher competencies, socio-emotional constructs, and contextual variables. This conceptual inconsistency highlights the need for more comprehensive, theoretically integrated, and contextually grounded research to strengthen understanding of how teacher competencies contribute to the socio-emotional development of students with dyslexia.

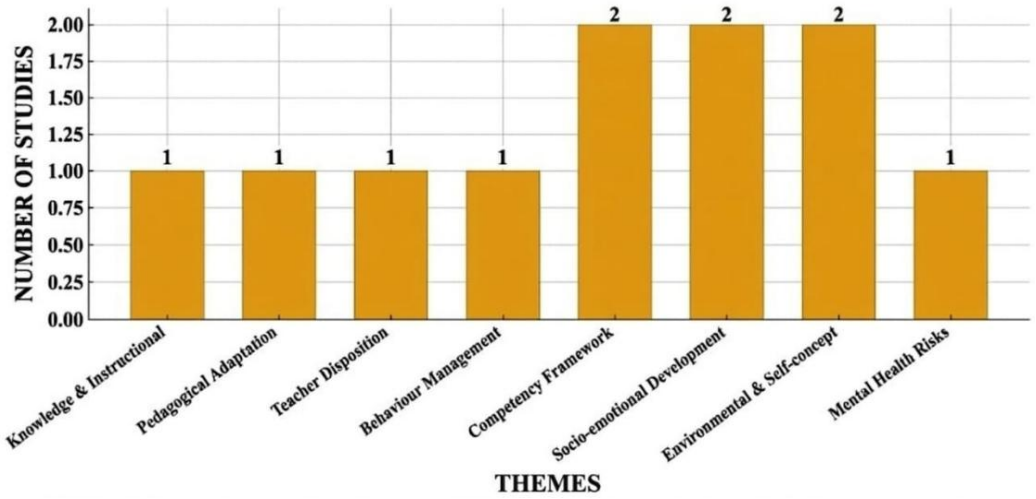

Figure 3. Distribution of Competency and Socio-Emotional Themes Across the Reviewed Studies

4. DISCUSSION

This review mapped empirical evidence concerning teacher competencies that support the socio-emotional development of students with dyslexia. The synthesis identified five interrelated competency domains: knowledge and instructional competence, pedagogical adaptation competence, teacher dispositional competence, behaviour management competence, and professional competency frameworks. These domains highlight the role of special education teachers in creating supportive learning environments that promote

students' emotional well-being, classroom engagement, and socio-emotional adjustment.

In addition to these core competencies, the review also identified several supporting socio-emotional domains, including emotional regulation needs, self-concept development, environmental influences, and mental health risk factors. These domains function as important contextual mechanisms through which teacher competencies influence students' socio-emotional outcomes. This indicates that teacher competence should not be understood merely as a set of instructional skills, but rather as a broader professional capacity that shapes both classroom processes and students' socio-emotional development.

Teacher Competencies and Socio-Emotional Support

The findings of this review suggest that teacher competencies should not be conceptualised as isolated instructional abilities, but rather as interconnected professional capacities operating simultaneously across instructional, emotional, relational, and contextual dimensions of classroom practice. This multidimensional interpretation indicates that effective support for students with dyslexia depends not only on teachers' pedagogical knowledge, but also on their capacity to establish emotionally responsive learning environments, sustain supportive teacher-student relationships, and adapt classroom practices according to students' socio-emotional needs. Teachers demonstrating stronger competencies across these dimensions appear better positioned to support students' academic engagement, emotional well-being, and psychosocial adjustment simultaneously. This interpretation is consistent with recent evidence indicating that teachers' cognitive, emotional, and relational competencies significantly influence students' socio-emotional development and classroom engagement (Li et al., 2026; Sluiter et al., 2025).

The synthesis further indicates that adaptive pedagogical practices function as important mechanisms through which teacher competencies influence socio-emotional outcomes. Across the reviewed studies, adaptive pedagogical practices consistently emerged as an important mechanism linking teacher competencies with students' socio-emotional outcomes. Although the included studies operationalised adaptive teaching differently, most findings converged in demonstrating that instructional flexibility, differentiated learning support, and responsive classroom adjustment contributed to reduced academic frustration, improved classroom participation, and stronger emotional adjustment among students with dyslexia. Existing evidence suggests that differentiated instruction and instructional congruence support emotional regulation, classroom engagement, and academic self-concept among students with learning difficulties (Sainz et al., 2025; Cristea, 2025). These findings are aligned with inclusive pedagogy perspectives, which emphasise responsive teaching approaches capable of accommodating learner diversity without marginalising students with learning difficulties (Heinz et al., 2025).

As illustrated in Figure 4, the findings further suggest that teacher competencies influence socio-emotional development through interconnected classroom practices, relational processes, and contextual conditions. The identified competency domains, including instructional competence, pedagogical adaptation, teacher self-efficacy, behaviour management, and professional competency frameworks. Taken together, these elements contribute to the development of emotionally supportive learning environments that effectively foster the socio-emotional well-being of students with dyslexia (Rapisa et al., 2026). In addition, positive teacher-student relationships and emotionally supportive classroom climates appear to function as protective factors that strengthen students' emotional security, classroom participation, psychosocial adjustment, and sense of belonging within school environments (Berchiatti et al., 2024; Yu et al., 2025).

The findings are also consistent with social-emotional learning (SEL) perspectives, which emphasise emotionally responsive teaching practices, positive interpersonal relationships, and supportive classroom environments in promoting students' emotional well-being and social

adjustment (Hövel et al., 2025). Existing SEL frameworks developed by Collaborative for Academic, Social, and Emotional Learning identify emotional regulation, self-awareness, social awareness, and relationship skills as fundamental dimensions of holistic student development (CASEL, 2020). Meta-analytic evidence further indicates that structured SEL-informed practices support emotional regulation, social competence, psychological well-being, and academic adjustment among students (Cipriano et al., 2023; Kim et al., 2022; Durlak et al., 2022).

Across the reviewed studies, these findings highlight that teacher competencies should not be conceptualised merely as isolated instructional abilities, but rather as interconnected instructional, emotional, relational, and contextual processes that support the socio-emotional development of students with dyslexia. This broader conceptualisation reinforces the importance of integrating socio-emotional responsiveness, adaptive pedagogy, and relational competence within teacher preparation, professional development, and special education practice.

Integrated Theoretical Interpretation of Teacher Competencies

The findings of this review may be more comprehensively understood through an integrated theoretical interpretation involving ecological systems theory, teacher self-efficacy theory, and social-emotional learning (SEL) perspectives. Rather than functioning as separate explanatory perspectives, these theoretical frameworks appear to complement one another in explaining how teacher competencies influence students' socio-emotional development within dyslexia-focused educational settings. Ecological systems theory highlights the importance of classroom interactions and environmental conditions, teacher self-efficacy theory explains teachers' capacity to implement adaptive and emotionally responsive practices, while SEL perspectives clarify the socio-emotional processes through which supportive classroom experiences contribute to emotional regulation, psychosocial adjustment, and classroom engagement among students with dyslexia.

From an ecological perspective, teacher competencies may further be conceptualised as proximal classroom processes that shape students' emotional experiences, learning engagement, peer relationships, and sense of psychological safety within the classroom microsystem (Fotini et al., 2025). The reviewed studies further indicate that emotionally supportive classroom environments, positive teacher-student relationships, adaptive classroom practices, and inclusive learning conditions contribute positively to students' emotional well-being and psychosocial adjustment (Di Lisio et al., 2025; O'Brien, 2021). these findings reinforce the view that socio-emotional development among students with dyslexia is shaped not only by individual learning difficulties, but also by relational and contextual experiences within school environments.

Teacher self-efficacy may further be understood as an internal psychological mechanism influencing how professional competencies are translated into adaptive instructional practices, emotionally responsive teaching, and supportive classroom management strategies. Teachers with stronger self-efficacy beliefs appear more likely to maintain positive learning environments, implement differentiated instructional approaches, and respond consistently to students' academic and emotional needs (Eren et al., 2025). Previous research similarly indicates that higher levels of teacher self-efficacy are associated with more effective classroom management, instructional responsiveness, and socio-emotional support practices within special education contexts (Folia & Malisiova, 2025). Teacher well-being and professional confidence also appear closely associated with instructional effectiveness and teachers' capacity to provide stable emotional support within classroom settings (Hascher & Waber, 2021).

Within SEL perspectives, competencies such as adaptive pedagogy, emotional responsiveness, behaviour management, and relational support may additionally function as socio-emotional support mechanisms that facilitate emotional regulation, self-awareness, interpersonal adjustment, and social participation among students with dyslexia. These

theoretical perspectives support an integrated conceptualisation in which teacher competencies operate simultaneously as instructional capacities, emotional support mechanisms, relational processes, and contextual classroom influences. This multidimensional interpretation aligns with recent research advocating for integrated models examining the relationships between teacher competencies, classroom processes, and student developmental outcomes within a unified framework (König et al., 2024). The integrated theoretical positioning adopted in this review strengthens the explanatory foundation of the proposed conceptual model and supports its relevance for future empirical validation, competency framework development, and socio-emotionally responsive educational practices for students with dyslexia.

Implications for Special Education Practice and Teacher Development

The findings of this review have important implications for special education practice, teacher preparation, and professional development within dyslexia-focused educational settings. The synthesis suggests that teacher competencies supporting students with dyslexia should extend beyond instructional knowledge and include adaptive pedagogy, emotional responsiveness, classroom management, and socio-emotional support competencies. Consequently, teacher education programmes may need to place greater emphasis on preparing teachers to address both the academic and emotional needs of students with dyslexia within inclusive and special education environments.

The findings further indicate that professional development initiatives should strengthen teachers' self-efficacy, adaptive instructional competence, and emotionally responsive classroom practices. Existing evidence suggests that effective professional development programmes are typically long-term, practice-based, and closely connected to authentic classroom implementation (Jensen & Walker, 2021; Ozen-Uyar & Yigit-Gencten, 2025; Sims et al., 2025). In this context, teacher training programmes may benefit from incorporating competency-focused learning experiences related to differentiated instruction, emotional support strategies, inclusive classroom practices, and socio-emotional assessment approaches relevant to dyslexia education.

Reflective practice, classroom-based coaching, and continuous professional learning opportunities may also support the sustained development of teacher competencies within real teaching environments. The reviewed literature further suggests that competency development should not only focus on knowledge acquisition, but also on the practical implementation of adaptive and emotionally supportive teaching practices within classroom settings. Accordingly, competency evaluation approaches involving classroom observation, reflective assessment, and teacher self-efficacy measures may contribute to more comprehensive professional development systems for special education teachers.

The proposed conceptual model developed in this review provides an integrated framework for understanding how teacher competencies may influence students' socio-emotional development through instructional practices, relational support, and contextual classroom processes. Unlike much of the existing literature, which often examines teacher competencies and socio-emotional outcomes separately, the present review advances a more integrated dyslexia-specific framework that conceptualises the dynamic relationships between teacher competencies, classroom processes, and socio-emotional mechanisms among students (Mori et al., 2025; Savina et al., 2025). This integrated perspective is consistent with recent literature emphasising the importance of embedding socio-emotional competencies within educational systems to support students' holistic development (Ahmad & Ismail, 2024; Johnson et al., 2023; O' Brien, 2021). Overall, the proposed framework may provide a useful conceptual foundation for future teacher training initiatives, competency frameworks, and classroom-based interventions that aim to support both the academic and socio-emotional development of students with dyslexia simultaneously.

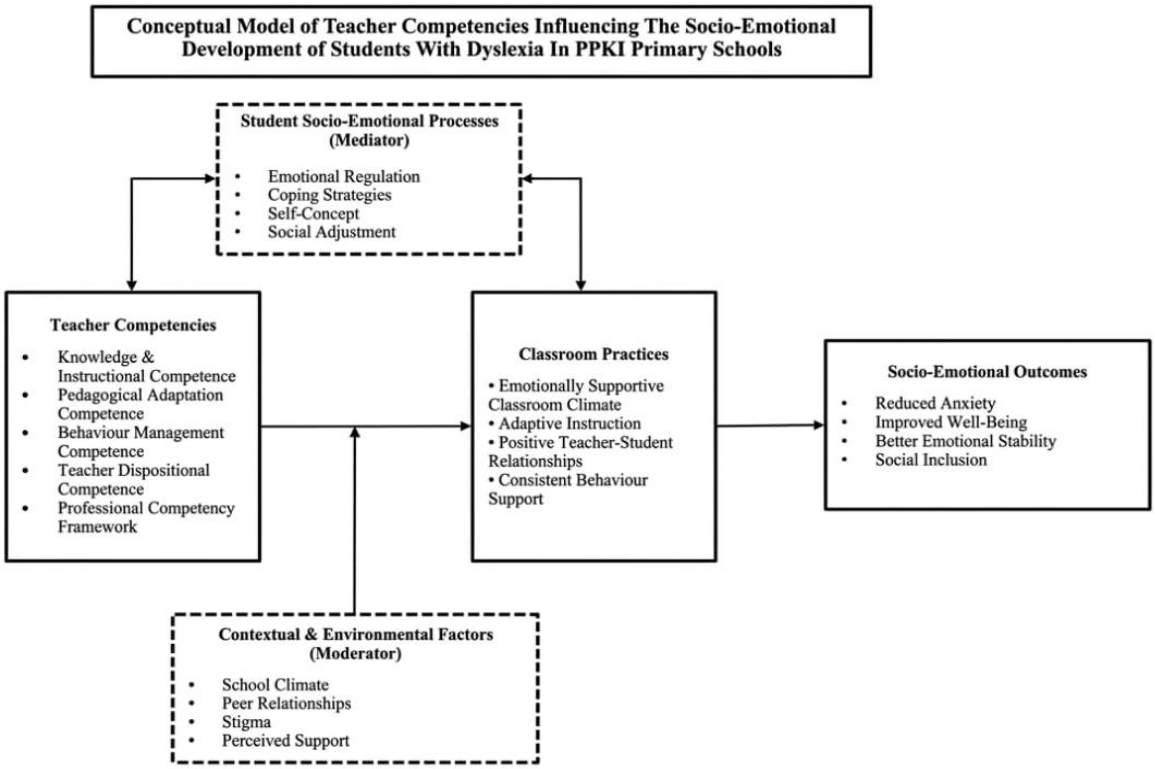

Figure 4. Proposed Conceptual Model of Teacher Competencies Supporting the Socio-Emotional Development of Students with Dyslexia in Special Education Settings

The proposed conceptual model presented in Figure 4 synthesises the reviewed literature by illustrating how teacher competencies may influence students' socio-emotional development through interconnected instructional, relational, and contextual processes. The model suggests that teacher competencies operate not as isolated instructional abilities, but as multidimensional professional capacities that shape emotionally supportive classroom environments, adaptive pedagogical practices, and positive teacher-student relationships.

Importantly, the model also highlights the mediating role of students' socio-emotional processes, including emotional regulation, coping strategies, self-concept, and social adjustment, as well as the moderating influence of contextual and environmental factors such as school climate, peer relationships, perceived support, and stigma. This integrated perspective provides a more comprehensive conceptual explanation of how teacher competencies strengthen socio-emotional outcomes among students with dyslexia.

5. LIMITATIONS

Several limitations should be considered when interpreting the findings of this review. First, the literature search was limited to Scopus and Web of Science databases. Although these databases provide broad coverage of high-quality peer-reviewed international publications, potentially relevant studies indexed in other educational and psychological databases, such as ERIC and PsycINFO, may not have been captured. Consequently, the findings primarily reflect research trends represented within major international indexing systems.

Second, the number of included studies remained relatively limited, indicating that empirical quantitative research specifically examining the relationship between teacher competencies and socio-emotional development among students with dyslexia is still emerging. This limitation was particularly evident within the Malaysian context, where empirical studies focusing on integrated special education programmes remain scarce. As a result, the findings should be interpreted as an

exploratory synthesis rather than a basis for broad generalisation across all educational contexts.

Third, the reviewed studies demonstrated considerable variation in research design, conceptualisation of teacher competencies, socio-emotional constructs, sampling characteristics, and contextual settings. Such heterogeneity limited direct comparison across studies and constrained the synthesis primarily to descriptive and thematic interpretation. In addition, most of the reviewed studies were conducted outside the Malaysian educational context, which may limit the transferability of the findings to local special education settings.

Finally, consistent with the nature of scoping review methodology, no formal critical appraisal of methodological quality was conducted. Accordingly, the present review aimed to map and synthesise existing empirical literature rather than establish causal relationships between teacher competencies and socio-emotional outcomes among students with dyslexia. Despite these limitations, the review contributes to the existing literature by providing an integrated synthesis of teacher competencies associated with socio-emotional support for students with dyslexia. The findings further highlight the need for more theoretically integrated, contextually relevant, and empirically robust research examining teacher competencies within dyslexia-focused special education environments, particularly in Malaysian integrated special education programme settings.

Implications

The findings of this scoping review provide several important implications for research, educational policy, and special education practice. Theoretically, the review contributes to the growing literature on teacher competencies by highlighting the multidimensional nature of competencies required to support the socio-emotional development of students with dyslexia. The integrated conceptual framework developed in this review strengthens current understanding of how teacher competencies, classroom processes, and socio-emotional mechanisms interact within special education environments to influence students' emotional well-being and psychosocial adjustment.

From a practical perspective, the findings emphasise the importance of strengthening teacher education and professional development programmes for special education teachers. Training initiatives should extend beyond instructional strategies and include competencies related to adaptive pedagogy, emotionally responsive teaching, differentiated instruction, behaviour management, and socio-emotional support practices. Existing evidence further suggests that professional development programmes are most effective when they are practice-based, sustained over time, and closely connected to authentic classroom implementation. Reflective practice, instructional coaching, and collaborative professional learning communities may therefore support the continuous development of teacher competencies within real educational settings (Talvio & Lonka, 2021; Nanda et al., 2025).

The findings also carry important implications for educational policy and programme development, particularly within integrated special education programmes. Educational stakeholders and policymakers may consider integrating socio-emotional competencies into professional standards, teacher preparation policies, and competency frameworks for special education teachers. More comprehensive frameworks encompassing instructional, emotional, relational, and contextual dimensions of teacher practice may contribute to more effective teacher preparation, classroom intervention planning, and socio-emotionally responsive support for students with dyslexia.

6. CONCLUSION

This scoping review synthesised empirical quantitative evidence concerning teacher competencies that support the socio-emotional development of students with dyslexia. The findings indicate that teacher competencies extend beyond instructional expertise and involve interconnected dimensions of adaptive pedagogy, emotional responsiveness, behaviour management, teacher self-efficacy, and relational support. Collectively, these competencies appear to influence students'

emotional well-being, classroom engagement, self-concept, coping strategies, and psychosocial adjustment within dyslexia-focused learning environments.

The review further highlights the importance of understanding teacher competencies as multidimensional instructional, emotional, relational, and contextual processes rather than isolated teaching skills. Through the integration of ecological systems theory, teacher self-efficacy theory, and social-emotional learning perspectives, the study advances a more comprehensive conceptual explanation of how teacher competencies may shape socio-emotional outcomes among students with dyslexia. The proposed conceptual model therefore contributes to the growing literature by offering an integrated framework that may guide future empirical research, teacher professional development, competency framework construction, and school-based intervention planning within special education contexts.

Despite the increasing scholarly attention towards dyslexia and special education settings, the reviewed literature remains conceptually fragmented and methodologically limited, particularly within Malaysian integrated special education programme settings. Nevertheless, the present review advances current understanding by proposing a conceptual interpretation of how teacher competencies influence the socio-emotional development of students with dyslexia through interconnected instructional, relational, emotional, and environmental processes. The findings highlight the importance of developing theoretically grounded and socio-emotionally responsive competency frameworks capable of supporting students' holistic development and well-being within dyslexia-focused special education environments. Future research should further examine the direct and indirect relationships between teacher competencies and socio-emotional outcomes through longitudinal, intervention-based, and contextually grounded investigations, particularly within Malaysian integrated special education programme settings.

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