Title: Emotion Regulation and Intellectual Disability

Proposal

Emotion regulation refers to the heterogeneous set of processes individuals implement to modulate their emotional experiences. Emotional regulation plays a key role in an individual’s understanding of the importance of task analysis, strategy selection, and monitoring. This specific type of regulation is at the root of most of the learning problems of individuals with ID, who often do not use strategies efficiently or fail to generalize newly acquired strategies appropriately. The latter problem is often due to immature forms of self-regulation.

In the context of Intellectual disability associated with emotion regulation, there are several issues.

- Knowledge gap: When the term “intellectual disability” is combined with “emotion” there are few identified articles. The mismatch between the quantities of articles published about ID and those that include, among the keywords, “emotions”, is curious. This way, the incidence of this study is, for this and other reasons, meaningful and useful and, thereafter, we’ll refer to this topic in a specific way.

Furthermore, there is a high prevalence of mental health issues in children with intellectual disability. For example, researchers found that 40.7% of Australian 4-18 year olds with intellectual disability have ‘emotional or behavioral disorders. There are a number of unresolved questions in the field of ID and psychological intervention.

So, we invite all authors to publish valuable papers in a special issue on the following fields:

1. Relationship between Intellectual disability and emotion
2. New Diagnosis and assessment instrument for children and adults with intellectual disability
3. Psychoeducation, social awareness and community awareness about intellectual disability
4. Clinical trials based on Transdiagnostic therapy with Experimental design

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