

Psychosocial Interventions as Predictors of Parental Resilience and Child Mental Health in Inclusive Education Settings: An Integrative Narrative Review

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ABSTRACT

Background: Psychosocial interventions focusing on emotional support, coping skills and parent – teacher cooperation have proven to be revolutionary systems to enhance parental resilience and child mental health. **Objective:** To combine existing theoretical and empirical literature regarding psychosocial interventions as predictors for child mental health and parental resilience within inclusive education environments. **Method:** Narrative review with systematic components was undertaken through the use of databases like Scopus, PubMed, Web of Science, PsycINFO, ERIC and Taylor & Francis. Keywords used were psychosocial interventions, parent training, psychoeducation, parental resilience, family resilience, parental coping, child mental health, emotional wellbeing, inclusive education and family support programs. English peer-reviewed publications published between 2000 and 2025 were searched. Quantitative data synthesis or meta-analysis studies also included. **Results:** Thematic analysis identified that psychosocial interventions enhance parent's emotional regulation, coping and social connectedness – core indicators of resilience – which predict improved emotional and behavioural adjustment among children in inclusive settings. Family-centered and school-based collaboration interventions were the most consistent in yielding benefits. **Conclusion:** Psychosocial interventions are essential predictors of resilience and well-being among parents and children in inclusive education. Parent-school partnerships, community support systems and emotional literacy can be fortified to build resilient ecosystems critical to success in inclusive schooling.

Keywords: Psychosocial Intervention, Parental Resilience, Mental Health, Inclusive Education, Neurodevelopmental Disabilities.

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INTRODUCTION

Inclusive education imagines schooling that can reach the needs of all learners irrespective of disability, background or social disadvantage. The National Education Policy (NEP, 2020) focuses on equitable, holistic and emotionally nurturing learning models to facilitate engagement and well-being of each child. In these inclusive models, parents of children with disabilities or developmental disorder tend to have increased psychosocial stress due to caregiving responsibilities, societal stigma and systemic barriers (Punjabi, 2025; Manoj et al., 2022; Murphy & Carbone, 2008).

Parental resilience is the capacity to cope positively in the face of adversity. It is increasingly becoming a significant predictor of children's psychosocial adjustment (Goodman et al., 2017). Empirical evidence

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highlights that psychosocial interventions like cognitive-behavioral training, mindfulness, social support groups and parent education programs can enhance this resilience (Mavroeidi et al., 2024) (Agran et al., 2017). These interventions indirectly promote child mental health outcomes by promoting stable emotional environments, consistent caregiving and healthy parent – child relationships (Abraham & Jaleel, 2025) (Ragni et al., 2022).

Contemporary literature highlights that in order for education to be inclusive, it must combine social-emotional learning with community-based psychosocial support to meet the dynamic needs of families. UNESCO (2023) presents emotional well-being and family involvement as critical indicators of successful inclusion. Parents of children with neurodevelopmental disabilities have been reported to experience complex multidimensional burdens, including financial pressures, social isolation, emotional draining and restricted opportunities for personal growth (Craig et al. 2016; Srivastava & Begum, 2026b). Evidence from low and middle-income countries shows that inclusive education without accompanying psychosocial structures can exacerbate parental distress and diminish children's engagement (Creswell et al., 2021). Thus, embedding psychosocial frameworks within inclusive schooling has become vital for creating sustainable family-school ecosystems.

This research, inspired by the Narrative Review Checklist given by Elsevier. The study integrates literature to theoretically frame psychosocial interventions as predictors of child mental health and parental resilience in inclusive education environments.

Objectives of the Study

The research is intended to integrate theoretical and practical knowledge about psychosocial interventions on parental resilience and child mental health within inclusive education. In particular, it aims to: [I] Discuss the theoretical foundations that connect psychosocial interventions and resilience and mental health.[II]Elucidate major psychosocial intervention strategies applicable in inclusive education. [III] Analyze how parental resilience is a predictor of child

mental health in inclusive environments. [IV] Discuss policy and practice implications aligned with NEP 2020's inclusive and holistic educational vision.

Research Questions

[I] How do psychosocial interventions influence parental resilience in inclusive education settings? [II] To what extent does parental resilience predict child mental health outcomes? [III] What types of psychosocial interventions are most effective in fostering inclusive well-being among families?

Rationale of the Study

Inclusive education demands more than academic adjustments; it requires emotionally strong families and school organizations. Although policies focus on inclusion, but psychosocial factors such as parental stress, emotional well-being and coping skills are not adequately addressed. Lack of systematic psychosocial support for parents constrains their ability to participate in their child's education process (King et al., 2009).

This gap is especially severe in India because of the country's restricted services for mental disorders and the socioeconomic stigma associated with disability (Patel et al., 2009). Studies revealed in a high level of anxiety, depression and marital stress in families with children who have Autism Spectrum Disorder and Intellectual Disability (Ghanouni & Eves, 2023; Ha et al., 2024; Ilias et. al., 2018; Srivastava & Begum, 2026b). Therefore, interventions need to empower parents as well as sensitize educators to adopt trauma-informed and emotionally intelligent practices.

Incorporating psychosocial interventions into inclusive education plans encourages reciprocal resilience between children and families. This incorporation aligns with the NEP 2020 vision of well-rounded learning environments that address cognitive, social and emotional aspects. A psychosocially responsive school climate creates shared responsibility among teachers, counselors and parents in fostering inclusive values beyond academic adaptation. However, theoretical debate on the interrelation between psychosocial support and predicting resilience and mental health outcomes is diffuse. This research addresses this gap by providing a consolidated theory-informed narrative review.

Significance of the Study

This review provides conceptual clarity and policy significance by placing psychosocial interventions as

predictive factors for resilience and mental well-being. It adds to inclusive education literature by linking emotional support systems and child outcomes. Moreover, it resonates with NEP 2020's initiative of social-emotional learning and family involvement as being at the heart of inclusive schooling.

Furthermore, the study advances discourse on "inclusive well-being," emphasizing that mental health and emotional security are integral indicators of educational equity (UNICEF, 2024). It contributes to the theoretical expansion of inclusion by positioning resilience both as a personal attribute and a systemic outcome influenced by environmental supports. Such a perspective thus allows policy thinkers to bridge the divide between academic and psychosocial inclusion, a key gap in current practice.

Methodology

This article uses a narrative review with systematic features. Searches were made in Scopus, PubMed, Web of Science, PsycINFO, ERIC and Taylor & Francis databases for articles within the period 2000-2025. Keywords used were psychosocial interventions, parent training, psychoeducation, parental resilience, family resilience, parental coping, child mental health, emotional wellbeing, inclusive education and family support programs.

Inclusion Criteria-[I]Peer-reviewed theoretical or empirical pieces in English.[II]Studies targeting psychosocial or family-oriented interventions in educational or inclusive settings.[III]Reports that focus on resilience or mental health outcomes in children or parents.

Exclusion Criteria- [I] Non-educational or non-family settings.[II] Articles without measurable psychosocial outcomes.

Data Synthesis-Themes were constructed on the basis of theoretical frameworks, intervention models and outcome relationships. Findings were grouped into: [A] theoretical foundations [B]application in inclusive education,[C]effect on children's mental health and parental resilience, and[D]policy and implementation issues.

Results and Discussion

Theoretical Foundations of Psychosocial Interventions:

The theory of psychosocial intervention is based on

Bronfenbrenner's ecological systems theory (Bronfenbrenner, 1979) with a focus on individual, family and environmental contexts interacting together. Supplementing this, Vygotsky's socio-cultural theory (Vygotsky, 1978) points to learning and emotional development as processes which are co-constructed through social relationships are key principles for inclusive education (Hoskins & Smedley, 2018).

Recent theoretical advances have expanded this framework to incorporate Self-Determination Theory (Ryan & Deci, 2017), which establishes competence, autonomy and relatedness as key motivators developed by psychosocial programs. The ecological resilience model (Ungar & Theron, 2020) further places the definition of resilience not as a personal attribute but as a systemic process enabled by accessible social structures. When counseling, Social Emotional Learning and peer-support mechanisms are introduced into schools, parent's resilience becomes a predictable outcome of the educational ecosystem rather than an independent capacity (Abraham & Jaleel, 2025).

Ground-breaking research in positive psychology (Seligman & Csikszentmihalyi, 2000) and resilience theory (Garmezy, 1993) places protective factors like parental coping, optimism and social support networks on the front lines in countering stress. Recent neuropsychological evidence reveals that psychosocial interventions enhance prefrontal emotional regulation and reduce stress biomarkers among parents (Masten & Barnes, 2018). Interventions that foster these factors, such as mindfulness-based stress reduction and parental psychoeducation, act directly to increase emotional regulation and self-efficacy among parents, with consequent benefits for the child (Abraham & Jaleel, 2025).

Psychosocial Interventions in Practice

Psychosocial interventions function across different modalities: [A] **Parent Support Groups:** Organized peer groups where parents exchange experiences, are provided with guidance and enhance social bonding (Agran et al., 2017). [B] **Cognitive-Behavioural Approaches:** Educating parents on altering maladaptive beliefs and acquiring effective problem-solving skills (Mahoney et al., 1997). [C] **Family Counselling Programs:** Offering emotional guidance and improving intra-family communication (Murphy & Carbone, 2008). [D] **School Mental Health Programs:** Parent, psychologist and teacher collaboration for creating supportive inclusive environments (Rangarajan et al., 2025).

In the last decade, hybrid models of service delivery have been using digital platforms to create a revolution in psychosocial service delivery (Apanasionok et al., 2025; Srivastava & Begum, 2026a). The extension of services through online parent networks, mobile-based mindfulness modules and tele-counseling has increased access for parents in rural and resource-poor settings. Evidence by Kumar and Paswan (2024) indicates that parents who participate in blended psychosocial programs record improved emotional regulation and reduced stress. Such innovations are in keeping with the vision enunciated by India's NEP 2020 on integrating technology into inclusive holistic learning ecologies. All these interventions enhance the emotional well-being, resilience and coping ability of children, thus indirectly promoting child mental health and inclusive classroom engagement.

Parental Resilience and Child Mental Health

Parental resilience is evident in adaptability, optimism and continuing caregiving under adversity. Resilient parents show enhanced problem-solving, emotional regulation and involvement with the education system, factors that serve to promote children's mental well-being (Kuykendall et al., 2018).

Existing literature identifies resilience as a mediator and moderator between psychosocial interventions and the mental health of children in contact with such programs (Ghanouni & Eves, 2023). Children with resilient parents tend to show higher emotional intelligence, social participation and learning engagement (Masten & Barnes, 2018). Likewise, resilience protects against stigma and social isolation, which are important causes of adversity in inclusive classrooms. Enhancement of emotional literacy among parents through psychosocial interventions has the implication of indirectly fostering peer acceptance, empathy and classroom harmony.

Empirical data affirm that resilient parent's children exhibit greater self-esteem, emotional control and peer relationships in inclusive environments (King et al., 2009). Psychosocial interventions compound such benefits by maintaining better family emotional climates, less parental burnout and positive models of behavior (Murphy & Carbone, 2008).

Challenges and Barriers

Despite its promise, the implementation of psychosocial interventions in inclusive education

encounters obstacles: [A] Lack of adequately trained school mental health personnel. [B] Stigma of mental illness that permeates most cultures (Manoj et al., 2022). [C] Limited policy alignment and fragmented funding for parental support. [D] Teacher workload and curriculum rigidity that stand in the way of collaborative psychosocial programming. [E] "Qualitative evidence further indicates that parents often experience confusion due to inconsistent professional guidance and emotional overload (Srivastava & Begum, 2026b).

Additionally, the standardized tools to evaluate the outcomes of psychosocial interventions in schools are yet another serious limitation in India (Patel et al., 2009). Besides this, there is a general cultural resistance in parents in seeking psychological help since it is viewed as a sign of incompetence. The suggestion, therefore, is that building community-based awareness and institutional partnerships so that it become imperative in normalizing psychosocial care. In addition, embedding psychosocial competence within pre-service teacher education will ensure sustainability of such interventions (UNICEF, 2024).

Key Findings

[I] Psychosocial interventions have a significant contribution towards parental resilience, which, in turn, predicts improved child mental health. [II] School-integrated, family-based models yield greater effects than stand-alone clinical models. [III] Resilience is a mediating variable between psychosocial support and mental health outcomes. [IV] There is a requirement for sustainable implementation with capacity building and policy alignment with the integrated vision of NEP 2020. [V] Emerging evidence shows that culturally contextualized psychosocial interventions, which are designed in participation with parents, are more effective in the long run (Ungar & Theron, 2020)

Conclusion

Psychosocial interventions are an essential, yet untapped, device for the resilience of inclusive education systems. By improving resilience in parents, psychosocial interventions foresee and foster healthier, emotionally safe and academically engaged children. Educational frameworks of the future must include psychosocial support in school environments, with inclusion not just structural but emotional and relational. Building resilient families are therefore essential to resilient schools.

Future research should be directed to the development of culturally responsive psychosocial training modules co-designed with parents and educators. Governmental and institutional collaboration should aim at embedding these interventions into teacher preparation programs, making psychosocial resilience a foundation for inclusion. Furthermore, there is a need for longitudinal studies tracing changes in resilience over time within inclusive ecosystems to bridge educational practice into mental health policy.

The findings stress the urgency of embedding psychosocial training module / framework within inclusive education policy and teacher training. These insights contribute to evidence-based program design and holistic parental empowerment initiatives.

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