

Models of emotional co-regulation between family and school in neurodiverse contexts: contributions from ecological theory and neurodiversity for educational inclusion

Author: María Maribel Serpa Jiménez

Email: mariaserpajimenez@gmail.com

E.E.I.B. Libertador Simón Bolívar, Biruaca

ORCID: 0009-0009-3962-755X

Main Research Area: Well-being, Environment, and Sustainability. **Associated Area:** Inclusive and Sustainable Education. **Thematic Focus:** Integral Human Development

How to cite this article: María Maribel Serpa Jiménez, " Models of emotional co-regulation between family and school in neurodiverse contexts: contributions from ecological theory and neurodiversity for educational inclusion" (2026), (1,30).

Received: 13/01/2026

Revised: 19/01/2026

Accepted: 24/01/2026

ABSTRACT

Emotional co-regulation by significant adults provides a fundamental framework for children and adolescents to progressively develop their self-regulation skills, particularly for students with neurodivergent conditions such as autism spectrum disorder. This article aimed to construct a theoretical model of emotional co-regulation that systematically links the family and school environments in neurodiverse contexts, drawing on ecological theory and neurodiversity. Methodologically, a comprehensive theoretical-analytical study was conducted, based on a critical review of indexed scientific literature, as well as documents and guides developed by organizations dedicated to supporting neurodivergent individuals. The study identified three levels at which co-regulation operates: a micro level, referring to face-to-face interactions between adults and students; a meso level, alluding to the affective and communicative synchronization between family and school; and an expanded exo/meso level, encompassing support networks and institutions that influence co-regulatory practices. As a result of this theoretical framework, it was possible to identify a set of key socio-affective dimensions and competencies for both parents and teachers, along with collaborative strategies aimed at creating genuinely inclusive environments. It was concluded that family-school emotional co-regulation, when conceived from an affirmative neurodiversity approach, ceases to be an optional complement and becomes a structural component of educational inclusion, with concrete implications for the design of training programs, the formulation of educational policies, and the development of situated and contextualized pedagogical practices.

Keywords: emotional co-regulation; neurodiversity; family-school; autism spectrum disorder; ecological theory; educational inclusion.

Biographical Note: Doctoral Candidate in Educational Sciences – UNESR. Specialist in Early Childhood Education. UPEL – EL MACARO. Technical Teacher in Preschool. UPEL – EL MACARO. Early Childhood Education Teacher. UPEL – EL MACARO. Current Professional Practice: Early Childhood Education Teacher. Workplace: E.E.I.B. Libertador Simón Bolívar, Biruaca.