A case study exploring inclusion of students with social emotional and behavioral difficulties in a mainstream school in Central Kazakhstan

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Significance of the study

- Kazakhstan does not hold educational perspective of the field using terminology of defectological/medical tradition (Lopes, 2014)

- Inconsistency in the use of terminology in the field of SEBD

- Gap in research in Kazakhstan

Purpose of the study

- to investigate how learners with social emotional and behavioral difficulties are supported in a mainstream school in Central Kazakhstan.

- to explore the school policies on inclusion of students with SEBD

- to examine what strategies and approaches educators use to support students with SEBD.

Research questions

What are school's policies on inclusion of students with SEBD?

What types of support are provided for learners with SEBD in the school?

How do the key stakeholders collaborate on supporting students with SEBD?

What challenges do the key stakeholders face supporting students with SEBD?

Literature review

- The term SEBD has been used widely after the revision of the SEN code of practice and it incorporates many other descriptors such as "delinquent," disaffected, "disturbed," "troublesome," "challenging." (Vesser, 2005)

- **Compared to other students with SEN, students with SEBD are more likely to**:

- receive additional support later (Mowat, 2010)

- be less welcomed by teachers(Lee, 2012)

- be suspended from school (Mitchel et al, 2018)

- experience bullying at school (Mitchel et al, 2018)

' The dark heart of inclusion : every child matters , but only if they behave themselves'. (Leaman,2004)

Theoretical framework

Bronfenbrenner's Ecological Systems Theory
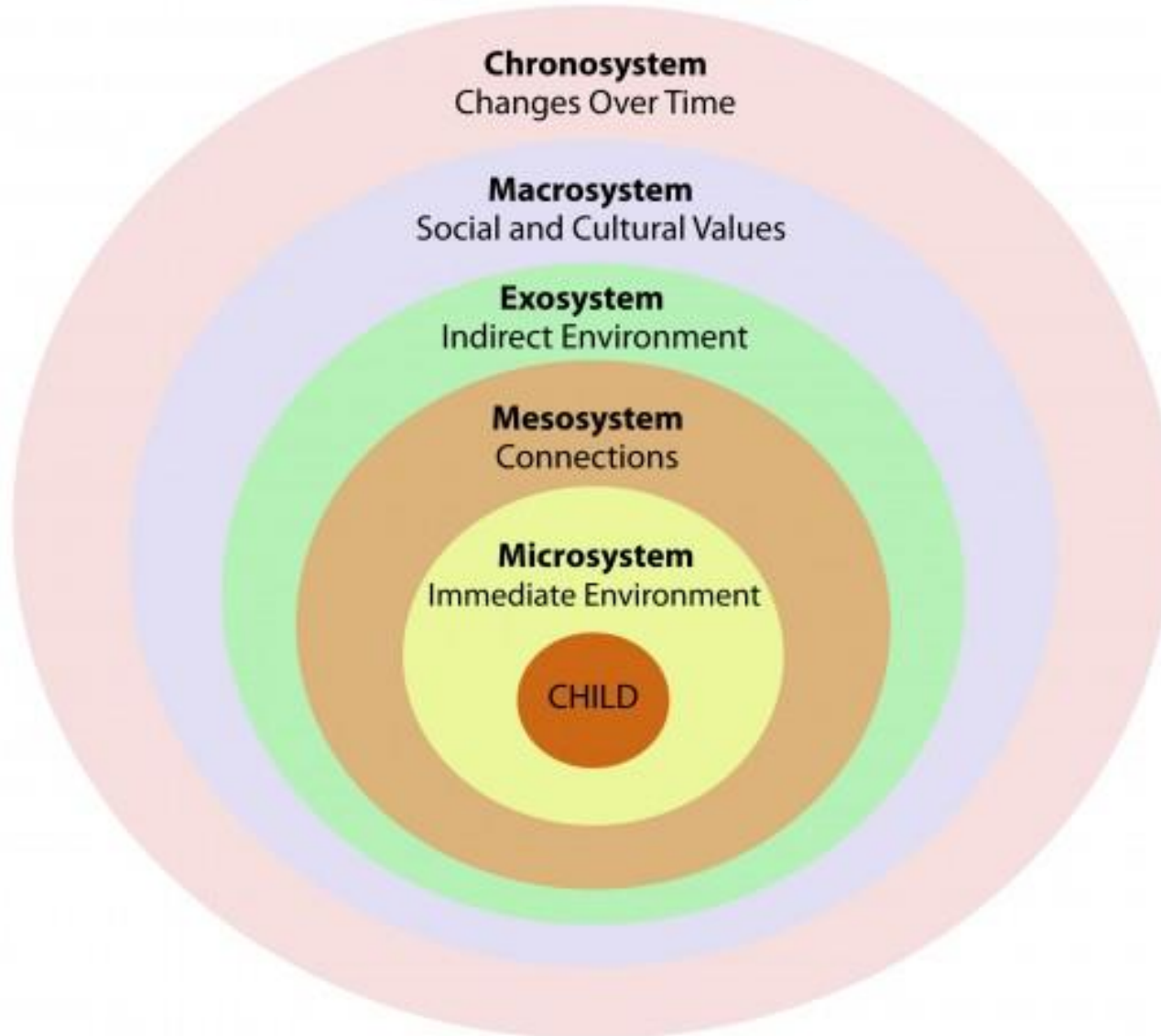
Child development depends on the environment that surrounds him

Methodology

- **Research design:** single descriptive qualitative case study

- **Sampling:** Purposive strategy

- **Participants and site:** Four teachers, psychologist, social care teacher, defectologist, two vice principals of pastoral care in a mainstream school in Central Kazakhstan

- **Data collection:** individual semi structured interviews, focus group interview, document analysis
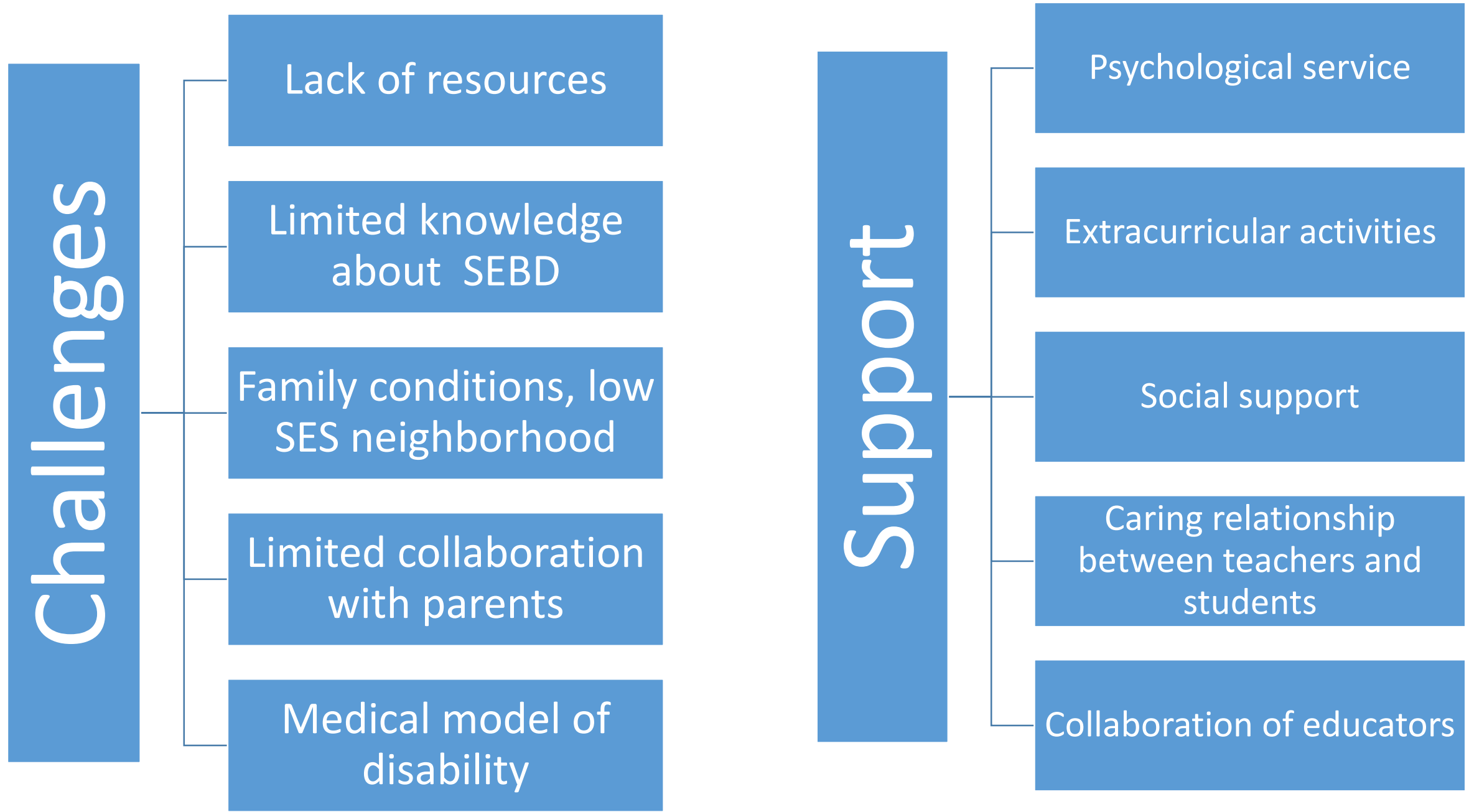
Findings and discussion

Policy

- do not present essential elements inclusion of students with SEBD, such as:

- identification;

- intervention processes,

- academic and social support,

- assessment, and

- collaboration of stakeholders

Findings and discussion

Challenges

- Lack of resources
- Limited knowledge about SEBD
- Family conditions, low SES neighborhood
- Limited collaboration with parents
- Medical model of disability

Support

- Psychological service
- Extracurricular activities
- Social support
- Caring relationship between teachers and students
- Collaboration of educators

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