

Ecological Analysis of the Conditions Surrounding the Inclusion of Students with Behavioural Difficulties in Primary School

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1. Introduction

- As other school system, Quebec (Canada) is dealing with the diversity of educational needs in a more inclusive conception (Prud'homme et al., 2011).
- In spite of the positive effects of inclusion, students with emotional or behavioural disorders (EBD) are welcomed the least positively (Kauffman & Landrum 2009).
- Explicit reservations are expressed regarding their inclusion in regular classrooms (Rousseau et al., 2015).

CONDITIONS FOR REALISING INCLUSIVE EDUCATION

- A variety of conditions have been identified to realising inclusive education for students with EBD (Rousseau et al., 2015).

PREVIOUS LIMITS

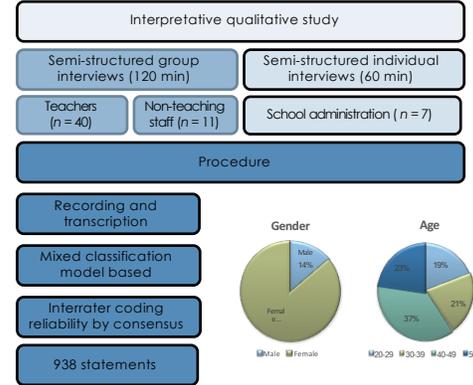
- Research does not sufficiently document the conditions specifically linked to the inclusive education of students with EBD, or their interactions with their school environment.
- It appears worthwhile to examine the conditions surrounding these students' inclusive education in regular classrooms.

2. Objective

To **documents** the perceptions of primary school staff regarding the **favourable and unfavourable** conditions for the inclusive education of students with EBD from the standpoint of Bronfenbrenner's ecological model (1979).

What are the conditions that support or are barriers to inclusion of students with EBD into regular classes?

3. Method



4. Results

Bronfenbrenner's ecological model (1979, 1986)

Chronosystem : Time, transitions

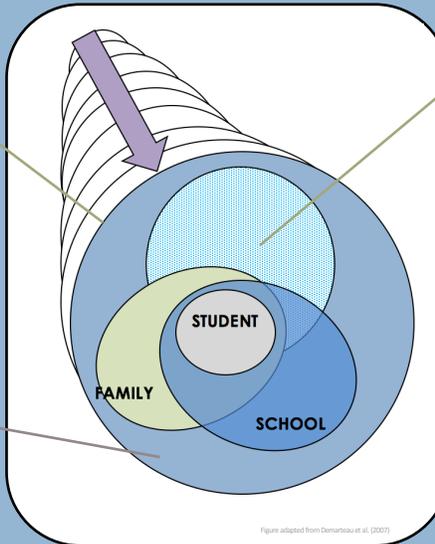
Macrosystem : Cultural, social, politic contexts (0.5%)

Microsystem-family : Relationships, influences of members (4%)

- Attitudes toward child difficulties
- Sociodemographic level

Exosystem : Indirect influences on mesosystem and microsystems (44%)

- Collaboration within the school
- Collaboration with external partners
- Cohesion of interventions
- Cohesion of resource's management
- Perception of other parents



Mesosystem : school-family interactions (8%)

- Collaboration between family and school
- Enhancement of the school setting by the family

Microsystem-school : Relationships between student and staff, roles & responsibilities (33%)

- Teaching practices (quality of relationship, self-control support)
- Assistance services and professional assessment
- Human, physical and material environment

Ontosystem : Student's characteristics, states, skills and vulnerabilities (11%)

- Behavioural manifestations (aggressive behaviour)
- Attitudes toward his difficulties
- Motivation
- Social competence

5. Discussion

This study highlight that several conditions must be considered for successful inclusion of students having EBD

Key role of exosystem : collaboration and cohesion of interventions (Rousseau et al., 2015).

Key role of microsystem : quality of the relationship between students and teachers, support and resources (Brophy-Herb et al., 2007).

Key role of ontosystem : student's characteristics and social skills (Gaudreau & Frenette 2014).

6. Conclusions

Despite limitations, this qualitative study using the Bronfenbrenner's ecological model allows **holistic analysis** of the influence of internal and external factors on students having EBD' inclusion.

It could be approached as a complex **problem-solving** that brings into play the perceptions of students and of those in their environment.

Educational success becomes possible when they are able to **live in balance** with their environment :

- The school is able to establish positive interactions with them;
- Students are able to make use of their strengths and skills.

7. References

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