

## Abstract Title:-

### Teachers' Knowledge, Attitudes, and Practices Towards Inclusion for Students with Emotional and Behavioural Disorders in Dubai's Private Mainstream Schools

**Keynote Speaker – Ms. Lama Saif Aldeen Ayoub – Manager & Founder - InclusionBee Training and Consultation Center**



#### Abstract:

This research examines educators' **knowledge, attitudes, and classroom practices** related to the inclusion of students with **Emotional and Behavioral Disorders (EBDs)** in Dubai's private mainstream schools. A **mixed-methods approach** was used, combining survey data with semi-structured interviews to provide a clearer understanding of current inclusion readiness and implementation.

Data were collected from **37 educators** through surveys and **10 educators** through interviews. Findings indicate varying levels of familiarity with EBD characteristics and **inconsistent implementation of inclusive practices** across schools. While most educators expressed generally positive attitudes toward inclusion, the study highlights significant gaps in professional training and limited institutional support. Participants also reported structural barriers such as **large class sizes** and lack of specialized behavioral support staff, which restrict effective inclusion.

The findings emphasize the importance of **targeted professional development**, improved school-based support systems, and stronger alignment between policy and practice. This study contributes to the limited UAE-based literature on EBD inclusion and offers practical recommendations to strengthen inclusive education strategies and decision-making within Dubai's private school sector.

#### Keywords:

Attitudes • Knowledge • Practice • Emotional and Behavioral Disorders (EBD) • Inclusive Practices

#### Learning Objectives

By the end of this session, participants will be able to:

- **Describe** educators' attitudes and current practices toward including students with EBDs in mainstream settings.

- **Identify** key gaps in educator training and institutional support that affect EBD inclusion.
- **Recognize** common structural barriers (e.g., class size, staffing limitations) that hinder implementation.
- **Apply** practical strategies to strengthen inclusive practices and improve support systems for students with EBDs.

### **Short Professional Biography:**

Lama Saif Aldeen Ayoub is the Manager and Founder of InclusionBee Training and Consultation Center in the United Arab Emirates. She works with schools and educational teams to strengthen inclusive systems, build staff capacity, and improve SEN support frameworks. Her professional focus includes inclusive education implementation, school-based support models, and educator training in best practices for supporting learners with diverse behavioral and emotional needs. Lama also contributes academically through research connected to inclusion practices in UAE schools.