

Benefits of Teaching Students with Behavioral and Emotional Disorders in Inclusive Education Settings? Literature Review

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Abstract: Teaching students with emotional and behavior disorders in inclusive settings has been a critical debate for many years. It is important to know the reasons for supporting and not supporting teaching these students in inclusive settings. The purpose of this study is to review studies that support or contradict the notion that students with EBDs should be taught in inclusive settings. The study's method was a review of literature that led to identify the barriers and facilities for teachings students with EBDs in inclusive classrooms. A total of 18 studies met the study's inclusion criteria and were reviewed in this research. Results indicated that most of the reviewed studies do not support teaching students with EBDs in inclusive classrooms. The studies that did not support inclusive represent 77% of the reviewed studies. However, few studies support inclusive for students with EBDs that may benefit these students in inclusive settings. These studies represent only 38% of the total reviewed studies. Implications for future studies and practice are discussed.

Keywords: integration, inclusive, students with emotional and behavioral disorders.

Introduction

Students with emotional and behavioral disorders (EBDs) exhibit inappropriate conduct and they are unable to control their behavior and emotion in various environments. EBDs can involve internal and external behaviors such as social withdrawal, not following their teachers' instructions and fighting. Students with EBDs can exhibit different types of behavioral problems in the classroom, which can distract teachers, and other students. Teachers of students with EBDs in inclusive settings must ensure that students benefit academically and behaviorally. In the past, students with EBDs did not receive an appropriate education. EBDs were treated in the same way as other categories of special education that did not receive appropriate services. Some students with EBDs were considered as having mental retardation and they were referred to inappropriate settings such as isolated centers (Downing & Peckham 2007; Gidlund, 2018).

Students with disabilities must have an appropriate educational environment that can help them succeed in their learning. Before the Education for All Handicapped Children Act of 1975, students with disabilities did not have appropriate education and were not allowed to be educated in public schools (Ball & Green, 2014). Inclusive settings can have advantages and disadvantages for students with disabilities, specifically students with EBDs. The Individuals with Disabilities Education Act (IDEA) of 2004 and the No Child Left Behind Act of 2001 require the provision of effective educational environments for students with special needs (Downing & Peckham 2007). Many important viewpoints exist regarding the best educational placements for students with EBDs, including inclusive and special settings. It is not only students with disabilities who may exhibit inappropriate behaviors, but students without disabilities may also exhibit emotional and behavioral problems. It is very important to find the best educational environment for these students (Cartledge & Johnson, 1996; Gidlund, 2018).

According to Downing and Peckham (2007) and McGuire and Meadan (2022), knowing the benefits of inclusion can help many students with EBDs to be taught in the right place. Determining the best teaching placements for students with EBDs will facilitate the educational process and allow them to be taught in appropriate educational environments that will lead them to develop academic and social skills. Although many people advocate or oppose the concept of teaching students in inclusive classrooms, inclusion is still the most important issue in the special education field today. Educators use various types of procedures and strategies with students who have EBDs to teach them in an inclusive setting. Students with EBDs must develop their interaction, participation, socialization, and academic and behavioral skills in appropriate educational placements. Although inclusion can benefit students with EBDs, it can also be an improper setting if teachers do not teach them in effective ways.

The Definition of Inclusion

According to Krischler et al. (2019), inclusion and integration mean teaching students with disabilities, such as EBDs in general classrooms with students without disabilities. Inclusion allows students with EBDs to receive instruction in a regular class with other students while receiving special instruction and intervention as needed. Moreover, students with

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EBDs may receive support from special education teachers and support in their class to achieve their education goals. Generally, inclusion allows students with disabilities to be educated with their peers in general classrooms.

Interventions for Students with EBDs in Inclusive Classrooms

Supported the notion of teaching students with EBDs in inclusive educational settings in which teachers can use appropriate techniques and team-based teaching (Lastrapes, 2014). Lastrapes's findings demonstrated the effect of using a good behavior game strategy to teach students with EBDs in inclusive classrooms. It is a way of creating a competitive and desirable environment that can engage students, teach them social and academic skills through individual and group work, and eliminate inappropriate behaviors. The benefit of this technique is to develop social interactions for all students with and without EBDs. In addition, this method can be used to address students' behavioral issues by providing a structured environment. With the right skills and confidence, teachers can teach students with EBDs in an inclusive classroom and can help them benefit from such an environment. One benefit is that students with EBDs can develop self-correcting and self-awareness skills. Moreover, peers can play an important role in helping students with EBDs. Sample methods of teaching can facilitate the educational process for students with EBDs and can help them benefit from an inclusive classroom (Lastrapes, 2014).

Using sample methods such as peer tutoring intervention in inclusive education can benefit students with EBDs (Odluyurt et al., 2014). The students require instructive plans that will guide them to achieve higher levels of academic and social skills. According to Odluyurt et al. (2014), a peer tutoring strategy is an effective way to teach students with behavioral problems because it can help them make improvements in their academic and social skills. Students with EBDs who are educated in an inclusive education setting can be supported by presenting positive findings of using supervised peer tutoring and they can be as instructional facilitators in the classroom (Odluyurt et al., 2014).

According to Daniel and King (1997), students with EBDs do not receive the benefits of inclusive education if public schools lack the special services they require. Competent teachers, professional training, and other services are required if students with disabilities are to learn in inclusive educational settings. Opponents of inclusive education point out that some legislators advocate inclusive education in order to decrease the costs of non-inclusive education. Furthermore, Daniel and King found that students with disabilities who were placed in inclusive classrooms did not show academic improvement. In addition, students exhibited behavioral problems in inclusive settings because educators need to use intensive interventions, and it is difficult to provide guided instructions to all students with different ability levels (Daniel & King, 1997).

History of Inclusion

Teaching students with EBDs in inclusive classrooms is not easy and it may require many services for students and their teachers, such as providing professional training for general teachers and an appropriate education environment (Sharpe et al., 1994). In addition, inclusion has been part of a critical debate about teaching students with EBDs for many years. Sharpe et al. (1994) investigated the effect of inclusion on the academic performances of classmates without disabilities.

Sharpe et al. (1994), found similar findings to previous research. They suggested that students with disabilities require special instructions that can satisfy their specific needs and that a lack of services exists for such students in general, such as a lack of general educator knowledge about special education. Sharpe et al. (1994) studied 640 participants to identify the effect of inclusive education on classmates. Their findings suggested that no negative academic or behavioral effects of inclusive education were found in relation to the standardized tests and report card measurements employed.

Cartledge and Johnson (1996) also provided a critical debate about teaching students with EBDs in inclusive settings. They argued that students with EBDs require special teaching techniques. Teachers must reduce students' externalizing behaviors, such as anger and acting out. EBDs include externalizing and internalizing behaviors, and both must be considered when teaching students with EBDs in an inclusive setting. Students with EBDs can face challenges in building communication skills.

Therefore, educators with a lack of experience or knowledge will be more likely to create inappropriate settings when teaching students with EBDs (Cartledge & Johnson, 1996). Teachers should become eligible to teach students with EBDs by earning a degree or completing coursework in teaching this population and helping them to develop their social interactions (Cartledge & Johnson, 1996). In contrast, teachers with appropriate preparation will be able to benefit students with EBDs in inclusive settings. These settings will be the best place to use peer tutoring and to help students with EBDs learn and develop their behavioral and social skills. Teachers with appropriate skills can create cooperative classrooms that will allow students with EBDs to learn (Cartledge & Johnson, 1996).

One of the most important issues in the special education field is teaching students with specific needs in effective educational environments (Lewis, 1994; Simpson, 2004). Specifically, students with EBDs must be taught in an appropriate educational environment that can help them improve their academic and behavioral skills. Emotional and behavioral

problems are exhibited by students without disabilities and by students in any category of special needs, and most educational classrooms in schools have students who exhibit behavioral problems. Most special education students who are taught in inclusive settings have behavioral disorders, such as autism and intellectual disabilities. Students with EBDs face many difficulties in terms of their academic and nonacademic skills because they face behavioral challenges that can distract them and cause them to achieve low academic results compared to their current grade and peers. Furthermore, individuals who live in violent family or community environments are more likely to have emotional and behavioral problems (Lewis, 1994; Simpson, 2004).

Problem Statement

Students with EBDs are mostly categorized as special education students and are taught in inclusive classrooms. Many students with and without EBDs exhibit inappropriate behaviors, and they face difficulties controlling their behaviors in the classroom (Sharpe et al., 1994). Much research has been conducted to produce evidence-based practices, such as peer tutoring and good behavior strategies (e.g., Lastrapes, 2014; Odluyurt et al., 2014), and various methods have been devised in inclusive classrooms to help teachers benefit their students with EBDs. Students with EBDs have the ability to learn and succeed in schools, but they may fail if they do not receive appropriate instructional teaching that can help them meet their goals (Daniel & King, 1997). Enlisting the help of peers who do not have disabilities is one method of helping students with EBDs to learn academic and behavioral skills in inclusive settings.

Teaching students with EBDs in inclusive settings has advantages and disadvantages. Lack of teacher knowledge about how to teach students with behavioral problems is one of the disadvantages that can cause students with EBDs to fail or leave school (Sharpe et al., 1994). However, students with EBDs can develop their academic and behavioral skills in inclusive settings while working with their peers (Odluyurt et al., 2014). Knowing the most effective settings for students with EBDs can enable educators to help students develop their skills. This will, in turn, show that students with EBDs can receive benefits from inclusive settings. The benefit will lead to improvements in one of the largest categories of special education, which is teaching students with EBDs in inclusive settings.

The Purpose of the Study

In this research, many viewpoints and studies will be presented on teaching students with EBDs in inclusive settings, and these viewpoints and studies will be reviewed to identify the best settings for students with EBDs, paying close attention to how these settings can benefit such students. The purpose of this research is to review studies that support or contradict the notion that students with EBDs should be taught in inclusive settings. In addition, it is to identify whether a critical debate is present between studies published in the past 10 years and studies published from 2011 and 2002. The aim of this study is to know the reasons for agreeing or disagreeing with the integration of students with EBDs in inclusive classrooms. After reviewing and discussing the results of the literature investigation, this research will explain the implications of the issue of inclusion for the future and how inclusive can benefit students with EBDs. Most students with EBDs are taught in an inclusive setting because the procedures involved benefit them and help them to improve their behavioral and academic skills.

Method

Using a review of literature lead to identify the barriers and facilities through a comprehensive review of the literature leads to identifying the barriers and facilitators and to expands the research evidence without employing an evaluation of quality of the reviewed studies (Arksey & O'Malley, 2005). The following paragraphs demonstrate the criteria inclusion criteria and exclusion criteria.

Inclusion Criteria

Four inclusion criteria were used: (a) the study was publication in a peer-reviewed journal; (b) publication between 2002 and 2022, (c) the studies had to be in English, and (d) they had to investigate viewpoints about teaching students with EBDs in inclusive classrooms as their primary goal. The studies were divided into two categories: those published from 2002 to 2011 and those published from 2012 to 2022. The purpose of dividing the studies was to compare changes in the idea of inclusive for students with EBDs.

Exclusion criteria

Four exclusion criteria were used. First, all studies published before 2002 were excluded. Second, studies were excluded if they did not investigate viewpoints about inclusive for students with EBD. Third, studies were excluded if they were not published in a peer-reviewed journal. Four, studies were excluded if they were published in languages other than English.

Procedures

Four databases were used in this study: Academic Search Complete, EBSCOhost, Education Source, and PsycINFO. The initial search found 650 studies. The keywords used were *integration*, *inclusive*, *students with emotional and behavioral disorders*, and *problem behaviors*. After reviewing the studies' titles and abstracts and deleting duplicate studies, 90 studies remained. 90 studies were closely reviewed, and 18 met the inclusion criteria.

Results

Table 1 shows the 18 studies that met the inclusion criteria. Eighteen studies were published from 2002 to 2022. Results indicated that seven studies agreed with teaching students with EBDs in inclusive classrooms and 14 did not agree with teaching students with EBDs in inclusive classrooms. Most of the 18 studies indicated that inclusion may not be appropriate for students with EBDs, as shown in Table 1.

Table 1: Summary of the Total 18 Reviewed Studies for Education Students with EBD in Inclusive Classrooms

Studies	Agree with Inclusion	Not agree with Inclusion	County	Total
Anderson et al. (2001)		2	USA	
Ball and Green (2014)		2	USA	
Copeland et al. (2004)	1		-	
Carpenter (2008)		2	USA	
Downing and Peckham (2007)	1	2		
Hind et al. (2019)		2	-	
Khochen and Radford (2012)		2	Lebanon	
McGuire and Meadan (2022)	1	2		
MacFarlane and Woolfson (2013)		2	UK	
Mcleskey et al. (2012)		2	-	
Ntinis et al. (2006)		2	-	
Reed et al. (2011)	1		-	
Sapon-Shevin (2008)	1		-	
Simpson (2004)		2	-	
Tkachyk (2013)		2	-	
Tews and Lupart (2008)	1		USA	
Wehby et al. (2005)	1	2	-	
Wood et al. (2014)		2	Australia	
Number of studies agree and not agree with inclusion total (%)	7	14		Yes = 7 (38%) No = 14 (77%)
Note. 1 = Yes; 2 = No				

The seven studies that supported students with EBDs in inclusive classrooms were Copeland et al. (2004); Downing and Peckham (2007); McGuire and Meadan (2022); Reed et al. (2011); Sapon-Shevin (2008); Tews and Lupart (2008); and Wehby et al. (2005), as shown in Table 1. These studies represented 38% of the total of 18 studies that were reviewed. However, the 14 studies that did not support inclusion were Anderson et al. (2001); Ball and Green (2014); Carpenter (2008); Downing and Peckham (2007); Hind et al. (2019); Khochen and Radford (2012); McGuire and Meadan (2022); MacFarlane and Woolfson (2013); Mcleskey et al. (2012); Ntinis et al. (2006); Simpson (2004); Tkachyk (2013); Wehby et al. (2005); and Wood et al. (2014). These studies represented 77% of the total of 18 studies reviewed. Most of the reviewed 18 studies were done in the United States. Only one study (Khochen & Radford, 2012) was done in Arab country.

Figure 1 shows the percentage of benefits and barriers of inclusion for students with EBDs. Results indicated most of the 18 studies stated inclusion may not benefit students with EBDs and students with EBDs may need to be educated in special education classroom if the needed services and supports are not available for them in inclusive classrooms.

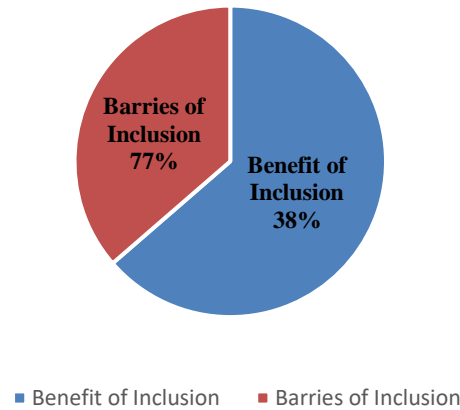
Figure 1. The Percentage of Benefits and Barriers of Inclusion for Students with Emotional and behavior Disorders.

Figure 1 shows that most of the 18 reviewed studies do not support inclusion for students with EBD. These studies represent 77% of the reviewed studies. However, the studies that indicated students may benefit from inclusive settings represent 38% of the studies. The following sections review the 18 studies and show the findings regarding inclusive for students with EBDs.

Results from studies published from 2002 to 2022 are reviewed in Table 1. However, these studies are also presented in two sections. The first section is studies published from 2002 to 2011. The second section reviews studies that were published from 2012 to 2022. The studies' findings are analyzed and presented in the following paragraphs.

Reviewed Studies From 2002 to 2011

The following sections review the 18 studies closely and show the findings of the studies. Nine studies were published from 2002 to 2011 that met the inclusion criteria. The nine studies are presented in Table 2. Most of the studies supported teaching students with EBDs in inclusive classrooms, and it may be an appropriate place for students with EBD.

Table 2: Summary of Reviewed Studies for Education Students with EBD in Inclusive Classrooms were Published from 2002 to 2011

Studies	Agree with Inclusion	Not agree with Inclusion	Reasons for Agree and/or not agree with Inclusion	Total
Anderson et al. (2001)		2	<ul style="list-style-type: none"> - Students with EBD may need to have intensive methods and lesson plans to help them make progress in their academic classes than other disabilities. - Students with EBD need special services that can help them improve their academic studies. 	
Copeland et al. (2004)	1		<ul style="list-style-type: none"> - Inclusive settings can help students with EBD to learn and develop social skills. - Uses a peer-support technique can help students with EBD in inclusive classrooms. - Inclusive settings can help to develop social interactions with peers and teachers for students with EBD. 	
Carpenter (2008)		2	<ul style="list-style-type: none"> - Schools' administration is weak. - General teachers do not have special education certificates. - General teachers are not eligible to teach students with EBD because they do not receive professional training and support 	
Downing and Peckham (2007)	1	2	<ul style="list-style-type: none"> - Inclusion can develop academic and social skills for students with EBD. - Inclusive settings may require many supports, such as technology, professional training for teachers to help develop a collaboration between them and peers that may be not available for all teachers in schools. 	
			- General students can develop friendships with their peers who	

Reed et al. (2011)	1		have BD in inclusive settings. - Students with BD can work with their peers and improve their social skills.	
Sapon-Shevin (2008)	1		- Inclusion can build friendships between students with EBD and their peers. - Uses an effective system such as, a positive behavioral management system can help general teachers to manage students' behaviors.	
Simpson (2004)		2	- Students with EBD may not get benefits from inclusion when they peers are not willing to study with them. - General teachers may not be able to build social interactions between students with EBD and their peers when they do not use effective strategies.	
Tews and Lupart (2008)	1		- Inclusive settings help student with EBD develop their socialization skills and support them in interacting with their peers in inclusive education.	
Wehby et al. (2005)	1	2	- Using an effective educational intervention, such as peer-tutoring can help to improve academic skills and performance for students with EBD. - The lack of general educators' knowledge about special education. - Approximately 50% of students with EBD failed in one or more academic classes, and 60% of them failed to complete their high school degree.	
Number of studies agree and not agree with inclusion total (%)	6	5		Yes = 6 (66%) No = 5 (55%)
Note. 1 = Yes; 2 = No				

Table 2 shows that six out of nine studies (Copeland et al., 2004; Downing & Peckham, 2007; Reed et al., 2011; Sapon-Shevin, 2008; Tews & Lupart, 2008; Wehby et al., 2005) supported inclusion of students with EBDs in inclusive classrooms. These studies represent 66% of the reviewed studies in Table 2. However, five studies (Anderson et al., 2001; Carpenter, 2008; Downing & Peckham, 2007; Simpson, 2004; Wehby et al., 2005) did not support with inclusion. These studies represent 55% of the reviewed studies in Table 2. In the following paragraphs, the nine studies are reviewed and the reasons they support or do not support inclusion of students with EBDs are given.

Downing and Peckham (2007) interviewed parents, teachers, and paraeducators about inclusive education for students with moderate-to-severe disabilities to discover the benefits of inclusive education for students with and without disabilities. Fifty-eight participants were interviewed: 18 parents, 23 teachers, and 17 paraeducators. Many aspects of education were considered in this study, including negative effects on the education of students with and without disabilities.

According to Downing and Peckham (2007), proponents of inclusive education require the provision of appropriate support for students with disabilities. This includes collaborative work between educators and parents and considering the important elements of inclusive settings. The goal of collaboration is not to put students with disabilities in inclusive educational environments but to identify how to teach students with disabilities and the appropriate support that is needed. This can help students with disabilities receive benefits from inclusive settings.

Downing and Peckham (2007) showed that the benefits of inclusive education relate to students with and without disabilities. All students can learn to work collaboratively and use teamwork to help their cohort with and without disabilities. Furthermore, the results suggest that attending inclusive classes can help students with disabilities to develop their academic and social skills successfully. Collaborative work between peers, using technology, professional training for the teachers, and other types of support can help all students with and without disabilities to receive benefits and be successful in inclusive education classrooms. Schools can also use district-wide positive behavior support to support inclusive education in an academic and social sense (Downing & Peckham, 2007).

Wehby et al. (2005) examined the effect of an inclusive classroom on the improvement of literacy skills for students with EBDs. Inappropriate behaviors can affect students' academic skills and performance, and a correlation exists between academic performance and behavioral problems. According to Wehby et al. (2005), the National Longitudinal Transition

Study found that students with EBDs face difficulties in academic studies, suffer more than other special education students, and approximately 50% of such students have failed one or more academic classes. In addition, 60% fail to complete their high school degree. For students with EBDs to receive appropriate support that can help them improve their academic skills, peer-tutoring programs can help students improve their reading and their academic performance. Wehby et al. (2005) implemented phonological awareness training for reading to improve the reading skills of four students with EBDs. When the students received appropriate instruction and special education support in an inclusive setting, their academic skills were shown to improve.

Inclusive education settings can be useful places in which students with disabilities and their teachers can receive appropriate, paraprofessional support and educational assistance (Twes & Lupart, 2008). Educational assistance can help students with special needs to improve their behavioral skills. The authors showed educational assistance can help students develop their socialization skills and support them in interacting with their peers in inclusive education. This method can facilitate the education process for students with behavioral disorders and can help them develop their social skills in an appropriate environment. With appropriate educational support, students can receive the benefits of inclusive education (Twes & Lupart, 2008).

Reed et al. (2011) studied educating students with EBDs in inclusive education settings. Students with EBDs can receive benefits from these settings when they work with their peers. According to Reed et al. (2011), Bunch and Valeo (2009) showed that in these settings, students develop friendships with their peers who have disabilities, whereas students who were taught in schools that had special education settings did not develop such friendships. The research showed that students who are provided social skill instruction and positive behavioral support can help other students become successful in inclusive education (Reed et al., 2011).

Anderson et al. (2001) compared the academic progress of students with EBDs and learning disabilities (LD). Students with EBDs had higher arrest and dropout rates compared to students with LDs. In addition, students with EBDs had fewer adult consequences than students with LDs had. As a result of this research, it is clear that providing special services to both types of students can help them improve their academic studies. Students with EBDs and LDs receive some benefits from general education, but they still need to have appropriate support to help them make progress, such as appropriate forms of teaching and the editing of lesson plans to fit with such students' abilities (Anderson et al., 2001).

Inclusive education is an appropriate environment in which students with EBDs can be supported to learn and develop social skills. Students with EBDs face behavioral challenges that prevent them from interacting with teachers and peers appropriately in schools. Many types of inappropriate behaviors can be exhibited in the classroom, and it is difficult and costly to provide special classrooms to students who exhibit these problems. Students with behavioral issues must be educated in an inclusive education classroom using simple strategies that can increase their appropriate behaviors. Copeland et al. (2004) supported the notion of inclusion by providing the peer-support technique. Because students with EBDs must develop their social interactions with peers and teachers, the use of the peer-support strategy is one way to guide them to participate appropriately in the classroom. An inclusive setting is needed to teach students with EBDs and to help them maintain and generalize what they have learned (Copeland et al., 2004).

Students with EBDs face difficulties in benefiting from teachers' instructions during teaching time. Inappropriate behaviors can distract not only the students who exhibit the behaviors but also the teacher and other students, leading to interruptions in the educational process. Carpenter (2008) stated that inclusion does not benefit students with behavioral problems when administrative support is weak. Without appropriate knowledge, general teachers cannot help their students or manage inappropriate behaviors during teaching time. Furthermore, many general teachers do not have certificates in special education and have not received professional training and support but continue to teach students with special needs. Therefore, general teachers cannot benefit individuals with EBDs in the context of inclusive education because they are not eligible to teach these students (Carpenter, 2008).

Emotional and behavioral problems can be seen in students with and without disabilities. To develop students' emotional and behavioral skills, students with EBDs must study in inclusive education because it can encourage them to build friendships with peers. Sapon-Shevin (2008) supported the notion of inclusive education, arguing that it can address students' emotional and behavioral issues. In addition, using a positive behavioral management system can help a teacher to manage children with EBDs through inclusive education (Sapon-Shevin, 2008).

Learners with EBDs must be educated in a least restrictive environment (LRE) that can help them to benefit from inclusive settings. Students with EBDs face many barriers that prevent them from benefiting from inclusion. Teachers working with students with EBDs in general classrooms also need to consider the students' peers, who may not have disabilities. If peers are not willing to form friendships with students with EBDs, the general classroom will not be the best setting in which the latter can build social interactions. Rather, it will become a restrictive environment, leading students with EBDs to become lonely and fail to benefit from inclusive settings (Simpson, 2004).

Reviewed Studies From 2012 to 2022

Nine studies published from 2012 to 2022 met the inclusion criteria (Table 3) and were closely reviewed. Most of the studies did not support teaching students with EBDs in inclusive classrooms, indicating general classroom may not be an appropriate place for students with EBDs when they do not receive appropriate support, such as effective strategies (e.g., coteaching). When a classroom has more than 25 students, it is difficult for general teachers to manage them.

Table 3: Summary of Reviewed Studies for Education Students with EBD in Inclusive Classrooms were Published from 2012 to 2022

Studies	Agree with Inclusion	Not agree with Inclusion	Reasons for Agree to Inclusion	Total
Ball and Green (2014)		2	<ul style="list-style-type: none"> - Some schools have lack preparation in providing appropriate services for students with disabilities - General teachers may have lack knowledge of special education, and they need more appropriate trainings to deal with students with EBD. 	
Hind et al. (2019)		2	<ul style="list-style-type: none"> - There is a lack of resources for students with SEBD in schools that allow general teachers to control their students in classrooms. - both special and general teachers with more and less experience in teaching students with SEBD are struggled when they teach these students in general classrooms. - Teachers may need to get professional training to know how they deal with students with SEBD. 	
Khochen and Radford (2012)		2	<ul style="list-style-type: none"> - Inclusion can be high cost for supporting schools and general teachers, such as preparing them to be qualified as specialist educators for students with problem behaviors. - General teachers may need frequent training sessions and support schools for inclusion. 	
Tkachyk (2013)		2	<ul style="list-style-type: none"> - Needs to use effective strategies, such as co-teaching. - It is difficult to manage more than 25 students with LBD in general classrooms. - Teachers may have lack of knowledge and experiences in teaching students with LBD. 	
McGuire and Meadan (2022)	1	2	<ul style="list-style-type: none"> - When general teachers receive frequent support, they can help students with EBD and enhance their education for students with EBD with building a good relationship between students without EBD and students with EBD. - Teachers need to receive professional development, knowledge, and having limited support. - Teachers need to receive frequent support from special education teachers and collaborate with them that may not be available for them at their schools. 	
MacFarlane and Woolfson (2013)		2	<ul style="list-style-type: none"> - Teaching students with EBD needs to have a lot of patience and confidence. - General teachers may have a lack of professional experience, training, and knowledge. - General teachers may not be willing to teach. 	
Mcleskey et al. (2012)		2	<ul style="list-style-type: none"> - Students with EBD receive less resistive placement than other disabilities in inclusion education. 	
Tkachyk (2013)		2	<ul style="list-style-type: none"> - Needs to use effective strategies, such as co-teaching. - It is difficult to manage more than 25 students with LBD in general classrooms. - Teachers may have lack of knowledge and experiences in teaching students with LBD. 	
			<ul style="list-style-type: none"> - Principals may be less positive to educate students with 	

Wood et al. (2014)		2	<p>disruptive behaviors in general classrooms.</p> <ul style="list-style-type: none"> - Inclusion may be positive for students with disruptive behaviors in their academic and social skills in local schools, but it may be negative for their peers in classrooms. -Inclusive settings may disrupt teachers and other students without EBD when these students are educated in general classrooms. - Schools need to be prepared to educate students with EBD and provide support for all teachers and students in schools to success inclusion. 	
Number of studies agree and not agree with inclusion total (%)	1	9		<p>Yes = 1 (11%)</p> <p>No = 9 (100%)</p>
Note. 1 = Yes; 2 = No				

Only one of the nine studies (McGuire & Meadan, 2022) supported the inclusion of students with EBDs in inclusive classrooms in the Table 3. These studies represent 11% of the total reviewed studies. However, the nine studies (Ball & Green, 2014; Hind et al., 2019; Khochen & Radford, 2012; McGuire & Meadan, 2022; MacFarlane & Woolfson, 2013; Mcleskey et al., 2012; Ntinis et al., 2006; Tkachyk, 2013; Wood et al., 2014) did not support inclusion that represent 100% of the total studies were reviewed in Tale 3. In the following paragraphs, all the nine studies are reviewed to show the reasons for supporting and not supporting inclusion for students with EBDs.

Teaching students with disabilities must have appropriate services and support that can help them to be successful in the general classroom (Ball & Green, 2014). IDEA requires public schools to provide appropriate education for all students with disabilities, which means teaching students with disabilities in an (LRE). Teachers who teach students with special needs must have earned a degree in special education or receive training in the foundations of the special education field. Some schools lack preparation in providing appropriate services for students with disabilities, and teachers in these schools may lack knowledge of special education (Ball & Green, 2014).

The lack of preparation can lead to an increase in the challenges of students with special needs (Ball & Green, 2014). Ball and Green gathered data about inclusive education and reviewed 170 elementary and secondary school principals and assistant principals. The negative investigation showed that most school leaders reported that there was no appropriate training and experiences for students with EBDs compared with other disabilities. The authors made it clear that most of the leaders who participated had a negative view of on and experience with inclusive education. In addition, although IDEA requires schools to educate students with disabilities in LREs, it does not decree inclusion. The findings of this research refer to educating students with disabilities in regular classrooms for at least 75% of their school day. In addition, the leaders had limited experience and training related to special education (Ball & Green, 2014).

Hind et al. (2019) examined 16 primary teachers' attitudes toward inclusion of children with social, emotional, and behavioral difficulties (SEBDs). Participants who had different ages and years of teaching experience were selected. The authors used a mixed method design (quantitative and qualitative) that involved both questionnaires and open-ended questions. Hind et al. (2019) found that teaching students with SEBDs requires many materials and much support for teachers in classrooms. Inclusive settings most provide teachers and students with SEBDs many resources (e.g., coteaching) to provide an effective educational environment for all students in an inclusive classroom. Participants reported a lack of resources in schools to help them control their students in classrooms. Generally, both more experienced and less experienced teachers indicated that they struggled when they taught students with SEBDs, and they may have needed professional training to know how to deal with students with SEBDs. Hind et al. (2019) found results similar to previous research (Cook et al., 2007; Hwang & Evans, 2011) that had shown teachers were concerned about implementing inclusion with limited resources.

Khochen and Radford (2012) examined teachers' perceptions of inclusion students with problem behaviors in (Lebanon). The researchers used a questionnaire to investigate teachers' attitudes toward inclusion, and they found challenges they faced included the high cost of supporting schools and general teachers, such as preparing them to be qualified as specialist educators for students with problem behaviors. Moreover, teachers stated they had reservations about educating students with problem behaviors in general classrooms. Khochen and Radford found students with problem behaviors need a high degree of support, such as providing teachers frequent training sessions and school support for inclusion.

Tkachyk (2013) presented research about the benefits of inclusive education for students with disabilities, specifically

students with learning and behavioral difficulties (LBDs). Students with special needs must have comprehensive methods of learning that can meet all their needs, such as using differentiated instruction. According to Tkachyk (2013), Willson et al. (2011) found that students achieve good results when they are in fully inclusive environments and receive appropriate teaching strategies, such as coteaching. Students with behavioral disorders can thereby receive benefits from inclusive education. During inclusion, students with behavioral problems can learn from their peers by observing their appropriate behaviors, specifically in elementary schools. However, students with LBDs need intensive interventions that can help them be successful in their academic studies. Takchyk also presented challenges facing inclusive education, such as a lack of general educators' knowledge and experience. As a result of this research, Takchyk suggested that students with serious behavioral and learning challenges should be educated in specialized programs because it is too difficult to manage more than 25 students with LBDs and meet all their needs.

McGuire and Meadan (2022) examined 18 general teachers' opinions regarding educating students with EBDs in general classrooms with identifying facilitators of and barriers to inclusive education. They used a questionnaire and semi-structured interviews to investigate the teachers' opinions. The teachers indicated that students with EBDs must be educated in general classrooms with regular students. Moreover, they wanted to educate them in their classrooms. However, they indicated barriers to educating students with EBDs exist in general classrooms, such as a lack of professional development, knowledge, and having limited support. General teachers may need to receive frequent professional training development to help them increase their knowledge of ways to deal with students with EBDs. In addition, general teachers indicated that they frequently needed support from special education teachers and to collaborate with them. When general teachers received this support, it helped them enhance their education of students with EBDs and provide an effective education for them. The previous factors can help to build a good relationship between students without EBDs and students with EBDs, which is also important to successful inclusion of students with EBDs in general classrooms (McGuire & Meadan, 2022).

In contrast, regular teachers need appropriate experience and skills that can enable them to teach students with EBDs. Teachers working with students with EBDs must have extensive patience and confidence. MacFarlane and Woolfson (2013) studied teachers' attitudes to teaching students with SEBDs in an inclusive classroom. They found that educators with high self-efficacy and positive beliefs were willing to teach students with SEBDs. However, general educators be qualified to provide appropriate education for students with SEBDs. Inclusive education cannot benefit students with EBDs if teachers are not willing to teach them and do not have the appropriate professional training to teach such a population. Lack of professional experience, training, and knowledge can cause teachers to be unwilling to teach students with EBDs because they do not know how to teach them in the classroom (MacFarlane & Woolfson, 2013).

IDEA requires schools to teach students with disabilities in an LRE. Most schools tend to teach students with disabilities in general settings, specifically students with EBDs, LDs, and intellectual disabilities. Mcleskey et al. (2012) discussed the teaching of students with disabilities in general settings in 1990-1991 and 2007-2008. They showed the number of students with EBDs, LDs, and intellectual disabilities in inclusive settings had increased. Specifically, teaching students with EBDs in general settings increased by 106% from 1.52 to 3.13, which means students with disabilities have benefited from general settings and teachers' instruction has improved (Mcleskey et al., 2012).

According to the controversial notion of inclusive education, students with disabilities have quality instruction in general education, but some general teachers cannot provide this. Mcleskey et al. (2012) showed that 58% of students with EBDs were educated in a general setting, and 47% were educated in a separate setting. However, 89% of students with LDs studied in a general setting, and 11% studied in a separate setting. The findings demonstrate that not all students with disabilities have the same abilities and that each category of special education needs a specialized way of teaching, which inclusive settings may not always provide. Students with EBDs may need a more intensive educational environment that can address their specific difficulties (Mcleskey et al., 2012).

Ntinis et al. (2006) used a self-report questionnaire to investigate 85 general education teachers about teaching students with challenging behaviors in their general classrooms. Participants indicated they face several barriers in teaching students with challenging behaviors. These barriers are as follow: (a) Teachers have limited skills to teach students with challenging behaviors, (b) teachers find it difficult to manage their time spent teaching all students with and without challenging behaviors in classrooms, (c) students with challenging behaviors may face restriction of opportunities for learning in the classroom, and (d) peers may not accept students with challenging behaviors in classrooms that can negatively affect both students with and without challenging behaviors in their education. Ntinis et al. (2006) found that teachers may need to receive frequent training (e.g., self-management) to overcome the barriers in dealing with students with challenging behaviors.

Wood et al. (2014) examined principals' attitudes toward including students with disruptive behaviors in general classrooms. The participants were 340 Australian public primary school principals. Wood et al., (2014) used the Principals

and Behavior Survey to investigate the principals' perceptions of including students with disruptive behaviors in general classrooms. Results indicated that principals were less positive about teaching students with disruptive behaviors in general classrooms compared to students with other disabilities, such as physical disabilities. The principals indicated that inclusion may be positive for students with disruptive behaviors in their academic and social skills in local schools, but it may be negative for their peers in classrooms. They indicated that inclusion could disrupt teachers and other students when these students are educated in general classrooms. Wood et al. (2014) found that schools need to be prepared to educate these students and provide support for all teachers and students in schools to make inclusion successful.

Discussion

The literature review shows that inclusion may not be appropriate for all students with EBDs. These students need many services and forms of support that schools may not be able to provide. Most of the reviewed studies (e.g., Ball & Green, 2014; Hind et al., 2019; Khochen & Radford, 2012) did not support inclusive settings. The studies provided convincing reasons for not teaching students with EBDs in inclusive classrooms: (a) general teachers may lack experience and have limited support services available, (b) the number of students in a regular class may be greater than 25, making it difficult for a general teacher to manage students with and without EBDs together, (c) general teachers may not be willing to teach students with EBDs, and (d) students with EBDs may exhibit aggressive behaviors that require them to be with special education teachers.

Some studies (e.g., Copeland et al., 2004; Downing & Peckham, 2007; McGuire & Meadan, 2022) support the benefit of teaching students with EBDs in inclusive settings and using appropriate educational interventions or methods. Students with EBDs may benefit from inclusion, such as improving academic achievements and social interaction. Students with EBDs who are educated in inclusive settings can learn well by interacting with their peers. Peers can be an effective way to help students with EBDs benefit from inclusive settings and develop their social and behavioral skills (Odluyurt et al., 2014). In addition, using the good behavior game can be a simple way to help students with EBDs benefit from general settings. This approach helps students determine positive behaviors and change their behavior to receive positive reinforcement from their teachers (Lastrapes, 2014). However, not all schools or countries may provide these supports and services for students with EBDs.

Although many researchers advocate teaching students with EBDs in inclusive environments, opponents have argued that such settings may not benefit these students. For example, teachers with limited professional training can prevent students with EBDs from benefiting from inclusive settings. Ball and Green (2014) showed that general teachers are often unwilling to teach students with EBDs because they have limited professional training and do not know how to manage them. In addition, results indicated that there are few studies examine the past placements for students with EBD in Arab countries. It seems that a critical debate still exists between now and past about teaching students with EBDs in inclusive education.

Using appropriate instruction is not enough to help students with EBDs to benefit from inclusive settings. A teacher's attitude and confidence are necessary elements for helping students with behavioral problems to benefit from inclusion. Teachers with inappropriate training will be less confident when it comes to teaching students with EBDs. Schools' lack of training and lack of support for teachers will prevent students with EBDs from benefitting from an inclusive setting.

Students with EBDs and their teachers need to receive support that will increase the benefits of inclusive settings. Students with EBDs require an interactive environment that will allow them to grow and develop their skills. Students with behavioral problems will learn from their peers how to manage their behaviors. In addition, by working with them, peers can help students with EBDs to improve their academic skills. Employing positive behavioral support is another way to help students with EBDs benefit from inclusive settings (Bal et al., 2012). Nevertheless, many barriers can prevent students with EBDs from benefitting from inclusive education, such as a teacher's lack of experience and limited support services. Teachers who do not have experience in how to deal with behavioral disorders are often unwilling to teach students with EBDs in inclusive classrooms. They may avoid teaching pupils with EBDs because they may feel unable to control students' behavior and manage them appropriately.

It is important that schools prepare for inclusion before teaching students with EBDs in inclusive classrooms. All schools' teachers and staff need to know how to deal with students with EBDs. If the schools do not provide appropriate services and support s for both their teachers and students, inclusion will face many barriers and may not benefit students with and without EBDs. This literature review shows that most of the reviewed studies call for services for teachers, such as professional training and using effective interventions for students with EBDs.

Implications for Future Research

In future research, researchers should include students, teachers, school administrators, parents, and peers using empirical methods (e.g., quantitative surveys) that may include interviews, questionnaires, observations, and focus groups. Increasing

the number of empirical studies may help understand this critical debate and provide an appropriate place for students with EBDs in schools. In addition, the examination of evidence-based interventions also helps to provide appropriate support for students with EBDs that can help them success in inclusive classrooms. Moreover, few studies have investigated the teaching of students with EBDs in inclusive classrooms in Arabic countries, such as Saudi Arabia. Future researchers should do research on topic.

To provide appropriate educational environments, teachers, researchers, and anyone who works with students with disabilities must consider all the positive and negative aspects of teaching in inclusive settings. Teaching methods and professional skills are important and can contribute to success in teaching students with EBDs in inclusive settings. Students with EBDs may face barriers in these settings, which can prevent them from being successful. Teachers' lack of professional training in relation to students with EBDs can cause the students to fall behind in their academic skills. Teachers will not be able to manage students with behavioral problems if they do not use appropriate evidence-based practices.

Professional developmental training also can help teachers to develop their skills and knowledge, which will allow them to teach individuals with EBDs effectively in inclusive settings. With appropriate training and knowledge, teachers can create an effective educational environment for students with EBDs, which can contribute to developing and improving their academic and behavioral skills. Many studies have shown that using appropriate interventions has led to improving students' academic and social skills in inclusive settings.

Using coteaching, peer tutoring, and other evidence-based practices will support students with behavioral problems in inclusive settings. Students with EBDs can interact with their peers who do not have disabilities and can learn from them. Peer support can facilitate a supportive environment in which students can benefit from inclusive education.

By focusing on evidence-based practices, researchers can identify effective methods of teaching students with EBDs. Teachers need to increase their knowledge and to receive professional support from their school districts and from special education educators. Focusing on developing teachers' knowledge and skills will lead to effective teaching of students with EBDs. It will also lead to the ability to manage students with and without EBDs using effective educational instructions.

Most teachers focus on the kinds of interventions that are used in general settings. Focusing on different interventions can help identify appropriate methods to help students benefit from inclusive settings and interventions. However, the teacher is essential to the success or failure of students with EBDs in inclusive settings. Some students who exhibit a high level of EBDs, such as aggressive behaviors, must be taught by teachers with particularly high-quality professional skills. Focusing on professional training and types of EBDs can help us to determine which students with EBDs will benefit from an inclusive setting.

Limitations of the Research

Current study has limitations. First, this study only included studies published in peer-reviewed journals. In the future research may include dissertation studies. Second, the study reviews research published from 2002 to 2022. In the future, a study should review the newest research. Third, only studies published in English were included, and future research should review studies published in other languages, such as Arabic. Fourth, in the future research should review empirical studies that examine how effective interventions help successful inclusion of students with EBD.

Conclusion

Many students with EBDs are educated in inclusive classrooms. Teachers who use evidence-based practices can create inclusive environments to benefit students with EBDs and to help them develop their academic and behavioral skills. Using technology and educational assistants can also support teachers to help students with EBDs. Providing frequent professional training for general education teachers will ensure that students with EBDs will be educated in an effective educational environment. However, inclusive settings are not only created to help students with EBDs reduce their inappropriate behaviors and help them to improve their academic skills. They are also intended to help these students develop their social skills. Interaction with peers who do not have disabilities can benefit students with EBDs in the classroom.

After reviewing many studies and opinions on benefits of inclusive settings for students with EBDs, the lack of experience and support are the main barriers to the ability of students to benefit from inclusion. However, inclusive settings nevertheless benefit students with EBDs, including helping them to develop social and interaction skills. Students can learn from their peers how to behave in the classroom and how to manage their behaviors. Many studies have proven that inclusive settings and various techniques, including the good behavior game and peer tutoring benefit students with EBDs. Developing students' social and behavioral skills leads students with EBDs to be successful in their academic classes.

Many studies have found that students with EBDs cannot benefit from inclusive education when teachers do not possess the appropriate professional training related to students with behavioral problems. Class size is one barrier that can prevent students with EBDs from benefiting from an inclusive classroom. In addition, a lack of support services and relevant specialist educators in schools can prevent students from benefitting from inclusive settings. However, inclusive education still represents the best setting in which students can learn and develop their behavioral and academic skills. This is because inclusive education allows students with EBDs to interact with other students. With professional support, teachers can provide an effective educational environment that will improve students' academic achievements and reduce their inappropriate behaviors.

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