

Special Issue

Social–Emotional Learning and Inclusive and Special Education

Message from the Guest Editors

Social–emotional learning (SEL) has emerged as a critical, systemic framework essential for fostering inclusive educational environments and special educational contexts that support the holistic development of both diverse student populations and educational staff (Domitrovich et al., 2025). Despite the growing adoption of these systemic models, the field still grapples with inconsistencies in terminology and a lack of standardized training frameworks for effectively implementing SEL in education (Kasperski et al., 2025). The objective of this Special Issue of Education Sciences is to foster the integration of systemic Social–Emotional Learning (SEL) frameworks within inclusive and special education settings. We welcome submissions that investigate comprehensive educational programs and professional development initiatives aimed at cultivating the social–emotional competencies, resilience, and professional values of students, teachers, and teacher educators.

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About the Journal

Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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