

Special Issue

Breaking Barriers: Improving Learning Outcomes for Students with Social, Emotional, and Behavioral Difficulties

Message from the Guest Editors

This Special Issue aims to provide a platform to share their empirical study findings, perspectives, and innovative approaches to improving learning outcomes for students facing social, emotional, and behavioral challenges. This Special Issue seeks to explore and discuss the current barriers, effective prevention/intervention strategies, and potential developments in this critical area of research. Research areas may include (but are not limited to) the following themes:

- The effectiveness of various interventions and support systems on academic and/or behavioral outcomes for students with social, emotional, and behavioral difficulties;
- Collaborative approaches between school and mental health professionals;
- Cultural context and its influence on the manifestation and support of social, emotional, and behavioral difficulties;
- Inclusive education for students with social, emotional, and behavioral difficulties;
- School-wide systems for preventing and supporting social, emotional, and behavioral problems;
- Integration of behavioral, SEL, and academic supports;
- Teacher self-efficacy and resilience in addressing social, emotional, and behavioral challenges.

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Deadline for manuscript submissions

30 September 2025



Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5



mdpi.com/si/212818

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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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