A Structure of Support to Address the Socio-emotional Needs of High School Learners: A Case Study of One Government High School in Johannesburg

By

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Declaration

I declare that all the work of this minor dissertation is my own, and it has not been submitted elsewhere. Acknowledgments and referencing of all sources consulted during the research have been made.

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E.J. Brand, February 2014
Acknowledgments

I would like to firstly thank every member of my family for their support throughout this year and throughout my life. Their encouragement and belief in me has fuelled the desire I have to make a change in young people’s lives. I would like to especially thank my parents for the sacrifices they have made to make my dreams come true.

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### Abbreviations and Acronyms Commonly Used in this Paper

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>DBST</td>
<td>District based support teams</td>
</tr>
<tr>
<td>EBD</td>
<td>Emotional and behavioural barriers to learning</td>
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<tr>
<td>IE</td>
<td>Inclusive education</td>
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<tr>
<td>LO</td>
<td>Life Orientation</td>
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<tr>
<td>ILST</td>
<td>Institutional Level Support Team (this is the term referred to in Education White Paper 6 (Department of Education, 2001) however, throughout this research report the term <strong>SBST</strong> will be used instead of ILST, as this is more commonly used at the school level)</td>
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<tr>
<td>NCSNET</td>
<td>National Commission on Special Needs Education and Training</td>
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<td>NCESS</td>
<td>National Committee for Education Support Services</td>
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<tr>
<td>NGO</td>
<td>Non-profit organization</td>
</tr>
<tr>
<td>SBST</td>
<td>School based support team</td>
</tr>
<tr>
<td>SMT</td>
<td>Senior management team</td>
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