

## **ABSTRACT**

### **Challenges Facing At Risk Adolescent Males With Their Inclusion in the Classroom**

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This study sought to investigate the challenges facing three at-risk adolescent male students in relation to their inclusion in the classroom, in an attempt to identify the ways in which the learning needs of at-risk males might be better facilitated through the inclusive approach. The participants were socially displaced students living in a residential institution in Central Trinidad but attending secondary school. Data were collected through interviews and observations. The findings indicated that there was a decline in adolescents' participation and interest in academic learning, and that the classroom environment does not provide the culture, resources, or facilities to assess the needs of at-risk students. In addition, classroom teachers appeared to be unequipped with the relevant intervention pedagogical strategies that emphasize student-centred learning and promote re-engagement of resistant or disengaged students.

**Keywords:** Male students; Adolescents; Secondary school students; Inclusive education; Socially disadvantaged; Trinidad and Tobago