

The Role and Station of the Teacher in Formation of the Social Skills in Disabled Students in an inclusive Education Program

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Abstract

An inclusive educational program must include some planning for social embracement for students with special needs to be more effective. This is usually done by teachers. Therefore, the main goal of this study is to find out about the role and station of teacher in forming the social skills of the students with special needs and disabilities in an inclusive education system. This is a descriptive-analytical study which falls under the descriptive research category. In this work, a collection of theories and perspectives by specialists in the field of disabled children education was analyzed. The findings show that the teacher has an important role in enhancing the social skills of students with disabilities. It is on this basis that the teacher can take advantage of various techniques and approaches such as collective learning and same-age teaching that he makes some efforts in teaching some social skills to students with disability so they can fulfill their educational, financial and especially social goals. Expansion of social skills in disabled students can significantly increase their ability in getting along with others and conducting appropriate socially acceptable behaviors, their popularity among their peers, teachers, parents and other adults and independence in their personal life.

Keywords: Inclusive Education , Social Skills, Disabled Students

1. Introduction

Special or special education deals with all the children, teenagers or students with special needs. This type of education is an indication of the expansion of attention to the individual differences – what the system of education is based on. Because based on human characteristics and individual differences, each person must take advantage of a specially designed education in accordance with their mental and physical ability, needs, talents and interests. International statistics show that in each society more than 10% of the children are born with special mental and physical characteristics different from other children. This group of children, also known as “children with special needs” or “special students”, is the focus for the educational authorities of all countries, and no educational curriculum has been devised for them yet (Enayati and colleagues, 2011: 184).

In defining special students, Kirk (1972) says: “a special student is one who is different with other normal students in terms of mental, sensational, neural, physical, social behavior, excitation, communication potencies and multiple disabilities.” The intensity of these abilities must be to the extent that the child would need various educational programs to actualize his or her talents (quoted from Wertts and colleagues, translated by Sharifi Daramadi, 2011: 21).

Despite this, whichever disability these children have, they must learn how to interact with all members of the society. Children who suffer from some personality privation or disability deserve to receive a wide range and balanced educational experiences, and get the chance to interact with students who are more successful from them. In many countries, the education system is directed towards this goal, so that students with disabilities are sent to regular schools with regular students. This way, they not only do take advantage of the general educational facilities for normal students but also will not be labled as “special” or “different”. Technically speaking, this is called “mainstreaming”, “integeation” and “inclusive education”. (vismeh, 2005: 452).

Therefore, an inclusive education will respond and pay attention to the needs of all learners by increasing the level of participation in the learning process and reducing the level of educational deprivation. In practical terms, the inclusive education means that all students, including disabled ones, can register in regular schools and continue their education. In fact, in the perspective of making the education system as inclusive, schools are equipped for fulfilling the needs of all the students (UNESCO, 2001). So, by increasing the tendency for placing students with disabilities in an inclusive education system, the need for teaching social skills is becoming more

and more important. One of the goals in educating special students is the teaching and learning of social skills in this type of students. In the past, the teaching of social skills to these students was done in some independent educational opportunities that were not generalized to other opportunities (Gresham, 1998).

Hence, to help students with disabilities in interacting with their peers and adults, they must be sat in inclusive classes and the social skills education must be integrated with their school curriculum (Hossein Khanzadeh, 2008: 15).

In fact, the teaching of social skills is a set of approaches with the goal of helping the student to make contact and interact positively with others. The majority of the students easily obtain the social skills in accordance with their culture, but some others such as most students with special needs do not succeed in doing so. They need to learn different social skills so that they can choose and apply them in proper social situations. Thus, teaching the suitable social skills and providing opportunities and experiences that increase social interactions can help disabled or under-achiever students practice and apply social techniques and skills in all environments and real life situations. It is obvious that by providing these types of opportunities, the responsibility of all the people who are in touch with these students. (Beh Pajoooh and colleagues, 2010: 181).

Moorish (1978) believes that social institutions, such as the education system, must provide the required ground for its members to make appropriate and right relationship with their environment. This can increase the necessity for educating the citizens in accepting the society they live in as one of the main functions of any educational system (Yasha, 2011: 14). Almodarres (2000), Derton, Sheri & Searcy (1997) realized that school and text books can immensely help students to become more sociable (Dehghan, 2009: 141). And since the teacher is among the effective factors in school, he is one of the main pillars of the education system.

Teacher is not only the specialist in educational issues, but also a guide and model for the learners; he is their consellor and motivator, their friend and problem solver. He is one of the important factors in helping students to become more sociable. This is even more important in educating the students with special needs. Not only does he have to have the needed knowledge, he must be able to convey those concepts to the learners with special needs with his special skills. All of the teacher's activities such as knowing about the process of children's growth, teaching methods and having interest in teaching his or her subject are among the factors that will have great effect on teaching students with disabilities or under-achievers. Teachers who use several methods in their teaching and have the command on their subject and love their job, often train students with high creativity and capable (Saei Manesh, 2003: 1).

A teacher who teaches under-achievers students knows that teaching social skills is one of the useful programs that will help them become more self-sufficient and socially-adaptable. For the real and comprehending role of the teacher, he can be a great assistant and requirement in teaching career skills, life skills and social adaptation. As a result, in recent years great attention has been given to teaching social skills to students with low ability. It is clear that, if social skills are constantly and regularly taught to students, it can help in their comprehensive growth and communal participation of the students, teachers and parents.

Great deal of research regarding the effect of social skill learning on the performance of the students that we will refer to some of them here:

Engles and colleagues (2002), in a project, studied the methods for raising children, social skills and relationship with peers and social adaptation in youngsters. Their findings showed that teaching social skills causes the increase in youngsters' adaptation and better relationship with their peers (Beh Pajoooh and colleagues, 2010: 168).

Betlow (2005) in his Ph.D. thesis studied the effect of teaching social skills on excitation intelligence of 7 to 12 year old children, and found it significant.

Bayan zadeh and Arjomandi (2003), conducted a study on the effect of teaching social skills to moderately retarded students. They selected 28 students with moderate mental retardation and randomly divided them to two groups of experimental and control groups. Their study's findings showed that the experiment group had improved significantly in acquiring social skills following the termination of the educational course and helped them in developing more adaptable behavior in this group of mentally retarded students. Beh Pajoooh and colleagues (2010) in his research, studied the effect of teaching social skills on the social adaptability and academic performance of the slow-learner boy students. The research's findings show that the changes following the teaching of social skills in the experiment group are significant and the teaching of social skills will have an effect on the social adaptability of students; in other words, the social adaptability level of the students was significantly increased after going through the education process.

Jena Abadi (2010 – 2011) in his research to study the effects of social skill training on reduction of fifth grade special student behavior disorders of Kossar School in Zahedan, Iran. The research findings showed that the trained students in comparison with those untrained had lower behavioral disorders. As a result of correct training and continuous social skills acquirement regarding cooperation, self-expression and self control can be suitable solutions for reducing special children's behavioral disorders.

Thus, it becomes clear that most studies done to assess the effects of social skill trainings on social adaptation and educational performance of students, youngsters' adaptability, relationship with peers, the effects of social skill training on excitational intelligence, conciliatory behavior and behavioral disorders. In addition, they have not paid much attention to factors like school, teacher, peers, etc. in establishing and expanding the social skills. This is despite the importance of the need for a comprehensive and multilateral education for this type of students as fundamental variables for the life of a person with disabilities. It is also important in preparing them to enter the real-world life and removal of communicative and educational obstacles.

2. Research Question

This research is focusing on this question that: what role and station does a teacher have in teaching social skills to disabled students in an education system?

3. School and the inclusive Education System

The inclusive education system is based on a philosophy on which abilities and needs are considered as natural issues and gives the society an opportunity to take up responsibility to move towards learning and growth for the society as a whole. Turning into an inclusive educational system and society requires that all special students with disabilities must be able to go to the same schools as other students. In fact, the inclusive schools are organized to meet the needs of all students (Loreman & Deppeler, 2000).

In a traditional system of education, the assumption was that the childrens' educational problems are due to limitations, disabilities and impoverishment of the students and their personality. Therefore, to improve the situation an effort was made to declare the students' problems. This perspective is known as "student-based" towards educational problems. The inherent limitations of this perspective have become more and more apparent in the recent years. If we know the root of the students' educational problems, we will have to recognize some students as special or different. The resultant of this view was to identify the learning ability of some children as lower than others and as a result to assign them less challenging homework. By doing so, we introduce these students as less competent.

In a new perspective, the problems have shifted from the student to the education system. In many countries efforts have been made in making schools a more receptive place for students of all types and needs, instead of devising educational environments for students with special needs (UNESCO, 1994).

Schools need a new model to make the best use of the available facilities, inside and outside, to upgrade themselves in such way that the success of a larger group of students is guaranteed (UNESCO, quoted by the mystery of education, 2001).

The inclusive education tries to prove that the responsibility of learning, contrary to the traditional system, is more on the shoulders of education system, school and teacher. And also, homogeneous models of the past have not been able to fulfill all needs of the students and they have resulted in their defeat and failure.

In an inclusive class when we introduce special students with handicaps to other students to increase their emotional maturity and growth (Sapon and Shevin, 2008). A student of special education need can improve and train his social skills in relationship with his peers who are healthy (Ben-Yahuda, Leyser & Last, 2010). Social skills can result in learning by integration of an acceptable educational program. By constant introduction of social skills to the educational program, all students will learn to accept others and respect all those who are different from them (Williams & Reisberg, 2003).

In addition to providing a class in which social acceptability and social building exist, the philosophy and the method of teaching of the teacher can reflect the nature of receptability by the student.

Supporting teachers and creating a cooperative and concurrence atmosphere has important roles in advancement of school programs. Therefore, schools that want to increase the quality of education must start by supporting their teachers and prepare the ground for actualization of creativity and proposal of their teaching methods and approach. Beside this, the school staff and teachers must also pay special attention to the special needs and differences among students. In Firish's view (2001), the perception of teachers for the students with low-ability is among the determining factors. In fact, teachers' perception of the special students for learning has important effect on the success of the curriculum. Today, the inclusive classes that admit students with special educational needs are quickly rising in number because teachers are learning more and more about the strategies for teaching inclusive classes and the positive effects it has for the society at large (Naylor, 2005).

Schools with inclusive nature are the best tools to fight with discriminational views and creating pleasant communities, establishing inclusive associations, and education-for-all approach. In addition, these schools can help the majority of students to learn more effectively and improve their abilities. Finally, they are the most economical and efficient systems of education. That is, all the decisions for school policies, activities, services and educational programs are made at school level by involving all the staff and personnel like the management, assistants, teachers, students, specialists and parents around the axis of students and their special needs. To

achieve such policies, some preparations must be made by school to make certain of the role of every single member of the system. The concern of all the people involved in education of special students is to help these students to fulfill their educational, economical and social rights. Among the most effective people who have big roles in teaching social skills to special students with disabilities are teachers which we will focus on their role as follows.

The Role of Teacher in inclusive Education System

Teachers are like the crystallization center of the policies and plans that are devised in the upper management levels. The majority of experts agree on the importance of positive views by the teachers, students and their parents. In fact, one of the most important factors for the success of educational integration program is the positive approach by the teachers. Cornoldi, Terreni & Scruggs (1998) and Hodge, Davis, Woodard & Sherrill (2002) believe that among various groups, the view and role of the teacher is more important than others, and can be considered as one of the most important factors in success or failure of an integration educational program. In addition, the view by teachers can have deep effect on the acceptance level of regular students for special students in class (quoted by the project and Torabi, 2008, 51).

Stainback & Stainback (1982) declared that if teachers perceive and accept such students into the program, the integration project can be a complete success. They have reminded us that the success of an integration educational program and satisfaction of normal teachers in admitting students with special needs into their classrooms will be effective on the social and emotional adaptability and academic achievement of such students (quoted by the project and Torabi, 2008, 52).

Teachers must have an active role in helping students for acquiring necessary social skills for useful and effective interaction and relationships. Teachers must play an active role in growth and correction of their students' necessary social skills for their more effective and useful social interactions. For this reason, they can provide a positive atmosphere in their classrooms. By providing a good model, they can encourage cooperative learning and by direct teaching for social skills they can train their students so that they accept each other and have a more effective relationship with one another (Hemati Alamdar Loo, 2012, 39).

The studies done by Ben Yahooda (2010) and his colleagues show that the resentment by the teacher from the completely integrated classes is under the influence of the teacher's personal experience of handicaps, intensity of one particular disability, and their fear of integrated classes can be corrected by their professional cooperation (Ben Yahooda and colleagues, 2010). Teachers who were selected for Ben-Yahood's study for successful teaching strategies of special students had an initial tendency towards sympathy, cooperation and inclusive approach. The successful teachers, based on the ability to sympathize with students with disability, were identified and supported and encouraged their students and formed a personal but professional relationship with them. These teachers also looked at the student's background and took advantage of their successful experiences of their previous classes.

Having a positive outlook on teaching in a class with special needs is another important factor in these teachers' success. These teachers also worked closely with other supporting teachers and special students teachers to design suitable curriculum and lesson for the students. A teacher who believes that students have come to class for learning, first; and a teacher who is sensitive to his students' needs and emotions can better help them with their social and academic needs. Further development and expansion of teacher training courses for the existing teachers is also advised (Yahooda and colleagues, 2010).

In general, this model emphasizes on the role of teacher as an accepting, kind, interested and reliable person and a person who acts as a positive role for students. School teachers offer a variety of methods and programs for inducing active learning in students. They know the importance of social skills in under-achiever students in reaching a personal independence. Hence, hereinafter we concentrate on the importance of teaching social skills to disabled students.

Teacher and Teaching Social Skills

The importance of social skills as the most important factor in helping students to become more sociable and adaptable with their surrounding environment can never be ignored and undoubtedly will help develop their social intelligence and growth along with other aspects of education (Metson and Olendick, 1988, Translated Beh Pajooh, 2005).

This way, social behaviors have shadowed over other aspects of the children's lives and influences their mental health, adaptability, and happiness. The ability of the person in getting along with others and showing desirable social behaviors will determine his level of popularity among his peers and teachers, parents and other adults. The level of social skills by the individual has direct effect on his qualitative and quantitative social growth. Sugai & Lewis (2001) have proposed six assumptions regarding the teaching of social skills that must be considered by teachers:

1. Social skills are among the prerequisites for acquiring other academic skills.

2. Social skills are among skills that can be learned and taught. Teaching social skills can be done in the same way that other skills can be taught (e.g., academic, professional, life skills)
3. Design and implementation of an academic curriculum for social skills require time and energy
4. Problems in behavioral management are considered as problems in social skills
5. Teachers offer the suitable social skills teaching plans in accordance with the students' needs and there is no ideal model for teaching social skills
6. The approach and factors for teaching social skills are like academic education

On this basis, we can claim that social skills are acquired and are taught directly or indirectly. This matter, especially for students with low ability for learning social skills is of significant value.

The Goal for Teaching Social Skills in inclusive Education Systems

The aim of teaching social skills in inclusive education systems is to help students to achieve the following four basic goals:

- Improving the learning of social skills
- Improving the performance of social skills
- Reduction or removal of behavioral problems
- Facilitation of generalization and maintenance of social skills (Khezri, 2012: 78- 79)

When planning a social skill training program, many issues must be considered. The most important one may be the growth status of the child, because it is always changing. This is also true about therapeutical methods; therefore, teachers must always pay attention to these issues when planning their invasive educational methods (Metson and Olendick, 1988, translation to the project, 2005).

By teaching social skills to the students with special needs we can train some citizens in various dimension and by this one of the goals of an inclusive educational system will be achieved – that is, to increase their social change for this group of students.

Important Issues in Teaching Social Skills to Students with Special Needs

To step with and move along with students with disability is one of the principles of disabled children, because the difference between teaching children with disability and normal children is in their slow respond to educational and training programs. The role of teacher is so critical that the success or failure of the student is directly related to him. One of the important issues is the way the teacher and the learner make contacts with each other, that is, the teacher might be in direct contact with the student in a right, logical and friendly manner. But we should consider the following important issues in these types of contacts:

- Encouraging students to analyze what helps them to develop social skills
- Direct teaching of social skills
- Explaining and modeling for social skills, for example, each skill can be shown in these ways: using live models, role playing, silent play (pantomime), using video playing (stopping the film at critical places to discuss their behaviors and reactions)
- Invigoration of suitable behaviors (not just to get rid of the undesirable behaviors)
- Helping students in remembering obvious behaviors in special situations (for example, if somebody asked you whether you like to play, what would you respond?)
- Using brochures and notebooks to show them some real social conditions and problems with social skills
- Designing the school assignments in boosting mutual confidence, acceptance, cooperation, and support among students and the importance of learning new and various skills and sciences.
- Teaching social skills in normal situations, as much as possible
- Helping students in transferring one skill from one situation to another (without practicing to generalize social skills, one can hardly use it in different situations)
- The overall agreement of all the teachers and parents of the students on the social skills educational programs' goals for their durable and continuous implementation
- The constant teaching of social skills and their monitoring and evaluating by observation, and using a checklist and interview with the parents and etc.
- To provide opportunities for practicing the skills and descriptive encouragement
- Attention to times when the student can show and teach the skills to the class without the teacher's assistance
- Attention to the important role that the teacher has in encouraging social interactions among students with special needs and their peers.
- To provide opportunities for students with special needs to participate in all group activities inside and outside the class. To do this, you must form the class in such way that competition is not the

main element of the class and to apply group mechanisms in order to encourage participation and cooperation among students, for at least a part of the time during the day (Khezri, 2012: 82).

Considering the above issues, teachers and instructors for teaching social skills, must not only provide information to the students but also practice them with students practically. It is necessary for teachers to teach these skills correctly to their students and set themselves as a model. A teacher must know that teaching social skills is as important as academic skills. How the students learn is as important as why they learn something. Education must be in a way that a child with low competency be able to learn naturally and regularly.

Specification of Teaching Effective Social Skills to Handicapped Students

Providing some highly structured and purposeful educational programs that focuses on the person's personal needs, step by step is among the characteristics of a successful program. For each student, different goals and methods are needed. A teacher must consider the following matters in choosing a plan to teach social skills:

1. Teaching skills that are socially acceptable. That is, whether these academic goals are of any importance by the society's views, and whether the educational methods used are socially acceptable and is the change level significant in the view of the society?
2. Prioritizing and clarifying the useful skills for the students
3. Education must be personal. Goals must be set using the collected personal information about situations that the learner must be active in. It must determine the abilities and learning methods for each person.
4. Teaching social skills must be part of a comprehensive academic plan that includes a range of goals. Social skills must not be taught, practiced and invigorated in an isolated format, but they must be taught along with other skills.
5. Effective programs for teaching social skills focus on practical skills; that is, skills that the learner will need to apply in natural environments. Teaching such skills must start from very early on.
6. Teaching must include interactions with regular people, as much as possible. Use language or some other communication media to help the learners interact with others. To create suitable interactions make use of regular peers and colleagues in natural environments.
7. Assessment of social skills and any other skills must take place in the same place that they are supposed to happen. This must be true for learners with disabilities (Hossein Khan Zadeh and Yakub Nejad, 2010: 12).

A teacher who has some roles in teaching social skills must be aware of individual differences. He must know that the needs of children with low ability and regular students are not the same in an inclusive system of education. Therefore, we cannot use a single curriculum for all the students. Having an individually tailored program for each disabled student is of great importance. The programs must bring a feeling of calm and security for the children. They must help improve the social and emotional growth of the children, and stimulate all aspects of their learning. They must respond to the extensive needs of the formal and informal educational systems and cause an increase in participation level in learning activities and on the other hand, reducing the educational deprivation. In an inclusive education system, a teacher is seeking ways to increase the participation level of all the children, including children with disabilities, in the school and personal environments. He is then trying to find ways and methods to increase their cooperation and participation.

Strategies for Forming Social Skills in Students with Disabilities

Considering the many roles that a teacher has in educating, he can use multiple strategies for developing social skills in disabled students in an inclusive education system. We will point out to two of these strategies, below:

Cooperational Learning Method

Students with disabilities will be harmed in programs with methods and strategies that competition is the focus of education. They will learn more in methods in which cooperation is encouraged, because they will share the rewards received by their groups.

Among the methods in which collective activities are seen is the cooperative learning with strong theoretical backing and precise experimental support. The cooperative learning method is one of the successful accounts in psychology and educational sciences (Gillies and colleagues, 2008).

Cooperative learning requires the active and direct participation by students. In such environment, students will learn by cooperating, sharing and in the form of groups consisting of strong, average, and weak students and feel responsible towards the learning of others. When their classmates need their help, they rush to help them and think of their success and failure as their own. This approach will result in a deeper, more creative and more innovative in the students (Shefer, 2008).

Beside the mentioned points, one of the other benefits of cooperative learning method is the usefulness of this method for students with weak background. Participation of this group of students will increase their assistance, efforts and activity and help prevent such students from immersing in themselves. In addition, their sense of responsibility will increase and feel more accountable for their own learning (Esmailie and Hassani, 2012: 5). In

a cooperative learning system, regular students and weak students with learning disabilities are working together as a team.

In studies conducted by various researchers with respect to the effects of cooperative learning on different factors confirms the positive effects of cooperative learning methods for developing social skills in students and compliance with others, especially in educational environments and will reduce their disturbing behavior. This will also induce positive feeling towards each other and themselves, not to mention their higher responsibility towards learning (Shekari, 2012: 36).

More interactions and contact between students will be achievable using the cooperative learning methods, providing necessary flexibility in teaching. This is something that is at its lowest in non-cooperative learning methods. Therefore, applying this method for increasing interaction and exchange of information and knowledge among students is essential.

A strong management by the teacher is called for in a cooperative learning setting. Using this method by a teacher requires patience and attention. It is because in this method the noise level created by students will be very high. Therefore, teachers who plan to use this method are advised to be patient and lead their students' activities with forbearance. In a cooperative learning method, the teacher allows students to expand their common goals (Shekari, 2011).

a cooperative learning method, the teacher also designs homework that will help students reach a certain goal. In a cooperative learning class, the teacher plans the homework assignments. This is while the groups are busy learning their lessons, and the teacher is facilitating and monitoring their learning. He also wants them to give a feedback of their performance while doing their learning activities.

It is important to say that in a cooperative learning class, the teacher must be ready to help students with more learning problems and put those students in groups that will minimize the dependency of the student on the teacher and more interaction with his or her peers. He should also pay special care to assign assignments to students with lower ability based on their competence and lead to gaining experience and knowledge in them.

Peer-Teaching Strategy

One of the methods for helping special students in socialization process is peer-teaching assistance method. Teaching assistance method is a process that guarantees person-to-person teaching. Peer-teaching assistance method is method or learning in which students teach each other on a person-to-person basis under the supervision of the teacher (Ehli and Larsen, Translated by Maher, 2007). Peer-teaching assistance method is based on the idea that students learn a lot from each other and this can take place in school, at home or even in the neighborhood. Peer-teaching is an effective tool for increasing the effectiveness of inclusive classes and can be applied in all other subjects such as math, sciences, social studies, physical education, etc. The goals of peer-teaching can be academic, social or psychological-motor and often involves all these three fields. The goal of this teaching plan may be to learn a set of cognitive skills (for example, in math or dictation), improving the levels of social behavior (for example, in cooperation between students with special help and other students), or achieving some psychological-motor (for example, writing skills) (Kelle and John, Translated by Maher, 2007: 404).

Peer-teaching has the advantage of reducing the time necessary for the teacher to work with the whole class. This will give him a higher chance for working with students with special needs. We should also notice that the students with special needs (and those with moderate disabilities) can acquire this skill and confidence and act as a teaching assistant to younger students. This program will provide opportunities for students with special needs to be absorbed to the normal classes' activities. Admitting to teach to the students with special needs will help develop a more positive outlook on this group of students.

The Role of Teacher in Peer-Teaching

The quality of social interaction between the teaching assistant and the learner will guarantee the success of the whole teaching process. Teaching assistants play an important role in the education process, but it is the teacher who usually has the duty for guidance, organizing, and advancement of each teaching assistance program. Teacher as a coordinator monitors the teaching assistance program, trains the teaching assistant personnel and evaluates the whole program's progress. He also reviews the teaching assistance program and if the need was felt, he would reflect on it (Kelle and John, Translated by Maher: 403).

In peer-teaching strategy, the teacher is responsible for organizing the program and its suitable application. It is also necessary to pay attention to the weaknesses of the disabled students and be completely aware of proper matching of the teaching assistant with the learner. And before implementing the peer teaching method, the teaching assistants are provided with necessary training. A teacher must have the extreme attention in choosing a teaching assistant for helping a disabled student.

A student or any person who is selected for teaching assistance in a peer-teaching schema must have high educational, social and emotional skills and be patient during the education process and have the necessary familiarity with the learner and his needs. If this strategy is designed carefully, it can be used as part of a

collection of activities along with the needs of students with special needs. The peer-teaching has some advantages over all other methods, provided that, it is planned very carefully and supervised with sensitivity. This method has been proved to be an effective strategy in academic progress and social interaction among students of with and without disability.

4. Conclusion

An inclusive education system is based on neutralizing and has a dynamic nature and its goal is to prepare people with special needs for a normal life in society. As a result, it is essential for all the people involved in this area of education to be dynamic and stay dynamic, too. The inclusive teachers have an important role in forming educational activities and their programs must be comprehensively organized.

They have an impressive role in educating social skills to disabled students. Thus, using various strategies like cooperative learning and peer-teaching methods, they try to teach social skills to disabled students, in order for them to reach to their rights in academic, economical, and especially their appropriate social status. Expansion of social skills in disabled students will significantly increase their ability in getting along with others, doing desirable behaviors, and their popularity among their peers and teachers, parents and other adults and independence in their personal life.

Students can benefit from higher self-confidence by getting this type of training and education and are more able in facing with social and academic challenges and can better overcome the obstacles in life. Thus, if teachers apply these socially acceptable methods, they can help them in achieving their academic goal and self-actualization and finding a meaning for their lives.

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