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**Friendship Between a Child with Disabilities and Peers Without Disabilities in an Inclusive
Setting in Elementary Schools in South Korea**

by

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Chapter 1: Introduction

The Individuals with Disabilities Education Act (IDEA, 1997; 2004, as cited in Yell, 1998) mandates that students with disabilities learn with their peers without disabilities as much as possible in the least restrictive environment (LRE). The LRE means that, if appropriate, students with disabilities should be educated in settings with their peers without disabilities to the maximum extent. The LRE is the right of students with disabilities to gain the benefits of learning while interacting with their peers without disabilities. For children with disabilities to experience a successful transition from school to community living, it is very important to share an interaction with peers without disabilities in schools in inclusive settings (Yell, 1998).

In South Korea, 72.1% of the students eligible for special education services are in an inclusive class; they are educated with peers without disabilities full time (Jin, 2020). There are two reasons why most students are in inclusive classes in Korea. First, a significant number of parents prefer sending their children with disabilities to inclusive classrooms, significantly when they are at a younger age. In research in South Korea, 97.7% of parents of inclusive kindergartens and 83% of parents of special kindergarten schools, not inclusive classes, agreed that inclusive education is needed for their children in the class (Jung, 2001). Many parents want their children to develop communication and social skills in inclusive classes and be well accepted in the school community, especially in an elementary school environment (Adiputra et al., 2019).

Second, South Korea lacks special education schools for children with disabilities, so they have no choice other than inclusive classes in general education schools. According to Jung and Park (2017), 12,804 students were eligible for special education services in Seoul, Korea's

capital city. However, there are only 30 special education schools in Seoul, with a capacity of 4,300 students. Also, eight of the special schools are overpopulated. Therefore, the remaining students, about 8,500 (65%), have no choice other than to attend inclusive classes in general education schools, whether they want to attend these schools or not (Jung & Park, 2017).

For the above reasons, children qualified for special education services are in inclusive classrooms. However, in 2017, an issue focused people's attention on inclusive education in Korea. At a public hearing on establishing a special education school in Seoul, parents of children with disabilities knelt and appealed to have a school for their children. Many residents of the area opposed the establishment of such schools because they did not want children with disabilities to come to their neighborhoods (Choi, 2017). Many people who heard the news were angry that there were not enough schools for students with special needs, and eventually, a school for them was established in 2020 and received new students.

Why do many parents of children with disabilities in Korea request more special education schools while sending them to inclusive classrooms? It is because inclusive classrooms physically keep children with and without disabilities together but fail to meet their special and individualized needs with sufficient resources. The Korean government calculated the legal number of special education teachers based on the 'Enforcement Decree of the Special Education Act on People with Disabilities, etc.,' one special education teacher per four students with special needs. However, in 2019, the number of special education teachers in Korea stood at 90,780, which is only 75% of the number of special education teachers legally required in schools (Yoon, 2019). Not only special education teachers but also special education experts such as paraprofessionals and speech therapists are limited. According to Ju (2019), one special

education paraprofessional covers 7 to 10 students in Incheon, which makes each student very lacking in the amount and quality of the service they can receive. Due to the shortage of paraprofessionals' support, workers working at national social welfare facilities during mandatory military services are assigned to the schools without professional training (Ju, 2019).

Not only is there a lack of human resources, but there is also a lack of resources and social consideration for their safety and dignity. According to the National Human Rights Commission of Korea (2018), in a survey of 738 parents, school administrators, and teachers, 55.2% of parents, 56.3% of school administrators, and 40.8% of teachers responded that students with disabilities suffered from human rights violations or discrimination at schools. In in-depth interviews with the respondents, they pointed to the lack of medical professionals and facilities in schools as the most severe problems, as well as the home-dependent commuting to school systems and lack of the safety facilities as specific examples of human rights violations in schools (Yoon, 2019). This lack of support makes many children with disabilities and their parents think it is better to go to special education schools and receive more individualized and special education services when they are in general education classes.

As a result, since the conflict over the establishment of special education schools in 2017, articles related to insufficient support for inclusive classes have poured out. Social interest in educating children with disabilities and well-accepting them into our society also has increased in Korea. In September 2020, the Seoul Metropolitan Office of Education announced that it would establish an inclusive education team to expand support for inclusive classes in general education schools (Ko, 2020). Demand and interest in inclusive education have been growing in Korean society.

However, there are still many difficulties with the interaction and communication of students with disabilities in the inclusive classes. Furthermore, it is practically difficult to find cases of sharing intimate feelings and forming deep friendships between students with and without disabilities. In research about a relationship in inclusive settings, there are six types of friendship; Best Friend, Regular Friend, Just Another Friend, I'll Help, Inclusion Child, and Ghost/Guest. The researcher interviewed students with and without disabilities in an inclusive setting. According to the interview questionnaire results, the mean ranking for behavioral descriptions associated with the "Just Another Child" type was higher than for the other types of relationships. The majority of the 74 dyads aged 5 to 12 years in the research, all attending inclusive schools, appeared to be involved in relationships characterized by mutual acceptance, play, and shared interests. Respondents reported, however, much less frequent engagement in behaviors such as sharing personal information and going to each other's house, which is most frequently associated with "Best Friend" relationships (Webster & Carter, 2013).

Teachers in Korea are also struggling in inclusive classes. According to the research, teachers who manage inclusive classes responded that they are under great pressure to take full responsibility for managing inclusive classes and that the degree of difficulty is "more than normal" (Jin, 2020). For example, when I was teaching in Korea, I also had children with disabilities in my classes without knowing much about the characteristics of each disability. Of course, there were many challenges in managing an inclusive class that began without enough knowledge and understanding. As many teachers in charge of inclusive classes need to understand and support disabilities and inclusion, discussions and research in this field are also becoming important.

In conclusion, Korean society needs in-depth consideration of how a child with disabilities can have meaningful interactions with other children in an inclusive class and make a child's experience one that includes a successful friendship with others. This paper will address what general education teachers in inclusive classes can do and think about and what practical methods improve friendship between students with and without disabilities.

Research Question

One question guides this literature review: *How can general education teachers promote friendship between children with disabilities and peers without disabilities in an inclusive setting?*

Focus of Paper

First, this paper will look at the various types of friendships a child with a disability could have with other friends in an inclusive setting. The starting point of this paper is that the goal of inclusive education for students with disabilities is not simply to be just another friend in the class but to form a deep friendship and to successfully and socially be connected with the community (Webster & Carter, 2013).

This paper will look at practical difficulties in inclusive settings forming deep friendships between children with disabilities and their peers without disabilities in elementary schools. Also, this paper will address the causes and reasons for the difficulties experienced by the general education teachers in inclusive settings.

Finally, this paper will explore alternative solutions to see what practical efforts general education teachers can make based on the causes and reasons for the difficulties in inclusive settings. The importance of inclusive education has been emphasized by IDEA in the United States, and although many parents and teachers agree, it is difficult to know the practical ways to

promote friendship between students who lack the experience of such relationships. Therefore, this paper will discuss and share more realistic measures and factors that would be good for general education teachers to consider.

Importance of the Topic

Humans are social animals, and we all live within that social relationship. According to Abraham H. Maslow's hierarchy of needs, people have a "need for love and belonging" to a social group to be accepted if their physiological and safety needs are met. Establishing and maintaining overall social relationships, including friendships and family relationships, are very important to people. Everyone wants to love and be loved by each other. However, when these needs are lacking, people become vulnerable to loneliness, social pain, stress, and depression (Maslow's hierarchy of needs, 2022).

The same is true for children with disabilities. For children with disabilities, building social relationships with other friends is a critical need and right in their lives. They can be in social communities by interacting with their friends in inclusive settings (Pyo, 2018). Social engagement can help them experience a successful transition from school to adulthood (Webster & Carter, 2013). Above all, interacting and learning with their peers without disabilities and building friendships are their fundamental rights to benefit from inclusive settings (Yell, 1998).

Promoting friendship with children with disabilities in inclusive settings can also be important and meaningful for students without disabilities. The adult society for students to move forward is composed of different and diverse people. Through inclusive education, students can experience diversity in relationships, which is an excellent opportunity to learn how to communicate and relate to others, including those with disabilities. Research has also

classified relationships in general education classes (Best Friend, Regular Friend, Just Another Friend) and relationships in inclusive classes (I'll Help, Inclusion Child, Ghost/Guest). It means that students can experience and build more diverse relationships in inclusive settings and establish self-esteem that respects diversity (Webster & Carter, 2013).

It can also be crucial and challenging for general education teachers to manage inclusive classrooms and such classrooms require much support. According to a recent study in South Korea, general education teachers' difficulty in managing inclusive classes is "more than normal." In particular, they said they felt the tremendous burden of managing a fully inclusive class with great responsibility (Jin, 2020).

However, the support they receive in Korea is insufficient compared to the environment where a general education teacher has to bear the entire burden of conflicts, friendships, and sociality that may arise between a child with disabilities and other friends. According to the same study, 63.3% of the teachers said they were aware of the "Special Education Support Center" of the district office of education. Among them, 23.8% answered with the highest rate that they received no support from that center. In other words, teachers in Korea take full responsibility for managing the inclusive classes amid insufficient support for ways that students can build good friendships with each other. Also, many inclusive class teachers answered that they needed "consultation on the management of inclusive classes" from special education teachers. Based on this, teachers in inclusive settings have the responsibility to help a child with disabilities get along with other children, but they need much help from the experts around them (Jin, 2020).

In conclusion, serious consideration of promoting friendship is essential for successfully managing the inclusive class and for all children and teachers to be happy in the school

community. Therefore, this paper seeks to help all students and general education teachers in inclusive classes form a deep relationship that can be emotionally supportive of each other, considering the types and difficulties of friendships and various practical promotion measures.

Chapter 2: Review of Literature

This chapter reviews literature related to promoting friendship among students in inclusive classes. It examines in detail the types of friendships, difficulties in inclusive classes experienced by general education teachers, and various methods based on research. A total of 10 studies have been reviewed, and among them, the research-based methods of promoting friendship are as follows.

- ABCD Cartoon Drawing Activity
- Interpersonal Cognitive Problem-Solving Skills (ICPS) Program
- Team-Teaching with Special Education Class
- Social Emotional Learning by Storytelling
- Four-cut Cartoon Dialogue Arbitration
- The Play-Based Self-Expression Training

Types of Friendships in Inclusive Classrooms

As mentioned in the previous chapter, there are six types of relationships between students with and without disabilities. "Best Friend," "Regular Friend," and "Just Another Child" can be experienced in general education classes. "I'll help," "Inclusion Child," and "Ghost/Guest" can only be experienced in inclusive classes. According to the study, "Just Another Child" is the most frequent relationship among children with and without disabilities in inclusive settings. However, there were also Ghost/Guest relationships between them. Moreover, the respondents reported much less frequent engagement in behaviors such as sharing private information and going to each other's house, which is most frequently associated with "Best Friend" relationships.

Although there were realistic limitations and difficulties in forming deep friendships among students, the study also showed positive results that they could help each other and establish developmental friendships. The mean rankings for the “I’ll Help” analysis of students with disabilities and the “I’ll Help” analysis of their peers without disabilities were reasonably similar at 18.4 and 21.3, respectively, indicating that students with disabilities and their peers helped each other, and their peers helped slightly more. In other words, students without disabilities helped students with disabilities and also received their help. It is important to interact emotionally with each other to form a deep friendship. This result gives a positive message that students can develop relationships that can help and interact with each other in inclusive classrooms (Webster & Carter, 2013).

Difficulties in Building Friendships in Inclusive Settings

Studies have been reviewed on the difficulties of building deep friendships among students in inclusive classes in Korean elementary schools. According to a study of 566 elementary school students in Korea, students perceived children with disabilities more negatively than children without disabilities. Also, there was a significant difference in the perception of friendship with the children with disabilities between 2nd and 5th to 6th graders. In the perception of friendship with children with disabilities, 2nd graders were more acceptable and positive than 5th and 6th graders. In other words, children with disabilities are perceived more negatively by their friends than children without disabilities. Moreover, as their grades go up, their peers perceive them more negatively, making it increasingly difficult for them to make friendships with their classmates (Hwang, 2018).

Friendship in inclusive classes is challenging not only for children with disabilities but also for general education teachers. According to research, the level of difficulty that general education teachers feel in managing inclusive classes was "more than normal." They felt the most significant burden in the overall inclusive classroom management, including promoting friendship (Jin, 2020). In another study conducted in Korea, the top three things that general education teachers have the most difficulties in implementing a fully inclusive education were as follows.

- Lack of basic knowledge of developmental disabilities as a homeroom teacher.
- Difficulty in academic teaching due to the gap between students with developmental disabilities and other students.
- Lack of confidence in the need for fully inclusive education for students with developmental disabilities as a homeroom teacher.

In the same study, the top three things that special education teachers find most challenging in implementing fully inclusive education were below.

- Difficulties in cooperating with general education teachers to modify the curriculum for students with developmental disabilities in inclusive settings.
- Lack of understanding and awareness of inclusive education by general education teachers.
- Existence of frequent harassment or potential school violence among students (both offender and victim).

According to the above results, general education teachers think they lack knowledge of disabilities and find it challenging to help special education students with academic difficulties in

inclusive classes. Furthermore, and most of all, they said they lacked confidence in the need for inclusive education, which is also the same difficulty felt by special education teachers (Lee, 2019). According to another study, the more positively the homeroom teacher views children with disabilities and inclusive education, the better the friendships are in that classroom. In other words, the teachers' lack of confidence in the need for children with disabilities to be in an inclusive class could lead to skepticism or negative views in the class and further lead to more difficulties with students with and without disabilities building friendships with each other (Park, 2003).

Therefore, because teacher attitude impacts the possibility of students with and without disabilities building friendships, the Korean education system needs to provide many supports for general education teachers to understand the need for inclusive education and manage successful inclusive classes through various research-reviewed methods. However, according to a study, many general education teachers in Korea did not even know about the "Special Education Support Center" of the district office of education. Even if they answered that they knew it, most of the support was related to students with disabilities, and teachers only received about 10% of the support. It means that there is a big gap between the reality that general education teachers require a lot of support and the lack of support teachers receive (Jin, 2020).

In the same study, general education teachers were surveyed on the support needed to manage inclusive classes. They responded that they hoped to receive support such as 'Inclusive class management consulting' and 'Cooperation with experts.' They also said, that "Reducing the number of students in the class" and "Reducing teachers' administrative work" were needed as priority supports for inclusive class management (Jin, 2020). In South Korea, general education

teachers have been required to take charge of other administrative responsibilities than teachings, such as writing official documents and budget execution. These tasks also add to the workload required for teaching inclusive classes. In conclusion, more practical and specific support should be considered for general education teachers who need support, such as cooperation with experts, consulting, and task reduction for successful inclusive classroom management.

Research-reviewed Methods of Promoting Friendships in Inclusive Settings

This section of the paper will cover six research-reviewed methods to promote friendships in inclusive settings. In addition to introducing these methods, this section will discuss the implications of related studies.

1) *ABCD Cartoon Drawing Activity* (Kim, 2012)

The study was conducted on 63 fifth grade students from S Elementary school in Gyeonggi-do, Korea, including 31 students in the experimental group and 32 in the control group. ABCD cartoon drawing activity which included frequent events in the inclusive classes was conducted for students in the experimental group. ABCD refers to the ABCD analysis of behavior, of which A means Antecedents, B means Behavior, C means Consequences, and D means Decision.

Students in the experimental group saw the situations in cartoons related to the students with Developmental Coordination Disorders. The seven situations are composed of Antecedents, the Behaviors of students with disabilities, the Consequences of the behaviors, and the Decisions of students without disabilities to deal with these consequences. The seven situations are as follows.

- The student with Developmental Coordination Disorder could not understand the rule of dodge ball, which upset them when getting hit by a ball.
- The students have difficulty washing by themselves well.
- The student could not understand the class well.
- The student copied what their friends told them to do.
- The student hugged their favorite friend without permission.
- In the group activities, other friends complained that it would be disadvantageous to be teammates with the student.
- The student could not explain their opinion and reason well in a conflict with a friend.

After seeing these situations, students in the inclusive settings decided and discussed what to do. At first, the students drew their D (Decisions) on these situations. Later, activities of looking at Antecedents and drawing Behaviors or Consequences were added. It allowed students to have the opportunity to think about and understand the reasons for the behavior of students with disabilities. After drawing cartoons, the teacher showed other students' ABCD worksheets and provided feedback. Students could compare their decisions with those of other students and think about how it would have been best to behave in those situations. Students had more chances to draw cartoons about their decisions and discuss the same situation with their peers again. The researcher said that repeating the discussion about the same situation provides an opportunity to think deeply about the behavior of students with disabilities several times. Students also could understand other people's perspectives and draw the best conclusions through critical thinking.

After the ABCD cartoon drawing activity for understanding children with Developmental Coordination Disorders, the experimental group's test scores on the adjective and acceptability scales compared to those of the control group showed statistically significant improvements. The pictorial test results also showed that more than 50% of the children in the experimental group had a positive change in their perception of the students with disabilities. For example, in one case, a student drew a cartoon about the decision to say, "Can't we get them out of the game because it is disadvantageous to be on the same team with them?". However, after the discussion, the student changed his decision by saying, "Let us give their group two chances."

This study successfully conducted cartoon drawing activities for fifth graders in elementary school, but there are limitations to applying them to lower-grade students who are not good at drawing. Therefore, it is necessary to develop programs for them through specialized ABCD cartoon drawing, such as providing completed (partially completed) pictures and attaching stickers.

2) *Interpersonal Cognitive Problem-solving Skills (ICPS) Program* (Wi, 2019)

The study was conducted on 44 students in two inclusive classes (including six students at risk of Emotional and Behavioral Disorders and two students with Autism Spectrum Disorders in the 3rd grade of an elementary school in Gyeonggi-do, Korea. Among them, 21 students were in an experimental group and 23 in a control group. In the first week, a preliminary inspection of conflict resolution strategies, friendships, and the class atmosphere was conducted for all students in both groups. The experimental group of students participated in the ICPS program for the next 5 weeks. After the end of the program, the post-test and social validity assessment of

conflict resolution strategy, friendships, and the class atmosphere were completed, and the results were analyzed.

ICPS includes games, role-plays, and conversations that teach problem-solving words to help students resolve conflicts arising from interpersonal relationships, words that express emotions, feelings of others, and ways to solve problems through “ICPS conversations.” The details of the ICPS program were as follows.

Table 1*ICPS Program Details*

	Topic	Content
1	Introduction	<ul style="list-style-type: none"> - Understand the ICPS program - Make student's nickname tag - Write a pledge to participate in the program
2	Learn problem-solving words	<ul style="list-style-type: none"> - Read and write sentences with problem-solving words - Role play and other games about problem-solving words
3	Recognize the feelings of oneself and others	<ul style="list-style-type: none"> - Express one's feelings - Find one's feelings - Learn how to find one's feelings - Find similar emotion
4	Listen carefully and respond appropriately	<ul style="list-style-type: none"> - Listen carefully to others - Know the concept of listening - "Foolish Conversation" role-play - Play the whispering game
5	Know and be interested in what others prefer	<ul style="list-style-type: none"> - Choose what you like - Learn the words that are related to what you like - Learn how to know what others like - Play the 'Do you like it?' game
6	Understand equity and inequity	<ul style="list-style-type: none"> - Know the meaning of "Equity" and "Inequity." - Share how you feel about the "Inequity" situation - Experience "Equity" simulated situation
7	Cope with waiting	<ul style="list-style-type: none"> - Learn about unbearable and urgent feelings - Find and think about what you can do while you wait - Distinguish between good and bad times and wait to solve the problem
8	Identify problems and think of alternative solutions	<ul style="list-style-type: none"> - Check the problem and think and share the solutions - Think of various and different solutions - Play "Tic-tac-toe" with partners
9	Understand the relationship between cause and effect	<ul style="list-style-type: none"> - Think about the relationship between the before and after, and create a story by connecting them - Learn the 'before and after' concept associated with an order - Play the "Mystery Order" game - Distinguish positive thoughts from negative thoughts
10	Consequential Thinking	<ul style="list-style-type: none"> - Guess and tell the results of the solution - Guess the solution and consequence of a problem - Play a role completed by guessing what will happen next
11	Know the relationship between the solution to the problem and the consequence	<ul style="list-style-type: none"> - Tell the problem-solving process in order - Match the solution of the problem with the consequence accordingly, and select a successful solution - Connect the problem's solution with its results - Solve the problem by applying a problem-solving procedure - Role play as a successful solution and outcome
12	Finish the ICPS program	<ul style="list-style-type: none"> - Review the problem-solving process with practical examples - Share thoughts on participating in the ICPS program

After the ICPS program, the friendship score of the student with Autism Spectrum Disorders in the experimental group increased by 1 point from 65 to 66 points, while that of the student with Autism Spectrum Disorder in the control group decreased by 6 points, from 63 to 57. The average friendship score among the experimental group of students with Emotional and Behavioral Disorders participating in the ICPS program increased by 3.3 points, from 58.7 points to 62 points. However, the control group decreased by 4.7 points from 52.7 points to 48 points. This indicates that the ICPS program positively impacts students with Autism Spectrum Disorders and Emotional and Behavioral Disorders in their friendships. The ICPS program is also a statistically significant and effective way to improve conflict resolution strategies and class atmosphere for inclusive elementary school students.

3) *Team-Teaching with Special Education Class* (Park, 2003)

The Likert Five-Step Equilibrium Scale survey was conducted on six inclusive elementary school classes in Gwangju, Gyeonggi-do, South Korea; one 3rd grade class, one 4th grade, three 5th grade classes, and one 6th class, with a total of 17 children with disabilities in these classes. The survey asked the degree of positive friendships the peers in inclusive classes feel with their friends with disabilities and the level of inclusive classroom teachers' awareness of inclusive education. After the survey, the students were interviewed about their friendship with students with disabilities.

In this research, team-teaching with special education classes was planned and conducted mainly on education about understanding disabilities. Examples of team-teaching with special education class include learning the types of disabilities, watching movies or dramas related to

the disabilities, birthday parties with friends in the special education class, and making T-shirts with friends in the special education class.

These were several statistically significant results:

- The more positively a homeroom teacher views children with disabilities and inclusive education, the better their friendship is.
- Inclusive classes that conducted team-teaching with special education classes showed better friendships compared to inclusive classes that did not have interactions or team-teaching with special education classes.
- The friendship in the inclusive classes, which are close to the special education class (physical distance), is better than in the inclusive classes far from the special education classes.

4) *Social-Emotional Learning by Storytelling* (Choi, 2020)

The study was conducted on 48 students in two 5th grade inclusive classes in the elementary school in Incheon, Korea, including two students with developmental disabilities. Among them, 24 students were in the experimental group, and the other 24 were in the control group. Before and after social-emotional learning by storytelling in a class on morals, social skills, friendships, and school life satisfaction of students in the inclusive class were measured. An independent sample t-test was conducted based on the pre-test and post-test results for students, and the test measured for students with disabilities examined the trend of change in the pre-post test mean numerically.

Social-emotional learning by storytelling includes self-awareness, social awareness, self-management, interpersonal skills, and responsible decision-making. The details are as follows.

- Students listened to the story and looked at the character's feelings. Students shared their experiences of what emotions they felt in a particular situation, decorated an emotion diary, and organized the emotions they learned.
- Students learned the concept of anger and anger management. They listened to stories about anger and shared when they were angry. They also shared how to control anger when they are angry and learned the proper ways.
- After looking at the need to express emotions adequately, students read the story and looked for parts that expressed emotions adequately and parts that did not. They distinguished and practiced expressing emotions appropriately and inappropriately.
- Students learned the concept of empathy and participated in games to empathize with other friends. After reading the story, they looked at each character's minds and talked about what they would do in their situation. Finally, they learned and practiced how to communicate and understand other people's emotions.
- After reading the story about the character who thinks negatively about himself, the students looked into how much they value themselves and their friends. They also learned to have a positive attitude toward themselves and their friends by looking for their strengths and praising their friends through a compliment card.
- After looking at six types of negative thoughts, the students identified the types of negative thoughts that the character in the story had. They also practiced changing negative thoughts into positive ones.

- Students learned about positive thinking procedures and discussed appropriate examples of positive thinking procedures in the story. They also practiced the procedure by putting it into their experiences.
- Finally, they learned and applied conflict and problem-solving strategies through the stories.

In conclusion, storytelling based on social-emotional learning positively affected the social skills, friendships, and school life satisfaction of students with and without disabilities in the inclusive elementary school classes. In the social skills test score of the experimental group, the average score increased from 53.36 (SD = 9.26) to 63.08 (SD = 7.51), and this change was statistically significant ($t = 8.45, p < .001$). The friendship test scores of students without disabilities in the experimental group increased from an average of 60.04 (SD = 8.88) to an average of 63.37 (SD = 9.63), and the scores of the control group decreased from an average of 57.88 (SD = 7.90) to an average of 55.62 (SD = 8.37). The difference between these two groups was statistically significant ($t = -4.91, p < .001$). Also, the school life satisfaction score of students without disabilities in the experimental group increased from an average of 68.96 (SD = 1.326) to an average of 75.38 (SD = 12.34), and the score of the control group decreased from an average of 65.92 (SD = 11.37) to an average of 63.29 (SD = 11.75). The difference between these two groups was statistically significant ($t = -4.71, p < .001$). Furthermore, the fact that it was implemented in moral classes included in Korea's elementary education curriculum suggests the possibility of being used in more fields.

5) *Four-cut Cartoon Dialogue Arbitration* (Park, 2016)

The study was conducted on 50 6th grade students in an elementary school in Gyeonggi-do, Korea. Among them, 25 students were in the experimental group, including five students with Learning Disabilities, and the other 25 were in the control group, including four students with Learning Disabilities.

This study's four-cut cartoon dialogue arbitration was revised from Gray's 1994 Comic Strip Conversations. First, the cartoon topics were selected based on the survey conducted on students in advance. The topics included the difficulties of forming and maintaining a friendship, the experience of being angry with a friend, the things I had to fix to be a good friend, and things I wanted a friend to fix. Students drew four-cut cartoons about the topics, and the final cut of the cartoons always had to be about positive solutions. When the students finished drawing cartoons, they explained their cartoons to each other and presented their thoughts on the situation. They also played a role in the cartoon's situation, listened to their friends' cartoons, and corrected their mistakes in the cartoon.

After four-cut cartoon dialogue arbitration, the researcher conducted a friendship survey test on the presence and reliability of friends, adaptive behavior between friends, the content of community life with friends, and continuity of friendship. The higher the score on this test, the better the friendship is formed. The result has shown that students in the experimental group have improved their friendship compared to those in the control group. In the case of the control group, there was no significant difference from 85.92 points in pre-test to 86.60 points in the post-test. However, in the case of the experimental group, there was a significant difference after activities from 82.64 to 92.44. In particular, children with Learning Disabilities showed a

significant improvement from 49.20 to 86.00 after the activities. According to additional survey tests, students in the experimental group also showed significant improvement in awareness of teachers' support, and student pro-sociality. However, these four-cut cartoon dialogue arbitration activities did not significantly affect students' easing of aggression.

6) *The Play-Based Self-Expression Training* (Park, 2015)

This research was conducted on two students with developmental difficulties attending the 2nd grade of D Elementary School in Incheon, Korea, and their 62 peers in the inclusive class. These two students had total scores of 13 (90%) or more in unhappiness or depression and 63 (90%) or more on the internalization problem scale of the K-CBCL for children and adolescents in Korea. K-CBCL is an abbreviation of the Korea Child Behavior Checklist and is a tool to evaluate students' internalization problems. The Scale for Assessing Emotional Disturbance (SAED) was used to check their emotional difficulties, such as unhappiness or depression.

The Play-Based Self-Expression Training includes those activities: passing the ball with a friend's special name, all about me, building cup towers, role play for the request and refusal, communication with facial expressions, praising friends, showing O or X for the emotional expression, and rolling paper. The details are as follows.

Table 2*Play-Based Self-Expression Training Themes, Objectives, and Activities*

	Area	Theme and Objective	Activities
1	Orien- -tation	Program guidance and promise can increase students' motivation to participate.	Pass the ball (call my name) -Self-introduction: making and memorizing my special name -Program Guide: Promise -Sharing feelings and thoughts
2	Building Self- Respect	Students can develop intimacy and trust in their friends through physical contact play.	Special Name Bingo -Round and round game -Trust and follow - Human support play -Sharing feelings and thoughts
3		Students can think about themselves and talk to their friends.	Pass the ball (call my name) -I'm _____!'' -What is your dream?'' -Sharing feelings and thoughts
4		Students can discover their strengths and develop positive self-awareness.	Building Cup towers -Show off your five fingers -I can do it, too. -Sharing feelings and thoughts
5	Under- -standing self- express- -ion behavior	Students can know and distinguish between self-expression and passive and aggressive behavior.	Five-fingers game -Self-expression O and X game -Know the behavior of our group. -Sharing feelings and thoughts
6		Students can understand rational and irrational thinking and make decisions for rational thinking.	Find differences -Rational thinking O, X game -Throw away your prejudice -Sharing feelings and thoughts
7	Practice and learn the skills of self- express- -ion behavior	Students can praise their friends by knowing how to talk and praise them.	Newspaper game -Compliment your friend -Know how to talk and compliment - Create compliments -Sharing feelings and thoughts
8		Students know how to make requests and rejections and can express them according to the situation.	Make one voice - Know how to request and refuse -What should we do at times like this? -Sharing feelings and thoughts
9		Students can know various emotions and learn how to express them appropriately.	-Communication with the facial expressions -What is the temperature of my heart? -Throw away hard feelings -Sharing feelings and thoughts

Table 2 (continued)

10		Students can actively practice their self-expression behaviors through role-playing.	Make one voice -Role-playing of self-expression behavior -Compliment -Sharing feelings and thoughts
11		Students can do self-expression according to the situation.	Solving the human chain -Self-expression behavior group yutnori (Traditional Korean game) -Sharing feelings and thoughts
12	Finish	Students can organize their self-expression activities and express their feelings.	Trip to Heaven -Rolling paper activity -Shaking hands and saying thank you.

As a result, the degree of improvement in friendship among peers in the experimental group was significantly greater than that of the control group in the inclusive class. The detailed analysis showed statistically significant differences in friendship, trust, and adaptation between friends but no statistically significant differences in the continuity of friendship and communal living with friends. In addition, the experimental group's overall emotional competence score of students with developmental difficulties increased, but that of students with developmental difficulties in the control group decreased.

Summary of Chapter 2 Research to be Reviewed

I located ten pieces of research that studied the types of friendship between children with disabilities and their peers without disabilities, difficulties establishing deep friendships between them, and practical ways to promote their friendship. Table 3 summarizes the findings of these studies, which are in the order of one about the types of friendships, three about difficulties, and six about practical ways to promote their friendships.

Table 3*Summary of Chapter 2 Findings*

Authors	Study Design	Participants	Procedure	Findings
Types of friendship in the inclusive setting				
Webster & Carter (2013)	Quantitative	25 target students with Developmental Disabilities (13 with Developmental Coordination Disorders, 6 with Autism Spectrum Disorders); 6 were in preschool with mean ages of 5 years 4 months, 12 were in lower primary grades with mean ages of 7 years 2 months, 7 were in upper primary grades with mean ages of 10 years 9 months. Three friends of each target student (74 peers were selected for the 25 target students, one is excluded), aged 5 and 12 years in Alice Spring, Australia.	The Vineland Adaptive Behavior Interview and the Social Skills Rating System were completed for each target student and their randomly selected peers based on that target students and teachers considered them to have the closest relationships with target students.	<ul style="list-style-type: none"> • Six types of social relationships between them in inclusive settings: Best Friend, Regular Friend, Just Another Child, I'll help, Inclusion Child, and Ghost/Guest. • The mean ranking for behavioral descriptions associated with the "Just Another Child" type of relationship was higher than for the other types of relationships. • There were also Ghost/Guest relationships between them. • The mean rankings for the target student analysis of "I'll help" and the peer analysis of "I'll help" were reasonably similar at 18.4 and 21.3, respectively, indicating that peers helped target students slightly more than target students helped peers. • Respondents reported much less frequent engagement in behaviors such as sharing intimate information and going to each other's house, which is most frequently associated with "Best Friend" relationships.

Table 3 (continued)

Difficulties of general education teachers in the inclusive settings				
Hwang (2018)	Quantitative	566 elementary school participants aged 7-12 in Gyeongnam, South Korea (249 experienced inclusive classroom, and 317 did not).	The students filled out a questionnaire with questions about differences in perception between children with disabilities and children without disabilities. The survey result scores were verified and analyzed by an independent t-test.	<ul style="list-style-type: none"> • First, students' perception of children with disabilities in South Korea is negative compared to that of children without disabilities. • Also, the perception of children with disabilities in general education classes varies significantly from grade to grade, and the lower grades are more favorable than the higher grades.
Lee (2019)	Quantitative	44 inclusive education teachers and 44 special education teachers in the public middle schools in Seoul, Korea.	The researcher distributed questionnaires for inclusive classroom teachers and special education teachers in 194 public middle schools in Seoul. Eighty-eight questionnaires were used for the statistical analysis and independent sample t-testing. The research aims to gain a comprehensive understanding of teachers' support and awareness of fully inclusive education and work execution.	<ul style="list-style-type: none"> • The top three items that a homeroom teacher has the most difficulty in implementing a fully inclusive education were as follows; "lack of basic knowledge about developmental disabilities," "difficulties in lessons due to their academic gap," and "lack of confidence in the need for a fully inclusive education." • The top three items that special education teachers find most challenging in implementing fully inclusive education were as follows; "difficulties in cooperating with general education teachers to modify the curriculum of students with developmental disabilities in inclusive settings," "lack of understanding and awareness of inclusive education by general education teachers," and "the existence of frequent harassment or potential school violence among students (both offender and victim)." • When asked about friendships, the average answer was "normal," but the lowest average of them was whether students voluntarily participated in conversations and interactions with friends with disabilities.

Table 3 (continued)

Jin (2020)	Quantitative	90 teachers with experience managing inclusive classes in elementary schools between 2017 and 2019 in Seoul, Gyeonggi-do, and Incheon in Korea.	A survey of 90 teachers with experience managing inclusive classes in elementary schools between 2017 and 2019 in Seoul, Gyeonggi-do, and Incheon in Korea was statistically analyzed through a t-test.	<ul style="list-style-type: none"> • In South Korea, 72.1% of the students eligible for special education services are in an inclusive class environment. • Many teachers did not know about the "Special Education Support Center" of the district office of education. Even if they answered that they knew it, most support was related to students with disabilities. Teachers received only about 10% of the support from the center. • The difficulty that inclusive class teachers feel in managing classes has turned out to be "more than normal." In particular, the research showed a great burden for them to take full charge of inclusive class management. • Inclusive class teachers hoped to receive support such as 'inclusive class management consulting' and 'cooperation with experts' rather than 'teacher training' from special education teachers. • Inclusive class teachers said that "reducing the number of students in the class" and "reducing teachers' administrative work" are needed as priority supports for inclusive class management.
Methods for Promoting Friendship in Inclusive Class Management				
Kim (2012)	Quantitative	A total of 63 students from S Elementary school in Gyeonggi-do, Korea, with 31 students in the experimental group and 32 students in the control group.	<p>ABCD cartoon drawing activities which included seven frequent events in the inclusive settings were conducted for students in the experimental group. ABCD refers to the ABCD analysis of behavior, of which A means Antecedents, B means Behavior, C means Consequences, and D means Decision.</p> <p>For students in the experimental group, the teacher showed the</p>	<ul style="list-style-type: none"> • After the ABCD Cartoon drawing activity for understanding children with Developmental Coordination Disorders, the experimental group's test scores on the adjective and acceptability scales compared to those of the control group showed statistically significant improvements. The pictorial test results also showed that more than 50% of the children in the experimental group had a positive change in their perception of the students with disabilities. • This study conducted cartoon drawing activities for fifth graders in elementary school, but there are

Figure 3 (continued)

			students' ABCD worksheets and provided feedback seven times. For the next seven activities, students re-wrote the ABCD cartoon drawing they had drawn and had a simple discussion.	limitations to applying them to lower-grade students who are not good at drawing. Therefore, it is necessary to develop programs for them through specialized ABCD cartoon drawing, such as providing completed (partially completed) pictures and attaching stickers.
Wi (2019)	Quantitative	44 students in two inclusive classes (including 6 students at risk of Emotional and Behavioral Disorders and 2 students with Autism Spectrum Disorders) in the third grade of an elementary school in Gyeonggi-do, Korea, 21 of whom was involved as an experimental group and 23 as a control group.	The pre-post control group design was used to determine the effectiveness of the Interpersonal Cognitive Problem Solving Skills (ICPS) program. Also, the conflict resolution strategy, friendship, and class atmosphere tests were conducted before and after the program for the inclusive elementary school students. An independent sample t-test was used to determine if there was a difference in the degree of change in the two groups.	<ul style="list-style-type: none"> • ICPS: Games and conversations that teach problem-solving words to help resolve conflicts arising from interpersonal relationships, words that express emotions and feelings of others, and ways to solve problems through "ICPS conversations" • The friendship score of the student with Autism Spectrum Disorder in the experimental group increased by 1 point from 65 to 66 points, while that of the student with Autism Spectrum Disorder in the control group decreased by 6 points from 63 to 57. • The average friendship score among the experimental group of students with Emotional and Behavioral Disorders participating in the ICPS program increased 3.3 points from 58.7 points to 62 points, while the control group decreased 4.7 points from 52.7 points to 48 points.
Park (2003)	Quantitative	-6 inclusive classes; one class in the third grade, one class in the fourth grade, three classes in the fifth grade, one class in the sixth grade -17 children with disabilities in these classes	A survey with the Likert Five-Step Equilibrium Scale was conducted; The degree of positive friendships that the peers in inclusive classes feel with their friends with disabilities, The level of inclusive classroom teachers' awareness of inclusive education. After the survey, students were interviewed about their friendship.	<ul style="list-style-type: none"> • In this research, a significant result has been that the more positive the homeroom teacher's view of children with disabilities and inclusive education, the better the friendship is. • Inclusive classes that conducted team-teaching with special education classes showed better friendships compared to inclusive classes that did not have interactions or team-teaching with special education classes. • The friendship in the inclusive classes, which are close to the special education class (physical

Figure 3 (continued)

				distance), is better than in the inclusive classes far from the special education classes.
Choi (2020)	Quantitative	48 students in two inclusive classes, including two students with Developmental Coordination Disorders in the fifth grade of elementary school (24 in the experimental group, 24 in the control group).	Before and after social-emotional learning by storytelling in moral classes, social skills, friendships, and school life satisfaction of students in the inclusive class were measured. An independent sample t-test was conducted based on the pre-test and post-test results for students, and the test measured for students with disabilities examined the trend of change in the pre-post test mean numerically.	<ul style="list-style-type: none"> • In South Korea, 71% of the students eligible for special education services are in an inclusive class environment. • Social Emotional Learning by Storytelling: self-awareness, social awareness, self-management, interpersonal skills, responsible decision-making (Storytelling: activate background knowledge, be familiar with the story concept and words, storytelling, connect with real-life examples, follow-up activities) • Storytelling-based social-emotional learning has had a positive effect on the social relations of the experimental group. In the social skills test score of the experimental group, the average score increased from 53.36 (SD = 9.26) to 63.08 (SD = 7.51), and this change was statistically significant ($t = 8.45$, $p < .001$). • The friendship test scores of students without disabilities in the experimental group increased from an average of 60.04 (SD = 8.88) to an average of 63.37 (SD = 9.63), and the scores of the control group decreased from an average of 57.88 (SD = 7.90) to an average of 55.62 (SD = 8.37). The difference between these two groups was statistically significant ($t = -4.91$, $p < .001$). • The school life satisfaction score of students without disabilities in the experimental group increased from an average of 68.96 (SD = 1.326) to an average of 75.38 (SD = 12.34), and the score of the control group decreased from an average of 65.92 (SD = 11.37) to an average of 63.29 (SD = 11.75). The difference between these two

Figure 3 (continued)

				groups was statistically significant ($t = -4.71, p < .001$).
Park (2016)	Quantitative	50 sixth-grade students (25 in the experimental group, including five students with Learning Disabilities, 25 in the control group, including four students with Learning Disabilities) in the elementary school in Korea.	Three times a week for five weeks, students in the experimental group discussed their upsetting experiences with their friends and drew solutions and alternatives in a four-cut cartoon. Before and after the intervention, the survey scores related to the friendship between the experimental and control groups were compared with statistics by t-test.	<ul style="list-style-type: none"> • Students from the experimental group who participated in the four-cut cartoon dialogue arbitration improved their friendship scores in the post-intervention test compared to the pre-intervention test. In the case of the control group, there was no significant difference from 85.92 points in pre-test to 86.60 points in the post-test. However, in the case of the experimental group, there was a significant difference after activities from 82.64 to 92.44. • Through the activities of cartooning and sharing their stories, some students said they were happy to empathize with others during interviews after this intervention. • Children with Learning Disabilities showed a sharp increase in friendship scores than other children. They showed a significant improvement from 49.20 to 86.00 after the activities. In the interview, they said they could tell their stories to their friends, and it was good for other friends to listen to their stories and ask questions.
Park (2015)	Quantitative	Two students with Developmental Coordination Disorders attending the 2 nd grade of D Elementary school in Incheon, Korea and their 62 peers in the inclusive class Two students with Developmental Coordination Disorders have	The experimental group conducted play-based self-expression training for 12 sessions, 1-2 times a week, 55 minutes a week, using the class's morning and creative experience activities. This study used the pre-post test control group design, and two independent sample t-tests to see if there was a difference between the degree of change between experimental group and control group	<ul style="list-style-type: none"> • The pre-post average friendship scores of the experimental group participating in the play-based self-expression training were 41.50 and 45.103, while the control group's average scores were 43.23 and 40.64. The score of the experimental group increased by an average of 3.60 points after the play for self-expression. However, the score of the control group decreased by an average of 2.58 points. The difference between these two groups was statistically significant. Therefore, play-based self-expression training positively

Figure 3 (continued)

		total scores of 13 (90%) or more in the unhappiness or depression, and 63 (90%) or more in the internalization problem scale of the K-CBCL for children and adolescents in Korea.	in emotional capacity and friendship.	affects the friendship of peers in the inclusive class. <ul style="list-style-type: none"> • The play-based self-expression training: pass the ball with a friend's special name, all about me, building cup towers, role play for the request and refusal, communication with facial expression, praise my friend, show O or X for the emotional expression, and rolling paper.
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Chapter 3: Conclusions and Recommendations

While working as an inclusive classroom teacher in Korea for three years, I desperately felt that much support was needed for students with disabilities, inclusive class teachers, and special education. In my previous school in Korea, there were about ten students eligible for special education services, but only one special education paraprofessional was available to assist these students. All the inclusive class teachers had to discuss who would receive only one paraprofessional's support and appeal to administrators about the need for more human resources when going on a field trip. I also had to leave other students in the classroom and help with the toileting of the student with a disability because nobody could help her except me. In many ways, I became frustrated and upset by the lack of support, and it was also heartbreaking as a teacher to see parents frustrated by the lack of support.

Meanwhile, conflicts arose between residents of the community and parents of children with disabilities who wanted to establish a special education school in the area where I lived and worked. At the public hearing, parents knelt and appealed to residents to establish a school for their children. Parents wanted their children to receive educational services tailored to their special needs in inclusive classrooms, but they could not. Therefore, they wanted to establish a special education school that could provide better special education services for children. However, even this was rejected by residents who did not want children with disabilities to be neighbors. Eventually, due to public anger over this news, the special education school opened in 2020. Having experienced these situations as an inclusive class teacher, I realized how much practical and professional support for inclusive education is needed to suit children's special needs and how much awareness of disability and inclusion should be improved.

Also, attending six IEP meetings, I realized that what the parents most wanted me to care about as a general education teacher was the relationships with other children. Parents' wish for their children to develop social skills by communicating and interacting with other friends in the school community is the biggest reason for sending their children to inclusive classes. Many inclusive classroom teachers are well aware of this demand from their parents, but friendship is the most challenging when managing classes. There are many moments when teachers have to decide how to consult the parents when they are worried about their children's friendships and how to improve friendships when there is a conflict. Friendship is an important and challenging issue for teachers because there is only a better choice in making decisions about those moments but no answer. A better choice can also vary depending on the child and the situation.

In that sense, I hope that this paper, which reviews various types of research, will provide a better choice for the countless moments when inclusive class teachers have to agonize and judge. I also hope that the findings from this paper will be an opportunity for someone to feel the importance of inclusive education in Korea and for inclusive classes to use ways to promote friendship. I want students with disabilities, their peers, parents, and inclusive class teachers to feel that they all belong in a good relationship with each other. Furthermore, I hope Korea will become an inclusive society beyond inclusive classes, and residents will embrace and join together whether they have disabilities or not. Parents of children with disabilities will no longer kneel, begging for appropriate services for their children in Korea as they did in 2017.

Conclusions

According to studies on friendships in inclusive classes, children with disabilities had difficulties establishing deep relationships in which they shared intimate information with their

peers. As has been discussed earlier in this paper, the types of friendship can be divided into six types: Best Friend, Regular Friend, Just Another Child, I'll help, Inclusion Child, and Ghost/Guest (Webster & Carter, 2013).

General and special education teachers also had difficulties promoting children's friendships in the inclusive class. General education teachers picked lack of basic knowledge about disabilities, difficulty in teaching due to academic gaps, and lack of confidence in the need for inclusive education as the three most significant difficulties. Otherwise, special education teachers chose collaboration with general education teachers for curriculum modification, lack of understanding and awareness of inclusive education by general education teachers, and existing or potential school violence as the three most significant difficulties of inclusive education (Jin, 2020).

Despite these difficulties, friendship in inclusive classes means a lot to both children with and without disabilities and their teachers. Children can experience various types of human relationships that can be experienced in inclusive classes, which helps them to grow into holistic human beings who respect diversity. Teachers can also have the opportunity to experience inclusive classes, think about the meaning and necessity of inclusive education while supporting children's friendships, and collaborate with special education teachers and related experts. Deepening their educational experience while managing inclusive classes means that they can provide better quality education to students along with their personal and career growth.

The practical methods that I reviewed showed statistically significant results in building positive friendships: ABCD Cartoon Drawing Activity (Kim, 2012), Interpersonal Cognitive Problem-solving Skills (ICPS) Program (Wi, 2019), Team-Teaching with Special Education

Class (Park, 2003), Social-Emotional Learning by Storytelling (Choi, 2020), Four-cut Cartoon Dialogue Arbitration (Park, 2016), The Play-Based Self-Expression Training (Park, 2015). All of the above methods showed positive and statistically significant results in friends' perception of children with disabilities or self-perception of children with disabilities after the intervention was complete.

After reading the related studies, I felt that the ways to promote friendship are not exceptional or unusual but focused on understanding others' differences, aligning themselves with their differences, and resolving conflicts appropriately. Everyone is different and diverse, regardless of disability. For various and different people to live together in a community, they must understand each other and make decisions in line with their differences. They should be able to express their feelings in a right and healthy way, and through this process, they can create a more mature and happy community with each other. After all, this is necessary for everyone in human relationships as well as for all children with disabilities. Inclusive classes have the benefit of learning these differences and diversity more sensitively.

Recommendations for Future Research

Overall, there was not much research on inclusive education in Korea. With the establishment of a special education school in 2017, interest in the educational rights of children with disabilities has increased. Since then, teachers and parents have steadily demanded a lot of help and support to manage inclusive classes. With this demand and interest in inclusive education, I hope there will be more science-based research in Korea to support teachers and students in inclusive classes.

First, if the positive effect of reduced excessive administrative work for inclusive class teachers is tested statistically significantly, the necessity will be appealed more to the educational field. It is an openly acknowledged and widespread problem in the Korean education community that excessive administrative work given to teachers in Korea deprives them of time to prepare for classes, which does not lead to better education for their students. Teachers are educators before public officials, and a social system should be established to fulfill their original duties as teachers who provide better education to students. If scientific research turns out this can eventually lead to better class satisfaction for teachers and students, it can help create a better inclusive environment for educators and students.

Second, in one study, general education teachers' lack of knowledge and understanding of disabilities was chosen as the difficulty of managing inclusive classes for general and special education teachers. It seems necessary to go deeper here and research how far teachers know about disability and inclusion. In my case, I met a child with an autism spectrum disorder without knowing anything about her disability. I did not know whether the child's behavior of walking around in class with a sound was something I should guide or accept or respect as a characteristic of the child, so it was difficult to determine how to lead the class in that situation. What teachers know and understand about disability is an important starting point for determining the necessary method for managing the inclusive class. Therefore, to support teachers in inclusive classes, it is necessary to understand how much they know, so they can decide on the support they need.

Third, many Korean inclusive class teachers said they had not heard of the “Special Education Support Center” of the district office of education and lacked support, especially for

teachers. Much support is desperately lacking, but human resources are the most scarce. In many schools, there is only one special education paraprofessional per school, which is far less than the actual number of people needed. Due to the lack of special education paraprofessionals and related experts, it is difficult for children with disabilities to receive support for the learning differences they experience in general education classes and receive services that reflect their individual educational needs. Therefore, further research on the human resources and related budget is needed for the inclusive class. Based on this, I hope we provide human resources such as paraprofessionals or speech therapists as much as the school needs. Also, beyond human resource support, practical suggestions and research on various collaboration methods with special education classes need to be proposed to ensure that they receive sufficient and appropriate education in general education schools.

Finally, studies on improving friendship in inclusive settings mainly focused on coping strategies in conflict situations. I also propose research on various class activity methods on how they can be different from each other in various situations other than conflict situations and how they can adjust this difference.

Implications for Practice

First, I will implement measures in my inclusive classroom to promote various relationships and resolve conflicts appropriately, such as in the six studies suggested in this paper. Activities to choose students' appropriate behavior in various conflict situations, look into each student's emotions, and consider the feelings of others will help not only children with disabilities but also all children have healthier relationships with others. I managed inclusive classes and conducted many class activities for children with disabilities. However, I did not try

specific discussions on conflict situations or even activities about our understanding and expressing emotions healthily. Now I feel responsible for trying these activities with students in the classroom and helping them grow into social beings with healthier relationships.

Second, I will actively interact with special education teachers for my inclusive classes. When I managed an inclusive class in Korea, there were so many things I did not know about disabilities, and I got much help from special education teachers. I am very grateful that I became a good friend with a special education teacher while sharing many difficulties, and we have been good friends ever since. She recommended good teacher training about disability or inclusion and kindly informed me of things I was curious about and did not know. There are still many things I need to know more about to manage an inclusive class, and I want to learn and fill these parts in collaboration with special education teachers.

According to research on the difficulties of managing inclusive classes, general education teachers have difficulties preparing classes because of the learning gap. My students also experienced a learning gap within the inclusive class, but I do not think I have provided enough accommodated content or materials for them. Thus, I want to provide differentiated and individualized materials for children with disabilities so that they can participate in classes suitable for their needs and learning levels. For example, I can change activities by putting stickers instead of writing in classes where students look at pictures and write the right English words. In classes where students write an essay about a topic, I can turn it into an activity that reads and traces the related words. In science projects, a student can draw pictures related to the topic to participate in the team project. If I consider the student a little more and think about the student, there are various ways the student can participate in active learning. I will find these

ways and develop the materials to support and help them not miss the learning they need.

Although all students are different, I will also upload and share these differentiated materials to the Korean teacher community for other inclusive classes where these will be helpful.

Lastly, according to research, both general education and special education teachers cited general education teachers' lack of awareness and understanding of the necessity of inclusive education as a difficulty. In other words, managing an inclusive class while general education teachers are unsure whether they need an inclusive class makes it difficult not only for themselves but also for special education teachers who collaborate together. Therefore, I want to make concrete efforts so that general education teachers can feel the meaning and joy of inclusive education. For example, World Down Syndrome Day would be more meaningful than other classes for a class with a child with Down's. I think students and teachers will enjoy inclusive educational activities if they learn the meaning of Down syndrome day and wear socks of different colors to celebrate it. I will try to find activities that everyone can learn and enjoy about disability, difference, and diversity, share them with Korean teachers and make them feel the meaning and joy of the inclusive class.

In conclusion, I want to do something to help with inclusive education in Korea as well as in my class. We are all different and unique. We can learn from that difference and grow into better people. The inclusive class benefits from learning the difference more meaningfully than other classes. I want to help teachers and students in the inclusive class feel the joy of difference and diversity. My future efforts will always be toward making Korean society more inclusive of disabilities and differences.

Summary

In 2022, ENA and Netflix drama "Extraordinary Attorney Woo," starring a female lawyer with Autism Spectrum Disorder, is creating a syndrome in Korea. In the drama, a woman memorizes the law correctly and is amazingly brilliant, but because of her disability, there are many challenges, and people think she cannot help anyone. As the drama became popular, Koreans reflected and talked about our society's perception, discrimination, and hatred toward disability. At the same time, they talked about the specialty and meaning of community with different and diverse people. I believe that these efforts to talk and understand more about disabilities are a positive change in Korean society and will help make our society more diverse and inclusive. With that belief, this paper began and aimed for a more inclusive class community.

This study dealt with the types of friendship, challenges suffered especially by teachers, and practical methods of promoting friendship in inclusive settings. To quickly review, first, according to research, there are six types of friendships in inclusive classes; Best Friend, Regular Friend, Just Another Child, I'll Help, Inclusion Child, and Ghost/Guest. In the case of the children with disabilities, the mean ranking for behavioral descriptions associated with the "Just Another Child" type was higher than for the other types of relationships. There was much less frequent engagement in behaviors with other friends, such as sharing personal information and going to each other's house, which is most frequently associated with "Best Friend" relationships (Webster & Carter, 2013).

Second, according to a study, general education teachers chose "lack of basic knowledge about developmental disabilities," "difficulties in lessons due to their academic gap," and "lack of confidence in the need for a fully inclusive education" as the three most significant difficulties

in managing inclusive classes. Special education teachers chose the three most significant challenges as follows; "difficulties in cooperating with general education teachers to modify the curriculum of students with disabilities," "lack of understanding and awareness of inclusive education by general education teachers," and "frequent harassment or potential school violence among students" (Lee, 2019). According to another research, the degree of difficulty experienced by inclusive class teachers was "more than normal," and they wanted to receive support such as "inclusive class management" and "cooperation with experts" rather than just "teacher training" from special education teachers. They also required the "reduction in the number of students in each class" and "reduction of the teachers' administrative work" as priority supports for inclusive class management (Jin, 2020).

Lastly, this paper suggested six ways to improve friendship in inclusive settings in elementary schools; ABCD Cartoon Drawing Activity (Kim, 2012), Interpersonal Cognitive Problem Solving Skills (ICPS) Program (Wi, 2019), Team-Teaching with Special Education Class (Park, 2003), Social Emotional Learning by Storytelling (Choi, 2020), Four-cut Cartoon Dialogue Arbitration (Park, 2016), and The Play-Based Self-Expression Training (Park, 2015). After those interventions, all six studies showed statistically significant improvements in school life satisfaction and friendship of children with disabilities.

In 2017, parents of children with disabilities in Korea had to kneel and beg for a school for their children. However, since 2018, Korea has started operating 40 "Jeongdawoon schools" where students with and without disabilities learn and live together without distinction. The number of schools expanded to 115 in 2021. There is still a long way to go, but efforts toward this inclusive education and culture are continuing and steadily expanding.

In 2022, when I write this article, the world beyond Korea is full of discrimination and hate. Regarding race, gender, disability, and various social issues, some people do not hesitate to speak of discrimination and hate beyond personal opinion. That makes us question whether we have an attitude of respect for difference and diversity. Seeing them not give up any inconvenience in their efforts to understand the difficulties of their fundamental rights was heartbreaking. I sincerely want a society where people with disabilities can do whatever they want and study with all of us. Whether disabled or different, we all live together in this society, and everyone deserves to be included, considered, and loved.

This paper is for those who deserve to be included, considered, and loved.

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