

The Role Of Social Skills Throughout Inclusive Education Implementation

Maria Sakellariou, Panagiota Strati and Rodokleia Anagnostopoulou

Abstract

Children with special educational needs or disabilities experience difficulties while interacting and they have to learn social skills such as communication, problem solving and behaviour management. School systems should respond to the diversity of learners and inclusive education can be completed via holistic approaches, based on recognition of diversity and special educational needs. In the present research a) there have been investigated the opinions of 520 educators (N: 217 Kindergarten teachers and N: 303 Primary School Teachers) of Epirus Region in terms of inclusion, inclusive education, transition, and social skills acquisition regarding children with special education needs or disabilities and b. there has been implemented an educational programme with 11 students with diffuse developmental disabilities. The given programme allowed us to study in depth the concept of inclusiveness and practices followed to social skills acquisition. Teachers' positive attitude is an important dimension while transitional steps should be taken to adopt a participatory education model for schools, society and education policy. In a class of high quality and enhanced inclusive practices, teachers provide opportunities to obtain social skills and accept the differences shown by all children.

Keywords: Inclusion, Skills, Kindergarten & Primary School Teachers, Special Education, Disability.

Full text: https://www.easpublisher.com/media/articles/EASJEHL_210_633-641_c.pdf