

## SOCIAL SURVIVAL SKILLS FOR INCLUSIVE CLASSROOM

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### ABSTRACT

Social survival skills are the skills which are a central part of inclusive situation and children must have acquired these skills that will enable them to cope up with the inclusive classroom. Researcher had curiosities which are the social survival skills needed at upper primary level and what strategy needed to develop these skills? Survey method was used for collecting data from teacher's and field experts. Out of sixteen seven social survival skills were chosen. These finding suggest seven social survival skills under two abilities that are Affective (AFF) Cooperative (COP).

**KEYWORDS:** Abilities, Affective and Cooperative Abilities, Inclusive Classroom, Social Survival Skills, and Strategies

### INTRODUCTION

Inclusive practice is not a just placement it is based on philosophy which always concerned to fulfillment of student's need and fosters their life skills. It makes sure that teacher can taught in ways that it suits their needs. Inclusive classroom practice is identifying student's academic need's as well as emotional and behavior in classroom.

### Ideal Inclusive Classroom

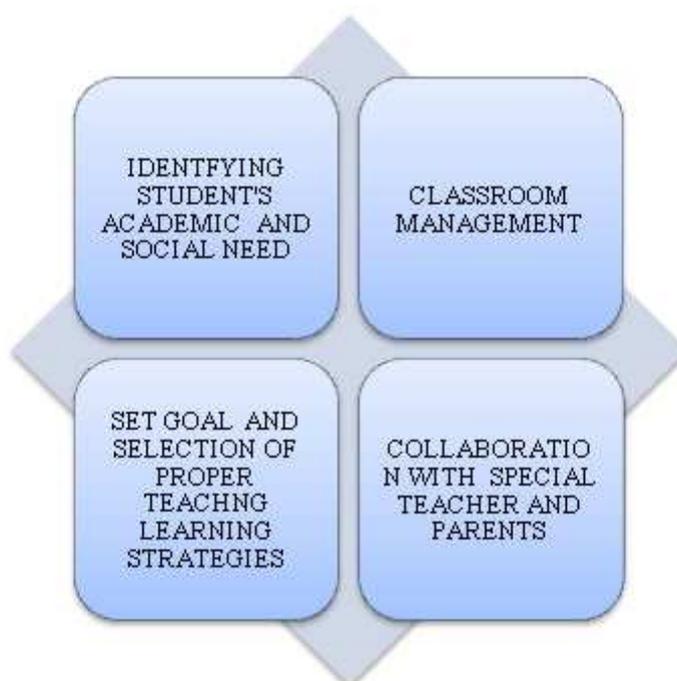


Figure 1: Ideal Inclusive Classroom

Inclusive classroom fosters co-operation and acceptance. Teacher always select such type of teaching method which welcome and support all student's learning i.e. non disabled student as well as disabled student. It is an ideological

inclusive classroom.

### **Present Scenario of Inclusive Classroom**

In present situation we have lots of problems related to inclusive practice such as many times “visitor’s approach “of special teacher in inclusive classroom special need student frustrated and feels alone. Sometimes teaching aids and resources are distributed unevenly. Sometimes special need student didn’t get support because of all this situations special need student can’t cope up with in inclusive classroom.

### **Both Students’ Need Social Survival Skills**

Socialization in the school allows the students to learn communication skills and interaction skills from each other. Students can build friendships from these interactions. Friendship in school is important for the development of learning. When a student has a friend the student can relate to a member of the classroom. Students’ being able to relate to each other gives them a better learning environment. Involving non-disabled peers with disabled peers gives the students a positive attitude towards each other that means Social Survival skills.

The students are the next generation to be in the workforce; the time in the classroom with the disabled and non-disabled peers will allow them to communicate in the real world someday. Disabled peers can be involved in the classroom. Disabled students involved in these classrooms will give them the time they need to participate in activities with their non-disabled peers. Awareness should be taught to students that will be in the classroom with the disabled peers so social survival skills are needed for the students in the Inclusive Classroom.

### **Definition of Social Survival Skills**

“Survival skills are a central part of education in emergency situations. Children must have access to the essential knowledge and skills that will enable them to cope with the emergency”

**Social Survival Skills** (Michael, Phillip, 2012)

**For greater social outcomes, inclusive students need some Social survival skills that will enable them to cope with the inclusive classroom such as,**

- Obtaining teacher attention
- Shares with others
- Asks permission
- Takes turns
- Invites others to participate
- Assists others
- Cares for physical appearance
- Gets attention appropriately
- Has conversation skills

- Displays control
- Negotiates
- Gives and receives compliments
- Respects personal space
- Displays empathy toward others
- Identifies and expresses emotions in self and others
- Uses appropriate language

### **Characteristics of Social Survival Skills**

#### **Goal Oriented**

Social survival skills are goal oriented

#### **Interrelated Behavior**

Socially skilled person's behaviors' are interrelated in the sense that one person may use more than one kind of behavior.

#### **Appropriate To the Situation**

Different social survival skills will be used for personal and group communication

#### **Can Be Judge**

A person can be judged by observation how socially skilled he is?

### **BASIC ASSUMPTIONS**

Social survival skills can be taught, practiced and learned.

In inclusive classroom both disabled and non-disabled students needed social survival skills for cope up with inclusive environment.

### **FOCUS OF STUDY**

To overcome the present problem "How non disabled and disabled students cope up inclusive environment and succeed inclusive education goal that is mainstreaming of disabled students." Researcher has curiosities which are the social survival skills needed at upper primary level for greater social outcomes and that will enable them to cope with the inclusive classroom? what strategy needed to develop these skills?

### **OBJECTIVE**

- To identify social survival skills needed at upper primary level for inclusive classroom.
- to identify strategy needed to develop above social survival skills

## METHOD

### PARTICIPANTS

Participants for this study were in-service teachers, special teachers. Sample for this project were Shirur Taluka, Pune District. Upper Primary Schools (inclusive schools) which have disabled students in 6<sup>th</sup> and 7<sup>th</sup> Standard and belonging teachers.

As per survey by inclusive education cell, eighteen schools having 25 disabled students, eighteen belonging teachers and ten special teachers.

### DATA COLLECTION TOOL

Researcher made questionnaire which have two parts. First part was related to Inclusive classroom environment and to identifying 6<sup>th</sup> and 7<sup>th</sup> standard students needed social survival skills for inclusive classroom.” Second part is related to “What strategy needed to develop these skills?”

### Procedure

Data were collected in one of the meeting which arranged by Inclusive Education cell.

The participants were informed for the purpose of the study and were made aware that the data would be used for further study related to social survival skills and their development.

## DECISIONS ON THE BASIS OF BELOW DATA ANALYSIS

### For Objective First

To identify social survival skills needed at upper primary level for inclusive classroom

**Table 1: Identification of Social Survival Skills**

Social survival Skills	%
Obtaining teacher attention	94
shares with others	94
has conversation skills	94
gets attention appropriately	94
invites others to participate	88
uses appropriate language	83
displays control	77
respects personal space	77
identifies and expresses emotions in self and others	77
displays empathy toward others	74
negotiates	72
takes turns	66
assists others	66
cares for physical appearance-	66
asks permission	66
gives and receives compliments	66

### Analyzed Data

#### Decisions

All above social survival skills analyzed in their levels/steps/sub skills and then categorized in seven social survival skills which included all above skills as sub skills of these sevens. These seven skills cover's two types of abilities they are,

**Table 2: Abilities and Social Survival Skills**

Abilities	Social Survival Skills
<b>Affective (AFF)</b>	1 Obtaining teachers attention 2 Identifies & Express emotions in self and others 3 Cares for physical appearance
<b>Cooperative (COP)</b>	1 Shares and participate with others 2 Ask permission 3 Assists others 4 Conversation

Seven Social Survival Skills needed for inclusive classroom at upper primary level.

### For Objective Second

To identify strategy needed to develop above social survival skills

**Table3: Selected Strategies for Development of Social Survival Skills**

Strategy	%
Non disabled student- as a friend	100
Develop social survival skills	100
Collaborative learning	100
Work in group	94
Regular teacher- as a friend	94
Collaborative teaching	94
Special teacher	88
co-operative learning	88

### Analyzed Data

#### Decisions

On the basis of data analysis above eight strategies are useful to develop social survival skills.

### CONCLUSIONS

**Seven social survival skills needed at upper primary level for inclusive classroom. These are,**

- Assists others
- Cares for physical appearance
- Ask permission
- Identifies & Express emotions in self & others
- Shares and Participate with others
- Obtaining others /teachers attention

Conversations

#### **Eight Strategies Needed To Develop Above Social Survival Skills**

- Non disabled student- as a friend
- Develop social survival skills

- Collaborative learning
- Work in group
- Regular teacher- as a friend
- Collaborative teaching
- Special teacher
- Co-operative learning

## DISCUSSIONS

This paper describes the identification of social survival skills and which strategies are useful to develop these skills. These conclusions direct us for development of these skills and provide answer of which strategies are useful and one or more strategies we can combine for better result and this is useful for further research.

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