The reflections of the inclusive student's active participation in out-of-class school activities on social development[1]

Bekir Yıldız[2] iD

Abstract

Students with special needs participating in inclusive education are expected to integrate into the society in an environment where they can meet their educational needs, spend time with their peers, and demonstrate their interests and talents within the formal education system. Inclusion students are required to participate in some school activities outside the classroom and activities that provide in-class practice and development. The aim of this research is to examine the reflections of the active participation of inclusive students in out-of-class school activities on their social development. In this study, case study, one of the qualitative research designs, was used. The active participation of a student with special needs in a total of 18 school activities in the 2021-2022 academic year constitutes the implementation process. After the application, the impressions of the school stakeholders about the student participating in the out-of-class school activities were determined by interviewing. Research data were collected with "Researcher's Diaries" and "Inclusive Student Evaluation Form". The diaries kept during the activity were analyzed descriptively in the categories of relationship development and taking responsibility. The views of six participants who observed the social development of the student were analyzed descriptively. The findings obtained from the research showed that active participation in out-of-class school activities contributed significantly to the social development of the inclusion student.

Keywords: active participation, developmental process, inclusive education, school activities

Kaynaştırma öğrencisinin sınıf dışı okul etkinliklerine aktif katılımının sosyal gelişime yansımaları

Özet

Kaynaştırma eğitimine katılan özel gereksinimli öğrencilerin örgün eğitim sistemi içerisinde eğitim ihtiyaçlarını karşılayabilecekleri, akranlarıyla vakit geçirebilecekleri, ilgi ve yeteneklerini ortaya koyabilecekleri bir ortamda toplumla bütünleşmeleri beklenmektedir. Kaynaştırma öğrencilerinin sınıf dışındaki bazı okul etkinliklerine ve sınıf içi uygulama ve gelişim sağlayan etkinliklere katılmaları gerekir. Bu araştırmanın amacı kaynaştırma öğrencilerinin sınıf dışı okul etkinliklerine aktif katılımlarının sosyal gelişimlerine yansımalarını incelemektir. Bu çalışmada nitel araştırma desenlerinden biri olan durum çalışması kullanılmıştır. 2021-2022 eğitim-öğretim yılında özel gereksinimli bir öğrencinin toplam 18 okul etkinliğine aktif katılımı uygulama sürecini oluşturmaktadır. Uygulama sonrasında okul paydaşlarının sınıf dışı okul etkinliklerine katılan öğrenci hakkındaki izlenimleri görüşme yöntemiyle belirlenmiştir. Araştırma verileri "Araştırmacı Günlükleri" ve "Kapsayıcı Öğrenci Değerlendirme Formu" ile toplanmıştır. Etkinlik boyunca tutulan günlükler, ilişki geliştirme ve sorumluluk alma kategorilerinde betimsel olarak incelenmiştir. Öğrencinin sosyal gelişimini gözlemleyen altı katılımcının görüşleri betimsel olarak analiz edilmiştir. Araştırmadan elde edilen bulgular sınıf dışı okul etkinliklerine aktif katılımın kaynaştırma öğrencisinin sosyal gelişimine önemli ölçüde katkı sağladığını göstermiştir.

Anahtar Kelimeler: aktif katılım, gelişim süreci, kaynaştırma eğitimi, okul etkinlikleri

Introduction

As a result of the increase in the enrollment rate and the developments in the field of screening and identification, the number of individuals who need special education in educational environments has been determined more clearly. Globally, it has been determined that 5% to 15% of school children with special learning difficulties in reading, writing and mathematics are (DSM-V, 2013). The British Dyslexia Association states that 5-10% of the world's population suffers from dyslexia, which corresponds to approximately 700 million people (British Dislexia Association, 2012). According to the UNESCO Global Education Monitoring Report (2020), the need for resources is increasing in parallel with the increase in the number of students with special education needs. In addition, the report states that the resources spent on the education of children with disabilities in Europe and

North America are 2 to 2.5 times greater than those without disabilities. Many countries carry out a number of educational practices for children with developmental disabilities through individualized education programs. The increase in the number of students with special needs with each passing year (Gov.UK, 2022; Danielle, 2022) and despite high resource expenditures (Frawley, Banks & McCay, 2014), learning outcomes point to a significant crisis. Even in high-income countries, there is not the expected level of progress.

Students with learning disabilities need to be educated by ensuring that they are integrated into society as much as possible, taking into account different needs, abilities and learning levels. Like every human being, children with disabilities want to establish and maintain social relations with other people, to be loved and valued by their environment, to be admired, to be appreciated, to live without needing anyone. This is their most natural right and forms the basis of ensuring social unity. No matter how good the quality of the education given to children with disabilities is, if it does not make the child a member of the society in which he lives and does not ensure that he is accepted, the education given will not work. The fact that students with special learning needs have poor social skills (Arini, Sunardi & Yamtinah, 2019), have difficulty in making friends (Al Tarawneh, 2017), and are not preferred by their friends in joint studies (Epler & Ross, 2015) reduce the student's belonging to school. The inability of the student to meet his social needs adversely affects both his academic success and social development.

Inclusion students with learning disabilities are expected to participate in the educational environment and establish their own social status. However, the social development of students with special needs who have learning disabilities is slower than those with other disabilities (Lewis & Doorlag, 1999). In this case, it is necessary to expose the communication skills of children with learning difficulties to more social effects and interactions in order to develop their feelings of empathy and to ensure that they behave in accordance with the behaviors and approaches of the society in which they live. According to Kılıç (2010), the high level of interaction allows the child to learn and use social skills by imitating them. Having social skills such as relationship development, recognizing emotions, cooperating, making positive decisions, interacting with peers, being responsible, obeying the rules of social life are skills that provide social development. Providing these skills requires out-of-class activities and practices beyond the education applied to the inclusion student with learning difficulties.

In this research, the reflections of the out-of-class activities practices that Eren, a 4th grade inclusive student with learning difficulties, participated in the 2020-2021 academic year, on her social development are revealed. The aim of the study is to investigate the reflections of the active participation in out-of-class school activities on the social development of the inclusive student attending the general education classroom. In line with this general purpose; Answers were sought for the following sub-problems:

1.   What are the reflections of out-of-class school activities in which the inclusive student actively participates on the student's social skills of developing relationships and taking responsibility?

2.   According to the school stakeholders, what are the impressions of the school activities outside the classroom on the social development of the student?

3.   According to the school stakeholders, what are the impressions of the school activities outside the classroom on the academic development of the student?

Literature Review

According to the Special Education Services Regulation of the Ministry of National Education, inclusive education is the support education services offered to individuals with special education needs in order to enable them to interact with other individuals of all types and levels and to achieve their educational goals at the highest level. Inclusive education is carried out to ensure equality among students. It is the identification and acceptance of individual differences such as gender, status, culture, disability, learning disability (Loreman, Deppeler & Harvey, 2008). Inclusive education is a process that aims to provide quality and equal education opportunities for all students in the education process. In this sense, the Salaman declaration, which is the first universal declaration on inclusion, emphasizes the understanding of education for all (UNESCO, 1994). This understanding has revealed the understanding of including all students in the teaching environment over time (Şimşek & Kılcan, 2019). An example of this is the Finnish education system, which is far from the traditional understanding of education, where the social and psychological environment is included in the education process and all students are educated in the same classroom environment (Halinen & Jarvinen, 2008). An understanding of inclusion has emerged that offers social and academic development opportunities with peers in both in-class and out-of-class learning environments.

Social development of inclusive students

One of the most basic aims of inclusive education is to ensure the social development of students. Socialization of inclusive students depends on gaining knowledge, skills and behaviors, and increasing their interaction with their environment. The sociometric distribution, which reveals the originality in the development of inclusive students, differs significantly from other students (Yudina & Alekhina, 2021). Inclusion students are deprived of social skills because they do not interact sufficiently with their peers (Avramidis, 2009). In order to increase the quality of inclusive education, inclusive classrooms should not be far from interaction (Derzhavina, 2021). King and Ryan (2019) Ireland draws attention to the need to increase social interaction with other students in order to ensure the social development of students with special learning needs. In his research on the role of social skills in inclusive education practices, Sakellariou (2020) found the opportunity to acquire social skills and accept differences with enriched inclusive practices. According to Muniroh, Soendari and Tarsidi (2018) proposes to develop social interaction opportunities by observing all the time spent by the student during the entrance and exit process of the school in the inclusive education environment. Similarly, Juvonen (2019) suggested proactive practices that connect different students to each other based on differences such as ethnicity, sexual orientation, and body weight in order to draw attention to the obstacles to social inclusion in schools.

 Students who spend time together, engage in activities, and are part of a group are expected to be connected to each other and gain a sense of belonging to the school. Wentzel, Barry and Caldwell (2018) when students make friends and experience working together at school, their sense of belonging to the school also develops. Social interaction among students, friendships between groups, increased communication opportunities and satisfaction with school are closely related to student success (Ainscow & Messiou, 2018; Vyrastekova, 2021). Küçüker, Erdoğan and Çürük (2014) examined the peer acceptance of children receiving inclusive education in kindergartens. Peer relations of inclusive students who have gained social skills have improved and their social acceptance has been realized. Another important dimension of the inclusive education process is teacher qualification.

Mamicheva (2022) emphasized the importance and necessity of teacher support for providing socio-pedagogical support to students with special needs. Similarly, Saloviita (2018) draws attention to the importance of learner attitudes in the success of inclusive students. Salah (2021) found that teachers have a high level of proficiency in his research on the competency of classroom teachers in inclusive practices. Attention is drawn to the positive emotions and attitudes that both classroom teachers and other students who are excluded from mainstreaming should have. It was concluded that the basic value that students should acquire in mainstreaming classes is empathy (Yazıcıoğlu & Aktepe, 2022; Özmen, 2010). Okyay (2006) found that the empathy levels of preschool teachers who have students with special needs in their class are higher than those who do not have students with special needs in their class.

Extracurricular School Activities

It enables students to develop communication, interaction and empathic perspective of out-of-class school activities that provide social development. Students with improved communication and empathy skills do not have problems in friendship relations (Akgün & Çetin, 2018). Saygın and Karakaş (2021) examined the effect of activities based on social skills on the critical thinking and empathic tendencies of primary school students and concluded that social activities did not have a significant effect on critical thinking, but had a positive effect on students' empathic tendencies. Kravchenko and Nygard (2021) concluded that school-based extracurricular activities in Russia's high-performing schools generate high educational outputs and that this may be a part of social production. Social-ecological theory argues that different out-of-class school activities can have positive reflections on student outcomes in a social context. Özgem and Akçil (2022) emphasized the importance of out-of-class school activities in order to provide children with different experiences and to offer rich environments and materials in gaining 21st century skills. Similarly, Martinez (2016) examined how extracurricular activities change the school climate. He concluded that extra-curricular activities had a positive effect on promoting the school climate.

According to Shulruf, Sarah and Hilary (2008) investigated whether extracurricular activities have an effect on student achievement and concluded that extracurricular school activities did not have a significant effect on school success. According to Siljkovic, Rajic and Bertic (2007) investigated how primary school students' participation in extracurricular activities affected students by gender and age. While extracurricular activities did not change according to age, it was determined that girls were more involved in extracurricular activities than boys. Although there are studies in the literature showing that out-of-class school activities have positive reflections on the social development of students, it has been observed that there is no remarkable research on the reflections of inclusion students on their social development.

Method

This research, which aims to examine the reflections of the out-of-class school activities actively participated by the 4th grade inclusion student on the social development of the student, was designed as a case study within the scope of qualitative research. Situation analysis studies, which are evaluated within the scope of case study and consist of a single participant, are defined as the detailed examination of any event with an appropriate method (Erkuş, 2017). In the study conducted with inclusive students, 18 different out-of-school activities were carried out. After the application, the impressions of the school stakeholders about the student participating in out-of-class school activities were taken

Participants

The participant of the research attends the fourth grade of an official primary school in Mersin. A full-time inclusion student with a moderate learning disability is a 10-year-old male student nicknamed Eren. Eren, who received full-time inclusive education throughout her primary school education, has a mild mental disability diagnosis. Students who do not have literacy problems have difficulties in reading comprehension and learning advanced mathematics. Eren avoids taking responsibility and has difficulty in establishing relationships with his friends, teachers and close circle. He has difficulties in attending school.

In order to carry out the research, it was determined that the student had the prerequisite skills to perform out-of-class school activities. For the activities determined before the research, the opinion of the special education teacher was taken about whether the student had the prerequisite skills and it was determined that these activities could be suitable for Eren. Before the research, Eren's family was interviewed and informed about the research process, necessary approvals were obtained and official procedures were initiated. In order to evaluate Eren's social development, about Eren's impressions were taken from six school stakeholders (class teacher, school principal, vice principal, English teacher, mother and father).

Researcher

The research was conducted by Eren's classroom teacher (researcher). The researcher is an educator with fifteen years of experience in classroom teaching. The whole application process of the research was planned and carried out by the researcher.

Practice Process

Before the implementation of the research, the researcher shared with the school administration, the parents of the inclusive student were informed about the research and their written permission was obtained. After the consent of the parents, the institutional permission of the research was obtained. The activities to be carried out were determined by examining the minutes of the teachers meeting at the beginning of the year and the meeting minutes of the 4th grade teachers' board. Social activities that the mainstreaming student can participate in and the roles they will take in these activities have been determined. Out-of-class school activities attended by the mainstreaming student are presented in Table 1.

Table 1. Out-of-class school activities in which inclusive student Eren actively participated

	Out-of-class school activities	Social skills areas
1.	Participation in the Republic Day theater	Relationship development
2.	Reading poetry on Children's Day	Relationship development
3.	Poetry reading during the Red Crescent week	Relationship development
4.	Give a teachers' day keynote	Relationship development
5.	Chain phones with friends	Relationship development
6.	Attending a school picnic	Relationship development
7.	Joining a zoo tour	Relationship development

8.	Compete in children's games with friends	Relationship development
9.	Participate in a book reading contest with friends	Relationship development
10.	Taking the Olympic exam with friends	Relationship development
11.	Ability to make copies	Taking responsibility
12.	Preparing for a chess tournament	Taking responsibility
13.	Distributing masks every morning	Taking responsibility
14.	Following the care of the school cat	Taking responsibility
15.	Be responsible for the school board	Taking responsibility
16.	Participate in environmental cleaning	Taking responsibility
17.	Care of seedlings in the school garden	Taking responsibility
18.	Participate in a sports skill test	Taking responsibility

Of the 18 activities determined according to Table 1, 10 were prepared for developing relationships and 8 for taking responsibility. The determined activities consist of performances held on certain days and weeks, school-wide excursions, competitions and some of the school's business and operations. While presenting school activities, the following stages were followed: (a) The determined activities were submitted to the special education teacher's evaluation and it was determined that all of the activities were suitable for the student. (b) The implementation process, timing and environment of each activity were organized. (c) Necessary educational materials were prepared for the activity, support was received from school administrators and family. (d) Social reinforcements were provided to keep the student's attention on the activities. (e) Clear and simple guidelines are given for both relationship building and responsibility taking skills. The tips given were presented by considering the general condition of the student before the activity. (f) Error corrections were made immediately or afterwards for the wrong responses determined during the activity process. (g) The records kept after each activity were shared with 2 classroom teachers who witnessed the activities and a consensus was reached on the diaries.

The stage activities performed by the student individually and as a group were continued with the preparation made by the researcher teacher. In order to overcome Eren's stage fright, applications were made to increase his microphone experience. In order to create a willingness to participate in activities that can be done for nature and animals, stimulating visuals and remarkable activities were carried out during the lesson. In order to evaluate the students' social skills of developing relationships and taking responsibility, an interview was held with the observer participants.

Data Collection Tools
The data of the research were collected by using the "Researcher's Diary" kept by the researcher during the activity and the "Inclusion Student Evaluation Form" developed by the researcher.

Researcher's Diary

Each activity that the mainstreaming student participated in was recorded in a diary kept by the researcher. The records kept were shared with 2 classroom teachers who witnessed the activities and a consensus was reached on the diaries.

Inclusion Student Evaluation Form: The inclusive student evaluation form was developed by the researcher in order to reveal the reflections of the out-of-class education practices that Eren participated in in the 2021-2022 academic year on social development in a versatile way. Inclusion student evaluation form; How would you describe the mainstreaming student? "In your opinion, what kind of reflections would the inclusion student's participation in extracurricular activities have on the student's academic success?" "What do you think were the reflections of the inclusion student's participation in out-of-class activities on the social development of the student?" It consists of three open-ended questions structured with expressions.

Data Analysis

Every activity that the mainstreaming student participated in was recorded with the researcher's diary. The researcher diaries kept were shared with 2 classroom teachers, who were the observers of each activity, and a consensus was reached on the diaries. Researcher diaries were analyzed descriptively, taking into account the titles of developing relationships and taking responsibility. After the application, the opinions received from the participants were also analyzed descriptively and the data obtained from the application process of the research were enriched.

Results

Findings from the research; The findings obtained from the out-of-class school activities on relationship development and responsibility-taking social skills are presented under two headings, the findings obtained from the participants who are the observers of the out-of-class school activities.

Findings Obtained from Out-of-Class School Activities on Relationship Development and Taking Responsibility Social Skills

In this section, the findings regarding the reflections of the out-of-class school activities, in which the inclusive student Eren actively participated, on the social skills of developing relationships and taking responsibility are presented.

Findings At The Relationship Development Level

The mainstreaming student had an intense interaction and communication experience with his friends and teachers, through theater performances, poetry readings, opening speeches, participating in competitions, establishing a telephone chain, picnic activities. Observations about the activities and their contents are presented in Table 2 below.

Table 2. Contents of activities related to relationship building skills

Activity Name	Researcher Diary n./date	Place	Time
Participation in the Republic Day theater	1. Researcher Diary 29.10.2021	School playground activity area	09.30-09.45 (15 min)
Poetry reading during the Red Crescent week	2. Researcher Diary 03.11.2021	School playground activity area	09.00-09.15 (15 min)
Give a teachers' day keynote	3. Researcher Diary 24.11.2021	School playground activity area	09.00-09.15 (15 min)
Talking on the phone with friends	4. Researcher Diary (02.12.21/09.12.21)	House environment (On the phone)	10 minutes every day for 1 week.
participate in the reading contest	5. Researcher Diary 27.12.2021	Class of another school	10.00-10.30 (30 min)
Compete in children's games with friends	6. Researcher Diary 14.01.2022	School playground activity area	14.00-15.00 (60 min)
Taking the Olympic exam with friends	7. Researcher Diary 18.03.2022	Class of another school	10.00-11.00 (60 min)
Reading poetry on Children's Day	8. Researcher Diary 23.04.2022	School playground activity area	09.15-09.20 (5 min)
Joining a zoo tour	9. Researcher Diary 08.05.2022	Tarsus Zoo	09.00-15.00 (6 hours)
Attending a school picnic	10. Researcher Diary (17.05.2022)	Picnic area	09.00-16.00 (7 hours)

During the implementation process of the research, positive developments were observed in student behaviors. It has been observed that the activities that Eren performs with her friends outside of the classroom provide social skills at the level of relationship development. As a result of the data obtained from the researcher's diaries, three themes were evaluated for relationship development skills: eye contact, greeting and sharing.

Making eye contact: Establishing eye contact: While inclusive student Eren could not make eye contact with people before the application, it was observed that he could make eye contact during the activity. It has been observed that the time to look at the person in front of him is prolonged, he looks at the direction the voice comes from, and he reacts verbally when his name is spoken. It was determined that he directed attention to any person, entity or object during the activity process.

Researcher Diary 1:

In line with the data obtained from the researcher's diary 1, it was determined that Eren performed well above the expectations in the first event he participated in. In the theater play performed as a group, Eren managed to establish eye contact with the audience and fulfilled his role in harmony with his friends.

Eren: My teacher, when will we do theater from now on?
Teacher: Can we do theater on important days?
Eren: My teacher, I want to join. (Researcher Dairy 1)

Researcher Diary 9:

The data obtained from the researcher diary 9 show that Eren has an intense relationship and interaction with his friends. It was seen that he completed his trip with joy with his friends in the zoo, asked questions to them, made statements, talked to his friends, and turned towards the address.

İrem: Can you look my friend?
Eren: Did you call me? (Researcher Dairy 9)
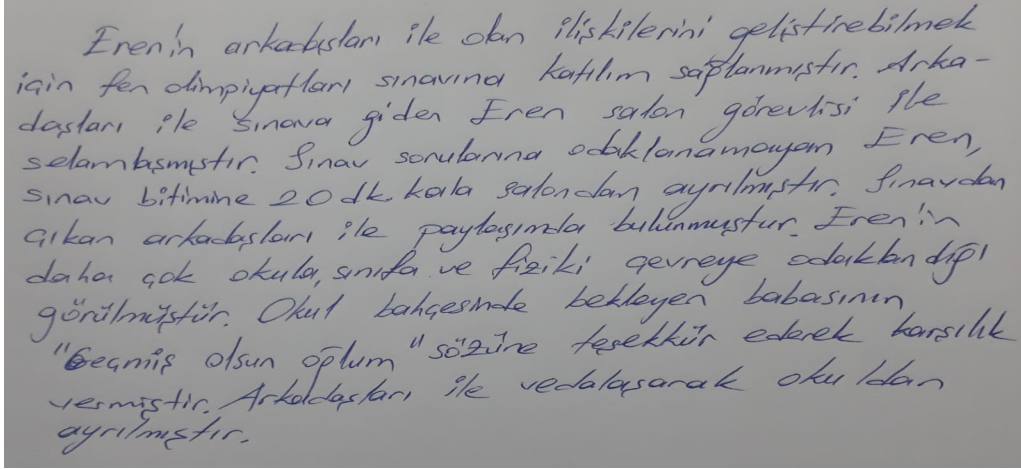
Ahmet: Hi Eren. How are you? What are you doing?
Eren: I'm fine. How are you. I was eating (Researcher Dairy 4)

Greeting: It was observed that the social skill that Eren developed best was greeting. During the activity, it was observed that he greeted his friends, made eye contact, used greeting expressions without taking a command, and used gestures and facial expressions. It was

determined that he socially interacted with his friends during the event, played games and followed the two-step distance rule during the event.

Researcher Diary 7:

According to the data obtained from the researcher's diaries, it was determined that Eren developed the greeting skills the most at the level of relationship development. According to the researcher's diary 7, it shows that Eren has improved her skills of greeting, saying goodbye and wishing well. It has been seen that Eren greets the audience with his head in individual stage activities (reciting poetry, giving opening speech) on some special days.

Eren: Good morning teacher (Researcher Diary 7).
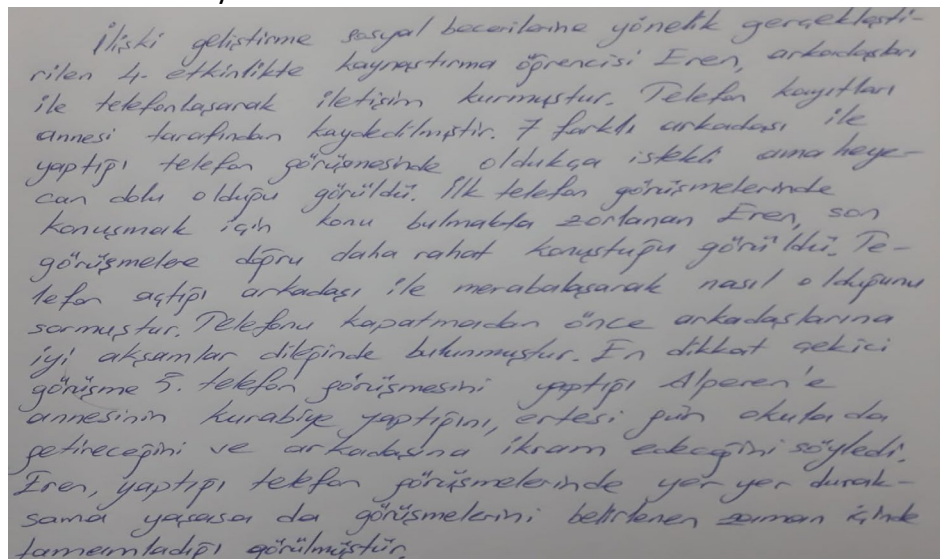*Eren: I hope the questions will be easy. Let's all take it easy (Researcher Diary 7).*
Eren: Friends mrb. I came.
Nur: Welcome Eren. Where have you been.
Eren: Welcome. Here I am. When we will start...? (Researcher Diary 1).

Sharing: It was seen that Eren shared with his friends at the events he attended. Eren shared her belongings and food with her group friends during the activity. It has been observed that he enjoys sharing work with his friends, spending time with them, and doing activities together.

Researcher Diary 4:

According to the data obtained from the researcher's diaries, it was determined that there were important developments in Eren's sharing skills. According to researcher diary 4, Eren established a telephone chain with his friends, shared his time with his friends, and offered to share his food with a friend.

Eren: Do you know Alperen, my mother made cookies. Will put it in my diet tomorrow. We can eat together. What do you say?
Alperen: Ok it's possible. I love the cookie (Researcher Diary 4).
Eren: Burak, come and join us (Researcher Diary 10).

Findings at the Level of Taking Responsibility

Eight different activities were carried out for Eren to gain social skills at the level of taking responsibility, and a researcher's diary was kept for each activity. The name of the event, the researcher's diary number/date, the place and time of the event are presented in Table 3 below.

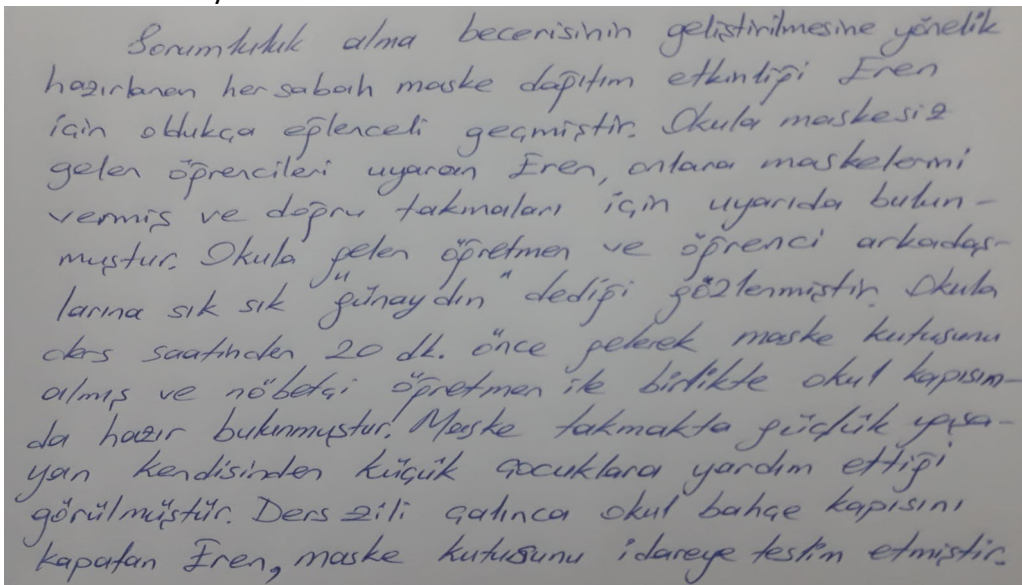**Table 3.** Contents of activities for the ability to take responsibility

Activity Name	Researcher Diary n./date	Place	Time
Distributing masks every morning	11. Researcher Diary 04.11.2021/02.12.2021	In front of the school garden gate	08.45-09.00 (15 min everyday)
Be responsible for the school board	12. Researcher Diary 03.01.2022/31.01.2022	School corridors	No specific timeframe
Participate in environmental cleaning	13. Researcher Diary first week of every month	Schoolyard	First week of every month 09.00-09.00
Following the care of the school cat	14. Researcher Diary 03.03.2022/03.04.2022	Cat kennel in the school yard	Control at a certain time of the day
Ability to make copies	15. Researcher Diary In a day	Copier in teachers room	5 minutes at a certain time of the day.
Preparing for a chess	16. Researcher Diary	In another	09.00-12.00

tournament	06.06.2022	schoolyard	(3 hours)
Care of seedlings in the school garden	17. Researcher Diary 09.06.2022/31.05.2022	Seedling area in the school garden	Certain days of the week
Participate in a sports skill test	18. Researcher Diary 20.05.2022	Gym	10.30-12.00 (90 min)

It was seen that inclusive student Eren had a special interest in photocopying. It was aimed to develop a sense of responsibility by teaching photocopying. In this process, it was observed that he took great pleasure in making photocopies. After school, he prepared for the school-wide chess tournament with his eight classmates. He must have taken great pleasure in this preparation because he made a strong desire to buy a chess set for his family. It was seen that Eren, who distributed masks to students who came to school without a mask for a week, showed great sensitivity about masks. In order for Eren to gain responsibility towards nature and animals, he was included in the group responsible for the care of the school cat. Eren planted 1 sapling in the school garden with his friends. It was seen that Eren, who is in the student team responsible for the boards in the school corridors, developed a close relationship with the students in other classes and was excited to fulfill the responsibility given to him. In addition, Eren also participated in the monthly nature cleaning throughout the school. Eren, who wanted to participate in the sportive talent exam held at the end of the year, entered a one-week training period for the exam. As a result of the data obtained from the researcher's diaries, it was evaluated under 2 sub-themes as "Helping the Minors" and "Keeping the Promise" for the ability of the inclusion student to take responsibility.

Helping Minors: During the responsibility-taking activities, Eren was often brought together with lower grade students so that she could interact with younger students. It was observed that Eren helped the lower class students, but did not show special interest and protection.

Researcher Dairy 11:

Eren was often brought together with students younger than her in the activities prepared for the development of responsibility-taking skills. According to the data obtained from the researcher diaries, it was observed that Eren helped the students in the lower class during

the activity process. According to researcher diary 11, Eren has been found to be helpful to younger students who have difficulty wearing masks.

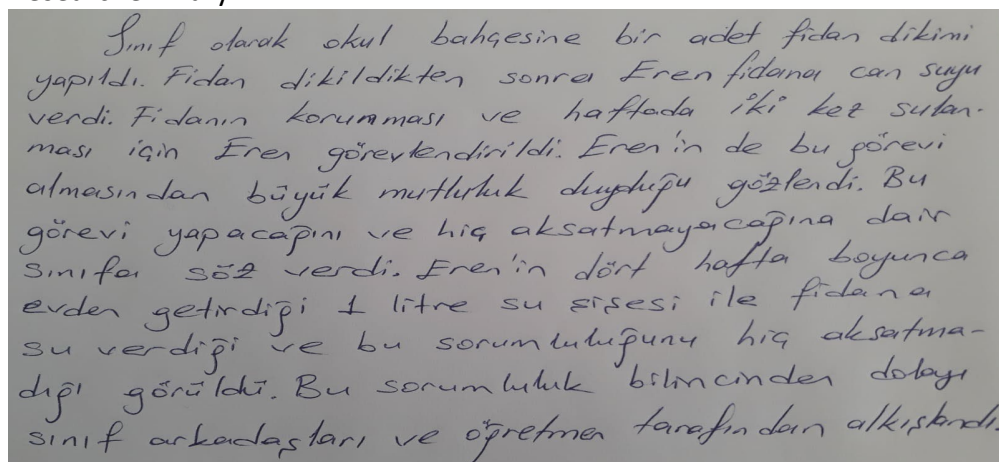*Eren: Wait a minute. Let me help you (Researcher Diary 11).*
Eren: I'm going to class, can you finish the rest? (Researcher Diary 12).
First Year Students: Brother, can we love the cat too?
Eren:You can love, but as long as it doesn't hurt (Researcher Diary 14).

Keeping the promise made: During the activities, it was seen that Eren was willing to take responsibility. It was seen that Eren was at the desired place at the desired time before the event and fulfilled his promise.

Researcher Diary 17:

He tried to fulfill the duties assigned to him in the responsibility development activities that Eren participated in. According to Researcher diary 17, it was observed that the sapling planted in the Eren school garden made special efforts to fulfill its irrigation task.

Teacher: Eren, what are you going to do with that empty bottle?
Eren: Teacher, you gave the task of watering saplings…(Researcher Dairy 17).
Eren: Cats need attention, care (Researcher Diary 14)
Eren: If we don't wear masks, we will have Corona, right? (Researcher Diary 11)

Findings Obtained from the Activity Observer Participants on the Social Development of the Inclusion Student
All of the 6 participant observers interviewed after the application stated that Eren's active participation in out-of-class school activities had positive reflections on his social development. The participants, who stated that there were important changes in Eren's social development, stated that they observed changes such as communicating by making eye contact, using words and behaviors that require daily courtesy more frequently, and playing games with their friends.
English teacher: I've seen big changes in Eren's social skills. Most importantly, he made eye contact and began to speak. Now he can give thanks, apologize, and express his wishes and complaints freely.

Class teacher: Eren started to care more about the rules of courtesy. The stage experience in particular evoked a great excitement and pleasure in him.

School Principal: The activities increased Eren's human relations, his interest in nature and animals. I see that he communicates more easily with both me and his teachers.
School vice principal: The activities increased Eren's self-confidence. Improved the ability to communicate with people. Their achievements were appreciated and applauded. This state of well-being allowed him to gain social acceptance among his friends.

Mother: Eren was able to communicate more easily not only with his teachers and friends, but also with our neighbors and relatives in the apartment.

The increase in Eren's level of taking responsibility showed that he was in an effective social development. It was determined that school activities with Eren, an inclusive student with learning difficulties, had a positive effect on the social development of the student, both at the level of developing relationships and taking responsibility. However, these participant observers stated that Eren's social development at the level of relationship development did not show the same effectiveness and determination at the level of taking responsibility.
Father: I witnessed Eren's social relationships with people developing. But I didn't see him as selfless enough in carrying out his responsibilities.

Teacher: Eren was able to talk freely with all his friends in the class during the activity and used expressions such as good morning, good morning, how are you. However, he was more insensitive to activities that did not interest him.

English Teacher: The activities Eren participated in increased her self-confidence. He also developed a sense of responsibility. This development of his life made me very happy.

Findings Obtained from the Activity Observer Participants on the Academic Development of the Inclusion Student
Although Eren's out-of-class school activities had positive reflections on her social skills, opinions were expressed that she fulfilled her in-class responsibilities and did not have significant reflections on her academic development. However, as a result of the learning made in the inclusive education process, it showed an academic development at the expected level. No clear reflection of extracurricular school activities on academic achievement has been observed.
School principal: Eren experiences short-term learning, gives instant answers, cannot achieve an advanced level of permanent academic learning.

Classroom teacher: I observed that out-of-class school activities only contribute to reading skills at an academic level. But I did not see a noticeable increase in school success.

English Teacher: I saw that Eren's social development was a reflection of his success in English class. His interest in the course increased and his influence was also seen in his exams.

At the end of the research, the parents stated that they were very satisfied with Eren's active participation in school activities. They stated that they could communicate with him more easily and they were more excited about going to school. The English teacher stated that

Eren's talents were discovered to some extent through the activities and she loved theater plays. He stated that Eren, the assistant principal of the school, used his mimics very well and liked the microphone very much.

Discussion

In this study, the reflections of out-of-class school activities, in which an inclusive student with special learning difficulties participated actively, on social development at the level of relationship development and taking responsibility were examined. Although many studies have been conducted on the social development of inclusive students, as far as we know, this is the first study focused on the active participation of inclusive students in out-of-class school activities. The results of the research showed that out-of-class school activities contributed significantly to the social development of the student. These outputs are in parallel with the idea that social interaction and active participation open a social learning space (Bandura, 1999) advocated by social learning theory. The most important output of this research is that in addition to the studies revealing that out-of-class school activities have positive reflections on the social development of students (Muniroh, Soendari & Tarsidi, 2018; Sakellariou, 2020; Saygın & Karakaş, 2021), inclusive students also show positive signs on their social development. Sucuoğlu and Özokçu (2005) stated the necessity of teaching social skills outside the classroom to ensure the social skills development of inclusive students. The research has shown that out-of-class school activities contribute more to relationship development skills than responsibility-taking skills. The data cannot be generalized to all inclusive students with learning difficulties, but they can shed light on some important findings.

Educational activities carried out within the four walls of the classroom may not always be sufficient. If this student is an inclusive student, it is necessary to break through the walls, maybe go outside the school. In order to increase the social interaction of children with special needs, opportunities should be provided to enable them to spend time with their peers through some activities (Avramidis, 2009; Kumar, 2018; Derzhavina, 2021; King & Ryan, 2019; Sakellariou, 2020). Although this situation requires going beyond the planned and designed education to a certain extent, it is seen as a phenomenon worth trying. Buckley and Lee (2021) believe that extracurricular activities facilitate the formation of strong social bonds. Inclusion students' participation in activities that will facilitate their social adaptation enables them to develop positive relationships with their peers and teachers (Zweers et al., 2021). In order for inclusive students to develop social relations, establish a wider social environment, adapt to the school and gain their belonging, a wider opportunity of time and space should be offered outside the classroom. Because the inclusion student's desire to make friends and be socially accepted may be seen as the most basic need. Little, DeLeeuw, Andriana, Zanuttini and David (2022) stated that students with disabilities need to establish and maintain friendships. Contrary to these thoughts, according to Kirschner (2015), the learning needs of all students should be met without leaving the classroom in an inclusive classroom.

In this research, activities aimed at developing relationships and taking responsibility skills that will ensure the social development of the inclusive student were created. There have been great changes in the social relations development skills of the inclusive student, who actively participates in school activities, such as speaking by making eye contact, thanking, apologizing, and communicating. Çolak, Vuran and Uzuner (2013) observed that with the social skills curriculum applied to students with special needs, the student's ability to

develop friendship relations with his peers and play games improved. The reason why students with intellectual disabilities experience adaptation problems and display problematic behaviors is due to their inability to develop their social skills (Hocaoğlu, 2009). Social acceptance is expected as a result of the inclusion student being exposed to sufficient social interaction and spending time with their peers. This research offers researchers to work on the realization of social acceptance.

Inclusive students with learning difficulties avoid taking responsibility because of the difficulties they experience. According to Bruefach and Reynolds (2022), students with learning disabilities by nature are more socially disconnected and avoid taking social responsibility. In this case, students need extracurricular activities where they can interact with their friends. With this study, it was seen that while the inclusive student developed responsibility with the activities done outside the classroom, this situation did not reflect on his in-class responsibilities. Similarly, Shulruf et al. (2008) concluded that extracurricular activities have no effect on student achievement and attitude in the classroom. Participation in social activities for mentally handicapped children brought a high level of social competence (Brooks, Floyd, Robins & Chan, 2014). Future research is needed on the quality of out-of-class school activities that will ensure the social development of inclusive students.

Conclusions

This research touched the lives of a single inclusive student, but it offered important insights. The development of responsibilities for oneself, others, and the environment in which one lives has made one aware of animals and plants as much as humans. He gained some expressions of kindness that everyday life brings. The inclusive student made significant contributions to his social development in a more comfortable communication and interaction with his peers and teachers. The inclusive student who actively participated in out-of-class school activities showed significant improvement in relationship development and social responsibility skills. This research suggests testing other inclusion students with similar studies.

Limitations and Future Studies

Although this research has drawn important conclusions regarding the social development of the inclusion student, the fact that the sample population consists of one student does not make it possible to generalize to all inclusion students. The application of the study was limited to eighteen different predetermined social activities. Further research can be carried out by increasing the sample population and diversifying the number of efficates. This research was carried out by limiting relationship development and responsibility taking to social development areas. For advanced research, social development learning areas are designed with a holistic approach and it is recommended that inclusion students test their social development.

Author Contributions

All of the authors have contributed equally to this article.

Conflict of Interest

The authors declare there is no conflict of interest in this study.

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