Social Skills of Parents, Teachers and Students with Intellectual Disability in Inclusive Education[1]

Habilidades Sociais de Pais, Professores e Alunos com Deficiência Intelectual em Inclusão Escolar

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ABSTRACT: Inclusive Education establishes that individuals with disabilities should learn together with their peers in regular schools. Socialization in an inclusive environment is an important tool in the acquisition of social skills, which are understood with a descriptive construct of individual performances that allow the individual to deal adequately in different situations. This study aimed to characterize the social skills of students with intellectual disabilities enrolled in regular schools, as well as to characterize the social educational skills of parents and teachers. This is a quantitative, cross-sectional and descriptive study, which presents a part of the data of a larger research. Forty-four students, 42 parents/guardians and 34 female teachers participated. The instruments used were the Social Skills Rating System (SSRS-BR), parent-teacher version, the Interview Script of Parental Social Educational Skills (*Roteiro de Entrevista de Habilidades Sociais Educativas Parentais* - RE-HSE-P) and the Inventory of Educational Social Skills - Teachers (*Inventário de Habilidades Sociais Educativas - Professores* - IHS-Prof). The evaluations were carried out in schools. The data were evaluated using the JASP statistical program. Results showed that Responsibility and Civility were the skills of the students with higher scores according to teachers and parents/guardians, respectively; in the other skills, parents/guardians attributed higher scores than the teachers. Regarding the Educational Social Skills, parents/guardians pointed out difficulties, being classified as clinical; and the teachers were rated as above average in these skills. The data point to the importance of intervention programs for the promotion of social resources in the context of Inclusive Education.

KEYWORDS: Social Skills. Educational Inclusion. Intellectual disability. Parents/guardians. Teachers.

RESUMO: A Educação Inclusiva estabelece que os indivíduos com deficiências devem aprender junto a seus pares em escolas regulares. A socialização em ambiente inclusivo é uma importante ferramenta na aquisição de habilidades sociais, as quais são entendidas como um constructo descritivo de desempenhos individuais, que permitem ao sujeito lidar de maneira adequada em diferentes situações. Este estudo teve por objetivos caracterizar as habilidades sociais de alunos com deficiência intelectual matriculados em escolas regulares, assim como caracterizar as habilidades sociais educativas de pais e de professores. Trata-se de um estudo quantitativo, transversal e descritivo, que apresenta um recorte dos dados de uma pesquisa maior. Participaram 44 alunos, 42 responsáveis e 34 professoras. Os instrumentos utilizados foram o *Social Skills Rating System* (SSRS-BR*)*, versão para pais e professores, o Roteiro de Entrevista de Habilidades Sociais Educativas Parentais (RE-HSE-P) e o Inventário de Habilidades Sociais Educativas - Professores (IHSE-Prof.). As avaliações foram realizadas nas escolas. Os dados foram avaliados utilizando o programa estatístico *JASP*. Os resultados apontaram que Responsabilidade e Civilidade foram as habilidades dos alunos com maiores escores segundo professora e responsáveis, respectivamente; nas demais classes de habilidades, os responsáveis atribuíram maiores escores do que os professores. Quanto às Habilidades Sociais Educativas, os responsáveis apontaram dificuldades, sendo classificados como clínicos; e as professoras foram classificadas como acima da média nessas habilidades. Os achados apontam a importância de programas de intervenção para a promoção de habilidades sociais no contexto da Educação Inclusiva.

PALAVRAS-CHAVE: Habilidades Sociais. Inclusão Educacional. Deficiência intelectual. Pais. Professoras.

1 INTRODUCTION

Inclusive Education has as a fundamental principle that all individuals should learn together, in regular schools, regardless of difficulties and differences, according to The Salamanca Statement (United Nations Educational, Scientific and Cultural Organization [UNESCO], 1994). The movement for educational inclusion is widely debated; public policies, various documents, laws and decrees guarantee Inclusive Education in Brazil (Borges & Campos, 2018; Mazzotta & Souza, 2000; Roriz, Amorim, & Rosseti-Ferreira, 2005). In 2018, Decree no. 54, of July 6, was published, which determines principles and rules to guarantee educational inclusion, establishing that each student is entitled to an inclusive education that responds to his/her needs, potentials and expectations, within a common and plural educational project that respects equity, providing a sense of belonging to the acquisition of a level of education.

Educational inclusion can be considered an important resource in the development process of students with intellectual disabilities. The American Association on Mental Retardation (AAMR, 2010) proposes a multidimensional, functional and bioecological conception of intellectual disability, understanding it as a disability characterized by significant limitations in intellectual function and adaptive behavior, which is composed of social and practical skills. The ICD-10 classifies intellectual disability into different subgroups such as: mild mental retardation, moderate mental retardation, severe mental retardation, profound mental retardation, other mental retardation and unspecified mental retardation, based on the measures of the Intelligence Coefficient (IQ), which must be calculated by different instruments (World Health Organization [WHO], 2008). The Diagnostic and Statistical Manual of Mental Disorders, 5th edition (DSM-V), defines intellectual disability (intellectual development disorder), within the category of neurodevelopmental disorders and proposes that the diagnosis should be made based on three criteria: (1) deficit in intellectual functions, (2) deficit in adaptive functions and (3) adaptive and intellectual deficits, which occurred during the development period (American Psychological Association [APA], 2013).

Within this context, a satisfactory repertoire of social skills is an important resource for the development of individuals with intellectual disabilities and is even characterized as diagnostic criteria (Cardozo & Soares, 2011). Social skills are necessary behaviors for a successful interpersonal relationship, according to typical parameters within a culturally determined context and with a high probability of positive results for the individual, his/her group and the community, contributing to social competence (Caballo, 2003; Del Prette & Del Prette, 2017; Falcone, 2002; Murta, 2005). As for social competence, it is an evaluative construct of the individual's social performance in an interpersonal task (related to the ability to articulate thoughts, feelings and actions), considering the personal objectives and demands of the situation and culture, generating positive consequences both for the individual and his/her relationship with other people, according to ethical and instrumental criteria (Del Prette & Del Prette, 2017).

Literature has shown that individuals with intellectual disabilities have a low repertoire of social skills (Freitas & Del Prette, 2014; Garrote, 2017; Japundza-Milisavljevic, Djuric-Zdravkovic, & Macesic-Petrovic, 2010; Matson, Mayville, Lott, Bielecki, & Logan, 2003; Rosni-Pinolla, Del Prette, & Del Prette, 2007; Smith & Matson, 2010). Children with intellectual disabilities may have cognitive, perceptual, affective and motor impairments

that hinder learning and the development of social skills. Cognitive deficiencies and related comorbidities, such as sensorimotor and speech disorders which can affect the child's ability to discriminate context demands, plan and issue appropriate and expected behaviors for such demands, leading to less competent performances (Del Prette & Del Prette, 2013; Japundza-Milisavljevic, Djuric-Zdravkovic, & Macesic-Petrovic, 2010).

Regarding the differences between boys and girls with intellectual disabilities, with regard to the repertoire of social skills, the studies are not incisive. In relation to children with disabilities attending regular and special education, the study carried out by Bolsoni-Silva, Mariano, Loureiro e Bonaccorsi (2013) showed significant differences, in which girls were assessed by teachers as more skilled than boys. Literature on children with typical development also points out that, in general, girls are more skilled than boys (Bolsoni-Silva & Mariano, 2018; Bolsoni-Silva, Marturano, Pereira, & Manfrinato, 2006; Crepaldi, Correia-Zanini, & Marturano, 2017; Pizato, Marturano, & Fontaine, 2014).

School inclusion is important for the acquisition of social skills. Socialization in an inclusive environment allows the social skills of students with disabilities to be developed, providing a positive interaction, reducing inappropriate behaviors and improving quality of life (Camargo & Bosa, 2009; Valentini & Toigo, 2005). In this sense, the school inclusion process benefits students with intellectual disabilities, making it necessary, increasingly, to focus on this area. One of the directions that has been shown to be pertinent are programs for the promotion and development of social skills, which, while not solving the organic problem, can maximize the conditions of socialization and the interpersonal development of people with disabilities (Del Prette & Del Prette, 2013).

The interaction between family and school is another important point in the context of educational inclusion. According to Gonçalves and Murta (2008), one of the main factors that contributes to the development of an adequate repertoire of social skills for children is the interaction with educational agents, among which are parents/guardians and teachers; it is essential, therefore, that they have an adequate repertoire of social skills. Among the social skills identified as necessary for educational agents, there are educational social skills, which are defined as those in which, in a formal environment or not, there is an intention to promote development and learning in relation to the other (Del Prette & Del Prette, 2008). Among educational social skills, there are parental educational social skills, that is, the set of behaviors presented by parents/guardians that are applied in their children's education, minimizing behavior problems and promoting their social skills (Bolsoni-Silva & Marturano, 2002; Bolsoni-Silva, Loureiro, & Marturano, 2016); and the educational social skills of teachers (Del Prette & Del Prette, 2008; Bolsoni-Silva, Loureiro, & Marturano, 2016).

Parental educational social skills serve as resources to deal with the children, as well as to face the challenges that occur due to the situation of the disability (Cardozo & Soares, 2010). Parents/guardians with an adequate repertoire of parental educational social skills manage to establish a more welcoming and adequate family environment for their children's development, making them have a more autonomous social performance (Bolsoni-Silva, Loureiro, & Marturano, 2018; Cardozo & Soares, 2011). In addition, skilled parents/guardians organize

environments that are more conducive to resilience mechanisms, which will help children in the situations to which they are exposed (Del Prette & Del Prette, 2013).

With regard to the teacher, educational social skills are essential for dealing with everyday school situations and facilitating interactions with students (Vila & Del Prette, 2009). It is a consensus that the promotion of social skills of teachers is of great importance since training teachers in social skills can be a way of contributing significantly to the inclusion of students with disabilities in the educational context (Fornazari, Kienen, Vila, Nantes, & Proença, 2014; Rosin-Pinola, Marturano, Elias, & Del Prette, 2017).

Given the above, it can be said that studies like this, which propose to characterize social skills, are important because, by focusing on the search for resources, it presents itself as a more optimistic view of development, instead of focusing on needs and cognitive difficulties. This view meets the principles of Inclusive Education, according to which students should be valued and not charged for their difficulties. When evaluating students with intellectual disabilities in terms of social skills and competencies, the way is opened for personal valorization and reduction of social discrimination (Pérez-Ramos, Sanchez, Silva, Moreira, & Fornazari, 2004).

Developing studies with the three links of Inclusive Education - students, teachers and parents/guardians - is another point that is important. The Salamanca Statement, one of the guiding documents for Inclusive Education, states that "a co-operative, supportive partnership between school administrators, teachers and parents should be developed and parents regarded as active partners in decision-making" (UNESCO, 1994, p. 38). To Benitez and Domeniconi (2012), works aimed at the intertwining of educational agents, parents/guardians and teachers, constitute a strategy considered promising for the process of educational inclusion, which may favor the teaching of academic skills to students with disabilities. Considering the importance of studying these three links together, understanding the protective context of social skills and the positive relationship with educational inclusion, this study aimed to characterize the social skills of students with intellectual disabilities enrolled in regular schools, as well as to characterize the educational social skills of parents/guardians and teachers. As a specific objective, we sought to verify the existence or not of differences between boys and girls with regard to the repertoire of social skills.

2 Method

This section provides the outline and context of the study, the profile of the participants, the instruments used for data collection, the procedures for data collection and analysis.

2.1 Design and study context

This is a quantitative, non-experimental, cross-sectional and descriptive study; a cut-off from a larger multi-method study. The study was carried out in public schools in a city in the hinterlands of the state of Minas Gerais, Brazil. According to data from the 2018 School Census, the city has 21,485 enrolled students, with 1,079 inclusion students, 211 enrolled

in exclusive classes and 868 in regular classes (National Institute for Educational Studies and Research "Anísio Teixeira" [INEP], 2018). The inclusion criterion was that the student had a report with a diagnosis of intellectual disability, in addition to the agreement of parents/guardians and teachers to participate in the study.

2.2 PARTICIPANTS

Forty-two parents/guardians and 34 teachers of 44 students with intellectual disabilities enrolled in Elementary School, initial grades, 1st to 5th grade, participated in the study. The sample of guardians was composed of 40 mothers, a father and a grandmother, two mothers had two children included in the study. The average age was 34.25 years (*SD* 6.59); 47.62% had incomplete Elementary School; 42.85% declared to be employed at the moment; 47.61% lived in a stable union; 45.24% were in D-E class with an average family income of R$ 708.19, according to the Brazil criterion of economic classification.

The sample of teachers was composed of 34 teachers, nine teachers had more than one student diagnosed with intellectual disability in their classes. The average age was 42.25 years (*SD* 9.15), with an average time of profession of 16.27 years (*SD* 7.68). Twelve teachers (35.29%) taught in municipal schools and 21 (61.77%) in state schools, but one teacher taught in both schools. Of the participating teachers, 67.5% were undergraduates in Pedagogy; 79.41% had specialization, 44.12% of which in the area of Inclusive Education. Regarding economic class, 47.09% belonged to B2 class, with an average household income of R$ 5,363.19, according to the Brazil criterion of economic classification.

The sample of students diagnosed with intellectual disabilities was composed of 30 boys (68.18%) and 14 girls (31.82%). The average age was 9.68 years (*SD* 7.68). Of these students, 17 (38.64%) studied in municipal schools and 27 (61.36%) in state schools (4 were in the first grade, 5 in the second grade, 11 in the third grade, 15 in the fourth grade and 9 in the fifth grade). Regarding the diagnosis of intellectual disability, 24 (54.55%) had a diagnosis of mild intellectual disability, seven (15.90%) moderate, three (6.82%) severe, two (4.55%) profound, and nine (20.45%) unspecified diagnosis.

2.3 INSTRUMENTS

The instruments used for data collection were:

- Social Skills Rating System - SSRS - form for teachers and parents/guardians (Del Prette, Freitas, Bandeira, & Del Prette, 2016): in this instrument, guardians and teachers evaluate their children and students for their skills problems, behavior problems and academic competence (teacher evaluation only). In this study, only the results of the social skills scale will be presented. The analysis of the internal consistency of the components indicated Cronbach's alpha values between 0.79 and 0.91 (teachers version) and 0.58 and 0.75 (parents version).

- Interview Script of Parental Social Educational Skills (*Roteiro de Entrevista de Habilidades Sociais Educativas Parentais* - RE-HSE-P) (Bolsoni-Silva, Loureiro, & Marturano, 2011): a semi-structured interview that aims to describe, quantitatively, the interactions

established between parents/guardians and children. The instrument quantifies responses in different categories (parental educational social skills, negative educational practices and children's social skills), qualifying in three classifications: Clinical, Borderline and Non-Clinical. Two categories of analysis are provided: the first makes a count of the general frequency of behaviors and quantification of the behavioral repertoire cited by the person in charge during the interview (called, in this study, Diversity of behaviors); the second quantifies the frequency of these behaviors (called, in this study, Frequency of behaviors). The analysis of internal consistency in the validation study presented Cronbach's alpha values between 0.41 and 0.96.

• Inventory of Educational Social Skills of teachers (*Inventário de Habilidades Sociais Educativas de Professore*s - IHSE-Prof, by Del Prette & Del Prette, 2013)[4]: describes social behaviors presented in the relationship with students, answered by teachers on a Likert scale. The instrument consists of two scales: Scale 1, called Organize Interactive Activity, composed of three factors (F1 - Provide instructions on the activity; F2 - Select, make available materials and content; and F3 - Organize the physical environment); Scale 2, Conduct interactive activity, composed of four factors (F1 - Cultivating affectivity, support, good humor; F2 - Exhibiting, explaining and evaluating interactively; F3 - Approving, valuing behaviors; and F4 - Disapproving, restricting, correcting behaviors). In the validation study, the analysis of the internal consistency of the items presented Crombach's alpha values ranging from 0.73 to 0.96.

2.4 DATA COLLECTION PROCEDURE

In compliance with ethical legislation, the project was submitted to and approved by the Ethics Committee of the Faculty of Philosophy, Sciences and Letters of Ribeirão Preto at the University of São Paulo (USP). After ethical approval, a face-to-face meeting was held with the principals of each school to explain the research objectives and carry out a prior survey of students who met the inclusion criteria. With that done, a day was scheduled with each person in charge and each teacher separately. In these meetings, after explaining the study and giving consent to the participants by signing the Informed Consent Form (ICF), the instruments were applied. Each meeting with respective guardians and teachers lasted an average of 50 minutes and was held in private rooms, in schools, which ensured an adequate location and confidentiality of information. At the end of the meetings, priority was given to giving feedback to each participant.

2.5 DATA ANALYSIS PROCEDURE

The instruments were corrected according to the indicated proposals and analyzed statistically by JASP statistical program. Descriptive statistics were performed, calculating the average, standard deviation, median and percentage of the average in relation to the total possible points for each measure; normality of data was verified from kurtosis values up to seven and symmetry up to three, proposed by Kline (2004 as quoted in Marôco, 2011). Female and male groups were compared using Student's t-test. The effect size for parametric measurements

4 Unpublished instrument, available from the authors.

was Cohen's *d*. According to Cohen (1992 as quoted in Marôco, 2011), the effect is considered to be small when $d \leq 0.2$; medium, when *d* varies between 0.2 and 0.5; high when *d* varies between 0.50 and 1; very high when $d > 1$. In this study, the scores of the participants were not compared with the percentiles of the reference sample, of individuals with typical development, but, rather, with the possible score within the instrument itself, in order to give focus on the skills these students have and those that need improvement.

3 RESULTS AND DISCUSSION

Tables 1 and 2 describe the social skills of students, by the assessments of teachers and guardians, showing the mean, standard deviation, median, minimum, maximum and percentage of the score achieved. Comparisons of mean between groups of boys and girls are also described.

	General sample				Male	Female	t (42)	p	d
	Mean (SD)	Median	Minimum Maximum	Percentage (%)	Mean (SD)	Mean (SD)			
Total of Social Skills	23.43 (8.66)	22.00	10.00 42.00	53.25	23.17 (8.72)	24.00 (8.82)	-0.29	0.77	-0.10
Responsibility	6.89 (2.86)	6.00	2.00 12.00	57.42	6.77 (3.04)	7.14 (2.48)	-0.40	0.69	-0.13
Self-control	8.66 (3.69)	8.50	3.00 16.00	54.12	8.33 (3.99)	9.36 (2.92)	-0.86	0.40	-0.28
Assertiveness/ Social Development	4.93 (2.58)	5.00	0.00 10.00	49.30	5.07 (2.27)	4.64 (3.22)	0.50	0.62	0.16
Cooperation/ Affectivity	2.96 (1.70)	3.00	0.00 6.00	49.33	3.00 (1.64)	2.86 (3.25)	0.26	0.80	0.08

Table 1. Description of the general sample and comparison of Social Skills between boys and girls, according to the SSRS data answered by the teachers.
Source: Elaborated by the authors based on the research data.
Note: *n* = 30 male and *n* = 14 female; Student's t test; *SD* = standard deviation; *d* = Cohen's *d* effect size; significant $p \leq 0.05$.

Table 1 shows that, in the Total Social Skills, the group presented a percentage of 53.25% of skilled responses. As for the different factors, it is noted that the highest score was the Responsibility factor with a percentage of 57.42%, followed by the Self-control factor, with 54.12%; then by the Cooperation/Affectivity factor with a percentage of 49.33%. The lowest scored factor was the Assertiveness/Social Development factor with 49.30%. There was no significant difference between groups of boys and girls; the *d* value was average in the Self-control factor. The results indicate that the participants have social skills developed in different subclasses, which can be directly linked to school inclusion and its benefits, corroborating with the literature that emphasizes the importance of inclusion for the acquisition of social skills,

minimizing inappropriate behavior and improving quality of life (Camargo & Bosa, 2009; Valentini & Toigo, 2005).

In some specific factors, the participants had lower scores, did not reach 50%, as in Assertiveness/Social Development and Cooperation/Affection, according to the teachers. In the study carried out by Rosin-Pinola et al. (2007), which compared, through the evaluation of teachers, students with intellectual disabilities and their peers without disabilities of high and low academic performance, students with intellectual disabilities differed more in Responsibility, Self-Control, Cooperation, Assertiveness and Self-Defense. The findings of this study converge with those of the authors, in the sense that the participants also presented, according to their teachers, lower scores in Assertiveness and Cooperation.

Regarding the possible differences between boys and girls, in the teachers' evaluation, those were not found, which differs from the results found by Bolsoni-Silva et al. (2013), who presented girls with disabilities as more skilled according to teachers. According to Boyd and Bee (2011), when children enter school, they appropriate gender roles. From this perspective, the data found in this study can be considered positive, as we can think that all discussions in recent years about gender already have an assertive impact on the school context.

	General sample				Male	Female	t (42)	p	d
	Mean (SD)	Median	Minimum Maximum	Percentage (%)	Mean (SD)	Mean (SD)			
Total of Social Skills	29.64 (5.76)	30.0	15.00 40.00	64.43	28.90 (5.55)	31.21 (6.07)	-1.25	0.22	-0.41
Responsibility	4.66 (1.94)	4.50	1.00 8.00	58.25	4.03 (1.81)	6.00 (1.52)	-3.52	0.00***	-1.14
Self-control	5.43 (2.30)	5.00	0.00 10.00	54.30	5.50 (2.47)	5.29 (1.94)	0.29	0.78	0.09
Affectivity/ Cooperation	8.27 (2.19)	8.00	3.00 12.00	68.92	7.97 (2.11)	8.93 (2.30)	-1.37	0.18	-0.44
Social Development	4.66 (2.22)	5.00	0.00 8.00	58.25	4.80 (2.47)	4.36 (1.60)	0.61	0.54	0.20
Civility	6.61 (1.30)	7.00	2.00 8.00	82.62	6.60 (1.19)	6.64 (1.55)	-0.10	0.92	-0.03

Table 2. Description of the general sample and comparison of Social Skills between boys and girls, according to the SSRS data answered by guardians.
Source: Elaborated by the authors based on the research data.
Note: n = 30 male and n = 14 female; Student's t test; SD = standard deviation; d = Cohen's d effect size; significant $p \leq 0.05$.

It is observed, in Table 2, that, according to the evaluation of the guardians, the students presented a percentage of 64.43% of skillful answers. The Civility factor was the one with the highest score, with 82.62%, followed by the Affectivity/Cooperation factor with 68.92%. The factors Responsibility and Social Development are also with 58.25% of the percentage of responses reached. The lowest scored factor was Self-control, with 54.30%.

There was a significant difference only in the Responsibility factor, in which the girls obtained a significantly higher result, with a very high effect size. In the Total Social Skills and in the Affectivity/Cooperation factor, the effect size is average. In the Social Resource factor, the effect size is also average.

Regarding the evaluation of guardians for the possible differences between boys and girls, the only difference found was in the Responsibility factor, in favor of girls. Literature has pointed out that girls are more skilled than boys (Bolsoni-Silva et al., 2006; Crepaldi, Correia-Zanini, & Marturano, 2017; Pizato, Marturano, & Fontaine, 2014); which can be explained by social and cultural issues, which establish behavioral norms for boys and girls, with girls expected to behave in a more socially accepted manner (Bolsoni-Silva & Mariano, 2018).

It is noted that, in the assessments of guardians, as well as those of the teachers, the participants obtained a total percentage of responses above or close to 50%; thus, these students showed social skills, since there was at least a score of half of most factors and the total scale. Within this perspective, we observed that educators and guardians have collaborated to develop these skills (Bolsoni-Silva, Loureiro, & Marturano, 2016; Bolsoni-Silva, Loureiro, & Marturano, 2018).

Literature has shown that students with intellectual disabilities generally have a repertoire of social skills below expectations when compared to individuals with typical performance (Freitas & Del Prette, 2014; Rosin-Pinolla, Del Prette, & Del Prette, 2007). However, it is emphasized once again that, in this study, we did not make comparisons of the participants with the reference sample of the instruments (subjects with typical development), since our objective was to characterize the existing resources.

In this study, differences were found between the assessments of the parents/guardians and teachers. In general, students were evaluated more positively by the parents/guardians, considering the percentage of responses. There was also a difference in the evaluation regarding gender: girls were evaluated more positively by the parents/guardians, while teachers did not report any differences. Assessments change according to the context and its requirements (Gresham & Elliot, 1990); thus, it can be inferred that the teachers are more rigorous in view of the context, academic demands and comparison parameters (other students in the class). Bolsoni-Silva et al. (2006) argue that the most rigorous evaluation of teachers can be given by day-to-day living with children over the years, which lead them to make comparisons through more restrictive normative parameters, which contemplate the rules in force at school.

In the skills of Affectivity/Cooperation and Social Development, students obtained higher scores in the evaluation of the parents/guardians. It can be inferred that, for children with intellectual disabilities, it is easier to manifest these skills in environments that have closer relationships. These results reinforce the importance of an inclusive environment, as these skills can be learned and developed in other contexts, in addition to the family environment, also pointed out by The Salamanca Statement (UNESCO, 1994). According to Fornazari et al. (2014), when students learn skillful behaviors in the classroom, it is likely that they will be able to make generalizations in other contexts, meeting the demands of the social environment in a more functional way.

Parents/guardians and teachers, on the other hand, made some similar assessments, as in the factors Responsibility and Self-control. Thus, it can be inferred that these are skills that participants frequently manifest and, in turn, receive more reinforcement, becoming a cycle that feeds itself.

In general, the results found on the students' social skills repertoire indicate that being in an inclusive environment can contribute to their acquisition and development. An inclusive environment enables significant social relationships for students with disabilities (Camargo & Bosa, 2009; Winnick, 2004), interaction with peers is important as it provides models of behavior to improve and develop social skills (Guaragna, Pick, & Valentini, 2005) and the learning processes occur basically in the social environment, through educational social interactions (Del Prette & Dell Prette, 2003, 2013; Rosin-Pinola et al., 2017). Thus, educational inclusion promotes learning opportunities that enable students to gain more space in society (Bolsoni-Silva et al., 2013; Karagiannis, Stainback, & Stainback, 1999).

This study sought to characterize the repertoire of social skills of students with intellectual disabilities. In this sense, the importance of training in social skills for this population and others with these characteristics becomes clear. Authors argue that the promotion of the social repertoire can contribute to the development of social interaction, coping with low self-esteem and social rejection (Park, Loman, & Miller, 2008); it can improve development and interpersonal relationships, assist in autonomy in different segments of life (Cardozo & Soares, 2011); and favor academic gains (Del Prette & Del Prette, 2013; Elias & Marturano, 2016; Klejin & Del Prette, 2002). As a result, specific work with social skills in schools becomes an important resource in the process of educational inclusion.

In addition to checking the social skills of students, we seek to characterize the educational social skills of their educators. Next, we will present and discuss some data found about parents/guardians and teachers consecutively. Table 3 describes the Educational Social Skills and Negative Educational Practices of the parents/guardians in two categories of analysis, diversity and frequency of behaviors. The children's social skills are also presented, assessed by the parents using another instrument *(RE-HSE-P-* Interview Script of Parental Social Educational Skills).

Variant	Mean (SD)	Median	Minimum Maximum	Classification
Diversity of behaviors				
Parental Educational Social Skills	6.41 (2.18)	6.00	1.00 11.00	Clinical
Negative Educational Practices	3.50 (2.16)	3.00	0.00 9.00	Non-Clinical
Child's Social Skills	6.93 (2.34)	7.00	2.00 13.00	Clinical

Frequency of behaviors

Parental Educational Social Skills	6.32 (2.71)	6.00	2.00 14.00	Clinical
Negative Educational Practices	1.98 (1.80)	1.00	0.00 6.00	Non-Clinical
Child's Social Skills	6.59 (2.25)	6.00	2.00 12.00	Clinical

Table 3. Description and Classification of Parental Educational Social Skills assessed by RE-HSE-P, answered by parents.
Source: Elaborated by the authors based on the research data.
Note: *n* = 42, *SD* = standard deviation.

The results show that parental educational social skills were classified as clinical in both categories (diversity and frequency of behaviors), signaling that parents/guardians do not have a behavioral variability with regard to social skills and do not have a desirable frequency of these behaviors. These difficulties generate losses in the family relationship between parents and children, which can be justified by the parents' own difficulties, but also by the difficulties inherent to the disability. According to Bolsoni-Silva and Loureiro (2010), parental educational social skills involve the educational practices of communication, expression of feelings and coping and establishment of limits. In the studied population, such behaviors appear to be deficient.

Parental educational social skills influence the intensity and quality of involvement with children with disabilities; parents are seen as role models, so they need to be skilled in solving problems and coping with everyday situations, in addition to being resources for life (Cardozo & Soares, 2010, 2011). Socially skilled parents establish a more welcoming and supportive family environment for protection and resilience mechanisms. However, poorly constructive behaviors and impaired emotional involvement can be detrimental to child development, increasing vulnerability in the face of critical everyday situations (Del Prette & Del Prette, 2013). In addition, the acquisition of children's social skills is mediated by parents, so they need to have a good repertoire and social performance (Del Prette & Dell Prette, 2014). A good repertoire of social skills of parents is still important in the search for information, services, treatments for children and for the empowerment of families with children with disabilities (Aragon, Costa, & Cia, 2019).

With regard to negative educational practices, these were classified as non-clinical in the two categories frequency and diversity, which indicates that these parents do not use these practices in their children's education, which is a positive factor. Negative educational practices are coercive behaviors emitted by parents, such as hitting, shouting, threatening, which can lead to behavioral problems, shyness, isolation, aggression and disobedience (Bolsoni-Silva & Loureiro, 2010).

The social skills of the children were again assessed according to the parents, through the *RE-HSE-P*. The results indicated a clinical classification in both categories (diversity and frequency of behaviors). It is noteworthy that the parents (through self-report) were also classified as clinical in educational social skills, making clear their difficulty in transmitting models of conduct and promoting a socially accepted behavioral repertoire. Literature states

that parents in the interaction and education of their children are crucial for the promotion of social competence (Bolsoni-Silva & Marturano, 2007, 2008). Data show the need for training/ development programs in social skills for students with intellectual disabilities and for their parents and/or guardians.

Below are the results for the teachers. Table 4 shows the Teachers' Educational Social Skills assessed using the Inventory of Educational Social Skills for teachers - *IHS-Prof* (mean, median, minimum, maximum and percentile).

Variant	Mean (SD)	Median	Minimum Maximum	Percentile
E1-Organize Interactive Activity	45.23 (5.41)	44.00	32.00 56.00	65
Provide instructions on the activity.	22.09 (2.19)	23.0	16.0 24.00	60
Select, make available material and content.	11.61 (2.77)	11.00	7.00 16.00	65
Organize the physical environment.	11.52 (2.35)	11.50	5.00 16.00	60
E2 - Conduct interactive activity	172.80 (16.60)	173.50	127.00 200.00	75
Cultivate affectivity, support, good humor.	47.91 (4.94)	49.00	36.00 56.00	60
Expose, explain and evaluate in an interactive way.	45.00 (6.03)	44.50	31.00 56.00	70
Approve, value behaviors.	34.20 (2.91)	35.00	21.00 36.00	50
Disapprove, restrict, correct behaviors.	45.68 (5.70)	46.00	31.00 52.00	60

Table 4. Description of the Teachers' Educational Social Skills, assessed by IHS-Prof.
Source: Elaborated by the authors based on the research data.
Note: n = 34; *SD* = standard deviation.

Table 4 shows that, according to the percentiles, teachers are above the average of the reference sample on both scales and in almost all factors, with the exception of the Approve, value behaviors Factor (percentile 50). Scale 2 - Conduct Interactive Activity - obtained the highest percentile (75). These teachers obtained a repertoire of educational social skills considered above the reference average; thus, they have social skills considered important in the educational context. These skills involve organizing interactive activity, conducting interactive activity and conducting behaviors (approving, valuing, disapproving, restricting, correcting, among others). The skill evaluated with the lowest repertoire was that of Approving and valuing behaviors; thus, the teachers reported more difficulties in dealing with the students' behavior, even if it is in the execution of positive reinforcements to these behaviors. This aspect is important, since the teacher, in addition to technical knowledge and mediating the teaching-learning process, must have a satisfactory repertoire of social skills, providing behavioral models and maintaining a pleasant social interaction with students, and the teacher must be able to teach and value positive student behaviors (Vila & Del Prette, 2009).

The skills that the teachers presented are considered important for the school context and can assist in the process of inclusion of students with intellectual disabilities. These are behaviors that can favor students with intellectual disabilities to feel more included in the school environment, awakening well-being and learning. According to Santos and Martins (2015), the greatest difficulties encountered in the practice of the teacher with inclusion students refer to the gaps in training on how to deal with deficiencies and differences, the persistence of a clinical view, problems in the school organization and the lack of support networks. Acting in educational inclusion requires that the teacher presents an elaborated repertoire of Educational Social Skills to deal with difficulties inherent to the population, since the adequate repertoire is essential for dealing positively with everyday school situations (Vila & Del Prette, 2009).

Providing continuing education in social skills to teachers of students with disabilities can contribute significantly to the inclusion of these students in the educational context. The teaching of social skills can help the teacher to deal with inappropriate behaviors of the students, contribute to the learning process and the development of teaching methodologies, assisting in the construction of healthy reinforcing relationships with students, which will facilitate the educational process (Fornazari et al., 2014; Vila & Del Prette, 2009).

5 Conclusions

This study aimed to characterize the social skills of students with intellectual disabilities enrolled in regular schools, as well as to characterize the educational social skills of parents and teachers. As a specific objective, we sought to verify the existence or not of differences between boys and girls with regard to the repertoire of social skills. The results showed that students have resources and difficulties in specific classes, requiring work that helps to promote these skills. Parents/guardians and teachers differed in some aspects in their assessment of children, parents/guardians assessed them more positively, a factor that may be related to the characteristics of the school institution and its demands. There were no differences between boys and girls, with the exception of the Responsibility factor, in which girls had higher scores in the parents' evaluation. The study also showed that the parents/guardians had a deficient repertoire of parental educational social skills, considered as a clinical one, which can impair their relationship with their children, causing their repertoire to also be classified as clinical. An important point is that parents/guardians, however, do not use negative educational practices in their children's education. As for the teachers' Educational Skills, the results showed an above average rating, which can contribute to the relationship with students and the educational inclusion process. However, it is understood that these capacities need to continue being improved, especially with regard to approving and valuing behaviors.

As limitations of the study, the restricted sample stands out, specifically from a single city and from public schools; and the use of a single instrument to assess teachers' educational social skills, since it is a self-report instrument, and, as evidenced in studies, it can be influenced by high social desirability. It is suggested that future studies may use instruments for direct observation in the classroom.

It is concluded that the results show the importance of working in the educational context of inclusion programs that aim to promote the repertoire of the social skills of parents,

teachers and students, which can benefit relationships and assist in the development of more satisfactory repertoires, favoring learning, development and contributing to inclusion. In this sense, this study presents its scientific and social relevance, because, when knowing and describing the social repertoire of the studied population, intervention programs in social skills can be designed not only for study participants but for other students with intellectual disabilities, acting mainly at the points identified as most affected.

Educational inclusion still faces methodological and practical problems. However, there is a consensus in literature that inclusive education helps the development of students with disabilities, especially with regard to the development of social skills. Being in an inclusive environment favors social relationships and contributes to the promotion of the social repertoire. In addition to this, a satisfactory repertoire of social skills of students, teachers and parents/ guardians can be an important resource for the successful inclusion of students. It can be noted, thus, how the social skills construction and the inclusive education process are strongly interconnected in a dialectical relationship. This study contributes to the characterization of the repertoire of social skills of students with intellectual disabilities, their parents/guardians and teachers - the three links in the inclusion process, which represents an advance in the field of inclusive education, innovates by working with these three elements and with the construction of social skills towards students with intellectual disabilities.

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