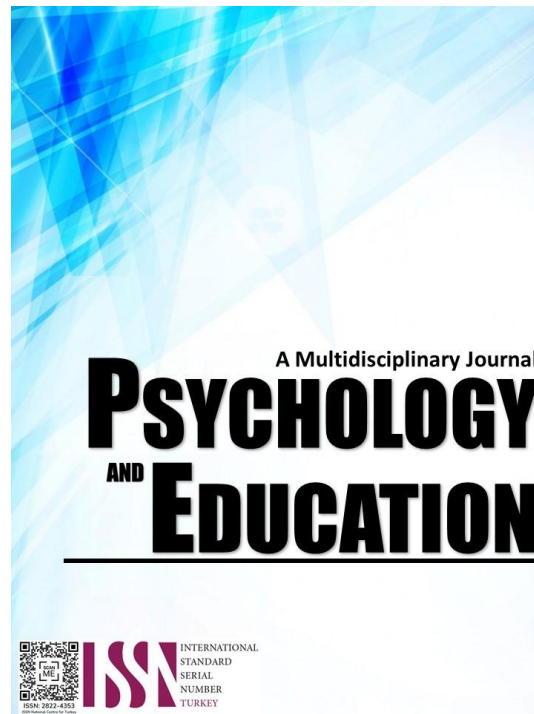


# **SOCIAL INTERACTION AMONG LEARNERS WITH DISABILITY (LWD) UNDER THE INCLUSION PROGRAM**



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## Social Interaction Among Learners with Disability (LWD) Under the Inclusion Program

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### Abstract

This study intends to identify the social interactions that LWDs participate in as part of the inclusion program, as well as the barriers and reasons behind these challenges. Moreover, to encourage understanding of the circumstances encountered by LWDs and to make suggestions on how to improve social interaction. A semi-structured interview was used and analyzed through narrative analysis. The perspectives of LWDs regarding their social contacts with teachers and regular students are explained through a qualitative discussion. To ascertain the gaps in social interaction that have been found between teachers, regular students, and Learners With Disabilities (LWD). The identified social interactional gaps between regular students, teachers, and LWDs are taken into consideration through data triangulation, which also includes behavioral indications. To identify and fill the gaps in social contact between and among students with disabilities that the Grounded Theory approach. There's a significant gap between teachers, regular students, and LWDs in their interactions. The Contact Theory is relevant but contradicts the facts because LWD's behavior affects peers' interactions. LWD's social behavior is not solely determined by their peers. Their behavior influences how peers interact with them. The study's main finding is that peers try to communicate with LWDs more effectively in order to have more successful interactions. However, some may be wary of their acts and behavior. Peers need to increase their knowledge in order to improve their communication skills. To address mistreatment and close the relationship gap, LWDs must get better communication and assistance.

**Keywords:** *LWDs, peers, contact-behavior theory, inclusion program, contact theory.*

### Introduction

"Alone, isolated, left out, that's the way most learners with special needs feel in a regular classroom." Those are the observations of Learners with Disabilities (LWD) teachers. It's not just a feeling; students with disabilities are often excluded by their peers in academic and extracurricular settings (Clare, J., 2001 as cited by Minero 2020). Based on Section 300.8 of the Individual Education Act (IDEA), a disability is defined as the inability to establish or sustain satisfying interpersonal relationships with regular students and teachers. The child's behavior may fall under the headings of autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, specific learning disability, speech impairment, traumatic brain injury, visual impairment, and developmental delay.

Therefore, the Philippine government's DepEd promotes its goals, policies, programs, and projects through the execution of Education for All (EFA). It is important to remove any physical obstacles for these students, which is why inclusion is important. Teaching every student in the same age-appropriate general education classroom at their local school is known as inclusive education. Republic Act (RA) 11650, which takes effect in 2022, mandates that all public schools in the nation provide inclusive

education for learners with disabilities. "No learner shall be denied admission due to a disability." The inclusive education philosophy places a strong emphasis on the notion that learners with disabilities are equally capable as those without them.

In comparison to their peers (students and teachers), people with learning difficulties may be less alert in social situations, occasionally misinterpret others' social cues, and learn from experiences less readily. Some kids with learning disabilities may display immaturity and a lack of social skills. They can strive too hard or in the wrong ways in their eagerness to fit in.

This study is anchored on the Contact Theory. The theory posits that peers' behavior affects how LWDs interact with them. In inclusive primary education, the attitudes of typically developing children can be partially supported by the Contact Theory, but not the social participation of learners with disabilities. The Contact Theory focuses on the relationship between peers' behavior and how LWDs will act or interact with them. It postulates that, under specific circumstances, intergroup contact might lessen prejudice between members of the dominant and minority groups. It is based on research by Nickerson, C. (n.d.).

In addition, knowing the nature of interactions between LWD, teachers, and regular students is the

general problem this study aims to address. The observations derived concerning the surroundings of LWDs inside the classroom, which are backed up by the data gathered, propelled further study of this topic. For instance, teachers lack the knowledge to handle and teach LWDs, which is proved by the result of the data; they also lack the knowledge to communicate with LWDs, which the interview also proved; and during classes, LWDs are distant from teachers and regular students. Additionally, the research gap being filled also includes the fact that there are few to no studies on LWD perspectives in the Philippines and the need to view the perceptions of teachers, LWDs, and regular students through their interactions.

Moreover, this study aims to identify the social contacts that LWDs engage in as part of the inclusion program, as well as the constraints and causes of these restrictions. Additionally, to promote awareness of LWDs' circumstances and offer suggestions on ways to enhance social engagement. Additionally, after this study, the data that the study has collected can be used to uncover the causes of our LWDs' gaps in social interactions as part of the inclusion program or to better understand their behavior. The findings could also be used by other researchers conducting research on this subject.

## Research Questions

The study aims to determine the Social Interaction Among Learners with Disabilities Under the Inclusion Program. Specifically, it aims to answer the following questions:

1. How do the teachers and regular students socially interact with learners with disabilities?
2. What is the perception of the learners with disabilities on their social interaction with teachers and regular students?
3. What are the identified gaps in social interaction among the teachers, regular students, and learners with disabilities?
4. How does the Contact Theory explain the identified gaps in the social interaction of/with learners with disabilities?

## Literature Review

Learning disability (LD), intellectual disability (ID), hearing impairment (HI), attention deficit hyperactivity disorder (ADHD), and autism are the LWD categories addressed in this study because they are the ones under the inclusion program. Inclusive

education is the placement of children with special educational needs among students without disabilities in normal settings (Artiles et al., 2006 as cited by Al-Shammari et al. 2019). By providing a range of educational services to support all students with special needs in learning as best they can in accordance with their skills and needs, inclusive education defines the acceptable educational practices employed in general education schools (McLeskey et al., 2004 as cited by Al-Shammari et al. 2019).

In consonance with the study by Garrote (2017), the main reason SEN students in inclusive classrooms frequently struggle with social interaction is a lack of social skills. There aren't many studies that back up this supposition, and none of them include students who have ID. The tests revealed that while most kids with IDs were not popular, they were accepted by society and had friends. Also, despite having less, there was no connection between social skills and social participation among students with ID. As pointed out by Lee et al. (2022), individuals with intellectual disabilities are distinguished by limitations in their cognitive abilities and capacity for adaptive behavior. Intellectual disability is acquired in early childhood due to infection, trauma, malnutrition, and toxic substances.

Conforming to Capozza, G. (2020), severe learning difficulties might appear years before individuals are frequently qualified to get a LD diagnosis. Without even a proper diagnosis, many kids frequently have limited access to services and support, and important chances for early diagnosis are lost. They included parents' awareness of and comprehension of their child's learning difficulties, important caregiving requirements, and available resources. This mixed-methods study looked at the social networks of students with exceptional needs.

As claimed by the National Academies Press US (2016), every stage of life has the potential to experience hearing loss. One or both ears may be impacted, and the onset might be rapid or gradual. Various factors (such as trauma, infection, genetic syndromes, aging, or prolonged exposure to loud noises) can lead to hearing loss, and the pathological changes may take place in one or more auditory system regions. The majority of hearing loss in adults is permanent or slowly progressing, while some hearing loss may be transient or reversible with medicinal or surgical procedures.

According to Singh et al. (2015), the complicated illness known as ADHD affects children and continues

to cause symptoms throughout adulthood. It has a strong genetic, neurobiologic, and neurochemical basis and is regarded as a prevalent pediatric mental illness. As reported by the Centers for Disease Control and Prevention (2022), Developmental impairment, known as Autism Spectrum Disorder (ASD), is brought on by variations in the brain. People with ASD may struggle with confined or repetitive activities or interests, as well as social communication and engagement. Additionally, people with ASD may learn, move, or pay attention in various ways.

In agreement with Mamas et al. (2019), in order to understand how the presence or absence of a socially responsive classroom may affect the inclusion and involvement of these kids and their classmates, a mixed-methods study that looked at the social networks of pupils with special educational needs and disabilities (SEND) was conducted. The study was conducted using a critical case study methodology based on social capital theory. Based on the results, one of the two classrooms appeared to be socially competent, and its SEND students seemed to be just as well-liked, related, and friend-rich as their non-SEND counterparts.

The main challenge is commonly highlighted as the fact that general education students with disabilities are less socially engaged than their peers. The Contact Theory can be used to enhance interventions that aim to support students with disabilities' social inclusion by promoting positive attitudes. This study aims to provide more light on the relationship between contact and information—two interventional components—and the social engagement of students with disabilities as well as peers who are generally developing. Therefore, contact-and-informational interventions are associated with greater positive perceptions and one theme of social participation, in accordance with Rademaker et al. (2020). It was struggling to explore the mediating role of peer attitudes because there was no research on the subject.

Therefore, the Contact Theory can partially validate the attitudes of typically developing children in inclusive primary education, but not the social engagement of students with disabilities. The Contact Theory investigates the relationship between peers' behavior and how LWDs will act or interact with them. Based on the research of Nickerson (n.d.), the contact theory proposes that, under certain conditions, intergroup contact can reduce prejudice between members of the dominant and minority groups.

According to Frontiers (2021), children with special

educational needs (SEN) are affected by both their own social behavior and the way peers without SEN perceive them when they participate in social activities. According to the literature, social inclusion of kids with SEN must be a top priority because they are more likely to experience it than children without SEN. Peer interactions of children with SEN were not significantly influenced by the presence of SEN, whereas students without SEN were less likely to interact with their peers who had SEN. In the current study, the social involvement of girls who have been diagnosed with SEN was evaluated in relation to both their moral etiquette and the views of their peers who do not have SEN.

More so, for kids with a variety of learning requirements, the Department of Education should offer more suitable tools, supplies, and instructional materials (Allam et al., 2021). Most educators who worked with students who had learning difficulties lacked special education training. Despite getting a school-based education, many feel unqualified to educate kids with learning difficulties. The Department of Education should continue scaling up the implementation of LSEN in various schools in light of the findings and conclusions drawn from the study, as teachers in LSEN classes lack skills for dealing with children with impairments.

Furthermore, a study by Fernandez-Villardón et al. (2020), in order for pupils to develop the intellectual and social skills necessary for success in life, it is important to provide them with an inclusive, high-quality education, according to the fourth of the Sustainable Development Goals put forth by the United Nations. In addition to having more obstacles with their academic development, individuals with special educational needs and/or disabilities (SEND) also have some social development constraints. Hence, it's critical to identify the strategies that will support these students' social skill development the most. In earlier studies, the promotion of inclusiveness has been connected to dialogical learning environments. A proper education is a fundamental right that belongs to everyone. Many people find that to be untrue. Some of them put out great effort only to receive the education to which they are legally entitled (Ambiong, J. 2020). People with disabilities are among the marginalized members of society in this category. The difficulties Filipino kids with disabilities encounter in obtaining a proper education will be covered in this essay.

## Methodology

### Research Design

This study make used of Glaser and Strauss's Grounded theory (GT), an approach to qualitative research that involves systematic and inductive methodologies for theory development. It included two essential components: (a) a methodology consisting of flexible procedures, and (b) the research results. The methodology guided the development of theories based on empirical data, while the findings represented the results of this form of research (Charmaz, 2003, as cited by Wolfe, 2023). Researchers were able to identify patterns and categories that arose from the empirical material by immersing themselves in the data. Through constant data comparison and analysis, researchers refined and developed these emergent concepts into coherent and significant theories. Researchers were able to cast light on the dynamics and perceptions of these social interactions by employing grounded theory. Grounded Theory produced a new theory that determined and explained the identified social interaction disparities between teachers, regular students, learners with disabilities. In addition to identifying and explaining the gaps, the resulting theory also explored the distinct perspectives and experiences of each group in terms of their interaction and communication with one another.

### Population and Sampling

The total respondents for this research are 18 LWDs, 57 teachers, and 33 regular students. Grade 7 Australia has 3 LWDs: 1 ADHD, 1 HI, and 1 Autism; in Grade 7 Belgium, there is 1 ID; and in Grade 7-Israel, there is 1 LD. In Grade 8, there is 1 under ID and 1 LD from Grade 8-Axis; Grade 8 Binomial has 3 for HI; and Grade 8 Kelvin has 1 LD. In Grade 9, Grade 9 Calcium has 1 Autism, Grade 9 Energy has 1 HI, Grade 9 Hydrogen has 1 HI, and Grade 9 Lithosphere has 1 ID. In Grade 10, Grade 10 Achiever has 1 HI and 2 LDs. And for the regular students, there were three regular students per section who the study interviewed. Additionally, with an overall 108 respondents, only 104 of them were interviewed.

### Instrument

Interviews with a semi-structured format were conducted to support the data collection process. The purpose of these in-depth interviews was to elicit the personal perspectives of teachers, LWDs, and regular students regarding their social interactions. Each

respondent was given a consent form to secure their personal information in accordance with the Data Privacy Act prior to the interviews. This process aimed to develop a comprehensive comprehension of the social interactions between teachers, LWDs, and regular students in the classroom and to foster a dialogue between the respondents and the researchers (George, 2022).

### Data Collection

Purposive sampling, random sampling, and interviews are the methods utilized for data collection. Random sampling is used for regular students, whereas purposive sampling is used for LWD and total enumeration for teachers. From the total of 108 respondents, 104 were interviewed. The data that is identified using these methods can be used to better understand the social interaction gaps experienced by LWDs and to identify their causes.

### Data Analysis

Teachers who interacted with both LWDs and regular students took part in this study. Specifically, teachers who specialise in teaching LWDs, regular students who are under the same section with the LWDs, and the LWDs—which include Attention Deficit Hyperactivity Disorder (ADHD), Autism, Intellectual Disabilities, Hearing Impairment and Learning Disability—. The study used a random sampling in its sample methods for regular students. Each member of the group has an equal probability of getting picked, and everyone is completely random. It also used purposive sampling for both teachers and LWDs.

To determine the interactions between teachers and regular students who socially interacted with LWDs. A semi-structured interview that is analyzed through narrative analysis is used in order to properly understand the data collected. This analysis also acts as a basis for the data triangulation. It is conducted to identify the specific behavioural indicators of each respondent in their social interactions. To determine the LWDs perception on their social interaction with teachers and regular students. A qualitative discussion is conducted to explain LWDs perceptions regarding their social interactions with teachers and regular students. To determine the identified gaps in social interaction among the teachers, regular students, and learners with disabilities. Data triangulation is used to include behavioural indicators on the identified gaps in social interactions among regular students, teachers, and LWDs. To determine the identified gaps on the social interaction of/with learners with disabilities that

the Contact Theory explains. It discussed how the contact theory explains the identified gaps in social interactions of/with LWDs and creates hypotheses inductively (Grounded Theory).

## Results and Discussion

### Teachers' interaction with LWDs

Based on the interviews conducted, the majority of the teachers interacted with the LWDs and spoke with them nicely and in a calm way. The teachers specifically when it comes to HI students communicated using body and facial expressions, wrote, and typed on the phone and even provided separate Group Chats (GC) for LWDs for convenience. However, few of the teachers were not able to and had little interaction only for most of the teachers felt scared and anxious due to some LWD's tendency to act stubbornly and even throw tantrums. As a result the teachers are cautious of their actions, tone and use of words to avoid misunderstandings and make sure the LWDs do not feel left out or are different. While few stated that they do not prioritize LWDs that much. Teachers seek to improve their abilities when managing LWDs by exerting efforts in communicating with them as providing space for comfort of the LWD, encouraging them to participate, inquiring for advice with the teachers who have expertise in handling LWDs, addresses their concerns and ensures the lessons are understood. These are the statements that were based at on this conclusion.

TEACHER 9-1&2: I use pen and paper, body language due to lack of knowledge in sign language.

TEACHER 9-5: I don't have much interaction with them, I only have a little opportunity to talk with them.

TEACHER 9-2: I feel pressure because the student has hyper tendencies.

TEACHER 9-4: Sometimes it is challenging. I feel nervous but proud when we understand each other.

TEACHER 9-19: I really don't exert much effort in communicating with them, I don't have much experience for I did not practice being a LWD teacher.

TEACHER 8-4: I always talk to them and sometimes I also ask their advisers for some advices on how to handle them better.

TEACHER 9-2: I provide our own time via one on one discussion, where in we revisit the lessons.

TEACHER 9-1: I give separate or different activities when they face difficulty or request to.

Pursuant to Fu, et al. (2020) Interactions between teachers and students with developmental disabilities

in a special education school in China. An improved Flanders Interaction Analysis System (iFIAS) coded video observation data from six second-grade children and one teacher. Results show that the teacher played a prominent role in the class while providing instruction that was focused on the needs of the students.

### Learners' interaction with LWDs

STUDENT I-3: Yes, I am talking to them, he is kind and he quickly obeyed orders from our teachers.

STUDENT A-3: Yes, we interact sometimes but a little not because I'm busy studying.

STUDENT B-1: Speaking or sign language, depends on their disabilities.

STUDENT I-3: Calm and understanding their body language to fully understand them.

STUDENT B-2: Annoyed because they hurt us sometimes.

STUDENT A-2: It's okay, but sometimes they are too hyper for us.

STUDENT I-3: Sometimes i feel irritated but still ask the teachers about LDWs queries.

According to the study's interview with the regular students, most of them interact with LWDs, although some of them aren't able to or interact so rarely. They responded calmly and in detail to LWD's queries specifically to HIs' they stated that they used sign language, write on paper and type on mobile phones. While a portion of students mentioned that they felt happy and normal, others found it difficult to express themselves, be open, or more cheerful in front of their LWD classmates. Referring to their interactions the learners felt worried, afraid, and irritated when they attempted to approach LWDs due to their sudden shift of behaviors.

In similarities of research of Alshahrani, et al. (2022). A substantial body of research has discovered that peers were crucial as personal tutors to encourage disabled kids to participate in education and related activities. In inclusive education, continuous and frequent interaction should come first. This is due to the fact that if students with disabilities are kept apart from other students and their opportunities for social interaction are limited, they are less likely to observe appropriate social behaviors in those situations and as a result, their social skills are less likely to develop, both during their academic and everyday lives.

### Perception of LWD on their interaction with the teachers and regular students

The LWDs responded to several of the interview

questions with simple phrases like yes, no, and sometimes but also tried their best to explain. In the interview conducted with LWDs with their perceptions, various of the LWDs received good interaction that made them happy like helping them with the activities and encouraging them. Minimal interaction with teachers and regular students occurs because some LWDs did not like it when they were approached and felt nervous, misunderstood, left out, not paid attention to, neglected, and even found it hard to catch up with the lessons. LWDs Especially HI, preferred it more to make conversation with sign language. The LWDs like it more when they're approached in a kind manner and treated normally, that the following statements affirm.

LWD LD-2: They are actually saying me hi, or reassuring me on my unconfidence state at the time.

LWD HI-1 and LWD LD-2: They interact with me sometimes.

LWD LD-6: I do not like being approached, it depends.

LWD LD-2: When I raised my hand and the teachers, they ignore me.

LWD ID-1: My classmates they don't pay attention to me.

LWD LD-3: They don't include me in practicing street dance and other activities.

LWD LD-6: I can't catch up in the activities.

LWD LD-5: I like it when they interact with respect sincerely in a nice way and joking, just like the others.

LWD LD-2: Casual and not being baby too much.

LWD HI-3: It is much better when they know how and understands sign language.

According to Bendova, et al. (2017), teachers' skill levels have a significant impact on how well inclusive education develops the capacities of children, particularly those with special needs. In addition to serving as an educator, teachers also act as mentors for young students as they engage in play and educational activities with other young children. Because children in Ager still need supervision during playtime to develop their social skills, both for typically developing children and for children with special needs, in order to avoid conflicts.

Improving stakeholders' attitudes towards inclusive education is a crucial step in increasing commitment to this approach. To achieve this, it is necessary to have baseline information about school practices, and studies are needed to gain a deeper understanding of specific stakeholder groups' attitudes. For instance, understanding the views of students with disabilities towards inclusive education is an area that has been

extensively researched (e.g., De Boer, et al., 2011; Srivastava, et al., 2017).

### Identified Gaps in Social Interaction Among Teachers, Regular Students and LWD'S

LWD LD-3: They don't include me in practicing street dance and other activities.

LWD LD-2: When i raise my hand and they ignore me.

LWD ID-1: My classmates don't pay attention to me.

STUDENT A-1: I avoid misunderstanding/miscommunication with them, and I make sure we understand each other clearly.

TEACHER 8-3: Because it depends on the disability, I immediately respond in a calm way if they inquire, as long as we make ways on how to interact with them then it is fine.

STUDENT B-2: Annoyed because they hurt us sometimes.

With use of the data gathered during the interview, there is an enormous gap in the relationships between teachers, regular students and LWDs since some of the LWD student's responses contradict what the teachers and other regular students have said when making an effort to communicate with them. A few LWDs deal with unfair treatment by their fellow learners and experienced lack of attention during their class, some LWDs even claim that the attention they receive is insufficient for them to fully comprehend the lessons and activities. While the majority of the regular students and teachers who were interviewed claimed that they act decently and treat LWDs well, a certain regular student reported experiencing abuse and harassment. As stated by Social, Emotional and Behavioral Challenges (2019), schools do not meet the needs to provide enough support for students which often come along with learning and attention issues that can lead to serious consequences. While the majority of the regular students who were interviewed claimed that they act decently and treat LWDs well, many report experiencing abuse and harassment.

### Contact Theory and the identified gaps of social interaction with LWDs

The Contact Theory explains how the behavior of peers is related to how the LWDs will act or interact with them. Based on the gathered data, there are LWDs who felt happiness, loneliness, sadness, and anger because of how they are treated inside and outside of the classroom. On the other hand, there are peers who feel irritated and afraid because of the behavior of LWDs. Some peers developed

communication skills with LWDs due to their day-to-day interactions. Therefore, the contact theory conflicts with the information that has been gathered. Alongside are the statements that justify this claim.

LWD LD-2: Yes I am happy, they are saying hi to me and reassure me on my unconfidence state.

LWD A-2: It's fun, but sometimes it feels like I'm just being ignored in the room.

LWD HI-7: I am happy when dancing with my classmates who are fun to be with.

STUDENT I-3: Sometimes i feel irritated but still ask the teachers about LDWs queries.

STUDENT B-2: Annoyed because they hurt us sometimes.

TEACHER 9-18: I do not feel that comfortable for they are very sensitive.

STUDENT A-2: Yes, i also suggested to my classmates that we should practice sign language after classes so that we can communicate well with our HI classmate.

Systematic studies of both natural contact (Lindsay and Edwards, 2013) and manipulated contact (MacMillan, et al., 2014) have demonstrated positive relationships between contact and students' attitudes toward classmates with disabilities. Furthermore, Armstrong, et al. (2017)'s meta-analysis revealed that direct contact interventions had a moderate impact on attitudes.

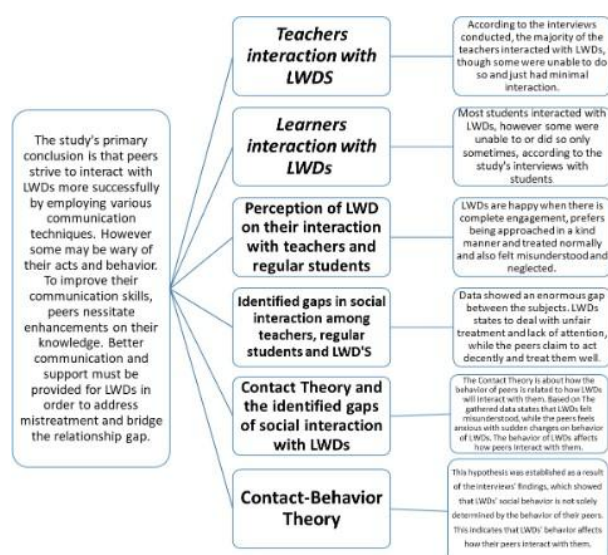
### Contact-Behavior Theory

The overall significance of the theory is derived from the phrases "contact and behavior." Contact is significant because it reveals how LWDs emerge with their teachers and other learners, followed by behavior, which reveals how LWDs act towards the teachers and regular students. The premised contact and behavior of LWDs inside the inclusive education program adequately state and support the central idea of this theory. Recognizing LWDs requires paying attention to their conduct and responding favorably to their actions based on that behavior, as defined by Contact-Behavior Theory. A person will comprehend and value various points of view pertaining to people with disabilities if they have the chance to talk with them. The interviews conducted showed that the LWDs' statements differed from those of their colleagues, which effectively determined this concept. The social conduct of LWDs students is influenced by a variety of factors, in addition to the behavior of their peers. However, how LWDs interact affects how their peers deal with them. Data from the student revealed that peers said they experienced fear, worry, and

annoyance as a result of LWD's behaviors, such as their propensity to appear stubborn and even throw tantrums, based on interviews that were done.

It is crucial to observe that LWDs' behavior cannot be solely attributed to the influence of their peers. In fact, the behavior of LWDs can have a direct effect on how their peers interact with them and, ultimately, on their academic and social success as a whole. According to Haddad's (2019) research, a child's life can be significantly affected by cognitive difficulties and behavioral issues, such as sudden mood changes, if these conditions are not identified and treated. The child may miss school more often. As a result, they experience difficulties interacting with their peers and are more struggling with their academics. In order to promote a healthy and inclusive learning environment, it is essential to address and support positive behavior among LWDs as well as better comprehend them. This concept examines how LWDs' behavior in an inclusive program influences their interactions with peers. This theory emphasizes the practice of positive contact and behavior with LWDs so that the teachers and regular students are adequately aware of how they can connect in a positive manner. In addition, while teachers listened to their needs and focused on helping students with learning difficulties, regular students were encouraged to modify their attitudes toward learning and behavior in class interactions (Abuzaid, S., 2015).

As stated by the Chief Editor (2015), the examined data demonstrated conclusively that utilizing the inclusion technique benefits each student's social interactions and academic performance. Co-teaching is generally well received by students with and without disabilities, who appear to profit from it and make academic progress. Children with disabilities have the opportunity to interact with their typical counterparts in order to develop their social, academic, and behavioral skills.



## Discussion

The investigation's findings supported the following assertions: Most teachers who work with LWDs communicate with them and generally support this. This study used various communication strategies to further the understanding of how teachers interact with LWDs. Similar to this, interactions between regular students and LWDs usually result in amicable and straightforward discussions. Some of them, meanwhile, don't communicate with LWDs very much. The majority of high school students use a variety of communication techniques to try and learn the knowledge required to interact with LWDs more successfully. LWDs who have participated in interviews have described their interactions with their teacher as being favorable, which seems to indicate that they are treated well. When teachers and students cracked jokes, everyone was happy—inside and outside the classroom. Nevertheless, a number of LWDs affirm that they occasionally feel uneasy, misunderstood, and disregarded by their classmates. LWDs want their peers to engage with them in sign language and have fun with them in order to avoid circumstances that will make it difficult for them to communicate effectively.

Moreover, a significant gap exists between teachers, regular students, and LWDs in their interactions. LWDs frequently receive insufficient attention and unfair treatment, which makes it difficult for them to comprehend lessons. Regular students claim that they behave decently; however, there are allegations of abuse and harassment. This emphasizes the need to provide greater support and resources for addressing abuse and bridging the interpersonal gap. Based on the information acquired, LWDs feel a variety of emotions

depending on how they are treated both within and outside of the classroom. Through encounters with LWDs, peers also develop their communication skills, though some might get angry or afraid. Since LWDs' behavior also affects how peers interact with them, the Contact Theory is pertinent yet at odds with the data gathered. Therefore, a new hypothesis was formed as a result of the findings of the interviews that were carried out, which revealed that the social interactions of LWDs is not merely determined by the behavior of their peers, and indicated that the LWDs' actions has influences on how their peers interact with them. These findings led to this conclusion and the term used to this concept is the Contact-Behavior Theory.

Conducting a training for teachers where they would concentrate on their skills in handling LWDs is advised with reference to the teacher's engagement with LWDs. The study recommended giving students time to practice speaking with the LWD in order to improve learners' interactions with it. This proposition can also be known as an additional subject, specifically HI. One-on-one teaching sessions are advised for the comfort of the teachers and LWD as well as to help the LWD perform better in the classes, according to how LWDs perceive their interactions with teachers. The study recommended providing more group work or activities that provide roles and involve LWD in order to address teachers' perceptions of LWD in their interactions with students.

For the researchers who are to do further research on this topic, they must consider numerous aspects of social interactions among LWDs who are not a part of the inclusion program, as well as social interactions among LWDs themselves, LWDs who are a part of the inclusion program, and LWDs who are not. The instrument was more focused on their peers, classmates, and teachers because this research was only based on events that took place in the classroom. Focusing on interactions outside of the classroom is encouraged, especially during breaks or lunch.

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