

Social Relationships of Students with Special Educational Needs (SISI-study)

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Social participation is a key factor for a successful implementation of inclusion in the school context. The SISI-study is systematically investigating social participation and social relations on multiple levels using a longitudinal mixed method approach. The aim of this study is to determine the relevance and stability of social participation according to social acceptance, friendships, peer interactions, and social self-concept. Furthermore, interdependencies and effects of behavioral, personal, and contextual factors, as well as interactions and relations between teachers and students are examined in this regard. From September 2018 to June 2019, 4th-grade students with and without SEN of approximately 40 inclusive classes of schools in North Rhine-Westphalia are investigated. The SISI-study, therefore, collects quantitative and qualitative data from students, teachers, and parents to provide a broad and comprehensive insight into the interdependencies and determinants of social participation. The primary purpose of the current presentation is to introduce the SISI-study and to discuss preliminary data from the first survey.

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