

Learning disabilities



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Running head: SOCIAL STATUS WITH LEARNING DISABILITIES Article Review:

" Peer Groups, Popularity, and Social Preference: Trajectories of Social Functioning among Students with and without Learning Disabilities"

Date

Peer Groups, Popularity, and Social Preference

It has been recognized by federal law that classrooms that offer the least restrictive environment and positive peer relationships are most beneficial for students diagnosed with learning disabilities (LDs). From previous research, it has been determined that " elementary age students with LD tend to have higher rates of social isolation and are at risk for poor interpersonal relationships (p. 5)." In the article " Peer Groups, Popularity, and Social Preference", the researchers sought to further examine the longitudinal effects of social status and social inclusiveness on students with LDs in comparison with typical students. The findings from this research can lead to more practical classroom strategies and help prevent the long-term social isolation of this group of students.

The study consisted of a sample from seven schools of 1, 361 consenting elementary students (678 girls, 683 boys; 55 with LD) of which data was collected two months into each semester beginning in the spring of 3rd grade and ending in the fall of 6th grade. All 55 (34 boys, 21 girls) of the children diagnosed with learning disabilities were in inclusive classrooms. The study included a meta-analysis of intra-group functioning, the features of the peer group in relation to its member size and its standing within the classroom, and 3 other components: being popular, peer nominations for best friend, and social preference.

The results from the multiple measures of social functioning yielded that

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although LD students were members of a peer group with similar features as typical students, and at a similar rate, these students had lower statuses in regards to the classroom as a whole. These same distinctions remained consistent throughout the study period despite the fact that all classrooms were inclusive. Limitations of this study include the sample size of LD students and the certain context-elementary school-as these distinctions may fade in other areas or ages. Future research on this topic can be directed towards how the LD students self-perceive themselves and larger scales of students to sample.

References

Estell, D. B., Jones, M. H., Pearl, R., Van Acker, R., Farmer, T., & Rodkin, P. C. (2008). Peer Groups, Popularity, and Social Preference: Trajectories of Social Functioning Among Students With and Without Learning Disabilities. *Journal of Learning Disabilities*. 41: 1, pp. 5-14.