

PHYSICAL DISABLED STUDENTS, AGGRESSION AND VERBAL INTERACTION

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Due to the increase of population, especially in mega cities of Iran and lack of educational facilities for all of children to study, in some schools the students with physical disabilities and mental disorders are studying with normal students. Apart from problems in academic achievement these students encounter in school compared with normal students, they are at the risk of depression and isolation. As they can not participate in sports activities, they find it hard to compete with other students. The linguistic interaction of these students with normal students is limited and they apply aggressive words in interaction with normal students. There was designed a study to investigate the linguistic competence of physically-disabled students in the class and school yard. With the coordination with the school authorities, some students carried specific MP3s to record their conversations with physically-disabled students. Their behaviors in the school yard were monitored and recorded. Having analysed the data, the researchers classified the physically-disabled students verbal interaction and behavior in two major categories; class supervised and yard-unsupervised. In physical conflicts followed by expression of wrong words, they are the first side to shout and request for help from the authorities, as they knew that the authorities give rights to them. Reduction of school behavior score which is a significant parameter in continuing education is awaiting the normal students involving in physical conflict with physically disabled students. The increase of linguistic interaction through collective songs can be a good solution for these students to evacuate their hostile feelings. Educating parents to consider the natural differences can help the remedy to be complemented.