

important, educators and parents have realized the importance of student-student relationships.

Teachers in integrated settings realize that in order to compensate for the lack of opportunities for students with disabilities to form relationships with non-handicapped peers, situations must be set up in the classroom to encourage and teach disabled and non-disabled learners to interact.

The skills for working in groups, solving problems and tolerating differences can be learned by all students if they are invited to participate in classroom learning activities. We have observed that teachers have created a variety of ways to encourage such relationships.

DEVELOPING STUDENT-TO-STUDENT INTERACTION

Cooperative Learning

Cooperative learning is an effective strategy that provides opportunities for students with disabilities to participate and build relationships with their non-disabled peers. Cooperative learning involves structuring learning tasks so that students work together in small groups to achieve shared academic goals (Johnson, Maruyama, Johnson, Nelson and Skon, 1981). Students are accountable and responsible for their own achievement, as well as for the performance of the other members of their group. They also practise social roles as they work to solve problems, learn new material or create projects and documents.

Incentives are built into cooperative learning activities to encourage children in the group to work together to teach each other components of the lesson. By using criterion-referenced evaluation, teachers can modify and individualize goals to fit certain students' abilities without jeopardizing evaluation for the group (Campbell, Campbell, Collicott, Perner and Stone, 1988).

Teachers who regularly use the principles of cooperative