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Evaluation of the Dimensions of a Proposed Social Skills-Based Curriculum Model for Students with Reading Disabilities Based on Aker's Model

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A B S T R A C T

Purpose: This study aimed to evaluate the dimensions of a proposed social skills-based curriculum model for students with reading disabilities based on Aker's model.

Methods and Materials: This study was conducted within the pragmatism paradigm using a social constructivist approach, inductive reasoning, and a mixed-methods design. The research was implemented in three stages: synthesis of the research literature, model design, and model validation. In the synthesis phase, the statistical population included 132 valid scientific studies related to the research topic, of which 52 studies were selected through purposive sampling according to predefined inclusion and exclusion criteria. In the quantitative phase, the statistical population consisted of curriculum professors and teachers working with students with reading disabilities in East Azerbaijan Province. From a population of 4,500 individuals, 305 participants were selected using cluster sampling. Data were collected through research synthesis procedures and a researcher-made questionnaire. Qualitative data were analyzed using Roberts' synthesis method, and the validity of the proposed model was examined using a one-sample t-test in SPSS version 28. The quality of the reviewed studies was assessed using the CASP checklist, and coding reliability was confirmed by a Kappa coefficient of 0.666. The reliability of the questionnaire was also confirmed with a Cronbach's alpha coefficient of 0.963.

Findings: The inferential results of the one-sample t-test showed that all dimensions of the proposed model were statistically confirmed at a significance level of less than 0.001. The test statistics were significant for rationale (t = 84.185), objectives (t = 72.393), content (t = 90.343), method (t = 92.045), teacher role (t = 60.329), assessment (t = 88.086), materials and resources (t = 32.857), learner grouping (t = 58.934), and time and place (t = 80.435). Accordingly, all proposed dimensions demonstrated acceptable statistical validity.

Conclusion: The findings indicate that the proposed social skills-based curriculum model, consisting of validated dimensions such as rationale, objectives, content,

method, teacher role, assessment, materials and resources, learner grouping, and time and place, can provide a practical framework for designing, revising, and improving curriculum programs for students with reading disabilities.

Keywords: *Curriculum; Social Skills; Reading Disability; Aker's Model; Research Synthesis*

1. Introduction

Reading disability is one of the most consequential learning difficulties in childhood because it directly affects students' access to formal education, their participation in classroom learning, and their broader psychosocial development. In educational and clinical contexts, reading disability is generally associated with marked weakness in reading-related academic performance, including decoding, word recognition, spelling, reading fluency, and comprehension. These difficulties are not limited to the mechanics of reading; rather, they can influence how children perceive themselves as learners, how they interact with peers and teachers, and how they respond emotionally to school experiences. Students with reading disabilities often experience repeated academic failure, slower progress than their classmates, and frustration in tasks that require sustained literacy engagement. Consequently, reading disability should be understood not only as a cognitive or academic problem, but also as a developmental condition that may shape social adjustment, emotional well-being, motivation, classroom participation, and future educational opportunities (Hallahan & Kauffman, 2009; Lafyn, 2009).

The cognitive profile of students with reading disabilities has been widely discussed in relation to deficits in memory, attention, language processing, phonological awareness, and executive functioning. Children with reading disabilities may experience difficulties in auditory memory, visual memory, working memory, and the integration of information across sensory and linguistic channels. For example, limitations in auditory memory may interfere with the ability to retain letter sounds and combine them into meaningful words, while weaknesses in visual memory may affect the recognition of letters, word forms, and recurring spelling patterns. Visual memory is especially relevant because reading requires rapid identification, storage, and retrieval of symbolic information, and any weakness in this domain may disrupt the development of fluent reading skills (Berryhill, 2008). Similarly, children with reading disabilities often show difficulties in processing and organizing information, which may affect not only reading but also spelling, written expression, classroom attention, and the ability to follow complex instructions (Hallahan & Kauffman, 2009; Lafyn, 2009).

Working memory is another fundamental cognitive mechanism involved in reading. Reading comprehension requires students to hold words, syntactic structures, semantic cues, and contextual information in mind while simultaneously decoding new information. When working memory capacity is limited, students may fail to integrate earlier and later parts of a sentence or text, resulting in weak comprehension despite partial decoding ability. Evidence has shown that working memory training can improve reading-related processes in children, indicating that reading is closely linked to the efficiency of memory systems and the capacity to maintain and manipulate information during learning tasks (Loosli et al., 2012). Similarly, working memory measures have been examined in relation to developmental and socio-educational differences, highlighting the importance of considering individual cognitive variation when designing educational interventions for students with learning difficulties (Enger, 2018). Therefore, curriculum planning for students with reading disabilities must consider the cognitive load of learning activities and provide opportunities for repeated, structured, and meaningful engagement.

Attention also plays a decisive role in the learning experiences of students with reading disabilities. Attention allows learners to select relevant information, sustain focus, inhibit distractions, and coordinate cognitive resources during academic tasks. Students with learning disabilities may encounter challenges in attention performance, particularly in environments where they must process large volumes of information or perform multiple cognitive operations at the same time (Sterr, 2014). In the classroom, reading instruction often requires simultaneous attention to phonological cues, visual symbols, teacher explanations, peer responses, and task instructions. When attentional control is weak, students may appear unmotivated, inattentive, or behaviorally disruptive, although the underlying difficulty may be linked to cognitive processing limitations. This has important implications for curriculum design: learning activities should be organized in ways that reduce unnecessary cognitive load, support focused

Iranian Journal of Educational Sociology
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participation, and provide active, structured, and socially meaningful learning conditions.

The difficulties experienced by students with reading disabilities are not confined to academic performance. Learning disorders are frequently associated with emotional, behavioral, and social challenges, including low self-esteem, anxiety, conduct problems, oppositional behaviors, attention-deficit/hyperactivity symptoms, and depressive tendencies (Kamphaus & Frick, 2019). These comorbid difficulties may intensify the educational consequences of reading disability because students who repeatedly experience academic failure may withdraw from classroom participation, avoid reading-related tasks, become dependent on others, or develop negative attitudes toward school. In addition, students with poor reading performance may be vulnerable to peer rejection, social comparison, and reduced self-confidence. Such experiences demonstrate that reading disability should not be addressed only through remediation of literacy skills; rather, educational programs must also support students' social competence, emotional regulation, self-concept, and ability to participate constructively in classroom and peer interactions.

In this regard, social skills are particularly important for students with reading disabilities. Social skills include learned behaviors that enable students to communicate effectively, cooperate with others, resolve conflicts, express needs appropriately, understand emotions, participate in group activities, and develop positive interpersonal relationships. These skills are acquired through observation, modeling, practice, feedback, and social reinforcement. For students with reading disabilities, social skills may function as protective factors by improving peer relationships, strengthening self-esteem, reducing isolation, and increasing participation in classroom learning. Research on social skills training has shown positive effects on students' self-esteem, suggesting that systematic attention to social competence can enhance psychological and educational outcomes (Hosseini Nasab et al., 2020). Similarly, studies on social and communication skills in school curricula emphasize the need to design educational programs that intentionally cultivate interpersonal communication, cooperation, and adaptive social behavior rather than treating these capacities as incidental outcomes of schooling (Ghane Malati et al., 2024).

A curriculum based on social skills is especially relevant because the curriculum is the central mechanism through which educational systems translate social expectations, developmental needs, and learning goals into organized learning experiences. Curriculum is not merely a collection of textbooks or instructional materials; it includes objectives, content, teaching methods, assessment strategies, teacher roles, learner grouping, time allocation, learning environments, and educational resources. Contemporary curriculum theory views curriculum as a dynamic and context-sensitive framework that must respond to learner characteristics, social change, and educational priorities (Priestley & Nieveen, 2020). For students with reading disabilities, curriculum design should therefore go beyond compensatory academic instruction and should integrate social, emotional, cognitive, and behavioral dimensions of learning. Such an approach recognizes that learning is not isolated from relationships, classroom climate, teacher support, peer interaction, and students' sense of belonging.

Skills-based curriculum has gained increasing attention as educational systems attempt to respond to globalization, technological transformation, and the changing demands of work and citizenship. In a rapidly changing world, students need more than factual knowledge; they need transferable competencies such as communication, collaboration, problem-solving, adaptability, creativity, responsibility, and self-regulated learning. A skills-based curriculum is considered an innovative response to these demands because it emphasizes practical application, active learning, and the development of competencies that can be used in real-life contexts (Darmawan et al., 2025). For students with reading disabilities, this perspective is especially valuable because it shifts educational attention from deficit-based labeling to the systematic development of functional skills. Instead of defining these students only by their reading limitations, a social skills–based curriculum can create learning opportunities that strengthen their participation, confidence, autonomy, and social adjustment.

The need to redesign curriculum for students with reading disabilities is also linked to broader changes in pedagogy and learning environments. Emerging technologies have transformed how students access information, interact with content, communicate with others, and participate in learning activities. Technology-supported pedagogy can provide multimodal resources, interactive tasks, individualized pacing, and collaborative learning opportunities, all of which may benefit students who struggle with conventional text-based instruction (Grimus, 2020). However, technology alone is insufficient unless it is embedded in a coherent curriculum framework that clarifies goals, content, methods, assessment, teacher roles, and learner engagement. In social skills–based curriculum

Iranian Journal of Educational Sociology
E-ISSN: 2645-3460

design, digital and non-digital resources can be used to create simulated social situations, role-playing exercises, visual supports, collaborative projects, and feedback-rich environments. Such strategies can help students with reading disabilities practice social behaviors in structured, meaningful, and developmentally appropriate contexts.

Social support and self-efficacy are also crucial in understanding why social skills should be embedded in curriculum design. Academic self-efficacy and social support have been shown to contribute to academic flow in online learning environments, indicating that students' engagement is affected by both their beliefs about their abilities and the quality of support they receive from others (Suryaratri et al., 2022). Students with reading disabilities often experience reduced academic self-efficacy because repeated failure may lead them to believe that academic success is beyond their control. A curriculum that integrates social skills can address this problem by promoting cooperative learning, supportive peer interaction, teacher encouragement, and structured opportunities for successful participation. In this way, social skills become directly connected to motivation and engagement, rather than being treated as separate from academic learning.

Gender, development, and individual differences should also be considered when designing a social skills–based curriculum. Children do not develop social skills at identical rates, and their social growth trajectories may vary according to gender, context, classroom expectations, and educational opportunities (Hajovsky et al., 2021). Students with reading disabilities may also differ in the types of support they require, depending on the severity of their reading difficulty, associated cognitive weaknesses, emotional responses, and social experiences. Therefore, a curriculum model for this group should be flexible enough to accommodate variation while remaining systematic enough to guide teachers, schools, and curriculum planners. Elements such as learner grouping, teacher role, assessment practices, instructional methods, and learning environment should be designed in ways that allow differentiated support, peer collaboration, and continuous monitoring of students' social and academic progress.

Previous educational research in Iran and other contexts has shown that interventions targeting cognitive, behavioral, and social dimensions can improve learning-related functions. Cognitive rehabilitation studies, for example, have demonstrated that structured intervention can improve working memory and short-term memory span in different groups of learners or patients with cognitive difficulties (Jalili et al., 2018; Nokeni et al., 2019). Although cognitive rehabilitation and social skills curriculum are not identical, both suggest that structured, repeated, and purposeful educational experiences can strengthen functional capacities. Moreover, rhythmic movement training has been examined in relation to neuropsychological functioning among students with learning disabilities, showing the relevance of active, embodied, and practice-based approaches for this population (Ghanaii, 2008). These findings support the argument that students with reading disabilities benefit from educational models that are active, structured, multisensory, and connected to real-life functioning.

Despite the importance of social skills, many curricula still prioritize academic content and standardized achievement while giving insufficient attention to the interpersonal and adaptive competencies required for meaningful participation in school and society. In some educational settings, social skills may be taught indirectly, inconsistently, or only as part of extracurricular programs. This is problematic for students with reading disabilities because they may require explicit instruction, modeling, practice, reinforcement, and assessment in social functioning. Studies on curriculum development and social skills indicate that educational programs must be intentionally planned to promote communication, cooperation, responsibility, empathy, and problem-solving (Ghane Malati et al., 2024). In addition, earlier curriculum-related studies have emphasized the need to reconsider educational content and structures in light of learners' practical needs and the changing expectations of society (Jalili et al., 2018). Therefore, a social skills–based curriculum for students with reading disabilities should be designed as a comprehensive model rather than a set of isolated activities.

Aker's curriculum model provides a useful basis for such design because it allows curriculum development to be examined through interrelated components. In this perspective, curriculum coherence depends on the alignment among rationale, objectives, content, learning activities, teacher role, materials and resources, grouping, location, time, and assessment. For students with reading disabilities, such alignment is essential. The rationale should clarify why social skills are necessary for this group; objectives should define the expected social, emotional, and educational outcomes; content should include practical and developmentally appropriate social competencies; methods should emphasize role play, group work, storytelling,

Iranian Journal of Educational Sociology
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experiential learning, and active participation; the teacher role should shift from information transmission to facilitation, guidance, motivation, and educational leadership; assessment should include observation, self-evaluation, peer evaluation, parent reports, teacher reports, and portfolios; and resources, time, place, and learner grouping should be organized to create authentic opportunities for practice. Without such systemic alignment, social skills instruction may remain fragmented and ineffective.

The research gap becomes clear when considering that many studies have examined either reading disability, cognitive deficits, social skills, or curriculum design separately, while fewer have integrated these areas into a validated curriculum model specifically for students with reading disabilities. Existing evidence confirms that students with reading disabilities may experience cognitive and attentional limitations (Loosli et al., 2012; Sterr, 2014), that learning difficulties may be accompanied by behavioral and emotional problems (Kamphaus & Frick, 2019), that social skills are important for educational and psychological adjustment (Hajovsky et al., 2021; Hosseini Nasab et al., 2020), and that curriculum must respond to changing educational and social demands (Darmawan et al., 2025; Priestley & Nieveen, 2020). However, there remains a need for a coherent, empirically validated model that identifies and evaluates the dimensions of a social skills–based curriculum for students with reading disabilities. Addressing this gap can support teachers, curriculum planners, and educational policymakers in designing programs that are more inclusive, practical, and responsive to the needs of learners with reading difficulties.

Therefore, the aim of the present study was to evaluate the dimensions of a proposed social skills–based curriculum model for students with reading disabilities based on Aker's model.

2. Methods and Materials

The present study was conducted within the pragmatism paradigm, using a social constructivist approach with inductive reasoning and a mixed-methods research design to achieve its objectives. The research was carried out in three stages: (1) synthesis of the research literature, (2) model design, and (3) model validation. In the research synthesis section, the statistical population consisted of all valid scientific articles in the field of social skills. Based on a systematic search in databases, scientific articles were identified according to the inclusion criteria and were finally selected for final analysis based on the exclusion criteria. Using the keywords social skills, reading disability, social skills-based curriculum, social skills-based learning, and social skills-based instruction, all articles, master's theses, and doctoral dissertations that in some way addressed social skills-based curriculum were collected from domestic and international journals and databases, including the Iranian Science Citation Index (ISC), IranMedex, Noormags, the Scientific Information Database of Academic Center for Education, Culture and Research (SID), Magiran, the Comprehensive Portal of Humanities, the Iranian Research Institute for Information Science and Technology (Irandoc), the national database of medical sciences theses, and international databases including PubMed, EBSCO, WorldCat, ScienceDirect, Springer, ProQuest, and the Google Scholar search engine. The inclusion and exclusion criteria of the study were as follows: (1) master's theses, doctoral dissertations, review articles, and scientific research articles focused on social skills and published in domestic databases between 2011 and 2021 and in international databases between 2010 and 2021; (2) studies whose topic was social skills-based curriculum, social skills-based teaching and learning, or the comparison of social skills-based instruction with common instructional approaches; (3) studies that had used qualitative research, field research, or quasi-experimental methods; (4) studies in which at least one curriculum element had been examined; and (5) studies in which social skills had been applied in the field of teaching and learning. Before any analysis was conducted, each of the authors independently and separately reviewed the searched articles, theses, and dissertations based on the above criteria.

The statistical population of the quantitative section consisted of all curriculum professors and teachers involved with students with reading disorders in East Azerbaijan Province. Because the complete list of the statistical population was not available, the characteristics of the population could not be considered homogeneous (Williamson & Johnson, 2020). The statistical population included 4,500 teachers and curriculum professors. The sample size was determined as 351; however, due to the possibility of non-response by some individuals, 400 questionnaires were distributed online. Of these, 305 individuals responded and were therefore selected as the statistical sample of the quantitative section using a single-stage cluster sampling method. Accordingly, each city in the province in which curriculum specialists with a master's or doctoral degree were working at the Islamic Azad University

Iranian Journal of Educational Sociology
E-ISSN: 2645-3460

of that city was considered a cluster, and then the samples were selected from the clusters based on the inclusion and exclusion criteria. The sample size was determined based on Morgan's table. The questionnaires were distributed online through email, links sent via text messages to mobile phones, and social networks. The inclusion and exclusion criteria required respondents to answer all research questions; any incomplete questionnaire was excluded from the research process. A questionnaire was used for the quantitative section. The questionnaire was designed based on the themes extracted from the interviews and consisted of 54 items. This questionnaire was designed with 10 components. Questionnaire scoring was based on a Likert scale ranging from strongly disagree (1), disagree (2), neutral (3), agree (4), to strongly agree (5). The validity of the questionnaire was established based on expert opinions. The reliability of the questionnaire was calculated using Cronbach's alpha coefficient. The results showed that Cronbach's alpha coefficients for all components, including rationale (0.852), objective (0.823), content (0.880), method (0.828), teacher role (0.812), assessment (0.814), materials and resources (0.741), learner grouping (0.753), and time and place (0.754), as well as the total questionnaire (0.935), were greater than 0.70 and were therefore acceptable. To analyze the data obtained from the research synthesis, Roberts' six-stage research synthesis model was used (Marsh, 2008). To determine the validity of the developed model and answer the third research question, the one-sample t-test was used. This analysis was conducted using SPSS version 28.

3. Findings and Results

To analyze the data in the research synthesis section, Roberts' six-stage research synthesis model was used (Marsh, 2008), the implementation stages of which are described below.

Stage One: Conducting a preliminary search and clarifying the need. Children with learning disorders face multiple challenges in academic, communicative, and social domains. One of the most important areas that plays a fundamental role in the development and success of these children is social skills. These skills include abilities such as effective communication, cooperation, conflict resolution, empathy, and understanding others' emotions. Weakness in these areas can lead to social isolation, reduced self-confidence, and behavioral problems.

Stage Two: Conducting the search to retrieve studies. At this stage, the search for sources was conducted based on the main need of the study and the predetermined keywords until theoretical saturation was reached.

Stage Three: Selecting, screening, and organizing the studies. At this stage, judgments were made regarding the determination of studies related to the research topic, namely "Designing a social skills-based curriculum model for students with reading disabilities." For this purpose, criteria were developed for selecting and classifying the sources. The main inclusion criteria in this section of the research were as follows:

Articles and theses that had examined the social skills of students with reading disabilities in domestic and international databases between 2011 and 2021 in domestic sources and between 2010 and 2021 in international sources were included in the study. Based on the searches conducted, a total of 132 valid scientific sources related to the objectives of the study were found, including 72 domestic sources and 60 international sources. Some of these were not suitable for inclusion in the final analysis and were excluded from the research process based on the exclusion criteria.

After reviewing the identified studies according to the aforementioned criteria, among the 132 research sources examined, 19 studies were excluded due to duplication, 24 studies due to irrelevance to the title, 24 studies based on their abstracts, and 13 studies after full-text review and failure to obtain the required score following quality appraisal. Finally, 52 studies with valid data and sufficient scientific adequacy entered the research synthesis process.

Finally, the Critical Appraisal Skills Programme (CASP) was used to evaluate and select the final articles. This program is an index that enables the researcher to determine the rigor, validity, and importance of qualitative research studies (Sandelowski & Barroso, 2007). The logic of the final selection of research sources was that each of the 10 CASP indicators was assigned a score ranging from 1 (poor) to 5 (excellent). Subsequently, each source was classified based on the total score obtained into five categories: excellent (41–50), very good (31–40), good (21–30), moderate (11–20), and poor (0–10). Accordingly, any scientific study with a score lower than 20 was excluded from the research process. The remaining studies, whose minimum mean score was 38 and highest score was 41, were selected for the next stages of the research synthesis method.

In addition, to maintain the quality of the research synthesis, the Kappa index was used. Accordingly, another expert in the field of the present study, without knowledge of how the researcher had merged the codes and generated the concepts, classified the codes independently. Thus, two

Iranian Journal of Educational Sociology
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coders were involved: the researcher and another expert. The researcher generated 12 concepts, while the other expert generated 13 concepts, of which 9 concepts were shared. Then, the concepts presented by the researcher were compared with the concepts presented by the expert, and finally, the Kappa index was calculated based on the number of similar and different generated concepts. In the present study, the Kappa coefficient was calculated using SPSS version 28 at a significance level of 0.000. Accordingly, the Kappa agreement coefficient for the themes was 0.666, which, considering the status of the Kappa index, indicates a good level of agreement and reliability of the results (Table 1).

Table 1

Reliability of the Systematic Review Method

Other Expert's Opinion	Researcher's Opinion: Yes	Researcher's Opinion: No	Total
Yes	A = 9	B = 3	12
No	C = 4	D = 1	3
Total	13	2	N = 15

Observed agreement = (A + D) / N = 0.666

Finally, deductive content analysis was used to analyze the data. Coding was conducted by the researcher and another expert. Accordingly, after identifying the key points, the data were coded by both coders. Codes with common axes were transformed into a set of concepts, and then, using the concept grouping method, categories were extracted and codes were obtained.

Stage Four: Developing a conceptual framework and adapting it to the information obtained from the analysis. This stage functioned as a connecting framework and integrated the information obtained from the reviewed studies. Therefore, the conceptual framework of this study was formed based on two concepts: the important factors of the study and the effective criteria for each factor, considering the classifications and categorizations conducted in the studies based on concepts related to social skills, curriculum, and reading disability.

Stage Five: Synthesizing and interpreting the findings in the form of tangible outputs. At this stage, based on the findings obtained from the reviewed studies, open codes were first extracted through the process of line-by-line coding. The results are presented below (Table 2).

Table 2

Initial Characteristics of the Reviewed Studies and Presentation of Main Findings Based on Open Coding

Code	Researcher(s)	Year	Title	Finding Code Related to Social Skills	Element
1	Yunlu and Çeviker	2021	Examining the level of students' social skills	Mental health of human society	Rationale
2	Havitz, Kaczynski, and Mannell	2013	Examining the relationships among social skills, leisure participation, self-efficacy, and participant segmentation	Teaching the 10 life skills of the World Health Organization through the elementary school curriculum	Content
3	Karsar	2011	Scientific research method: Concepts, principles, and techniques	Teaching cognitive, communicative, and coping skills through stories in textbooks	Content
4	Akpinar	2010	Examining social skills, academic satisfaction, and problem-solving competencies	Individual and social need for physical and mental health	Rationale
5	Özkan	2022	Examining secondary school students' anxiety and social skills	Demonstration and role-playing methods for teaching all social skills	Method
6	Rob McGee	2018	Participation in clubs and groups from childhood to adolescence and its effect on attachment, self-esteem, and social skills	Exploratory methods, field trips, and laboratory methods for basic sciences and social studies in small instructional groups	Method
7	Alsi, Bianco, Lupina, Palma, and Pepi	2019	Improving children's coordination skills and executive functions: Effects of an exercise program	Peaceful coexistence with fellow human beings	Rationale

Iranian Journal of Educational Sociology
E-ISSN: 2645-3460

8	Abbasi, Motamed, and Ghasemizad	2022	Explaining the characteristics of a life skills-based curriculum in the elementary level of the Iranian educational system	Institutionalizing school learning in children's behavior, speech, and conduct	Objective
9	Becker, McClelland, Geldhof, and Gunter	2018	Social skills, executive function, and academic achievement in elementary students	Strengthening the spirit of collective research and inquiry in children and adolescents	Objective
10	—	—	—	A classroom appropriate for implementing a social skills training program	Educational setting
11	Arslanoğlu	2018	Comparing the level of social skills among secondary school students	Efforts to create global peace and tranquility	Rationale
12	Küçük and Koç	2019	The relationship between humans and sport in the psychosocial development process	Fostering altruism and peaceful coexistence with peers in groups of four	Content
13	Lazaridis, Krommidas, Syrmpas, and Digelidis	2021	The effects of gender, age, sports participation, and family wealth on adolescents' self-worth and out-of-school social skills	Designing content based on examples and images	Content
14	Balyan, Balyan, and Kırmıtçı	2017	Second-grade elementary students' attitudes toward social skills	Preparing children and adolescents as competent citizens for social life in the third millennium	Objective
15	Ahmadian et al.	2021	Designing and validating a curriculum model for teaching interpersonal and social communication skills in the second period of elementary school	The teaching method of social skills is role-playing and the use of games	Method
16	Hyman and Yuchan	2017	Social skills training in children	Group-work method for all subjects, especially physical education	Method
17	Suryaratri, Komalasari, and Medellu	2022	The role of academic self-efficacy and social skills in achieving academic flow in online learning	Storytelling and recitation methods for instruction	Method
18	Balyan	2018	Attitudes of elementary, middle, and high school students toward physical education: Comparison of social skills and self-efficacy levels	Providing the grounds for the mental health of all members of society	Objective
19	Anthony, Ogg, and Jenkins	2021	Academic enablers as dynamic moderators: Exploring academic and social enablers and achievement in elementary schools	Observing students' responsibility and participation in extracurricular activities and recreational-scientific camps	Assessment
20	Archambault and Dupéré	2017	Common trajectories of behavioral, emotional, and cognitive engagement in elementary school	Peer assessment reports in the educational environment, meaning students' reports on each other's behavior	Assessment
21	Adib	2011	The optimal life skills curriculum model for elementary education	A life skills curriculum based on students' daily needs	Objective
22	Durlak, Weissberg, Dymnicki, Taylor, and Schellinger	2011	The impact of enhancing students' social and emotional learning: A meta-analysis of universal school-based interventions	Developing self-confidence, strengthening emotional intelligence, and motivating learners through their participation in the learning process	Teacher role
23	Sievers and Blank	2020	The effect of social skills training on the development of students' social skills and behavioral problems	Allocating appropriate time for practical practice of skills in the classroom	Educational time
24	Kiriş	2014	Comparing the social skills levels of secondary school students who participate and do not participate in sports	Developing the skills needed for individual and social life	Objective
25	MacDonald	2019	The relationship between preschool social skills and object manipulation with executive function and social behavior	Skill-oriented content with a practical aspect	Content
26	Duman and Kuru	2010	Determining and comparing levels of individual adjustment among Turkish students	Responsibility toward future generations through rational and intelligent decision-making	Objective

Iranian Journal of Educational Sociology
E-ISSN: 2645-3460

27	Bodovski and Youn	2011	Long-term effects of early acquired skills and behaviors on young children's literacy and mathematics achievement	Examining parents' reports of students' behavior at home	Assessment
28	Guo, Sun, Breit-Smith, Morrison, and Connor	2018	Behavioral engagement and reading achievement in elementary children: A cross-lagged longitudinal analysis	Developing textbooks based on life skills	Materials and resources
29	Alsi, Bianco, Lupina, Palma, and Pepi	2019	Improving children's coordination skills and executive functions: Effects of an exercise program	Increasing social adjustment	Objective
30	Tavakol and Temel	2020	Examining students' perceived levels of freedom, life satisfaction, and happiness	Prioritizing practical learning over memorization and theoretical memory	Method
31	Yurt	2011	Effects of model-based activities created through a virtual environment and concrete manipulatives on spatial thinking and mental rotation abilities	Active participation of learners in the teaching–learning process	Method
32	Kaya	2019	Examining social skills of preschool children	Designing textbook content in the form of collective research and group problem-solving activities	Content
33	Kırılmazkaya	2010	Comparing problem-solving skills and social skills of science and elementary classroom teacher candidates	Designing content in all subjects to foster creativity and innovation in students	Content
34	Kibici	2022	An analysis of relationships among creativity, social skills, and attitudes of secondary school students	Establishing a connection between learning and individual and social life	Content
35	Rhodes, Greenberg, and Domitrovich	2020	Examining the relationship between students' social skills and behavioral control	Availability of libraries, workshops, and laboratories for implementing the program	Educational setting
36	Kumara and Usui	2019	Examining the causal effect of social skills on children's socialization	Beginning social skills education from childhood, including elementary and preschool periods	Educational time
37	Marwanto and Satriono	2021	Formation of field-based educational resources: The role of district leaders in students' social skills	Project-based content connected with institutions	Content
38	Ghafouri, Shabani, and Inanloo	2018	Examining the relationship of social skills with mental health and self-concept among sixth-grade students	Positive effect of social skills on students' mental health and self-concept	Rationale
39	Nonis	2018	Kindergarten teachers' views on the importance of preschool children's participation in social activities	Integrated subject content	Content
40	Bryce, Bradley, Abry, Swanson, and Thompson	2019	Academic effects of parents and teachers, behavioral engagement, and achievement in first and fifth grades	Examining reports from the principal, teacher, and other school staff regarding students' behavior in the educational environment	Assessment
41	Elliott, Davies, Frey, Gresham, and Cooper	2018	Development and initial validation of social-emotional learning assessment for universal screening	Deep belief in the art of teaching as the main factor in achieving the lofty goals of the educational system	Teacher role
42	Şahin and Kolakoglu	2022	Social skills in change management	Research and inquiry method for all subjects	Method
43	Kamerer and Keith	2018	Longitudinal and reciprocal effects of social skills and achievement from kindergarten to eighth grade	Examining students' self-assessment reports of their behavior in school and their relationships with other students	Assessment
44	Temel and Tavakol	2021	Examining health outcomes and happiness levels resulting from engagement in social skills: A study of university students	Communication skills, empathy, and kindness	Method
45	Farhangi and Abdolalian	2016	Effectiveness of social skills training on self-concept and anxiety sensitivity among students with learning disabilities	Social skills training was effective in increasing self-concept and reducing anxiety sensitivity among students with learning disabilities	Rationale

Iranian Journal of Educational Sociology
E-ISSN: 2645-3460

46	Algozzine, Wang, and Violette	2011	Re-examining the relationship between academic achievement and social behavior	Observing students' behavioral changes in situations such as appropriate decision-making, effective communication with teachers and classmates, empathy with friends in difficulty, and stress-free attendance in examination sessions	Assessment
47	Bagozzi and Yi	2021	Specification, evaluation, and interpretation of structural equation models related to social skills	Examining students' activity portfolios throughout the academic year	Assessment
48	Denham and Brown	2010	Plays nicely with others: Social-emotional learning and academic success	Playing the role of educational leader rather than transmitter of knowledge	Teacher role
49	Hajovsky, Caemmerer, and Mason	2021	Gender differences in children's social skills growth trajectories	Laboratory and workshop equipment appropriate for social life skills	Materials and resources
50	Kim and Cappella	2019	Mapping the social world of classrooms: A multilevel and multi-informant approach to social processes and behavioral engagement	Preparing films and educational books related to social skills training	Materials and resources
51	Dixon and Vargo	2017	Teaching social skills related to preschool children's behavior in the school environment for risk prevention	Relationship between the geographical location of the school and the required skills	Educational setting
52	Motiso, Tele, Musimi, Gitonga, Musayo, and Deti	2017	Examining social skills training for treating behavioral and emotional problems among Kenyan students	Allocating appropriate time for explicit and hidden curriculum instruction	Educational time

Stage Six: Presenting the results of the research synthesis. In the sixth and final stage, considering the qualitative nature of the prepared texts, line-by-line coding was used in the analysis, and, where necessary, new codes were added to the list of codes extracted from the documents during the analysis. Then, the codes obtained from the first stage were finally classified into relevant domains for descriptive categories, and coding was ultimately completed. Subsequently, all components and indicators of the twenty-first-century skills-based curriculum were categorized based on a common concept through final coding according to the indicators. This led to the identification of one main theme, nine subthemes, and 98 codes. The coding results are presented in Table 3.

Table 3

Dimensions of the Social Sciences Curriculum Based on Twenty-First-Century Skills in Lower Secondary Education

Main Theme	Subtheme	Final Codes
Curriculum components of the social skills-based curriculum	Rationale	Mental health of human society
		Individual and social need for physical and mental health
		Peaceful coexistence with fellow human beings
		Efforts to create global peace and tranquility
		Positive effect of social skills on students' mental health and self-concept
		Social skills training was effective in increasing self-concept and reducing anxiety sensitivity among students with learning disabilities
		Mental health of human society
	Content	Teaching the 10 life skills of the World Health Organization through the elementary school curriculum
		Teaching cognitive, communicative, and coping skills through stories in textbooks
		Fostering altruism and peaceful coexistence with peers in groups of four
		Designing content based on examples and images
		Skill-oriented content with a practical aspect
		Designing textbook content in the form of collective research and group problem-solving activities
		Designing content in all subjects to foster creativity and innovation in students
		Establishing a connection between learning and individual and social life

Iranian Journal of Educational Sociology
E-ISSN: 2645-3460

	Project-based content connected with institutions
	Integrated subject content
Assessment	Observing students' responsibility and participation in extracurricular activities and recreational-scientific camps
	Peer assessment reports in the educational environment, meaning students' reports on each other's behavior
	Examining parents' reports of students' behavior at home
	Examining reports from the principal, teacher, and other school staff regarding students' behavior in the educational environment
	Examining students' self-assessment reports of their behavior in school and their relationships with other students
	Observing students' behavioral changes in situations such as appropriate decision-making, effective communication with teachers and classmates, empathy with friends in difficulty, and stress-free attendance in examination sessions
	Examining students' activity portfolios throughout the academic year
Method	Demonstration and role-playing methods for teaching all social skills
	Exploratory methods, field trips, and laboratory methods for basic sciences and social studies in small instructional groups
	The teaching method of social skills is role-playing and the use of games
	Group-work method for all subjects, especially physical education
	Storytelling and recitation methods for instruction
	Prioritizing practical learning over memorization and theoretical memory
	Active participation of learners in the teaching–learning process
	Research and inquiry method for all subjects
	Communication skills, empathy, and kindness
Objective	Institutionalizing school learning in children's behavior, speech, and conduct
	Strengthening the spirit of collective research and inquiry in children and adolescents
	Preparing children and adolescents as competent citizens for social life in the third millennium
	Providing the grounds for the mental health of all members of society
	A life skills curriculum based on students' daily needs
	Developing the skills needed for individual and social life
	Responsibility toward future generations through rational and intelligent decision-making
	Increasing social adjustment
Educational setting	A classroom appropriate for implementing a social skills training program
	Availability of libraries, workshops, and laboratories for implementing the program
	Relationship between the geographical location of the school and the required skills
Educational time	Allocating appropriate time for practical practice of skills in the classroom
	Beginning social skills education from childhood, including elementary and preschool periods
	Allocating appropriate time for explicit and hidden curriculum instruction
Materials and resources	Developing textbooks based on life skills
	Laboratory and workshop equipment appropriate for social life skills
	Preparing films and educational books related to social skills training
Teacher role	Developing self-confidence, strengthening emotional intelligence, and motivating learners through their participation in the learning process
	Deep belief in the art of teaching as the main factor in achieving the lofty goals of the educational system
	Playing the role of educational leader rather than transmitter of knowledge

Table 3 presents the results of the research synthesis. Based on the table, one main theme, nine subthemes, and 53 final codes were identified from the research literature for a social skills-based curriculum for students with reading disabilities. The designed model is presented below.

Iranian Journal of Educational Sociology
E-ISSN: 2645-3460

Figure 1

Initial model of the social skills-based curriculum for students with reading disorders

To validate the dimensions of the model designed for the social skills-based curriculum for students with reading disorders, the one-sample t-test was used. Before presenting the results, the descriptive findings are first presented, followed by the results of the one-sample t-test (Table 4).

The descriptive findings showed that most participants in the study were male (57.4%), most participants were specialized teachers (54.5%), and most participants had 1 to 5 years of work experience (29.5%). Before analyzing the quantitative data, the normality or non-normality of the data distribution was first examined. For this purpose, the Kolmogorov–Smirnov test was used. Based on the findings, the significance levels for all components, including rationale (0.425), objective (0.412), content (0.428), method (0.415), teacher role (0.248), assessment (0.086), materials and resources (0.124), learner grouping (0.147), and time and place (0.092), were greater than 0.05. Therefore, the test was not significant for any of the components, and it can be stated that the data followed a normal distribution. The results of the one-sample t-test are presented below (Table 4).

E-ISSN: 2645-3460

Table 4

Results of the One-Sample t-Test for Validating the Dimensions of the Proposed Model

Variable	Mean	Standard Deviation	Test Statistic	Degrees of Freedom	P-value	Result
Rationale criterion	16.434	2.492	84.185	243	< .001	Confirmed
Objective criterion	26.274	5.022	72.393	243	< .001	Confirmed
Content criterion	31.913	4.999	90.343	243	< .001	Confirmed
Method criterion	28.836	3.384	92.045	243	< .001	Confirmed
Teacher role criterion	9.368	1.649	60.329	243	< .001	Confirmed
Assessment criterion	21.901	3.344	88.086	243	< .001	Confirmed
Materials and resources criterion	9.692	3.181	32.857	243	< .001	Confirmed
Learner grouping criterion	9.610	1.752	58.934	243	< .001	Confirmed
Time and place criterion	19.032	3.113	80.435	243	< .001	Confirmed

Table 4 shows the results of the one-sample t-test for the dimensions of the proposed model. Based on the table, the mean score of rationale in the sample group (M = 16.434, SD = 2.492), objective (M = 26.274, SD = 5.022), content (M = 31.913, SD = 4.999), method (M = 28.836, SD = 3.384), teacher role (M = 9.368, SD = 1.649), assessment (M = 21.901, SD = 3.344), materials and resources (M = 9.692, SD = 3.181), learner grouping (M = 9.610, SD = 1.752), and time and place (M = 19.032, SD = 3.113) was significantly higher than the criterion mean score of 3 ($p < .05$). Therefore, the proposed dimensions of the designed model for the social skills-based curriculum for students with reading disorders are considered effective.

4. Discussion and Conclusion

The present study aimed to evaluate the dimensions of a proposed social skills-based curriculum model for students with reading disabilities based on Aker's model. The findings of the synthesis phase showed that the proposed curriculum model consisted of one main theme, nine subthemes, and 53 final codes. The identified dimensions included rationale, objectives, content, teaching method, teacher role, assessment, materials and resources, learner grouping, and time and place. These dimensions indicate that a social skills-based curriculum for students with reading disabilities cannot be limited to instructional content alone; rather, it must be understood as a comprehensive curriculum system in which goals, learning experiences, teaching strategies, assessment procedures, educational resources, classroom organization, and implementation conditions are coherently aligned. This finding is consistent with contemporary curriculum theory, which emphasizes that curriculum should be understood as a structured yet dynamic framework that connects educational intentions with learning experiences, pedagogical decisions, and contextual demands (Priestley & Nieveen, 2020). In this regard, the proposed model reflects a multidimensional understanding of curriculum and responds to the complex educational and developmental needs of students with reading disabilities.

The quantitative findings further confirmed the validity of all proposed dimensions. The results of the one-sample t-test showed that all nine dimensions were statistically significant and were rated above the criterion level. The highest test statistics were observed for the method dimension, content dimension, assessment dimension, rationale dimension, and time and place dimension, indicating that experts and teachers considered these elements particularly important for the proposed model. Specifically, the dimensions of rationale, objectives, content, method, teacher role, assessment, materials and resources, learner grouping, and time and place were all confirmed at a significant level. This result suggests that the curriculum elements extracted from the research synthesis were not merely theoretical categories but were also empirically supported by specialists and teachers involved with students with reading disabilities. The confirmation of these dimensions supports the view that skills-based curriculum design is an innovative and necessary response to the educational demands of the contemporary world, especially because students require transferable competencies such as communication, cooperation, adaptability, responsibility, and social participation (Darmawan et al., 2025).

The confirmation of the rationale dimension can be explained by the fact that reading disability is not only an academic difficulty but also a condition with cognitive, emotional, behavioral, and social consequences. Students with reading disabilities often experience difficulties in

Iranian Journal of Educational Sociology
E-ISSN: 2645-3460

decoding, comprehension, spelling, and written language, but these difficulties may also affect their self-concept, peer relationships, motivation, and classroom engagement. Foundational studies on exceptional children and learning disabilities indicate that students with reading problems may experience limitations in auditory memory, visual processing, language development, phonological processing, attention, and academic adaptation (Hallahan & Kauffman, 2009; Lafyn, 2009). Therefore, the rationale for a social skills-based curriculum is rooted in the need to address the whole learner rather than focusing narrowly on reading performance. When students repeatedly experience failure in literacy tasks, they may withdraw from participation, avoid peer interaction, or develop negative beliefs about their academic abilities. Accordingly, integrating social skills into the curriculum provides a developmental justification for supporting both academic participation and psychosocial adjustment.

The significance of the content dimension is also consistent with prior literature. Content in a social skills-based curriculum should include practical, contextualized, and developmentally appropriate competencies such as communication, cooperation, empathy, conflict resolution, responsibility, emotional expression, and participation in group activities. The finding that content was strongly confirmed suggests that teachers and curriculum specialists recognized the necessity of embedding social and communication skills directly within curriculum structures. This result is aligned with studies emphasizing the need to design curricula that promote students' social and communication skills in schools (Ghane Malati et al., 2024). It is also consistent with evidence showing that social skills training can improve students' self-esteem and interpersonal functioning (Hosseini Nasab et al., 2020). For students with reading disabilities, such content can compensate for the secondary social consequences of academic difficulty by providing structured opportunities to learn, practice, and internalize adaptive social behaviors.

The confirmation of the method dimension was one of the most important findings of the study. The high test statistic for this dimension shows that the way social skills are taught is central to the success of the curriculum model. Social skills cannot be effectively developed through passive instruction or memorization; instead, they require modeling, role-playing, group work, storytelling, games, guided practice, feedback, and repeated application in real-life situations. This finding is compatible with the literature on learning disabilities and cognitive functioning, which suggests that students with learning difficulties benefit from active, structured, and practice-based educational experiences. For example, evidence on rhythmic movement training and neuropsychological functioning among students with learning disabilities highlights the importance of active and embodied learning experiences (Ghanaii, 2008). Similarly, studies on cognitive rehabilitation indicate that structured and repeated interventions can improve cognitive functions such as working memory and short-term memory span (Jalili et al., 2018; Nokeni et al., 2019). Although social skills instruction is different from cognitive rehabilitation, both approaches demonstrate that systematic practice and purposeful learning activities can strengthen functional capacities in learners with difficulties.

The importance of the method dimension can also be explained by the cognitive profile of students with reading disabilities. These students may experience deficits in working memory, attention, and information processing, which can interfere with their ability to benefit from traditional instruction. Working memory is essential for reading because learners must retain, manipulate, and integrate linguistic information while decoding and comprehending text. Research has shown that working memory training can improve reading processes in children, supporting the close link between memory capacity and literacy development (Loosli et al., 2012). Furthermore, working memory measures have been examined in relation to developmental and socio-educational factors, showing that learners differ in their cognitive capacities and that instruction must be sensitive to these differences (Enger, 2018). Therefore, active and interactive methods in a social skills-based curriculum may reduce cognitive burden, increase engagement, and help students apply learning through observable behavior rather than abstract verbal instruction alone.

The confirmation of the teacher role dimension further indicates that the teacher is a central agent in implementing a social skills-based curriculum. In such a curriculum, the teacher is not merely a transmitter of information but a facilitator, guide, model, motivator, and leader of social learning. This finding is consistent with the view that curriculum implementation depends not only on written plans but also on teachers' professional judgment, classroom interaction, and pedagogical responsiveness (Priestley & Nieveen, 2020). For students with reading disabilities, the teacher's role is even more critical because these students may require emotional support, differentiated instruction, explicit modeling, corrective feedback, and opportunities for

Iranian Journal of Educational Sociology
E-ISSN: 2645-3460

successful participation. The teacher must create a safe classroom climate in which students can practice communication, cooperation, and self-expression without fear of embarrassment or rejection. This interpretation is also consistent with research showing that social support is related to academic flow and engagement in learning environments (Suryaratri et al., 2022).

The confirmation of the assessment dimension suggests that evaluating social skills requires more than conventional paper-and-pencil tests. The model emphasizes observational assessment, peer evaluation, self-evaluation, parent reports, teacher reports, assessment of behavioral changes, and portfolio-based documentation. This multidimensional approach is appropriate because social skills are expressed through behavior, interaction, and context-sensitive performance. Students with reading disabilities may not be able to demonstrate their progress adequately through text-heavy assessment formats; therefore, authentic assessment methods are needed to capture changes in communication, cooperation, responsibility, empathy, and classroom participation. This result aligns with the broader understanding that students with learning disabilities may experience attentional and executive difficulties, meaning that assessment should be adapted to their actual functional capacities rather than relying only on traditional academic indicators (Sterr, 2014). Moreover, because learning disorders can be associated with behavioral and emotional difficulties, comprehensive assessment can help identify both progress and remaining support needs (Kamphaus & Frick, 2019).

The significance of the materials and resources dimension shows that the implementation of a social skills-based curriculum depends on suitable educational tools, textbooks, visual materials, multimedia resources, workshops, laboratories, films, and learning environments. This finding is consistent with the role of emerging technologies in curriculum development, as digital tools can support multimodal learning, interactive practice, visual representation, simulation, and collaborative learning (Grimus, 2020). For students with reading disabilities, materials should be accessible, visual, concrete, and action-oriented, because text-heavy resources may reproduce the same barriers that these learners already face. The use of multimedia and visual supports can also help students understand social situations, recognize emotions, observe appropriate behaviors, and rehearse interpersonal responses. Therefore, curriculum resources should be selected not simply to deliver content but to create meaningful social learning experiences.

The confirmation of learner grouping is also theoretically meaningful. Social skills are inherently relational; therefore, they are best developed in interaction with others. Grouping students in pairs, small groups, cooperative teams, and guided peer-learning contexts can provide opportunities for practicing communication, turn-taking, collaboration, empathy, and conflict resolution. This finding aligns with research on children's social skills development, which indicates that social growth trajectories vary and require supportive contexts for development (Hajovsky et al., 2021). For students with reading disabilities, appropriate grouping can reduce isolation, increase peer acceptance, and provide models of adaptive social behavior. However, grouping should be carefully planned so that students with reading disabilities are not marginalized, over-assisted, or stigmatized. Effective grouping requires teacher monitoring, structured roles, clear expectations, and opportunities for all students to participate meaningfully.

The confirmation of the time and place dimension indicates that social skills-based curriculum requires appropriate scheduling and learning environments. Social skills cannot be developed through occasional or fragmented activities; they require repeated practice across explicit and hidden curriculum contexts. The importance of time is supported by the cognitive and developmental literature, which shows that repeated experience, practice, and reinforcement are necessary for learning and functional improvement (Loosli et al., 2012; Nokeni et al., 2019). The importance of place is also evident because social behaviors are shaped by classroom climate, school culture, physical space, and opportunities for authentic interaction. For students with reading disabilities, supportive environments such as organized classrooms, libraries, workshops, laboratories, and collaborative spaces can facilitate active participation and reduce anxiety. Thus, curriculum design should determine not only what is taught but also when, where, and under what social conditions learning occurs.

Overall, the results of this study are consistent with previous research indicating that students with reading disabilities need educational programs that simultaneously address cognitive, academic, social, and emotional dimensions. The findings support the argument that reading disability is linked with memory, attention, executive functioning, and psychosocial adaptation (Berryhill, 2008; Enger, 2018; Sterr, 2014). They also support the view that social skills and social support contribute to students'

Iranian Journal of Educational Sociology
E-ISSN: 2645-3460

adjustment, self-esteem, engagement, and learning experiences (Hosseini Nasab et al., 2020; Suryaratri et al., 2022). In addition, the findings are aligned with curriculum studies emphasizing the need for skills-based, flexible, and context-responsive curriculum design (Darmawan et al., 2025; Priestley & Nieveen, 2020). Therefore, the proposed model can be considered a valid framework for organizing social skills instruction for students with reading disabilities, especially because it integrates curriculum components into a coherent structure based on learners' developmental needs.

In conclusion, the findings suggest that the proposed social skills-based curriculum model has adequate validity and can provide a useful framework for designing educational programs for students with reading disabilities. The model's confirmed dimensions show that effective curriculum planning for this group should include a clear rationale, practical objectives, skill-oriented content, active teaching methods, a facilitative teacher role, authentic assessment, suitable materials and resources, purposeful learner grouping, and appropriate time and place for instruction. By integrating these elements, the curriculum can help students with reading disabilities not only improve their participation in learning but also strengthen their communication, cooperation, self-confidence, emotional adjustment, and social functioning. Such a model can contribute to more inclusive educational practice by shifting attention from a narrow remediation of reading deficits toward a broader developmental approach that supports the learner's academic and social life.

The present study had several limitations. First, the quantitative validation was conducted among curriculum professors and teachers working with students with reading disabilities in one province; therefore, the findings may not fully represent the views of educators in other regions or educational systems. Second, although the model was validated statistically, the study did not implement the curriculum experimentally with students to examine its direct effects on social skills, reading-related outcomes, classroom participation, or emotional adjustment. Third, the data in the quantitative phase were collected through a questionnaire, and the results may have been influenced by respondents' perceptions, professional experiences, or response tendencies. Fourth, although the synthesis phase included a structured review of previous studies, access to some unpublished or non-indexed sources may have been limited.

Future research should experimentally implement the proposed curriculum model with students with reading disabilities and evaluate its effects using pre-test, post-test, and follow-up designs. Future studies should also compare the effectiveness of this model with conventional reading intervention programs, cognitive rehabilitation approaches, and general social skills training programs. It is recommended that future researchers examine the model across different educational levels, geographical regions, school types, and student subgroups to determine its generalizability. In addition, qualitative studies should be conducted to explore the experiences of students, teachers, parents, and school counselors during implementation. Longitudinal research would also be valuable for determining whether the development of social skills through curriculum-based intervention leads to sustained improvements in academic engagement, peer relationships, self-confidence, and adaptive behavior.

In practice, curriculum planners and educational policymakers should use the proposed model as a framework for revising educational programs for students with reading disabilities. Schools should integrate social skills training into daily classroom activities rather than treating it as an occasional or extracurricular subject. Teachers should be trained to use active methods such as role play, storytelling, cooperative learning, games, modeling, guided practice, and authentic assessment. Educational materials should be visual, practical, accessible, and connected to real-life social situations. Schools should also provide supportive learning environments in which students with reading disabilities can safely practice communication, cooperation, empathy, responsibility, and problem-solving. Effective implementation requires coordination among teachers, parents, counselors, and school administrators so that social skills are reinforced consistently across classroom, home, and school contexts.

Authors' Contributions

Authors equally contributed to this article.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

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All procedures performed in studies involving human participants were under the ethical standards of the institutional and, or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

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