



## Children with Special Needs' Opinions and Problems about Inclusive Practices

Seray Olcay Gül <sup>1</sup>, Sezgin Vuran <sup>2</sup>

### Abstract

Identification of the needs of children with special needs and the organization of proper educational settings in light of their needs is the only way to ensure that they will become independent and productive individuals within the societies they live in. There are various educational settings such as special education schools, special classrooms, and mainstream classrooms in which the educational needs of children with special needs are met. The education of children with special needs in regular classrooms, which is also known as inclusive education, is the most common practice in this respect. The success of inclusive education is highly dependent on the collective and active participation of teachers, administrators, parents, typically developed peers and the children with special needs as well as societal acceptance, the realization and valuing of these children's needs, organization of effective administration and education, behavioral and classroom control, and via assistive special education services. A review of related literature showed that almost all of the studies have concentrated on the opinions, recommendations and attitudes of teachers, administrators, parents of children with special needs or with typically developed children and typically developed peers towards inclusive education; however no study that concentrated was found that involved children with special needs who are the actual beneficiaries of inclusive education. This study aims to identify the opinions and problems of children with mental deficiency and learning disability on inclusive education and explain the points which are vital for teachers to consider in order for inclusion to be a success. The study included 14 primary, secondary and high school students, which were chosen using the purposeful sampling method. Semi-structured interviews were used to collect the data for this qualitative case study and the data was analyzed inductively. The results of the study showed that inclusive classes did not include the necessary differentiation and adaptation specified towards mental deficiency and learning disability in terms of their content, process and product dimensions. Moreover, it was found that these classes concentrated more on inappropriate behavior rather than appropriate behavior and that the inappropriate behavior of the students was tried to be minimized using punishments rather than reinforcement practices. Furthermore, the results indicated that

### Keywords

Mental Deficiency  
Learning disability  
Inclusion  
Qualitative research

### Article Info

Received: 11.13.2014  
Accepted: 07.24.2015  
Online Published: 08.04.2015

DOI: 10.15390/EB.2015.4205

<sup>1</sup> University of Hacettepe, Faculty of Education, Department of Special Education, Turkey, [serayolcaygul@hacettepe.edu.tr](mailto:serayolcaygul@hacettepe.edu.tr)

<sup>2</sup> University of Anadolu, Faculty of Educational Science, Department of Special Education, Turkey, [svuran@anadolu.edu.tr](mailto:svuran@anadolu.edu.tr)

students were not encouraged to participate in social activities most of the time and that the necessary support from typically developed peers was not taken. Additionally, contrary to our expectations it was seen that the students' relationships with their peers were good, they did seek support from their family members in matters they had difficulty with, and surprisingly they did not have any expectations from the training they received and their participation to the training was limited.

## Introduction

In order for individuals with special needs to be independent and productive members of the society, their needs should be identified, and they should be provided with the necessary training environments and services (Kırcaali-İftar, 1998; Şahbaz, & Kalay, 2010).

There are various educational settings to meet the educational needs of individuals with special needs; the most prominent of which can be stated as special education schools, special classes in normal schools, and mainstream classes (Batu, Kırcaali-İftar, & Uzuner, 2004). Inclusion which is based on educating individuals with special needs in mainstream classes is the most widely accepted and commonly used method in this respect (Kargın, 2004; Kırcaali-İftar, 1992). Nowadays, the term inclusion is commonly used in place of integration but it should be noted that integration has some features that are different from inclusion. Whereas inclusion involves the part-time or full-time education of individuals with special needs along with normal peers assisted by support services (MEB, 2006); integration is full time education carried out in mainstream classrooms in which support services are provided within the classrooms (Gürgür, 2005).

The obligation of inclusion via legislation (P.L. 94-142 Education of the Handicapped Act in the U.S., statutory decree No. 573, Special Education Services Regulation in the Turkish Republic) and the proof of its effectiveness through research had a great role in its widespread use (Salend, 1998; Sucuoğlu, 2004; Sucuoğlu, & Kargın, 2006; Turnbull, Turnbull, Shank, & Smith, 2004). The success of inclusion is highly dependent on the active participation of teachers, administrators, parents, typically developed peers and other individuals with special needs (Batu, 2000) in the process and attendance in the classroom. Moreover, societal and social acceptance, recognition and valuing of student needs, the identification of student needs with respect to the educational program, the use of effective educational methods, parental support and cooperation, and providing supportive special education services are among the other significant elements that should be present in the inclusive classroom (Batu, 2008; Özokçu, 2013). Furthermore, Smith, Polloway, Patton and Dowdy (2006) identified the constituents of a successful inclusive classroom as programs designed or adopted in accordance with the needs of the individuals, the use of effective educational methods and techniques, efficient classroom management, and the procurement of the necessary support services. The organization of education, behavioral and classroom management, and the realization of socialization and social acceptance are the most prominent factors in these classifications stated above.

An analysis of the body of literature in the field shows that there are many studies conducted on inclusion which focused on the views, suggestions, and attitudes of teachers, administrators, parents with or without children with special needs, and typically developed peers with respect to inclusion. Studies that were carried out with the participation of teachers and administrators, it was seen that they saw inclusion important and beneficial in general, they thought it was difficult for individuals with special needs to make use of practices, and that their attitudes towards inclusion were neither totally negative or positive (Avramidis, & Norwich, 2002; Batu, 1998; Blecker, & Boakes, 2010; Center, & Ward, 1987; Diken, 1998; Kaya, 2003; Leyser, Kappermann, & Keller, 1994; Myles, & Simpson, 1989; Uysal, 1995; Varlier, & Vuran, 2006). Moreover, the studies revealed that teachers' knowledge on inclusion and special education is limited; they did not have enough experience (Babaođlan, & Yılmaz, 2010; Berry, 2011; Demir, & Açar, 2011), did not dedicate the necessary time for special education (Blecker, & Boakes, 2010; Horne, & Timmons, 2009; Saraç, & Çolak, 2012; Ünal 2010), found the materials and the physical environment insufficient (Balo, 2015; Erişkin, Kıraç, & Ertuğrul, 2012; Kargin, Acarlar, & Sucuođlu, 2003; Shevlin, Winter, & Flynn, 2013), did not have enough knowledge about and could not implement the individualized education programs accurately (Avciođlu, 2011; Çuhadar, 2006; Kargin et al., 2003), and did not cooperate effectively and sufficiently with parents (Demir, & Açar, 2011; Slavica, 2010). On the other hand, the related literature showed that administrators did not have the appropriate knowledge as to what inclusion is and what should be done before and while inclusion (Pınar-Sazak, & Yıkıms, 2004). A look at the studies that concentrated on the views of teachers and administrators on the problems faced while implementing inclusion revealed that educators and administrators saw the inappropriate selection of children for inclusive education (Lalvani, 2012; Saraç, & Çolak, 2012; Thorpe, & Azam, 2010), the lack of counseling and guidance they received (Güzel, 2014; MEB, 2010; Sadiođlu, 2011; Slavica, 2010; Uysal, 1995; Vural, & Yıkıms, 2008), their shortcomings with respect to their knowledge and skills in instructional adaptation (Lalvani, 2012; Nizamođlu, 2006; Önder, 2007; Sadiođlu, 2011) and classroom management (Ceylan, 2015; Güner, 2010). In a study revealing the problematic nature of not being able to select the appropriate children for special education; teachers and administrators saw the inclusion of severe mental deficiency and multiple deficiencies as a barrier to the success of inclusive education (Thorpe, & Azam, 2010) whereas another similar study proved similar results for children performing well below the class average and those with behavioral problems (Saraç, & Çolak, 2012). On the other hand, studies focusing on problems related to insufficient counseling and guidance indicated that teachers and administrators in Turkey did not receive the necessary counseling and guidance from the Ministry of Education, Counseling and Research Centers, and counsellors and the did not get the required support from families (Güzel, 2014; MEB, 2010). Similar findings were concluded in a study carried out in Bosnia and Herzegovina by Slavica (2010). The results of this study asserted that inclusion programs were problematic because the teachers did not get the necessary support and counseling from the ministry, laws and related agencies. On the other hand, in a study carried out in England school administrators thought that they were not adequately guided by laws and regulations and that the available laws and regulations were not prepared in light of the existing scholastic conditions and problems and lacked the necessary piloting on the issue at hand (Thorpe, & Azam, 2010). Research on problems related to instructional adaptation and classroom management showed that teachers did actually make adaptations like using different materials, giving homework, and doing simpler activities and exercises; but still needed informing regards instructional adaptation (Sadiođlu, 2011). Additionally, studies have shown that teachers' lack of knowledge regards classroom management had adverse effects on the success of inclusion programs. A study on the identification of the prevention and intervention strategies used by teachers for students continuing inclusion programs showed that teachers used different reinforcement types and schedules

in order to prevent or interfere with problematic behavior but that they didn't use any scientific or systematic strategy (Ceylan, 2015) while another study indicated that teachers lacked the necessary knowledge with regards to classroom management (Güner, 2010).

Moreover, studies that have concentrated on teachers and administrators have also looked into the variables that determined their attitudes. In these studies, the effects of teacher variables (gender, age, years of experience, informing and supervisory support), student variables (handicap type and degree, socio-economic level, gender), and variables such as educational setting and access to support services have been investigated (Avramidis, & Norwich, 2002; Batu et.al., 2004; Bochner, & Pieterse, 1989; Çinko, 2004; Ekşi, 2010; İmrak, 2009; Sünbül, & Sargin, 2002). The results of these studies indicated that educational level, field of specialization (Çinko, 2004), professional seniority, the presence of auxiliary staff (İrmak, 2010), and the type of student handicap (Sünbül, & Sargin, 2002) influenced attitudes; whereas administrative support and in-service training influenced teacher and administrator attitudes (Olçay-Gül, 2012).

On the other hand, studies conducted with parents with either typically developed children or with children in need of special education showed that parents had positive opinions, concerns over educational practices, and lack of knowledge with regards to inclusion (Baykoç-Dönmez, Aslan, & Avcı, 1998; Gottlieb, & Leyser, 1996; Öncü, 2003; Özbaba, 2000; Temir, 2002). Besides, there are studies that showed that parents found it more appropriate for children with special needs to be educated in special classrooms and schools (Baykoç-Dönmez et. al., 1998; Özbaba, 2000; Sucuoğlu, 2004); as well as studies the results of which revealed that parents thought that inclusion proved to be more beneficial for individuals with special needs (Kumar, & Chahal, 2012). A comparison of parents with typically developed children and with children with special needs showed that their attitudes did not vary with regards to inclusion (Küçükler, & Kanık-Richter, 1994). On the other hand, whereas the results of studies on the variables effecting parents' attitudes towards inclusion vary greatly; those parents with a child in need of special education were found to have more positive attitudes towards inclusion and that the existence of an individual with special need was found to be a significant variable in determining the attitude of parents towards inclusion (Gottlieb, & Leyser, 1996).

In addition, when the literature related to the opinions, suggestions and attitudes of typically developed children with regards to inclusion is analyzed, it can be seen that their opinions and attitudes changed in accordance with age, gender, socio-economic level (Ercan, & Haktanır, 2001; Graffi, & Minnes, 1988; Griffin, Summer, McMillan, Day, & Hodapp, 2012; Ünal, 2010), and the type of handicap (Nowicki, & Sandiesan, 2002); moreover it was found that they did not view inclusion practices positively and they believed that inclusion students could never fully achieve the knowledge and skills that can be learned in general education classes (Turhan, 2007). Studies on typically developed peers' social acceptance of children continuing inclusion showed that students with special needs were excluded by their peers (Akçamete, & Ceber, 1999; Baydık, & Bakkaloğlu, 2009; Göl, 2014; Manetti, Schneider, & Siperstein, 2001; Smoot, 2004; Şahbaz, 2004; Vuran, 2005). In one of these studies, the sociometric statuses of students continuing inclusion and candidate inclusion students were examined and the results revealed that more than half of them were rejected by their peers and received low social preference points (Vuran, 2005). In another study aimed at finding the social acceptance level of students with mental deficiencies by their peers ascertained that students with mental deficiencies were not favored by their peers and were alienated by them while being seen as lazy, not listening to the teacher, and disruptive (Şahbaz, 2004). Moreover, a study carried out with typically developed students showed that they thought mentally deficient peers disrupted the lessons to receive attention and distracted their attention and they declared that it would be more suitable if

their peers in inclusive education are not in the same educational environment with them and pursue their education in different classes or schools (Turhan, 2007).

Another line of research, on the other hand has focused on the effects of debriefing on opinions, suggestions, and attitudes of teachers and peers. Those studies that focused on the effects of debriefing on the opinions and attitudes of teachers showed that debriefing had a positive effect on teachers' attitudes regards inclusion (Gözün, & Yıkıms, 2004; Jobe, Rust, & Brissie, 1996; Kargın, 1997; Kayaoğlu, 1999; Larrivee, & Cook, 1979; Leyser, Cumland, & Strickham, 1986; Türkoğlu, 2007; Umesh, 2012). Moreover, it was found that debriefing practices positively affected peers' attitudes towards inclusion and increased the acceptance inclusive students (Civelek, 1990; Çiftçi, 1997; Krahe, & Altwasser, 2006; Şahbaz, 1997; Tekin 1994).

A review of related literature shows the existence of research including teachers, administrators, parent with or without children with special needs, and with typically developed peers all of which are considered as important parties in the success of inclusion, however it was seen that there were no studies that involved children with special needs who are the actual participants of the inclusive classrooms. Contrary to popular belief, not all handicap groups have self-expression skills. Those that have learning disabilities and are slightly handicapped are among the most prominent ones in this respect. Ninety percent of students who have mental deficiency can answer personal questions whereas students with learning disability do have problems with answering general mathematics, reading and writing but who are able to self-express (Akçin, 2013; MEB, 2007). This study aims to identify the opinions and problems of children with mental deficiency and learning disability on inclusive education and explain the points which are vital for teachers to consider in order for inclusion to be a success. To that end, based on the factors contributing to the success on inclusion the following questions were investigated:

- What are the opinions of students with mental deficiency and learning disability who are educated in inclusive classroom?
- What are the opinions of students with mental deficiency and learning disability who are educated in inclusive classroom with regards to the behavioral management of their teachers?
- What are the opinions of students with mental deficiency and learning disability who are educated in inclusive classroom with regards to the social activities and peer relations (social acceptance) at school?

Students with special needs are seen as the truest source of information regards the education they are receiving in this study. In light of this, the aim of the study was to get their opinions with respect to the education they are getting. It was thought that participants may have some problems in understanding and responding to the posed questions during the interviews conducted to obtain the necessary data but that this limitation may be minimized by conducting the study with those that are able to understand and respond to a question and self-express themselves. It is thought that the opinions of students continuing inclusive education with regards to the education they are receiving and the identification of the problems they face will prove vital in revealing the current running of the inclusive education system, examining their perception of inclusion and in the making of the necessary arrangements in light of their expectations and suggestions. Moreover, it is thought that the results of the study may guide teachers in making inclusion a success by highlighting certain aspects of inclusion that needs attention and contribute to the related line of literature.

## Method

### *Participants*

Purposeful sampling method was adopted in this study to enable the identification of students who fit the selection criteria. Three criteria included a) attending primary, secondary or high school, b) participating in inclusive education, and c) voluntarily participating in the study. Additionally participants selected were those that demonstrated (a) the ability to understand the questions posed, and (b) the ability to self-express. In order to identify the participants that are fit for the criteria, rehabilitation centers (3) and schools (2) were contacted and 20 students were identified by the teachers working at these places. Moreover, interviews were conducted with these students to see if they did actually fit the criteria in which they were posed five questions regards their daily lives and evaluated in accordance with their ability to respond to these questions. It was seen that all the students recommended by the teachers fitted the criteria. The study was carried out with 20 students but 6 were excluded from the study because they did not want to speak about different topics and because they declared to be bored during the interviews. The study was carried out by the participation of 14 inclusion students aged between 7 and 17; seven of which were continuing their elementary education (4 at primary school, 3 at secondary school) whereas seven of which were attending high school. Interviews with the 14 participants, which make up the study group, were conducted without any problems. Participant characteristics are presented in Table 1.

**Table 1.** Participant Characteristics

Participant	Age	Gender	School Type	Diagnosis	Inclusive Classroom History
Participant No.1	17	Male	High School	Mental Deficiency	Since 2 <sup>nd</sup> grade
Participant No.2	15	Male	High School	Mental Deficiency	Since 1 <sup>st</sup> grade
Participant No.3	16	Female	High School	Learning Disability	Since 3 <sup>rd</sup> grade
Participant No.4	16	Female	High School	Learning Disability	Since 3 <sup>rd</sup> grade
Participant No.5	9	Male	Primary School	Learning Disability	Since 1 <sup>st</sup> grade
Participant No.6	15	Female	High School	Mental Deficiency Physical Disability	Since 1 <sup>st</sup> grade
Participant No.7	17	Male	High School	Mental Deficiency Functional Visual Disability	Since 1 <sup>st</sup> grade
Participant No.8	12	Male	Secondary School	Learning Disability	Since 2 <sup>nd</sup> grade
Participant No.9	8	Female	Primary School	Mental Deficiency	Since 1 <sup>st</sup> grade
Participant No.10	10	Female	Primary School	Learning Disability	Since 1 <sup>st</sup> grade
Participant No.11	12	Female	Secondary School	Learning Disability	Since 2 <sup>nd</sup> grade
Participant No.12	14	Female	Secondary School	Mental Deficiency	Since 2 <sup>nd</sup> grade
Participant No.13	15	Male	High School	Mental Deficiency	Since 1 <sup>st</sup> grade
Participant No.14	7	Female	Primary School	Learning Disability	Since kindergarten

### *Research Model*

This research is a qualitative case study. Data has been collected via semi-structured interviews and analyzed inductively. Qualitative research is a dialectic process that involves datum and analyses, which are the product of the inner connections established from the different dimensions of the study by the researcher (Miller, & Dingwall, 1997). What really matters in qualitative research is the case and therefore the main aim is to reach out to the truth about the case (Yıldırım, & Şimşek, 2005).

### *Data Collection Tools and Data Collection*

**Preparation for the Interviews:** First of all, the related literature was reviewed to form the theoretical framework for the study and to determine the aims of the study. In light of the aim of the study the researchers have discussed the kinds of questions that can be posed to the inclusive students. The former researcher has worked with individuals with various handicaps and with their families for nine years and has given counselling to the teachers of such students. Moreover, she has been given lectures on special education and learning disabilities at teacher training programs for the past year. The latter researcher on the other hand, has been educating students with mental deficiency and autism spectrum disorder for the past 30 years as well as giving lectures on applied behavior analysis, individualized education programs, and promoting the social competence of individuals with developmental deficiencies at teacher training programs. Since there is no research conducted involving students with special needs, the researchers have prepared the interview questions in light of the three main factors in inclusion and their personal experience. Next, the questions were analyzed by the parents and teachers of children with special needs, and by two experts in the field; in light of which the interview questions were reduced to ten and have been finalized by ensuring their comprehensibility for the target group. The questions that were designed and used were as follows:

1. What do you learn at school?
2. What kind of difficulties do you face in understanding the topics studied at school?
3. How do you do your homework?
4. How are the exams held at school?
5. What are the classroom rules you have to obey?
6. What happened when you break a rule in the classroom?
7. What are the punishments and rewards used in the classroom?
8. Which activities do you participate in the classroom?
9. How is your relation with your schoolmates?
10. How do you attend the lesson?

Permissions were asked from both the participants and their families prior to the interviews and made sure that they have participated to the studies of their own free will. A contract was prepared for the interviews that specified the aims and how the study was carried out. Moreover, an interview booklet specifying the order of the questions and the amount of detail to be sought for was prepared by the researchers (Yıldırım, & Şimşek, 2005).

**Interviews:** Interview questions and a digital voice recorder was used during the interviews, an each interview lasted between 7 to 15 minutes. The interviews were carried out by the former researcher who also used a notebook to take note of some of his observations. First, the former researcher thanked the participants for accepting to volunteer in the study before starting to pose his questions and explained the participants that the questions covered topics like the school they are attending, courses they took, homework they received, their teachers, and their peers. In order to ensure that the participants do not feel as if they are in an examination they were told that there were no right or wrong answers and that the questions could be repeated or explained if they didn't understand them. Moreover, the former researcher asked the permission of the participants to make a recording and ensured them that their names would not be given when the article of the study is written. After informing the participants in these respect the researcher asked them whether they were ready to start the interview and started it off when the participants felt ready. Upon declaring that they had overexcitement 11 of the participants were allowed to read the questions before the interview.

### *Data Analysis*

After the interviews were carried out, each recording was given a serial number and scripted; and line numberings were added to each script. After that, the content of each script was summarized item by item. The content summaries were then analyzed by the researcher and some items were combined or separated. In light of the three main themes identified based on the review of related literature, 13 categories were formed which are in line with the interview questions. Moreover, the participants have also answered the questions stated below starred questions. The themes and categories are as follows:

#### 1. *Theme: Instruction*

What do you learn at school?

What kind of difficulties do you face when learning the topics covered at school?

What would you like to learn at school? \*

How do your teachers lecture at school? \*

How do you do your homework?

What type of homework do you teachers give at school? \*

How are the examinations administered at school?

#### 2. *Theme: Classroom Management*

Are there any rules that you have to obey at school?

What are the rewards used in the classroom?

What happens when you disobey the rules?

#### 3. *Theme: Socialization*

What type of activities do you participate at school?

How is your relationship with your friends?

How do you attend the lesson? (How and how often?)

Answers to each of these questions were sought by the researchers during the interviews and a separate word document was assigned to each category. Upon analyzing each interview, the answers to each content item was recorded on this category file (word file). Each recorded sentence or paragraph was given a page and line number. After that the categorized statements were analyzed twice by the researchers three weeks apart in light of the characteristics of each participant and the observations of the former researcher. Findings related to the interviews were generated by the researchers upon the discussion participant answers.

The validity of the study was tried to be ensured by the detailed reporting of the data gathered from the interviews. In the questionnaire preparation phase, to ensure internal validity, prominent items related to inclusion gathered from the review of the related line of literature was used in the construction of the interview questions, the questions were then examined by field specialists and content analysis was carried out so that the themes included the related concepts. On the other hand, the research process (identification of the participants, preparation of the interview questions, conduction of the interviews, and data analysis,) was explained in detail to provide for external validity in the study. The interview transcriptions and separate coding of interviewers were examined to further ensure internal validity (Yıldırım, & Şimşek, 2005). In order to evaluate the accuracy of the interview transcriptions, the recordings were listened to again and the notes were checked by the researcher before the analysis of the relevant data. To assess the consistency of the coding, two categories were selected from each theme which corresponded to the 46% of the whole



categories to estimate the reliability of the data. Whether the coding of the researcher matched was assessed via the “agreement / (agreement + disagreement) x 100” formula. “What kind of difficulties are you confronted with in the topics covered in class?” and “how are the exams administered at school?” from the instruction theme, “what are the rewards given in the classroom?” and “what happens when you do not comply with classroom rules?” from the classroom management theme, and “what type of activities do you participate at school?” and how is your relationship with fellow students at school?” from the socialization theme were objectively identified. The internal reliability of these categories were found to be 90.3% (range: 75-100).

## Results and Discussion

The findings based on the interviews were discussed in relation to the related line of research in the field, which will be presented below.

### Theme 1: Instruction

Categories and sub-categories related to instruction theme are presented in Figure 1.

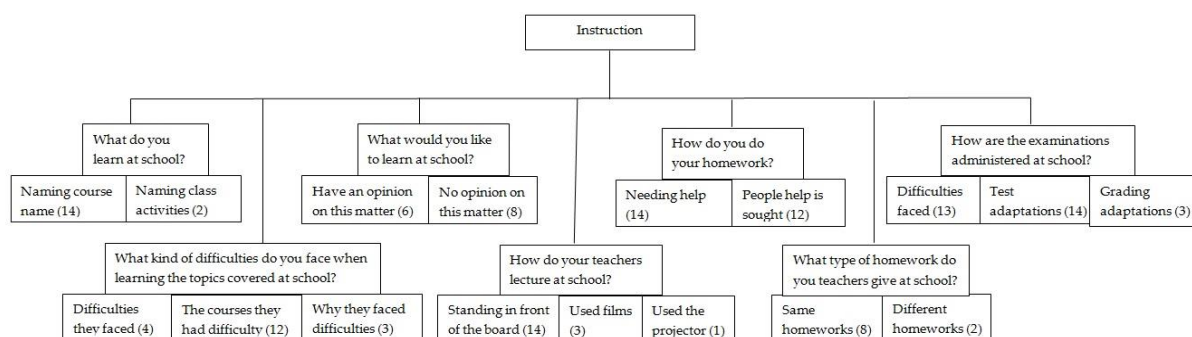


Figure 1. Categories and sub-categories related to instruction theme

### “What do you learn at school?”

All participants have answered this question and the answers were categorized under two sub-categories which are the naming of course names and in-class activities. All participants have replied to this question by naming the courses they followed at school. Mathematics and Turkish were the courses participants stated as difficult. Additionally stated courses which they have encountered difficulty were *social studies* and *English* for primary school students; *music*, *P.E.*, *painting*, *visual arts*, and *religious culture and moral knowledge* for secondary school students; and *language expression*, *geography*, *chemistry*, *physics* and *health studies* for high school students. Moreover, two of the participants have stated the activities done in the classroom additionally to the course names, which are *writing*, *book reading*, *poem reading*, *singing* and *test taking*. Except one of the participants all have stated that the courses taken and the topics covered in these courses were the same with that of their peers. The participant who has stated that the topics he studied was different than that of his peers named the courses first and then explained his point as scripted below:

R: OK. So do you learn the same topics as your friends?

S: How?

R: Are they teaching the same courses?

S: Well since I cannot do what my friends do, my teachers give me different homework but I can write the things my friends write.

R: OK. So you get different homework, right?

S: Yes.

R: But you learn the same topics, right?

S: Yes.

R: So the topics are not different?

S: *They are different in a way.*

R: *Can you give an example of what you have learnt?*

S: *Me? I learned summation and subtraction.*

R: *OK.*

S: *Division (p 6, pp 1, ln 24-38).*

This participant is a high school student and states that he has been taught the four basic operations in mathematics. However, it should be noted that grade 1 high school courses involve more complex topics than the participant has stated. Therefore, it is clear from the participant's declaration that the mathematics course content was adapted to suit his level. By content we mean the topics covered in the classroom. Upon deciding what should be taught, the course syllabus can be adapted qualitatively and quantitatively or an additional syllabus can be created. Quantitative adaptation consists of adaptations with regards to the amount of content covered (Rock, Gregg, Ellis, & Gable, 2008) whereas qualitative adaptation is to do with the difficulty of the course content (Levy, 2008). Moreover, an alternative syllabus can also be created to meet the needs of the student. This is an intended effort in order to make sure students with special needs receive the best possible outcomes as far as inclusion is concerned (Olçay-Gül, 2014). Yet it is clear that for only one of the participants such an adaptation was considered as necessary whereas the rest followed the mainstream syllabus.

#### **"What kind of difficulties do you face when learning the topics covered at school?"**

All of the participants replied that they faced certain difficulties when learning the topics at school during the interviews. The answers received to this question was categorized under three sub-categories: four of the participants stated the difficulties they faced generally, twelve of them stated the courses they had difficulty with, and three stated why they faced certain difficulties when learning the topics covered at school. The difficulties faced by the participants were identified by the participants as the topics being difficult, not being able to understand what is being taught, and falling behind. One of the participants has stated the difficulty he faced as *"I fall behind, I cannot understand what the teacher is lecturing, I cannot listen. I cannot take notes, the teacher asks a question and I just freeze; and start to write something totally different (p 13, pp 1, ln 6-10)."* Except three of the students all have stated they had difficulty in mathematics. Other courses that students had difficulty in were *Turkish, English, Social Sciences, Biology, and History*. The fact that students with learning disability and mental deficiency are easily distracted, have difficulties as to their short and long term memories as well as in learning abstract concepts can account for the difficulties they encounter in an abstract course like mathematics, which requires a higher degree of mental effort (Merril, 2005; Senemoğlu, 2007, Sucuoğlu, 2010). The other three participants on the other hand stated that they had difficulty in reading and writing. However, since these students are studying at the first and second grade; such a difficulty is quite usual. On the other hand, those students who have talked about the reasons behind the difficulties they faced at these courses stated the reasons as *not listening to the lectures, stress, falling ill and not attending classes*. Moreover, these participants clearly stated that in the absence of such circumstances they did not have any difficulty in their courses. One of the participants explained the reasons behind the difficulty he faced by stating *"Sometimes I cannot listen to the lecture because get a headache, and when I am sick and miss classes I cannot learn (p 8, pp 1, ln 11-13)."*

#### **"What would you like to learn at school?"**

Some of the participants have stated the things they would like to learn at school without being asked and six have commented on this, whereas eight did not have an opinion on this matter. Two of the participants who did comment on this question stated that they were satisfied with what they learned at school and did not find it necessary to add anything on top of these. Other six participants on the other hand, stated that they wanted to learn *P.E., history, summation, and subtraction*. Even though the answer given by one of the participants was interesting, it demonstrated the effects of television on children.

R: *What would you like to learn?*

P: *History.*

R: *What would you like to learn in History?*

P: *Ottoman Empire, wars, sultans and the fights for the throne (p 7, pp 1, ln 22-25).*

During the interview conducted with the mother of this participant, the mother told that her son was the fan of the TV series "Muhteşem Yüzyıl". The answer given by the participant is a fine example on the effects of media on children.

#### **"How do your teachers lecture at school?"**

Nine of the participants referred to their teachers when talking about the difficulties they faced at school. All stated that their teachers *lectured* them *standing in front of the white board or while sitting*. When enough clues were given as to different teaching techniques (e.g. cooperative learning, learning by discovery, peer teaching) and materials (e.g. projector, overhead projector, films, work sheets) to supplement it; all still told that their teachers gave lectures while standing in front of the white boards or while sitting at their table, three of them stated that their teacher used *films*; whereas one told that his teacher used the *projector* while lecturing. Since each student is different in many ways, it is misleading to assume that all can benefit from one type of teaching technique in the same way. Differentiating the teaching techniques used in the classroom is more important in the case of individuals with certain inabilities, since otherwise their chances of being successful are lessened (Olçay-Gül, 2014). Yet the amount and sort of activities to be used for individuals with inabilities is almost infinite. In light of the type of teaching, type of support, the expected responses from the students, the amount of time needed for teaching, and the expectations of the students with regards to the activities they participate in; modifications can be made related to the type of teaching technique, materials, and support to be given to students (Levy, 2008; Prater, 2006). However, the feedback received from the participants in this regard indicates that no such adaptation is in place.

#### **"How do you do your homework?"**

The answers with regards to how the participants did their homework were categorized under the needing help, and people help is sought. All the participants stated that they had difficulty in doing their homework. On the other hand, when participant replies are analyzed under the needing help category; it was found that except two students all tried to do their homework by *themselves* and *sought for help* when they had difficulty in doing the homework. When asked about from whom they sought for help, four replied as their teachers, six as their family members, one as the teacher at the special education and rehabilitation center, and one as his peers. Moreover, three participants stated that they used the internet to do their performance homework. While contributing to the development of the student, homework is a means of establishing communication and cooperation between the school, the student, and family members. It is a natural and desired outcome for students to seek for help for their homework from people around them when they have difficulty with it (Ilgar, 2005). Only one of the participants stated to have sought for help from peers or friends. Yet peers are good teachers and peer teaching can be successfully used in inclusive classrooms (Fuchs, & Fuchs, 2005). Additionally, students should be able to seek assistance from their teachers with regards to the resources they should reach and ways to approach their assignment.

### **“What type of homework do you teachers give at school?”**

While answering an interview question as to how they did their homework, ten of the participants mentioned the types of homework they received; and their replies were categorized as doing the same or different homework first and later analyzed. Except two of the participants, all stated that all received the same homework and that they did have difficulty with their homework. One of the participants expressed the difficulty he faced with regards to homework as *“I am stressed when I don't get homework that I can easily do and then I cannot do them (p 6, pp 3, ln 139-140).”* Two of the participants on the other hand told that they received different homework that is easier than those of their peers in their physics and English classes and that they had *“less difficulty”* in doing them. It is quite normal for individuals with mental inability and learning difficulty who are educated in mainstream classrooms to have difficulty in doing their homework. In order for these individuals to make full use of the learning environments certain adaptations like the identification of teacher and administrator responsibilities and the way exams and homework is to be adapted, is a must. It should be noted that it is almost impossible for a student who is behind the classroom schedule to do the same homework that his or her peers are doing. So their homework should be adapted in light of their pace and needs (Kargin, 2008).

### **“How are the examinations administered at school?”**

The observations of the researcher you carried the interviews out showed that all the participants answered this question in an anxious, timid, and shy manner; and felt unsuccessful. Their replies indicated that they had information about the type (multiple-choice, classic, quiz) and process of testing. Participant answers were analyzed under three sub-categories: difficulties faced, test adaptations, and grading adaptations. All participants except one stated that they had difficulty in the exams taken at school; and summarized the difficulties they faced as *not being able to do the questions, failing when asked the same questions as their peers, finding the questions difficult, and not being able to complete the exam on time.* One of the participants expressed the difficulty he faced in the following way:

R: *So do you have any difficulties at exams administered at school?*

S: *Yes.*

R: *Do you have difficulty? What kind of difficulties?*

S: *I cannot do some of them.*

R: *Are the questions difficult?*

S: *Yes. (p 1, pp 7, ln 216-221).*

*Mathematics, Turkish, and physical sciences* were the most difficult subjects for the participants; and it is quite normal for those participants that stated mathematics and Turkish as the subject that they had the greatest difficulty to have difficulty in the exams of these subjects. On the other hand, when participant replies are examined in terms of test adaptation, eight of them stated that their tests were not adapted whereas six of them stated that the tests they take were adapted. This shows that teachers did adapt the exams in line with the performance level of the students. One of the students for whom we thought test adaptations were made; also stated that the teacher provided additional *work sheets* for exam preparation. The fact that more than half of the students indicated that no adaptations were made to their exams shows that adaptation, which is a practice laid down by law, is not exercised at schools. Besides, participant replies clearly show that they are well aware of any adaptations done for them. Moreover, statutory decree for special education numbered 573, regulation on primary education institutions and special education services regulation states that *“Inclusive students will be assessed according to the regulations for passing a grade level and assessment of the school they attend. However, exams may be adapted to meet their individual and developmental progress”*. This regulation made it compulsory for adaptations to be made for the test taken by

inclusive students. Additionally, the participants stated that they preferred it better when they are asked different questions. One of the participants expressed this as “Adapted questions are better because for example today the teacher asked questions on functions in the mathematics exam and I couldn’t do them. When I was trying, my peers made me laugh. I lost concentration and couldn’t do any (p 13, pp 3, ln 106-108).”

Three of the participants on the other hand indicated that their grades were adapted. They stated that in a funny kind of way they received 50 from all exams, and that this grade was enough for them to pass an exam. The interviewing researcher observed that participants were very pleased with this, even though they were anxious and timid when asked how the exams were conducted. Besides, the participants stated that they thought that the *inclusion report* was the main reason behind this adapted grading practice. One of the participants expressed this situation as:

R: So do you have difficulty in exams?

S: Not really since I get 50 from all of them.

R: Do you get 50 from all the exams?

S: Yes.

R: How?

S: Because of my inclusion report (p 2, pp 4, ln 145-150).

Grades for individuals with inabilities are criterion expected to be used for indicating students’ efforts, study habits, strong and weak points; and for summarizing students’ educational and curricular level to them and their parents (Munk, & Bursuck, 2001). Moreover, the regulations in Turkey indicate that the success of students with inabilities can only be assessed by four different grade levels (2-3-4-5), and that they cannot be given a fail grade or made to repeat a grade level (Special Education Services Regulation, 2006). This regulation, however, is seem to be misinterpreted in Turkey and led to misapplications like just giving a pass grade to all inclusive students. Moreover, the review of related literature makes it clear that there are many adaptation ways to grade individuals with inabilities. Adjusting the weighted effect of a grade, adapting the learning objectives, grading improving performance, performance and product based grading, adding comments to grades, specifying pass and fail grades, and using control lists can be listed among such practices (Munh, & Bursuck, 1998).

### Theme 2: Classroom Management

Categories and sub-categories related to classroom management theme are presented in Figure 2.

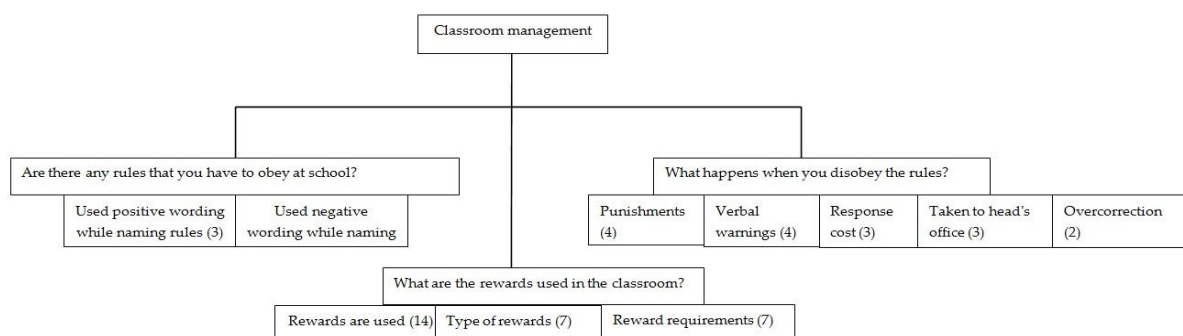


Figure 2. Categories and sub-categories related to classroom management theme

### "Are there any rules that you have to obey at school?"

It was seen that all participants knew and were able to state the school/classroom rules. They specified forbidden behavior as *playing with the cellphone, wondering around, hitting the desks, singing, cutting in, throwing litter on the floor, kicking the walls, breaking or scratching the desks and white boards, giving nicknames, fighting, crawling on the ground, slamming the door, playing soccer in the classroom, skipping, using board markers, writing on the whiteboard, and acting spoiled*. When participant replies were analyzed it was seen that three used positive wording whereas three used negative wording while naming school/classroom rules. Those that used a positive wording stated the rules as *we should keep the class clean, we should listen to the teacher, and we should behave*. Rules are a series of behaviors necessary for students to actively participate in the learning process (Özyürek, 1997; Vuran, 2010). Talking about the rules also makes desired behavior more apparent and therefore students with inabilities need to rules that are clearly stated (Timuçin, 2013; Vuran, 2010). However, the statement of the rules may not be enough in many cases; therefore these students should be taught to obey the rules (Alberto, & Troutman, 2013). Participant replies indicate that there are some problems in the identification of rules at schools. Moreover, only three of the participants stated rules that are set to organize interpersonal relations, which are *not giving nicknames, not cutting in, and not getting involved in fights*. The rest of the participants mainly talked about rules that are related to keeping the classrooms and school clean, not harming the commodities at school and any behavior that will interfere with the functioning of the school and lectures. It should be noted that more rules may be needed for interpersonal relations to ensure that individuals who demonstrate inabilities in social relations, self-control, and in adaptation and gameplay can communicate with their peers (Akkök, 1999; Caldarella, & Merrel, 1997).

### "What are the rewards used in the classroom?"

Participant replies to this question was analyzed under three sub-categories that are whether rewards are used, type of rewards, and reward requirements. As to whether rewards were used in the classroom seven participants replies positively whereas seven responded negatively. Among those that replied positively three said that their teacher used *candies and chocolates* whereas one said that the teacher handed out school supplies like *pencils and note books*. Moreover, two mentioned *verbal praising*; one said that the teacher increased the grade by giving *plusses* as reward. When asked about what the participants did to deserve these rewards; they mentioned *behaving themselves, responding to questions, and reading books*. Students who stated that they received results were those that attended primary school. Some of the replies on the other hand involved vague expressions with regards the continuity of rewards, which indicates that there are some problems related to standardization as far as rewarding is concerned; and this is the reason why the researchers preferred the term "reward" instead of "reinforcement".

The related line of literature and our observations in the implementation phase of the study showed that teachers and parents concentrated more on unfit behavior, which in turn resulted in the maintenance of the inconvenient behavior by students (Cooper, Heron, & Heward, 2007; Walker, Shea, & Bauer, 2007). Moreover, studies also show that unfit behavior is more easily eradicated when teachers concentrate more on appropriate behavior and reinforce it (Doğanay-Bilgi, & Özyürek, 2002; Timuçin, 2008). Reinforcing appropriate behavior should be used widely in both inclusive education and mainstream education in order to alleviate inappropriate behavior but it seems that teachers lack the necessary know-how in terms of the use of reinforcers in the classroom (Çelik, & Eratay, 2007).

### "What happens when you disobey the rules?"

When asked about what happens when the participants disobey the classroom rules, all replied in a mocking way because of which the interviewer noted down a comment stating "do punishments have a reinforcing effect on student attitudes?" Four of the participants told that they did get punished and specified the types of punishments they received as *disciplinary punishments* (e.g. being expelled from school, suspension), *standing on one foot, garbage collection, cleaning the garden*; and one of them said that the teachers used a *physical punishment* (i.e. hitting students with the course book). One of the participants has depicted these as "We are cleaning the garden. The teacher hits everyone with the test book." Three participants on the other hand said that they were taken to the head's office. One of the participants' replies in this respect was noteworthy: "We go to the head's office, he doesn't do anything either and just asks why we misbehaved. So we misbehave. (p2, p2, ln 70-71)." Moreover, four participants said that their teacher used verbal warnings, three talked about response cost in the forms of *paying 2 Turkish Liras and grade reductions*, and two mentioned overcorrection measures by stating "When we misbehave by giving nicknames to each other, we are taken to the head's office and made to write that we are not going to give nicknames to each other 500 time on a sheet of paper (p8, p8, ln 50-51)." What is worth noticing is that the types of reinforcements used when giving penalties to students is mainly focused on inappropriate behavior rather than appropriate ones. These types of penalties may lead to vengeance, anger, tension and preservation; have short term positive outcomes, and are not useful in developing alternative behaviors (Aydn, 2006; Walker et al, 2007).

The body of literature related to classroom punishment shows that there are various practices to be implemented to alleviate misbehavior in the classroom or school. These can be listed as (a) reinforcement oriented (differential reinforcement), (b) alleviation, (c) withdrawal of the unpleasant reinforcer, and (d) submission of the unpleasant reinforcer (unconditional submission of unpleasant reinforcer, submission of conditional unpleasant reinforcer, extensive correction) from moderate to least moderate based on their control, intervention and effect level. In short, it is clear that the most moderate practices are those based on reinforcements and their positive effect on alleviating improper behavior is well evidenced in the related literature (Barton, Brulle, & Repp, 1986; Derwas, & Jones, 1993; Tavil, 1996).

### Theme 3: Socialization

Categories and sub-categories related to socialization theme are presented in Figure 3.

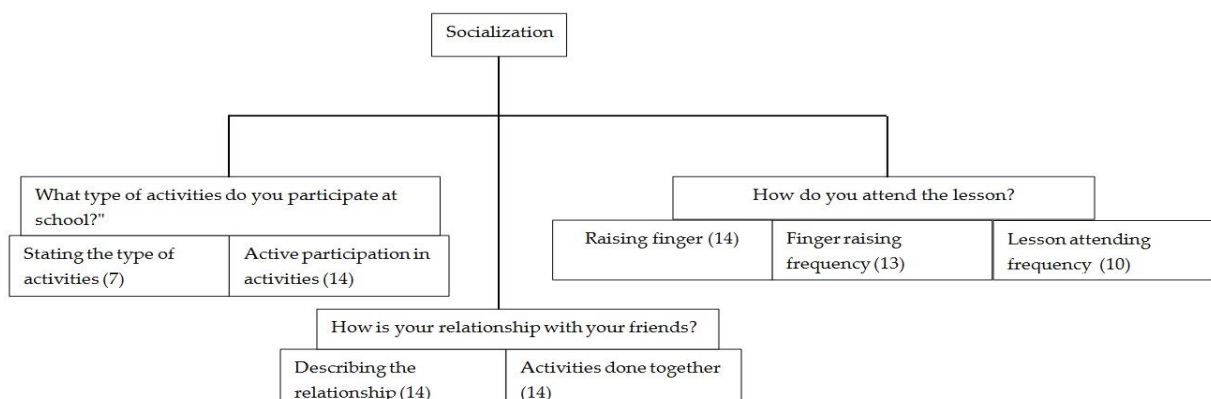


Figure 3. Categories and sub-categories related to socialization theme

### "What type of activities do you participate at school?"

Replies to the type of activities participants participate in have been analyzed under two subcategories that are stating the type of activities at school and active participation in these activities. It was found out that only three could name the activities, four mentioned club courses, and that the rest did not have any information regards the activities at school. The activities that the participants mentioned include *music, theatre, dance, sports, and National Holiday Celebrations*. Those students who have talked about club courses specified the *music, sports and the Red Crescent clubs* but only one has declared that he did actually join a club and expressed what he did as:

*P: After that I went to a Red Crescent Club.*

*R: OK. What did you do at the Red Crescent Club?*

*P: We were asked to draw a picture with an aid tent. We drew a picture (p 5, pp 3-4, ln 126-129).*

Even though the Ministry of National Education Primary and Secondary Education Social Activities Regulations (2005) has specified the need to found student clubs in order to develop feelings of confidence and responsibility, create new areas of interest, and upskill students in scientific, social, cultural, artistic and sports fields. Yet, participant replies clearly show that half of them are unaware of the kinds of activities available to them. With respect to their participation in celebrations, it was found that only three participants had ever actively participated in such events. One specified that he has participated voluntarily whereas another via guidance from the teacher and the third stated to participate in such events either voluntarily or with the guidance of the teacher. On the other hand, eleven participants stated that they did not take any part in such events and specified their excuses as *shyness, being scared of failure, overexcitement, and not liking such events*. Additionally, six of the participants who did not take any part in such events said that they would not have accepted to participate in such events even if their teachers wanted to involve them whereas five of them pointed out that they would. Two of the participants that stated that they would not participate in such events no matter what were students of the former researcher at the special education center and these students have successfully participated in the activities carried out at the special education center. Ensuring the participation of students with special needs in social activities is crucial in development of their self-confidence and feelings of responsibility, as well as their language, communication, and adaptation skills. However, it should be noted that students should be allowed to participate in activities of their own interest and ability (golcuk.meb.gov.tr). The statement of the first participant is a fine example in showing that threatening and frightening students is not an efficient way in ensuring student participation: *"Sometimes they scare us. They threaten us with throwing us out of the class. They say they will decrease our grades. They threaten us but we did not believe. They didn't do anything (p 5, ln 155-157)."*



### "How is your relationship with your friends?"

All participants replied to the question concerning how their relationship is with their friends and their replies were discussed under two categories that are describing the relationship and talking about the activities done together. It was seen that the participants described their relationships as *bad, alright, good, or very good*. Three described their relationships as bad, one as alright, nine as good, and one as very good. Those described their relationship as good also said that they did encounter some problems with their friends from time to time. Those that characterized their relationship with their friends as bad said that their friends *mocked around with them, beaten them up, did not help them* and that this situation *made them very unhappy*. For example, the sixth participant that declared his friends did not help him said that his friends did not give him the lecture notes for the days he missed because he had to go to the doctor. Another participant stated *"I feel bad and don't want them to call me an alien. They act weirdly, I cannot say anything, I cannot understand. Sometimes they ask for a pencil and rubber. I do a favor by giving them but they do not return the favor (p 13, pp 2, and ln 80-82)." A close look at the answers provided by the participants suggests that some of them are accepted by their friends whereas some are alienated. Moreover, it was noticed that the participants are aware of their alienation by their peers and seemed to be sad about it, which is in line with the findings of research carried out with sociometric techniques (Akçamete, & Ceber, 1999; Baydık, & Bakkaloğlu, 2009; Friend, 2006; Sale, & Carey, 1995; Vuran, 2005). Considering the social, emotional, and behavioral characteristics of individuals with disabilities, they are expected to face certain problems with their friends (Huang, & Cuvo, 1997); but the findings of this research contrarily shows that they do get along with their peers quite well. The acceptance level of typically developed peers of their peers with special needs were examined from the point of view of the typically developed students but no analysis were done regards how students with special needs evaluated their typically developed peers. This was carried out in this study which is why a different result might have been found. Moreover, the participants have specified the activities they do with their friends as *talking, walking around, eating, and playing together*. There was no significant difference between the activities done by the youngest and oldest participants with their peers. While one of the participants attending high school indicated the activities he did with his peers as *"we walk around during breaks, we go to the canteen, and we chat (p. 4, pp. 9, and ln. 169-171)"* the youngest participant specified these activities as *"we walk around during breaks, we go to the canteen together, and we buy some stuff to eat for ourselves (p. 14, pp. 3, and ln. 131-132)."**

### "How do you attend the lesson?"

Participants said that they have to raise their fingers or that they raised their fingers to attend the lesson. Replies to this question were categorized according to the finger raising and lesson attending frequency. Four of the students said that they did not raise their fingers to attend the lesson and that they just sat in the classroom. Moreover, it was found that the teachers did not encourage students to attend to lessons. The fifth participant replied *"The teacher does not force me like that"* when answering the question *"So what do you do when your teacher asks you "F get up and do this question" or "F what do you think about this? (p 5, pp 5, ln 237-240)." When asked about why they did not attend the lesson, they said that they did not know the questions and could not do them. One of the participants expressed the reason why he did not raise his finger to attend the lesson as:*

*R: So do you attend the lesson?*

*P: I just sit. I am calm.*

*R: Don't you ever attend the lesson?*

*P: No. I don't understand I don't listen to the lecture (p 1, pp 7, and ln 222-225).*

Three participants stated that they did raise their fingers to attend the lessons in some classes whereas they did not in others, and that they were allowed to attend the lessons by their teachers upon raising their fingers. Moreover, six participants said that they did raise their fingers and were allowed to attend the lesson by their teachers. One of the replies given to this question was quite interesting since he implied that even though he did raise his finger to attend the lesson; his teacher did not let him attend the lesson:

*R: So what do you do to attend the lesson?*

*P: I raise my finger.*

*R: Hmm. Do you raise your finger a lot?*

*P: Yes.*

*R: In which classes?*

*P: In all.*

*R: In all classes. Do your teachers allow you to attend the lessons?*

*P: No madam (p 2, pp 4, ln 160-172).*

### Conclusion and Suggestions

When the content, process, and product dimensions on the education they received is taken into account, interviews with students with mental deficiency and learning disability showed that educational practices lacked differentiation and adaptation, concentration was on improper behavior rather than proper behavior, misbehavior was dealt with punishments rather than reinforcing proper behavior, students were not encouraged to participate in social activities, and that support from typically developed peers was not taken. Moreover, it was found that students had good relationships with their peers, they did not have any expectations from the education they received, their participation in social activities were limited, and that they received support from their family members on issues they had difficulty.

Field observations of researchers coupled with information received from counsellors and teachers were in line with student opinions. In light of these findings a series of remarks were given with regards to the points teachers have to take into account in order for inclusion to be successful.

Findings suggest that inclusion did not include the necessary educational adaptations necessary for students. Adaptations that take into account the content, process, and product dimensions of the educational practices are needed. Adaptations should be made in light of differentiated teaching and universal design principles. This necessitates the design of educational processes, environments, materials, and activities in light of the needs and readiness of the students to help them learn by taking account of the content, process and product dimensions (Olçay-Gül, 2014, Shaw, 2011; Tomlinson, 2005). Content involves what is to be taught, process is related to educational practices, and product is to do with how students are to be assessed. It should be noted that student success is highly dependent on the adaptations to be made to these three dimensions. These adaptations should be made on the individualized educational programs that are realistic, practical, and based on their performance level. These adaptations should be realistic and practicable and should take place in individualized educational programs by taking account of the performance of the students. Moreover, the educational environments, materials and practices should be of equal access to students. Only by doing so, can educational environments with the universal design for learning principles be created. These principles include equal utilization (making classroom materials accessible for different educational needs and types), flexibility in usage (using various teaching methods), being simple and intuitional (teaching in an open and predicted way), learning society (supporting and encouraging student-teacher and student-student interaction as part of the teaching-learning framework), and teaching environment (encouraging all students to participate in the lessons) (Pliner, & Johnson, 2004).

It was also found that teachers mainly lectured in their classes. However, it should be noted that classrooms include students who are at different developmental and educational levels and who have separate needs, for which lecturing can be seen as a dull teaching technique. These students should be provided with a wide range of materials as well as teaching techniques like collaborative learning, learning by discovery, and direct teaching designed to address multiple intelligences; and should include peer support and teaching (Prater, 2006). Both in differentiated teaching and in the universal design for learning it is emphasized that teachers should use a variety of teaching methods so that they can provide students with equal opportunities to learn and create a collaborative learning environment for students in which students interact with both the teacher and the other students (Evans, Williams, King, & Metcalf, 2010).

Moreover, the interviews revealed that teachers did not adapt student homework or test either. While teacher and administrator responsibilities should be identified, necessary adaptations to testing and homework should also be allowed (Kargın, 2008). Students should be given homework in line with their performance and tests should be adapted in line with their characteristics and competences. For this purpose, students should be provided with multiple expression ways to show what they know (Zeff, 2007). It is worth noting that the aim of inclusion is not to make students pass exams and courses by giving them a pass grade. Students should be informed about their progress via different grading practices (Munk, & Bursuck, 1998).

Findings also suggest that school and classroom rules are set without taking the opinions of students and were negatively worded. In setting of these rules, which will determine the success of inclusion; a more planned and conscious path should be taken (Vuran, 2010). The rules should be set by taking the opinions of students and should not be limited to setting school and classroom behavior; and include rules that govern interpersonal relationships and study habits. They should be positively worded or pictured and displayed on the walls of the school and classrooms. Consequences of obeying and disobeying the rules should also be clearly indicated.

Participants also made it clear that they were rewarded in the classroom from time to time randomly but the rewarding procedures should be also systematized for all students. Students should be rewarded for even the smallest progress they make both academically and developmentally. It should also be noted that not all rewards are effective for all students, and that teachers should be careful in their selection of rewards for different students. Moreover, students should be clarified as for which behaviors they are rewarded for (Alberto, & Troutman, 2013).

Findings with regards to classroom management on the other hand revealed that punishments were mainly used to alleviate improper behavior. It should be noted that efficient classroom management is as important as the application of effective teaching methodologies. Punishments, which can be seen as short term remedies should be avoided at all costs and practices like differential reinforcement that are based on reinforcing correct behavior should be used. Practices based on reinforcements not only help to alleviate faulty behavior but also help to promote correct behavior (Cooper et al, 2007; Walker et al, 2007).

Another prominent finding was that the participants' participation in social activities was limited. They should be directed to take part in activities they can do in order for them to realize their strengths and help them further develop in these respects. It should be noted that education does not solely involve the promotion of academic development and that its main aim is to help students to become active and independent individuals of the society (Cavkaytar, 1999, meb.gov.tr; Salderay, 2008).

Inclusion has twofold aims. While it aims to develop skills and behavior necessary to enhance the quality of education and life for students with disabilities, it also seeks to teach behavior and skills like cooperation, discretion, understanding, and respect to differences. The fact that the participants of this study are in good relations with their peers can be seen as a good chance to ensure that they learn from their peers. Teachers should see these positive relationships as an opportunity, and systematically try to better broken relationships.

By taking account of the remarks stated above, teachers working with students with special needs will be able to fulfill their responsibilities with regards to identifying and valuing student needs, specifying student needs with regards to the educational program to be carried out, presenting efficient management and education, and making educational adaptations and arrangements, which will assist the success of inclusion. By doing so, students in inclusive education will not be just physically present in the classrooms and make utmost use of the educational right presented to them. Moreover, teachers' opinions and attitudes towards inclusion will change positively when they see that there is actually things that they can do for those students attending the inclusion and that these students do actually make progress. Furthermore, in a class where effective classroom management is established, there will be no problems in peer relations which will in turn affect the views and attitudes of peers and parents towards inclusion positively.

Additionally, it is also considered vital to design future studies that focus on the opinions of students with different diagnoses (e.g. hearing disability, visual disability, physical disability), who continue inclusive education and the opinions of parents whose children had attended inclusive education but still have problems in self-expression (e.g. autistic) with regards to teaching practices, behavioral management, social activities, and peer relationships. Moreover, in order to determine the opinions of students attending inclusive education with respect to inclusive practices, studies that adopt a variety of qualitative and quantitative research techniques and instruments can be conducted.

## References

- Akçamete, G., & Ceber, H. (1999). Kaynaştırılmış sınıflardaki işitme engelli ve işiten öğrencilerin sosyometrik statülerinin karşılaştırmalı olarak incelenmesi. *Özel Eğitim Dergisi*, 2, 64-74.
- Akçın, N. (2013). Öğrenme güçlüğü olan çocuklar. S. Vuran (Ed.). In *Özel eğitim* (pp. 323-361). Ankara: Maya Akademi.
- Akkök, F. (1999). *İlköğretimde sosyal becerilerin geliştirilmesi (Öğretmen el kitabı)*. İstanbul: Özgür Yayınları.
- Alberto P. A., & Troutman A. C. (2013). *Applied behavior analysis for teachers* (9th ed.). Englewood Cliffs, NJ: Prentice Hall.
- Avcıoğlu, H. (2011). Zihin engelliler sınıf öğretmenlerinin bireyselleştirilmiş eğitim programı (BEP) hazırlamaya ilişkin görüşleri. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi*, 12, 39-53.
- Avramidis, E., & Norwich, B. (2002). Teachers' attitudes towards integration/inclusion: A review of the literature. *European Journal of Special Needs Education*, 17, 129-147.
- Aydın, B. (2006). Öğretmenlerin kendi sınıf disiplin sistemlerini oluşturması. *Gaziosmanpaşa Üniversitesi (GOÜ) Sosyal Bilimler Enstitüsü Sosyal Bilimler Araştırmaları Dergisi*, 2, 19-32.
- Babaoğlu, E., & Yılmaz, Ş. (2010). Sınıf öğretmenlerinin kaynaştırma eğitimindeki yeterlilikleri. *Kastamonu Eğitim Dergisi*, 18(2), 345-354.
- Balo, E. D. (2015). *İlkokullarda kaynaştırma eğitimi uygulamalarında karşılaşılan sorunlar ve çözüm önerileri*. (Unpublished master's thesis). Fırat University, Elazığ.
- Barton, E. L., Brulle, R. B., & Repp, A. C. (1986). Maintenance of therapeutic change by momentary DRO. *Journal of Applied Behavior Analysis*, 19, 277-282.
- Batu, S. (1998). *Özel gereksinimli öğrencilerin kaynaştırıldığı bir kız meslek lisesindeki öğretmenlerin kaynaştırmaya ilişkin görüş ve önerileri*. (Unpublished doctoral dissertation), Anadolu University, Eskişehir.
- Batu, S. (2000). Kaynaştırma, destek hizmetler ve kaynaştırmaya hazırlık etkinlikleri. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi*, 2, 35-47.
- Batu, S. (2008). Kaynaştırma ve destek özel eğitim hizmetleri. I. H. Diken (Ed.). In *Özel eğitim* (pp. 89-107). Ankara: Pegem Yayıncılık.
- Batu, S., Kırcaali-İftar, G., & Uzuner, Y. (2004). Özel gereksinimli öğrencilerin kaynaştırıldığı bir kız meslek lisesindeki öğretmenlerin kaynaştırmaya ilişkin görüş ve önerileri. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi*, 5, 33-50.
- Baydık, B., & Bakkaloğlu, H. (2009). Alt sosyoekonomik düzeydeki özel gereksinimli olan ve olmayan ilköğretim öğrencilerinin sosyometrik statülerini yordayan değişkenler. *Kuram ve Uygulamada Eğitim Bilimleri*, 9, 401-447.
- Baykoç-Dönmez, N., Avcı, N., & Aslan, N. (1998). Engelli ve engelsiz çocuğu olan anne babaların engellilere ve entegrasyona yönelik düşünceleri. *Destek*, 1, 25-33.
- Berry, R. A. W. (2011). Voices of experience: General education teachers on teaching students with disabilities. *International Journal of Inclusive Education*, 15, 627-648.
- Blecker, N., & Boakes, N. (2010). Creating a learning environment for all children: Are teachers able and willing? *International Journal of Inclusive Education*, 14(5), 435-447.
- Bochner, S., & Pieterse, M. (1989). Preschool directors' attitudes towards the integration of children with disabilities into regular preschools in New South Wales. *International Journal of Disability, Development and Education*, 36, 133-150.
- Caldarella, P., & Merrell, K. W. (1997). Common dimensions of social skills of children and adolescents: A taxonomy of positive behaviors. *School Psychology Review*, 26, 265-279.

- Cavkaytar, A. (1999). Zihin engellilere özbakım ve ev içi becerilerinin öğretiminde bir aile eğitimi programının etkililiği. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi*, 2,40-50.
- Center, Y., & Ward, J. (1987). Teachers' attitudes towards the integration of disabled children into regular schools. *The Exceptional Child*, 34, 41-56.
- Ceylan, F. (2015). *Kaynaştırma öğrencilerinin sergilediği problem davranışlara yönelik sınıf öğretmenlerinin uyguladıkları önleme ve müdahale stratejileri*. (Unpublished master's thesis). Abant İzzet Baysal University, Bolu.
- Civelek, H. A. (1990). *Eğitilebilir zihinsel özürlü çocukların sosyal kabul görmelerinde normal çocukların bilgilendirilmelerinin ve iki grubun resim iş ile beden eğitimi derslerinde bütünleştirilmelerinin etkileri*. (Unpublished doctoral dissertation). Ankara University, Ankara.
- Cooper, J., Heron, T., & Heward, W. (2007). *Applied behavior analysis*. New Jersey: Pearson Education.
- Çelik, İ., & Eratay, E. (2007). Kaynaştırma sınıfı ve özel sınıf öğretmenlerinin sınıflarındaki zihin engelli öğrencilere yönelik ödül ve ceza uygulamalarının belirlenmesi. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 7, 41-57.
- Çiftçi, İ. (1997). *Normal çocukları bilgilendirmenin zihinsel engelli yaşlılarına yönelik tutumlarına etkisi*. (Unpublished master's thesis). Abant İzzet Baysal University, Bolu.
- Çınko, N. (2004). *İlköğretim kurumlarında görev yapmakta olan yöneticilerin kaynaştırma eğitimine ilişkin tutumları ile problem çözme becerileri arasındaki ilişkinin incelenmesi*. (Unpublished master's thesis). Marmara University, İstanbul.
- Çuhadar, Y. (2006). *İlköğretim okulu 1-5. sınıflarda kaynaştırma eğitimine tabi olan öğrenciler için bireysel eğitim programlarının hazırlanması, uygulanması, izlenmesi ve değerlendirilmesi ile ilgili olarak sınıf öğretmenleri ve yöneticilerin görüşlerinin belirlenmesi*. (Unpublished master's thesis). Karaelmas University, Zonguldak.
- Demir M. K., & Açar, S. (2011). Kaynaştırma eğitimi konusunda tecrübeli sınıf öğretmenlerinin görüşleri. *Kastamonu Eğitim Dergisi*, 19, 719-732.
- Derwas, H., & Jones, R. (1993). Reducing stereotyped behavior using momentary DRO: An experimental analysis. *Behavioral Residential Treatment*, 8, 45-53.
- Diken, H. İ. (1998). *Sınıfında zihinsel engelli çocuk bulunan ve bulunmayan sınıf öğretmenlerinin zihinsel engelli çocukların kaynaştırılmasına yönelik tutumlarının karşılaştırılması*. (Unpublished master's thesis). Abant İzzet Baysal University, Bolu.
- Doğanay-Bilgi A., & Özyürek, M. (2002, 11-12 November). Uygun olmayan davranışı, uygun davranışı ödüllendirmenin işareti olarak kullanan öğretim materyalinin öğretmen ödüllerinin arttırılmasına etkisi. Paper presented at *12th National Special Education Conference*, Ankara.
- Ekşi, K. (2010). *Sınıf öğretmenleri ile özel eğitim öğretmenlerinin kaynaştırma eğitimi ile ilgili tutumlarının karşılaştırılması*. (Unpublished master's thesis). Marmara University, İstanbul.
- Ercan, G., & Haktanır, G. (2001). Kaynaştırılmış ortamdaki normal gelişim gösteren çocukların 8-11 yaşları arasındaki öğrenme güçlüğü olan akranlarına karşı tutumlarının incelenmesi. *Çocuk Gelişimi ve Eğitimi Dergisi*, 1, 78-92.
- Erişkin, A. Y., Kırac, S. Y., & Ertuğrul, Y. (2012). Sınıf öğretmenlerinin kaynaştırma uygulamalarına ilişkin görüşlerinin değerlendirilmesi. *Milli Eğitim Dergisi*, 193, 200-213.
- Evans, C., Williams, J. B., King, L., & Metcalf, D. (2010). Modeling, guided instruction, and application of UDL in a rural special education teacher preparation program. *Rural Special Education Quarterly*, 29, 41-48.
- Fuchs, D., & Fuchs, L. (2005). Peer assisted learning strategies: Promoting word recognition, fluency and reading comprehension in young children. *The Journal of Special Education*, 39(1), 34-44.
- Gottlieb, J., & Leyser, Y. (1996). Attitudes of public school parents toward mainstreaming: Changes over a decade. *Journal of Instructional Psychology*, 23, 12-28.

- Göl, B. (2014). *Kaynaştırma eğitimi alan görme yetersizliği olan ve gören öğrencilerin akran ilişkilerinin incelenmesi*. (Unpublished master's thesis). Gazi University, Ankara.
- Gölcük Rehberlik Araştırma Merkezi. (2014). *Eğitimde sosyal faaliyetler*. Retrieved from [http://mebk12.meb.gov.tr/meb\\_iys\\_dosyalar/41/03/966845/dosyalar/2013\\_11/19103737\\_eitimdesosyalfaaliyetler.ppt](http://mebk12.meb.gov.tr/meb_iys_dosyalar/41/03/966845/dosyalar/2013_11/19103737_eitimdesosyalfaaliyetler.ppt)
- Gözün, Ö., & Yıkmış, A. (2004). Öğretmen adaylarının kaynaştırma konusunda bilgilendirilmelerinin kaynaştırmaya yönelik tutumlarının değişimindeki etkililiği. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi*, 5, 65-77.
- Graffi, S., & Minness, P.M. (1988). Attitudes of primary school children toward the physical appearance and labels associated with down syndrome. *American Journal of Mental Deficiency*, 90, 663-668.
- Griffin, M. M., Summer, A. H., McMillan, E. D., Day, T. L., & Hodapp, R. M. (2012). Attitudes toward including students with intellectual disabilities at college. *Journal of Policy and Practice in Intellectual Disabilities*, 9, 234-239.
- Güner, N. (2010). *Kaynaştırma uygulamaları yapılan sınıflarda çalışan öğretmenlerin sınıf yönetimi bilgi düzeyleri ile önleyici sınıf yönetimi eğitim programının öğretmenlerin sınıf yönetimlerine etkisinin incelenmesi*. (Unpublished doctoral dissertation). Ankara University, Ankara.
- Gürgür, H. (2005). *Kaynaştırma uygulamasının yapıldığı bir ilköğretim sınıfında işbirliği ile öğretim yaklaşımının incelenmesi*. (Unpublished doctoral dissertation). Ankara University, Ankara.
- Güzel, N. (2014). *Kaynaştırma öğrencisi olan ilköğretim öğretmenlerinin kaynaştırma eğitimine ilişkin yaşadıkları sorunlar (Beykoz ilçesi örneği)*. (Unpublished master's thesis). Yeditepe University, İstanbul.
- Huang, W., & Cuvo, A. J. (1997). Social skills training for adults with mental retardation in job-related settings. *Behavior Modification*, 21, 3-44.
- İlgar, Ş. (2005). Ev ödevlerinin öğrenci eğitimi açısından önemi. *Hasan Ali Yücel Eğitim Fakültesi Dergisi*, 1, 119-134.
- İmrak, Ç. H. (2009). *Okul öncesi dönemde kaynaştırma eğitimine ilişkin öğretmen ve ebeveyn tutumları ile kaynaştırma eğitimi uygulanan sınıflarda akran ilişkilerinin incelenmesi*. (Unpublished master's thesis). Çukurova University, Adana.
- Jobe, D., Rust O. J., & Brissie, J. (1996). Teacher attitudes toward inclusion of students with disabilities into regular classrooms. *Education*, 117, 148-154.
- Kargın, T. (1997). *Farklı eğitim özgeçmişlerine sahip öğretmenlerin işitme engeline ilişkin bilgi düzeyleri ile işitme engelli çocuklar ve anne-babalarına yönelik tutumların karşılaştırılması*. Doctoral dissertation, Ankara University, Ankara.
- Kargın, T. (2004). Kaynaştırma: Tanımı, gelişimi ve ilkeleri. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi*, 5, 1-13.
- Kargın, T. (2008). Bireyselleştirilmiş eğitim programı hazırlama ve öğretimin bireyselleştirilmesi. I. H. Diken (Ed.). In *Özel eğitime gereksinimi olan öğrenciler ve özel eğitim* (pp. 59-87). Ankara: Pegem Akademi.
- Kargın, T., Acarlar, F., & Sucuoğlu, B. (2003). Öğretmen, yönetici ve anne-babaların kaynaştırma uygulamalarına ilişkin görüşlerinin belirlenmesi. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi*, 4, 55-76.
- Kaya, U. (2003). *İlköğretim okulu yöneticilerinin, sınıf öğretmenlerinin ve rehber öğretmenlerin kaynaştırma ile ilgili bilgi, tutum ve uygulamalarının incelenmesi*. (Unpublished master's thesis). Gazi University, Ankara.
- Kayaoğlu, H., (1999). *Bilgilendirme programının normal sınıf öğretmenlerinin kaynaştırma ortamındaki işitme engelli çocuklara yönelik tutumlarına etkisi*. (Unpublished master's thesis). Ankara University, Ankara.

- Kırcaali-İftar, G. (1992). Özel eğitimde kaynaştırma. *Eğitim ve Bilim*, 16, 45-50.
- Kırcaali-İftar, G. (1998). *Özel gereksinimli bireyler ve özel eğitim*. Eskişehir Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları.
- Krahe, B., & Altwasser, C. (2006). Changing negative attitudes towards persons with physical disabilities: An experimental intervention. *Journal of Community & Applied Social Psychology*, 16, 59-69.
- Kumar, R., & Chahal, D. (2012). *An analysis of parental views on inclusive education for their children with mental retardation of haryana*. Retrieved from dialog1.webs.com/sej/samwaad\_9.pdf.
- Küçüker, S., & Kanık-Richter, N. (1994). Normal çocuğa sahip anne-babaların özürli çocuklara yönelik tutumları. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi*, 1, 20-28.
- Lalvani, P. (2012). Privilege, compromise, or social justice: Teachers' conceptualizations of inclusive education. *Disability and Society*, 28, 14-27.
- Larriee, B., & Cook, L. (1979). Mainstreaming a study of the variables affecting teacher attitude. *The Journal of Special Education*, 13, 315-324.
- Levy, H. M. (2008). Meeting the needs of all students through differentiated instruction: Helping every child reach end exceed standarts. *The Clearing House*, 82, 161-164.
- Leyser, Y., Cumblad, C., & Strickman, D. (1986). Direct intervention to modify attitudes toward the handicapped by community volunteers; the learning about handicaps programme. *Educational Review*, 38, 229-235.
- Leyser, Y., Kapperman, G., & Keller, R. (1994). Teacher attitudes toward mainstreaming: A cross-cultural study in six nations. *European Journal of Special Needs Education*, 9, 1-15.
- Manetti, M., Schneider, B. H., & Siperstein, G. (2001). Social acceptance of children with mental retardation: Testing the contact hypothesis with an Italian sample. *International Journal of Behavioral Development*, 25, 279-286.
- MEB (2005). *İlköğretim ve orta öğretim kurumları sosyal etkinlikler yönetmeliği*. Retrieved from [http://mevzuat.meb.gov.tr/html/25699\\_0.html](http://mevzuat.meb.gov.tr/html/25699_0.html).
- MEB (2006). *Özel Eğitim Hizmetleri Yönetmeliği*. Retrieved from [http://orgm.meb.gov.tr/meb\\_iys\\_dosyalar/2012\\_10/10111226](http://orgm.meb.gov.tr/meb_iys_dosyalar/2012_10/10111226).
- MEB (2007). *Mesleki eğitim ve öğretim sisteminin güçlendirilmesi projesi: Çocuk gelişimi ve eğitimi (Zihinsel engelliler)*. Retrieved from [http://www.megep.meb.gov.tr/mte\\_program\\_modul/moduller\\_pdf/Zihinsel%20Engelliler.pdf](http://www.megep.meb.gov.tr/mte_program_modul/moduller_pdf/Zihinsel%20Engelliler.pdf).
- MEB (2010). *İlköğretim okullarındaki kaynaştırma uygulamalarının değerlendirilmesi*. Retrieved from [http://www.meb.gov.tr/earged/earged/ilk\\_kaynas\\_eg\\_uyg\\_deg.pdf](http://www.meb.gov.tr/earged/earged/ilk_kaynas_eg_uyg_deg.pdf).
- Merril, E.C. (2005). Preattentive orienting in adolescents with mental retardation. *American Journal on Mental Retardation*, 110, 28-35.
- Miller, G., & Dingwall, R. (1997). *Context & method in qualitative research*. London: Sage Publications.
- Munk, D. D., & Bursuck, W. D. (1998). Report card grading adaptations for students with disabilities. Types and acceptability. *Intervention in School and Clinic*, 33, 306-308.
- Munk, D. D., & Bursuck, W. D. (2001). Preliminary findings of personalized grading plans for middle school students with disabilities. *Exceptional Children*, 67, 211-234.
- Myles, B. S., & Simpson, R.L. (1989). Regular educators modification preferences for mainstreaming mildly handicapped children. *The Journal of Special Education*, 22, 479-489.
- Nizamoglu, N. (2006). *Sınıf öğretmenlerinin kaynaştırma uygulamalarındaki yeterliklerine ilişkin görüşleri*. (Unpublished master's thesis). Abant İzzet Baysal University, Bolu.
- Nowicki, E. A., & Sandieson, R. (2002). A meta-analysis of school age children's towards persons with psychical or intellectual disabilities. *International Journal of Disability, Development and Education*, 49, 243-265.



- Olçay-Gül, S. (2012). Engellilere yönelik tutumlar. I. H. Diken (Ed.). In *Engellilere yönelik tutumlar* (pp. 50-85). Ankara: Vize Yayıncılık.
- Olçay-Gül, S. (2014). Farklılaştırılmış öğretim ve uyarlamalar. *Ufuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 5, 111-123.
- Özbaba, N. (2000). *Okul öncesi eğitimcilerin ve ailelerin özel eğitime muhtaç çocuklar ile normal çocukların entegrasyonuna (kaynaştırılmasına) karşı tutumları*. (Unpublished master's thesis). Marmara University, İstanbul.
- Özokçu, O. (2013). Kaynaştırma uygulamaları. S. Vuran (Ed.). In *Özel eğitim* (pp. 81-111). Ankara: Maya Akademi.
- Özyürek, M. (1997). *Sınıfta davranış yönetimi: Uygulamalı davranış analizi* (2nd ed.). Ankara, Karatepe Yayınları.
- Pınar-Sazak, E., & Yıkılmış, A. (2004, 4-6 November). İlkokul müdürlerinin kaynaştırma uygulamasına yönelik görüşlerinin belirlenmesi. Paper presented at *14th National Special Education Conference*, Bolu.
- Pliner, S. M., & Johnson, J. R. (2004). Historical, theoretical, and foundational principles of universal instructional design in higher education. *Equity & Excellence in Education*, 37, 105-113.
- Prater, M. A. (2006). *Teaching strategies for students with mild to moderate disabilities*. New Jersey: Pearson Allyn & Bacon.
- Rock, M., Gregg, M., Ellis, E., & Gable, R. A. (2008). Reach: A framework for differentiating classroom instruction. *Preventing School Failure*, 52(2), 31-47.
- Sadioğlu, Ö. (2011). *Sınıf öğretmenlerinin kaynaştırmaya ilişkin sorunları, beklentileri ve önerilerine yönelik nitel bir araştırma*. (Unpublished doctoral dissertation). Uludağ University, Bursa.
- Salderay, B. (2008). *Türkiye'deki zihin engelliler iş okullarında görsel sanatlar dersinin öğrencilerin beceri, davranış ve meslek edinimindeki katkısına yönelik öğretmen görüşleri*. (Unpublished doctoral dissertation). Gazi University, Ankara.
- Sale, P., & Carey, D. M. (1995). The sociometric status of students with disabilities in a full-inclusion school. *Exceptional Children*, 62(1), 6-19.
- Salend, S. J. (1998). *Effective mainstreaming: Creative inclusive classrooms*. Upper Saddle River, NJ: Prentice Hall.
- Saraç, T., & Çolak, A. (2012). Kaynaştırma uygulamaları sürecinde ilköğretim sınıf öğretmenlerinin karşılaştıkları sorunlara ilişkin görüş ve önerileri. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 8, 13-28.
- Senemoğlu, N. (2007). *Gelişim, öğrenme ve öğretim: Kuramdan uygulamaya* (2<sup>nd</sup> ed.). Ankara: Gönül Yayıncılık.
- Shaw, R. A. (2011). Employing universal design for learning. *New Directions for Student Services*, 134, 21-33.
- Shevlin, M., Winter, E., & Flynn, P. (2013). Developing inclusive practice: teacher perceptions of opportunities and constraints in their public of Ireland. *International Journal of Inclusive Education*, 17, 1119-1133.
- Slavica, P. (2010). Inclusive education: proclamation so reality (primary school teachers' view). *Australian Journal of Teacher Education*, 7, 62-69.
- Smith, T. E. C., Polloway, E. A., Patton, J. R., & Dowdy, C. A. (2006). *Teaching students with special needs in inclusive settings, (revised IDEA edition)*. Boston: Allyn & Bacon.
- Smoot, S. L. (2004). An outcome measure for social goals of inclusion. *Rural Special Education Quarterly*, 23, 15-22.
- Sucuoğlu, B. (2004). Türkiye'de kaynaştırma uygulamaları: Yayınlar/araştırmalar. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi*, 4, 55-76.

- Sucuoğlu, B. (2010). Zihinsel engelli bireylerin özellikleri. N. B. Sucuoğlu (Ed.). In *Zihin engelliler ve eğitimleri* (pp. 120-173). Ankara: Kök Yayıncılık.
- Sucuoğlu, B., & Kargın, T. (2006). *İlköğretimde kaynaştırma: Yaklaşımlar, stratejiler ve yöntemler*. İstanbul: Morpa Yayınları.
- Sünbül, A. M., & Sargın, N. (2002, 11-12 November). Okul öncesi dönemde kaynaştırma eğitimine ilişkin öğretmen tutumlarının (çeşitli değişkenler açısından) incelenmesi. Paper presented at 12th. National Special Education Conference, Ankara.
- Şahbaz, Ü. (1997). *Öğretmenlerin özürsüz çocukların kaynaştırılması konusunda bilgilendirilmelerinin kaynaştırmaya ilişkin tutumlarının değişimindeki etkililiği*. (Unpublished master's thesis). Abant İzzet Baysal University, Bolu.
- Şahbaz, Ü. (2004). Kaynaştırma sınıflarına devam eden zihin engelli öğrencilerin sosyal kabul düzeylerinin belirlenmesi. 13. Ulusal Özel Eğitim Kongresi. Ankara: Kök Yayıncılık.
- Şahbaz, Ü., & Kalay, G. (2010). Okulöncesi eğitimi öğretmen adaylarının kaynaştırmaya ilişkin görüşlerinin belirlenmesi. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 19, 116-135.
- Tavil, Y. Z. (1996). *Sınıf ortamına uygun olmayan davranışların azaltılmasında uyuşmayan davranışların ayrımlı pekiştirilmesinin etkisi*. (Unpublished master's thesis). Gazi University, Ankara.
- Tekin, E. (1994). *The effects of exposure to information techniques of fourth grade children's social acceptance level of exceptionality*. (Unpublished master's thesis). Orta Doğu Teknik University, Ankara.
- Thorpe, A., & Azam, A. Q. M. S. (2010). Teachers' perceptions of inclusive education in main stream primary schools in the united kingdom. *The International Journal of Interdisciplinary Social Sciences*, 5, 163-172.
- Timuçin, E. U. (2008). *Doğrudan davranışsal danışmanlığın birlikte eğitim ortamına yerleştirilmiş yetersizliği olan öğrencilerin problem davranışlarını azaltmadaki etkililiği*. (Unpublished doctoral dissertation). Gazi University, Ankara.
- Timuçin, E. U. (2013). Özel eğitim ve kaynaştırma sınıflarının etkili yönetimi. S. Vuran (Ed.). In *Özel eğitim* (pp. 129-173). Ankara: Maya Akademi.
- Tomlinson, C. A. (2005). Grading and differentiation: Paradox or good practice? *Theory into Practice*, 44, 262-269.
- Turhan, C. (2007). *Kaynaştırma uygulaması yapılan ilköğretim okuluna devam eden normal gelişim gösteren öğrencilerin kaynaştırma uygulamasına ilişkin görüşleri*. (Unpublished master's thesis). Anadolu University, Eskişehir.
- Turnbull, R., Turnbull, A., Shank, M., & Smith, S. J. (2004). *Exceptional lives: Special education in today's school* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- Türkoğlu, Y. K. (2007). *İlköğretim okulu öğretmenleriyle gerçekleştirilen bilgilendirme çalışmalarının öncesi ve sonrasında öğretmenlerin kaynaştırmaya ilişkin görüşlerinin incelenmesi*. (Unpublished master's thesis). Anadolu University, Eskişehir.
- Umesh, S. (2012). Changing pre-service teachers' beliefs to teach in inclusive classrooms in victoria, Australia. *Australian Journal of Teacher Education*, 37, 53-66.
- Uysal, A. (1995). *Öğretmen ve okul yöneticilerinin zihin engelli çocukların kaynaştırılmasında karşılaşılan sorunlara ilişkin görüşleri*. (Unpublished master's thesis). Anadolu University, Eskişehir.
- Ünal, F. (2010). *Kaynaştırma uygulamasının yapıldığı sınıflardaki, öğretmen, normal gelişim gösteren öğrenci ve engelli öğrenci velilerinin kaynaştırmaya yönelik tutumları*. (Unpublished master's thesis). Çukurova University, Adana.
- Varlıer, G., & Vuran, S. (2006). Okul öncesi eğitim öğretmenlerinin kaynaştırmaya ilişkin görüşleri. *Kuram ve Uygulamada Eğitim Bilimleri*, 6, 553-585.

- Vural, M., & Yıkımsı, A. (2008). Kaynaştırma sınıfı öğretmenlerinin öğretimin uyarlanmasına ilişkin yaptıkları çalışmaların belirlenmesi. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 8, 141-159.
- Vuran, S. (2005). The sociometric status of students with disabilities in elementary level integration classes in Turkey. *Eurasian Journal of Educational Research*, 5, 217-235.
- Vuran, S. (2010). Davranış problemleri ile baş etme. I. H. Diken (Ed.). In *İlköğretimde kaynaştırma* (pp. 260-287). Ankara: Pegem Akademi.
- Walker, J. E., Shea, T. M., & Bauer, A. M. (2007). *Behavior management: A practical approach for educators* (9th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Yıldırım, A., & Şimşek, H. (2005). *Sosyal bilimlerde nitel araştırma yöntemleri*. Ankara: Seçkin Yayınları.
- Zeff, R. (2007). Universal design across the curriculum. *New Directions for Higher Education*, 137, 27-44.