Opinions of Teachers Working in Guidance and Research Centers on Inclusive/Integrated Education Practices

Damla Gülce Acar¹
Sincan Guidance and Research Center, Ankara, Türkiye

Macid Ayhan Melekoğlu²
Eskişehir Osmangazi University Eskişehir, Türkiye

Abstract

This study was conducted to examine the opinions of teachers working in the special education services department of a guidance and research center regarding inclusive/integrated education practices. In this study, the basic qualitative research method, one of the qualitative research methods, was used and the data was collected with semi-structured interview questions. In the interviews, the teachers were asked questions about the educational practices of students with intellectual, hearing, visual, physical disabilities, speech and language difficulties, autism spectrum disorders, and specific learning disabilities through inclusion/integration, and their answers were analyzed by content analysis and seven main themes, eight sub-themes and 40 codes were determined. As a result of the study, certain standard procedures can be established regarding educational diagnosis and placement carried out in guidance and research centers and special education services departments, special education evaluation boards should be selected among teachers who are experts in their fields, their knowledge levels can be increased by organizing in-service training for teachers in charge of providing support education, and health institutions can increase their knowledge levels. Suggestions have been made that physicians who work and are responsible for medical diagnosis can be trained on correct diagnostic criteria, and information training can be organized for students and parents in schools about inclusive/integrated education practices.

---

¹ ⃝iD Corresponding Author: Teacher, Sincan Guidance and Research Center, Ankara, Türkiye, damlagulceozgenler@gmail.com

² ⃝iD Prof. Dr., Eskişehir Osmangazi University, Faculty of Education, Eskişehir, Türkiye, macidayhan@gmail.com

Individuals who differ from their peers in terms of their physical, intellectual, social and emotional characteristics need special education. Thoughts and practices regarding which appropriate environments are necessary to adequately meet special education needs have changed over the years. When the history of special education practices is examined, it is seen that the understanding of education, which started as separate and boarding education practices, today focuses on education practices through inclusion/integration (Kargın, 2004). The definition of inclusive/integrated education practices, in its most basic form, is the education of individuals with and without special educational needs together in general education schools and classes. However, placing an individual with special educational needs in a general education classroom without any special educational support is not considered an adequate and correct practice. In order for inclusion/integration practices to be maintained correctly, appropriate special education services must be provided to students with special educational needs who are educated in general education classes (Sucuoğlu & Kargın, 2006).

Institutions that plan and coordinate special education and guidance services are called Guidance and Research Centers (RAM), and RAMs provide services in two areas. These areas; special education services department and psychological counseling services department (Ministry of National Education [MEB], 2020). In RAMs, special education evaluation boards are formed with the proposal of the principal and the approval of the provincial/district national education director. One of the main duties of this established board is to direct the student with special educational needs to the most appropriate and least restrictive educational environment by carrying out educational evaluation and diagnosis processes (MEB, 2018). For this reason, studies investigating the opinions of teachers working in the RAM special education services department regarding inclusive/integrated education practices, which is the least restrictive educational environment, are important (Güven and Uyanık Balat, 2006).

The purpose of this study is to examine the opinions of teachers working in RAM and those working in the special education services department regarding inclusive/integrated education practices. Within the scope of this purpose, answers were sought to the following questions:

1. What are the opinions of teachers working in the RAM special education services department about directing students with intellectual disabilities to inclusive/integrated education practices?
2. What are the opinions of teachers working in the RAM special education services department about directing students with hearing impairments to inclusive/integrated education practices?
3. What are the opinions of teachers working in the RAM special education services department about directing students with physical disabilities to inclusive/integrated education practices?
4. What are the opinions of teachers working in the RAM special education services department about directing students with visual impairments to inclusive/integrated education practices?
5. What are the opinions of teachers working in the RAM special education services department about directing students with speech and language disorders to inclusive/integrated education practices?

6. What are the opinions of teachers working in the RAM special education services department about directing students with autism spectrum disorder to inclusive/integrated education practices?

7. What are the opinions of teachers working in the RAM special education services department about directing students with learning disabilities to inclusive/integrated education practices?

According to the laws of the Republic of Türkiye, students with special educational needs must be directed to the least restrictive educational environments where their needs will be met at the highest level. Although students' levels of need for special education vary, the most restrictive educational environment is boarding special education schools, while the least restrictive educational environment is general education classes where educational practices are carried out through inclusion/integration (Sucuoğlu and Kargın, 2006). It is important to implement inclusion/integration practices at all grade levels, starting from the early ages when the student begins formal education, and for teachers of specific subjects to have positive attitudes and behaviors to ensure the continuity of the educational lives of students with special educational needs (Fazlıoğlu and Doğan, 2013). It is thought that the opinions of teachers working in the special education services department, who work within RAM and decide on the appropriate educational environments for students with special educational needs, plan their education and follow their development, regarding educational practices through inclusion/integration are important. When the relevant literature was examined, it was seen that there were some studies examining the opinions of staff working in RAMs regarding inclusive practices, but no study was found that focused only on teachers working in the special education services department. For this reason, it is thought that this study, which was conducted to obtain the opinions of teachers working in the special education services department, which is responsible for educational diagnosis and placement processes in RAMs, regarding inclusive/integrated education practices, will contribute to the field.

Method

Research Design

Since this research aims to examine the opinions of teachers working in the RAM special education services department regarding inclusive/integrated education practices, the basic qualitative research method, one of the qualitative research methods, was used. Semi-structured interview technique was used as the data collection method. The purpose of the basic qualitative research method, which is one of the widely preferred qualitative research types in education; is to understand and explain a phenomenon through data collected using observation, interview or document analysis methods (Merriam, 2009).

Participants

The participants of the study consisted of teachers working in the special education services departments of RAMs in Ankara, Türkiye. The participant of the research consists of nine teachers working in the RAM special education services department in Sincan district of Ankara. The participants of the research were selected by purposeful sampling method, based on their willingness to participate in the study.

Data Collection Tools

To determine the personal information of the participating teachers, a personal information form developed by the researcher, an interview form, an interview guide, an expert opinion form and a volunteer participation form also developed by the researcher were used. While preparing the questions to be used in the research process; care was taken to include clear and understandable expressions and to be related to the research topic. During the development of the forms, the researcher first prepared the questions and then consulted seven different experts who had doctoral degree in special education and worked within the scope of qualitative research to determine the suitability of the questions. Afterwards, a pilot implementation was made, and the questions were finalized and used within the scope of the feedback given.

The interview guide is a document prepared by the researcher before the interviews begin, detailing which questions will be asked, how they will be asked, how much detail they will go into, and in what order they will be asked. This document includes explanations such as the introduction of the interviewer, the subject and purpose of the research, how long it will take and why a voice recorder will be used. There is also information in the volunteer participation form that the interviews to be held will be audio recorded, this recording will not be shared with any person or institution and will be deleted after the completion of the research; furthermore, the participant can withdraw from the interview at any time and there is a signature section for the participant.

Qualitative Data Collection Tool Validity and Reliability

A pilot implementation was carried out in order to finalize the research questions and obtain data that would determine the scope of the research. In addition, in order to ensure the content validity of the form to be used in the research process, seven different experts who had a doctorate in the field of special education and worked within the scope of qualitative research were consulted for the suitability of the questions. The Expert Opinion Form was sent to experts via e-mail and feedback was requested on the appropriateness of the questions. All field experts who were sent e-mails provided their own feedback. After the pilot interview and expert opinions, the questions were edited, finalized, and used.

Data Collection and Analysis

The data of the study was collected by conducting semi-structured interviews with nine participants between 25.10.2021 and 10.11.2021. The interviews were conducted face to face with the participating teachers on predetermined days and hours. The personal information form, voluntary participation form and interview forms prepared by the researcher were provided to the teachers in a mutual interview, and the answers given by the teachers were audio-recorded. Three stages were followed in analyzing the data. These stages are transcription of data, pre-analysis preparations and data analysis. After the interviews with the participants were completed, all records were transcribed via computer. While transcribing the recordings, all conversations in each audio recording were fully transcribed. All transcripts were made as they were heard spoken by the interviewees, without any corrections. During the pre-analysis preparation process, the previously recorded data were examined and organized into five sections under the main headings of context records,

descriptive information, descriptive index, interviewer comment and general comment. The context records section includes information such as place, time, people, interview dates, page numbers, code names given to the participants. Interview transcripts in the descriptive information section; there is a list of distinguishing features in the descriptive information. While the researcher's feelings, thoughts and opinions about the descriptive information are included in the interviewer's comments section, the interviewer's general comments about each page of the interviews are included in the general comments section.

In the research, all interview transcripts are given page numbers. A total of 42 pages of interview transcripts were obtained. After numbering, all data was read again to see the data as a whole and categorization efforts were made. The questions used during the interview were taken into account in creating the categories. The data of the research were analyzed using the content analysis technique. The audio recordings containing the answers given by the teachers during the interviews were listened to one by one and the recordings were transcribed, and then they were listened again and checked by another expert. The answers given by the teachers were systematically divided into categories and codes and themes and sub-themes were determined after creating precise coded data. The code names were used: G:1 for the first person interviewed, G:2 for the second person, G:3 for the third person, G:4 for the fourth person, G:5 for the fifth person, G:6 for the sixth person, G:7 for the seventh person. G:8 for the eighth person and G:9 for the ninth person. After reading all the data and creating categories and codes, researchers went back to the beginning of the data, read the transcripts of all participants one by one, and placed codes on pages, paragraphs or lines. After the data was coded, a coding file was created and transparent files were placed inside, and labels with the codes were pasted on the transparent files. The researcher took each coding file one by one, read all the data in the file, and gave a title to each topic that could be collected under the same title.

Results

In this section, for the purposes of the research, the opinions, information and comments of teachers working in the special education services department of RAM regarding inclusive/integrated education practices are included. The findings of the research consist of seven main themes and 18 sub-themes and codes. The answers given by the nine personnel of RAM special education services department who participated in the research; interpretation of the main themes, sub-themes and codes in accordance with the literature is included in this section.

The findings of the research are collected under seven main themes. These themes are given below:

1. Opinions on the participation of students with intellectual disabilities in inclusive/integrated education practices

2. Opinions on the participation of students with hearing impairments in inclusive/integrated education practices

3. Opinions on the participation of students with physical disabilities in inclusive/integrated education practices

4. Opinions on the participation of students with visual impairments in inclusive/integrated education practices

5. Opinions on the participation of students with speech and language disorders in inclusive/integrated education practices

6. Opinions on the participation of students with autism spectrum disorders in inclusive/integrated education practices

7. Opinions on the participation of students with specific learning disabilities in inclusive/integrated education practices

Demographic Information and Code Names of Participants

The code names and demographic information of all RAM personnel participating in the research are stated in Table 2.

Table 2

Demographic Information of Teachers

Code Name	Gender	Age	Professional Experience	Graduated Faculty and Department	Daily Average Number of Students Evaluated	Status of Taking Courses on Inclusion/Integration Practices at University	Status of Taking Other Courses on Special Education Apart from Inclusion/Integration Practices	Having an Individual with Special Educationaş Needs in the Family or Environment
G:1	Male	49	20 years and above	Education – Faculty, Department of Curriculum and Instruction	3	No	No	No
G:2	Male	39	11-15 years	Education Faculty, Department of Elementary Education	3	Yes	Yes	No
G:3	Female	44	16-20 years	Education Faculty, Department of Measurement and Evaluation in Education	4	No	Yes	No
G:4	Female	39	16-20 years	Education Faculty, Department of	4	No	Yes	No

				Elementary Education			
G:5	Male	50	20 years and above	Education Faculty, Department of Public Education	3	No	No	No
G:6	Male	40	16-20 years	Education Faculty, Department of Elementary Education	3	No	No	No
G:7	Male	58	20 years and above	Education Faculty, Department of Guidance and Psychological Counseling	2	Yes	Yes	Yes
G:8	Male	38	16-20 years	Education Faculty, Department of Elementary Education	2	Yes	No	Yes
G:9	Female	30	6-10 years	Education Faculty, Department of Special Education	4	Yes	Yes	Yes

Theme Sub-Themes and Codes

After the content analysis, seven themes, 18 sub-themes and 40 codes were determined. The first main theme is teachers' opinions about the participation of students with intellectual disabilities in inclusive/integrated education practices. The sub-themes of this main theme are the student's level of being affected by intellectual disabilities, the teacher's attitude towards inclusive/integrated education practices, the class size and the student's parent's level of interest. The codes belonging to the sub-theme of the student's level of being affected by intellectual disabilities are mild and moderate-severe. The codes belonging to the sub-theme of the teacher's attitude towards inclusive/integrated education practices are positive and negative. The codes belonging to the sub-theme of class size are crowded and not crowded. The codes belonging to the sub-theme of the level of interest of the student's parent are concerned parent and uninvolved parent. The second main theme is teachers' opinions about the participation of students with hearing impairments in inclusive/integrated education practices. The sub-themes of this main theme are the student's hearing loss level and the student's device usage status. The codes for the student's hearing loss level sub-theme are total and hard of hearing. The codes belonging to the student's device usage sub-theme are those who use devices and those who do not use devices. The third main theme is teachers' opinions about the participation of students with physical disabilities in inclusive/integrated education practices. The sub-themes of this main theme are the student's level of being

affected by physical disabilities and the arrangements in the school environment where the student is educated. The codes belonging to the sub-theme of the student's level of being affected by physical disabilities are mild, moderate-severe. The codes belonging to the sub-theme of arrangements in the school environment where the student is educated are ramps - elevators and the location of classrooms. The fourth main theme is teachers' opinions about the participation of students with visual impairments in inclusive/integrated education practices. Sub-themes to this main theme are the degree of vision loss of the student and the classroom adaptations made for the student. The codes belonging to the sub-theme of the student's degree of vision loss are low vision and total. The codes of the sub-theme of in-class adaptations made for the student are large print text, seating the student in the front, and appropriate materials. The fifth main theme is teachers' opinions about the participation of students with speech and language disorders in inclusive/integrated education practices. The sub-themes of this main theme are the age of the student, the environment in which the student lives and the effect of the stimuli s/he is exposed to. The codes belonging to the student's age sub-theme are early childhood and later ages. The codes belonging to the sub-theme of the environment in which the student lives and the effect of the stimuli s/he is exposed to are the concerned family, going to school and receiving group education. The sixth main theme is teachers' opinions about the participation of students with autism spectrum disorders in inclusive/integrated education practices. The sub-themes of this main theme are the student's level of being affected by autism spectrum disorder, the student's intelligence level, the student's problem behavior, the level of acceptance of the classroom teacher, students and parents towards the student with autism spectrum disorder. The codes belonging to the sub-theme of the student's level of being affected by autism spectrum disorder are mild, moderate-severe. The codes belonging to the student's intelligence level sub-theme are intellectual disabilities, normal and special talent. The codes belonging to the sub-theme of the student's problem behavior are there is problem behavior and there is no problem behavior. Codes belonging to the sub-theme of the classroom teachers, students and parents acceptance levels of the student with autism spectrum disorder were accepted and excluded. The seventh main theme is teachers' opinions about the participation of students with specific learning disabilities in inclusive/integrated education practices. The sub-themes of this main theme are teachers' technical knowledge of teaching methods for specific learning disabilities and whether they have received a correct diagnosis. The codes belonging to the sub-theme of teachers' technical knowledge of teaching methods for specific learning disabilities are knowledgeable teacher and uninformed teacher. The codes belonging to the sub-theme of whether it is correctly diagnosed or not are intellectual disabilities and attention deficit and hyperactivity disorder. Themes, sub-themes and codes are shown in Table 3.

Table 3
Themes, Subthemes and Codes of Teachers' Thoughts on Inclusive/Integrated Education Practices

Themes	Sub Themes	Codes
Opinions of teachers about the participation of students with intellectual disabilities in inclusive/integrated education practices	Student's level of being affected by intellectual disabilities	Mild Moderate-Severe

	Teacher's attitude towards inclusive/integrated education practices	Positive Negative
	Class size	Crowded Not crowded
	Student's parent's level of interest	Concerned parent Uninvolved parent
Opinions of teachers about the participation of students with hearing impairments in inclusive/integrated education practices	Student's hearing loss level	Total Hard of hearing
	Student's device usage status	Use devices Do not use devices
Opinions of teachers about the participation of students with physical disabilities in inclusive/integrated education practices	Student's level of being affected by physical disabilities	Mild Moderate-Severe
	Arrangements in the school environment where the student is educated	Ramps – Elevators Location of classroom
Opinions of teachers about the participation of students with visual impairments in inclusive/integrated education practices	Degree of vision loss of the student	Low vision Total
	Classroom adaptations made for the student	Large print text Seating in the front Appropriate materials
Opinions of teachers about the participation of students with speech and language disorders in inclusive/integrated education practices	Student's age	Early childhood Later ages
	The effect of the environment in which the student lives and the stimuli s/he is exposed to	Concerned family Going to school Receiving group education
Opinions of teachers about the participation of students with autism spectrum disorder in inclusive/integrated education practices	Student's level of being affected by autism spectrum disorder	Mild Moderate-Severe
	Student's intelligence level	Intellectual disabilities Normal Special talent
	Student's problem behavior	There is problem behavior No problem behavior
	The acceptance levels of the classroom teacher, students and parents towards the student with autism spectrum disorder	Accepted Excluded

Opinions of teachers about the participation of students with specific learning disabilities in inclusive/integrated education practices	Teachers' technical knowledge of teaching methods for specific learning disabilities	Knowledgeable teacher Uninformed teacher
	Whether the student received a correct diagnosis or not	Intellectual Disabilities Attention Deficit and Hyperactivity Disorder

Teachers' Opinions on the Participation of Students with Intellectual Disabilities in Inclusive/Integrated Education Practices

The first main theme is teachers' opinions about the participation of students with intellectual disabilities in inclusive/integrated education practices. The sub-themes of this main theme are the student's level of being affected by intellectual disabilities, the teacher's attitude towards inclusive/integrated education practices, the class size and the student's parent's level of interest. The codes belonging to the sub-theme of the student's level of being affected by intellectual disabilities are mild and moderate-severe. The codes belonging to the sub-theme of the teacher's attitude towards inclusive/integrated education practices are positive and negative. The codes belonging to the sub-theme of class size are crowded and not crowded. The codes belonging to the sub-theme of the level of interest of the student's parent are concerned parent and uninvolved parent. When the interview data were examined, it was determined that all of the participants stated that the student's level of being affected by intellectual disabilities is an important element for inclusion/integration practices. While five of the participants stated that students with mild intellectual disabilities could benefit from inclusion/integration practices, four of the participants stated that inclusion/integration practices would not benefit students with moderate and severe intellectual disabilities.

G:7, one of the participants who expressed their opinions about the participation of students with intellectual disabilities in inclusive/integrated education practices, indicated: "*It may vary depending on the intellectual disabilities. In particular, students with borderline and mild intellectual disabilities should receive education with their peers in the least restrictive environment as much as possible. Although borderline intellectual capacity is considered normal, it should be supported with methods, techniques and materials according to individual differences, taking into account their deficiencies in some courses within the scope of integration. It is necessary to switch to a part-time inclusion program with secondary level students.*" Participant G:9 expressed his thoughts as follows, "*I think whether students with intellectual disabilities integrated students can be depends on the situation of the child. Some teachers especially do not want moderate-severe children in their classrooms. This situation affects children. Other children in the class are also badly affected. Everyone loses. So, it is not right to send a child there who will fail and cause problems. But there are some children who have mild symptoms and are in good condition, and inclusion is very suitable for them.*" Participant G:1 expressed his/her opinions with the following sentences, "*I believe that this education should start as early as possible. Full-time inclusion should definitely be tried, especially for mild level MRI students, before they are directed to a special education class. If the student sees no benefit from this full-time inclusion, then*

special education classes or other alternatives should be considered. But as I said, being light is important here. For a middle-level child, I cannot say that you should take this child directly and give him/her to full-time inclusion." Participants G:4 mentioned his/her ideas as follows, "*Students with intellectual disabilities should be evaluated according to their performance status and placed accordingly. Students with good performance can benefit from inclusion in courses other than core courses. So part-time inclusion is actually what I'm talking about. We can no longer prepare this report here, but the IEP unit at the school can make this decision and implement it. In addition, the empathy skills of other students will be improved. They develop positive attitudes, especially towards their peers with mild intellectual disabilities, and children with disabilities gain positive characteristics in this way.*" Participant G:8 conveyed his thoughts through his words, "*Inclusion is very beneficial, especially for mild students, in terms of social and personal development. However, our children are definitely falling behind academically, whether it is mild or moderate. Of course, teacher and environmental factors are also very important here. It is necessary to pay attention to the issues of crowded classes, teachers with limited knowledge about special education practices, and especially the fact that middle-aged students are easily labeled due to their appearance or movements. When they encounter these negative attitudes, their development is inhibited.*"

Teachers' Opinions on the Participation of Students with Hearing Impairments in Inclusive/Integrated Education Practices

The second main theme is teachers' opinions about the participation of students with hearing impairments in inclusive/integrated education practices. The sub-themes of this main theme are the student's hearing loss level and the student's device usage status. The codes belonging to the student's hearing loss level sub-theme are total and hard of hearing. The codes belonging to the sub-theme of the student's device usage status are device users and non-device users. When the interview data were examined, seven of the participants stated that the student's hearing loss level was effective on the student's participation in inclusive/integrated education practices, while four participants stated that students with total hearing impairment had more difficulties in participating in inclusive/integrated education practices, and three participants stated that students with hearing loss had more difficulty in inclusive/integrated education practices. He expressed the opinion that inclusive/integrated education practices may be appropriate. While all participating teachers stated that the student's device usage status has a significant impact and importance on inclusion/integration practices; five participants stated that this education is carried out more efficiently for students who use devices, while four participants stated that students who do not use devices may experience difficulties during inclusion/integration practices.

G: 8, one of the participants who expressed their opinions about the participation of students with hearing impairments in inclusive/integrated education practices, indicated that "*While students with total hearing loss should benefit from different educational environments, students with a certain amount of hearing should be organized according to the student's needs within the scope of integration and receive education with their peers, which will positively affect the student's academic skills. In addition, communication skills develop better in this way.*" Participant G:2 expressed his/her views as follows: "*I honestly do not think that much efficiency can be obtained from integration when the hearing deficiency*

is total. After all, integration can be very challenging for a child who has no hearing. It is much more logical for students who have low hearing or who have no problems due to using devices to go to inclusive education." Participant G:6 expressed his/her opinions with the following sentences, *"I definitely think that among these students, the ones with low hearing should receive inclusion, or it would be more accurate to say integration, education. But of course, in order to benefit from education at the best level, class sizes and materials must be specially arranged."* Participant G:4 expressed his views as follows, *"Integration in hearing is important, they regard some of the children in the school for the hearing impaired as slightly intellectually disabled, but these are children with normal intelligence or above normal intelligence. By giving them education in this way, they reduce their potential. If they started using devices at an early age, if they maintain their devices on time, and if they get used to using them, I think inclusion would be very logical and beneficial for these children. Their potential is revealed better."* Participant G:9 expressed his views as follows, *"We already send most of the children with low hearing impairments to inclusion. In general, there is no such big problem. Children with devices may sometimes have problems with the settings of the device, noisy environments may be troublesome for them, but the situation is of course different for students who have no hearing. Of course, now everyone is wearing masks due to the pandemic, and students who read lips are starting to have a hard time. So, as I said, inclusion can be a bit challenging for total students, but as long as children with devices do not neglect the maintenance of the device and use it properly, inclusive education will be quite effective."*

Teachers' Opinions on the Participation of Students with Physical Disabilities in Inclusive/Integrated Education Practices

The third main theme is teachers' opinions about the participation of students with physical disabilities in inclusive/integrated education practices. The sub-themes of this main theme are the student's level of being affected by physical disabilities and the arrangements in the school environment where the student is educated. The codes belonging to the sub-theme of the student's level of being affected by physical disabilities are mild and moderate-severe. The codes belonging to the sub-theme of arrangements in the school environment where the student is educated are ramp-elevator and location of classrooms. When the interview data are examined, six of the participants stated that the degree to which the student is affected by physical disabilities has an impact on inclusion/integration practices, while three teachers stated that it would be positive for students with mild physical disabilities to participate in educational practices through inclusion/integration, while three teachers stated that students with moderate and severe physical disabilities may have difficulties and face various problems. While all of the participants stated that appropriate arrangements should be made in the school environment where the student is educated, four teachers mentioned the importance of ramps and elevators, and five teachers said that classrooms should be located in appropriate places.

G:9, one of the participants who expressed their opinions about the participation of students with physical disabilities in inclusive/integrated education practices, said: *"The physical conditions of some schools are not good for children using wheelchairs or other devices. Children have difficulties in schools whose classrooms are on the upper floors. Elevator systems do not always work well. Also, they cannot meet their needs as quickly as*

other children during breaks. It would be better for our children if support staff or additional arrangements were made. Actually, I would like to say that sometimes teachers try to send children out of their classes because they do not want to deal with them, saying that they are not suitable for my class. We experience this situation more especially if there are one or two additional obstacles in addition to the physical disability." Participant G:2 expressed his/her views as follows, "*Before guiding these students, we need a physiotherapist's opinion first. Afterwards, the students in the classroom are informed and their friends help the student with physical disabilities; I think that the student can receive a barrier-free education in the least challenging educational environment. Ultimately, if an individual has the necessary equipment and the school has sufficient equipment, the most appropriate measure will be inclusion. When I say the equipment in the school, I mean that all the various situations such as the ramp, elevator, classroom location, classroom size, canteen location are appropriate.*" Participant G:5 expressed his/her thoughts as follows, "*I think this group with disabilities adapts better academically to the normal class. Of course, I think that inclusive education and the measures to be taken for physical disabilities are important for student development. For example, more detailed consideration and more environmental arrangements and adaptations need to be made. First, a plan should be made taking into account the degree of the disability. How can a child in a wheelchair go to school without a ramp? After thinking in the best way possible and arranging the entire environment accordingly, they should be included in education with normal students. This will enable the student and the society to adapt more easily and will improve the life skills of not only our children but also the society with such students.*"

Teachers' Opinions on the Participation of Students with Visual Impairments in Inclusive/Integrated Education Practices

The fourth main theme is teachers' opinions about the participation of students with visual impairments in inclusive/integrated education practices. The sub-themes of this main theme are the degree of vision loss of the student and the in-class adaptations made for the student. The codes belonging to the sub-theme of the degree of vision loss of the student are low vision and total, and the codes belonging to the sub-theme of in-class adaptations made for the student are texts in large print, seating the student in the front and appropriate materials.

When the interview data were examined, seven of the participants stated that the degree of vision loss of the student had an impact on inclusion/integration practices. While three of these participants said that students with low vision could benefit from inclusion/integration practices, four of them stated that students with total visual impairments were less likely to benefit from these practices. Eight of the participants stated that in-class adaptations should be made for the student for individuals with visual impairments to be successful in inclusion/integration practices. Two of these participants stated that large font texts should be used, three stated that the student should be seated in the front rows, and three stated that it is important to choose appropriate materials.

G: 5, one of the participants who expressed their opinions about the participation of students with visual impairments in inclusive/integrated education practices, said, "*There are differences between the totally blind and those with low vision. It is very likely that a totally*

blind child will have difficulty integrating. It would be better if they were directed to inclusion, at least after gaining independent living skills. But children with low vision progress better by being educated with their peers. Of course, teachers are also important here, with large fonts etc. If they make appropriate adaptations for the child, integration will progress well. If not, of course it is difficult..." Participant G:2 expressed his/her views as follows, "*The environment should be very well organized. When I say environment, I mean the whole school, from the entrance to the classroom to the toilet. Physical environments that would aggravate the disability of the individual with disabilities should be avoided, and the teacher should have received training appropriate to the disability, even at a simple level. The material must be chosen appropriately.*" Participant G:4 said, "*I think that inclusive education is important for the adaptation of students with visual impairments to the regular classroom. I think that arranging the required class size and materials accordingly is important in student development. It is necessary to thoroughly investigate the level of vision loss of the student and organize it accordingly.*" Participant G:1 expressed his/her thoughts as follows, "*Inclusive education in the visual impairments is difficult for those with low vision, but only in total or near-total situations because the child may have difficulty in skills such as following the lesson and reading. I have teacher friends who go to a school for the blind. There are many examples like this. Very successful individuals can come out of the school for the blind. Especially if the child has been given cane training and there is no school for the blind, inclusive education can be given. But I think the school for the blind is more useful. Teachers may not bother with inclusion, may be put in the background, and may not make the necessary adaptations. For example, some may find it difficult to even have the child sit in the front row or prepare appropriate materials. They can also be left behind socially.*"

Teachers' Opinions on the Participation of Students with Speech and Language Disorders in Inclusive/Integrated Education Practices

The fifth main theme is teachers' opinions about the participation of students with speech and language disorders in inclusive/integrated education practices. The sub-themes of this main theme are the student's age, the environment in which the student lives and the effects of the stimuli he is exposed to. The codes belonging to the sub-theme of the student's age are early childhood and later ages, and the codes belonging to the sub-theme of the environment in which the student lives and the effect of the stimuli s/he is exposed to are the concerned family, the status of going to school and the status of receiving group education.

When the interview data were examined, all of the participants stated that the age of the students with speech and language disorders had a great importance on inclusion/integration practices, while seven of these participants mentioned the importance of the early childhood period, and two of them stated that progress was more difficult in this group of students in the older age groups. In addition, while six of the participants talked about the importance of the environment in which the student lives and the stimuli s/he is exposed to, two participants mentioned that the interest of the family, two participants mentioned that the situation of going to school, and two participants mentioned that whether they receive group education in special education and rehabilitation centers is effective.

G:6, one of the participants who expressed their opinions about the participation of students with speech and language disorders in involved family, said, "*Inclusion in speech and language disorders is very useful, especially in the pre-school period. It is very useful for him to be with his peers... I have seen many children who could not speak until they were 4-5 years old, but who could speak when they went to kindergarten. But of course, this support should be accompanied by education.*" Participant G:3 expressed his thoughts as follows, "*Children with language difficulties should definitely receive inclusive education. I think that the most healing and developmental potential of this type of disability, especially in the preschool period, is through receiving inclusive education.*" Participant G:8 said, "*It is very important for students with speech and language disorders to be diagnosed early and receive education. If they are not diagnosed and educated in pre-school period, they have great difficulty in the first reading and writing processes. But children who start early education usually make a lot of progress, and we can even eliminate their diagnosis completely in the following years. Family also has a big impact. How much does he care about his child, does he let him watch TV or read a book? These are always important factors.*" Participant G:7 expressed his views as follows, "*The age of the student is very, very important. The sooner the problem is detected, the better. Pre-school education and group training should be started immediately. The family should be well informed so that they can constantly support the child in terms of language input, talk and talk a lot. For example, they should read books together every day. Because if these critical periods pass, it will be very difficult for children to progress at later ages.*"

Teachers' Opinions on the Participation of Students with Autism Spectrum Disorder in Inclusive/Integrated Education Practices

The sixth main theme is teachers' opinions about the participation of students with autism spectrum disorders in inclusive/integrated education practices. The sub-themes of this main theme are the student's level of being affected by autism spectrum disorder, the student's intelligence level, the student's problem behavior, and the level of acceptance of the classroom teacher, students and parents towards the student with autism spectrum disorder. The codes belonging to the sub-theme of the student's level of being affected by autism spectrum disorder are mild, moderate-severe, and the codes belonging to the sub-theme of the student's intelligence level are intellectual disabilities, normal, and special talent. The codes belonging to the sub-theme of the student's problem behavior are there is problem behavior, there is no problem behavior, and the codes belonging to the sub-theme of the level of acceptance of the classroom teacher, students and parents towards the student with autism spectrum disorder are accepted and excluded.

When the interview data were examined, all the participants stated that the degree to which students with autism spectrum disorder were affected by autism spectrum disorder had a great impact on inclusion/integration practices, while seven of these participants stated that it would be more appropriate for students with moderate and severe autism spectrum disorder to receive education in segregated environments. Two of the participants stated that students with mild autism spectrum disorder could benefit from inclusion/integration practices. While six of the participants stated that the student's intelligence level is important for the effectiveness of inclusion/integration practices, all the participants expressed the importance of the student's problem behavior. Seven of the participants stated that the level of acceptance

of the classroom teacher, students and other parents towards the student with autism spectrum disorder may have an impact on inclusion/integration practices.

G:9, one of the participants who expressed their opinions about the participation of students with autism spectrum disorder in inclusive/integrated education practices, said, "*Just like in intellectual disabilities, the level of the child is very important here. Of course, children with severe autism should not be in the inclusive classroom, but sometimes children with such mild autism come that it would be a shame to place those children in a special education class. Some families insist on inclusion without taking their child's situation into consideration, but sometimes the child is at such a point that it is more than impossible for him to benefit from the inclusive classroom... No, I mean, if we place the child here, other parents and the teacher will rightly cause problems. But some of them have accepted their children's situation very well, have researched the most suitable educational environment for their child, or are listening to our advice. If the child is mild, I think inclusion is more appropriate; if the child is severe, a special education class or school is more appropriate.*" Participant G:4 expressed his views as follows, "*Yes, manageable and good developments can be seen in autism inclusion primary school, but here the performance of the child, the attitude of the parents, and the support training he receives are important. Inclusion can be good in primary school. The student with autism in my son's classroom for inclusion used to lie on the floor etc. when he was in the first grade. He had problem behaviors, that's all over now, but if he doesn't encounter the same attitude when he starts secondary school, maybe all the skills he learned will go back. We cannot be very helpful to the children with mild autism that we place in autism classes, because these children are very affected by each other's negative behaviors. Inclusion should definitely be tried with mild children for at least 1 year. Not 2-3 months.*" Participant G:2 expressed his thoughts as follows, "*I think students with moderate and severe autism may have difficulty in inclusion. The main reason for this thought is this: I have worked in high schools for years and I know the inside scoop on the job. These students have many different behavioral problems. Sometimes, two teachers could not even keep up with a single student, so we had to make a cut from there. The inclusive education teacher cannot do anything in these situations. Which kid should he mess with? If appropriate behavior control methods are not applied, children with severe autism do not know exactly where and what to do. It is difficult for other children, and it is also difficult for the child with autism. I think this situation is not suitable for anyone.*" Participant G:7 expressed his thoughts as follows, "*Students with atypical autism should definitely receive education with their normal peers through inclusive and integrated education. It would be appropriate for other students to be placed in an inclusion or special education class, considering their aggression, violence and the student's grade. Because students with atypical autism are the group that is closest to normal in terms of behavior. I think it would be much more beneficial for them to be evaluated first in inclusion, in terms of both their academic and behavioral development.*"

Teachers' Opinions on the Participation of Students with Specific Learning Disabilities in Inclusive/Integrated Education Practices

The seventh main theme is their views on the participation of students with specific learning disabilities in inclusive/integrated education practices. The sub-themes of this main theme are whether teachers have technical knowledge of teaching methods and correct

diagnosis of specific learning disabilities. The codes belonging to the sub-theme of teachers' technical knowledge of teaching methods for specific learning disabilities are knowledgeable teachers and uninformed teachers, and the codes belonging to the sub-theme of whether they have received a correct diagnosis are intellectual deficiency and attention deficit and hyperactivity disorder.

When the interview data is examined, it is seen that five of the participants stated that teachers' technical knowledge of teaching methods for specific learning disabilities is effective on inclusion/integration practices. While three of these teachers stated that teachers who are uninformed on the relevant subject could have negative effects, two of them mentioned that knowledgeable teachers could have positive effects. Four of the participants stated that whether or not the student received the correct diagnosis has an impact on inclusion/integration practices. Two of these participants stated that the diagnosis of specific learning disabilities can be confused with the diagnosis of intellectual disabilities, and two of them stated that the diagnosis of attention deficit and hyperactivity disorder can cause negativities in practice. G:1, one of the participants who expressed their opinions about the inclusion/integration education of students with specific learning disabilities, said, "*The situation is different for these children, too. Sometimes they can diagnose mild children with learning disabilities and send them to us from the hospital. Here we may also need to apply the intelligence test again. Children with learning disabilities generally do not exhibit much problem behavior. They don't have much trouble integrating. Of course, it is different if there is attention deficit, hyperactivity etc. But ultimately, the most appropriate place for these children to receive education is inclusion. But I wish the class size was smaller, the teachers were more knowledgeable about this subject, so that these children would not get lost in the middle...*", Participant G:8 expressed his thoughts as follows, "*I think that inclusion is important in this situation of disability and that there should be specially trained and educated teachers. The teacher should diversify the educational environment and simplify the goals by determining the learning strategies and methods appropriate to the individual.*" Participant G:3 expressed his thoughts with his words, "*For students with specific learning disabilities, it is very important how the teacher will work with these children and what methods, techniques and materials they will use, rather than the student. Although this is generally true for all disability groups, it should be understood that specific learning disabilities have very different learning abilities than disabilities.*" Participant G:4 conveyed his thoughts through his words, "*Now, with the new ÇÖZGER reports, the children we diagnosed with specific learning disabilities have become very confused. They diagnose both intellectual disabilities and specific learning disabilities in the medical report. Then get out, if you can get out of it. Here, some children are mixed like a light mind, some are directed as special learning. But in the end, these are mistakes that should not have happened. Correct diagnosis is the first and most important step in specific learning disabilities. Afterwards, it is necessary to work correctly with an expert educator so that progress can be made in this group.*"

Result and Discussion

According to the results of the research, most of the participants stated that it may be appropriate for students with intellectual disabilities to participate in inclusive education practices, but that this depends on the level of the student being affected by the intellectual

disabilities, and that inclusion/integration practices would be more appropriate, especially for students with mild intelectual disabilities. In addition, most of the participants mentioned that teachers' attitudes towards inclusion/integration practices are important and stated that teachers with positive attitudes can carry out these practices more successfully. In addition, some of the participants said that class size has an impact on inclusion/integration practices, and they mentioned that inclusion/integration practices are carried out better, especially in classes with small numbers. As the last finding regarding the participation of individuals with intellectual disabilities in inclusive/integrated education practices, most of the participants mentioned the importance of the interest level of the student's parents and stated that the children of the concerned parents benefited more from the inclusion/integration practices. According to another result of the research, most of the participants said that the level of hearing loss of students with hearing impairments has an impact on the effectiveness of inclusion/integration practices and stated that the less the degree of hearing loss, the more successful the application is. Additionally, most of the participants mentioned the importance of the student's device usage. In addition, most of the participants stated that inclusion/integration practices are more effective for students who use devices, and that students who do not use devices and have no hearing may have difficulty in inclusion practices. According to another result of the research, most of the participants stated that the degree to which the student is affected by physical disabilities has an impact on the efficiency of inclusion/integration practices, while some of the participants stated that this education would be more efficient for students with mild physical disabilities. While all the participants talked about the importance of physical arrangements to be made at school and in the classroom; s/he mentioned that issues such as ramps, elevators, and location of classrooms are important variables. According to another result, most of the participants who expressed their opinions about the participation of students with visual impairments in inclusive/integrated education practices stated that education in a separate environment would be more appropriate for students with total visual impairment rather than this practice, while most of the participants mentioned the importance of in-class adaptations for students with low vision. The majority of the participants stated that adaptations such as texts in large fonts, seating the student in the front, and using appropriate materials affected the efficiency of inclusion/integration practices. According to other results of the study, all of the participants talked about the importance of the age at which students with speech and language disorders participate in educational practices through inclusion/integration and stated that this education is much more productive in early childhood. In addition, while most of the participants pointed out the effect of the environment in which the student lives and the stimuli to which s/he is exposed, they stated that the level of interest of the families, the status of going to school and the status of receiving group education have a great impact on the inclusion/integration practices in which students with this disability participate. According to another result of the research, the participants stated that students' level of being affected by autism spectrum disorder had an impact on inclusion/integration practices, while most of the participants stated that students with moderate and severe autism spectrum disorder could not benefit sufficiently from this education. In addition, while most of the participants stated that the intelligence level of the students also had an impact on the efficiency of inclusion/integration practices, all of the participants said that the problem behavior of the student also had an impact. They expressed the opinion that inclusion/integration practices

could be productive for students who do not show problem behavior and for students who are accepted by the classroom teacher, students and parents and are not excluded. According to the result of the research, most of the participants stated that teachers' teaching methods, techniques and knowledge regarding specific learning disabilities are important, and they also said that whether the student is correctly diagnosed or not has a significant impact on the efficiency of inclusion practices. The findings were discussed by comparing them with the relevant literature.

Level of Students' Affected by Disability

Within the scope of the research, most teachers stated that the degree to which the student is affected by the disability has an impact on inclusion/integration practices. Participants participating in the study, especially in the sub-themes of intellectual disabilities, hearing impairments, visual impairments, and level of being affected by autism spectrum disorder, stated that students who are mildly affected by disability are more suitable for inclusion/integration practices, while they stated that segregated educational environments may be better for students who are moderately and severely affected. In this context, when the literature is examined, the data obtained from previous research overlaps. In their qualitative research, Gök and Erbaş (2011) conducted semi-structured interviews with 10 different preschool teachers who had inclusive students in their classes. According to the results of this study, teachers stated that individuals with visual and severe intellectual disabilities are not suitable for inclusive practices and argued that students with other types of special needs should be included in inclusive practices as long as they can learn.

Teachers' Knowledge Level and Attitudes

Within the scope of the research, participants evaluated the teachers' level of knowledge about the type of disability of the student and how the teachers teaching their classes will teach students with this disability. They stated that their attitudes towards inclusion/integration practices and their level of acceptance of students are important. In this context, when the literature is examined, the data overlap with previous research. In their study, Babaoğlan and Yılmaz (2010) conducted semi-structured interviews with 40 classroom teachers to investigate whether primary school teachers had sufficient equipment and knowledge about inclusion practices. According to the results of the study, it was concluded that most of the classroom teachers were not trained in inclusive practices and considered themselves inadequate in this regard. In another study, Akalın (2015) conducted semi-structured interviews with six classroom teachers who had students with special needs in their classrooms on inclusion practices, classroom management in an inclusive environment, competencies and requirements. According to the results obtained, it was determined that although classroom teachers' knowledge and skills regarding inclusive practices were limited, they had difficulties in classroom management. In another study, Gün Şahin and Gürbüz (2016) found that, because of interviews with 15 teachers who provide education through inclusion practices, teachers generally consider themselves inadequate in terms of inclusion practices. In another study, Vural and Yıkmış (2008) investigated the studies carried out by classroom teachers who provide education through inclusive practices regarding adaptation of teaching, and data were collected through semi-structured interviews. According to the results of the research, it was determined that classroom teachers who provide education

through inclusive practices did not have sufficient knowledge about teaching adaptations and that the adaptations they made were limited. All these research results coincide with the results of this research and support the accuracy of the findings.

Adaptations to be Made Across the Classroom and School

Within the scope of the research, participants stated that adaptations should be made both physically and educationally in the education and training environment, and that these adaptations have a significant impact on inclusion/integration practices. In this context, when the literature is examined, the data overlap with previous research. In a study, Zeybek (2016) conducted semi-structured interviews with 25 teachers to determine the opinions and suggestions of primary school English teachers regarding inclusion and integration practices. According to the results of the research, it was determined that teachers had deficiencies in their knowledge about inclusive practices and that they did not have up-to-date information about the methods they used while teaching skills and concepts. In addition, teachers reported that they encountered problems such as crowded class sizes, lack of time and materials, and general inadequate physical conditions of schools. In another study, Deniz and Çoban (2019) conducted a study to determine the opinions of teachers regarding inclusion practices and found that most teachers made adaptation work and cooperation at a limited level. According to another finding in the same study, they pointed out that schools did not have appropriate and sufficient physical equipment for inclusive practices. In another study, Uzun (2009) examined the opinions and suggestions of principals working in primary schools regarding inclusion practices. According to the research results, participants stated that class size, school administration and physical environment are among the factors affecting the success of inclusion practices. Participants stated that small class sizes, provision of support education services, creation of appropriate physical environments and increasing physical resources are important for inclusion practices. In another study, Yılmaz (2005) stated that children with physical disabilities can be integrated into society by receiving better education through basic and simple architectural arrangements. In the study, regulation criteria were explained, stating that to implement inclusive practices successfully, the access roads to school buildings, classrooms and arrangements for the school should be made by taking into consideration the disabilities and needs of the students. All these results in the literature coincide with the results of this research and support the accuracy of the findings.

Acceptance Levels and Attitudes of Teachers, Students and Parents

Within the scope of the research, participants talked about the importance of the attitudes of teachers, students and parents towards the student with special needs in order for the inclusion/integration practices to be carried out successfully and stated that the more accepting and positive attitudes these elements have, the more successful the inclusion/integration practices will be. In this context, when the literature is examined, the data overlaps with the studies in the literature. In a study, Anlanma and Kayacan (2015) aimed to evaluate and examine the inclusion practices implemented in primary schools from the perspective of classroom teachers and conducted semi-structured interviews with 10 classroom teachers. According to the research findings, it has been determined that within the scope of inclusion practices, other parents in classes with students with special needs generally do not think negatively towards students with special needs. In another study, Burak (2019)

aimed to examine the variables regarding the inclusion, integration and educational placement of children with autism. According to the results of the research, it was determined that there was a significant relationship between the classroom teachers' views on inclusion, their feelings, attitudes, opinions and self-efficacy perceptions towards children with autism, and their positive thoughts towards inclusion practices. In another study, Ünal and İflazoğlu Saban (2014) aimed to determine the attitudes of parents of students with disabilities towards inclusion practices. Considering the findings of the research, it was stated that parents' attitudes towards inclusion practices were generally positive and most of these parents were satisfied with the inclusion practices their children received. The results of all these studies coincide with the results of this research and support the accuracy of the findings.

Suggestions

Recommendations for Practice

1. A certain standard regarding educational evaluation and diagnosis can be established in the special education services department of guidance and research centers.
2. In the special education services department of guidance and research centers, special education teachers who are graduates of the field who have knowledge of educational diagnosis can be provided to work.
3. By organizing in-service training for teachers who are responsible for providing support training, their knowledge levels can be increased and positive attitudes can be improved.
4. Physicians working in health institutions and performing medical diagnosis can be given training on correct diagnostic criteria.
5. Informative trainings about inclusion/integration practices can be organized for students and parents in schools.

Recommendations for Further Research

1. The research can be carried out with the personnel or administrators working in the special education services department of the guidance and research center located in other provinces other than Ankara.

2. Research can be carried out with all personnel working in the guidance and research center, regardless of department.

3. More detailed research can be carried out on all types of disabilities one by one.

References

Akalın, S. (2015). Kaynaştırma sınıfı öğretmenlerinin sınıf yönetimine ilişkin görüşleri ve gereksinimleri. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi*, *16* (3), 215-236. https://dergipark.org.tr/en/pub/ozelegitimdergisi/issue/17172/179470

Anılan, H., & Kayacan, G. (2015). Sınıf öğretmenlerinin gözüyle kaynaştırma eğitimi gerçeği. *Bartın Üniversitesi Eğitim Fakültesi Dergisi, XIV. Uluslararası Katılımlı Sınıf Öğretmenliği Eğitimi Sempozyumu (21-23 Mayıs 2015) Özel Sayısı*, 74-90. https://dergipark.org.tr/en/pub/buefad/issue/3817/51334

Babaoğlan, E., & Yılmaz, Ş. (2010). Sınıf öğretmenlerinin kaynaştırma eğitimindeki yeterlikleri. *Kastamonu Eğitim Dergisi, 18*(2), 345-354. https://dergipark.org.tr/en/pub/kefdergi/issue/49063/626026

Burak, Y. (2019). *Otizmli çocukların eğitsel yerleştirilmesi, kaynaştırılması ve bütünleştirilmesinde öğretmenlerle ilgili değişkenlerin incelenmesi* (Yayımlanmamış Doktora Tezi). Trakya Üniversitesi, Sosyal Bilimler Enstitüsü, Edirne.

Deniz, E., & Çoban, A. (2019). Kaynaştırma eğitimine ilişkin öğretmen görüşleri. *Elektronik Sosyal Bilimler Dergisi, 18*(70) , 734-761. DOI: 10.17755/esosder.448379

Fazlıoğlu, Y., & Doğan, M. K. (2013). Öğretmenlerin kaynaştırmaya ilişkin tutumlarının incelenmesi. *Trakya Üniversitesi Sosyal Bilimler Dergisi, 15*(2), 223-234.

Gök, G., & Erbaş, D. (2011). Okulöncesi eğitimi öğretmenlerinin kaynaştırma eğitimine ilişkin görüşleri ve önerileri. *International Journal of Early Childhood Special Education, 3*(1), 66-87. https://dergipark.org.tr/en/pub/intjecse/issue/8649/107947

Gün Şahin, Z., & Gürbüz, R. (2016). Kaynaştırma öğrencilerini eğiten ortaokul öğretmenlerinin yeterlikleri üzerine. *Adıyaman University Journal of Educational Sciences, 6*(1) , 138-160. DOI: 10.17984/adyuebd.89881

Güven, Y., & Uyanık Balat, G. (2006). Kaynaştırma uygulamalarına ilişkin rehber öğretmenler ve rehberlik araştırma merkezi çalışanlarının görüşleri. *Marmara Üniversitesi Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi, 24*(24), 95-108.

Kargın, T. (2004). Kaynaştırma: Tanımı, gelişimi ve ilkeleri. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi, 5*(2), 1-13.

MEB. (2018). Özel Eğitim Hizmetleri Yönetmeliği. Özel Eğitim ve Rehberlik Hizmetleri Genel Müdürlüğü, http://orgm.meb.gov.tr/www/icerik_goruntule.php?KNO=608 adresinden 11 Ağustos 2021 tarihinde erişim sağlanmıştır.

MEB. (2020). Rehberlik ve Araştırma Merkezi Yönergesi, Milli Eğitim Bakanlığı Özel Eğitim ve Rehberlik Hizmetleri Genel Müdürlüğü, http://orgm.meb.gov.tr/www/icerik_goruntule.php?KNO=608 adresinden 11 Ağustos 2021 tarihinde erişim sağlanmıştır.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco: Jossey-Bass.

Sucuoğlu, B., & Kargın, T. (2006). *İlköğretimde kaynaştırma uygulamaları: Yaklaşımlar, yöntemler, teknikler*. İstanbul: Morpa Kültür Yayınları.

Uzun, G. (2009). *Kaynaştırma uygulamalarında ilköğretim okulu müdürlerinin rolü ve kaynaştırma uygulamalarına ilişkin görüş ve önerileri* (Yayımlanmamış Yüksek Lisans Tezi). Maltepe Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.

Ünal, F., & İflazoğlu Saban, A. (2014). Kaynaştırma uygulamasına devam eden engelli öğrencilerin velilerinin kaynaştırmaya yönelik tutumları-II. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 23*(1), 466-417. https://dergipark.org.tr/en/pub/cusosbil/issue/32277/358320

Vural, M., & Yıkmış, A. (2008). Kaynaştırma sınıfı öğretmenlerinin öğretimin uyarlanmasına ilişkin yaptıkları çalışmaların belirlenmesi. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi, 8*(2), 141-159. https://dergipark.org.tr/en/pub/aibuefd/issue/1495/18090

Yılmaz, B. (2005). Bedensel engelli çocukların temel eğitim okullarında eğitim alabilmesi için gereken mimari düzenlemeler. *Selçuk Üniversitesi Mühendislik, Bilim ve Teknoloji Dergisi, 20*(3), 73-84. https://dergipark.org.tr/en/pub/sujest/issue/23275/248437

Zeybek, Ö. (2016). *İlköğretim okullarındaki İngilizce öğretmenlerinin kaynaştırma uygulamalarına ilişkin görüş ve önerileri* (Yayımlanmamış Doktora Tezi). Anadolu Üniversitesi, Eğitim Bilimleri Enstitüsü, Eskişehir.

About Authors

Damla Gülce ACAR: She completed her undergraduate education in Eskişehir Osmangazi University, Department of Special Education, in the field of Education of the Intellectual Disabilities, in 2015. In the same year, she was appointed to Ankara to work in schools affiliated with the Ministry of National Education. She worked in special education classes at primary, secondary and kindergarten levels, and guidance and research center. In 2021, she completed the master's program in Inclusion in Education at Eskişehir Osmangazi University Institute of Educational Sciences. She won national and European quality label awards by carrying out eTwinning and Erasmus + projects related to the education of individuals with special needs. She has published books on teaching literacy to individuals with special needs and teaching social studies. She currently serves as a board member of special education services at Sincan Guidance and Research Center in Ankara. Her research interests are inclusion/integration practices in education, educational diagnosis and evaluation, support training room implementations.

Macid Ayhan MELEKOĞLU: He went to the United States in 2003 for his master's and doctorate education in the field of special education with the overseas education scholarship provided by the Ministry of National Education within the scope of Law No. 1416. He completed the Special Education Master's Program at the University of Wisconsin-Madison in 2005 and the Special Education Doctorate program in 2009. In the same year, he started working at Muğla University Faculty of Education. In 2011, he left his job at Muğla University and started working at Eskişehir Osmangazi University Faculty of Education. He currently works as a faculty member at Eskişehir Osmangazi University, Faculty of Education, Department of Special Education. His research interests include specific learning disabilities, assessing reading skills, increasing reading achievement, inclusion, and teacher training in special education.

Ethics Committee Approval

There is no ethics committee approval. The research was conducted within the framework of the Declaration of Helsinki. Participants were volunteers and all were informed in advance and their consent was obtained.