

The opinions of teachers working at special education centers on inclusive/integration education

Ahmet Dogan*, Department of Special Education, Faculty of Education European University of Lefke, North Cyprus, Mersin 10, Lefke.

Ayse Bengisoy, Department of Guidance and Psychological Counselling, Faculty of Education, European University of Lefke, Lefke, TRNC Mersin 10 Turkey.

Suggested Citation:

Dogan, A. & Bengisoy, A. (2017). The opinions of teachers working at special education centers on inclusive/integration education. *Cypriot Journal of Educational Science*. 12(3), 121-132.

Received April 7, 2017; revised June 26, 2017, accepted September 2, 2017.

Selection and peer review under responsibility of Prof. Dr. Huseyin Uzunboylu & Assoc. Prof. Dr. Cigdem Hursen, Near East University.

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Abstract

This study was conducted with the purpose of finding out the opinions of teachers working at special education centers about inclusive education. The study was conducted with teachers working at a special education center in Famagusta, Turkish Republic of Northern Cyprus, in the academic year of 2016-2017. Qualitative methodology was used in the research. Using semi-structured interview technique, face-to-face interviews were held with teachers of various ages, length of service, gender and of different undergraduate and graduate degrees who work at the special education center. Face-to-face interviews were recorded with voice recorders. The teachers were first informed on the reason of the interview and the reason for which the data would be used. Descriptive analysis technique was used in the analysis of data. According to research findings, teachers working at the special education center stated that there was no special education and inclusion law in Northern Cyprus, that the law should be passed at once, that inclusive education should be regulated with this law and arbitrary practices should be ended and that uncertainties should be eliminated. They emphasized that school managers and teachers were inadequate and ignorant about inclusive education, that especially teachers were unable to prepare and implement BEP programs, and that both teachers and managers should be subjected to compulsory on-the-job training on inclusive education. They argued that supporting education services were inadequate, special education teachers should be assigned to schools where inclusive education was offered and teachers should be given sufficient support and supportive education rooms should be designed and used properly. In conclusion, teachers working at special education centre suggested that the problems in inclusive education were entirely caused by legal gaps; that existing laws were inadequate for which reason a special education and inclusion law should be passed immediately and emphasis should be given to on-the-job training activities.

Keywords: Inclusion/integration, special education, special education teachers, opinions on inclusion / integration.

*ADDRESS FOR CORRESPONDENCE: **Ahmet Dogan**, Department of Special Education, Faculty of Education European University of Lefke, North Cyprus, Mersin 10, Lefke
E-mail address: the_dogan55@hotmail.com

1. Introduction

Education is the most fundamental right of all individuals. No one can be deprived of the right of education due to their non-abilities. The rights of education are secured with national and international laws and conventions for all individuals (Batu, Colak & Odluyurt, 2014). 1981- "*UNESCO Malaga World Conference on Education, Prevention and Participation Activities and Sundberg Declaration*" emphasized that countries should take measures to facilitate the access of disabled persons to education and teaching, offer supportive education services that parents need, ensure parent participation in education services and include parent education, increase the qualifications of educators, upgrade education environments so that they are suitable for disabled individuals and meet their material needs and take measures required to reintegrate them to the society (TC MEB, 2013). In 1990 "*World Conference on Education for Everyone*", European Union Integration of Disabled People within General Teaching System accepted as a principle decision that individuals with special needs should participate in general education system and related efforts should be encouraged. In addition, "full participation in general education system must be the first option, and that effort should be paid by all education institutions to meet the needs of students with disabilities. The highest possible level of teaching should be provided to students with disabilities within the education system and their independence and reintegration with the society should be encouraged" (TC MEB, 2013). "In order to make sure that equality of opportunity is ensured without discrimination, integrative education system must include disabled individuals, who should be included in general education system, and they should benefit from compulsory and free of charge elementary and secondary education opportunities, their equal access to education in their habitat should be ensured, regulation should be made suitable for their needs, the support they needed within education system should be provided, and their access to higher education, vocational education, adult education and life-long education should be provided under equal conditions without discrimination of any kind" (TC MEB, 2013). The viewpoint in several countries of the world follows almost the same process for inclusive education. Measures towards paying attention to both students and classroom environment and other factors are being taken (Turnbull, Turnbull, Shank, & Smith, 2004). In 2006 – 2015 European Council Action Plan for People with Disabilities recommendation has been made with regards to the rights of people with disabilities such as diagnosis, prognosis, treatment, accessibility, integration, vocational courses etc. (TC MEB, 2013).

TRNC does not have a separate integration and special education law. Integration and special education applications are performed as per 59th article of TRNC constitution and 42nd, 43rd, 44th, 49th and 52nd articles of National Education Law. TRNC constitution and TRNC MEB law, 1985, 1986. It is not rare that students at schools are having learning difficulties (Batu, 2014). One of the most fundamental reasons of this problem is that individual needs of students are being ignored. However, the learning needs, interests and skills, learning characteristics and speed of every individual are different. Designing a program and learning process which is differentiated according to the individual needs of each student will remove learning difficulties to a great extent. If individuals who need special education continue their education in integrated education environments instead of differentiated education environments, their integration with other students will become easier; inadequacies of students and other people in the society result in the change of negative attitudes and behaviors towards individuals with inadequacies which, in turn, results in more inclusion/integration. Instead of separating students with inadequacies from other students, the basic objective must be more integration with the adaptation and regulations at schools. Separating students with inadequacies from their normal peers is not right and makes adaptation of student to normal social life a rather challenging task. Integration must be constantly supported and developed by the Ministry of National Education, school managers, teachers, relevant agencies, families and the environment. If everyone working at school displays positive attitudes towards integration, the possibility of success of inclusion-integration will be higher. Especially school management and teachers must support integration practices, pave the way for effective implementation of the process with their attitude and behaviors, and undertake a critical role in ensuring the integration of students with special needs with their peers and the society at large (TC MEB, 2013). Special education principles fully indicate that student receives education in the earliest convenience in early

childhood. The first years of development are critical both in general education process and in special education (Odom, 2000).

Within the scope of integration applications, offering education to students with disabilities with their normal peers will make considerable contribution to the improvement of their social skills and social acceptance. Students who develop differently have the best opportunity of obtaining education in the integration environment with their peers without being excluded. Education environments other than inclusion/integration are restraining for students with inadequacies. Considering the characteristics of students with special education, it is seen that inclusive education is the best education environment for them. In order for inclusive education to achieve the desired objective, it is essential that education begins in early ages; and vocational qualifications, the approach of individuals without disabilities towards individuals with disabilities, and the approach of parents of individuals with and without disabilities matter (TC MEB, 2010). Considering the education of individuals with special needs within the education system, one of the first concepts is inclusion (integration). Despite all efforts and well-intended approaches, inclusive education has not reached the desired level. One of the most important reasons for this failure is that teachers and school managers do not have sufficient information with regards to the characteristics and education of individuals with different development (Batu, Colak & Odlyurt, 2014). It must be ensured that regulations for children who need special education must be made with child-centered educational approaches and that they have access to regular schools, and effort must be paid to ensure that they continue education without being separated from their peers (Batu, Colak & Odlyurt, 2014). These students with disabilities must be placed in education institutions so that they are with their peers with normal development from the least restrictive to the most restrictive environment. The least restrictive environment means the medium where students with disabilities are educated with their normal peers. Students with special needs must be together with their normal peers as long as it is practicable. The least restrictive environments are those where students with disabilities can show the highest level of success. Separating students with disabilities from their peers is not right. Separating them from their peers makes it more difficult for them to adapt to social life. The needs of students with disabilities can be better met in normal education environments. Effective education methods work with every individual (Kargin, 2004). Students with disabilities have the chance of receiving education with their peers in inclusion/integration environments whereas students who are in restrictive education environments outside integration lose this chance. Inclusion efforts became widespread with the act no. 2916 on children that need special education which was enacted in 1983 (Kırcaali-Iftar, 1998). Effort is paid to rapidly popularize the programs related to inclusion which are implemented at general schools (Sucuoglu, 1991). The purpose of inclusion/integration education is to eliminate the borders which separate general and special education and make students with disabilities indispensable parts of general education classes (Chopra, 2008). Students with disabilities were educated at special education schools in the beginning; then, special education classes were opened at normal schools and partial integration was applied. Today they are educated at schools along with students without disabilities at general education schools (Blair, 1985).

What is meant with inclusive education is that students with disabilities receive the required support education services and are educated at normal classes as full-time or half-time inclusion students (Güzel, 2014). As a result of integration applications, all students will notice individual differences and learn to respect their differences, so that their skills such as communicating and being friends with each other will be improved (Ardic, 2014). Inclusion is an educative result of normalization process within the idea of "offering equal education opportunity to everyone" (Diler, 1998). If students with special needs see themselves as the part of a general class and if they are accepted by their teachers and classmates, then it can be claimed that these students are integrated/included in real sense (Batu, 2008). For inclusion/integration, every student has to benefit from the right to receive education at fair rates (Salend, 2001). Inclusion education is a process which ensures the educative and psycho-social development of all students. For inclusion education students in classroom environment obtain several acquisitions from their peers and school environment and show progress in terms of development (Lindsay, 2003). The process which also requires the employment of different teaching methods and techniques in the classroom make sure that students benefit from it (Lewis & Doorkagi, 1999). It is witnessed that there is a general acceptance for offering inclusion/integration education regularly in general education classes to children who need special education with their peers (Aral, 2011). Applications with regards to

inclusive education began with the insistence and efforts of the parents of students who receive special education in the USA in 1930s. Scientific researches and applications with regards to inclusion aim at preventing the labeling and exclusion of children with special needs, increasing their social acceptance and status, and creating a learning environment with better conditions (Batu & Kircaali-ftar, 2005). At the World Special Education Conference which was organized by UNESCO in 1994 in Spain decisions were taken with regards to integration. In this decision, it is said that “every child has the fundamental right of obtaining education and every child must be given the opportunity to achieve in reaching and sustain an acceptable level of education (Salamanca Declaration, 1994). Member countries are obliged to perform these responsibilities with the laws to be enacted. Indeed, in Turkey legislation efforts have been paid with regards to special education and inclusion/integration in line with international laws. There are efforts for preparing legislation with regards to special education and inclusion/integration in TRNC. However, despite all legal efforts, there are still problems regarding inclusion/integration practices (Ataman et al., 2012).

Teachers who have inclusive students in their classes have problems with the school administration and other teachers as well as the parents of students with special needs. Parents complain that the teachers do not want the student in their class whereas the teachers complain that parents do not show interest in the child, do not support his/her homework, do not cooperate, distort the order of the class and reduce success (Sucuoglu & Bakkaloglu, 2013). In the communiqué titled “Inclusive Education Applications” published on 02.09.2008 by Directorate General of Special Education Guidance and Consultancy Services in Turkey, it is stated that regarding the inclusive education of students with disabilities who are educated with their normal peers in inclusive classes, the class teachers, school guidance teachers, other teachers, managers and all the officials at the school will act with the same consciousness of responsibility (TC MEB, 2013).

2. Method

The purpose of this research was to present the opinions of teachers at a special education centre in Famagusta district of TRNC on inclusion applications; thus, descriptive method was used. The data of this research were collected with interview technique. It was conducted with the purpose of listening to the viewpoints of teachers working at special education centre on inclusion applications, their opinions on inclusion, problems with regards to the present situation, presenting the foregoing in a detailed manner and providing in-depth explanations. Interview technique allows for collecting in-depth information in order to understand the viewpoints, meanings and opinions of interviewees (Kus, 2003). Interview is a technique in which the data are collected through verbal dialogues. People usually prefer to explain their opinions verbally instead of expressing them in writing (Karasar, 2005).

Semi-structured interview is a type of interview where structured and non-structured interview approaches are used together. In such interviews, the questions previously prepared by the researcher are asked to the interviewee in a certain order. The interviewee is permitted to answer the questions in such detail as he/she wants (Batu, 2000). In semi-structured interviews, interview questions are prepared by the researcher in advance and interviewees are asked questions with partial flexibility, whereas reorganization and discussion of questions is allowed (Ekiz, 2013).

In this study semi-structured interview technique was used because it allows for collecting in-depth information and the interviewees answer the questions as widely as they wanted. The interviewees were asked to answer these questions sincerely and frankly. Recordings of face-to-face interviews were collected as data.

As the study is based on face-to-face interviews, whether the interviewees are followed by the researcher, the questions are conveyed accurately, the interviewee understands the question accurately are essential in terms of significance of the data (Gay, Mills & Airasian, 2006).

The study group of this study consists of special education teachers and teachers in other branches working at a special education center in Famagusta district of Turkish Republic of Northern Cyprus in 2016-2017 academic year. Ten teachers participated in the interviews voluntarily. Face-to-

face interviews were conducted based on voluntariness with semi-structured questions which were prepared in advance.

2.1. Data Collection Tools

As the first step, literature review on inclusive education was conducted. Literature review was conducted to collect information on inclusive education and implementation from the documents, written resources, printed publications, published articles, master's and PhD theses, laws, regulations and communiqués and resources and data were compiled. In the light of information compiled from the data, a question pool consisting of 50 questions was prepared. These questions were sent to expert scholars in the field and relevant consultants so that they could be examined and evaluated. Usually expert opinion is sought in order to ensure scope validity during the preliminary work for examining consistency (Yurdağül, 2005). Field experts examined and evaluated whether the questions covered the subject and whether they were clear and understandable; then, they sent the results of their examination to the researcher via the consultant. According to the opinions and recommendations of expert academics regarding the questions, 15 open-ended, semi-structured new questions which could be asked were prepared. First, a test interview was held with three special education teachers. The questions remained unchanged as no negative feedback was received from the interviewees. However, it was seen that common answers were given to some questions, as a result of which some questions were joined and some others were reshuffled and necessary reorganization was made. The questions were given their final shape and the number of questions was reduced to ten. Official permission was obtained so that interviews could be made with the teachers in the school where research would be conducted and an interview was conducted with the school administration. After obtaining official permission, face-to-face interviews were done with 10 teachers who participated in the study voluntarily. The purpose of the interview, where and for which purpose it would be used, that their names would not be disclosed, and their private information would not be shared with others were declared to create an environment of confidence. The answers given were recorded with voice recorder.

Research data were collected between 20.02.2017 and 21.03.2017. During the interviews, permission document, question document and voice recorder were used. Each interview took between 5 and 20 minutes. Table 1 gives the dates and length of interviews conducted with teachers.

Table 1. Dates and length of interviews

Code of the teacher	Date of interview	Length of interview	Name of the record
1	20 February 2017	17:41	1
2	22 February 2017	20:21	2
3	22 February 2017	5:28	3
4	23 February 2017	18:05	4
5	23 February 2017	19:53	5
6	27 February 2017	10:16	6
7	27 February 2017	8:10	7
8	01 March 2017	10:34	8
9	10 March 2017	19:38	9
10	21 March 2017	5:91	10

2.2. Data Analysis

As a result of the interviews, which were conducted through face-to-face interviews and recorded, data were analyzed with descriptive analysis technique and transcribed. "Descriptive analysis is used in analyzing the data which do not require in-depth analysis. Data obtained in descriptive analysis are summarized and interpreted according to the previously determined themes" (Ekiz, 2013).

3. Findings

A unique code was used for each teacher who participated in the interview. Each teacher was given a code number such as Ö1, Ö2, Ö3, Ö4, Ö5, Ö6, Ö7, Ö8, Ö9, Ö10.

Table 2. The opinions on legislations on inclusive education of teachers who work at special education centers in TRNC

Opinions-Findings with regards to legislations on inclusive education	Frequency
➤ There is no law on inclusion and special education	10
➤ Due to legal gaps, school principals are free to accept or reject inclusive student	
➤ There is no separate special education department	5
➤ The special education is managed through decree-laws and directives enacted under MEB law	4 3
➤ Articles regarding special education in TRNC constitution and MEB law are inadequate	2
➤ Existing legislations are not implemented at schools	1
➤ Special education centers are reporting to the department of elementary education	1

Table 2 shows that ten of the interviewee teachers stated that there was no inclusive and special education law in TRNC, five teachers stated that due to the lack of legislation, school principals did not want to accept students into school, four teachers said that legal gap led to arbitrary practices, three teachers claimed that there was no separate special education department, two teachers emphasized that inclusion and special education were managed under decree-laws and directives under existing laws, two teachers stated that laws were inadequate, one teacher claimed that laws were not applied at schools and one teacher said that special education was managed under elementary education department.

Table 3. The opinions of teachers working at special education center in TRNC on educational diagnosis and placement

Opinions-Findings regarding the educational prognosis and placement of inclusive students	Frequency
➤ Educational prognosis is being performed by Counseling and Research Center.	10
➤ There is no expert team in Counseling and Research Center.	7
➤ Educational prognosis cannot be made accurately.	6
➤ Educational prognosis is being performed not by a team but a person.	5
➤ Educational prognosis in Counseling and Research Center is only performed by psychological counseling and guidance teacher; there are no special education teachers.	5
➤ Students with slight special needs are placed at special education centers.	4
➤ After the child comes to school, the child is transferred to Counseling and Research Center if the teacher observes behavioral disorder and academic retardation.	4
➤ No survey is done before the child comes to the school.	3
➤ Family is effective in placements; the children of interested parents are placed in inclusion.	3
➤ There can be doctor-related mistakes in diagnosis.	3
➤ Reports are usually written uniformly.	2
➤ Appointments in educative evaluations are given for too late dates.	2
➤ Educational evaluations are made after a few interviews.	2
➤ After inclusive student is placed at school, no monitoring and follow-up is done.	2
➤ Educational prognosis is not performed at early ages.	2
➤ The opinions of the parents are not taken into consideration in evaluations.	2
➤ The physical status, number of students and personnel are not taken into account in placements.	1
➤ Counseling and Research Center does not have adequate measuring and evaluation tools.	1

As seen in Table 3., ten teachers stated that educational prognosis of inclusive students were done by Counseling and Research Center, seven teachers said that there were no expert teams at Counseling and Research Center, six teachers said that the educational prognosis were not accurate, five teachers said that educational prognosis were not done by a team but by one person, five teachers said that there were no special education teachers in educational prognosis which was done by psychological counseling and guidance teacher, four teachers said that students with slight special needs could be placed at special education centers, four teachers said that as a result of the observations of teachers, students were transferred to Counseling and Research Center due to behavioral disorders and academic retardation, three teachers said that no survey was done before school, three teachers said that parents were effective in placements, three teachers claimed that doctor-related mistakes could be made during diagnosis, two teachers said that reports were mostly the same, two teachers said that too late dates were given for educational evaluations, two teachers said that educational evaluations were made after only a few interviews, two teachers said that no follow-up and monitoring was done after the inclusive student was placed at school, two teachers complained that educational prognosis was not made at early ages, two teachers said that the opinions of parents were not taken into consideration at evaluations, one teachers said that the physical status, number of students and personnel were not taken into account in placements, and one teacher said that Counseling and Research Center did not have adequate measuring and evaluation tools.

Table 4. Opinions of teachers working at a special education center in TRNC about the problems faced during the application of inclusive education

Opinions-findings regarding the problems faced during application of inclusive education	Frequency
➤ Teachers do not have sufficient knowledge about inclusive students.	10
➤ They do not know how to prepare and implement BEP programs.	10
➤ School managers do not want to accept inclusive students to the school.	9
➤ Teachers do not know how to deal with behavioral problems.	9
➤ School managers want to send away inclusive students at their schools at once.	8
➤ Teachers are not given sufficient support.	8
➤ Teachers do not want inclusive students in their classes.	7
➤ Inclusive students are not distributed to classes equally.	7
➤ Teachers do not inform other students and their parents about inclusive students.	6
➤ Students and their parents are not given adequate education and support.	6
➤ Classrooms are overcrowded.	6
➤ Teachers are not given adequate support.	6
➤ Supporting education rooms are not adequate and not used properly.	6
➤ There are none or inadequate special education teachers at schools.	6
➤ Tools and instruments are not adequate.	5
➤ Physical structure and education environment of schools are not suitable for inclusive students.	5
➤ Parents of other students do not want inclusive students in the classrooms of their children.	5
➤ Other parents associate the failure of their children with the existence of inclusive students.	5
➤ Teachers do not show sufficient interest in the inclusive students in their classrooms.	5
➤ Inclusive students are otherized by other students due to the attitude of the teacher.	4
➤ Inclusive students are given nicknames.	4
➤ School managers and teachers accept inclusive students at the school for only a few days and then send them home.	3
➤ Sufficient controls are not conducted as regarding inclusive students.	2
➤ Parents of inclusive students behave insensibly towards their children.	2
➤ School psychological counseling and guidance teachers are not interested in inclusive students.	2
➤ There should not be any supportive education rooms.	1

As seen in Table 4., the teachers said that teachers did not have sufficient knowledge about inclusive students, ten teachers said that teachers did not know how to prepare and implement BEP programs, nine teachers said that school managers did not want to accept inclusive students to the school, nine teachers said that teachers did not know how to deal with behavioral problems, eight teachers said that school managers wanted to send away inclusive students at their schools at once, eight teachers said that teachers were not given sufficient support, seven teachers said that teachers did not want inclusive students in their classes, seven teachers said that inclusive students were not distributed to classes equally, six teacher said that teachers were not informing other students and their parents about inclusive students, six teachers said that students and their parents were not given adequate education and support, six teachers said that classrooms were overcrowded, six teachers said that teachers were not given adequate support, six teachers said that supporting education rooms were not adequate and not used properly, six teachers said that there were none or inadequate special education teachers at schools, five teachers said that tools and instruments were not adequate, five teachers said that physical structure and education environment of schools were not suitable for inclusive students, five teachers said that parents of other students did not want inclusive students in the classrooms of their children, five teachers said that other parents associated the failure of their children with the existence of inclusive students, five teachers said that teachers did not show sufficient interest in the inclusive students in their classrooms, four teachers said that inclusive students are otherized by other students due to the attitude of the teacher, four teachers said that inclusive students are given nicknames, three teachers said that school managers and teachers were accepting inclusive students at the school for a few days and then sending them home, two teachers said that sufficient controls were not made as regards inclusive students, two teachers said that parents of inclusive students were behaving insensibly towards their children, two teachers said that school psychological counseling and guidance teachers were not interested in inclusive students, and one teacher said that there should not be any supportive education rooms.

Table 5. Opinions of teachers working at special education centers in TRNC about school management, teacher and parent cooperation

Opinions-findings as regards school management, teacher and parent cooperation	Frequency
➤ School management and teachers do not cooperate with the parents of inclusive students.	9
➤ Parents of inclusive students have problems with school management, teachers and parents of other students.	8
➤ Parents of other students do not communicate with the parents of inclusive students; they mostly communicate among themselves.	6

When Table 5. is examined, it can be seen that nine teachers said that school management and teachers were not cooperating with the parents of inclusive students, eight teachers said that parents of inclusive students were having problems with school management, teachers and parents of other students, and six teachers claimed that parents of other students were not communicating with the parents of inclusive students and that they were mostly communicating among themselves.

4. Conclusions and recommendations

As a result of the interviews held with special education teachers, it is found out that there is no law on special education and inclusive education in Turkish Republic of Northern Cyprus; that special education and inclusion practices are conducted with decree-laws and directives which were enacted based on the 42nd, 43rd, 44th, 49th and 52nd articles of TRNC national education law and 59th article of TRNC constitution, but that these articles proved insufficient, that lack of a separate education law created legal gaps, that all problems were caused by the lack of a law which resulted in the rejection of inclusive students from schools and arbitrary practices in their education.

It found that teachers did not want to accept inclusive students to their classes, that they did not have sufficient knowledge about inclusive students, that they were worried that they could not succeed, that they did not incline towards inclusive education with the anxiety that they could have

problem, that they did not know students with special needs and their characteristics sufficiently, that they were not conscious and knowledgeable about how to intervene in the children, how to deal and work with them, that they were not useful to the inclusive students and that they just tried to get along with them. In his research, Varlier (2004) found that teachers did not find themselves adequate for inclusive application. The answers given by special education teachers regarding the adequacy of teachers in inclusion application are consistent with the results of this study.

In the interviews the teachers told that do not prepare and do not know how to prepare BEP programme, and that they saw it as unnecessary workload. Cuhadar (2006), Nizamoglu (2006), Vural and Yikmis (2008) reached similar conclusions in their research. They found out that teachers do not determine an objective in a systematic and accurate manner, that they determined purpose subjectively, that they did not prepare BEP although it was compulsory, and that they conducted their studies based on trial and error. Gürsel (2007) claims that preparing BEP programme is one of the most important factors for the success of inclusion application (Smith & Ragan, 1993).

As a result of the study, it was found out that all teachers and administrators in schools where inclusive education was applied had to receive on-the-job training on inclusive education on a regular and compulsory basis. Guven and Onder (1995), Atay (1999), Metin and Gulec (1999), emphasized in their study that for inclusive programs to be successful, teachers should receive on-the-job training. Teachers who are knowledgeable about special education are more successful in inclusive education compared to those who are not knowledgeable (Sahbaz, 1997). Special education teachers also stated opinions in the same direction and emphasized that on-the-job training should be given on a compulsory basis. Class teachers who received training on special education and inclusive education stated that they saw themselves more adequate compared to those who did not receive this education (Cankaya, 2010). After certain training activities, qualifications of teachers on inclusive education as well as their self-confidence increases and they approach inclusive education more positively (Harvey & Greenway, 1984).

As a result of the interviews, it was found out that the physical structure and infrastructure of schools where inclusive education is offered is not suitable for students with special needs. According to the answers, it became clear that schools were multi-storied without elevators and ramps, and did not have classrooms, laboratories, canteens, playgrounds, toilets and lavatories that students with special needs can easily access and use. However, it was also stated that there were positive improvements. According to the research results, teachers who work at special education centers complained that there were not sufficient tools and materials and there were problems. Education must be supported by using as many materials as possible and students must be given the opportunity to use these materials (Sucuoglu, 2006).

Positive and negative attitudes of teachers are important factors in the success of inclusive education. The preliminary condition of a successful inclusion is accepting and showing respect to individual differences (Senel, 1996). In his study, Zeybek (2015) found out that teachers mostly had academic problems with inclusion students, which was followed by behavioral problems. Most researches on inclusive education show that teachers have a negative attitude towards students with special needs (Diken & Sucuoglu, 1999). One study on the problems experienced by branch teachers about inclusive students determined that branch teachers were not happy to have inclusive students in their classes (Bulduk, 2014). One of the factors which affect the success of inclusion is that teachers are not willing to provide inclusive education and that they have negative attitude towards students with special needs (Batu, Colak & Odlyurt, 2014). The views of teachers working at special education centers in this study support these conclusions.

The success of inclusive education depends on the importance given by the teacher to the subject, as well as his/her approach and qualifications, the approach of parents of normal students and students with special needs, the approach of normal students towards inclusive students and the success in preparing and organizing suitable environment (Ozokcu, 2003).

As a result of the interviews, it was understood that with the direction and influence of school administration, teachers and parents, students with normal development easily adopt, establish dialogue integrate and make friends with and accepted students with special needs. It is also evident that improper attitudes of teachers and parents negatively affect the approaches and attitudes of other students and that they had problems with these students. It is concluded that students are

inevitably affected by the behaviors of each other in the first instance but then it turns to normal, which is completely due to the fact that they are previously informed about the students with special needs, and that if they are informed their relations are much better. As a result of the lack of knowledge in students with normal development about inclusive students, they do not know what to do and how to approach them, and thus they stay at a distance from or reject these students (Ozkan, 2009). It is found that if normal students are informed on inclusive students, negative judgments are eliminated, their attitude changes in a positive direction, and they show more social acceptance to their friends with special needs (Civelek, 1990).

Zeybek (2015) found that teachers need supporting education services. These data reveal similar findings to those of our study. The research conducted by Bilen (2007) reveals that the support received from teachers, administrators, guidance service and other personnel is not adequate and that the number of special education experts is not sufficient. This finding coincides with the results of our research. Varlier (2004) emphasized the importance of cooperation between parents and school and claimed that students show progress if the parents supported them and that intra-family communication is a must. Likewise, participation of parents in school and classroom activities and parents seeing the classroom activities in place is much more effective than informing them in terms of developing communication between home and school (Ozen, 2003). Research findings are in the same line with these explanations. Teachers will be able to overcome their problems when they cooperate with parents. When parents participate in education and teaching activities, students show faster progress in development (Bauer, Battle & Johnson, 2004). Literature review and the interviews show that cooperation between school administration, teacher and parents are very critical in the development process of students with disabilities and in raising them to the desired level.

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