DISABILITY MICROAGGRESSIONS TOWARD STUDENTS IN INCLUSIVE SETTINGS: THE PERSPECTIVE OF SCHOOL COUNSELORS

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DISABILITY MICROAGGRESSIONS TOWARD STUDENTS IN INCLUSIVE SETTINGS: THE PERSPECTIVE OF SCHOOL COUNSELORS

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The Perspective of School Counselors

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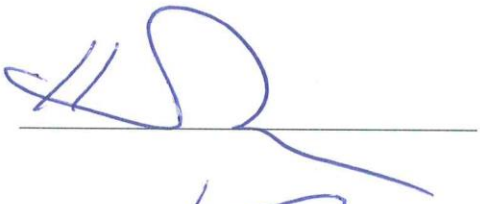

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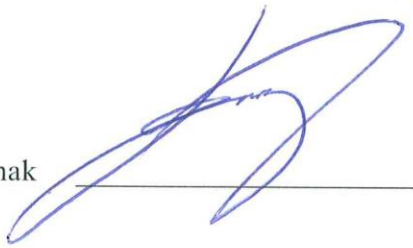

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ABSTRACT

Disability Microaggressions Toward Students in Inclusive Settings: The Perspective of School Counselors

The present study investigated the disability microaggressions toward students in inclusive settings shown by counselors, teachers, administrators, the parents of students without disabilities, and the peers of students in inclusive settings. In addition to understanding disability microaggressions, the changes in counselors' perceptions regarding students in inclusive settings over time and school counselors' current and future practices to create a social justice-based learning environment for students in inclusive settings were investigated. In this qualitative study, interviews were conducted with 13 counselors working at public primary and secondary schools in Bağcılar, İstanbul to understand both counselors' own disability microaggressions and their observations regarding discriminations toward students in inclusive settings. Data was analyzed through utilizing consensual qualitative research method. The findings indicated that school counselors mostly showed disability microaggressions; namely patronization, secondary gain, spread effect, and otherization. The microaggressive acts shown by teachers and administrators were mostly grouped as second class citizenship and systemic discriminations. Also, the parents and the peers showed mostly direct discriminations toward students in inclusive settings. The changes in counselors' perceptions were mostly related to their knowledge levels in inclusive educational practices; and their practices in the field of disability were mostly limited to their legal and professional requirements, other than social justice-based practices. The practical implications for school counselors and policy makers were also discussed.

ÖZET

Kaynaştırma Yoluyla Eğitim Alan Öğrencilere Yönelik Engellilik Temelinde Yapılan Mikrosaldırılar: Okul Psikolojik Danışmanı Bakış Açısı

Bu çalışma okul psikolojik danışmanları, öğretmenler, idareciler, engeli olmayan öğrencilerin velileri ve kaynaştırma yoluyla eğitim alan öğrencilerin akranları tarafından, kaynaştırma yoluyla eğitim alan öğrencilere yönelik yapılan engellilik temelinde mikrosaldırıları incelemektedir. Engellilik temelindeki mikrosaldırılara ek olarak, okul danışmanlarının kaynaştırma yoluyla eğitim alan öğrencilere yönelik algılarındaki zaman içindeki değişimleri ve okul danışmanlarının, kaynaştırma yoluyla eğitim alan öğrencilere sosyal adalet temelli bir öğrenme ortamı oluşturmak için şu andaki ve gelecekteki çalışmaları da incelenmiştir. Bu nitel çalışmada, danışmanların kendi engellilik temelindeki ayrımcılıklarını ve ayrımcılık içeren gözlemlerini anlamak için İstanbul Bağcılar'daki devlet ilkokul ve ortaokullarında çalışan 13 danışmanla görüşmeler yapılmıştır. Veriler, karşılıklı anlaşmaya dayalı nitel araştırma yöntemiyle analiz edilmiştir. Bulgular, danışmanların çoğunlukla üstünlük taslama, ikincil kazanç, etki yayılması ve ötekileştirme isimli mikrosaldırılar sergilediklerini göstermiştir. Öğretmenler ve idareciler tarafından sergilenen mikrosaldırılar, ikinci sınıf vatandaş olarak görme ve sistemsel ayrımcılıklar şeklinde sınıflandırılabilir. Veliler ve akranlar ise çoğunlukla doğrudan ayrımcılıklar sergilemişlerdir. Okul danışmanlarının algılarındaki değişimlerin çoğunlukla kaynaştırma yoluyla eğitim uygulamalarındaki bilgi düzeyleriyle ilgili olduğu ve engellilik alanındaki çalışmalarının sosyal adalet temelli çalışmalar yerine, çoğunlukla yasal ve mesleki zorunluluklarla ilgili olduğu da bulunmuştur. Danışmanlar ve yetkililer için de uygulamaya dönük çıkarımlar tartışılmıştır.

ACKNOWLEDGEMENTS

The present study was very important for me because writing this master's thesis helped me improve myself professionally. I found a chance to investigate academically my research interest that was the discriminations toward students in inclusive settings. With the help of this research study, I also found an opportunity to describe disability microaggressions toward students in inclusive settings at primary and secondary schools from the perspective of school counselors. Therefore, firstly, I would like to thank this master's thesis for helping me improve myself academically. I regarded this process as a step for professional development; therefore, writing this thesis was something enjoyable for me, not a requirement.

The supports of my thesis advisor, Zeynep Hande Sart, and my thesis committee member, Deniz Albayrak-Kaymak were not limited to my thesis process. They supported me throughout both my undergraduate and graduate years. Therefore, I would like to thank them for all knowledge and experience they provided me to be a qualified school counselor working in the field. They are leading school counselor educators. I would like to thank my third thesis committee member, Halis Sakız, for his expertise in the area of inclusive educational practices. His support was very important for me because his suggestions in the thesis proposal defense helped me improve my thesis.

I presented this research study on May 21, 2019 that was the world day for cultural diversity. I am proud of presenting this research study conducted on cultural differences on the world day for cultural diversity. Therefore, I would like to thank my thesis committee members for supervising me to conduct this research study on disability which is a type of cultural differences.

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CHAPTER 1

INTRODUCTION

1.1 Background information

Education is one of the most important human rights; which is guaranteed by United Nations Convention on the Rights of Children (United Nations International Children's Emergency Fund [UNICEF], 1989). According to this convention, free, accessible and compulsory education must be provided for all children without looking at their diverse backgrounds such as gender, race, socio-economic status, and disability (UNICEF, 1989). Discrimination is not acceptable because equal accessibility of children to their rights is very important. Right to education is one of these rights that should be accessible for all children (UNICEF, 1989). All over the world, non-governmental organizations (NGOs) work for combatting the problems regarding violation of children's rights, especially right to education that is a fundamental human right (UNICEF, 2015). Governments are regarded as responsible for improving the situation on providing accessible education for all children (UNICEF, 1989) as well as creating inclusive settings for all students (World Health Organization [WHO], 2011).

Exclusionary actions in education are conducted based on individual differences such as gender, socio-economic status, language, and disability. In other words, children living in different countries throughout the world have problems in accessing right to education due to their individual differences (UNICEF, 2015). According to World Health Organization, students with disabilities have difficulties in participating in education, completing schools, and accessing inclusive educational

settings (WHO, 2011). Since disability is one of the factors that put children in a risky situation for taking free, accessible, and compulsory education (UNICEF, 2015); discriminatory acts toward students with disabilities should be further investigated by researchers in the field of educational sciences. Unfortunately, schools are one of the places where exclusionary actions and discriminations toward individuals with disabilities are prominently seen (Lourens, McKinney, & Swartz, 2016). Educational institutions are small units of society (Dixon, Tucker, & Clark, 2010); therefore, researchers' endeavors to draw attention to the violation of educational rights based on disabilities may bring about both guaranteeing right to education and motivating a societal change by focusing on barriers in education (Lourens, McKinney, & Swartz, 2016).

Historically, one of the most important practices in order to alleviate the barriers in front of free, accessible and compulsory education has been putting an end to harshly discriminatory acts in education based on disability (Kisanji, 1999). Firstly, sharp physical distinctions between mainstream education and special education were questioned. Then, for 50 years, the physical boundaries between mainstream education and special education had been closer than how it was before (Kisanji, 1999). In other words, integration had occurred between former two distinct systems namely mainstream education and special education (Dixon & Verenikina, 2007). A stance against the sharp division between general education and special education started to be manifested by advocating the uniqueness of all individuals and objecting to the idea of the incapability of students with disabilities (Annamma, Connor, & Ferri, 2013). However, physical convergence between mainstream education and special education was not enough for providing equal rights as well as combatting discrimination toward children with disabilities (Ainscow, 2005). One

step further of closing the physical distinction between mainstream education and special education was the birth of the idea of inclusive education (Ainscow, 2005; Kisanji, 1999) which is a term that still finds a place for itself on the focus of many educational debates and disagreements (Dixon & Verenikina, 2007; Taneja-Johansson, 2014).

Philosophical improvements on the idea of inclusion in education have its foundations on social justice approach that has an endeavor to decrease inequalities and discriminations in educational settings as well as whole social situations (Dixon & Verenikina, 2007). Social justice approach can be explained as an endeavor to promote equal accessibility to all human rights for all individuals without looking at their diverse backgrounds (Lee, 2013). Inclusionary practices in education are also grounded on biopsychosocial model that emphasizes the uniqueness of children (Bronfenbrenner, 1993). In addition to the uniqueness of children, biopsychosocial model lays its foundations on the interaction between individual and environment (Bronfenbrenner, 1993). As a result of this interaction between individual and environmental factors (Bronfenbrenner, 1993), disability is defined in terms of some social factors such as participation to society, and accessibility to the rights as well as services such as employment and education (Sart, Barış, Sarıışık, & Düşkün, 2016).

World Health Organization also utilizes biopsychosocial model while conceptualizing disability instead of using medical model which defines disability only according to health conditions (WHO, 2013). Contrary to one-dimensionality of medical model, International Classification of Functioning, Disability and Health (ICF) which is a disability classification system proposed by WHO allows looking at the concept of disability from different angles. In ICF, a definition is suggested for disability that embraces different parts of the concept of disability such as biological

determinants, contextual situations and personal factors (WHO, 2013). Also, ICF utilizes both impairments and strengths in different contexts while making classifications. Such multidimensionality of ICF is strongly related with its context-based viewpoint that provides a basis for human rights advocacy (WHO, 2013).

According to this point of view "disability is an umbrella term for impairments, activity limitations and participation restrictions. It denotes the negative aspects of the interaction between an individual (with a health condition) and that individual's contextual factors (environmental and personal factors)" (WHO, 2013, p.5).

The improvements on the philosophical and scientific views such as social justice approach, ecological intervention (Williams & Greenleaf, 2012), biopsychosocial model (Bronfenbrenner, 1993) and ICF (WHO, 2013) paved the way for the developments in legislation related to inclusion in education for responding to the diverse needs of all children (UNESCO, 2009).

Laws on educational inclusion were enacted in many countries all over the world. Such legislative improvements were very important related to the right to education of children with disabilities. Therefore, educational reformists who regarded educational inclusion as the first step for social inclusion were very contented with the newly enacted laws on inclusion even though these policies had numerous weaknesses that had to be improved (Mittler, 2000 as cited in Ward, 2002). Also, they still strive to spread the idea of inclusion into educational legislation of all countries in the world (UNICEF, 2015).

However, it can be stated that legislative developments on inclusion are not enough for full inclusion of children with disabilities into educational system. Put

differently, real practices in educational settings related to the educational rights of children with disabilities are as much important as the legislative developments (de Verdier, 2016). In other words, there is an explicit difference between policy related to inclusive practices and real-world school practices (Anderson & Boyle, 2015; Taneja-Johansson, 2014). Even though explicit improvements in legislative regulations and legal frameworks about inclusion at educational settings are observed (UNICEF, 2015), many problems that perpetuate the inequalities and discriminations based on disabilities are observed in practice related to inclusive practices in education (Beckett, 2009; 2014).

There are different points of view related to the discrepancy between theory and practice. One standpoint asserted that the transformation of non-inclusive schools into inclusive ones was so abrupt that schools could not cope with the novelty of inclusive practices (Holzbauer & Berven, 1996). In other words, rapid transition of the segregated schools into the inclusive school settings was responsible for the problems faced in the inclusive educational practices (Holzbauer & Berven, 1996). According to this viewpoint, transformations occurred in such an abrupt way that institutions and professionals could not have a chance to be prepared for such abrupt changes. As this argument goes, as accommodations were provided to support students with disabilities, necessary precautions were taken to make institutions more accessible, and the number of school personnel was increased; the problems related to the applications of inclusive education such as prejudice and discrimination would be solved (Holzbauer & Berven, 1996). In other words, since schools and school personnel were not competent and ready to implement inclusive practices, lots of problems were experienced at schools related to inclusive practices (Holzbauer & Berven, 1996; Pryor, Kent, McGunn & LeRoy, 1996).

However, such point of view was parallel to the literature review of the early years of inclusive educational experience (Holzbauer & Berven, 1996). Following years of inclusive educational experience showed that provision of physical requirements and structural accessibility was not enough to make institutions fully inclusive (Ryan & Scura, 2011). Combatting with attitudinal barriers and empowering students with disabilities in inclusion process were the requirements for successful inclusive practices (Bell, 2013; Deal, 2007; Sohi & Singh, 2015).

The second point of view trying to explain the discrepancy between theory and practice asserts that even though transition process may be problematic due to unprepared inclusion plans and programs (Holzbauer & Berven, 1996), there is also another factor that is more important and permanent than the problems that are faced in transition process. This problem can be named as the general negative attitudes of stakeholders at schools namely teachers and administrators toward both inclusive practices and children with disabilities (Sart et al., 2016).

Negative attitudes toward students with disabilities and lack of teachers' knowledge about inclusive educational practices are two of the barriers in front of successful practices of inclusive education (Sharma, Armstrong, Merumeru, Simi, & Yared, 2019). Teachers may show negative attitudes toward students in inclusive settings by ignoring them both academically (Bayram, Corlu, Aydın, Ortaçtepe, & Alapala, 2015) and socially (Waite, 2015). Teachers may also regard themselves as having inadequate knowledge and skills in order to work with students with disabilities in their classrooms; which creates an obstacle for inclusive educational practices (Monteiro, Kuok, Correira, Forlin, & Teixeira, 2019). According to Meral (2015), the discriminations at schools and the strong tendency to place students with disabilities into segregated classrooms in educational identification are the barriers in

front of the successful implementations of inclusive educational practices in Turkish educational system (Meral, 2015).

Regardless of the reason, school buildings, school administrators, school personnel, and students are not prepared and adequately informed about the legal requirements and accommodation standards of inclusive practices (Beckett, 2009, 2014; Parkinson, 2006; Taneja-Johansson, 2014). Since necessary precautions related to both academic and social needs of children with disabilities are not taken, they find themselves in an environment where they are not visible for stakeholders at school. Or, they are seen only on the basis of disability; which is strongly related with exclusion (Slee, 2013), segregation (Meral, 2015), prejudice, and discrimination (Sart, 2015) as well as labeling (Anderson & Boyle, 2015). In other words, children with disabilities face many reactions in lessons and out-of-lessons in which they feel themselves discriminated (Gül & Vuran, 2015).

Even though numerous research studies were conducted concerning the educational needs of children with disabilities such as individualized education programs (Coşkun, 2010), teacher competence or efficacy related to inclusive educational practices (Malinen et al., 2013), material development (Coskun, Tosun, & Macaroglu, 2009), and teacher attitudes toward inclusion (Avramidis & Norwich, 2002); limited studies were conducted about discriminative acts toward students with disabilities at school (Nadal, 2008; Olkin, 2016). However, school and classroom settings are two of the most common places for violating the rights of children with disabilities through engaging in discriminatory behaviors (Suarez-Orozco et al., 2015). Contrary to the essence of education, students with disabilities face exclusion. This may lead to segregation and marginalization; which negatively affects future lives of students with disabilities (Lourens, McKinney, & Swartz, 2016). Therefore,

prejudices as well as discriminations based on disabilities, and the reasons for these prejudicial and discriminative attitudes toward students with disabilities should be investigated in a detailed way.

For a detailed inquiry or investigation; subtle, covert, implicit, or elusive forms of prejudice and discrimination should also be researched, as supplementary to overt, blatant, or explicit discrimination and stigmatization (Sue & Capodilupo, 2008). In today's world, overt forms of discrimination are transformed into more covert types because individuals living in today's world are more aware and conscious on the topics of prejudice, discrimination, labeling, and stigmatization (Sue & Capodilupo, 2008). Today, social exclusion is not committed explicitly by using direct verbal and physical acts; but it continues to be committed by utilizing subtle ways such as humiliating looks and indirect statements (Smedley & Smedley, 2005; Sue, Bucceri, Lin, Nadal, & Torino, 2007; Sue, Capodilupo, et al., 2007). These kinds of attitudes and behaviors could be named as microaggressions (Sue, Capodilupo et al., 2007).

Microaggressions can be defined as subtle, covert, implicit, or elusive discriminatory message sending via verbal or non-verbal communication (Sue, Capodilupo et al., 2007). Microaggressions are also regarded as distinct from traditional forms of discrimination in the sense that they are difficult to discern in social situations; which provides perpetrators to hide their discriminatory behaviors. Also, those who commit microaggressive acts may convey the discriminatory messages unconsciously without having an awareness related to their discriminatory behaviors or verbal expressions (Sue & Capodilupo, 2008; Nadal, 2008).

The term microaggression is strongly related with racism (Sue & Capodilupo, 2008). In other words, past microaggression literature investigated frequently implicit discriminative acts based on race (Boysen, 2012). Nevertheless, new literature asserts that microaggressive acts should not be limited to racial microaggressions even though it is originated from social exclusion related to race (Banks, 2017). Instead, almost all marginalized groups face such kind of subtle bias. In other words, microaggressions can occur on the basis of gender, sexual orientation, religion, and disability in addition to race (Keller & Galgay, 2010). Interdependence or intersection of any two or more diverse backgrounds increases the risk of encountering microaggressive acts at society (Annamma, Connor, & Ferri, 2013; Banks, 2017).

The number of studies that focuses on the experiences of students with disabilities about their perceived discriminative experiences is limited (Nadal, 2008). Despite proliferation of microaggression research on the basis of almost all cultural differences, research on microaggressive acts toward individuals or students with disabilities is still limited (Bell, 2013; Olkin, 2016); even it is almost nonexistent (Lu, 2014). After Keller and Galgay's (2010) study, limited number of articles (Davila, 2015; Hughey, Rees, Goss, Rosino, & Lesser, 2017; May, 2017; Suarez-Orozco et al., 2015); and dissertations (Bell, 2013; Lu, 2014) were written about the microaggressive acts toward individuals with disabilities. Some of the current studies conducted on disability microaggressions are not in the context of educational settings such as Keller and Galgay's study (2010). Therefore, the current study aims to bridge the gap of literature on microaggressive acts toward students with disabilities in inclusive school settings.

The participants of this study were selected as school counselors. Since this study is a master's thesis conducted in guidance and psychological counseling program, the current situation of school counselors regarding disability microaggressions is an area of concern. Firstly, school counselors' microaggressive acts toward students with disabilities were investigated in the present study. In order to understand whether school counselors committed microaggressive acts toward students in inclusive settings, series of interviews were conducted.

Then, school counselors' observations on microaggressive acts toward students with disabilities conducted by other stakeholders at school were also investigated through interviews. There were many reasons for investigating disability microaggressions from the perspective of school counselors. Firstly, past research showed that microaggressions were difficult to understand; and school personnel who had most informed about diversity issues had a better capability to differentiate behaviors including subtle humiliations (Boysen, 2012). It is an expectation that one of the most important stakeholders at schools who are educated to celebrate diversity and perceive bias and discriminations might be school counselors due to school counselors' multicultural skills (Sue & Sue, 2008). According to American School Counseling Association (ASCA), multicultural skills, social justice-based counseling skills as well as advocacy and leadership skills are the core competencies of school counseling profession (ASCA, 2019). Also, school counselors conduct detailed interviews with all stakeholders at school; namely students, parents, teachers and administrators (ASCA, 2012). In addition to them, their responsibility is not limited to one of the classrooms; instead, they have information about school-wide issues (Pişkin, 2006). Therefore, school counselors were selected as the participants of the current research study.

Lastly, the changes in school counselors' perceptions toward students with disabilities from the early years of their professions to the current years of their professions were investigated. In other words, changes in feelings, thoughts and behaviors toward students with disabilities in the time span from the beginning to the current were analyzed. Also, in this perspective, school counselors' current and planned practices on combatting microaggressions and discriminations based on disabilities and creating a social justice-based school atmosphere were investigated.

The reasons for why school counselors' current and planned practices on combatting microaggressions and discriminations were analyzed could be explained in many ways. School counselors might act as change-agents in order to create an inclusive school environment. This is a requirement of social justice approach (Mason, Ockerman, & Chen-Hayes, 2013). Social justice skills are very important for school counselors in today's world in the sense that systemic oppression and impacts of systems on individuals are better understood in this era (Ockerman & Mason, 2012). In other words, working with systems and leadership skills are two of the most important roles and responsibilities of school counselors working in this century because today's counseling programs adopt developmental model rather than a problem-solving orientation (ASCA, 2019; Yeşilyaprak, 2013). Also, they should become aware of the kind of the obstacles originated from settings; and they do not fall the trap of regarding such obstacles as personal problems (Meier & Davis, 2013). This awareness requires working out of counseling offices, contrary to traditional forms of school counseling (Sue & Sue, 2008). Since school counselors play numerous roles from advocacy to leadership, they may combat oppression and discrimination at schools (Kalkan, 2018). In other words, school counselors can play an advocacy role (Fouad, Gerstein, & Toporek, 2006) in order to provide social

justice in their schools by including all students coming from different cultural backgrounds (Keklik, 2010).

As a result, the purpose of the current study is investigating the microaggressive acts of school counselors toward students with disabilities and classifying such microaggressive acts based on disabilities into groups of themes. In addition to school counselors' own microaggressions based on disabilities, another aim of this study is investigating the observations of school counselors about disability microaggressions shown by other stakeholders at their schools namely teachers, administrators, students, and parents. Thirdly, counselors' cognitive, emotional and behavioral changes in perceiving students with disabilities from the early years in the profession to the current years of profession were investigated. Lastly, counselors' current and planned practices on combatting disability microaggressions and discriminations in order to act as change-agents to transform their school culture into a more democratic one were also explored.

1.2 Significance of the study

Microaggression is a broad research area in which lots of studies have been conducted especially within 10 years period (Olkin, 2016). Despite its starting point is discriminative acts based on race, microaggression literature has been widened as involving gender, sexual orientation (Sue & Capodilupo, 2008), mental illnesses (Gonzales, Davidoff, Nadal, & Yanos, 2015) and disability (Keller & Galgay, 2010). Even though many studies have been conducted on microaggressions toward other minority groups, research on microaggressions toward individuals with disabilities are extremely rare (Olkin, 2016). Parallel to the small numbers of studies on

disability microaggressions, the research on microaggressive experiences of students with disabilities at schools is almost non-existent (Bell, 2013; Lu, 2014). Even though studies reveled that educational settings are one of the top places where microaggressions frequently occur (Suarez-Orozco et al., 2015), microaggressive acts toward students with disabilities in educational settings have not been adequately and appropriately investigated before (Hernandez-Saca, Gutmann Kahn, & Cannon, 2018). Therefore, the importance of the present study comes from its attempt to gain a comprehensive understanding on a rarely investigated topic.

In Turkey, there are some reports (Menda, Karabeyoğlu, & Berktay, 2013; Çayır, Soran, Ergün, 2015; Akbulut, Özgül, Ak, & Uslu, 2015) and studies (Meral, 2015) on discriminations toward student with disabilities; however, many of which encompass direct discriminations, instead of microaggressive acts toward students with disabilities. Since past studies conducted in Turkey about discriminations based on disabilities did not address covert and subtle forms of discriminations namely microaggressive acts, this study aimed to make an innovative endeavor to gain a comprehensive knowledge on microaggressive acts toward students with disabilities. Since subtle ways of discrimination are more prevalent in today's world because overt forms of discrimination are no longer allowed (Smedley & Smedley, 2005; Sue, Bucceri et al., 2007; Sue, Capodilupo et al., 2007), investigating the microaggressive acts based on disabilities has gained importance.

There are some problems related to the inclusive practices in Turkish education (Meral, 2015). Understanding microaggressive acts toward students with disabilities can set a stage to provide solutions for the attitudinal barriers in front of the effective implementation of inclusive practices at school and in society in general. Therefore, the present study is crucial in the sense that it aims to investigate

the counseling interventions in schools for decreasing the microaggressive and discriminative acts toward students with disabilities. Such effective interventions can help school counselors in coping with the problems regarding inclusive practices at schools.

Also, the present study's significance lies in its participant selection. Since there is limited amount of research on school counselors' experiences in working with students with disabilities (Cimsir & Carney, 2017), it is crucial to announce both voices and practices of school counselors while working with students with disabilities. Also, former research studies showed that school counselors had ambiguous attitudes on the issues related to individual differences and multiculturalism. They regarded individual differences as both wealth and conflict (Çetin, Gül, & Erol, 2018). Therefore, this research may help understanding the roles and practices of counselors in advocating the rights of students with disabilities in inclusive settings.

This study is also important in reminding school counselors their social justice and advocacy roles. Since the present study aims to increase the professional knowledge about advocacy roles of school counselors, such research has a learning potential for all professionals interested in counseling, including me, as a school counselor from the experiences of participant school counselors.

1.3 Purpose of the study

The present study aimed to contribute to an understanding of the school counselor microaggressive acts toward students with disabilities. In other words, this study

aimed to answer the question that what kinds of disability microaggression types were shown by school counselors while working with students with disabilities.

In addition to microaggressions toward students with disabilities committed by school counselors, this study also aimed to fill the gap of literature on microaggressive acts toward students with disabilities committed by other stakeholders in inclusive educational settings, namely teachers, school administrators, parents and peers from the perspective of school counselors. In other words, another concern in this study was shedding light into the microaggressive experiences of students with disabilities in inclusive education in Turkey from the perspective of school counselors. School counselors were asked to express their perceptions of microaggressive acts toward students with disabilities shown by teachers, administrators, students, and parents.

Then, disability microaggressions committed by counselors and perceived disability microaggressions committed by other stakeholders from the perspective of school counselors were categorized, similar as Keller and Galgay's (2010) study on disability microaggressions. In other words, the present study was a qualitative microaggression study conducted in educational settings in order to find disability microaggression types.

Also, cognitive, emotional and behavioral changes in school counselors' perceptions concerning students with disabilities from the early years of their professions to the current years of their professions were investigated. In other words, this study tried to find the changes in school counselors' perceptions toward students with disabilities over time and experience.

In addition to these aims, the present study also revealed school counselors' current practices in order to combat microaggressions and discriminations based on disabilities and create a social justice-based school setting in their current schools. After current practices for social justice, their planned practices to decrease discriminations and microaggressive acts based on disabilities were asked to school counselors. By asking these questions, it was researched that whether school counselors viewed themselves as change agents in order to decrease microaggressive acts toward students with disabilities at their schools, or not. Also, the present study investigated the current and planned practices of school counselors for creating an inclusive school environment where decreasing number of discriminative incidents and microaggressive acts toward students with disabilities was observed.

After stating the aims of the current study, four research questions were set in order to answer throughout the study.

- What kind of disability microaggressions do school counselors show toward students with disabilities in inclusive settings?
- What are the perceptions of school counselors on the disability microaggressions shown toward students with disabilities in inclusive settings by other stakeholders at school that are the teachers, administrators, peers, and the parents of students without disabilities?
- What have changed in school counselors' perceptions of students with disabilities in inclusive settings from the early years of their professions to the current years of their professions?
- What are the school counselors' current and planned practices on combatting microaggressions and discriminations based on disabilities and creating a social justice-based environment at schools?

CHAPTER 2

LITERATURE REVIEW

In this chapter, the definitions of the terms named microaggressions and disability microaggressions were given in the light of former research studies. Then, examples of disability microaggression studies conducted in the world and in Turkey were presented respectively in order to better understand microaggressions that individuals with disabilities faced. The focus of example research studies on disability microaggressions was the ones conducted in educational settings. Lastly, social justice approach was explained in order to present the ways to combat disability microaggressions at schools.

2.1 The concepts of microaggression and disability microaggression

Microaggression is a term that has come to light for the last 10 years of discrimination and prejudice literature (Sue, Capodilupo et al., 2007). After the rise of the term microaggression in racial discrimination research, the term microaggression started to come with the literature of discrimination based on disability about seven years ago (Keller & Galgay, 2010; Nadal, 2008); therefore, past research that was conducted before last decade mainly focused on direct discriminations toward individuals with disabilities. However, most of the individuals with disabilities encounter some discriminatory incidents that are difficult to differentiate such as lots of different gestures or expressions, several indirect comments and interpretations assuming people's marginality, numerous unconscious questioning including oppression (Nadal, 2008). Such an indirect and ambiguous

way of discrimination can be named as “microaggression” by researchers (Sue & Capodilupo, 2008).

The term “microaggression” had its roots in racism literature related to multicultural counseling. Then, its definition was widened as it was including sexism and heterosexism (Sue & Capodilupo, 2008). Today, starting from the coining the term of ableism, microaggressions that are shown toward individuals with disabilities are investigated by calling it as “disability microaggression” (Keller & Galgay, 2010, p.241; Nadal, 2008).

Microaggressions are “brief everyday exchanges that send denigrating messages to target group” (Sue, Capodilupo et al., 2007, p.273). They are forms of automatic or conscious attitudes and behaviors that send subtle, covert, or ambiguous discriminatory messages which can be intentional as well as unintentional. Even though microaggressions are regarded as small, unimportant, innocent, or harmless acts of behavior, they have detrimental effects on target people due to their ambiguous and continuing nature. They may bring about frustration, high levels of stress, depressive symptoms, and low self-concept (Sue & Capodilupo, 2008).

As it is explained in the definition above, microaggressions cannot be recognized by many of the individuals due to their indirect, invisible, and ambiguous nature; which leads to targets’ self-questioning and self-doubt as to whether what they experience is a kind of discrimination or their over-sensitivity about fear of being discriminated. Such questioning puts target individuals in a riskier situation in the sense that living with such kind of uncertainty and indecisiveness in social situations is also highly related to questioning their psychological health all the time; which is difficult to cope with (Sue & Capodilupo, 2008). Microaggressions are the

indications of perpetrators' perception of hierarchy above victim; and they may occur on the basis of different kinds of cultural differences. For example, both coming from a different cultural background and having a disability may increase the risk for facing microaggressions (Davila, 2015).

Microaggressions can be classified in three subcategories named as microassaults, microinsults, and microinvalidations (Sue & Capodilupo, 2008). Microassaults are similar to the traditional forms of verbal or behavioral discrimination due to their direct discriminatory messages (Sue, Capodilupo et al., 2007). Also, they are committed consciously, intentionally, and deliberately "when some degree of anonymity can be ensured, when they are in presence of others who share or tolerate their biased beliefs and actions, or when they lose control of their feelings and actions" (Sue & Capodilupo, 2008, p.111). Microinsults are more subtle and covert verbal and non-verbal acts that are committed unconsciously and automatically (Sue, Bucceri et al., 2007). Such acts involve unintentional negative messages about the qualifications and personal attributions of the target individual such as education level, language capability, marriage status, and economic situation (Sue & Capodilupo, 2008). Microinvalidations are denial of the experiences of target people by giving the message of the over-sensitivity of the victim regarding discriminations (Sue, Capodilupo et al., 2007). In other words, in microinvalidations, people devalue the ideas and feelings of target people about discriminative acts unintentionally as well as unconsciously (Sue & Capodilupo, 2008).

Microaggressions compromise lots of dilemmas that make difficult to handle them. First dilemma may be named as questioning the experiential reality; in which the victim may think as to whether what is going on in the situation is a kind of discrimination, or not (Sue, Capodilupo et al., 2007). Second dilemma is the invisible

and unintentional nature of microaggressions; in which perpetrators may give plausible explanations for their discriminatory actions while advocating themselves; and they also blame the victim of making oversensitive comments on their neutral manners and actions (Sue, Capodilupo et al., 2007). The third dilemma of microaggressions may be related to the effects of microaggressions. Even though committing microaggressions exerts so negative effects on target individuals such as powerlessness, high levels of stress, and isolation, people without disabilities assert that microaggressions do not have an influence on people. Instead, individuals without disabilities assert that target people are so sensitive and touchy (Sue, Capodilupo et al., 2007). Last and the most important dilemma of microaggressions can be defined as reacting dilemma because it is not easy to decide on how to respond microaggressions (Sue, Capodilupo et al., 2007). In the case of confrontation, the relationship between perpetrator and victim is negatively influenced because perpetrators may advocate themselves by saying that their acts are neutral due to subtle and covert nature of microaggressions. Therefore, many victims of microaggressions prefer not to respond microaggressive acts (Sue & Capodilupo, 2008).

Even though microaggressive acts are regarded as excessively subjective, ambiguous, non-evidenced and difficult to operationally define by some researchers (Lilienfeld, 2017), they have many adverse effects on individuals (Ryan & Scura, 2011). Microaggressive incidents toward individuals with disabilities in social situations may lead to feel as “an alien in society” (Sue, Bucceri et al., 2007, p.275). Labeling victims as low intelligent (Davila, 2015; Sue, Bucceri et al., 2007), committing stigmatization and segregation (Banks, 2017), labeling them inferior in almost every area (Banks, 2017; Sue, Bucceri et al., 2007), regarding them as having

low academic performance (Banks, 2017), questioning future success (May, 2017) and causing drop-out of school (Banks, 2017) might be among the microaggressive acts.

Microaggression is highly related with prejudicial ideas toward cultural differences (Sohi & Singh, 2015). It has its foundations on the belief that perpetrators are superior congenitally; whereas people faced with microaggressions are inferior. Such an idea makes contribution to the continuation of microaggressive experiences in social situations (Sohi & Singh, 2015). It is dangerous in the sense that people from the dominant culture who are exposed to microaggressions toward people from different cultures start to interpret the causes of microaggressive incidents as innate personal qualities which are common among all culturally different group (Hughey et al., 2017). This leads to a vicious cycle of attribution of the causes of microaggressive incidents to innate personal features rather than to societal factors and societal barriers (Hughey et al., 2017). For instance, Deal (2007) asserts that attitudes including prejudice toward individuals with disabilities manifest itself as "aversive disablism" which can be conceptualized as unintentional discrimination and oppression manifested in subtle ways (Deal, 2007, p.93).

This brings us to the concept of "ableism" (Campbell, 2013, p.4). Ableism refers to humiliating looks, ignorance, acts and discourse including belittling, and explicit hostility in all social situations toward individuals with disabilities. The idea of ableism goes hand in hand with the thought that individuals with disabilities are not normal (Campbell, 2013). It can be said that ableism is strongly related with both social exclusion of individuals with disabilities and microaggressive acts toward individuals with disabilities (Campbell, 2013). Also, it was found that individuals with disabilities internalize ableism in time (Campbell, 2013). In other words,

people's discriminative attitudes and physical obstacles to accessibility to rights exert a negative influence on how individuals with disabilities regard themselves. Physical and attitudinal obstacles may bring about internalization of such views; and they start to regard themselves as dependent and abnormal (Ünal, 2018).

Such internalization of ableist views lead to disengagement from social situations; namely self-segregation (Bell, 2013; Campbell, 2013; Sohi & Singh, 2015). Self-segregation may proceed to the point that the connection between people from their own culture may weaken as a result of the repeated microaggressive acts (Hughey et al., 2017). For instance, some of the individuals with disabilities try every possible way to be viewed as "normal" (Yılmaz, 2016) such as; trying to walk without using a walking cane for a person with visual disabilities (de Verdier, 2016).

It is also important that even though behaviors and discourse seem democratic, attitudes may be completely different from such democratic views (Deal, 2007). Therefore; attitudes and behaviors may not go hand in hand with each other. Negative attitudes may manifest themselves through behaviors in subtle ways; which can be named as microaggressions (Deal, 2007). Most studies showed that "while most people believe themselves to be free of prejudice, many also harbor attitudes that may lead to subtle discriminatory beliefs or behaviors" (Brehm, 2007, p.5). Therefore; attitudes may be a starting point for microaggressions (Deal, 2007). Lu (2014) also found that even though everyone does the same favorable behavior toward individuals with disabilities, their attitudes about disability may change from non-discriminative to discriminative. In other words, people may have explicit favorable and implicit unfavorable ideas about disability (Lu, 2014).

2.2 Disability microaggression studies

Compared to the proliferation of microaggression literature in the last decade, studies on microaggressive acts toward individuals with disabilities have not increased much (Bell, 2013; Lu, 2014). It is interesting why there is a huge difference between disability microaggression studies and other type of cultural difference-based microaggression studies (Olkin, 2016). This brings us to the question whether disability is seen as a kind of cultural disability, or not. Disability should be regarded as a dimension of cultural difference (Olkin, 2016) instead of regarding disability as an innate physical problem (Lourens, McKinney, & Swartz, 2016). When disability is seen as an innate physical problem (Lourens, McKinney, & Swartz, 2016), individuals' personal qualities are accounted for the problems that are faced in social situations such as explicit and implicit discriminative acts (Williams & Greenleaf, 2012). Social dynamics; namely oppression, dehumanization, and exploitation are not questioned as the reasons of microaggressive acts toward individuals with disabilities (Dover, 2016). Such viewpoint leads to stigmatization (Ong, Cerrada, Lee, & Williams, 2017) as well as justification for marginalization and segregation (Annamma, Connor, & Ferri, 2013; Lourens, McKinney, & Swartz, 2016).

The experiences of individuals with disabilities are not different in educational settings. Contrary to inclusive nature of education, educational environments are one of the places where stigmatization, marginalization, segregation as well as microaggressions are faced mostly (Suarez-Orozco et al., 2015). Therefore; first of all, it should be accepted that microaggressive experiences of students with disabilities are real and they occur prevalently in educational settings (Ryan & Scura, 2011); then research studies should be conducted in order to

better understand the situation on disability microaggressions. This may bring about combatting these microaggressions in the educational environments (Banks, 2017).

In order to better understand the term disability microaggressions, research conducted on microaggressions toward individuals with disabilities should be investigated (Keller & Galgay, 2010). The study conducted by Keller and Galgay (2010) is an important research in terms of portraying the picture concerning the microaggressive experiences of individuals with disabilities and showing the domains of microaggressions in social life. It lays a framework for the current research on microaggressions toward students with disabilities at schools even though Keller and Galgay's (2010) research is conducted with adults and non-educational settings. Different from Keller and Galgay's study (2010), this current study aimed to bridge the gap of disability microaggression research by focusing on young students with disabilities in inclusive educational settings.

Even though it is conducted with adults and in non-educational settings, one of the most comprehensive research that is conducted on the committed microaggressions toward individuals with disabilities is the study of Keller and Galgay (2010). The qualitative research conducted by Keller and Galgay (2010) investigates whether people without disabilities commit microaggressions toward individuals with disabilities, or not. If there are microaggressions toward individuals with disabilities, they try to group them according to their manifestations in social situations. In addition to such descriptive aims, they try to understand the influence of microaggressive attitudes and behaviors on individuals with disabilities. The number of participants in this study was twelve who are adults with disabilities living in US (Keller & Galgay, 2010).

It is found that there are eight different kinds of microaggressions faced by individuals with disabilities; which are “denial of identity, denial of privacy, helplessness, secondary gain, spread effect, patronization, second-class citizenship, and desexualization” (Keller & Galgay, 2010, p. 249).

Keller and Galgay (2010) explained the domain of denial of identity in two subgroups; namely denial of personal identity and denial of experience. Denial of personal identity can be defined as regarding the most important characteristic of individuals with disabilities as their disabilities; and underestimating the other personal aspects such as success, abilities and skills. Denial of experience is similar to the term of “microinvalidation” suggested by Sue & Capodilupo (2008); in which people underestimate or deny the personal feelings and ideas of individuals with disabilities related to prejudice, discrimination, and bias by implying the over-sensitivity of individuals with disabilities (Keller & Galgay, 2010).

Denial of privacy refers to asking questions to individuals with disabilities related to their personal lives as though they do not have a right to have private lives. Such questions may be regarding the causes of their disabilities as well as any other special information related to their private lives (Keller & Galgay, 2010).

Helplessness refers to the idea that individuals with disabilities always need help everywhere and in every situation; therefore, meeting their needs for help is crucial in the sense that they could not do anything individually. Such subtle and covert discrimination is an explicit indication of society’s low expectations from individuals with disabilities (Keller & Galgay, 2010).

Secondary gain means people who are in a social relationship with individuals with disabilities have an alternative aim of taking something else at the

expense of their interaction with individuals with disabilities. Such a “hidden agenda” of people without disabilities (Keller & Galgay, 2010, p.254) may lead to a feeling of exploited and deterioration of confidence to other people (Keller & Galgay, 2010).

Spread effect can be explained as discriminatory idea that a kind of disability can affect any other areas of lives of individuals with disabilities. Such idea is closely related to the assumption that “a limitation in one functional area leads to limitations in other functional areas” (Keller & Galgay, 2010, p.254). For instance, people may question the intellectual capacities of people with auditory disabilities (Keller & Galgay, 2010).

Patronization is another subtype of microaggressions toward individuals with disabilities. It is also observed in two ways; namely infantilization and false admiration. In infantilization, people without disabilities regard individuals with disabilities as children or immature; then they try to do goodwill for them and decide for them without respecting their right to decide (Keller & Galgay, 2010). In false admiration, individuals with disabilities are praised for doing something ordinary for individuals without disabilities or achieving something simple (Keller & Galgay, 2010). This success is regarded as extraordinary for individuals with disabilities; and such success might be given as an example for other individuals. This might be defined as source of inspiration (Çınarbaş, Albayrak-Kaymak, & Sart, 2012).

Second class citizenship is also another kind of microaggression toward individuals with disabilities that is committed when individuals with disabilities could not benefited from rights equally and they are regarded as burden by individuals without disabilities. People may show the behavior of avoidance from

individuals with disabilities by thinking that they are "waste of time, effort and resources*"* (Keller & Galgay, 2010, p.250).

Desexualization is the last type of microaggressions according to Keller and Galgay's research (2010). It refers that people without disabilities think that individuals with disabilities are nothing to do with sexuality; and they are not sexually attractive (Keller & Galgay, 2010).

Another study that investigates microaggression types faced by individuals with disabilities is conducted by Davila (2015); which focuses on the experiences of students with disabilities in educational settings. It is also a comprehensive qualitative study that uses both observation techniques and interview with twenty high school students whose ages between 16 and 20. It has a similarity with Keller and Galgay's study (2010) in terms of that Davila's study also tries to understand the types of disability microaggressions; and it concludes that microaggressions committed toward individuals with disabilities by teachers in a high school environment include "low expectations, disregard, and bullying" (Davila, 2015, p.443).

The study of Davila (2015) concludes that teachers have low expectations from students with disabilities even though their performances change over time. In other words, teachers' views of having low expectations from students with disabilities are permanent; which can be named as stigmatization and labeling, as well. As a reaction to teachers' low expectations, students have some negative coping mechanisms such as refusing to individual accommodations like extra-time in exams and lack of active participation to class activities (Davila, 2015).

Another microaggression type toward students with disabilities in Davila's study (2015) is disregarding students with disabilities. It means that teachers regard students with disabilities as one group; and they ignore their individual characteristics. Disregarding may be viewed as both ignoring their academic potentials and ignoring what they say and do. In cases of disregarding domain of microaggressions, students generally prefer not reacting to such negative attitudes of their teachers due to the fear of the more negative consequences such as more blatant discriminations (Davila, 2015).

The last microaggression domain is humiliations of individuals with disabilities at classes by teachers via using put-downs. Davila (2015) named it as bullying; which has a strong negative effect on students with disabilities because they feel insignificant. Like other types of microaggressions, students could not respond against such kind of bullying behaviors of teachers (Davila, 2015).

The research conducted by Suarez-Orozco et al. (2015), Boysen (2012), and Gonzales, Davidoff, Nadal, and Yanos (2015) also focus on the experiences related to microaggressions of students in educational settings. Although they primarily stress racial microaggressions at schools, they could shed light on the issues about the dynamics of microaggressions in educational settings in the sense that ability microaggression literature is extremely limited (Nadal, 2008) due to the fact that most research on discrimination based on disabilities in educational settings focuses only on overt discrimination (Lu, 2014).

Suarez-Orozco et al. (2015) conducted research in order to understand the occurrence of microaggressions in educational environments. Even though such study focuses on racial microaggressions faced by university students, it is important

in order to understand microaggressions in educational settings. It was also a comprehensive study including 60 observations, nine focus groups, survey with 646 students and 105 interviews (60 students and 45 instructors) in a university campus. They assert that microaggressions frequently occur in educational settings. The prevalence of microaggressions is 30 percent; most of which is committed by teachers. Most of the microaggressions at classrooms are intended to the intelligence and competence of students (Suarez-Orozco et al., 2015). The percentage of microaggressions directed toward the intelligence of diverse groups is 59; which is related to seeing students from different cultural backgrounds as inferior. This may result in poor academic performance of students with diverse backgrounds and low academic expectations of teachers (Suarez-Orozco et al., 2015).

In addition to teachers' low expectations from students with disabilities (Davila, 2015; Suarez-Orozco, 2015), another study conducted in Turkey with 240 children, 240 parents, and 137 teachers reached some meaningful results (Sakız, Sart, Börkan, Korkmaz, & Babür, 2015). They concluded that children with learning disabilities have significantly low emotional well-being, low self-esteem, lower-quality relationship with friends than children without learning disabilities according to the teacher reports (Sakız, Sart, Börkan, Korkmaz, & Babür, 2015).

Boysen (2012) also focused on microaggressive acts at college classrooms in a quantitative study in which 222 college instructors and 166 college students participated. Like Suarez-Orozco et al. (2015), such study is about racial microaggressions, but it is important in shedding light into teacher interventions to microaggressions occurring at classrooms (Boysen, 2012). It is found that teachers' knowledge about diversity issues has an influence on both successful intervention to the microaggressions and the perception of microaggressions more negatively. Also,

teachers' knowledge level about diversity issues has effect on effective intervention to microaggressive acts. Students also think that teachers should show reactions to microaggressive acts in order to prevent microaggressions, instead of staying silent to microaggressive acts at classrooms (Boysen, 2012).

The findings of Gonzales et al. (2015) are important in terms of this research in the sense that they assert that microaggressive acts are mostly committed by acquaintances or someone who is familiar such as close friends, family members, and authority figures like teachers and principals. Also, it is important that overt discriminations are more prevalent than subtle ones such as dismission from work (Gonzales et al., 2015). Parallel to such research, the study conducted by Çınarbaş, Albayrak-Kaymak, and Sart (2012) showed that explicit forms of discrimination continue hand in hand with subtle forms. According to the study of Çınarbaş, Albayrak-Kaymak, and Sart (2012), the discrimination in social systems; namely education and work life, and explicit forms of discrimination; namely insulting and exclusion are the experiences of individuals with disabilities, in addition to subtle forms of discrimination that are explained by Keller and Galgay (2010). Hence, direct discriminative acts should also be investigated while investigating disability microaggressions.

After Keller & Galgay (2010), some dissertation studies were conducted as replication studies (Bell, 2013; Lu, 2014). The aims of these studies were both replicating the disability microaggression study of Keller and Galgay (2010) with different participants in different places and extending the research as to whether new sub-categories emerge regarding disability microaggressions (Bell, 2013).

Even though Bell's dissertation study (2013) was in non-educational environments similarly Keller & Galgay's (2010) study, it has many important findings in terms of understanding the types of microaggressive acts toward individuals with disabilities. Bell (2013) conducted a study with the participation of ten adults whose ages ranged from 20 to 65. Bell (2013) found seven categories of microaggressive acts that might help understand microaggressive incidents that were faced by individuals with disabilities. This study is crucial because it may help better understand disability microaggressions by replicating the study of Keller and Galgay (2010) with different participants.

According to the results, firstly, individuals with disabilities feel an exclusion from society. Indirect communication or using mediators to communicate with individuals with disabilities, ignorance to accessibility for rights and avoidance from interacting with individuals with disabilities are the manifestations of social exclusion (Bell, 2013). Secondly, individuals with disabilities take responses including astonishment while talking about their achievements in their lives. Such kind of astonishment is strongly related with low expectations from individuals with disabilities. People think that they are incapable of what other people do due to their disabilities. According to them, disability is an obstructive factor for succeeding anything in life (Bell, 2013). Thirdly, individuals with disabilities feel as being burden to people without disabilities as the result of other people's constant discriminative messages (Bell, 2013). The fourth category is related to the claims of people without disabilities on their understanding of disability experience. These claims have its foundations on the idea that all individuals with disabilities experience similar difficulties in life. According to them, disability means problem by default (Bell, 2013). Another category includes feeling pity for individuals with

disabilities. Students without disabilities also mention about such feelings of pity with individuals with disabilities in different social situations (Bell, 2013). Avoidant behavior constitutes another category of microaggressive acts toward individuals with disabilities. In other words, people without disabilities try to become distant from individuals with disabilities (Bell, 2013). Discomfort related to the intruding and intervening behaviors of people without disabilities is another microaggression category in the sense that to be regarded as a child who is always in need of something is very annoying (Bell, 2013).

As it is stated above, the categories of microaggressive acts that are found by Bell (2013) are quite parallel to those of Keller and Galgay (2010). One meaningful finding of this study is that people who supports individuals with disabilities are very important for them while coping with microaggressive acts (Bell, 2013). In schools, school counselors may act as supporters for individuals with disabilities in transforming the situation from oppressive to inclusive. Also, another meaningful contribution of such study is that individuals with disabilities assert that inclusive practices are very important for combatting behavioral and attitudinal discriminations toward individuals with disabilities (Bell, 2013).

2.3 Discriminative experiences of students with disabilities in Turkey

Even though legislations in Turkey protect the right to education of children with disabilities, numerous discriminatory actions toward students with disabilities occur in educational settings, as it is stated before (Meral, 2014). Many studies were conducted in Turkey related to the discriminative experiences of students with disabilities; however, almost all of them focus on explicit discriminations. Even

though covert forms of inequalities and microaggressive acts occur frequently in public schools (Ockerman & Mason, 2012; Ryan & Scura, 2011), they remain uninvestigated in Turkey. Even though there are former research studies in Turkey which investigated discriminations toward individuals with disabilities, microaggression literature is very limited in terms of revealing microaggression types faced by individuals with disabilities.

Many of the reports were prepared by universities (Çayır, Soran, & Ergün, 2015; Menda, Karabeyoğlu, & Berktay, 2013) and non-governmental organizations (Candaş & Yılmaz, 2012; Işık, Taştan, Temur, Kara, & Mısırlıoğlu, 2011) about discriminative acts toward individuals with disabilities. Moreover, different ministries namely Ministry of Family, Labor, and Social Services (MFLSS) which is formerly known as Ministry of Family and Social Policies and General Directorate for Individuals with Disabilities and the Elderly (GDIDE) which is formerly known as Administration for Individuals with Disabilities released reports about discriminative acts toward individuals with disabilities (MFLSS, 2010; GDIDE, 2010). They share the common point that one of the most important factors that lead to difficulties in the research process related to disability is problems about statistics about demographic information of individuals with disabilities (Menda, Karabeyoğlu, & Berktay, 2013). Even though up-to-date information is found on the website of Ministry of Family, Labor, and Social Services today, they are not as comprehensive as Turkey Disability Survey that is conducted in 2002. Hence, above mentioned studies lay their foundations on Turkey Disability Survey results that were prepared in 2002 (GDIDE, 2002). This research shows that 12.23% of people living in Turkey have disability; from which 2.58% has different kinds of disabilities and 9.70 percent have chronic diseases (GDIDE, 2002). Such research is not grounded on

International Classification of Functioning (ICF); therefore, a new research should be conducted on disability area that bases ICF (Menda, Karabeyoğlu, & Berktay, 2013; Sart, Barış, Sarıışık, & Düşkün, 2016). That is to say, the study conducted by General Directorate for Individuals with Disabilities and the Elderly is based on medical model; and it regards disability as an internal defect. Instead, a new study that regards disability as a dynamic interaction between personal and environmental determinants should be conducted (Menda, Karabeyoğlu, & Berktay, 2013). Also, since the statistics related to individuals with disabilities in Turkey is out-of-date; it is difficult to reach individuals with disabilities in order to conduct effective research and draw the real picture on the topic of disability in Turkey. Up-to-date statistical information gathered by General Directorate for Individuals with Disabilities and the Elderly (GDIDE) on the website of Ministry of Family, Labor, and Social Services is about only last six-month-period and much of that information was allocated to the elderly (GDIDE, 2017).

Another study named Population and Housing Census conducted by General Directorate for Individuals with Disabilities and the Elderly showed that the proportion of the general population having at least one disability is 6.9. According to the research conducted in collaboration with Turkish Statistical Institute (TSI), the percentage of people with visual disabilities is 1.4; the percentage of people with hearing disabilities is 1.1; the percentage of having difficulties in speaking is 0.7; the percentage of people having severe difficulties in walking is 3.3; the percentage of people having severe holding and lifting difficulties is 4.1; the percentage of people having difficulties in learning and remembering is 2 (TSI, 2011).

Past studies showed that negative attitudes toward students with disabilities prevented equal access of children with disabilities into educational rights and

services by not eliminating the physical and attitudinal barriers in front of the students with disabilities (Gül & Vuran, 2015; Şişman, 2014). The behaviors and expressions of practitioners that include subtle and overt discriminatory parts are highly related to the factors regarding drop out of school (Şişman, 2014). In hostile educational environments for individuals with disabilities, students with disabilities show failure in academic competencies and they may drop out of school (Banks, 2017). The research in Turkey may support this claim. Number of illiterate individuals with disabilities is three times higher than the number of illiterate people without disabilities (Akbulut, Özgül, & Tezcan, 2014).

According to Ministry of Family, Labor, and Social Services (2010), 41.6 percent of individuals with disabilities are illiterate; whereas, 18.2% know how to read and write; but they do not have a degree. Also, almost 23 percent of them are graduates of primary school; and 10.3% of them have secondary school degree. The proportion of individuals with disabilities graduated from high school or university is only 7.7 (MFLSS, 2010). Another study conducted in Turkey also demonstrated that educational levels of individuals with disabilities are lower than the educational level of the whole population. According to Turkish Statistical Institute, the proportion of individuals with disabilities who are illiterate is 23.3%. Also, the percentage of male individuals with disabilities graduated from university is 4; whereas it is 1.5 percent for female individuals with disabilities (TSI, 2011). Moreover, there is a sharp decrease in number of students with disabilities between secondary school to high school (Akbulut, Özgül, & Tezcan, 2014). The number of students with disabilities in secondary schools is four times higher compared to those in high schools (Akbulut, Özgül, & Tezcan, 2014). An up-to-date report released by a non-governmental organization in Turkey named Initiative on Education Reform (ERG in

Turkish abbreviation), Turkey also show similar results in terms of sharp decrease in number of students with disabilities between secondary school and high school (ERG, 2018). The same report also focuses on the lack of information on the number of students who do not participate in compulsory education (ERG, 2018). In other words, there is no up-to-date statistical information on the number of students who do not participate in compulsory education (ERG, 2018).

Environmental discriminations contain problems in accessibility. For instance, there are no comprehensive investigation results concerning problems of physical accessibility to educational institutions in Turkey (Akbulut, Özgül, & Tezcan, 2014). However, limited number of studies related to physical accessibility shows that educational institutions are not accessible for students with disabilities. Even some of guidance and research centers that are formal institutions for educational identification of students with disabilities in Turkey are found as inaccessible (Akbulut, Özgül, & Tezcan, 2014; Akbulut, Özgül, Ak, & Uslu, 2015). Therefore, the number of students with orthopedic disabilities declines from elementary school to secondary school according to statistical findings (Akbulut, Özgül, & Tezcan, 2014). According to 2013 report, the number of students with orthopedic disabilities are 7,061 in secondary schools; whereas, it is 364 in high schools; which is a sharp decrease (Akbulut, Özgül, & Tezcan, 2014). Also, resource rooms that are enriched environments where individual teaching and learning activities are conducted with students with disabilities are either absent or not utilized effectively (Akbulut, Özgül, & Tezcan, 2014).

Another systemic discrimination type is related to the educational identification of students with disabilities. The problem is in that educational placements of students with disabilities are made based on their health council

disability reports; which is highly parallel to the medical model (Menda, Karabeyoğlu, & Berktay, 2013). Instead, children with disabilities should be assessed and evaluated by an interdisciplinary commission via multidimensional evaluation methods; without labeling them (Menda, Karabeyoğlu, & Berktay, 2013).

Course books are also investigated in the sense that what students read might play critical role in shaping the viewpoints of children. According to Özgül (2015), disability is presented as deficiency, illness, imperfection, and being needy and incapable on school books (Özgül, 2015).

Interpersonal discriminations are among the most important exclusions at educational institutions. Interpersonal discriminations include viewing individuals with disabilities as inferior (Sohi & Singh, 2015); which is parallel to the idea of ableism (Campbell, 2013). In interpersonal communications, some people give the message that individuals with disabilities are lower in status (Bell, 2013).

According to former research studies, even though it is illegal, some school administrators are not willing to enroll students with disabilities into their schools, some of the teachers do not want students with disabilities in their classrooms, and some parents do not want students with disabilities in their children's classroom (Akbulut, Özgül, & Tezcan, 2014; Akbulut, Özgül, Ak, & Uslu, 2015). Moreover, students with disabilities may experience physical abuse at educational institutions (Akbulut, Özgül, Ak, & Uslu, 2015). However, teachers' attitudes toward students with disabilities determine the educational achievement. When acceptance is not provided by teachers, it is difficult to expect an achievement from students with disabilities (Barr & Bracchitta, 2008).

The study conducted by Ministry of Family, Labor, and Social Services (2010) is more positive about registration to schools. Such research has an important part related to the access to education that asks individuals with disabilities that whether they have experienced any kind of problem or difficulties; namely discriminatory attitudes and actions while registering to elementary school. The proportion of individuals with disabilities experiencing discrimination was seven percent; while the proportion of individuals with disabilities who did not encounter any discriminatory act was 41.9. Individuals who do not know whether they have faced discrimination at school, or not are 3.6 percent. Also, 47.4 of individuals did not have any disability while starting school (MFLSS, 2010).

As a type of discrimination, students with disabilities are ignored at schools. Stakeholders at schools behave as if they are not there (Soran & Ayan, 2016). For instance, individualized education programs (IEP) are not prepared by some teachers because students with disabilities are ignored (Akbulut, Özgül, & Tezcan, 2014). Ignoring students with disabilities at schools might be worse than discrimination because discrimination means accepting the individualities of students with disabilities despite its negativity. In other words, discrimination is preferred to ignorance. According to Bell (2013) and Sohi and Singh (2015), when individuals with disabilities are ignored, they start to segregate themselves from schools; which is a term named as self-segregation (Bell, 2013; Sohi & Singh, 2015). For instance, protests of parents of students with disabilities against inclusive education in 2014 in Turkey might be explicit indications of self-segregation (Akbulut, Özgül, Ak, & Uslu, 2015). Unfortunately, parents of students with disabilities prefer segregated education to inclusive one by thinking that inclusive education means an obstacle in front of right to education (Akbulut, Özgül, Ak, & Uslu, 2015).

The research conducted by Ministry of Family, Labor, and Social Services (2010) also displays self-segregation. The attitudes of individuals with disabilities toward inclusive education might be an indication of self-segregation. Even though all studies show a positive relationship between social inclusion and positive mental health, individuals with disabilities in Turkey mostly prefer segregated education. According to the research conducted by Ministry of Family, Labor, and Social Services (2010), the percentage of individuals with disabilities having the opinion that children with disabilities should continue segregated educational institutions where they are educated with people with the same kind of disabilities is 37.9; whereas 30.9 percent have the opinion of receiving education in inclusive settings. Twenty-nine percent of them have no idea on the type of educational environment. It is interesting that people with intellectual disabilities and people with hearing disabilities are more willing to receive education with people with the same kind of disabilities in segregated places (MFLSS, 2010).

Former studies show that children with disabilities face with negative and discriminatory acts even in primary schools (Menda, Karabeyoğlu, & Berktay, 2013). Many children with disabilities cannot cope with such subtle and overt discriminations starting from their preschool years; which leads to a decline in the number of students with disabilities at higher levels of education (Menda, Karabeyoğlu, & Berktay, 2013).

Discrimination and segregation at schools bring about a kind of early marginalization in childhood; then such marginalization expanded to the whole lives of individuals with disabilities (Lourens, McKinney, & Swartz, 2016). When individuals with disabilities could not have an equal accessibility to education due to discriminatory practices and attitudes in educational settings, their employment

options and statuses become limited; which perpetuates the discrimination in society. In other words, when they could not have access to education, they become under the risk of fighting against low socio-economic conditions (Menda, Karabeyoğlu, & Berktay, 2013).

The study conducted by Sakız and Sarıcalı (2018) also reaches some important conclusions related to what kind of problems students with visual disabilities face at Turkish universities. Even though this study is conducted in higher education institutions, it sheds light into the problems related to social relationships of students with visual disabilities. According to this research study, social isolation, marginalization, and labeling are the problems that students with visual disabilities face at Turkish universities. Implying that students with visual disabilities are abnormal, viewing students with visual disabilities as burden, and excluding them from the groups are the ways of isolating students with visual disabilities from the social environments of Turkish universities (Sakız & Sarıcalı, 2018).

Some solutions are also offered in order to combat discrimination and stigmatization at schools. Menda, Karabeyoğlu, and Berktay (2013) suggest that in order to combat discriminatory practices and attitudes at schools, preventive works for individuals with disabilities should be done, starting from preschool in the sense that legal educational rights of children with disabilities guarantee an equal and non-discriminatory education in Turkey. In other words, legal rights are guaranteed in Turkish educational system; however, no monitoring mechanisms are provided whether legal rights are implemented or not. Therefore, a monitoring mechanism is urgently needed related to the violation of rights of students with disabilities (Menda, Karabeyoğlu, & Berktay, 2013).

Sart, Barış, Sarıışık, and Düşkün (2016) find the solution in the adoption of bio-psycho-social model in education. Instead of the medical model that results in labeling, the transformation of educational system in Turkey lies in meeting the different needs of all children. Such solution is connected to the universal design principles. In other words, transformations in education should be made for meeting the needs of every student, for making every student's educational life accessible, and for the utilization of every student in the school without stressing that adaptations are for only students with disabilities. In addition to them, since designs or applications are for all stakeholders at schools, sustainability becomes inevitable (Üstün, 2016). It facilitates the adoption of right-based approach of all stakeholders at school, instead of leaving inclusive and non-discriminatory education to goodwill of the staff (Menda, Karabeyoğlu, & Berktay 2013).

Since the problems in educational system in general prevent fully implementation of inclusive education, strengthening all school system may be an efficient way to combat the discriminatory attitudes and applications at schools (Menda, Karabeyoğlu, & Berktay 2013); which is also parallel to universal design (Üstün, 2016). Researchers suggest that restructuring of school counseling services is crucial in order to decrease overt and covert discriminations against students with disabilities and increase equal participation to education. Therefore, school counselors should be on the focus of transformation at schools (Menda, Karabeyoğlu, & Berktay 2013).

When the competencies of the school counselor candidates regarding counseling with students with disabilities is investigated, it is found that the candidates of school counselors do not perceive themselves as competent in Turkey (Yüksel, Diken, Aksoy, & Karaaslan, 2012). However, this perception may change in

positive direction with experience and continuous supervision (Aksoy & Diken, 2009). In order to be focus of transformation at schools, school counselors should improve their competencies in working with students with special needs (Yüksel et al., 2012). Additionally, counselors should improve their leadership and advocacy skills (Kalkan, 2018) as well as their multicultural skills (Keklik, 2010).

Other ways for empowering whole school system may be increasing the qualities of student support services such as effective utilization of resource rooms, enrichment of teaching and learning materials, and use of co-teacher in classes in order to support the independence of students with disabilities (Menda, Karabeyoğlu, & Berktay 2013). Independence at school is important in the sense that students with disabilities who are more dependent on their peers in teaching and learning activities are more prone to negative attitudes and subtle and overt discrimination at classrooms (Soran & Ayan, 2016).

Independence of students with disabilities is very important for successful inclusive practices. When students with disabilities are dependent on their peers, they are regarded as burden due to lack of accommodations. Since students try to cope with being regarded as burden, they refuse accommodations in order to prevent stigmatization and labeling. However, this brings about difficulties in learning; then ending results are underachievement and drop out of school (Banks, 2017).

Even though lots of problems are spotted by researchers about the education rights of students with disabilities, it is surprising that individuals with disabilities expect something different other than increasing the educational quality. One unexpected result of the study that is conducted by Ministry of Family, Labor, and Social Services is that the percentage of individuals who expect increased

educational opportunities and regulations is only 25 percent; while the proportion of individuals with disabilities having expectations related to social support and monetary assistance is 85.7. Expectations related to increasing the quality of education offered to individuals with disabilities are in the last rows of the expectation list of individuals with disabilities (MFLSS, 2010).

In addition to these studies, General Directorate for Individuals with Disabilities and the Elderly (2010) conducted a comprehensive research about educational experiences of individuals with disabilities. Participation to society, access to information, and access to education are the areas in which individuals with disabilities had former experiences related to discrimination. In educational settings, 25.3% of individuals with disabilities think that they always experience discrimination. The percentage of people who asserts that they experience discrimination most of the time is 34.1%. Also, the proportion of individuals with disabilities who stated that they have never perceived any kind of discrimination is only 13.3% (GDIDE, 2010).

The most frequent discriminations that are perceived by individuals with disabilities are related to physical conditions. They are not related to the attitudes or behaviors of people without disabilities. Lack of educational materials for individuals with disabilities, lack of education of teachers on inclusive practices, difficulties in benefiting from adult education, lack of supportive services for students with disabilities at schools, and difficulties in benefiting from opportunities related to job acquisition are the most frequent discriminations. Even though it is not as frequent as the above items, the proportion of individuals whose school registrations were rejected due to their disabilities at least once in their lives is 19.7%. And, the percentage of individuals with disabilities who perceived always and most of the

time discriminatory attitude, discriminatory or unfair behavior due to their disabilities is 11.4. Even though they could not find a place for them at the top of the list about perceived discrimination in education, their proportions are considerably high (GDIDE, 2010).

The study of Sakız and Sarıcalı (2018) also focus on the problems regarding physical and supportive services that are experienced by students with visual disabilities at universities. According to this study, students with visual disabilities feel discriminated related to the physical environment of universities and the accommodations for educational needs of students with disabilities. This study showed that there is not any standard practice on physical arrangements and educational accommodations in Turkish universities. The situation related to disability rights are changing from the university to the university (Sakız & Sarıcalı, 2018).

After presenting the picture on discriminative acts in schools in Turkey, the focus will be what can be done at schools. School counselors hold unique positions at schools both doing advocacy work on the behalf of students with disabilities and empowering them individually (Dixon, Tucker, & Clark, 2010). School counselors should adopt an ecological intervention approach including both individual empowerment and systemic improvement (Williams & Greenleaf, 2012), despite the difficulties of incorporating social justice approach to school counseling (Ibrahim & Heuer, 2016). It might be crucial in the sense that school counselors could be good allies for students with disabilities in combatting microaggressive acts at schools (Bell, 2013).

2.4 School counselors' social justice approach

Adopting a social justice approach goes hand in hand with multicultural counseling skills (Lee & Park, 2013) and counseling profession in general (Fouad, Gerstein, and Toporek, 2006). Multicultural counseling skills require awareness on the cultural backgrounds of clients and client differences. Also, multicultural counseling skills necessitate working with potential power and privilege issues (Lee & Park, 2013).

Disability is regarded as a cultural difference rather than a kind of deficiency in the sense that many of the individuals with disabilities perceive disability as their personality characteristics (Gray, 2009). Instead of interpreting disability as a negativity, they regard disability as a different kind of ability. They do not think disability is something to be cured. Conversely, they think that disability is only a part of their identities. Therefore, disability rights movements object the idea of deficiency. These movements regard disabling conditions as cultural difference (Gray, 2009). Since individuals with disabilities are accepted as one of the culturally different groups having many problems related to oppression, inequalities, marginalization and discrimination (Smart, 2013), counselors working with individuals with disabilities should have the multicultural counseling skills and social justice approach in order to combat inequalities and unfair implementations in the society (Ratts, Lewis, & Toporek, 2010).

Social justice means ensuring all individuals' equal access to rights and services regardless of any kind of personal differences (Lee, 2013) and promoting fair distribution of resources in society as well as combatting inequality (Fouad, Gerstein, & Toporek, 2006).

Bell (1997) defines the concept of social justice by stressing equal participation and equal distribution of resources as it is seen in the following lines.

> Social justice is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society in which the distribution of resources is equitable, and all members are physically and psychologically safe and secure. (Bell, 1997, p.3)

Advocacy is also defined by Toporek and Liu (2001) as it is seen in the following lines.

> An action a mental health professional, counselor, or psychologist takes in assisting clients and client groups to achieve therapy goals through participating in clients' environments. Advocacy may be seen as an array of roles that counseling professionals adopt in the interest of clients, including empowerment, advocacy, and social action. (Toporek & Liu, 2001, p.387)

Field and Baker (2004) also define both the term advocacy and a school counselor who has advocacy skills in the following quote.

> Advocacy is defined as an approach to school counseling in which the counselor goes beyond the traditional verbal "give and take," based on theoretical premises and techniques. A school counselor advocates on behalf of an individual student, a student group, or about a student issue; incorporates multicultural competence; provides meaningful information and additional helping resources; and lends support, including appropriate interventions, beyond the four walls of an office. (Field & Baker, 2004, p.57)

West-Olatunji (2010) asserts that schools are one of the most important social environments in which oppression and marginalization are observed frequently. Such oppression is experienced in such a severe way that not only educational lives of students from different cultural backgrounds are affected negatively but also different areas of their lives are influenced negatively in the sense that educational achievement is strongly related to future socio-economic situation (West-Olatunji, 2010).

In addition to the oppressive and discriminative nature of schools (West-Olatunji, 2010), schools are unique in terms of their difficulties in making social changes in the sense that schools have their own cultures; and such culture is mostly closed type. This makes difficult making social changes in educational institutions (Roysircar, 2006). Such difficulty results in underutilization of skills related to social justice (Davidson, Waldo, & Adams, 2006).

Even though skills and competencies for social justice approach are closely related with counseling skills in terms of decreasing individual suffering and empowering individual client to combat any kind of difficulties (Fouad, Gerstein, & Toporek, 2006), utilization of skills related to social justice approach is not much prevalent among school counselors due to demanding interdisciplinary nature of social justice work and complexity in working with systems (Davidson, Waldo, & Adams, 2006). However, this situation should change; and school counselors should improve their advocacy skills. The present study is about promoting school counselors to reflect on their practices in order to find out whether they have social justice counseling skills or not.

As opposed to all difficulties and complexities, counseling services at schools should include social justice approach because today's social situations require more than the traditional form of counseling that was a relationship between only counselor and client (Sue & Sue, 2008). Some issues cannot be addressed by working only in an office setting (Ratts, Lewis, & Toporek, 2010). In the cases of microaggressions, discrimination, prejudice, and bias; working with larger systems by assuming an advocacy role to find external locus of problem and changing the situation is important in addition to working individually with the client. Focusing only on individual client may lead to a faulty impression that the problem is about

the individual who face microaggressions or discriminations. Instead, counselors can show all stakeholders that the problem is related to the school system by having a social justice approach. In order to achieve this, school counselors should not limit themselves to counseling offices (Sue & Sue, 2008). It is better to work more creatively (Ratts, Lewis, & Toporek, 2010) in order to support individuals with disabilities and combat unfair and unequal treatment (Israel, 2006). They should work in order to change the systems in the direction of human rights perspective (Sue & Sue, 2008).

Important principles of social justice approach were explained by Sue and Sue (2008). According to them, determining the source of the problem is important. In other words, finding the real cause of the problem is crucial, instead of viewing the child as a problem. People working in the institution may think that students with disabilities are "problem children" in classes or schools. Instead of blaming the child, school counselors should question whether teaching methods are appropriate, or not; whether social opportunities of the school are inclusive, or not; whether teachers are qualified for working children with disabilities, or not; and whether school administrators are prejudiced toward students with disabilities (Sue & Sue, 2008).

This viewpoint is parallel to Bronfenbrenner's ecological model of human development (Bronfenbrenner, 1993). According to him, human development is not investigated independent from the environment in which individual growth occurs. Interactions among physical development, society in which the growth occurs, and psychological developments of individuals are important for their effects on development. Also, the proximity and immediacy of environments also have an influence on individual; and such different kinds of environments have an interdependent relationship among them (Bronfenbrenner, 1993). For instance, when

parents participate in the meetings at school, teachers and parents interact with each other; then, their interaction may have effect on the child development. Also, state's economic situation may have an influence on schools, families, and the individuals (Boyd, Bee, & Johnson, 2006).

The second principle is that if school counselors work with "problem child" and try to decrease "problem behavior", it may make "problem child" more vulnerable because "problem behavior" may be a coping mechanism for the child (Sue & Sue, 2008). Instead of blaming the children for their disruptive behaviors and holding them responsible for all mistakes (Crethar, 2010), environmental determinants or interactions should be evaluated (Bronfenbrenner, 1994; Crethar, 2010); then, leadership role should be taken in order to encourage systemic change (Crethar, 2010). This viewpoint is parallel to point of view of ICF in that ICF also utilizes contextual points of view in assessing problems or difficulties, instead of looking only internal factors such as children's characters (WHO, 2013).

The third principle suggests that if the problem is related to social systems or institutions, it is important to explain stakeholders what is problematic in the institutions (Sue & Sue, 2008). The importance of the leadership role of school counselor gains importance at this point. In order to promote systemic change, the skills of social justice approach; namely collaboration and teaming are crucial (Crethar, 2010).

Fourth principle is related to the similarities between society and institutions. Since institutions are small forms of the society; they are similar in terms of value and ideas held; therefore, schools have the capacity to perpetuate inequalities. Hence, institutions may be regarded as the clients of school counselors (Sue & Sue, 2008).

However, making social transformations at schools that are small forms of society is a challenge for school counselors due to the difficulties in changing school cultures (Roysircar, 2006).

This brings us the fifth principle of Sue and Sue (2008). They assert that organizational change is not easy. In addition to difficulties of institutional change, school counselors may face some negative situations such as to be labeled as troublemaker.

Such difficulty of improving institutions is closely related with the sixth principle which requires that school counselors need some additional multicultural counseling skills such as effective consultation skills and advocacy skills in order to transform the institution (Sue & Sue, 2008). Since school counselors are skilled in interpersonal relations and communications, they should learn how to utilize such counseling skills in transforming the institutions (Toporek, Lewis, & Ratts, 2010).

The last principle states that school counselors should work preventive. In other words, they should spot potential problems before they have occurred; then they should use methods in order to prevent such potential problems (Sue & Sue, 2008). Prevention and social justice are closely related in the sense that two of them aim equipping individuals with necessary skills and expertise for coping with difficulties before emergence of the potential problems (Davidson, Waldo, & Adams, 2006).

After explaining the principles of social justice-based counseling, its levels will be explained in this paragraph. In the micro level, student empowerment is crucial in order to strengthen people to cope better with the cases of discrimination (Toporek, Lewis, &, Ratts, 2010). In the macro level, student advocacy is

implemented by school counselors directly at an institutional level due to counselors' easy access to resources compared to students. Through the importance of their status at schools or districts, school counselors may reach some of the local resources better. For instance, they may have a better chance to meet with local administrators. In other words, advocacy is implemented on behalf of the students with disabilities (Toporek, Lewis, & Ratts, 2010).

Social justice counseling with students with disabilities has important features that school counselors should be careful in their advocacy works. Firstly, students with disabilities want equal rights and social inclusion. They do not want help or charities. Also, they experience prejudice, discrimination, marginalization, segregation, stigmatization and microaggressions in their school lives (Anderson & Boyle, 2015; Meral, 2015; Sart, 2015; Smart, 2013). However, many of the people without disabilities are not conscious of such experiences. In other words, people without disabilities take the advantages that are offered by their environments for granted; without seeing such environmental barriers. Therefore, firstly, school counselors should discern the discriminative and even oppressive attitudes and features at their school environments; then they try to do activities that promote stakeholders at school to realize the discriminative and oppressive qualities of their schools as well as the interaction between social settings and disabling conditions (Smart, 2013). Contrary to the general belief in the society that disability is a tragedy, school counselors should advocate that disability is a valued characteristic of individuals with disabilities. The problem is lack of necessary accommodations and adaptations in social settings. The difficulties and problems that are experienced by individuals with disabilities cannot be viewed as personal. Also, the problems cannot

be viewed within the individual. Instead, it is better to question environmental barriers whether they violate human rights, or not (Smart, 2013).

After reading these research studies about social justice and advocacy role of school counselors, one can wonder why it is stressed that school counselors should do something for the advocacy of students with disabilities. Why are expectations from school counselors so high for establishing social justice for disability? Do school counselors play critical role in institutional transformation? Even though the answers for these questions are given in many different parts of the present study, the most important reason for holding school counselors responsible for advocacy of students with disabilities is that school counselors can spot easily discriminative or microaggressive behaviors through working with different stakeholders (Toporek, Lewis, &, Ratts, 2010). In addition to such advantages of school counselors, they have power to be the agents of change. Therefore, school counselors are important in the implementation of social justice approach at schools (Toporek, Lewis, &, Ratts, 2010).

Therefore, the present study investigates school counselor perceptions on microaggressive acts toward students with disabilities and school counselor interventions on decreasing disability microaggressions. In the light of the above literature review on school counselor advocacy roles at schools, it can be concluded that school counselors are the most important stakeholders at schools who have both potential, capacity and skill to discern microaggressive acts based on disability as well as intervene such cases effectively. Also, since school counselors might be regarded as agents of change, it is important to ask school counselors their practices in the transformation of their schools into more social justice-based settings.

CHAPTER 3

METHODOLOGY

In this chapter, the information regarding participant school counselors, the instruments utilized in the data collection process, the research design of the present study, the steps of conducting the current research study, identity of the researcher, and the data analysis process were presented respectively.

3.1 Participants

In this section, the participants of the current study were presented in a detailed way. The number of participants, participant selection criteria and method, the details related to the research site, participants' demographic information, and the information about the targeted schools were explained respectively.

The participants of this research study were 13 school counselors working in the state primary and secondary schools where full time inclusive practices are held. The number of school counselors working at primary schools was five; whereas eight of the school counselors were practicing at secondary schools. Since similar topics were stated continuously in the process of data collection by participant school counselors, the decision for saturation of data was given by the researcher. Then, data collection was terminated (Saunders et al., 2018).

There were four selection criteria in the process of participant selection. The first selection criterion was related to the number of students with disabilities in inclusive settings at the schools of participant school counselors. The schools where

counselors worked had to have at least 15 students with disabilities in inclusive settings. Special education classes were not included into this number of students with disabilities in the school settings. This criterion was set in terms of increasing the probability of that school counselors had adequate experiences on working with students with disabilities. They can also have adequate observations on the reactions of all the stakeholders while interacting with students with disabilities at schools. This selection criterion was also essential in order to increase the trustworthiness of the study in terms of increasing the probability that selecting participants having more experience working with students with disabilities in inclusive settings. It was aimed to exclude participants having less experience and contact with students with disabilities (Berg, 2007; Gay, Mill, & Airasian, 2006).

The second selection criterion was related to the years of the experiences of school counselors in the field. School counselors were selected from at least three-year experienced ones. As an additional criterion, they were selected from the ones who completed at least two years at the current school. In other words, school counselors were selected from the ones having at least two years of experience at their current schools. Such year of experience criteria was determined in the same line with the goals of qualitative research methods that were better comprehension of the situation, saturation of the data and generalization of the results (Palinkas et al., 2015). School counselors could have a better capability to observe both their environments and their practices at the end of their third years in the profession so that they could provide more qualified data compared to counselors who were at the beginning of their professions. The selection of school counselors who had more contact with students with disabilities in inclusive settings was preferred. The reason for such preference was that both the quantity and the quality of their observations

and reflections might have inclination to increase as time passed and contact deepened. (Quick & Hall, 2015; Skovholt & Trotter-Mathison, 2010). Another reason for determining a selection criterion of three years of experience was that all teachers in Turkey including school counselors were required to complete one-year candidate period in order to be permanent teachers according to the legislation of the time when this research was conducted (Ministry of National Education, 2015). In addition to this legislation, since many of the interview questions were related to the schools where counselors currently practice; it was decided to select counselors who completed at least two years at the current school (Palinkas et al., 2015; Quick & Hall, 2015). According to the legislation of the time when this research was conducted, teachers had a right to transfer other schools in the cases of marriage or health problems after completing their candidate years (Ministry of National Education, 2015); therefore, school counselors who were transferred to other schools in last two years were not selected for the present study.

Thirdly, participants were selected from the school counselors graduated from guidance and psychological counseling program and psychology program with pedagogical formation certification program. School counselors with any other type of educational background were excluded from this study (n = 2). In Turkey, undergraduate program of guidance and psychological counseling is provided by faculties of education in four years (Ültanır, 2005). Having an undergraduate degree in guidance and psychological program is not satisfactory for working at schools as a counselor (Ültanır, 2005). In order to work at state schools, it is required to pass a written exam and oral exam (Ministry of National Education, 2015). In educational system in Turkey, school counselors work at all grade levels from kindergartens to twelfth grade. They are responsible for both social and psychological development of

students as well as guidance in academic and vocational issues. Cooperation and collaboration with teachers and administrators are crucial while providing counseling services to students in developmental counseling approach (Yeşilyaprak, 2013). In addition to the graduates of guidance and psychological counseling program, graduates of psychology program also have a right to apply working as school counselors at state schools if they complete pedagogical formation certification program (Ministry of National Education, 2014). Teacher candidates can start educational sciences formation program during undergraduate years or after graduation (Polat, 2013). It lasts two semesters; and candidates must take educational courses such as educational psychology, classroom management, teaching principles and techniques. Also, they must make payment for such certification programs (Council of Higher Education, 2014).

Lastly, recruitment was conducted from the school counselors having permanent job status in their schools. Counselors working temporarily in their current schools were also excluded from the current study. Since the number of school counselors fall behind the ideal number in Turkey, there is a problem of assigning school counselors into other schools where there are not any school counselors. The differentiation of permanent and temporary school counselors comes from the lack of enough number of counselors for all schools (Yeşilyaprak, 2013).

All participants were selected from Bağcılar district in İstanbul due to both availability and convenience. Selecting participants from counselors working in Bağcılar was both available and convenient for the researcher in the sense that the researcher of the current study is also a school counselor working in Bağcılar in İstanbul. Since the researcher works as a school counselor in the field where the research study was conducted, the topic of subjectivity may be the concern. In order

to prevent subjectivity, reflection on the biased way of thinking and becoming conscious about the prejudiced ideas helped the researcher deactivating them in order to increase trustworthiness (Morrow, 2005). Contrary, it made easy to enter to the stories of participants because researcher had similar experiences in his working field. It brought about immersion into the data (Morrow, 2005).

Bağcılar is one of the districts in İstanbul where majority of people has come from other parts of Turkey. Since the population in Bağcılar is comprised of the people coming from different rural parts of Turkey such as southern east and black sea regions, the population may be defined as multi-ethnic. Also, most of them experience a culture that is between rural and urban (Sahin, 2016). In terms of numbers, Bağcılar is a district having a population of 748,483; which is the third district in İstanbul among the most crowded districts (Bağcılar Municipality, 2017). Parallel to having such number of people on it, Bağcılar district has 39 public primary school having 51,919 students, 31 public secondary school having 46,669 students and seven public religious secondary school having 6,970 students (İstanbul Directorate of National Education, 2017). In total, Bağcılar district has 105,378 students continuing their education in public primary and secondary schools. Such number of primary and secondary students puts Bağcılar district into the second order according to the total number of students continuing their education in public primary and secondary schools among 39 districts of İstanbul. In other words, 6.5 percent of all students who are in primary and secondary school-age is in Bağcılar district in İstanbul; which means Bağcılar is one of the districts having a dense student population in İstanbul (İstanbul Directorate of National Education, 2017).

In addition to public primary and secondary schools, there are also private primary and secondary schools in Bağcılar. Bağcılar district has 10 private primary

school having 1,464 students, 12 private secondary school having 2,357 students (İstanbul Directorate of National Education, 2017).

Participants were selected from the records of Bağcılar Guidance and Research Center. The reason for taking the help of Bağcılar Guidance and Research Center in the participant selection process was their roles and responsibilities related to the counseling and special education services in their districts (Ministry of National Education, 2017). In Turkey, guidance and research centers (GRC) are responsible to work in cooperation and collaboration with school counseling services in their districts on preparing counseling programs, providing consultation and in-service training, making educational identification, and offering special education services for students with disabilities (Ministry of National Education, 2017). Therefore, administrators in Bağcılar Guidance and Research Center know all school counselors working in Bağcılar. They helped the researcher finding the school counselors who were fitting the selection criteria set by the researcher. Their information related to school counselor characteristics provided the researcher a pre-selection process. From 62 school counselors working public primary and secondary schools within Bağcılar, 29 school counselors having the potential for the appropriateness to selection criteria were determined in the light of the information provided by the administrators of Bağcılar Guidance and Research Center. All of 29 counselors were called by the researcher. Firstly, after explaining the research, their voluntary participations were asked. Then, selection criteria were explained in order to clarify whether they were appropriate for the data collection. Some of them did not want to participate in the study due to the difficulties in allocating time for the interview; and some of them were not appropriate for the selection criteria. Then, 15 counselors were selected according to their voluntary participation and

appropriateness to selection criteria set by the researcher. However, after conducting interviews, it was understood that two of them were not graduated from guidance and psychological counseling program or psychology program. These two interviews were also omitted. Finally, the data driven from 13 school counselors were utilized in the data analysis process of the present study.

Participant school counselors' ages range from 25 to 38, with a mean age of 28.08. The number of female school counselors is ten; whereas the number of male school counselors are three (see Table 1 for demographic and professional information of the participants). The distribution of participants' gender represents the gender distribution of primary and secondary school counselors in Bağcılar according to the personnel records of Bağcılar Guidance and Research Center (E. Küle, personal communication, Jun 12, 2017). The proportion of male school counselors working at primary and secondary schools at Bağcılar was 24% when the research was conducted (E. Küle, personal communication, Jun 12, 2017). In the current study, 23% of the participants were male school counselors.

In order to ensure confidentiality, participant numbers were randomly given to all school counselors. Numbers from 1 to 5 were given to primary school counselors with the initial of "p" that implied "primary school" such as p-1 and p-2. Furthermore, numbers from 1 to 8 were given to secondary school counselors with the initial of "s" that implied "secondary school" such as s-1 and s-2. In other words, all participants had a participant number that consisted of "p" or "s" according to the school type and a number given randomly; which represented identity of the participants.

Table 1. Demographic and Professional Information of the Participants

Participant	Age	Gender	Total professional experience	Experience at current school	Taking course on inclusion	Taking in-service training
p-1	38	Male	6	5	No	Yes
p-2	25	Female	3	2	Yes	No
p-3	30	Male	9	5	Yes	Yes
p-4	27	Female	6	2.5	No	Yes
p-5	34	Female	11	2	Yes	Yes
s-1	26	Female	3	2	Yes	No
s-2	26	Female	3	3	No	No
s-3	25	Female	3	3	Yes	Yes
s-4	25	Female	3	3	Yes	No
s-5	26	Female	3	3	No	No
s-6	29	Male	8	4	Yes	Yes
s-7	26	Female	4	3	Yes	No
s-8	28	Female	6	2	No	No

Note. p = primary school, s = secondary school

Regarding their educational backgrounds, there were ten counselors with undergraduate degree, one counselor with a graduate degree in applied psychology, and two counselors were continuing their master education, one in guidance and psychological counseling program and the other was in clinical psychology program. In addition to their educational levels, the university programs that they attained also differed. The number of counselors whose undergraduate programs were guidance and psychological counseling was eleven; whereas those whose undergraduate programs were psychology is two. Such two counselors with psychology degree also had completed pedagogical formation certification program in addition to their undergraduate degrees.

Participant school counselors' total year of professional experience in the field ranges from 3 to 11, with a mean year of 5.23. Also, school counselors' years of

experience at their current schools are between 2 to 5, with a mean year of 3.04. Eight counselors had taken at least one course during undergraduate years; and six counselors had taken an in-service training on inclusion.

School counselors practicing at primary schools were five; those practicing at secondary schools were eight. Total number of students at those schools where the current research study was conducted changed from 936 to 2,656, with a mean number of 1,753 (see Table 2 for information of the targeted schools for research study).

Table 2. Information of the Targeted Schools for Research Study

No.	Total Number of Students	Number of Students with Disabilities			Grades of Students with Disabilities							
		F	M	T	1	2	3	4	5	6	7	8
p-1	936	7	8	15	6	2	2	5				
p-2	1542	8	7	15	1	8	5	1				
p-3	1600	8	11	19	8	3	4	4				
p-4	1470	9	22	31	9	7	8	7				
p-5	1209	5	11	16	3	3	5	5				
s-1	2656	8	17	25					9	7	6	3
s-2	1800	8	15	23					5	5	7	6
s-3	1937	10	13	23					7	4	7	5
s-4	1700	6	16	22					8	5	4	5
s-5	1771	5	18	23					13	4	4	2
s-6	2120	12	14	26					12	5	7	2
s-7	1680	7	8	15					6	5	2	2
s-8	2379	6	18	24					4	7	8	5

Note. p = primary school, s = secondary; F = female, M = male, T = total

Twelve of these schools had one school counselor who was responsible for all students at school. Only one school had two counselors. Also, the number of students with disabilities in inclusive settings at targeted schools that were located at eight

different neighborhoods of Bağcılar changed between 15 to 31, with a mean of 21. In terms of the gender distribution of students in inclusive settings at the schools where the current study was conducted, the number of female students in inclusive settings changed from five to 12, with a mean of nearly eight; whereas the number of male students in inclusive settings changed from seven to 22, with a mean of approaching 14.

In terms of disability groups of students in inclusive settings where school counselors work, 81 students had an educational identification of learning disability. Number of students identified with intellectual disability was 57; and those identified with orthopedic disabilities was 42. Also, 29 students had an educational identification of attention deficit and hyperactivity disorder. Number students with speech disorders was also 29. Number of students with hearing disabilities was 25. Nine students had pervasive developmental disorder. According to their educational identifications, three students were gifted. In addition to them, two students had visual disabilities (see Table 3 for the distribution of disability groups of students in inclusive settings).

All participating school counselors graduated from guidance and psychological counseling program except two counselors p-1 and s-2 who were having psychology program degree with pedagogical formation. One of the 13 participating school counselors had a master's degree in applied psychology; two of them were the students in master programs namely clinical psychology (s-3) and psychological counseling (s-5). Also, all participating school counselors had permanent job status.

Table 3. Distribution of Disability Groups of Students in Inclusive Settings

	LD	ID	OD	ADHD	SD	HD	PDD	G	VD
p-1	3	3	6	1	1	1	0	0	0
p-2	4	3	2	1	2	1	1	0	1
p-3	4	4	3	4	2	1	1	0	0
p-4	7	7	2	1	9	4	1	0	0
p-5	6	1	0	1	6	1	1	0	0
s-1	8	4	5	1	1	2	0	3	1
s-2	6	9	1	2	2	2	1	0	0
s-3	6	7	6	2	0	2	0	0	0
s-4	7	5	2	4	1	2	1	0	0
s-5	8	6	4	3	0	2	0	0	0
s-6	10	1	5	2	2	6	0	0	0
s-7	4	3	4	1	1	0	2	0	0
s-8	8	4	2	6	2	1	1	0	0
Total	81	57	42	29	29	25	9	3	2

Note. p = primary school, s = secondary school, LD = Learning Disability, ID = Intellectual Disability OD = Orthopedic Disability, ADHD = Attention Deficit Hyperactivity Disorder, SD = Speech Disorder, HD = Hearing Disability, PDD = Pervasive Developmental Disability, G = Giftedness, VD = Visual Disability

Regarding school counselors, the information on whether taking a course or in-service training regarding inclusive educational practices, special education or individualized education programs in the past was also investigated. The number of school counselors taking at least one course regarding inclusive educational practices in undergraduate years is seven; whereas the number of participant school counselors taking at least one in-service training is six. Four counselors had taken both course and in-service training; whereas three counselors had not taken any one of them before (see Table 1 for demographic and professional information of the participants). In-service trainings provided by Ministry of Turkish National Education can be defined as a kind of adult education programs that are provided to teachers and school counselors about relevant information and experience regarding their fields. In-service trainings are planned to meet the educational needs of teachers

and school counselors as well as to help them solve the problems that they face in the field. By attending in-service trainings, teachers and school counselors acquire professional competencies and to be certified by the Ministry (Ministry of National Education, 1995).

In the following paragraphs, the participants of the current study were presented by giving information about their personal and professional qualities.

Primary school counselor 1 (p-1) is male; and he is 38 years old. He has been working as a school counselor for six years in the field; last five of those years passed at his current school having only one counselor for all of 936 students. He is responsible for 15 students with disabilities in inclusive education; seven of which are female. He did not take any course regarding inclusive education practices, individualized education program (IEP) and working with individuals with disabilities in his university years. However, he took an in-service training regarding inclusive education practices and disabilities in his professional life (see Table 1 for demographic and professional information of the participants and Table 2 for information of the targeted schools for research study).

Primary school counselor 2 (p-2) is female; and she is 25 years old. She has been working as a school counselor for three years in the field; last two of those years passed at her current school having only one counselor for all of 1,542 students. She is responsible for 15 students with disabilities in inclusive education; seven of which are female. She took one course regarding inclusive education practices, IEP and working with individuals with disabilities in her university years. However, she did not take any in-service training regarding inclusive education practices and disabilities in her professional life (see Table 1 for demographic and

professional information of the participants and Table 2 for information of the targeted schools for research study).

Primary school counselor 3 (p-3) is male; and he is 30 years old. He has been working as a school counselor for nine years in the field; last five of those years passed at his current school having only one counselor for all of 1,600 students. He is responsible for 19 students with disabilities in inclusive education; 8 of which are female. He took one course regarding inclusive education practices, IEP and working with individuals with disabilities in his university years. In addition to this course, he also took an in-service training regarding inclusive education practices and disabilities in his professional life (see Table 1 for demographic and professional information of the participants and Table 2 for information of the targeted schools for research study).

Primary school counselor 4 (p-4) is female; and she is 27 years old. She has been working as a school counselor for six years in the field; last two and a half of those years passed at her current school having only one counselor for all of 1,470 students. She is responsible for 31 students with disabilities in inclusive education; nine of which are female. She did not take any course regarding inclusive education practices, IEP and working with individuals with disabilities in her university years. However, she took an in-service training regarding inclusive education practices and disabilities in her professional life (see Table 1 for demographic and professional information of the participants and Table 2 for information of the targeted schools for research study).

Primary school counselor 5 (p-5) is female; and she is 34 years old. She has been working as a school counselor for 6 years in the field; last two of those years

passed at her current school having two counselors for all of 1,209 students. She is responsible for 16 students with disabilities in inclusive education; five of which are female. She took three courses named special education practices regarding inclusive education practices, IEP and working with individuals with disabilities in her university years. In addition to those university courses, she took an in-service training regarding inclusive education practices and disabilities in her professional life (see Table 1 for demographic and professional information of the participants and Table 2 for information of the targeted schools for research study).

Secondary school counselor 1 (s-1) is female; and she is 26 years old. She has been working as a school counselor for three years in the field; last two of those years passed at her current school having only one counselor for all of 2,656 students. She is responsible for 25 students with disabilities in inclusive education; eight of which are female. She took one course named special education regarding inclusive education practices, IEP and working with individuals with disabilities in her university years. However, she did not take any in-service training regarding inclusive education practices and disabilities in her professional life (see Table 1 for demographic and professional information of the participants and Table 2 for information of the targeted schools for research study).

Secondary school counselor 2 (s-2) is female; and she is 26 years old. She has been working as a school counselor for three years in the field; three years passed at her current school having only one counselor for all of 1,800 students. She is responsible for 23 students with disabilities in inclusive education; eight of which are female. She did not take any course regarding inclusive education practices, IEP and working with individuals with disabilities in her university years. Similarly, she also did not take any in-service training regarding inclusive education practices and

disabilities in her professional life (see Table 1 for demographic and professional information of the participants and Table 2 for information of the targeted schools for research study).

Secondary school counselor 3 (s-3) is female; and she is 25 years old. She has been working as a school counselor for three years in the field; all three years passed at her current school having only one counselor for all of 1,937 students. She is responsible for 23 students with disabilities in inclusive education; 10 of which are female. She took one course named special education regarding inclusive education practices, IEP and working with individuals with disabilities in her university years. In addition to this university course, she also took an in-service training regarding inclusive education practices and disabilities in her professional life (see Table 1 for demographic and professional information of the participants and Table 2 for information of the targeted schools for research study).

Secondary school counselor 4 (s-4) is female; and she is 25 years old. She has been working as a school counselor for three years in the field; all those years passed at her current school having only one counselor for all of 1,700 students. She is responsible for 22 students with disabilities in inclusive education; six of which are female. She took one course regarding inclusive education practices, IEP and working with individuals with disabilities in her university years. However, she did not take any in-service training regarding inclusive education practices and disabilities in her professional life (see Table 1 for demographic and professional information of the participants and Table 2 for information of the targeted schools for research study).

Secondary school counselor 5 (s-5) is female; and she is 26 years old. She has been working as a school counselor for three years in the field; all those years passed at her current school having only one counselor for all of 1,771 students. She is responsible for 23 students with disabilities in inclusive education; five of which are female. She did not take any course regarding inclusive education practices, IEP and working with individuals with disabilities in her university years. Also, she did not take any in-service training regarding inclusive education practices and disabilities in her professional life (see Table 1 for demographic and professional information of the participants and Table 2 for information of the targeted schools for research study).

Secondary school counselor 6 (s-6) is male; and he is 29 years old. He has been working as a school counselor for eight years in the field. Last four of those years passed at his current school having only one counselor for all of 2,120 students. He is responsible for 26 students with disabilities in inclusive education; 12 of which are female. He took two courses named special education regarding inclusive education practices, IEP and working with individuals with disabilities in his university years. Also, he also took an in-service training regarding inclusive education practices and disabilities in his professional life (see Table 1 for demographic and professional information of the participants and Table 2 for information of the targeted schools for research study).

Secondary school counselor 7 (s-7) is female; and she is 26 years old. She has been working as a school counselor for four years in the field; last three years passed at her current school having only one counselor for all of 1,680 students. She is responsible for 15 students with disabilities in inclusive education; seven of which are female. She took two courses named special education and learning disabilities

regarding inclusive education practices, IEP and working with individuals with disabilities in her university years. Also, she did not take any in-service training regarding inclusive education practices and disabilities in her professional life (see Table 1 for demographic and professional information of the participants and Table 2 for information of the targeted schools for research study).

Secondary school counselor 8 (s-8) is female; and she is 28 years old. She has been working as a school counselor for six years in the field; last two of those years passed at her current school having only one counselor for all of 2,379 students. She is responsible for 24 students with disabilities in inclusive education; six of which are female. She did not take any course regarding inclusive education practices, IEP and working with individuals with disabilities in her university years. Also, she did not take any in-service training regarding inclusive education practices and disabilities in her professional life (see Table 1 for demographic and professional information of the participants and Table 2 for information of the targeted schools for research study).

3.2 Instruments

After presenting the participant school counselors, identity of researcher, and procedure, the instruments that were utilized with the participation of the school counselors were presented in a detailed way in this section. Two kinds of instruments were used in the current study, namely demographic information form and structured interview form. The type of items these instruments have, the instrument development process, and the reasons for using these instruments were explained under the following subheadings, respectively.

3.2.1 Demographic information form

Before conducting interviews, demographic information forms were given. With the help of the demographic information forms, information related to the targeted schools for the study and information related to the school counselors were collected. The questions related to the research site were the type of the school; namely primary or secondary, district and neighborhood names on which school is located, total number of students, total number of school counselors working at the school, the number of students in inclusive settings, the distributions of students in inclusive settings according to gender, grade levels, and disability groups (see Appendix A for English version of demographic information form and Appendix B for Turkish version of demographic information form).

Another group of questions that were asked to school counselors in demographic information form were about their personal and professional backgrounds. The information on gender, total years of professional experience, the year of experience in the current school, job status; namely permanent or temporary, educational level; namely undergraduate or master, university and program attained were taken with means of the demographic information form. In addition to such personal and professional information, the questions that wanted them to fill whether they had taken any course when they were university students and in-service training while they were practicing in the field were involved in the demographic information forms.

In Turkey, practicing teachers and school counselors attend to education programs in order to get relevant information and experience regarding their fields. These education programs that are named as in-service trainings are provided by

specialists or practitioners for improvement of professional competencies in some area of expertise. Participants of these trainings are certified as having knowledgeable on the topic (Ministry of National Education, 1995). Therefore, it is crucial to question whether the school counselors had participated in an in-service training regarding inclusive educational practices, special education and individualized education programs.

3.2.2 Structured interview form

In gathering information, in-depth interviews were utilized due to the opportunity of interviews to obtain school counselors' individual experiences and practices and to get their contextual interpretations and reflections (Perakyla & Ruusuvuori, 2011; Stake, 2010). Taking such kind of virtual understanding could not be provided by using any kind of quantitative methods (Ginsburg, 1981). In other words, interview method provides asking more detailed questions on what the participant said in order to make it clearer (Ginsburg, 1981).

Structured interview forms were used in this research because asking the same questions to all participants provides comparability of the data (Berg, 2007) as well as increasing the trustworthiness of the study (Seidman, 2013).

Interview protocol was developed by the researcher after a long period of conducting literature review on disability microaggressions, continuous help and correction of thesis advisor, conducting pilot study and making adjustments in the light of the data driven from the pilot study, as well as the advice of the experts in the disability field. Interview questions were aimed to collect information from the eyes of school counselors on their practices on the topic of inclusion, their feelings,

thoughts and behaviors toward students with disabilities in inclusive settings, the practices and discourse of teachers and administrators in working with students in inclusive education, peer relationships of students with disabilities, relationships with the parents of students with and without disabilities. All questions in the structured interview form were asked to school counselors. Conducting interviews with school counselors lasted approximately one hour and fifteen minutes.

Interview protocol was developed in Turkish. There were 10 main questions in the interview. Each main question had related sub-questions between two and seven. Sub-questions were asked to participants in order to make main questions clearer that generally asked some general and concrete information on 10 different aspects.

First group of questions included the practices of school counselors in working with students in inclusive settings, the level of cooperation with teachers in this working process, feelings, thoughts and disability definitions of school counselors while they were working with students in inclusive settings, and different questions that they faced from different stakeholders while they were working with students with disabilities. The interview started with the question of "what kind of activities do you conduct as a school counselor related to the students in inclusive settings?" (see Appendix C for English version of interview questions and Appendix D for Turkish version of interview questions)

Second group of questions consisted of the counselor-teacher relationship on the topic of inclusive education. The issues that were presented to school counselors by teachers about students with disabilities in collaboration process, the support mechanism about these issues, as well as the characteristics of these issues related to

students in inclusive education were asked to school counselors. For instance, the questions of "during meetings and collaborations with teachers, what do you suggest teachers on how to behave toward students in inclusive settings or which topics they should be careful while working with students in inclusive settings?" were among the questions that tried to understand of the counselor-teacher relationship on the topic of inclusive education.

Third group of questions were about the educational interventions and arrangements in the class environment. The types of educational interventions and arrangements, academic assessment procedure, and the counselor viewpoints on arrangements in terms of equity and discrimination perspective were asked to participating school counselors. An example question on the educational interventions and arrangements was that; "what kind of accommodations and modifications do the teachers working in your school implement for students in inclusive settings?"

Fourth group of questions contained questions about discourse, behaviors and attitudes of teachers toward the educational and social developments of students in inclusive settings. Also, counselor advices in order to support educational and social developments of students with disabilities and counselors' own in-class practices were asked to the school counselors. An example question was; "in your opinion, what are the thoughts of teachers working at your school related to social and emotional development of the students in inclusive settings?"

Fifth group of questions included questions about the possible problems on the inclusive practices at schools. Teacher approaches to possible problems, details of the counselor-teacher collaboration process following possible problems, school

counselor problem solution methods and school counselor interpretations on the problem sources were also the sub-categories of this question. An example question for these sub-categories was that; “what do you suggest in case of a problem related to the students in inclusive settings?”

Question six and its sub-questions were related to the school counselor practices with students in inclusive settings. The ways and reasons of working with students in inclusive settings in counseling services were the area of interest in these questions. Also, counseling practices with students in inclusive education and acquisitions of working with students with disabilities were asked to participant school counselors such as; “what kind of activities do you conduct with students in inclusive settings when they come to counseling service?”

Question seven and its sub-questions were about peer relationships of students in inclusive education. There were questions about peer support mechanisms and reflections of school counselors on peer support. Then, the current practices of school counselors on improving peer relationships of students with disabilities were the areas of interest in these questions such as; “do you conduct any kind of activities in order to improve the peer relationships of students in inclusive settings?”

Eighth group of questions included the observations of school counselors on school administrators’ working with students in inclusive education. The content of these observations and the quality of the collaboration and cooperation with administrators were also asked to the school counselors. An example question was that; “what kind of issues do school administrators tell you related to the students in inclusive settings?”

Ninth group of questions consisted of the issues that were shared by both parents of students with disabilities and without disabilities. In addition to this kind of parent sharing, counselor intervention approaches toward parents on the topic of inclusion were asked. For example, one of these questions was that; “what kind of issues do the parents of the students without disabilities talk to you related to the students in inclusive settings?”

Last group of questions were designed to promote school counselors to reflect on their professional and personal experiences as school counselors. These questions expected from school counselors to compare past and present perceptions, thoughts and behaviors toward students with disabilities. Also, school counselor roles in relation to social justice approach and the aims of school counselor that they want to attain in the future about social justice work were investigated with the help of such group of questions. One example question was that; “in the future, what do you plan as a school counselor in order to provide non-discriminatory and more egalitarian educational setting for students in inclusive settings?”

Before conducting the interviews with all of 13 participants, one pilot study was conducted with the participation of one school counselor in order to pre-test the interview form. One pilot study was made with one participant working in an elementary school. The sole participant of the pilot study was selected due to convenience for the researcher. Pilot study was also conducted in Bağcılar district; however, its results were not included in the findings of this research because some important changes in the interview form were made after the pilot study with the supervision of the thesis committee.

One aim of the pilot study was understanding whether there was any ambiguous wording leading to a confusion in meaning. Another aim was assessing whether the information related to the purposes of the study was obtained, or not. The last aim in conducting a pilot study in this research study was assessing whether there were any offensive or oppressive statements. The political correctness of interview questions was also determined with the help of both the reactions of the pilot study's participants and thesis committee members (Berg, 2007). After the pilot study, necessary changes and adaptations were made about all problematic points in both demographic information form and interview form with the helps and continuous supervision of thesis advisor and thesis committee members.

After the pilot study, some concurrent questions were eliminated. The wording of the questions was corrected in order to increase understanding. Also, the questions focusing on school counselor practices were increased in standardized interview form. In demographic information form, items related to the students in inclusive settings were added in order to describe the students in inclusive settings in targeted schools for the research study.

3.3 Research design

In the current study, qualitative research design was utilized. The first and the second research questions of the present research study aimed to investigate the disability microaggressions conducted by school counselors toward students with disabilities in inclusive settings and the perceptions of school counselors regarding disability microaggressions of other stakeholders at schools namely teachers, administrators, peers, and the parents of their peers. In other words, the actions and incidences

including discriminative and microaggressive messages toward students with disabilities were asked to the participant school counselors in the present study. Therefore, current study investigated counselors' interpretations of their school environment, their school-wide experiences, and an in-depth exploration of their subjective observations at schools. Since qualitative research provides us "deep and holistic or complex understanding of a particular phenomenon" (Gay, Mills, & Airasian, 2006, p.399), qualitative research methods were more appropriate for the goals of the present study that aimed to investigate school counselor interpretations (Berg & Lune, 2014), professional experiences and meanings (Stake, 2010), and subjective ideas of school counselors (Babbie, 2015) in their local contexts; namely at schools (Denzin & Lincoln, 2011).

In addition to the perceived microaggressive acts toward students with disabilities, the perceptions of school counselors regarding their social justice approaches in eliminating discriminative or microaggressive incidences at schools as well as their past or current professional practices in order to decrease discriminatory actions or microaggressive incidents toward students with disabilities were examined in this research. In other words, school counselors were asked to reflect on their past and current practices concerning disability advocacy while answering interview questions. In addition to their practices, they were asked to reflect on comparing their current perceptions, attitudes, and behaviors toward students with disabilities in inclusive settings with those when they started to the profession in the interviews. Also, they were requested to present their practical knowledge and implementations on decreasing discriminative and microaggressive acts at their schools. Therefore, qualitative research design provided a chance for school counselors to share their perceptions and experiences.

Qualitative research is essential while studying a scarcely investigated topic (Bell, 2013). Since microaggressive acts toward students with disabilities have been studied scarcely before (Nadal, 2008; Lu, 2014), it is crucial to utilize qualitative approach in terms of demonstrating the current situation on disability microaggressions (Bell, 2013). Therefore, qualitative research design was utilized in the current study.

3.4 Procedure

Firstly, the permissions from the Boğaziçi University Institutional Review Board for Human Subjects (see Appendix E for permission from the Boğaziçi University Institutional Review Board for Human Subjects) and from Bağcılar Directorate of National Education were taken in order to fulfill ethical and legal requirements (see Appendix F for permission from Bağcılar Directorate of National Education).

Necessary ethical explanations about the purpose of the study as well as participants' rights and responsibilities such as confidentiality, anonymity, voluntary participation, data storage, data safety, and the duration and type of the interviews were made verbally before starting to conduct interviews. Then, written informed consent forms were given to the voluntary participants for their signatures. In informed consent forms, there was a part which asked volunteers as to whether they gave consent for audio recording, or not. All participant school counselors gave voluntary permission for audio recording. If the consent for audio recording would not be given, it would be impossible to take notes what they said exactly because interviews lasted approximately one hour and fifteen minutes. In other words, audio-recording technology was utilized in data collection process in order to transcribe

them later. One copy of the informed consent was given to participant school counselors in order not to lose contact with them in the cases of their further questions (see Appendix G for informed consent form English version and Appendix H for informed consent form Turkish version).

After necessary verbal explanations and signing of the informed consent forms, demographic information forms were given to the participants. Following the completion of demographic information forms, interview protocols were started. Interviews were conducted individually. For these individual interviews, school counseling services were utilized generally due to their distract-free environments and quietness. Except three school counselors, interviews were conducted by visiting school counselors' own school counseling services. Interviews with two of the school counselors were conducted in high school selection centers where a quiet room is available. One interview was conducted out-of-school where the conditions of confidentiality and quietness were provided. Interviews conducted in the language of Turkish. The duration of interviews changed from 61 minutes to 99 minutes, with a mean duration of 77 minutes. All data was collected the time period between Jun 15, 2017 and July 30, 2017.

In order to protect confidentiality, a combination of a letter and number were given to participants instead of taking their personal information. Letters were given according to school types. School counselors working at primary schools were given the initial of "primary" that is "p." Also, school counselors working at primary schools were given the initial of "secondary" that is "s." All data were recorded and stored according to these participant numbers.

Subsequent to the data collection process, all electronic data were transferred to researcher's personal computer protected by the password. Then, audio records were deleted permanently from audio recording tool. After the data transcription and analysis, audio records were deleted permanently with the consent of thesis advisor. All transcripts and consent forms would be stored in lockers after two years the thesis was accepted as successful by Boğaziçi University Institute of Social Sciences.

3.5 Identity of the researcher

In qualitative research, the professional identities of researchers are crucial because researchers are directly inside of both data collection and data analysis procedure. Therefore, I want to introduce myself in this section.

I have been working at a secondary school in İstanbul as a school counselor for five years. The number of students with disabilities changes from 30 to 50 from one year to another in my school. The number of total students in my school is approximately 2300; and there are 87 teachers. That is to say; my school is very crowded; which provides me many different experiences in school counseling. Also, I have been faced numerous explicit and implicit discriminations based on disability; hence, I wanted to better understand the microaggressive acts toward students with disabilities in inclusive education through the present study. The reason for my selection of disability microaggressions is that there is not much research conducted in Turkey although disability microaggressions are observed frequently at schools (Ryan & Scura, 2011).

I think that I am an experienced school counselor in working with students with disabilities; and I make an endeavor to make my school fully inclusive by

decreasing discriminations. In my field experience, I try to combat labeling and marginalization by working with teachers. Working with teachers in small groups about inclusive education practices, leading teacher-parent meetings, organizing inclusive small group counseling sessions with participation of students with disabilities and students without disabilities as well as making in-service trainings both in my school and district are some of my interventions in order to combat microaggressive acts toward students with disabilities. One of the starting points of this study is also my field experience on microaggressions toward students with disabilities. I wonder what can be done as a school counselor in order to better combat with discrimination against students with disabilities. I also want to learn ready-to-use strategies for decreasing disability microaggressions and discriminations based on disabilities from school counselors.

In addition to my field experience, I took an elective course named living with disabilities and three elective courses on multiculturalism in education, and in counseling throughout my undergraduate years. Such courses had effect on both my selection of research topic and my closeness to microaggression literature.

As it was stated in the first line of this subheading, I have been working as a school counselor in the research field for five years; which also motivated me to conduct the current study. Since I have also an experience in working with students with disabilities in inclusive settings, I wanted to study the current situation of microaggressive acts toward students with disabilities in inclusive settings at other schools. However, any parts of data were not collected from my school. Also, because I have been working in the same district with the school counselors of the current study for five years, I have known eight of the school counselors before; but he has met six of them for the first time.

3.6 Data analysis

After conducting structured interview forms which were developed by the researcher, audio-records of interviews were transcribed verbatim. Data analysis process of this research was conducted by utilizing consensual qualitative research (CQR) method (Hill, Thompson, & Williams, 1997). Firstly, all transcripts were read over and over in order to find meaningful and recurrent parts. Then, such meaningful parts for the research study were classified into categories. These categories were grouped into more broad ones, namely themes regarding microaggression types such as second class citizenship and patronization as they were stated in the former sections. In this data analysis process, continuous supervision of the thesis advisor was taken. Some adaptations were conducted such as labeling themes differently and combining some of the similar themes. As a result, some discrepancies were detected between the researcher and thesis advisor in this grouping process. Then, in order to cope with these discrepancies, the researcher and the thesis advisor decided to group the meaningful small units individually. After individual coding, thesis advisor and the researcher worked together in order to look at which of the themes were reached consensus or not. The themes having problems in reaching consensus were asked another member in the thesis committee. Then, the team reached full agreement.

One advantage of using CQR is that it allows research groups both working independently and as a team (Hill, Thompson, & Williams, 1997). Also, another reasons for utilizing CQR method were its appropriateness for investigating small number of cases in an intensive way, its stress on studying cases from the perspective of context and the view-point of the participants, its emphasis on describing the phenomena by categorizing the similar parts in the data, and its tendency in making induction by going from small units to full part (Hill, Thompson, & Williams, 1997)

Since interviews were conducted in the language of Turkish, data analysis process was conducted by using Turkish raw data. Then, all materials were translated into English by the researcher.

CHAPTER 4

FINDINGS

Findings of this qualitative research were presented in this section. After conducting consensual qualitative research (CQR) method that was based on analyzing the data with the participation of research team members in order to increase trustworthiness (Hill, Thompson & Williams, 1997), the findings of the current study were evolved.

Findings of the current study were presented under three main headings; namely "disability microaggressions toward students in inclusive settings", "the changes in school counselors' perceptions toward students in inclusive settings" and "school counselors' current and planned practices in the field of disability for social justice." The first one of the main headings named "disability microaggressions toward students in inclusive settings" was also divided into five parts namely disability microaggressions conducted by school counselors, teachers, administrators, parents of students without disabilities, and the peers of students in inclusive settings.

4.1 Disability microaggressions toward students in inclusive settings

In this section, the themes that were emerged from the interviews with school counselors while answering the research questions of "what kind of disability microaggressions do school counselors show toward students with disabilities in inclusive settings?" and "what are the perceptions of school counselors on the disability microaggressions shown toward students with disabilities in inclusive settings by other stakeholders at school that are the teachers, administrators, parents

of students without disabilities, and all peers of students in inclusive settings?" were presented respectively.

All themes regarding disability microaggressions conducted by both school counselors and other stakeholders at schools were emerged on the basis of school counselors' statements in the interviews. Therefore, it should be known that the themes regarding disability microaggressions of teachers, administrators, parents and peers were emerged according to the perceptions of school counselors; instead of interviewing directly with all stakeholders individually.

The microaggressive acts toward students with disabilities in inclusive settings were presented under five subtitles according to the stakeholders; namely school counselors, teachers, administrators, parents, and the peers. These subtitles were put in order according to their frequencies mentioned in the interviews.

In this chapter, there are many quotations that support the themes that were explained. After quotations, some information could be found in parenthesis. The first one is the number of the participant who stated the quotation. Participant numbers were given randomly to all school counselors. Numbers from 1 to 5 are given to primary school counselors with the initial of "p" that implies "primary school" such as p-1 and p-2. Furthermore, numbers from 1 to 8 are given to secondary school counselors with the initial of "s" that implies "secondary school" such as s-1 and s-2. In other words, all participants have a participant number that consists of "p" or "s" according to school type and a randomly given number; which represents identity of the participant. After participant numbers, there was appendix name which was Appendix I. It meant that the original Turkish form of the quotation could be found in Appendix I. Also, a number from 1 to 163 is found. By using this

number, the original Turkish form of the quotations could be found from the list in Appendix I.

4.1.1 Disability microaggressions by school counselors

Interviews with participant school counselors demonstrated that school counselors showed disability microaggressions toward students in inclusive settings; namely patronization, secondary gain, spread effect, otherization, second class citizenship, denial of identity, denial of privacy, helplessness, positive discrimination, and minimization. These themes were put in order according to the number of participating school counselors who mentioned about these themes of disability microaggressions.

4.1.1.1 Patronization

Patronization was one of the themes that emerged in all interviews conducted with school counselors. In other words, analysis of the data demonstrated that all school counselors expressed views including patronization toward students in inclusive settings throughout interviews. It can be said that all participant school counselors put themselves in a position that was superior while interacting with students in inclusive settings.

As it was stated formerly, patronization refers to regarding individuals with disabilities as immature and incomplete (Keller & Galgay, 2010). Such a point of view brings about trying to do goodwill for individuals with disabilities and deciding for them without respecting their individualities. It could be seen in two ways;

namely infantilization and false admiration. Infantilization means behaving toward students in inclusive settings as they were children. False admiration refers to praising individuals with disabilities extraordinarily for achieving something simple (Keller & Galgay, 2010). Additionally, patronizing behaviors may include regarding individuals with disabilities as inferior; therefore, some individuals without disabilities try to overprotect individuals with disabilities (Çınarbaş, Albayrak-Kaymak, & Sart, 2012).

In the light of the definition of patronization explained above, some patronizing behaviors shown by school counselors were found after the data analysis process. Defining students in inclusive settings or their parents as fragile and sensitive, assigning students or teachers for students in inclusive settings as supervisors, expressing sympathy to students in inclusive settings, having the ownership of students in inclusive settings, and the idea of making the adaptation of students in inclusive settings into society were the ways that school counselors expressed disability microaggressions that included patronization toward students in inclusive settings.

When the expressions of the school counselors who committed the microaggressive acts of patronization toward students in inclusive settings were examined, it was found that most frequently mentioned subtheme was “defining students in inclusive settings as fragile and sensitive.” The number of school counselors expressing statements that defined students in inclusive settings as fragile and sensitive was 12 out of 13 school counselors who grouped under this theme. While defining students in inclusive settings, eight counselors directly used the wording of “fragile and sensitive.” Other expressions inferring patronization that was used by eight counselors were calling students in inclusive settings as “special

children" or "having a special condition." The statements like "in need of love and affection" were expressed by four counselors while referring students in inclusive settings. These expressions were the indications of counselors' viewpoints toward students in inclusive settings that included infantilization or regarding students in inclusive settings as immature.

Regarding this theme, the statements of Counselor p-2 reflected the ideas of many school counselors who were categorized under this subtheme. Counselor p-2 stated that "as they [students in inclusive settings] are more fragile, I think that we should behave more sensitive [toward students in inclusive settings]" (Counselor p-2, Appendix I, 1).

In addition to Counselor p-2, Counselor s-4 also emphasized the love and affection needs of students in inclusive setting in the following lines.

> They are really waiting for all people's love. I mean they are in need of love and affection ... We should behave toward students in inclusive settings becoming aware of what kind of emotional conditions their illness requires ... They are in need of extreme love and affection ... They have special conditions. (Counselor s-4, Appendix I, 2)

These quotations portrayed that school counselors' definitions of students in inclusive settings as "fragile and sensitive" or "having a special condition" were closely related to their behaviors toward students in inclusive settings because they also behaved sensitively toward them. In addition to adapting their behaviors toward students in inclusive settings parallel to their microaggressive viewpoints, they wanted teachers to make some behavior changes toward their students in inclusive settings. In other words, the interviews conducted with the school counselors confirmed that the ideas of school counselors that included examples of patronization might exert a negative influence on teachers in terms of directing teachers to behave

patronizingly as a result of the collaboration process between counselors and teachers. For instance, Counselor p-1 stated that “however when we inform teachers about the distress they experience here [at school] they can behave a little bit smoother and more sensitive toward them [students in inclusive settings]” (Counselor p-1, Appendix I, 3). The expressions of Counselor p-1 about such collaboration process might be a characteristic example of that school counselors having the ideas of patronization toward students in inclusive settings might also direct teachers to behave patronizingly.

In addition to defining students in inclusive settings as fragile and sensitive, two school counselors also defined the parents of students in inclusive settings as sensitive. The expressions of Counselor p-2 and Counselor s-7 shed light into their views on the parents of students in inclusive settings.

> They [parents of the students in inclusive settings] are very sensitive. Even when you nod your head, they may understand something negative. Teachers, therefore, may also not know how to behave toward their parents. For example, they may communicate with them as they communicate with the parents of normal children. I think they should behave more sensitive toward them; but they do not. They say what they want to say normally ... As they are so sensitive, they are touchy. It is necessary to talk to them sensitively. (Counselor p-2, Appendix I, 4)

The expressions of Counselor s-7 was also similar in terms of defining the parents of students in inclusive settings as sensitive.

> While I was talking to their parents, I try to choose among my words because they are so sensitive. Maybe, when I said any other parents in an overwhelmed mood that your child has many problems and s/he creates many problems, I do not think over why I talked about his/her child like that. However, when I said similar things to these parents [of students in inclusive settings], I might experience a trouble conscientiously. I choose a little bit better words while talking to students in inclusive settings and to their parents. (Counselor s-7, Appendix I, 5)

The expressions of Counselor p-2 and Counselor s-7 were also the indications of microinvalidation in the sense that they invalidate the experiences of parents of students in inclusive settings by labeling them as oversensitive. In other words, by defining the parents of students in inclusive settings as sensitive, they invalidate the feelings and ideas of the parents in inclusive settings.

Another common subtheme related to the patronization theme was assigning students or teachers for students in inclusive settings as supervisors. The findings demonstrated that the number of participating school counselors who mentioned about this kind of assignment was eight out of thirteen. Among these eight counselors who talked about assigning someone at school as supervisors, five of them stated that they were assigning a specific student at class for students in inclusive settings as a peer supervisor; three of them gave the responsibility of supervising students in inclusive settings to all students in class by informing all students in class on the disabling conditions of the students in inclusive settings. Additionally, one school counselor mentioned about assigning a teacher as a supervisor for students in inclusive settings.

Regarding school counselors' practices on assigning a teacher as a supervisor for students in inclusive settings, Counselor s-5 discussed the necessity of such assignment by stating that "if they [students in inclusive settings] are participating in such kind of school activities [like school picnic that is outside of the school], they need more supervision and responsibility taking [of their teachers]" (Counselor s-5, Appendix I, 6).

While talking about the participation of students in inclusive settings into school activities, Counselor s-5 discussed above that the prerequisite of the

participation of students in inclusive settings to school picnic was finding a teacher who wanted to assume the responsibility of students in inclusive settings throughout the picnic time in the sense that they needed more supervision when they participated in social activities outside of the school.

Counselor s-2, Counselor s-3 and Counselor s-4 discussed about giving the responsibility of both supervision and protection of students in inclusive settings to all students in classroom by informing all students in class regarding disabling conditions of the students in inclusive settings.

For instance, Counselor s-3 talked about what she said to all students at class while giving the responsibility of both supervision and protection of students in inclusive settings to them. She told all the peers in class that "look, your friend is deposit to you. Be careful while you are interacting with him/her. S/he may show faulty behaviors. You can inform me about these faulty behaviors instead of reacting to him/her" (Counselor s-3, Appendix I, 7).

Counselor s-2 also added that after taking responsibility, other students assumed a protective role for students in inclusive settings in the case of any kind of kidding or teasing.

> After my talks with whole students at class ... for example, when someone made an offensive comment to him or ridiculing about him, they started to protect him. They said that they started to protect him after my talk with whole students at class [on protecting the student in inclusive setting]. (Counselor s-2, Appendix I, 8)

These quotations showed that school counselors might prefer giving the responsibility of supervision and protection of students in inclusive settings to their peers in the same class.

When it comes to the school counselor practice of assigning a specific student from the class for students in inclusive settings as a supervisor, they discussed the variations in the responsibilities that counselors assign to a specific student from class for students in inclusive settings. Matching a specific student with a student in inclusive setting and placing them in the same desk all the time, assigning a student for inviting a specific student in inclusive setting to participate in their play groups all the time, pairing them for notebook sharing when the student in inclusive setting could not take his/her notes were the type of the responsibilities school counselors expected from some specific students to do. The expressions of Counselor p-5 were a good example for school counselors' inclination to assign a specific student at class for students in inclusive settings as a supervisor.

> I may want teachers to pair the student in inclusive setting with another student who may get along with him/her ... [I may want teachers] to place the student in inclusive setting with a more compassionate student toward him/her ... [Teachers may say to other student that] "you are such a child who could protect your friend. You could help him/her. I request from you to do so for him/her." I want teachers to dignify the student who are placed to sit at the same desk with student in inclusive setting in order to persuade the student to sit on the same desk with student in inclusive setting. (Counselor p-5, Appendix I, 9)

As it was stated above by Counselor p-5, school counselors did not play a direct role in assigning a specific student in class for students in inclusive settings as a supervisor. They suggested teachers to assign students as supervisors for students in inclusive settings.

Analysis of the data revealed that the problem in these assignments were in that they did not utilize these assignments as a method for peer support mechanism. Instead, by giving such kind of assignments to other students at class, school counselors put the students who help students in inclusive settings at a supervisor

role. Also, the analysis of interviews demonstrated that helping relationships in such kind of assignments were not natural; instead they were arbitrary due to counselors' coercive attitudes. The quotation taken from the interview conducted by Counselor s-3 exemplified the problems in assigning other students for students in inclusive settings as supervisors.

> Which student should we choose to place him/her on the same desk with the student [in inclusive setting]? Some children have protecting, directing and leading personality characteristics. They can be chosen to sit at the same desk with him/her [the student in inclusive settings] for a while in order to direct him/her [the students in inclusive setting] positively. (Counselor s-3, Appendix I, 10)

When the expressions of participant school counselors were examined, it was differentiated that expressing sympathy to students in inclusive settings was one of the other themes that can be grouped into patronization theme. The number of school counselors who expressed sympathy to students in inclusive settings while working with them at school was six; three of them (Counselors s-3, s-4, s-6) directly used the expression of "they are finding students in inclusive settings very sympathetic" in the interviews. Four counselors (Counselors p-2, s-4, s-5, and s-8) also mentioned about the cases in which they showed a different kind of love to students in inclusive settings; which could intervene with the counseling relationship. For instance, Counselor s-4 and Counselor s-5 mentioned about giving hugs to students in inclusive settings when they were crying. Counselor s-5 and Counselor s-7 mentioned even about giving some gifts to them. The analysis of the data revealed that these examples were the concrete forms of feeling sympathy to students in inclusive setting; which was very problematic in terms of disrupting the professional client counselor relationship.

How participant school counselors expressed sympathy changed from one counselor to another one. Different from giving hugs and giving gifts, Counselor s-3 talked about the changes in herself as a result of feeling sympathy to students in inclusive settings.

> When they [students in inclusive settings] consistently come to my office and we talked constantly, I feel sympathy toward these children obviously. I could not say that I do not feel sympathy [toward students in inclusive settings]. I feel something different inside of me. I experience a different kind of feeling toward them. How is that feeling? I behave more sympathetic toward them; while saying sympathetic, I feel more sympathy toward these children. For example, my tone of voice becomes softer and smoother. I become more affectionate toward them. However, I do not know whether I behave in that way consciously or unconsciously. It becomes automatically. Whereas I directly answer the question of a normal child in a neutral way and may be in an authoritarian way sometimes, it is not possible for me to behave like this toward these children [students in inclusive settings]. Immediately, I stoop their levels; and I also behave like a child while talking to them. (Counselor s-3, Appendix I, 11)

By looking at what Counselor s-3 said, the reflection process of a school counselor on her thoughts, feelings and behaviors could be observed. Firstly, she noticed her feelings of sympathy by naming her different feelings toward students in inclusive settings. Then, she listed the changes in her attitude while talking to students in inclusive settings. After that she questioned whether these changes were deliberate or indeliberate. After such questioning, she decided that her behavior changes were automatic. Lastly, she discerned the infantilization process. Her sentences shed light into both the features of disability microaggressions and the theme of patronization or infantilization. This paragraph had the quality of defining both disability microaggressions and the theme of patronization due to mentioning about their indeliberate and automatic nature as well as mentioning about behaving like a child while talking to students in inclusive settings and the style of verbal communication which was at a lower level compared to daily communication style.

The analysis indicated that having the ownership of students in inclusive settings was the fourth subtheme that was classified under the domain of patronization. Five school counselors used the wording of "necessity of taking the ownership of students in inclusive settings." Counselor p-1, Counselor p-2, and Counselor s-4 mentioned about giving the ownership of students in inclusive settings to all students in the class; whereas Counselor p-5 and Counselor s-3 talked about giving the ownership of students in inclusive settings to some specific students in class.

Similar as the other themes under the patronization domain, results indicated that the idea on "the necessity of taking the ownership of students in inclusive settings" also created an obstacle for students in inclusive settings to be independent at school. Also, it was seen that school counselors talked about "the necessity of taking the ownership of students in inclusive settings" in the case of something discriminative had happened at school; which showed that they regarded that the opposite action to discrimination on the basis of disability was taking the ownership of students in inclusive settings. In other words, they were trying to prevent a discriminatory action by committing a microaggressive act toward students in inclusive settings named patronization. Also, school counselors that were grouped under this category suggested taking the ownership of students in inclusive settings to all stakeholders at school that are students, parents, teachers, and administrators. For instance, Counselor s-4 was among the school counselors who suggested other students in class to own students in inclusive settings.

> [When a problem occurred at class regarding the student in inclusive settings, I said other students in the class that] Our friend does not behave deliberately and consciously ... we can only cope with the problems by owning him/her with love ... All students in the class were owning him/her. (Counselor s-4, Appendix I, 12)

The statements of Counselor s-4 were important in the sense that the microaggressive acts of school counselors spread all over the school by the means of school counselor interventions in the long run. In other words, collaboration of school counselors with teachers and administrators had influence on directing teachers and administrators to behave patronizingly.

The last theme under the domain of patronization was "adopting the idea of making the adaptation of students in inclusive settings into the society." Three school counselors mentioned about this idea. These school counselors discussed their goals to make the adaptation of the students in inclusive settings into society. The expressions of Counselor p-2 while defining the inclusive education exemplifies the key points of the idea regarding adaptation and integration of students in inclusive settings.

> It [inclusive education] is educating students [in inclusive settings] without making any discrimination in order to adapt them into the society ... To the society, how can I say? s/he should know that s/he is a part of the society. [Inclusive education is] knowing himself/herself as an individual in the society by balancing the situations at school without isolating himself/herself or without being exposed to the exclusion of other students. Inclusive education is that in general ... Before, I also know that they are also the individuals in the society. Now, I still know that. I think that they should be adapted to the society. (Counselor p-2, Appendix I, 13)

Such discourse could be labeled as a type of microaggressive act due to school counselors' intention of putting themselves in a higher position. Having the power to make the adaptation of individuals with disabilities into society meant that school counselors put themselves in a higher position compared to individuals with disabilities. Also, it meant that counselors were seeing them outside of the society who needed integration and adaptation. The problems with the concept of adaptation

also created discrimination by giving the message that individuals with disabilities should be adapted to the norms of the majority.

4.1.1.2 Secondary gain

As it was stated before, secondary gain means that people who are in a social relationship with individuals with disabilities have an alternative aim of taking something else at the expense of their interaction with individuals with disabilities. In other words, they approach individuals with disabilities with a hidden agenda; which may bring about feeling of being exploited for individuals with disabilities (Keller & Galgay, 2010).

The results of the present study showed that similar as patronization, all of the 13 participating school counselors committed microaggressions toward students in inclusive settings named secondary gain according to the analysis of interviews. In this theme as "secondary gain," all participating school counselors talked about their alternative aims while interacting with students in inclusive settings. Results showed that the views on working with students in inclusive settings as a matter of clearing conscience, working with students in inclusive settings for avoiding a penalty, promoting teachers to praise students who help students in inclusive settings, regarding students in inclusive settings as materials for education were the kinds of the attitudes and behaviors of school counselors that can be categorized as secondary gain.

The first theme in the domain of secondary gain was "views on working with students in inclusive settings as a matter of clearing conscience." The analysis

indicated that the number of school counselors who talked about clearing conscience was ten out of thirteen counselors.

Counselor s-5 shed light into the reasons why they work with students in inclusive settings by stating that "I think I have to do something for conscientious reasons; I also feel humanitarian responsibilities [for students in inclusive settings]." (Counselor s-5, Appendix I, 14)

Regarding the theme of clearing conscience, school counselors falling into this category asserted that being conscientious was a prerequisite for "behaving better" toward students in inclusive settings. Also, school counselors who mentioned about this theme asserted that they felt responsible conscientiously for students in inclusive settings. Also, they stated that they felt a clear conscience when they fulfilled their responsibilities for students in inclusive settings.

Counselor s-6 also gave detailed information about the motivational sources of working in the field of disability. His ideas were similar as Counselor s-5 at this point; however, the sentences of Counselor s-6 were well expressed.

> What I feel while I am working with students in inclusive settings is cleaning my conscience ... [In the collaboration process with teachers] The conscience dimension of our work, I mean that there are both a conscience dimension and a necessity dimension [of working with students in inclusive settings]. Regarding the necessity dimension, I explain regulations. Regarding the conscience side, I put emphasis on the needs, wants and support that they [students in inclusive settings] expect from us. For example, apart from the regulations, I informed teachers that they [students in inclusive settings] are coming from behind academically and developmentally compared to their peers. They need support, special attention, and courage in the academic issues and trustful relationships. I also inform teachers that we should at least be aware of them; we should give right to speak in the class when possible; and we should behave and approach them in such ways that they feel themselves better. (Counselor s-6, Appendix I, 15)

The sentences of Counselor s-6 depicted that he regarded working with students in inclusive settings from the perspective of conscience instead of seeing it from the right-based viewpoint by stating that working with students with disabilities had a dimension of conscience. He had also directed the teachers at his school behaving in the light of his ideas on conscience. By doing this, he had cleaned his conscience because he stated that working with students with disabilities cleaned his conscience. However, he was not aware that this approach was a kind of disability microaggression named secondary gain.

Actually; Counselor s-5 and Counselor s-6 worked for themselves not for the right to education of the students in inclusive settings due to their alternative aims for clearing their conscience. In other words, their practices in working with students in inclusive settings were similar as the relationships based on self-interest because they aimed clearing their conscience as a hidden agenda.

Another theme that was grouped under the umbrella term named secondary gain was “working with students in inclusive settings for avoiding a penalty.” In this theme, eight school counselors out of thirteen talked about the idea that “it may happen to all of us.” Another viewpoint that supported this theme was “everyone is a candidate for being disabled” and “divine justice.” Also, “helping students in inclusive settings in order to be helped in case of having a disability in the future” and “completing requirements of working students with disabilities in order not to be disabled in the future” were the ideas that were expressed in the interviews by participant school counselors.

Counselor p-2 defined how she behave toward students in inclusive settings; which may be an example of her hidden agenda in her interactions with students in inclusive settings.

> I may also experience this situation. It may also be seen in my child. I mean, some problems may occur. I behave toward students in inclusive settings by thinking "how can I feel myself if I experience such a condition?" especially while working with students with disabilities. (Counselor p-2, Appendix I, 16)

Counselor p-2 aimed avoiding a penalty while she was working with students in inclusive settings. Her statements showed that she thought that if she had not accepted students in inclusive settings, she would be punished.

Counselor s-5 addressed the concept of "divine justice" in the interview. By referring this concept, she said that if you do not fulfill their responsibilities to students in inclusive settings, "this situation may appear on you or someone very close to you" (Counselor s-5 Appendix I, 17).

When the parents of students without disabilities at school acted in discriminative ways, Counselor p-1, Counselor p-2, Counselor s-1 and Counselor s-4 talked about that their children would also experience such a situation in the future; therefore, they should not exclude students with disabilities from the class. By doing this, school counselors grouped under this subtheme thought that they did something positive for advocating the rights of students in inclusive settings. However, their words imply that if you do not discriminate students in inclusive settings now, you would earn something in the future. In other words, attitudes and behaviors toward students with disabilities determine whether you face a penalty or gift according to this point of view. This was also similar for teachers. According to the school counselors who mentioned about the theme of avoiding a penalty, teachers also

should be inclusive in order not to experience the similar situations like their students in inclusive settings. What Counselor s-8 says was a good example of such relationship of the current behavior and the future possible penalty. She mentioned about this example because she stated that she also believed the idea of divine justice.

> A teacher does not admit a student [in inclusive settings] to her classroom. She does not take a student with special needs to the classroom. She also organizes other parents to make them exclude that student. This case happens at a school in somewhere close to here. It is a real case, if I am not mistaken, as it was told me by the teachers working in my school. I think they do not tell me a lie, why do they tell me a lie? This teacher is pregnant at the same time; and her child is diagnosed with autism. And, she apologizes from everyone including the parents who organized them to exclude the student; and she asks their blessings even though much time has passed after this act. Everyone may experience this situation. Students should not be excluded due to their special education needs. (Counselor s-8, Appendix I, 18)

From the perspective of Counselor s-8, teachers also should be inclusive in order not to experience the similar situations in the future because she established a relationship between students in inclusive settings at school and the teacher's child who had autism.

Another mostly mentioned subtheme under the disability microaggression type named secondary gain was promoting teachers to praise students who help students in inclusive settings. Counselor p-5, Counselor s-2 and Counselor s-3 mentioned in the interviews that they wanted teachers to praise students who help students in inclusive settings in the past. This was not a kind of microaggression type conducted by the school counselors; but school counselors played an important role in transforming the relationship between students with disabilities and students without disabilities into an interest relationship in these examples.

For instance, Counselor p-5 explained what a teacher should do when s/he saw a student who helped another student with disabilities.

> Teachers should praise the students who support [students in inclusive settings]. The child [who supports students in inclusive settings] should be motivated in order to push forward the child who falls behind. I can talk to teachers about that. I want teachers to bring such child into the forefront in the class. For example, [teacher may say that] s/he [the student who supports students in inclusive settings] is my right arm [my helper at class]. (Counselor p-5, Appendix I, 19)

Additionally, Counselor p-5 explained what she did when she saw a student who helped another student with disabilities at school in the following lines.

> [About the students who help students with disabilities] I think positively. Especially, I like such kind of behaviors [helping and supporting students in inclusive settings]. If they occur naturally, these behaviors may become more precious for me, really ... I compliment them by saying that "you are great! Well done, it is an excellent behavior! Please continue behaving like that." I tell the child some words similar as these statements. (Counselor p-5, Appendix I, 20)

By saying that the students who supported students in inclusive settings should be motivated, Counselor p-5 gave the message that students who supported students in inclusive settings should take something at the expense of her supportive behavior toward students in inclusive settings. These expressions might be an indication that some of the school counselors regarded the relationship between students in inclusive settings and students without disabilities as an interest relationship.

The last theme under the domain of secondary gain was regarding students in inclusive settings as education materials. This viewpoint also supported approaching students with disabilities with an alternative aim of teaching and learning something. Counselor p-3 gave detailed information related to this teaching method in the following paragraph.

> [I tell all students that] there may be such kind of friends, without giving their names. We should behave them as I explained to you before. There may not be any student who has difficulties in walking or anyone with physical inabilities in our class. However, there may be a student [with physical disabilities] in another classroom. For example, we are teaching physical disability in lesson, but our example is from another class. We may want students to help the student with physical disability in another class. We say students that "Come on! You will help our friend with physical disability when we take a break." The students from one class are going to help the student with disability in another class. We aim to transform knowledge into action. This is our goal. (Counselor p-3, Appendix I, 21)

The words of Counselor p-3 portrayed an example for such theme in the sense that his expressions demonstrated that he regarded students in inclusive settings as means to teach values. He discussed that he had utilized students in inclusive settings as education materials while teaching values.

4.1.1.3 Spread effect

As it was stated before, spread effect could be explained as a discriminatory idea that a kind of disability might affect any other areas of lives of individuals with disabilities. Such idea was closely related with the assumption that a limitation in one skill could affect any other skills which were unrelated to the non-functional one (Keller & Galgay, 2010).

In the present study, another microaggression type that was observed in all school counselors' interviews was spread effect. In the theme of spread effect, all the thirteen school counselors mentioned about their ideas on that the disability status of students in inclusive settings might had the capability to affect any other areas in the lives of students in inclusive settings. The themes that could be grouped under the theme of spread effect were low academic expectations, low social skills expectations, establishing a connection between disabling condition and behavior

problems, establishing a connection between disabling condition and intellectual disability.

Low academic expectations were the first theme that emerged under the category of spread effect. Nine of the school counselors established a connection between taking an educational identification and low academic expectations. In other words, school counselors said that students in inclusive settings had less developed academic skills compared to the other children without having any identification.

For instance, Counselor p-3 conceptualized his views on low academic expectations regarding the future academic lives of students in inclusive settings in the following paragraph.

> Our criterion regarding him/her [students in inclusive settings] is that our goal is not preparing him/her for university or preparing him/her for high school entrance exams while working with students in inclusive settings. Also, our goal is not preparing him/her to be the most successful student at class. Aiming to reach one level above of his/her current situation in social development with his/her peers, in emotional development, and in academic development… (Counselor p-3, Appendix I, 22)

By stating that she did not expect from a student in inclusive setting to be successful in high school entrance exams and university entrance exams, Counselor p-3 gave the message that students in inclusive settings could not continue their educational lives.

Counselor p-4 also mentioned about her low expectations in the academic developments of students in inclusive settings.

> We aim that s/he [student in inclusive settings] can stand in the class and sit on his/her chair. Also, s/he can communicate with one or two of his/her peers. Our goals are these. Academic development will be in the resource room. (Counselor p-4, Appendix I, 23)

What she determined as academic goal for students in inclusive settings is almost nothing at classroom as it was understood from the statement that she was targeting only making the students in inclusive settings to sit on his/her chair at class. She also discussed that academic development is possible only in the classes conducted at resource room; which was also another indication of her low expectations of Counselor p-4 from students in inclusive settings.

Counselor s-4 mentioned how she has directed teachers while working with students disabilities in the light of her low academic expectations by stating that "we tell teachers that the duration of understanding a topic for him/her [student in inclusive settings] is fifteen minutes if other children in the class understand the same topic in five minutes" (Counselor s-4, Appendix I, 24).

According to Counselor s-4, students in inclusive settings were inadequate to understand the class materials compared to students without disabilities in the sense that fifteen minutes required them to understand topic even though other students could understand in five minutes. Counselor s-4 also added some words related to her thoughts regarding the future educational lives of students in inclusive settings.

> There is not a rule that everyone is going to go to university ... Maybe, we could not prepare them for university, but we can prepare them for life. (Counselor s-4, Appendix I, 25)

As Counselor p-4, the expressions of Counselor s-4 were about her low expectations from students in inclusive settings because she stated that they were not trying to prepare students in inclusive settings for university education.

In addition to such thoughts of the school counselors investigated under this theme, many of the school counselors felt surprise when they saw that students in

inclusive settings achieve success in lessons according to their statements in the interviews.

For instance, the statements of Counselor s-1 might be an example for such a surprise because she stated that “even though one of her eyes lost visual capacity ... she graduated from our school as being at the second place at the graduation list” (Counselor s-1, Appendix I, 26). Counselor s-1 expressed such a surprise when she faced a student with visual disability who completed the school in the second order.

Low social skills expectations were the other group of subthemes that were mentioned by five school counselors. In this theme, the school counselors discussed their expectations about the social skills of students in inclusive settings. The analysis of the interviews demonstrated that five school counselors established a relationship with disabling conditions of students in inclusive settings and lower social skills.

Counselor p-4 was among the counselors who have low social skills expectations for students in inclusive settings. Related to low social skills expectations, Counselor p-4 stated that “I see that most of them experience problems in socialization ... Since they are weak socially, the number of friends they have is limited to one or two. They are not assertive” (Counselor p-4, Appendix I, 27). This quotation showed that Counselor p-4 labeled all students in inclusive settings as socially weak and introverted by stating that they were not assertive. This was an approach which hold students in inclusive settings to accounted for their socialization problems as if their innate characteristics were responsible for their social problems.

Counselor s-3 made a similar kind of attribution to students in inclusive settings while questioning the reasons why students in inclusive settings do not have

many friends. She stated that “these children are not popular. They fall behind in showing misbehavior, achieving academic achievement, beauty, dating proposals etc. Therefore, they become unattractive to be friend; and they are excluded” (Counselor s-3, Appendix I, 28).

Similar as Counselor p-4, Counselor s-3 also hold responsible students in inclusive settings for problems in socialization. According to Counselor s-3, students in inclusive settings were experiencing social problems due to their innate characteristics and lack of social skills in the sense that she stated that students in inclusive settings were unpopular to be friend.

For instance, Counselor s-3 expressed her ideas on the social interaction skills and language skills of students in inclusive settings by stating that “because you cannot talk to students in inclusive settings as you talk to normal students. You should talk by using basic words. Therefore, we should understand them first” (Counselor s-3, Appendix I, 29).

The words of Counselor s-4 were also similar as the expressions of Counselor s-3 in terms of regarding the social interactions and language capabilities of students in inclusive settings lower than their peers.

> While working with students in inclusive settings, what you say should be comprehensible based on their age levels. Sometimes, we may use a word, and they ask the meaning of this word. Especially, we should adapt the words we used to their age levels, emotional conditions, and illness conditions ... educational conditions. (Counselor s-4, Appendix I, 30)

Establishing a connection between disability and behavior problems was another theme that was under the domain of spread effect. The findings demonstrated that three school counselors regarded having a disabling condition as the same as having behavior problems.

Counselor s-2 was among these three counselors who mentioned about the connection between disability and behavior problems. For instance, she stated in the interview that “it is too normal to show bad temper and behavior problems for students with hearing disabilities” (Counselor s-2, Appendix I, 31).

Counselor p-5 also talked about her perception on the connection between disability and behavior problems. She stated that “when entering the classroom, these children show themselves with their behaviors” (Counselor p-5, Appendix I, 32).

These quotations showed that some of the school counselors established a connection between disabling conditions of students in inclusive settings and their behavior problems as if behavior problems were stable personality qualities of students in inclusive settings.

Establishing a connection between disabling condition and intellectual disability was the last theme under the domain of spread effect. The findings demonstrated that two school counselors regarded having a disability as the same as experiencing intellectual disability.

For example, Counselor p-5 established a connection between having an educational identification and intellectual disability while defining the inclusive education in the interview.

> I especially think that they [students in inclusive settings] have intellectual problems. When it is said inclusive education, they [students with intellectual disabilities] come to my mind first. I regard [inclusive education] as intellectual deficiency and the need to be with their peers. (Counselor p-5, Appendix I, 33)

Regarding this quotation, it could be stated that Counselor p-5 established a connection between the disabling conditions of students in inclusive settings and

intellectual disabilities because she defined students in inclusive settings as the students with intellectual disabilities.

4.1.1.4 Otherization

As it was stated before, otherization means discriminating individuals with disabilities as labeling them abnormal or deficient (Conover, Israel, & Nylund-Gibson, 2017).

Otherization was the last type of microaggressive act that was seen in all school counselors. Negative perception of disability and comparing students as "normal" and "inclusion" were the subtypes of otherization according the results of data analysis.

The analysis aiming to understand which words school counselors used to define disability indicated that all the participant school counselors defined disability and students with disabilities by using negative words. Such negative words inferred the message that having a disability meant always experiencing difficulties in life. Also, it was seen that participant school counselors adopted the medical approach to disability because they defined disability by focusing on the concept that being healthy or not.

When the word preferences of the participant school counselors were analyzed in a detailed way, it was understood that participants under this domain mostly viewed disability as "disease" and "problem." By exploring the interview reports, it was seen that the word of "disease" was used interchangeably for disability by five school counselors. Also, five school counselors out of thirteen defined disability as "problem." While defining the disability, four counselors preferred

using the word of “distress.” Three counselors used the word of “deficiency” for disability throughout interviews. The number of school counselors who preferred using “inability” for disability is two. The expressions used by only one of the participant school counselors for definition of disability were “fault”, “malfunction”, “negativity”, and “student with IEP.”

For instance, Counselor p-1 was among the school counselors who had regarded disability as disease.

> In our environment, there are not always healthy people. There may be many people who are unhealthy. We say that s/he [student without disability] has to get used to live with them [students with disabilities], how to behave toward them, and how to talk to them. (Counselor p-1, Appendix I, 34)

In the quotation above, he made a distinction of “being healthy or not” while referring students in inclusive settings. It might be a good example of how word using affected the discrimination process.

Comparing students as normal and inclusion is the second theme that emerged while analyzing the words that are used for disability status and students with disabilities. The number of school counselors who made such comparison of “normal and inclusion” was ten out of thirteen school counselors.

Defining students without disabilities as normal means that all other students apart from students without disabilities are abnormal. Even though it was not said explicitly in the interviews by school counselors, they implied such viewpoint between the lines. Many school counselors who were categorized under this subtheme said that they were behaving toward students in inclusive settings as though they were normal individuals.

Regarding the distinction between normal and inclusive, Counselor s-1 inferred that students in inclusive settings were not normal by stating that “as a result, these individuals are not normal individuals. When we look at them, they have some inabilities” (Counselor s-1, Appendix I, 35).

Counselor s-1 also talked about how different she regarded the statuses of students in inclusive settings by stating that “actually, I believe that these students [in inclusive settings] can definitely have the status of normal students with the motivation and promotion of a teacher” (Counselor s-1, Appendix I, 36).

Counselor s-2 also made such a distinction between students without disabilities and students with disabilities. Similar as Counselor s-1, she stated that “as a result, s/he is not a normal student. Her/his diagnosis is not normal. What does it mean? It means that this student may show abnormal behaviors” (Counselor s-2, Appendix I, 37). This quotation showed that educational identifications of students in inclusive settings affected school counselors’ viewpoints toward them because they regarded students in inclusive settings as abnormal.

Counselor s-2 also added that she was behaving toward students in inclusive settings as though they were normal individuals; which was also another indication of the normal/abnormal distinction on the mind of Counselor s-2. She stated that “we are behaving to all students as if they are normal students” (Counselor s-2, Appendix I, 38). Counselor s-3 also expressed his ideas by saying that “these children need special education. They are on such a level that we can compensate it by receiving education with normal peers” (Counselor s-3, Appendix I, 39). These two quotations might be good examples demonstrating subtle and unconscious discriminative discourses of school counselors; which could be labeled among otherization theme.

4.1.1.5 Second class citizenship

As it was defined before, second class citizenship is related with people's unconscious views on that providing individuals with disabilities with some of the rights is not worth. Second class citizenship was committed when individuals with disabilities could not benefit from rights equally. Additionally, individuals with disabilities were viewed as burden by individuals without disabilities in the theme of second class citizenship. People may show the behavior of avoidance from individuals with disabilities by thinking that they are "waste of time, effort and resources" (Keller & Galgay, 2010, p.250).

After common microaggression types committed by school counselors, this theme was emerged in the interviews of ten school counselors out of thirteen participant school counselors. The findings of the research showed that the subthemes of second class citizenship were questioning the equal education right and problems in advocating right to education of students in inclusive settings.

The analysis of the interviews revealed that five counselors out of ten questioned the equal education rights of students in inclusive settings by comparing the benefits and losses of inclusive education. After making such comparison, they made brainstorming; and they mostly decided on segregated classrooms have many advantages. Even some school counselors explicitly said that they suggested segregated classrooms; however, they added that segregated classrooms were for the benefit of students with disabilities. It was analyzed as microaggression instead of direct discrimination in the sense that their words were decorated as if they said these words for the benefit of students in inclusive settings.

Counselor p-4 was among the school counselors who questioned the inclusive education system and she went one step further by advocating segregated schools.

> I think children should be sent to schools that are appropriate to their conditions. For example, if there is a hearing disability and it is severe, s/he should not be in the classroom. If the child has autism, s/he should not be in the classroom because the classroom is already so crowded for her/him. S/he also does not want to be in the classroom. It results in shouting and crying. We could not give something to the child [we could not teach something]. I think like that. (Counselor p-4, Appendix I, 40)

The expressions of Counselor p-4 showed that she regarded some of the students in inclusive settings as appropriate for inclusive settings; and she regarded some of the other students as inappropriate for inclusive educational practices. The criteria for appropriateness was the disabling conditions of students in inclusive settings as it was stated by Counselor p-4 that students who were deaf and students with autism spectrum disorder could not keep up with educational practices in inclusive settings. Additionally, Counselor p-4 stated that the number of special education schools and special education classes should be increased.

> Mostly, they should continue schools designed themselves. For example, schools for students with autism, there are a couple of schools for students with autism, they should be increased in number. There are classrooms for students with intellectual disabilities; but I think the schools that are only for students with intellectual disabilities should be increased in number. For example, we do not experience any problems with students with speech problems. The child [with speech problems] can improve himself/herself in one year or two years by going to rehabilitation center. They also improve themselves academically. However; if there is an autism, an intellectual disability even the mild form, our special education classes are full of students. We could not take any students; and there are special education classes at only a couple of schools. I think it will be better if there are more special education classes for these children. For example, there is one school for students with autism in Bağcılar. It is insufficient in number because it could not admit all students. Or, there is a school for students with hearing disabilities. It could not admit all students. The numbers of such kind of schools should be increased. If we send students with hearing disabilities to such kind of schools because the teacher could not teach them how to speak. (Counselor p-4, Appendix I, 41)

The expressions of Counselor p-4 might be a good example for school counselors' preferences for segregated schools and classrooms for students in inclusive settings by saying that such preference is for the benefit of students with disabilities.

Additionally, the statements of Counselor s-8 also exemplified how counselors advocated segregated schools for students with disabilities.

> For them, the students with learning disabilities, the students with mild intellectual disabilities, or the students with attention deficit should be brought together in the same classrooms at different schools. Maybe, when falling all over them, we can cope with this problem. We cannot cope with this problem now. (Counselor s-8, Appendix I, 42)

Another mostly mentioned theme was problems in advocating the education rights of students in inclusive settings when a stakeholder at school discriminated students in inclusive settings. It was seen in the interviews that three counselors could not advocate the education rights of students in inclusive settings when a stakeholder at school excluded them. For instance, school counselors that were grouped under this subtheme could not advocate the education rights of students in inclusive settings when a parent objected to including a student with disability at his/her child's classroom. Instead, they had said that they could not do anything about this situation and there was no solution for this situation; which depicted their microaggressive views on second class citizenship. It was not a different kind of answer that was given by a non-professional people. Instead, an answer that was given by a professional school counselor should be different in terms of emphasizing the right to education of students in inclusive settings. School counselors were expected to give more professional answers such as talking about social justice perspective. The expressions of Counselor p-2 exemplified the situation explained above.

> [She talks to a parent of students without disabilities] There is no solution for this situation. If the parent wants me to change the classroom of student in inclusive setting, I tell that if we take this child (in inclusive setting) from your child's classroom, we will give him/her [student in inclusive setting] to another classroom. There are also students at another classroom. If the child [in inclusive setting] is dangerous for the children in your child's classroom, it is also dangerous for the students at another classroom. As a result, they are also children. I try to make him/her establish this relationship. I try to make him/her understand this. (Counselor p-2, Appendix I, 43)

As it was seen above, Counselor p-2 did not say any words regarding right to education of students in inclusive settings; instead she regarded such a situation as a problem by stating that there is no solution for including students in inclusive settings.

Counselor p-5 was also among the school counselors who behaved timidly in advocating right to education of students in inclusive settings.

> The parents were also in conflict with the teacher. Later, I said the family [of student in inclusive setting] that their child's exams are over, if you want, you may not come to school after the family experienced a conflict with the teacher. Because we heard that the other parents of the class attempted to collect signatures to send the child [in inclusive setting] from the classroom. We said the parents [of the student in inclusive setting] that you should not bring the child into the school a couple of weeks in order to make other parents forget the situation. They did not bring the child into the school ... I explained why her child should not come to the class. She had already heard that other parents collected signatures. I was also informed by her about that other parents collected signatures ... I suggested her not to bring the child into the school. I said that she should not bring the child in my opinion. I said this explicitly. After that she did not bring her child into the school. (Counselor p-5, Appendix I, 44)

As it was stated above, the analysis of the data showed that Counselor p-5 went one step further by taking an active role in depriving a student in inclusive setting from his/her education right. She asked the parent of a student in inclusive setting not to bring her child to the school.

Moreover, the expressions of Counselor p-3 revealed his ideas on second class citizenship.

> Students in special education classroom and students in inclusive settings read poems and make role-plays in the special week for people with disabilities. Only students with disabilities participate in this activity in the school. Our aim is helping them to see that they are achieving something. (Counselor p-3, Appendix I, 45)

These statements were against the essence of inclusive educational practices in the sense that it suggested exclusion and segregated activities for students in inclusive settings; which was grouped as second class citizenship.

4.1.1.6 Denial of identity

As it was explained before, denial of personal identity can be defined as regarding the most important characteristics of individuals with disabilities as their disabling conditions; and underestimating other personal aspects such as success, abilities and skills. Also, ignoring the disabling conditions of individuals with disabilities is another form of denial of identity (Keller & Galgay, 2010).

Another form of disability microaggression that was demonstrated by nine participant school counselors was the theme named denial of identity. In denial of identity, school counselors either focused only on the disabilities of students in inclusive settings by underestimating other personal characteristics or avoided talking about their disabling conditions by ignoring their disabilities.

The school counselors committed the disability microaggression type of denial of identity mainly by avoiding talking with students in inclusive settings

related to their disabilities and working with parents and teachers without making a direct contact with students in inclusive settings.

The analysis of the interviews revealed that six out of the nine counselors who committed the microaggression type of denial of identity stated an avoidance of talking with students in inclusive settings related to their disabilities.

Counselor p-1 stated that he had not given information to students in inclusive settings about their disabilities; which is a deficiency for almost all school counselors.

> Generally, students in inclusive settings are aware of what they are experiencing. They know that they are in inclusive settings. But, when we think over that whether we give them enough information [related to what they are experiencing] or not, we do not give enough information to them, in fact. This may be our deficiency. We have to tell them the meaning of having this disability ... They do not know what kind of things that they face with. A person wants to know what the problem is. S/he wants to know what s/he has and what his/her deficiency is. The children with hearing disabilities, physical disabilities, and the disabilities like that know themselves. In other words, if the child could not walk, s/he is already aware of this situation. If the child could not hear, s/he is already aware of this situation. However, when there are disabilities such as learning disability and ADHD, it may be difficult to understand the situation. We need to talk to students one to one. We are giving information to family. Maybe, we are giving information to the teachers. However, we do not talk to the students directly. (Counselor p-1, Appendix I, 46)

His reflection on regarding on not to talk to students in inclusive settings about their disabilities was crucial in the sense that this reflection might be an example for other school counselors. Also, its advantages and disadvantages might be discussed. It was also important in terms of accepting their individualities and making necessary explanations about their disabling conditions.

Different from Counselor p-1 who was aware of his deficiency in giving information on the disabilities in counseling sessions with students in inclusive

settings, it was seen that Counselor p-3, Counselor s-1, Counselor s-6, and Counselor s-7 avoided consciously from talking about their disabilities in the counseling sessions.

For instance, Counselor p-3 said that talking directly about the disabling conditions of students in inclusive settings was inacceptable for him. He stated that "in individual counseling sessions, I do not talk about his/her disease or inability directly ... I do not accept saying that you are like that [naming the disability] in individual sessions" (Counselor p-3, Appendix I, 47). Counselor s-1 also gave a case example related to what she was doing when a student in inclusive setting want to talk about feelings and thoughts related to her disability by saying that "[Student in inclusive setting] was eighth grade student having visual disability. One of her eyes was totally blind. And, she was thinking over her blindness. We worked on not to focus on her inability [in our counseling sessions]" (Counselor s-1, Appendix I, 48). The expressions of Counselor s-6 also indicated his avoidance of talking with students in inclusive settings related to their disabilities.

> In my individual counseling sessions, I generally pay attention not to put emphasis on the inability of the student or student's current condition of development. I focus on their academic and educational conditions and their school success and goals as though they are normal students. (Counselor s-6, Appendix I, 49)

These were the expressions in which counselors avoided talking to students in inclusive settings about their disabilities. In addition to these expressions, the analysis indicated that five counselors preferred working with parents and teachers of students in inclusive settings without working directly with students. Many of the school counselors stated that they were inviting the parents of students in case of a behavior problem of the students in inclusive settings.

Counselor p-5 expressed how she had solved the problems with students in inclusive settings.

> I talking to their parents. I generally do not talk to them (students in inclusive settings) about their problems. I do not say them "you are experiencing a problem; we may solve this problem like that." It changes according to the type of the disability. If the child has the capacity to understand, I may make an interview with the child. However, if s/he do not have the capacity to understand, I do not talk to the child about the problem. I try to solve the problem with the teacher and the parents. (Counselor p-5, Appendix I, 50)

Avoiding from talking to students in inclusive settings and preference for working with parents and teachers of students in inclusive settings without working directly with students were the examples of denying the personality of students in inclusive settings and the problems in accepting the individualities of the students in inclusive settings.

Moreover, two of the school counselors, Counselor p-3 and Counselor s-1, mentioned about that they are working for making students in inclusive settings forget their disabilities as well as making them feel themselves like everyone at school. It showed that they were underestimating the disabling identities of the students with disabilities as well as they were trying to make students in inclusive settings ignore their disabled conditions instead of both accepting their identities and helping them to accept their identities.

4.1.1.7 Denial of privacy

As it was stated before, denial of privacy refers to asking questions to individuals with disabilities related to their personal lives as though they do not have a right to private lives. Such questions may be regarding the "causes" of their disabilities as

well as any other special information related to their private lives (Keller & Galgay, 2010) or their disabilities (Çınarbaş, Albayrak-Kaymak & Sart, 2012). In other words, people do not give importance to privacy rights of individuals with disabilities (Çınarbaş, Albayrak-Kaymak & Sart, 2012).

Denial of privacy was another microaggression type that school counselors showed toward students in inclusive settings. Regarding the theme named denial of privacy, it was seen that most of the school counselors did not give importance to the privacy rights of students in inclusive settings by informing other stakeholders at school such as students, teachers, and parents about the disabilities of students in inclusive settings.

Nine out of thirteen school counselors violated the privacy rights of students in inclusive settings by informing all students in the class about disabling conditions of students in inclusive settings, promoting teachers to inform all students in the class about disabling conditions of students in inclusive settings, informing some of the other students in the class, and informing the parents of other students about disabling conditions of students in inclusive settings without taking the consent of the students and their parents.

The number of school counselors who stated that s/he preferred informing all students in the class about disabling conditions of students in inclusive settings was five out of nine counselors. Three of these counselors stated that they conducted such informing sessions in a class hour when students in inclusive settings were not in the classroom. One of them said that he preferred informing whole class in a class hour when the student in inclusive setting was there. He mentioned that he was informing students by implying the student in inclusive setting without directly saying the name

of the student in inclusive setting in the class. The other counselor stated that he might inform students either the student in inclusive setting was present or absent by implying the student in inclusive setting without directly saying his/her name.

For instance, Counselor s-5 stated how she informed all students in the class except the student with disability about the disability of the student in inclusive setting when other students complained about the behaviors of students in inclusive setting. She made these explanations in a class hour when the student in inclusive setting was not present.

> This child, your friend, has a special condition. He may not behave consciously and willingly ... He has an identification of inclusion. He may not know what he is doing; or his special condition may trigger what he is doing. The problem may be related to the behaviors of individuals having this special education. (Counselor s-5, Appendix I, 51)

The number of school counselors who stated that s/he preferred promoting teachers to inform all students in the class about the disabling conditions of students in inclusive settings was four out of nine counselors. These four counselors reported that they suggested teachers to inform all students in the class about the disabilities of students in inclusive settings.

Counselor s-2 was among the school counselors who suggested teachers to inform all students in the class regarding the disabling conditions of students in inclusive settings.

> As I said before, I am giving notes to teachers on how to inform students [about students in inclusive settings at classroom]. The student has a special condition; all of us have differences. All of us may be disadvantaged. (Counselor s-2, Appendix I, 52)

Counselor s-2 stated above that she was utilizing such method in a systematic way by giving notes to teachers how to inform students in the class.

The number of school counselors who stated that s/he prefers informing some of the other students in the class is two out of nine counselors. They reported that they explained the private information regarding students in inclusive settings to some specific students in class in order to direct them for helping students in inclusive settings.

For instance, Counselor s-7 mentioned about "wildcard/joker" students while talking about some of the students whom she preferred informing.

> There are some "wildcard/joker" students at classes, as you know. There are students who comes to counseling offices more frequently … As I said before, there are trustworthy students in classes … I tell them they should be more sensitive to her/him. I tell them s/he [the student in inclusive setting] is different from them academically and behaviorally. (Counselor s-7, Appendix I, 53)

As it was stated above by Counselor s-7, she informed the students who was labeled as "wildcard/joker" due to their trustworthiness about the disabling conditions of students in inclusive settings. The reason for giving information regarding students in inclusive settings to "wildcard/joker" students was explained as a way of protecting students in inclusive settings.

Also, two school counselors mentioned about informing the parents of students without disabilities about students' disabilities. They mentioned that they were giving information to the parents of other students about when they come to counseling service in order to complain about the behaviors of students in inclusive settings. It was seen that school counselors were expecting tolerance while saying the disabling conditions of students in inclusive settings to the parents of the students in the class. Counselor s-4 was among the school counselors who communicated with

the parents of other students about the disabling conditions of the students in inclusive settings.

> We explain [the parents of other students] that the children have reports. The children have special conditions; and s/he may do the necessities of his/her special condition. For example, this child has intellectual disability. For example, this child may hurt someone inadvertently … Especially, we try to explain this [to the parents of other students]. (Counselor s-4, Appendix I, 54)

In the quotation above, Counselor s-4 talked about the disabling condition of the student in inclusive setting with parents of other students in the class in order to expect tolerance from them regarding behaviors of students with disabilities.

Another practice conducted by Counselor s-3 that might be classified as denial of privacy was putting the list of students in inclusive settings to the announcement board at teachers' lounge at school. This practice also brought about labeling of students in inclusive settings at schools.

> We put the list [of students in inclusive settings] to the announcement board at teachers' lounge. We update this list monthly or in two months. On this list, there are everything about the students such as their disabilities and classrooms. (Counselor s-3, Appendix I, 55)

This action could be regarded as a direct violation of privacy rights of students in inclusive settings. However, it was advocated by Counselor s-3 as a way to inform teachers regarding disabling conditions of students in inclusive settings.

4.1.1.8 Helplessness

As it was stated before, helplessness refers to the idea that individuals with disabilities always need help everywhere and in every situation; therefore; meeting

their needs for help is crucial in the sense that they could not do anything individually (Keller & Galgay, 2010).

Another microaggression type that was shown toward students in inclusive settings was helplessness. While defining students in inclusive settings, most of the school counselors referred them as having a need to help. The number of school counselors who referred students in inclusive settings as in need of help was eight.

Counselor s-3 was among these eight counselors who stated students in inclusive settings need help all the time by saying that "I think that they are in need of help. I think they need to be helped one level more [compared to other students]" (Counselor s-3, Appendix I, 56).

According to Counselor s-3, students in inclusive settings should be helped more because she stated that they are always in need of help. The expressions of Counselor p-2 was also in the same line with Counselor p-2. She also defined students in inclusive settings as "the students who need to be helped" (Counselor p-2. Appendix I, 57).

The ideas of Counselor s-6 were similar as Counselors s-3 and p-2 in terms of regarding students in inclusive settings as needy.

> I tell them that I can help them for everything when they need such as about the school, their families etc. Maybe, because of saying this statement, they may need to print their homework. They say that "can we take print of our homework?" If I could have something for them and I am available, I help them. (Counselor s-6, Appendix I, 58)

The above expressions might be related to the views that students in inclusive settings were always in need of help all the time in the sense that Counselor s-6 tried to help them for everything such as taking print-outs even though it was unrelated to

the roles of a school counselors at schools. Therefore, this situation might be an expression of school counselors' disability microaggressions namely regarding students with disabilities as helpless.

Since the current study revealed that most of the school counselors think that students in inclusive settings always need help in everywhere and in every situation, it was not important for these school counselors whether the students in inclusive settings asked for help or not. Therefore, they regard helping students in inclusive settings as their missions.

The expressions of Counselor s-5 and Counselor s-6 might be good examples for taking the helper mission for students in inclusive settings. Counselor s-5 gave the message that helping students in inclusive settings at schools without asking whether they need help or not was a hidden school rule by stating "they should be helped all the time" (Counselor s-5, Appendix I, 59). Counselor s-6 also emphasized by defining students in inclusive settings that "they need us; we have to fulfill their needs; and we need to support them" (Counselor s-6, Appendix I, 60).

4.1.1.9 Positive discrimination

Even though positive discrimination is for the benefit and good of individuals with disabilities, it is a kind of disability microaggression in the sense that it is strongly related to the idea that individuals with disabilities need affirmative action only because they have disabling conditions (Çınarbaş, Albayrak-Kaymak & Sart, 2012).

The disability microaggression as positive discrimination could be explained as school counselors' idea that they need affirmative actions at schools due to their disabling conditions. It could be regarded as a kind of disability microaggression in

the sense that the views on positive discrimination do not view accommodations for students with disabilities from the perspective of right to education.

The analysis of the interview reports revealed that seven school counselors mentioned about positive discrimination that was conducting affirmative action for students in inclusive settings. All counselors' statements grouped under this theme explained the reasons why students in inclusive settings need positive discriminations at school.

For instance, Counselor p-3 was among the school counselors who advocated positive discrimination for students in inclusive settings. He stated in the interview that "they [students in inclusive settings] are disadvantaged academically, socially, and psychologically. Therefore; they need positive discrimination" (Counselor p-3, Appendix I, 61). By advocating positive discrimination, he established a relationship between being disadvantageous and having a need for positive discrimination. From the quotation stated by Counselor p-3, it might be understood that school counselors advocated that the disadvantageous positions of students in inclusive settings might be compensated with positive discriminations. However, social justice perspective and right to education were not the concepts that school counselors talked about in the interviews.

Counselor s-1 also mentioned the need for positive discrimination for students in inclusive settings by stating that "as a result, they are not normal individuals. When we look at them, they have inabilities. I think we should do positive discrimination to them" (Counselor s-1, Appendix I, 62). Counselor s-1 exerted an emphasis on normality/abnormality viewpoint while explaining the need for positive discriminations for students in inclusive settings. According to her,

having a disability meant being not normal. As this argument goes, abnormality required positive discriminations or tolerance; therefore, students in inclusive settings need positive discriminations at schools.

Counselor s-5 also mentioned about positive discriminations in educational settings.

> In order to be fair in terms of the individuals' conditions and positions, there may be a need to make an extra and positive discrimination toward some people in order to be fair ... Generally, I think that I can support making more positive discrimination toward these students [in inclusive settings]. (Counselor s-5, Appendix I, 63)

Counselor s-7 and Counselor s-8 also supported making positive discriminations at school, similar as the ideas of Counselors p-3, s-1, and s-5 that were explained above. Counselor s-7 stated that "discrimination is needed for them; but we can name it as positive discrimination" (Counselor s-7, Appendix I, 64). Counselor s-8 explained what she practiced as a positive discrimination by stating that "positive discrimination should be made [for students in inclusive settings] … I allocated quota for him/her in an elective course even though there are quota restrictions in order to make him/her happy" (Counselor s-8, Appendix I, 65).

The statements of participant school counselors showed that they provided some type of privileges for their students in inclusive settings. They defined their actions as positive discriminations. The statements of Counselor s-8 showed that she also provided privileges for elective courses by stating that it was a part of positive discrimination.

4.1.1.10 Minimization

Minimization is also a term used interchangeably by denial of experience in order to imply difficulties in understanding the experiences of individuals with disabilities related to their disabilities and their disabling conditions (Conover, Israel, & Nylund-Gibson, 2017). In minimization, people do not give importance to what individuals with disabilities feel and experience. They judge individuals with disabilities according to their normality-based point of view. Therefore, they underestimate the experiences of individuals with disabilities. And, they state that there is no need for accommodations because individuals with disabilities maximize what they experience (Çınarbaş, Albayrak-Kaymak, & Sart, 2012).

In the theme of minimization, it was seen that some of the school counselors underestimated the experiences of students in inclusive settings by stating that disability was something that should be cured or resolved as well as stating that there was no need to provide students in inclusive settings with accommodations at schools. Six school counselors showed minimization toward students in inclusive settings according to the data analysis of the present study.

Four school counselors regarded disabling conditions of students in inclusive settings as something that should be resolved or cured. For instance, Counselor p-1 was among them who believed that making effort collaboratively brought about resolving the disabling conditions of students in inclusive settings. He stated that “in order to resolve them [disabling conditions of students in inclusive settings], we should make an effort together” (Counselor p-1, Appendix I, 66).

Moreover, Counselor p-3 used the expressions of “minimizing the disability” and “eliminating the disability” of students in inclusive settings while explaining the

aims of the practices he conducted with them (Counselor p-3, Appendix I, 67). Additionally, Counselor s-1 stated “the disabling conditions of students with disabilities should be resolved” (Counselor s-1, Appendix I, 68). According to Counselor s-4, some of the disabilities “may disappear after a while” (Counselor s-4, Appendix I, 69).

Secondly, three school counselors stated that there was no need for accommodations for some of the students in inclusive settings even though the students had educational identification.

Counselor p-1 explained the conditions when to conduct accommodations for students in inclusive settings or not.

> If the child is successful, s/he does not see himself/herself as a student in inclusive setting. There is nothing necessary for them because they feel themselves excluded. They can say that “Am I abnormal?” There is no need for them. (Counselor p-1, Appendix I, 70)

Counselor p-2 defined successful students in inclusive settings as “the students you could not recognize that they are in inclusive settings” (Counselor p-2, Appendix I, 71). Related to the idea that there was no need for accommodations for some of the students in inclusive settings even though the students had educational identification, Counselor s-6 also stated that “there is no need for inclusion if the academic condition of the student is good” (Counselor s-6, Appendix I, 72).

These quotations showed that some of the school counselors thought that there was no need to make accommodations for some students in inclusive settings, especially successful ones even though there were educational identifications of these students. Therefore, it might be said that some of the school counselors minimized the disabling conditions of some students in inclusive settings.

4.1.2 Disability microaggressions by teachers

Based on the interviews with school counselors, teachers mostly showed disability microaggressions toward students in inclusive settings named second class citizenship, spread effect, patronization, denial of identity, minimization, and denial of privacy.

4.1.2.1 Second class citizenship

As it was defined before, second class citizenship is related with people's unconscious views on that providing individuals with disabilities with some of the rights is not worth. Second class citizenship was committed when individuals with disabilities could not benefit from rights equally. Additionally, individuals with disabilities were regarded as burden by individuals without disabilities in second class citizenship. People may show the behavior of avoidance from individuals with disabilities by thinking that they are "waste of time, effort and resources" (Keller & Galgay, 2010, p.250).

Second class citizenship was the one and only theme that emerged in the interviews of all school counselors regarding teachers. In other words, all school counselors stated that teachers saw students in inclusive settings as burden and extra workload. School counselors also talked about unwillingness of teachers to accept students in inclusive settings into their classrooms.

Problems with preparing and implementing individualized education programs, regarding preparing individualized education programs and assessment reports as workload or garbage, unwillingness of teachers to accept students in inclusive settings into their classrooms, and lack of implementing educational

accommodations were the subthemes emerged as a result of the analysis of the interviews conducted with school counselors.

The first theme under the domain of second class citizenship was presenting problems in the process of preparing and implementing individualized education programs. This theme could be named as “problems regarding official works.” All school counselors mentioned that teachers presented some problems in the process of preparing and implementing individualized education programs.

The analysis of the interviews demonstrated that many of the teachers did not prepare individualized education programs for students in inclusive settings; which violated the education rights of students in inclusive settings. The number of school counselors who reported that teachers had not prepared individualized education programs for students in inclusive settings was nine.

Counselor p-1 was among the school counselors who mentioned about the teachers who are unwilling to prepare individualized education programs.

> If you are a guidance teacher who comes to a school for the first time [in this school there were no guidance teacher before], it is not easy to cooperate with the teachers. Firstly, teachers refuse to prepare individualized education programs. They do not want to prepare [individualized education plans]. You have to run after teachers. (Counselor p-1, Appendix I, 73)

As it was stated by Counselor p-1, there were some schools where no school counselors had worked before. When a school counselor started to work there, teachers might create problems in preparing official reports and plans.

Counselor s-3 also mentioned about the problems in teachers’ practices on preparing individualized education programs. She gave an approximate proportion of

teachers who prepared individualized education programs and teachers who did not prepare plans in the following lines.

> There are teachers who refuse to prepare individualized education programs. [They say] Why do we need individualized education programs? ... If I have 17 students in inclusive settings and if they have 40 teachers [who comes to their classes], 10 of these teachers may prepare individualized education programs or they may even not prepare. Others most likely do not prepare them [individualized education programs]. (Counselor s-3, Appendix I, 74)

As it was stated by Counselor s-3, teachers might talk about directly about their unwillingness to prepare individualized education programs; and they might directly refuse to prepare them. Counselor p-2 also mentioned about teachers might refuse to prepare individualized education programs for students in inclusive settings by stating that they did not want to prepare them.

Problems in preparing individualized education programs created a barrier in front of the right to education of students in inclusive settings. This might bring about some difficulties in keeping up with other children at school.

In addition to teachers who did not prepare individualized education programs, four school counselors also stated that teachers had tendency to prepare individualized education programs after due dates even if they completed preparing individualized education programs.

What Counselor p-4 stated was a good example of how teachers procrastinated the process of preparing individualized education programs.

> Its formal procedure is like that. It comes difficult to prepare individualized education programs [for teachers]. Therefore, we need to send official letters for four or five times [to teachers]. We have to give them [teachers] sample plans in order to make them prepare. (Counselor p-4, Appendix I, 75)

According to Counselor p-4, individualized education programs were prepared by teachers after the enforcement of the school administration. Also, they were prepared after a long period of time; which was the duration of sending four or five official letters.

Also, three of thirteen school counselors reported that teachers might download template individualized education programs; and they might submit these templates to counseling offices. Counselor s-8 was one of these three counselors who reported teachers' downloading of template programs.

> As an extra work, I gave a seminar on how to prepare individualized education programs and how to fill out [the folders]. While they were submitting documents [individualized education programs], I saw that they were submitting the documents downloaded from the internet and printed directly. Even they printed and submitted exactly the same folders that I gave them as samples. (Counselor s-8, Appendix I, 76)

As it was stated by Counselor s-8, there were some teachers who preferred downloading individualized education programs from the internet. This problem was not only limited to the school of Counselor p-3 and Counselor s-3. They mentioned about utilizing traditional methods such as preparing individualized education programs with handwriting in order to prevent downloading directly from the internet.

> We want teachers to prepare individualized education programs with their handwriting. Why? We, as teachers, like to use already-prepared materials when we want to do something. We do not like making effort. Individualized education programs are found mostly in internet search as samples of individualized education programs … therefore, we request teachers to prepare individualized education programs with handwriting. (Counselor p-3, Appendix I, 77)

Lastly, two counselors had talked about that teachers had not gave importance to preparing individualized education programs; therefore, they face incomplete or

faulty preparation of plans. Counselor p-1 expressed their observations on teacher attitudes toward the process of preparing individualized education programs.

> The teacher asks how to prepare individualized education programs. You are talking about it; but the teacher does not listen to you. It was also interesting; I have always faced with this situation. S/he says "okay, okay, okay" and go away. Then, s/he comes; there are lots of mistakes [in the individualized education programs]. (Counselor p-1, Appendix I, 78)

The second subtheme under the domain of second class citizenship was regarding preparing individualized education programs and assessment reports as workload or garbage (*boş iş* in Turkish). When the interview reports were examined, nine school counselors stated that teachers at their schools regarded preparing individualized education programs and assessment reports as workload. Also, five of these nine counselors categorized under this subtheme mentioned that teachers regarded preparing individualized education programs for students in inclusive settings as garbage. Two school counselors grouped under this subtheme also stated that teachers viewed working with students in inclusive settings in lessons as workload.

Related to regarding the official reports of inclusive education as workload, Counselor p-5 expressed how teachers reacted while completing the processes related to inclusive education.

> Because they [teachers] have to make an extra effort. Even if they do not do anything, they have to complete the folders; and they have to teach topics individually and so on. If they do not do such things, even preparing individualized education plans are burden for him/her. [They say] "Will I prepare individualized education program?" S/he will already not do anything for students in inclusive settings; but s/he asks whether s/he will prepare plans or not. Even preparing individualized education plans may be a burden for the teachers. (Counselor p-5, Appendix I, 79)

Counselor p-5 stated above that teachers might regard even preparing individualized education programs for students in inclusive settings as workload even if they did not make any in-class accommodations for them.

Counselor p-2 mentioned about what teachers thought when one of their students was placed into inclusive settings rather than special education class as a result of the educational identification process.

> Report comes to the school; [and the result is that] the student will continue his/her education in inclusive setting. This situation may be regarded as a burden for the teachers. More paperwork, attending individual education meetings, preparing individualized education plans etc. (Counselor p-2, Appendix I, 80)

According to Counselor p-2, teachers might view that their workload was increased after this placement; therefore, they wanted that all students referred to guidance and research centers should be placed into special education classrooms.

The third theme under the theme of second class citizenship was unwillingness of teachers to accept students in inclusive settings into their classrooms. Nine of thirteen counselors reported that the teachers working at their schools were unwilling to accept students in inclusive settings into their classrooms. In other words, they did not want to have students in inclusive settings in their classrooms. Seven of these nine counselors categorized under this theme stated that teachers tried to transfer students in inclusive settings into any other classrooms. Four counselors who fell under this subtheme reported that teachers of students in inclusive settings wanted to send them into special education classrooms.

Counselor p-2 talked that some of the teachers interpreted that school administrators punished themselves by means of placing students in inclusive

settings into their classrooms; therefore, they did not want to accept students in inclusive settings into their classrooms.

> [Teachers asked me that] "why do they send students in inclusive settings into my class instead of sending them into another class? Are there any problem between me and the school administration?" This is the viewpoints of the teachers. (Counselor p-2, Appendix I, 81)

The passage of Counselor p-2 showed that school counselors ascribed different meanings to having a student with disability at their classrooms. The words of Counselor p-2 showed that some of the teachers established a relationship between having a student with disability and conflict with school administration; which could have a potential to affect viewpoints of them toward students in inclusive settings negatively.

Related to the unwillingness of teachers to accept students in inclusive settings, Counselor s-6 expressed that teachers might say explicitly that they did not want students in inclusive settings in their classroom, as it was seen in the quotation of Counselor s-6 that "[when there is a problem in the class, the teacher says that] take this child away from my classroom; give him/her into a classroom that I do not teach or into the special education classroom" (Counselor s-6, Appendix I, 82).

Unlike the example case of Counselor s-6, some teachers could not state explicitly that they did not want students in inclusive settings in their classrooms. However, they tried every possible way to place students in inclusive settings into another classroom. For instance, Counselor p-2 asserted that some of the teachers were continuously complaining about students in inclusive settings in order to convince parents to send the child into another class.

> When the teacher complains all the time about the student [in inclusive setting] without motivating them, it is understood that the teacher does not

> accept the student … [these attitudes of teachers] hurt them … As a result, they experience problems with the teacher. They want to transfer their children to other classrooms. Or, they want to transfer their children to other schools. (Counselor p-2, Appendix I, 83)

The practices of the teacher in the case of Counselor p-2 which was above could be named as mobbing; which had a hidden aim of placing the students in inclusive settings into other classes or schools.

The expressions of Counselor p-5 were also similar as those of Counselor p-2. Counselor p-5 stated that "students in inclusive settings are not accepted by the teachers. The number of teachers who want to accept students from different backgrounds are so limited" (Counselor p-5, Appendix I, 84).

As it was stated above, Counselor p-5 also added that all students from different cultural backgrounds were experiencing exclusion from teachers.

Counselor s-3 also added that some of the teachers asked whether it was possible to place students in inclusive settings into special education classrooms.

> [They say that] take away them [from my classroom]. "Couldn't we put them into special education classroom?" There are teachers who are opposed to inclusive education. We can face with these kinds of teachers. (Counselor s-3, Appendix I, 85)

Counselor s-5 and Counselor s-7 stated that some teachers wanted to place students in inclusive settings as if it was for the benefit of students in inclusive settings by stating that they could not learn in their class. They also added that students with disabilities could learn better in special education classes.

In addition to unwillingness to accept students in inclusive settings into their classrooms, some of the teachers working at the school of Counselor s-4 went one step further by stating that they did not want a student in inclusive setting in their

schools. According to them, all students with disabilities should go to the special education schools.

Moreover, it was found in the analysis process that some teachers in the school of Counselor s-3 excluded students in inclusive settings from some of the school activities such as school picnics. Limiting class hours of students in inclusive settings was another discriminatory act that committed by teachers especially in kindergartens. Since kindergartens were not compulsory, some teachers wanted parents to bring their children in only play hours and dinner times according three school counselors who mentioned about this theme.

The fourth theme was lack of implementing educational accommodations for students in inclusive settings. Nine school counselors stated that teachers did not make any accommodations for students in inclusive settings at their lessons.

For instance, Counselor p-2 expressed that teachers did not utilize any kind of educational methods for students with special needs. According to Counselor p-2, "there are no any other ways of different accommodations at class; as education materials. They [students in inclusive settings] learn in a way how normal education requires" (Counselor p-2, Appendix I, 86). It meant that teachers did not use materials for better teaching.

Like Counselor p-2 who mentioned about lack of accommodations for students in inclusive settings, Counselor p-4 also focused on that the teachers did not do anything different for better learning of students in inclusive settings.

> As I said before, they [teachers] could not do any kind of special teaching activity with such a child [in inclusive setting]. They have a specific curriculum in the class; they are teaching the curriculum. If the child can adapt to curriculum; and continue learning, they can learn the topics in the curriculum. For example, the children with speech disorder but without

> intellectual disability can adapt to the curriculum. If they can follow the lesson, it is okay. However, if they could not follow, the teachers do not do any kind of extra work for them [the students in inclusive settings]. They can only give homework." (Counselor p-4, Appendix I, 87)

4.1.2.2 Spread effect

As it was stated before, spread effect can be explained as a discriminatory idea that a kind of disability could affect any other areas of lives of individuals with disabilities. Such idea is closely related to the assumption that "a limitation in one functional area leads to limitations in other functional areas" (Keller & Galgay, 2010, p.254). For instance, people may question the intellectual capacity of people with auditory disabilities (Keller & Galgay, 2010).

The interviews conducted by school counselors showed that all school counselors except one observed that teachers showed the kind of disability microaggressions grouped as spread effect. In other words, teachers regarded that the disabling conditions of students in inclusive settings affected other functional areas in the lives of students in inclusive settings.

The themes that could be grouped under the domain of spread effect was low academic expectations, low social skills expectations, ignoring faulty behaviors of students in inclusive settings, establishing a connection between disability and psychological problems, establishing a connection between disabling conditions and behavior problems and establishing a connection between disabling conditions and intellectual disabilities.

The number of school counselors who stated that teachers had low academic expectations regarding school success of students in inclusive settings was ten. In

other words, some teachers thought that students in inclusive settings had lower capacity to achieve success compared to students without disabilities.

Counselor s-6 expressed how teachers regarded the academic statuses of students in inclusive settings.

> [Teachers say that] what we can do for these students [in inclusive settings] these students could not improve; they could not achieve success ... Here, even using the expression of "in inclusive setting" changes the viewpoint of the teachers toward students in inclusive settings. (Counselor s-6, Appendix I, 88)

As it was stated by Counselor s-6, teachers had low academic expectations from students in inclusive settings. According to Counselor s-6, even the expression of "in inclusive setting" made these students having low capacity to learn. The passage taken from the interview conducted with Counselor p-5 also supported the expressions of Counselor s-6.

> Teachers say that they [students in inclusive settings] cannot do. They cannot do. In other words, [they say that] they cannot do; they cannot achieve; and they cannot understand. General ideas of the teachers are like that. (Counselor p-5, Appendix I, 89)

Secondly, it was also seen that the faulty behaviors of students in inclusive settings were ignored by teachers working at five schools only because they had disabling conditions. Even though behavior problems were not related to disabling conditions of students in inclusive settings, some teachers had tendency to ignore their behavior problems. Therefore, school counselors stated that students in inclusive settings felt themselves privileged; and this created behavior problems. Counselor s-2 was among the school counselors who mentioned about this situation.

> Serious behavior problems may occur in some students [in inclusive settings]. They [behavior problems] may be ignored or underestimated just because s/he is a student in inclusive setting. Sometimes, such situation may lead to

> authority problems. [They say that] s/he has intellectual disability; we should underestimate her/his behavior problems. In fact, this may create problems sometimes. (Counselor s-2, Appendix I, 90)

Moreover, some teachers established a direct connection between disabling conditions of students in inclusive settings and their behavior problems at four schools, as it was stated by Counselor s-2. She stated that "if a student is in inclusive setting, it may be viewed that there is a probability that s/he may create problems ... Generally, they may be regarded as students who may create problems" (Counselor s-2, Appendix I, 91).

Thirdly, five school counselors expressed teachers' low expectations regarding social skills of students in inclusive settings. Counselor s-3 was among these five counselors who stated that teachers had low social skills expectations regarding behaviors of students in inclusive settings. She stated that "teachers think that they [students in inclusive settings] will not able to develop a healthy friendship relationship" (Counselor s-3, Appendix I, 92). The expressions of Counselor s-2 was also parallel to what Counselor o-3 stated above. She also stated that "when the child [in inclusive setting] shows a behavior problem, [teachers say that] hımm, it is okay" (Counselor s-2, Appendix I, 93).

These expressions of school counselors were the indications of teachers' low expectations regarding social developments of students in inclusive settings in the sense that teachers had some preconceived ideas related to their behaviors in social situations such as behavior types and social skills such as friendship and assertiveness.

Furthermore, some teachers established a connection between disabling conditions of students in inclusive settings and their psychological problems

according to four counselors' statements. For instance, Counselor p-3 said that teachers asked himself some questions like "does s/he hit other students? Does s/he squeeze the throats of other children? Does s/he bite?" (Counselor p-3, Appendix I, 94) These questions inferred that students in inclusive settings might have psychological problems.

Counselor p-2 was also focused on teachers' establishment of a connection between disability and psychological problems by stating that "when it is said 'students in inclusive education' there is a prejudice as if students have psychological problems" (Counselor p-2, Appendix I, 95).

Counselor s-3 also mentioned in the following lines that how teachers established a connection between disability and psychological problems by stating that "[Teachers say that] this child is already insane. What I will teach him/her? Enough is enough, we are bored because of them" (Counselor s-3, Appendix I, 96).

Above, Counselor s-3 also stated that teachers' ideas on establishing disabling conditions of students in inclusive settings and psychological problems might evolve into such a degree of insult by labeling them as insane.

Additionally, according to school counselors' reports, some teachers established a connection between disabling conditions of students in inclusive settings and intellectual disability as it was stated by two counselors as "all of them experience intellectual problems" (Counselor p-2, Appendix I, 97). As it was stated by Counselor p-2, some school counselors viewed that all students in inclusive settings had intellectual disabilities.

4.1.2.3 Patronization

As it was stated formerly, patronization refers to regarding individuals with disabilities as immature and incomplete (Keller & Galgay, 2010). Such a point of view brings about trying to do goodwill for individuals with disabilities and deciding for them without respecting their individualities. It could be seen in two ways; namely infantilization and false admiration. Infantilization means behaving toward students in inclusive settings as they were children. False admiration refers to praising individuals with disabilities extraordinarily for achieving something simple (Keller & Galgay, 2010). Additionally, patronizing behaviors may include regarding individuals with disabilities as inferior; and overprotection of them (Çınarbaş, Albayrak-Kaymak & Sart, 2012).

Patronization was another domain that was emerged after the analysis of what school counselors mentioned related to the teachers at their schools. The analysis of the interviews indicated that ten participant school counselors had talked about the views and behaviors of teachers that regarded students in inclusive settings as immature.

Grading students independent from success, assigning other students at class for students in inclusive settings as supervisors, expressing sympathy to students in inclusive settings, feeling pity for students in inclusive settings were the ways that teachers showed disability microaggressions toward students in inclusive settings that included patronization according to school counselors' reports.

The first theme under the patronization theme was grading students independent from success. Six counselors out of ten categorized under the theme of patronization talked about that teachers graded students in inclusive settings

independent from their achievements or performances. Counselor s-7 was among these school counselors who mentioned about both grading students independent from success as well as its negative effects on the efforts of students.

> In the exams, the passing grade of 45 was given; it is okay; but most of the children know that s/he did not take this grade himself or herself, I can understand it. I think that many students [in inclusive settings] understand that this grade was given to him or her by the teachers who show tolerance due to his/her special condition. Something happened last year related to this situation ... The student had mild intellectual disability. We were talking like that. Her mother had come. Her mother had been coming frequently. The child said that "mom how much time I can study, what I can do for learning, my teacher gives me the grade of 45 all the time" I understand that she knows that she takes the grade of 45 all the time independent from his/her success. (Counselor s-7, Appendix I, 98)

The second theme under the patronization theme was assigning other students in the class for students in inclusive settings as supervisors; which was expressed by five counselors out of ten. The findings of the present study demonstrated that teachers gave the responsibility of supervising students in inclusive settings to the other children in class.

Expressing sympathy to students in inclusive settings was another theme which was expressed by three counselors. In this theme, teachers showed sympathy to students in inclusive settings different from other students at class. Counselor s-5 was one of the school counselors who reported the sympathy between students in inclusive settings and teachers.

> Some of our teachers may be so affectionate toward the students in inclusive settings. They [students in inclusive settings] come and hug. The teacher is also hug. A demonstration of love and affection ... We have teachers like mothers. (Counselor s-5, Appendix I, 99)

As it was explained by Counselor s-5, some of the teachers showed sympathy to students in inclusive settings different from other students at class. These

sympathetic behaviors were expressed in the forms of hugging them, as it was stated above. In addition to hugging, Counselor s-4 mentioned that some teachers found sympathetic students in inclusive settings; and they were frequently touching their cheeks, and their hair as expressions of love and sympathy.

Feeling pity for students in inclusive settings was another subtheme that can be grouped under the theme of patronization. Two school counselors mentioned about that they observed teachers who said that they feel pity for students in inclusive settings. Counselor s-3 was one of these school counselors who gave the example that a teacher wanted to let the student in inclusive education to attend a school activity only because she felt pity for him or her.

> I observed that one of our teachers was talking to another teacher. She said that "I feel pity for this child." The teacher was female. [She said that] "I feel pity for this child; therefore, I will take him/her with me." (Counselor s-3, Appendix I, 100)

4.1.2.4 Denial of identity

As it was explained before, denial of personal identity can be defined as regarding the most important characteristics of individuals with disabilities as their disabling conditions; and underestimating other personal aspects such as success, abilities and skills. Also, ignoring the disabling conditions of individuals with disabilities is another form of the theme of denial of identity (Keller & Galgay, 2010).

When the expressions of participant school counselors were analyzed, it was found that denial of identity was another form of disability microaggressions shown by teachers toward students in inclusive settings. Eight of the school counselors mentioned about their observations related to the teacher practices including denial of identity. In the theme of denial of identity, it was seen that some teachers ignored

students in inclusive settings in lessons. The findings demonstrated that this ignorance is conducted in the ways of directing students in inclusive settings to sit at the back of the classroom and behaving as if students in inclusive settings were not present in the classroom.

Five school counselors out of eight stated that some teachers directed students in inclusive settings to sit at the back of classroom due to their distracting behaviors in the class as well as their difficulties in understanding the lesson.

For instance, Counselor s-6 explained what teachers said while directing students in inclusive settings at the back of classroom.

> Regarding the behaviors, [we may face that] the students [in inclusive settings] may be exposed to otherization and exclusion. [Teachers may say that] "sit at the back of the classroom; and sit quietly." If the student creates problems; and s/he likes painting at the same time, [teachers say that] "sit at the back and paint; it is also possible if you do not attend to my classes." We may face some negative attitudes of the teachers. (Counselor s-6, Appendix I, 101)

For instance, Counselor s-5 and Counselor s-6 reported that some teachers had not allowed students in inclusive settings when they wanted to talk at class.

> For example, the student in inclusive setting wants to talk in the class. Even though the child does not know, s/he wants to talk about something. It may not be related to the topic, but it may be important for him/her. Since the teacher knows that s/he will talk about something unrelated to the topic, teacher may not allow him/her to talk at class. (Counselor s-5, Appendix I, 102)

Counselor s-6 also mentioned similar topics by stating that "a teacher may even not allow students in inclusive settings to read class materials" (Counselor s-6, Appendix I, 103). These were the examples how teachers denied the identities of students in inclusive settings by ignoring them when they wanted to participate in class activities.

In addition to them, Counselor s-3 and Counselor s-6 mentioned that some teachers had not known whether there were any students in inclusive settings or not. Counselor p-3 also mentioned that teachers stated that if students in inclusive settings did not create problems, it was enough for them. There was nothing expected from them. According to the perceptions of school counselors, their individual beings were not important for teachers.

4.1.2.5 Minimization

As it was stated before, minimization is also a term used interchangeably by denial of experience in order to imply difficulties in understanding the experiences of individuals with disabilities related to their disabilities and their disabling conditions (Conover, Israel, & Nylund-Gibson, 2017). In minimization, people do not give importance to what individuals with disabilities feel and experience. They judge individuals with disabilities according to their normality-based point of view. Therefore, they underestimate the experiences of individuals with disabilities. And, they say there is no need for accommodations because individuals with disabilities exaggerate what they experience (Çınarbaş, Albayrak-Kaymak, & Sart, 2012).

Minimization was the other theme of disability microaggressions shown toward students in inclusive settings according to the school counselor reports. The interviews demonstrated that some teachers had underestimated the experiences of students in inclusive settings by stating that there was no need for accommodations for students in inclusive settings who were taking high grades from exams. Some school counselors also stated that some of the teachers questioned the educational identifications of students in inclusive settings.

Regarding the underestimating the experiences of students in inclusive settings, eight of thirteen participant school counselors mentioned about the expressions of some of the teachers that there is no need to prepare individualized education plans for the students in inclusive settings in the case of having high grades from exams.

For instance, Counselor s-1 was among the school counselors who mentioned about teachers' acts including minimization in the following lines. She stated that "when there is a successful student in inclusive setting, the teachers always say that there is no need to prepare individualized education programs for students in inclusive settings" (Counselor s-1, Appendix I, 104). From the statements of Counselor s-1 it could be inferred that some of the teachers think that individualized education plans were only for students whose grades were low; which was minimization of disability experience.

Counselor s-6 reported that some teachers said that there was no need to prepare individualized education programs in meetings in order to avoid from the responsibility of preparing individualized education programs.

> After meeting students in inclusive settings and observing them, the teachers may say that the academic level of the student is good; there is no need to prepare individualized education program in order not to prepare individualized education programs and avoid from responsibilities. (Counselor s-6, Appendix I, 105)

Questioning whether it is necessary to prepare individualized education programs or not might be related to minimizing the disabling conditions of students in inclusive settings. Therefore, it could be concluded that some of the students acted in a way that was minimizing the experiences of students in inclusive settings.

4.1.2.6 Denial of privacy

As it was stated before, denial of privacy refers to asking questions to individuals with disabilities related to their personal lives as though they do not have a right to private lives. Such questions may be concerning the causes of their disabilities as well as any other special information related to their private lives (Keller & Galgay, 2010) or their disabilities (Çınarbaş, Albayrak-Kaymak & Sart, 2012). In other words, people do not give importance to privacy rights of individuals with disabilities in the theme of denial of privacy (Çınarbaş, Albayrak-Kaymak & Sart, 2012).

Denial of privacy was the other disability microaggression type that school counselors stated that teachers working at their schools demonstrated toward students in inclusive settings. Regarding the denial of privacy, it could be stated that some of the teachers did not give importance to the privacy rights of students in inclusive settings by informing other stakeholders at schools such as other students and parents about the disabilities of students in inclusive settings.

Four school counselors reported that they had faced the situations in which teachers had not given enough importance to the privacy rights of students in inclusive settings. Three of the four school counselors stated that teachers committed denial of privacy because some of the teachers informed other students in the class about disabling conditions of students in inclusive settings.

For example, Counselor s-4 mentioned that some teachers informed other students in the class about the disabling conditions of students in inclusive settings by stating “your friend has a report or special condition” (Counselor s-4 Appendix I, 106). Even some teachers used the name of the educational identification as

intellectual disability while informing whole class about the disabling conditions of the students in inclusive settings, as it was stated by Counselor s-4.

Counselor s-5 also mentioned that some of teachers informed students about the disabling conditions of the students in inclusive settings by stating that "[teachers stated at class that] as you know your friend has a special condition. You should behave him/her by knowing his/her special condition" (Counselor s-5, Appendix I, 107).

Counselor s-7 also mentioned that some students come to counseling office after such information process conducted by teachers regarding students in inclusive settings. Regarding this case, Counselor s-7 stated that "[After information process conducted by the teacher] some students asked me that people define this student as in inclusive setting; what is the meaning of it?" (Counselor s-7, Appendix I, 108). These passages showed that teachers talked about special conditions of students in inclusive settings by using the expressions such as "having report, students in inclusive settings, and having special condition."

4.1.3 Disability microaggressions by administrators

Interviews with school counselors demonstrated that school administrators had the tendency to show disability microaggressions toward students in inclusive settings; namely systemic discriminations, spread effect, second class citizenship, denial of privacy, and secondary gain. These themes were put in order according to the number of participant school counselors who mentioned about these themes of disability microaggressions.

4.1.3.1 Systemic discriminations

When it comes to the discriminative acts of school administrators, discriminations related to the school system were also mentioned by school counselors. Eleven counselors stated that there were some systemic discriminations at their schools; especially related to the physical and educational needs of students in inclusive settings. Five school counselors stated that their administrators distributed students in inclusive settings into classrooms inappropriately. Three counselors stated that their administrators did not organize and lead meetings for individualized education programs. Three school counselors stated that there was no lift in their schools. One school counselor stated that there was no resource room at schools.

Inappropriate distribution of students in inclusive settings into classrooms was one of the mostly mentioned subthemes under the main theme of systemic discriminations. Five counselors grouped under this subtheme stated that administrators determined student lists for classrooms randomly; therefore, there might be an inappropriate distribution of students in inclusive settings into classrooms. For example, there might be three students in inclusive settings in the same classroom or two students with the same kind of disability in the same classroom; which are contrary to the laws and regulations. According to the regulations, maximum number of students in inclusive settings in a class must be two students who have different kind of disabilities (Ministry of National Education, 2018).

Regarding inappropriate distribution of students in inclusive settings into classrooms, Counselor s-3 expressed her observations on how the student lists were

determined at her school, its effects and her suggestions on how to be handled that problem of inappropriate distribution of students in inclusive settings into classes.

> For example, two students in inclusive settings might be given in the same classroom. When we look at other classrooms at our school, we see that there are no students in inclusive settings in other classrooms. It is an unhealthy balance. There should be one student in inclusive setting in every classroom, instead of having two students in inclusive settings in some of the classrooms. It is already a legal requirement ... We may not follow this rule sometimes; this may be unnoticed while registering the students." (Counselor s-3, Appendix I, 109)

As it was stated in the passage above, student lists were determined randomly in some of the schools; and it was against the regulations in the sense that it might hinder effective inclusive practices.

Counselor s-7 also mentioned about random distribution of students in inclusive settings into classrooms and its negative influences on them. She also added her suggestions for students in inclusive settings and their parents in order to resolve such negative situation.

> This year, all students in inclusive settings had been accidentally registered to the same classroom named 5-K which was our last-numbered class among fifth grades. All of four students in inclusive settings were in that classroom. There were four students in inclusive settings in the fifth grade, all four of them were in that classroom by chance. I do not know whether it is similar at your school or not; generally, the last classrooms will be the most unsuccessful classes of the school as the students in the last-numbered classrooms generally become the ones who were registered to the school lastly in the late registration process. Therefore, these classes became the ones where teachers got tired while teaching. These students were in the student lists of such a classroom ... After, we transferred the students into other different classrooms ... I requested from the school administrators to transfer three students in inclusive settings to other classrooms; and they approved this decision. Then, we made student transfers. (Counselor s-7, Appendix I, 110)

Another subtheme that was emerged from the interviews with school counselors was that school administrators did not lead individualized education

program meetings even though organizing individualized education program meetings was among the responsibilities of school administrators. And, even counselors expressed that school administrators did not participate in individualized education program meetings that were organized by school counselors. Regarding this subtheme, three school counselors reported that administrators did not organize individualized education program meetings; or they did not participate in individualized education program meetings at all.

Counselor p-1 talked about the necessity of organizing individualized education program meetings, its absence in his school, and the reason for such absence of individualized education program meetings.

> The things that should be done are that individualized education program meetings have to be conducted after the report [on educational identification and placement decision] came to the school. According to legal requirements, we have to conduct individualized education program meetings; but teachers generally prepare individualized education programs on their own due to the number of students in inclusive settings is very high. (Counselor p-1, Appendix I, 111)

Counselor p-1 stated above that meetings for individualized education programs could not be held due to excessive number of students in inclusive settings. Counselor s-3 was also among the school counselors who reported that the administrators at her school did not lead individualized education program meetings.

> [My administrators at school say that] do yourself [the requirements that have to be conducted], but do not include us [to the process]. For example, individualized education program meetings must be conducted. [I ask them] "Could you attend to the meeting?" [They say] "Oh it is okay you can do it yourself." They do not say "no" to what I do in the school [related to inclusive education]; but they do not give much importance when compared to the importance that was given to the parent meetings. (Counselor s-3, Appendix I, 112)

She mentioned about her feelings of loneliness while organizing individualized education program meetings as well as fulfilling other requirements regarding the students in inclusive settings at school in the following lines.

Counselor s-7 also stated that the administrators did not assume their responsibilities on organizing and leading individualized education program meetings. Counselor s-7 stated that "related to individual education program meetings, I have never conducted any individualized education program meetings with the participation of school administrators" (Counselor s-7, Appendix I, 113).

Three school counselors stated that there was no lift in their schools. Counselor s-1 was among the school counselors who stated there was no lift on her school; which created critical problems while students with orthopedic disabilities were moving into their classrooms.

> For example, I had a student with orthopedic disability last year. We do not have a classroom on the ground floor. The first classroom is on the first floor. The parent of the student with orthopedic disability was leaving the wheelchair on the ground floor. The parent was carrying the student on her shoulders. (Counselor s-1, Appendix I, 114)

Counselor s-2 was also stated that one of the most important problems of her school was lack of lift.

> Firstly, there should be a lift in a school in which there is a student with orthopedic disability. There is no lift in our school. Or, we have no classrooms on the ground floor of our school. We have such a kind of problem. (Counselor s-2, Appendix I, 115)

In addition to the problems in the physical accessibility of students in inclusive settings, one counselor stated that there was no resource room for individual teaching and learning activities at their schools. Counselor p-2 stated that

“unfortunately, we do not have resource room now. There is going to be next year; and they can take individual lessons” (Counselor p-2, Appendix I, 116).

4.1.3.2 Spread effect

Spread effect was another emerging theme as a result of the analysis of the interviews with school counselors regarding administrators. The analysis of the interviews conducted with school counselors demonstrated that some of the school administrators thought that the disabilities of students in inclusive settings had an influence on other areas in the lives of students in inclusive setting. It was also seen that administrators questioned the other capabilities of students in inclusive settings that are unrelated to their disabilities whether there is a possibility that there is damage on other areas of capabilities. They might be skeptical especially about the intellectual capabilities of students in inclusive settings when they came in front of them related to some behavior problems.

According to school counselors, administrators have thought that students in inclusive settings did not have the ability to understand what is wrong regarding their own behaviors. In other words, they regarded that all students in inclusive settings show behavior problems unconsciously all the time; therefore, they do not treat like students without disabilities when students in inclusive settings did not follow school rules. The interviews with school counselors also revealed that after differentiating such kind of discriminations, students in inclusive settings felt free to do everything at school without taking any punishment.

Six school counselors mentioned that administrators at their schools established a connection between disabling conditions of students in inclusive

settings and difficulties in assuming the responsibility of behaviors. As this argument goes, school administrators ignored the behavior problems of students with disabilities only because they had disabilities. They did not give punishment or take any kind of prevention in the case of a behavior problem of students in inclusive settings only because they had disabilities. In other words, they did not give any punishment to students in inclusive settings while giving penalty to other children even though all children had conducted the same behavior problems such as fighting and swearing.

For instance, Counselor s-4 mentioned that the students in inclusive settings did not take any punishment even though other students were punished by discipline committee. She also added that after the disciplinary process, the parents of other children asked why their children were punished; whereas the student in inclusive setting did not take any punishment even though all students showed the same behavior problem of fighting.

> Students in inclusive settings and punishment are the two words that cannot come close … When we did not give punishment to the students in inclusive settings, parents [of other students] oppose it … [They ask that] "why does my child take punishment even though he [the student in inclusive setting] had not taken any punishment?" and other similar questions. (Counselor s-4, Appendix I, 117)

Like Counselor s-4, Counselor s-8 also gave the example that a student with learning disability showed a behavior problem at school three times in a term; then, s/he had not taken any disciplinary punishment just because s/he was a student in inclusive settings.

> For example, there was a student with learning disability. S/he showed a behavior problem that should not be done. This behavior problem might require referral to disciplinary committee … If other children conducted the same behavior, s/he would take a big punishment or the teachers would get

> angry with him/her. Even though we had told that this behavior is faulty by using appropriate ways, s/he repeated conducting this behavior two or three times; however, the teachers who were in the disciplinary committee did not get angry with him/her excessively. (Counselor s-8, Appendix I, 118)

According to s-8, if any other students would do the same thing three times, s/he might take a severe punishment from the disciplinary committee. But he did not take any punishment as a result of this behavior only because he had disability. This showed that administrators established a connection between disabling conditions of students in inclusive settings and assuming the responsibility of their behaviors.

4.1.3.3 Second class citizenship

According to the reports of school counselors, it was found that school administrators showed many disability microaggressions toward students in inclusive settings that can be grouped under the theme of second class citizenship. In other words, the statements of school counselors showed that administrators acted in the ways that could hinder the education rights of students in inclusive settings. Also, they did not assume their responsibilities related to providing accommodations and adaptations for students in inclusive settings. Therefore, the analysis of the interviews conducted with school counselors indicated that both students in inclusive settings and administrative works regarding students in inclusive settings were regarded as burden by school administrators; which results in problems in providing students in inclusive settings with right to education.

Four school counselors mentioned that administrators did not guarantee education rights of students in inclusive settings; therefore, students in inclusive settings experienced some problems while participating in educational activities at

schools. Unwillingness to register students in inclusive settings in schools was one of the emerging subthemes. This was an example of that how administrators did not follow their duties regarding the field of disability in order to guarantee education rights of students in inclusive settings.

Unwillingness to register students in inclusive settings in schools was the subtheme that was mentioned by four school counselors grouped under this theme of second class citizenship. According to school counselors, such kind of unwillingness in registration process was not observed in a direct way by talking something negative about students in inclusive settings. Instead, school administrators tried some indirect methods in order not to accept students in inclusive settings into their schools by creating some obstacles in front of the students in inclusive settings. Unwillingness to register students in inclusive settings in schools might be observed while both registering new students in inclusive settings as well as transferring students in inclusive settings from other schools into their schools.

Counselor p-2 expressed the attitudes of administrators when a student in inclusive setting come to school for registration.

> Administrators may do something like that. I will talk about kindergarten. Since kindergarten is not compulsory, administrators do not want to accept students in inclusive settings into the school. In every classroom, there must be maximum one or two students in inclusive settings. Even they do not want to accept one student for every classroom. Or, when a student like that [in inclusive setting] come to school [for registration] they do not want to take the child whereas other students can be registered easily by giving the registration money. They [students in inclusive settings] face many questions. They necessarily feel themselves bad. They [administrators] have such kind of attitudes [toward students in inclusive settings]. [They ask] “Does your child has identification and placement reports?”, “How is your child?”, “Can your child come to school?” and “Is your child like that or not?” Many questions are asked to the parents of these children although the parents of the other children do not face any questions. (Counselor p-2, Appendix I, 119)

According to Counselor p-2, school administrators approached differently to students in inclusive settings compared to other students at school. They might ask offensive questions in order to make difficult the registration process.

Counselor s-3 also stated explicitly that the administrators in her school did not want to register students in inclusive settings to school. She tried to explain how her administrators regarded a student in inclusive setting when s/he came to register as a new student by stating that "when a student [in inclusive setting] comes to school as a new student, administrators regard this student as a headache. I can say it explicitly" (Counselor s-3, Appendix I, 120).

Counselor s-3 also explained the reason why administrators did not want to register students in inclusive settings into the school. According to Counselor s-3, the more students in inclusive settings, the more workload for administrators at school. Counselor s-3 reported that administrators viewed students in inclusive settings as workload. As this argument goes, administrators did not want to accept students in inclusive settings in order to avoid from the workload of students in inclusive settings. This avoidance was also seen in an indirect manner as it was explained in the following lines by Counselor s-3.

> They have the rationale that the less students in inclusive settings the better it is. Such viewpoints of the teachers are also observed among administrators. It is better if the number is less. Why? They [administrators] see them [students in inclusive settings] as workload. They control whether the teachers bring individualized education plans or not. If they do not bring plans, they prepare official letter for warning. After that they look at how many students in inclusive settings are given to the classrooms. If there are two students at the same classroom; they have to decrease the number to one. They call the parents; then they transfer one of the students to another classroom. These are also seen as workload ... For example, the report of a child in inclusive setting came to the school [from guidance and research center]; but the child had not come to school. [They say that] it is better not to come for registration. They do not wonder and call the child in order to ask where s/he is ... It is an

> indication of avoidance. It is an indication of unwillingness. (Counselor s-3, Appendix I, 121)

The expressions of Counselor s-3 demonstrated that administrators' unwillingness to accept students in inclusive settings in schools might be related to regarding students in inclusive settings as workload.

Two school counselors also mentioned that administrators ask school counselors' opinions in the registration process in order to ask the decisions of counselors on whether the student in inclusive settings is appropriate to register or not.

Counselor s-5 was among these two school counselors who had talked about referring students in inclusive settings into counseling services. She stated that "for example; when they come for registration, since they [administrators] do not have enough information, they refer the student [in inclusive setting] to me" (Counselor s-5, Appendix I, 122).

Counselor s-5 stated that before the registration, school administrators referred students in inclusive settings to counseling service even though there was not a similar type of referral for other students. Counselor p-2 also mentioned about a similar referral process by stating that "[they expect that] it may be better if something happens; we could not register the child [in inclusive setting]. They have such an approach" (Counselor p-2, Appendix I, 123). Counselor p-2 reported that administrators did not refer students in inclusive settings to counseling service before registration with good intentions. According to Counselor p-2, they might aim excluding students in inclusive settings.

Furthermore, one school counselor stated that administrators tried to expel students in inclusive settings in the case of behavior problems. Counselor s-5 expressed administrators' methods to expel students in inclusive settings.

> After that the same children [in inclusive setting] attempted to steal money in the classroom when other children were in physical education class. As a result of this attempt, since school administrators know that they could not give disciplinary punishment due to the rules of inclusive education, they wanted the parents of the student to transfer the child to any other school. [They said that] "Your child already has a diagnosis; you can transfer him to any school you want. They must register him due to the regulations of inclusive education. They [administrators at another school] have to accept your child to their schools." By saying them, they try to persuade the family. (Counselor s-5, Appendix I, 124)

She talked about that they try to transfer a student in inclusive setting who showed a behavior problem to another school by persuading the parents of the student. The reason for such persuasion was the illegality of expelling a student in inclusive settings.

4.1.3.4 Denial of privacy

Denial of privacy was the other emerging theme related to the microaggressive acts of school administrators toward students in inclusive settings. Three school counselors asserted that administrators working at their schools violated the privacy rights of students in inclusive settings related to their disabilities.

Two school counselors mentioned about sharing the photos of students in inclusive settings via Internet after organizing award ceremony for different stakeholders at school who helped students in inclusive settings due to their altruistic behaviors.

Counselor s-1 and Counselor s-6 talked about that the photos of students in inclusive settings were shared through different media in order to show all people that they were helping students in inclusive settings. However, sharing the photos of students in inclusive settings violated privacy rights of students in inclusive settings.

One school counselor also mentioned about the fact that some administrators were not careful about sending assessment reports of students in inclusive settings to guidance and research centers. In other words, they might send assessment reports without using closed envelopes. These reports were sent guidance and psychological counseling services via parents. According to Counselor p-1, administrators might give these reports to parents without using closed envelopes.

> For example, administrators may not be careful about the privacy of the folders. However, we follow it. The folder is going to go [to guidance and research center] in an envelope. The envelope should be closed. Regarding the topics that administrators do not care such as ethics, privacy, and information giving and taking process, we intervene with them. (Counselor p-1, Appendix I, 125)

Counselor p-1 talked about careless behaviors of administrators working at his school while sending assessment reports to guidance and research center. He said that he, as a school counselor, had been informing the administrators in order to be more careful about the privacy rights of students in inclusive settings.

4.1.3.5 Secondary gain

Secondary gain was the last theme that was emerged as a result of the analysis of interviews conducted with counselors. School counselors reported that administrators caused that other people at school regarded students in inclusive settings as secondary gain. The reason why administrators caused to be regarded as secondary

gain was that they organized award ceremony for stakeholders at school who helped or supported students in inclusive setting.

For instance, Counselor s-1 gave an example how administrators caused to be regarded as a means of secondary gain through organizing award ceremonies for stakeholders at school who helped students in inclusive settings.

> Parents of the other children buy electric-powered wheelchair. They gave electric-powered wheelchair to the child [in inclusive setting] ... This situation gained an appreciation at our school ... The photos were shared in the web page of our school. I had a chance to know this situation from the web page of school ... We even awarded the parents who gave wheelchair with a plaque. (Counselor s-1, Appendix I, 126)

Counselor s-6 talked that the students who helped the students in inclusive settings throughout all education year were awarded by administrators at the end of the year. According to Counselor s-6, on the ceremony at the end of the year, these students were awarded with a helpfulness certification by school administrators.

> We have a student who uses a wheelchair while coming to the school. S/he has a friend who helps him/her while coming to the administrators, using elevator, opening doors. S/he helps her friend [with disability] all the time. These examples are the behaviors that are conducted with the students' own willingness. We see this situation; and we try to give these peers in the same classroom all the time. In our school, the classrooms of all students change at the beginning of the education year ... We give helpfulness certification to them [students who help students in inclusive setting] by organizing a ceremony at the end of the year. (Counselor s-6, Appendix I, 127)

4.1.4 Disability microaggressions by the parents of students without disabilities

School counselor interviews also showed that the parents of students without disabilities act in the ways that were microaggressive and discriminative toward students with disabilities. Most of the behaviors that were listed as discriminative toward students with disabilities were grouped as direct discrimination. In addition to

direct discriminative acts, it was found that the parents of students without disabilities also demonstrated microaggressive acts; namely helplessness, denial of privacy, patronization, and minimization. These themes were put in order according to the number of participant school counselors who show these themes of disability microaggressions.

4.1.4.1 Direct discriminations

Mostly, the parents of students without disabilities showed direct discriminations toward students with disabilities by demonstrating unwillingness to accept students in inclusive settings in their children's class. In other words, they did not want students with disabilities to be educated in inclusive settings.

Nine school counselors reported that they had experiences with parents who were against the placement of their children into a classroom where there were students in inclusive settings. According to these school counselors, these parents wanted these students in inclusive settings to be placed into other classrooms.

Counselor p-1 mentioned that when a parent informed that the other student who has conflict with his/her child had a disability, the parent reacted more severely to school counselor by asking the reason for having a student with disability in the same classroom with his/her child.

> If the child [with disability] … damages the belongings of other child or directly harm the other child and if the family who faced with a kind of harm learn that this child had a disability, they made more pressure to us. S/he [student in inclusive setting] makes this type of behaviors due to his/her disability. [They say that] "why is there a student with intellectual disability in my child's classroom?" (Counselor p-1, Appendix I, 128)

Counselor p-2 also expressed that she faced the questions of the parents of other children as to why there was a student with disability in the classroom of their children. Counselor p-2 also added that these parents might go one step further by questioning the possibility to replace the student in inclusive setting into another classroom.

> I hear the expressions of the parents of students without disabilities like "why there is a student like that in our classroom? S/he has to be placed in another class. S/he may not be in the same class with my child." (Counselor p-2, Appendix I, 129)

Counselor p-5 stated that some parents started to collect signatures in order to send the student in inclusive setting into another classroom. She said that after severe behavior problems of a student with mild intellectual disability at class, the parents attempted to collect signatures in order to show administrators that they did not want the student in inclusive setting in their classroom.

> We heard that the parents of the other students attempted to collect signatures in order to send the student from the classroom ... The parent (of the student in inclusive setting) had heard from other parents that they started to collect signatures. I heard from the parents of students in inclusive setting. (Counselor p-5, Appendix I, 130)

What Counselor s-4 stated was also parallel to the expressions of Counselors p-1, Counselor p-2 and Counselor p-5 as it was seen in the following lines.

> [The parents of other children say that] "s/he should go away from this classroom. Even [they say that] s/he should go away from this school." Since the parents of other students are selfish, they want to send the child to any other classroom. [They say that] "why is s/he is at our class?" ... We face discriminative discourses like 'the student in another class were already bad, you should send this student [in inclusive setting] to there. (Counselor s-4, Appendix I, 131)

Counselor s-6 was among the school counselors who mentioned some past experiences about the cases in which parents did not accept students in inclusive settings in their classrooms. However, his case shed light into the reasons why parents of other children opposed to accepting students in inclusive settings in their children's classroom. According to Counselor s-6, parents thought that their children might be affected both academically and psychologically. As it was expressed by Counselor s-6 in the following lines, parents thought that their children might be affected negatively in the academic area in the sense that the teacher might allocate less time on teaching their children because of the student in inclusive setting. Even parents thought that their children might be affected psychologically due to the physical appearance of a student with physical disabilities.

> [I faced that] the parents of first graders did not accept the student in inclusive setting in the same classroom with their children. [They said that] they did not want to have a student in inclusive setting in their classroom. Their reason for such a kind of unwillingness was that their children would be affected negatively from the behaviors of the student in inclusive setting. This was the most different and interesting example I had experienced before. They wanted administrators to place this student into another classroom explicitly. [They said that] we did not want any student with special needs or students in inclusive settings because our children were affected by them negatively. The student in this case was using wheelchair. They said that their students would be affected negatively in terms of academic and social interaction levels due to being in the same classroom with a student in inclusive setting ... They thought that the teacher would spend more time teaching the student in inclusive setting than their children. They also thought that the student would affect their children negatively in terms of behaviors and attitudes. The student in this case was using wheelchair with no intellectual disability. S/he has only physical disability. However, in terms of physical appearance, s/he might have been seen different. The student had muscle disorder; s/he had problems with using muscles related to fine motor skills and gross motor skills. Parents' anxieties were related to physical type. They think that their students could be affected psychologically due to the physical appearance of the student. (Counselor s-6, Appendix I, 132)

4.1.4.2 Helplessness

Three school counselors mentioned that some of the parents asserted that students in inclusive settings always need help in every situation. Therefore, they tried to meet the needs of students with disabilities without asking them whether they need help or not. In other words, the reports of school counselors showed that the parents of student without disabilities viewed students in inclusive settings as needy or in need of something.

Counselor s-4 discussed how parents demonstrated their viewpoints on helplessness of students in inclusive settings in the following lines.

> [The parents say that] “There is a student like that in our class. What can we do for him/her as parents? What can we do as the parents of this class?” ... There are parents who say that “this is a different situation, we want to do something for him/her.” ... “it may be monetary and spiritual.” [They say that] “we can do everything that is monetary or spiritual.” (Counselor s-4, Appendix I, 133)

4.1.4.3 Denial of privacy

Two school counselors reported that other parents did not be careful about the privacy rights of students in inclusive settings. These two counselors expressed their observations on that the parents of other children at class talked about the disabilities of students in inclusive settings among them.

Counselor p-5 was among the counselors mentioned about this theme of denial of privacy.

> Some parents may know [the disability of the student in inclusive setting] ... Maybe, they hear from the mother of the child [in inclusive setting]. [They say me that] S/he already has a report [while talking to me]. (Counselor p-5, Appendix I, 134)

Counselor p-5 stated above that the parents talked among them about the disabilities of students in inclusive settings as well as they transmitted what they talked among them about the private information related to disability to herself.

In addition to the violation of privacy, Counselor s-5 talked about its negative effects in terms of offending both students in inclusive settings and their parents.

> Other parents ... may say that s/he is a result of kin marriage. Or, such kind of ideas may be expressed about the reasons why the student is disabled. [they may say that] there is also a problem in his/her father. It is a result of the genetics. It is a result of an accident. People like talking about it and gossiping about it. (Counselor s-5, Appendix I, 135)

She mentioned that denial of privacy was also related to gossiping. When the parents violated the privacy rights of students in inclusive settings about their disabilities; they might also speculate about the reasons why the student in inclusive setting had disability.

4.1.4.4 Patronization

Two counselors mentioned that the parents of other children in the class felt pity toward students in inclusive settings. Feeling pity is a kind of patronization in the sense that feeling pity for someone else shows that you put yourself in a higher position.

Counselor p-1 talked about his interpretations on such feelings of parents toward students in inclusive settings; which includes patronization. According to Counselor p-1, “some of them [parents] look at students in inclusive settings by feeling pity. An exaggerated kind of feeling pity occurs; which is unnecessary” (Counselor p-1, Appendix I, 136). Counselor s-5 also mentioned that some of the

parents of children without disabilities were feeling pity for students in inclusive settings by stating that “maybe, their reactions are like feeling pity. [They say that] What a pity! God will help you” (Counselor s-5, Appendix I, 137).

4.1.4.5 Minimization

It was found that some parents showed the disability microaggression named minimization toward students in inclusive settings by denying their disabilities and demanding similar accommodations for their children. Two school counselors mentioned that some of the parents demanded similar accommodations that students in inclusive education benefited for their students. Two of the school counselors stated that parents viewed special education as private education; and they demanded that their students also should have right to benefit from resource rooms by taking individual lesson.

For instance, Counselor s-1 mentioned about the parents of other children who requested individual lessons in the resource room for their children.

> Especially about resource rooms … as a result, the students who take education in resource rooms were taking support classes from teachers. Some parents come to school; and they say that why teachers do not teach their children individually at resource room. (Counselor s-1, Appendix I, 138)

Counselor s-7 also expressed how the parents of children without disabilities regarded resource rooms and their requests for similar individual lessons for their children, as well.

> When it is said special education, parents think that teachers give private courses for students in inclusive settings. We had experienced a problem like that while we were in the process of opening resource room at our school. (Counselor s-7, Appendix I, 139)

These quotations were the indications of that parents viewed special education as private education; and they demanded that their students also should have right to benefit from resource rooms by taking individual lessons.

4.1.5 Disability microaggressions by the peers of students in inclusive settings

The discriminative acts of students without disabilities at schools toward students in inclusive settings were found more direct compared to other stakeholders at schools; namely counselors, teachers, administrators and parents. According to the interviews conducted with school counselor, it was found that the peers of students in inclusive settings showed discriminative acts based on disabilities that could be grouped under the direct discrimination. Exclusion from conversations, exclusion from plays, kidding, labeling, physical violence, verbal assault, nicknaming, and bullying were the ways that students without disabilities showed discriminative acts toward students in inclusive settings.

Eleven school counselors stated that students in inclusive settings faced exclusion from conversations in peer groups. Eight school counselors expressed that students in inclusive settings faced exclusion from plays at school. Six counselors asserted that students in inclusive settings were exposed to kidding at school. Six school counselors expressed that labeling was another form of discrimination that was faced by students in inclusive settings. Five school counselors stated that students in inclusive settings faced physical violence from peers. Two school counselors stated that students in inclusive settings faced verbal violence from peers. One school counselor also reported that students in inclusive settings were not accepted by other students at class.

Counselor p-4 who talked about the exclusion from conservation reported that the students in inclusive settings were alone at school.

> Regarding friendships, generally, the number of friends they [students in inclusive settings] have is limited to one or two ... Students do not want to be with them [students in inclusive settings] ... They say that I do not want to be friend with her/him. (Counselor p-4, Appendix I, 140)

Counselor p-2 was among the school counselors who had talked about the loneliness of students in inclusive settings.

> For instance, we have a student with visual disability. His/her interaction with his/her peers is about absent. S/he is talking with his/her peers but the interaction with her/his peers is not like the interaction with other students. S/he does not have many friends. (Counselor p-2, Appendix I, 141)

Counselor p-4 also talked about her observations regarding students in inclusive settings in recess time.

> I observed that they do not want to be with them. You can understand it when they are in recess time. S/he is walking alone. Other students walk [in the school garden] in groups. Also, because they have already formed their groups, they do not want to include anyone to this group. (Counselor p-4, Appendix I, 142)

On the exclusion from plays, Counselor p-4 talked about what peers did in case of they accepted the student in inclusive settings into peer group. It might be named as denial of capabilities of students in inclusive settings.

> [When they accept students in inclusive settings into play groups] they only take the child into the group because when I have talked to child, I see that the leader child does not view the student in inclusive setting as rival. There are two or three leaders in every class. For example, s/he say that s/he [student in inclusive setting] may be a goalkeeper. For example, s/he may say that s/he [the student in inclusive setting] may be in the middle [while playing with ball] ... They do not give him/her a preferred role in the game ... What is the least preferred role in this game? For example, being a goalkeeper in this game. Nobody wants to be a goalkeeper. They are putting him/her into the goal. (Counselor p-4, Appendix I, 143)

Related to the kidding which was committed as a direct discrimination toward students in inclusive settings, school counselors said that other students had laughed when the student in inclusive setting said something in lesson. For instance, counselor s-3 reported that she observed that other students were laughing when the student in inclusive setting talked about his/her dream high school.

> When the student in inclusive setting says that s/he is planning to go a high school [where students with higher grades enter] in guidance hours, other students laugh by saying "okay you will certainly enter this high school." (Counselor s-3, Appendix I, 144)

About labeling, some of the school counselors reported that other students label students in inclusive settings as crazy by stating "S/he is crazy; and s/he is on medication" (Counselor s-3, Appendix I, 145). Regarding verbal violence, school counselors mentioned that other students might swear to students in inclusive settings.

4.2 The changes in school counselors' perceptions toward students in inclusive settings

In this section, the themes that were emerged from the interviews with school counselors while answering the research question of "what have changed in school counselors' perceptions of students with disabilities in inclusive settings from the early years of their professions to the current years of their professions?" were presented.

The first theme regarding the changes in school counselors' perceptions of students in inclusive settings was lack of knowledge on working with students in inclusive settings. The analysis of interviews with school counselors demonstrated

that six out of thirteen school counselors mentioned that they did not have any knowledge related to working with students who were learning differently, and the official paperwork related to inclusive education in the beginning years of their professions. These six school counselors talked about that their knowledge levels regarding both working with students in inclusive settings and the official paperwork related to inclusive education have increased since they started to the counseling profession.

Counselor p-1 and Counselor p-2 stated that they had improved themselves in preparing official forms and reports since they started to profession. Counselor p-1 mentioned that he had improved himself in inventing educational materials for students with special needs after starting to the work. He focused on his endeavor to invent an education material for students with hearing disabilities. Counselor p-4 mentioned about her improvement on types of disabling conditions throughout her years in the profession. Counselor s-2 stated that she had improved herself working directly with students in inclusive settings in a classroom setting. She also added that she had gained experience while intervening the cases regarding students in inclusive settings such as conflict resolution.

> I can make a comparison like that. Now, I can see where I am [about inclusive education] only by looking myself from outside. What I knew before I came here three years ago? What I know in the present? If I can make a comparison, I can say that I knew nothing. Before I came here, I did not know the initial "i" of inclusive education. All of them were related to legal issues. Since I was graduated from psychology program, I did not take much education about them [inclusive education practices]. I learned mostly scientific diagnosis and psychiatric interventions. However, inclusive education compromises in-class activities. What I have learned? I learned many things related to in-class practices. For example, "How can we intervene with the cases?", "How can we inform the class?" (Counselor s-2, Appendix I, 146)

Counselor s-5 was also among the school counselors who stated that they had not known anything about special education when they started to work as school counselors. Counselor s-8 mentioned that she was overestimating the difficulties of working with students in inclusive settings when she started to the counseling profession. Then, she stated that her level of knowledge had increased after she started to work with students in inclusive settings.

> I did not know the initial "i" of individualized education program four years ago. I learned individualized education program last year. Before, I was in a district of Bitlis but there were not any students in inclusive settings there. Therefore, I did not know anything about individualized education program. When I came here, I overestimated individualized education programs. That is to say, [I thought] there is much paperwork, I could not do anything, I do not know anything, how I can do what is required. I have learned them. Maybe, I have lack of knowledge. Maybe, there are some knowledge that I need to learn. However, the first fear went away. The fear of knowing nothing went away. (Counselor s-8, Appendix I, 147)

The second theme regarding the changes in school counselors' perceptions of students in inclusive settings was lack of practical knowledge on working with students in inclusive settings. This theme was also related to the first theme of lack of knowledge. However, school counselors grouped under this theme reported that they did not have any experience regarding practical use of theoretical knowledge on inclusive educational practices. According to the interviews with school counselors, four school counselors asserted that they were "like fish out of water" in the beginning years of their professions due to the fact that how to interact with students in inclusive settings could not be learned through the books read or university assigned. These four counselors also added that they have gained experience since starting to their jobs by transferring what they have learned theoretically through books into the practice. One school counselor, Counselor s-5, also stated that she even did not have any idea about the inclusive education in her first year in

counseling profession. Today, she thinks that inclusive education is so beneficial for students in inclusive education.

Counselor p-1 talked about the inadequacy of what is taught at university regarding inclusive education.

> How they can teach them at university? If they present these topics on books to us, what changes? Or, down syndrome or autism ... If you do not interact with the children with disabilities, you could not understand anything. There was such kind of inadequacy. We were people like fish out of water who learned everything on books; but nothing related to transforming into practice. (Counselor p-1, Appendix I, 148)

Counselor s-5 also defined herself as "fish out of water" but she mentioned about lack of university courses and topics regarding inclusive education and how to work with students with disabilities.

> We did not take any course related to inclusive education. Or, I did not take any course whether it is elective or not. I did not have any idea about individualized education program, individual development, or legal issues on special education etc. We took only a general course on diseases. In such class, there was a small unit on these issues. Therefore, I became like a fish out of water. I knew nothing. I tried to learn by doing. For example, personnel in guidance and research center made some help; I called someone working at guidance and research center. I asked for help of my colleagues. I learned myself by investigating. Now I feel competent myself in this field. (Counselor s-5, Appendix I, 149)

The third theme regarding the changes in school counselors' perceptions of students in inclusive settings was about focusing on similarities or individual differences. Five school counselors reported that they had prejudice regarding the sameness of all the students with the same disabilities. In other words, five counselors were assuming that the sameness existed in the students having the same category of disabilities. These five school counselors asserted that they had learned with experience that all students with disabilities had individual differences even

though they had the same kind of disability. For instance, Counselor s-6 discussed that he had learned focusing on the individual instead of focusing on the identification.

> In the early years, I was focusing on the things like that. For example, the student has attention deficit and hyperactivity disorder. What are the causes of this? What are the results? What kind of behaviors these students display? What do we have to do? In fact, instead of focusing on the diagnosis or the situation, I am generally trying to meet the student, understand the student, and approach the student by knowing him/her. (Counselor s-6, Appendix I, 150)

In addition to Counselor s-6 who stated that he had learned focusing on the individual instead of focusing on the identification or disability, Counselor s-1 also stated that she was not knowing the different disability types and working with the students with different disabling conditions. However, she reported that she had learned different types of disabling conditions and the related interventions for them.

Counselor p-5 also placed emphasis on the individual differences of students in inclusive settings as well as her past views of regarding all students with the same disability as similar as each other.

> [My experience in working with students in inclusive settings] taught me that all of them are so different from each other. I learned that there may be two children having the same disability; but they may be so different from each other. The most important perception was such thing for me [compared to my first year in the profession]. Yes, disability criteria for identification had been taught us like that at university. For example, mild intellectual disability... what can they do? They can learn lately compared to their peers. For example, pervasive developmental disability... In children with pervasive developmental disability, we expect something like that. What the symptoms are ... However, there may be some children who do not experience such symptoms. That is to say, there may be differences among the students having the same disabling conditions. Or, in children with mild intellectual disability, we can observe that they may do something very good; whereas they may come from behind in some areas; however, these children can be very good at some areas. However, while teaching us at university, these things had been taught us like that. They did not teach us that they [students with disabilities] might be good at some fields. We graduated from the university with a

> perception that children with these disabilities fall behind; however, it is not true. (Counseling p-5, Appendix I, 151)

As it was seen above, Counselor p-5 mentioned about her questioning process of what she learned at university after starting to the counseling profession and gaining some working experience with students in inclusive settings. According to Counselor p-5, she was assuming the sameness existed in the students having the same category of disabilities; however, she learned that they had individual differences within the same category of disabling conditions.

The fourth theme regarding the changes in school counselors' perceptions of students in inclusive settings was about expectations from students in inclusive settings. Seven school counselors mentioned about the changes on their viewpoints on the learning capacities of students in inclusive settings. The interviews conducted with seven school counselors revealed that they had low academic expectations regarding students in inclusive settings. They reported that they were thinking students in inclusive settings could not learn anything academically in the first year of their professions. However, these seven school counselors reported that they have currently thought that students in inclusive settings also could learn. They added that they can also improve themselves academically. Counselor p-5 mentioned that such children can learn with individual support by stating that "these children can also learn. In my first years, I had thought that the children with severe conditions could not learn … Now, I think that all children can learn with an individual support" (Counselor p-5, Appendix I, 152).

Like Counselor p-5, Counselor s-1 also stated that she changed his ideas on academic improvements of students in inclusive settings in the positive direction.

She stated that “the students in inclusive settings could learn with support and encouragement of the teachers” (Counselor s-1, Appendix I, 153).

According to Counselor p-5 and Counselor s-1, they were thinking that students with disabilities had problems in learning when they started to their professions. However, she stated that they had also capacity to learn with support of teachers.

Counselor s-3 also mentioned about the change in his mind on regarding students in inclusive settings by stating that “in my first year, I was focusing only what the student could not achieve; however, now, I also look at what s/he can do” (Counselor s-3, Appendix I, 154). Counselor s-3 stated that she was seeing the weaknesses of students in inclusive settings in the beginning year of profession. Now, she reported that she has recognized the strengths of students in inclusive settings.

Like Counselor s-3, Counselor s-7 also stated that she has experienced that students with mild intellectual disabilities and students with learning disabilities could achieve success.

> I have learned that a student in inclusive settings, a student with learning disability, might be so intelligent. His/her imagination and communication skills might be very good. I learned many things from him/her. This is very important for my professional development. (Counselor s-7, Appendix I, 155)

Counselor s-7 also added that in addition to achieving academic success, they may also have strengths like painting, communication skills, and imagination.

Contrary to these seven school counselors who mentioned that their thoughts changed from low academic expectations to the more realistic one, one of the school counselors, Counselor p-4, asserted a change in opposite direction. She stated that

her thought about every child could learn had transformed into every child might not learn all the time. She reported that some children might not learn in some situations by stating that "okay, there is no one hundred percent improvement; but students in inclusive settings can improve. I learned this" (Counselor s-3, Appendix I, 156). Counselor s-3 also reported that there was no one hundred percent improvement in social and relational issues of students in inclusive settings. According to her, the problem could be solved by moving in small steps. However, she mentioned that she was trying to solve the problem in social and relational topics fully and abruptly in the first year in her professional life.

The fifth theme that was emerged as a result of the analysis of the interviews was concerning the emotional changes of school counselors regarding students in inclusive settings. The analysis of the interview reports demonstrated that four school counselors were feeling pity for students in inclusive settings when they started to the profession. All these four school counselors stated that their feelings of pity had changed in time. Counselor p-1 was among the school counselors who felt pity toward students in inclusive settings. He stated that in the interview that "after a while, I started to feel pity for both their families and for them … Then, I tried to look at from more professional point of view. I improved myself; and I focused on what can be done" (Counselor p-1, Appendix I, 157). Instead of feeling pity, Counselor p-1 mentioned about his professional viewpoint that he adopted in the present years. According to Counselor p-1, professional viewpoint means meeting the legal requirements regarding inclusive educational practices and doing what is necessary for students in inclusive settings.

Like Counselor p-1 who had changed his viewpoint on feeling pity, Counselor s-4 was also among the school counselors who transformed his feelings of

pity throughout professional experience. Counselor s-4 talked about her present views on regarding students in inclusive settings as equal to other students at school. Counselor p-5 who mentioned about her feelings of pity in the first years of her profession reported that she currently feels sadness for students in inclusive settings; but this sadness is not in a degree of feeling pity. She stated that "emotionally, I was feeling pity for some of them. Do I feel like that now? I feel sadness for them; I exactly feel sad. However, it is not as same as feeling pity" (Counselor p-5, Appendix I, 158).

In addition to them, Counselor s-2 who mentioned about her feelings of pity in the first years of her profession asserted that she discerned that the feelings of pity had a potential to offend students with disabilities. She also added that she stopped feeling pity toward students in inclusive settings due to such potential to offend students with disabilities. About feeling pity, Counselor s-2 talked that the most important transformation in herself was reflecting on her feelings of pity.

> I can say feeling pity. When I started to the job, I attended an in-service training about special education. As a result, we say that they are disabled; and we show them great respect in society. In this in-service training, the speaker said that why we have to help them [people with disabilities] at society. S/he said that they have to do what they need by themselves. For example, the bus comes to the station. We try to make them [people with disabilities] get on the bus with the help of ten people. We think that we are helping the people. However, we also offend the person very much; for example. This is a result of feeling pity. In fact, helping when seeing those people is related with feeling pity. How can I say? Behaving nice, we are overwhelmed by feeling pity. In fact, I noticed that we should not do this. I noticed this throughout three years in my profession. [We should behave them] how it is behaved other people. There is a problem if we talk to a child with disability as if talking like a baby by saying that s/he is so sweet due to having intellectual disability. We should talk to this child how we talk to other children because this child is also twelve or thirteen years old. S/he is not a baby. I noticed this in myself." (Counselor s-2, Appendix I, 159)

In these statements, Counselor s-2 established a relationship between feeling pity and infantilization as well as helplessness. With the help of an in-service training, she noticed something very important for her professional and personal life that helping without requesting and talking like a baby while interacting with students with disabilities were so offensive for students in inclusive settings. She also added that this transformation of perception was the most important acquisition of her professional life in the area of disabilities.

On the contrary, about the feelings of pity, one school counselor, Counselor s-6, mentioned about that he was feeling neutral toward students in inclusive settings when he started to the profession, but he feels pity toward students in inclusive settings now; which was quite opposite what many school counselors stated. He stated that "when I look at the current situations of students in inclusive settings, I may pray for them. I may feel pity for the student" (Counselor s-6, Appendix I, 160).

Regarding the fifth theme about the emotional changes of school counselors, feeling sad for students in inclusive settings was the second emotional transformation. What school counselors stated in the interviews revealed that four school counselors were feeling sad for students in inclusive settings in the beginning years of their professions. Counselor p-1 asserted that he changed his mind; and he focused on the things that could be done in the current time. Counselor s-5 discussed that she thinks now that having a disability is something natural. Counselor p-5 mentioned that she approached toward students in inclusive settings from the perspective of logic not emotions. Similar as Counselor p-5, Counselor s-7 stated that she approached professionally toward students in inclusive settings now contrary to the past's emotional approach.

> [As time passed] Maybe we are trying to start to look at the situation more professionally. We can name it as professionalism. Professionalism means putting emotions a side. (Counselor s-7, Appendix I, 161)

In addition to feeling pity and sadness toward students in inclusive settings, one of the school counselors, Counselor p-5, asserted that she was afraid of facing students with disabilities due to her thought that they can do everything. She also stated that she was not afraid of students with disabilities anymore; and she regarded students with disabilities as natural in the present.

> If I compare my first year to today, there is much difference. I think there is a difference in that area which is emotional area. In my first years, I was approaching children very emotionally. For example, in my first years, I was afraid of children with severe conditions because their behaviors are undetermined. What they will do is unclear. (Counselor p-5, Appendix I, 162)

Three school counselors reported that when they started to the counseling profession, they were regarding students in inclusive settings as neutral; however, they added that they are regarding students in inclusive settings as sympathetic.

About the perceptions of school counselors on students in inclusive settings, one school counselor, Counselor s-1, stated that she perceived students in inclusive settings as abnormal at first; however, she reported that she changed his mind in such a way that regards students in inclusive settings as natural now.

> You are accepting mostly the student. You get accustomed to the student [in inclusive setting]. You do not see a student with visual disability as abnormal. You see him/her very normal. We did not know when we started to the job. As I said before, when we started to the job, the students [in inclusive settings] were seen as a little bit different. (Counseling s-1, Appendix I, 163)

It is seen that the perceptions of Counselor s-1 changed from viewing students in inclusive settings as abnormal to viewing normal; two of which are also problematic in terms of regarding disability as a binary system.

4.3 School counselors' current and planned practices in the field of disability for social justice

In this section, the practices that were emerged from the interviews with school counselors while answering the research question of "what are the school counselors' current and planned implementations on combatting microaggressions and discriminations against students with disabilities in inclusive settings and creating a social justice-based environment at schools?" were presented.

The findings were presented under two subtitles named "current practices" and "planned practices". Under the "current practices" subtitle, the practices of school counselors while working with students in inclusive settings were presented. Many of the practices that were reported by school counselors were routine works or legal and professional requirements. Therefore, it could be said that school counselors did not conduct any extra professional practices in order to combat microaggressions and discriminations and create a social justice-based environment at schools.

The planned practices in the field of disabilities that school counselors stated in the interviews were also explained under the subtitle of "planned practices." Many of the planned practices that were reported by school counselors were legal and professional requirements that all school counselors had to do. Therefore, it could be said that school counselors were not going to plan any extra professional practices in order to combat microaggressions and discriminations based on disabilities and create a social justice-based environment at school.

The analysis of the interviews conducted with thirteen school counselors revealed that what school counselors practiced with students in inclusive settings

coupled with what they planned to practice with them in the future were also related with how they see their roles in their schools about working with students in inclusive settings. When the answers of school counselors to the question that how they view their roles as school counselors in providing students in inclusive settings with non-discriminatory and egalitarian educational setting were analyzed, it was recognized that seven out of thirteen school counselors defined their roles as information giver while working with students in inclusive settings. Three school counselors defined their roles in inclusive education as collaborators with teachers, administrators, and parents. Two school counselors defined their roles as weighing scales that had to be at the balance point among different stakeholders at school. One school counselor also defined her role as providing guidance for parents and teachers. Regarding their role definitions, most of the school counselors mentioned about guidance activities that gave information to all stakeholders at school and provide cooperation for them through seminars, meetings, and group works. In other words, it was seen that the practices of school counselors while working students in inclusive settings were associated with their perceived roles at school related to inclusive education.

4.3.1 Current practices

School counselors talked about what they were practicing while working with students in inclusive settings in order to guarantee the educational rights of students in inclusive settings. The types and the contents of these professional practices were also investigated. The aim of this investigation was to analyze whether school counselors advocated the rights of students in order to combat microaggressions and

discriminations based on disabilities and to create a social justice-based environment at schools or not.

After the analysis of the interviews, it was found that school counselors' practices were mostly their professional and legal requirements that counselors had to do in all schools such as counseling sessions, meetings for preparing individualized education programs, and seminars.

Seven out of thirteen school counselors reported that they were organizing meetings for the preparation of individualized education programs. In addition to organizing individualized education program meetings, five counselors reported that they referred students in inclusive settings to guidance and research center; which was also a professional requirement for all students in inclusive settings similar as organizing individualized education meetings. Also, four counselors stated that they referred students in inclusive settings into psychiatrists. Referring all students into the psychiatry clinics was also a professional requirement in the case of the counselors could not cope with the situation. Furthermore, two school counselors reported that they were making cooperation with the teachers working at the rehabilitation centers where their students were registered. One counselor reported that he conducted assessments for students who had the probability to be identified. Two school counselors also reported that they conducted re-assessments for students in inclusive settings. One school counselor also stated that he was concerned with resource room. Taking educational performance and directly intervening the academic level of students in inclusive settings were not directly the interest and working area of school counselors. Following the works related to the resource rooms should not also in the responsibility of school counselors due to the fact that

maintaining resource rooms and following the works related to resource rooms are in the working area of school administrators.

When it comes to what school counselors practice with teachers working at their schools regarding inclusive education and students in inclusive settings, school counselors listed their practices in order to combat microaggressions and discriminations based on disabilities and to create a social justice-based environment at schools. The analysis of the interview reports showed that twelve school counselors reported that they were conducting collaboration sessions with teachers. In these collaboration sessions, it was seen that counselors and teachers communicated on the improvement of students in inclusive settings. They helped teachers on how to prepare individualized education plans. School counselors made some suggestions about which educational methods teachers should use in order to teach students in inclusive settings. Also, in these sessions, some counselors helped teachers how to arrange physical and social environment of the classroom in order to meet the unique needs of students in inclusive settings such as physical arrangement of the classroom for students with orthopedic disability, giving responsibility at class for students having hyperactivity problems, and placing the students on the front when arranging student placements. Some school counselors mentioned that they suggested teachers that they should organize activities for developing friendship in class in order to prevent conflicts in the classroom such as group works, class activities like going to theatre and picnic, and having a class pet or plant etc. Four counselors reported that they were organizing teacher seminars. What is more, four school counselors stated that they suggested additional resource to teachers for further investigation such as brochures, laws and regulations, documents related to disability types, and Internet sites. Three school counselors stated that they were

organizing meetings with teachers. In these meetings, teachers were informed on how to approach to students in inclusive settings, how to prevent discrimination, disability types, and preparing individualized education programs. Two school counselors stated that they were promoting teachers to complete requirements for students in inclusive settings, especially individualized education programs and assessment reports. One school counselor stated that she made cooperation with special education teacher to help students on special education methods.

The current practices of school counselors with the parents of students in inclusive settings were also listed by school counselors. Eleven counselors out of thirteen school counselors stated that they were conducting individual parent sessions. In these individual parent sessions, school counselors informed the parents of students in inclusive settings about the processes in guidance and research center, identification process, academic development, promoting students to attend sport, art, and cultural activities. Three counselors stated that they were organizing parent seminars; one of them said that she organized a seminar only for the parents of students in inclusive settings. One school counselor stated that he suggested additional resources to parents for further investigation such as Internet sites and books.

School counselors also talked about what they practiced while working students in inclusive settings. Like the practices conducted with parents, the current practices of school counselors with the students in inclusive settings were also listed respectively. Eight out of the thirteen school counselors reported that they were conducting individual counseling sessions with students in inclusive settings. In these individual counseling sessions with students in inclusive settings, assessing educational performances of students in inclusive settings, prevention of behavior

problems conducted by using behavioral methods, making some assessments by using tests such as attention tests and projective tests were the practices conducted with students in inclusive settings by school counselors. Furthermore, four school counselors reported that they were organizing class activities such as orientation activities and activities for creating friendship among students like writing a common story. In addition to them, some school counselors also stated that they tried to increase the participation of students in inclusive settings into lesson in guidance hours. Two counselors stated that they were utilizing observation method in order to understand the social and academic development of students in inclusive settings. Also, two school counselors stated that they were organizing seminars for students; one of them stated that he was organizing student seminars for only students in inclusive settings. Two school counselors also stated that they were conducting conflict resolution groups while improving conflict resolution and confrontation skills of all students.

4.3.2 Planned practices

The question of what school counselors planned to do in order to provide for students in inclusive settings with a non-discriminatory and more egalitarian school environment in the future was also asked in the interviews. The answers that were given to this question were presented under this subtitle.

Firstly, school counselors mentioned about what kind of practices school counselors planned to conduct at their schools in the future. Three school counselors reported that they want to conduct small group counseling sessions with students in inclusive settings in the future. According to the school counselor reports,

relationship with friends and saying “no” to friends were the possible topics of such small group counseling sessions with students in inclusive settings. Furthermore, one school counselor stated that she wanted to visit classrooms in guidance hours in the future in order to make an informative work with all students for prevention of discrimination based on disability. Also, one school counselor mentioned about her future plans on organizing different kinds of class activities with the participation of only students in inclusive settings such as going to horse therapy in rehabilitation center. Also, she wanted to organize class activities with the participation of all students such as picnics.

When it comes to the parents of the students in inclusive settings, four school counselors talked that they wanted to organize seminars and meetings in the future so as to inform the parents of students in inclusive settings. One of the school counselors who reported that she planned to organize seminars and meetings for students stated that she wanted to work with the parents while separating them into groups according to the disability types of their children. Furthermore, one school counselor reported that she was going to visit homes of students in inclusive settings with classroom teachers. What is more, one school counselor also talked that she wanted to develop a program for the siblings of the students in inclusive settings.

Thirdly, school counselors also talked about what they planned to do with teachers working at their schools. Three school counselors reported that they wanted to organize seminars or meetings for teachers in order to inform teachers concerning working with students in inclusive settings and the processes related to inclusive education. In addition to seminars and meetings, one school counselor stated that she wanted to plan organizing small psychoeducational groups for teachers so as to better intervene the cases experienced in the process of inclusive education. She added that

she wanted to include example cases into these group discussions in order to increase learning.

Regarding the general professional issues, three school counselors mentioned that they wanted to increase active usage of resource rooms for students in inclusive settings. Two school counselors stated that they wanted to invite experts on inclusive education to schools in order to educate all stakeholders at school. One school counselor reported that she wanted to increase the number of meetings for individualized education programs in an education year.

In addition to their own planned practices, school counselors also mentioned about what kind of systematic changes were required nationwide in order to guarantee the educational rights of students in a non-discriminatory and social justice-based schools based on their observations at their schools. Four school counselors reported that the education at universities should be not only theoretical but also practice-oriented. Three school counselors mentioned that the number of in-service trainings should be increased to inform all personnel at schools named school administrators, teachers, and school counselors. Two school counselors reported that the number of students at classrooms should be decreased in order to improve the conditions regarding inclusive education. Furthermore, two school counselors mentioned that some regulations concerning high school entrance exam should be made in order to make it more individualized for students in inclusive settings. One school counselor stated that the assessments in guidance and research centers should be more valid in the sense that she thought that there might be some errors in assessment and placement decisions given by guidance and research centers. One school counselor also talked about the need to have a central system that distributes students in inclusive settings into teachers equally in the sense that the teachers who

have not any students in inclusive settings could not learn both interaction with students in inclusive settings as well as the requirements of inclusive education. Also, one school counselor talked about there was also need for a central system that is easier than the paper pencil method in order to promote teachers to prepare individualized education programs and assessment reports. Furthermore, one school counselor mentioned that there should be courses for students in inclusive settings to help them learn jobs. Lastly, one school counselor mentioned that there should be distinct classes for all types of disabilities; which was a suggestion for segregation of the classes. Therefore, this last suggestion is different from the previous ones.

CHAPTER 5

DISCUSSION AND CONCLUSION

In this section, the findings of the present study were discussed by comparing the findings of the present study with the previous research studies conducted on disability microaggressions. In addition to the discussion of the findings, limitations of the study, and the recommendations for school counselors, teachers, administrators, and policy makers were presented respectively. Recommendations for further research studies and conclusion statements were also presented lastly in this section of discussion and conclusion.

The present study examined mainly school counselors' disability microaggressions toward students in inclusive settings. Coupled with disability microaggressions conducted by school counselors, the perceptions of school counselors on disability microaggressions toward students in inclusive settings shown by other stakeholders at schools were also investigated in this study. These stakeholders were the teachers, administrators, the peers of students with disabilities and the parents of students without disabilities. In addition to the school counselors' perceptions on disability microaggressions of other stakeholders at schools, the changes in school counselors' perceptions regarding both students in inclusive settings and inclusive educational practices from the early years of their professions to the current years of their professions were also investigated. Lastly, the current and the planned practices of school counselors in order to combat disability microaggressions and to create a social justice-based environment at schools were also studied in the present study.

The practices of school counselors to combat disability microaggressions were investigated in the sense that advocacy and leadership for social justice-based school environment were among the roles and responsibilities of school counselors (ASCA, 2019). Relevant to the former studies, social justice-based counseling and inclusion of students with disabilities were interrelated concepts because social justice-based counseling advocates the equal participation of disadvantaged groups in social environments such as schools (Lewis, 2016).

The research was conducted through face-to-face interviews with the participation of thirteen school counselors. School counselors were selected from Bağcılar district in İstanbul. All school counselors were working in public primary and secondary schools where full time inclusive practices were held. In this study, the data was collected by means of structured interviews that asked school counselors both their school practices regarding students with disabilities and their observations of other stakeholders at schools regarding their interactions with students in inclusive settings.

When the interviews were analyzed through consensual qualitative research (Hill, Thompson, & Williams, 1997), it was found that school counselors showed microaggressive acts toward students in inclusive acts while working with them. The types of disability microaggressions shown by school counselors could be listed as patronization, secondary gain, spread effect, otherization, second class citizenship, denial of identity, denial of privacy, helplessness, positive discrimination, and minimization.

The findings of the present study also revealed that like school counselors, teachers also showed disability microaggressions toward students in inclusive

settings according to school counselors' reports. Even though teachers' acts included more direct discriminations toward students in inclusive settings as it was presented in the findings section, it was found that teachers showed disability microaggressions toward students in inclusive settings at schools, as well. These microaggression types could be listed as second class citizenship, spread effect, patronization, denial of identity, minimization, and denial of privacy.

The findings were not limited to the disability microaggressions shown by school counselors and teachers. The present study also demonstrated that school administrators and the parents of students without disabilities also showed disability microaggressions toward students in inclusive settings in addition to the direct ways of discriminations. The disability microaggression types shown by school administrators toward students in inclusive settings were systemic discriminations, spread effect, second class citizenship, denial of privacy, and secondary gain. It was also found that the parents of students without disabilities also demonstrated disability microaggressions toward students in inclusive settings. These disability microaggression types shown by the parents were helplessness, denial of privacy, patronization, and denial of experience. The findings of the present study also contributed to the literature by revealing that the peers of students in inclusive settings showed direct discriminative acts toward students in inclusive settings. These direct discriminations were the exclusion from conversations and plays, kidding, labeling, physical violence, nicknaming, verbal assault, and bullying.

When the data was analyzed in order to investigate the changes in school counselors' perceptions regarding both students in inclusive settings and inclusive educational practices from the early years of their professions to the current years of their professions, it was found that school counselors mostly talked about the

changes in themselves regarding theoretical and practical knowledge about inclusive education, as well as their ideas and feelings about students in inclusive settings.

The last group of findings was related to the current and the planned practices of school counselors to combat disability microaggressions and create social justice-based environments. It was found that school counselors' current practices do not include advocacy work in the field of disability. Instead, school counselors mentioned about the professional and legal requirements that all school counselors have to do at their schools. They could be listed as organizing meetings for preparing individualized education programs, making referrals to guidance and research centers, and organizing seminars for students, teachers, and parents. Like school counselors' current practices, it was also found that their planned practices did not include activities to create social justice-based environment for students in inclusive settings at their schools. Instead, their plans were mostly focused on educational programs for students, teachers, parents, and administrators such as small group counseling programs and seminars.

In this section, the findings were discussed under six subheadings, namely disability microaggressions toward students in inclusive settings, the changes in school counselors' perceptions toward students in inclusive settings, school counselors' current and planned practices in the field of disability for social justice, limitations of the study, recommendations of the study, and the conclusion.

5.1 Disability microaggressions toward students in inclusive settings

In this section, the findings on disability microaggressions shown by school counselors, teachers, administrators, the parents of students without disabilities, and

the peers of students without disabilities were discussed respectively in the light of former research studies under different subheadings.

5.1.1 Disability microaggressions by school counselors

In this section, the findings on disability microaggressions committed by school counselors were discussed in the same order that were appeared in the findings chapter. These disability microaggression types shown by school counselors were patronization, secondary gain, spread effect, otherization, second class citizenship, denial of identity, denial of privacy, helplessness, positive discrimination, and minimization.

5.1.1.1 Patronization

The current research findings revealed that all school counselors showed disability microaggressions, namely patronization, secondary gain, spread effect, and otherization. In other words, all these four types of disability microaggressions were emerged from the interviews conducted with all school counselors.

As it was explained in the previous section in a detailed way, the findings of the present study revealed that school counselors mostly showed the theme of patronization while talking about students in inclusive settings. School counselors defined students in inclusive settings and their parents as fragile and sensitive. It could be concluded that school counselors regarded themselves and individuals without disabilities as more capable and mature than individuals with disabilities (Keller & Galgay, 2010). The data was consistent with the former research in the

sense that the findings of Waite (2015) showed that adults at schools thought that students with disabilities were more vulnerable and dependent compared to other students (Waite, 2015). The study of Banks (2017) that investigated the situation from the perspective of students with learning disabilities also concluded that school staff might show patronizing behaviors toward students with learning disabilities at schools (Banks, 2017).

The statements of school counselors also showed that their viewpoints on the sensitivity of students in inclusive settings affected their behaviors toward students in inclusive settings at schools. To be more precise, school counselors behaved smoother and more overprotective toward students in inclusive settings at schools as a natural result of their viewpoints that defined students in inclusive settings as fragile and sensitive. The findings of the present study also showed that since school counselors defined students in inclusive settings as fragile and sensitive, they tried to hinder participation of students in inclusive settings in the activities at schools. The reason for such a situation is that school counselors promoted teachers to behave more sensitive and overprotective toward students in inclusive settings. The qualitative study of Waite (2015) which concluded that adults at school thought that students with disabilities were vulnerable and dependent also found similar results in terms of overprotective behaviors of teachers toward students in inclusive settings. Even though the study of Waite (2015) was conducted with teachers and parents, its results were parallel to the present study conducted with school counselors. According to Waite (2015), teachers restrained students with disabilities from playing with their peers due to the possibility of slipping and falling. It was also found in the study of Waite (2015) that teachers also did not give any responsibility to the students with disabilities for organizing classroom setting due to their

viewpoints that regarded the students with disabilities as vulnerable and fragile (Waite, 2015).

Assigning students and teachers for students in inclusive settings as supervisors was another mostly emerging subtheme under the patronization theme. In other words, the results of the present study revealed that school counselors preferred assigning students and teachers for students in inclusive settings as supervisors. This might be related to the school counselors' viewpoints that regarded students in inclusive settings as non-autonomous people. This data was consistent with the findings of Ünal (2018) who conducted her research in Turkey. Ünal (2018) concluded that individuals with disabilities had crucial problems in becoming autonomous individuals in Turkey because people who had close interactions with them did not let them to make their decisions independently. According to Ünal (2018), the behavior that is supporting students with disabilities with good intentions transforms into overprotection and direct supervision; which meant that individuals with disabilities frequently experienced infantilization in their lives. It could be stated that the seeds of infantilization were spread in primary and secondary school years; and it continued throughout the lives of individuals with disabilities (Ünal, 2018).

During the interviews, it was understood that school counselors frequently acted in the ways that expressed sympathy for students in inclusive settings. The finding that school counselors expressed sympathy for students in inclusive settings contributed to the existing literature because it showed that school counselors could confuse empathy with sympathy. This was important because no former research studies were found whether school counselors showed sympathy toward students in inclusive settings only because they had disabilities or not. A connection might be

established between the approach that regarded students in inclusive settings as sympathetic and the finding of Keller and Galgay (2010) which was false admiration. According to Keller and Galgay (2010), some people preferred praising even small success of individuals with disabilities. Feeling sympathy might be parallel to false admiration in the sense that while feeling sympathy, you admired many of the behaviors of students in inclusive settings even though there was no objective reason. This might be parallel to the situation in sympathy. Moreover, regarding sympathy, Smart (2009) asserted that while working with individuals with disabilities, sympathy had a negative effect on the counseling relationship by hindering honesty between client and counselor. Therefore, school counselors should be more careful in order not to show sympathy toward not only students in inclusive settings but also to all clients. Instead, they might show empathy to their clients (Smart, 2009). Sympathy might be defined as a subjective process including feelings of pity and sorrow for the students in inclusive settings (Smart, 2009). When sympathy was compared with empathy, empathy requires recognizing the feelings of the clients from their own perspectives. Empathy could be regarded as one of the most important counseling skills while working clients from different cultural backgrounds (Egan, 2013).

Having the ownership of students in inclusive settings and adopting the idea of making the adaptation of students in inclusive settings into society were the other subthemes grouped under the main theme of patronization. Like other subthemes of patronization, these two types of disability microaggressions also put students with disabilities into a lower or immature position. Having the ownership of students in inclusive settings and making the adaptation of students in inclusive settings might imply that school counselors had power to do something for students with

disabilities. It also means that students with disabilities were unable to do something for themselves (Çınarbaş, Albayrak-Kaymak, & Sart, 2012). Even though there were former research studies demonstrated that people without disabilities viewed individuals with disabilities from the hierarchical point of view; and they viewed themselves in a higher position compared to the individuals with disabilities (Keller & Galgay, 2010; Çınarbaş, Albayrak-Kaymak, & Sart, 2012). The present study was important because it portrayed the current situation in the schools. This finding was parallel to the results of the former studies (Keller & Galgay, 2010; Çınarbaş, Albayrak-Kaymak, & Sart, 2012). However, different from the former studies, this study showed that school counselors who were thought as one of the professional groups who were educated in the field of disability and cultural differences also used some statements including patronization toward students with disabilities.

5.1.1.2 Secondary gain

The results of the present study also showed that school counselors approached students with disabilities in order to attain a secondary gain. School counselors mostly mentioned that they viewed working with students in inclusive settings as a matter of clearing conscience. Former studies supported this finding by concluding that people without disabilities might interact with individuals with disabilities in order to feel better (Keller & Galgay, 2010). It was also found that school counselors established a relationship between working with students in inclusive settings and avoiding a penalty. In other words, the analysis of the interviews showed that school counselors thought that they or someone very close to them might be punished if they did not assume their responsibilities at schools related to the students in

inclusive settings. The findings of a qualitative study conducted by Ünal (2018) were in the same line with the results of the present study. While mentioning about attitudinal barriers that are faced by individuals with disabilities in Turkey, Ünal (2018) emphasized that disability was viewed as a personal tragedy in Turkey. Therefore, individuals without disabilities might approach individuals with disabilities in order not to experience such a kind of tragedy in their future lives (Ünal, 2018). The view of personal tragedy regarded disability as suffering; therefore, individuals who adopted the view of personal tragedy thought that disability was a condition that should be avoided (French & Swain, 2013). According to Swain and French (2000), individuals might have a continuous fear of being disabled; therefore, their behaviors toward individuals with disabilities might be affected from the fear of being disabled in the future (Swain & French, 2000). The present study supported the findings of Swain and French (2000) because many of the school counselors stated that all people were the candidates for having disabilities (Swain & French, 2000).

One important finding related to secondary gain was that one school counselor viewed students in inclusive settings as education materials while teaching students the value of helpfulness. He reported that with the aim of teaching children the value of helpfulness, he wanted students without disabilities to help their friends with disability in the recess time. This might be a good example for approaching students with disabilities with a hidden agenda. Instead of approaching the student as a separate individual who have many individual features worthy to meet, the school counselor suggested students to help the student in inclusive settings. It was like utilizing the student in inclusive setting as an educational material. School counselors and teachers had a responsibility to support students in inclusive settings so as to

participate in the activities conducted at class (Zagona, Kurth, & MacFarland, 2017). However, this was not the right method in the sense that the student in inclusive setting was seen only as means to teach an educational outcome to students without disabilities. However, Zagona, Kurth, & MacFarland (2017) stated that all students should participate actively in class activities together without offending students in inclusive settings. Therefore, school counselor education that is based on social justice perspective is very important in school counselor education at faculties in Turkey so that they are of multicultural issues, oppression, and school counselor advocacy (Keklik, 2010). In order to overcome microaggressive acts, it is crucial to put emphasis on some of the themes at schools, namely individual differences and celebrating diversity. Moreover, supporting students to combat unfair and unequal treatment is one of the most important roles of school counselors in the case of discrimination and oppression (Israel, 2006). Therefore, it is crucial for school counselors to improve themselves in advocacy, and social justice-based counseling, parallel to the professional standards and competencies (ASCA, 2019). Also, school counselors should have leadership and collaboration skills in order to contribute to systemic change for including all diverse groups of students at schools (Crethar, 2010).

5.1.1.3 Spread effect

This study also concluded that school counselors showed the disability microaggression type of spread effect toward students in inclusive settings. This finding was in the same line with the former studies. For instance, Harris (2017) conducted a study with 86 undergraduate and graduate students by using the

questionnaire of microaggressions toward students with a disabilities; and she concluded that spread effect was one of the microaggression types toward students in inclusive settings which is observed frequently in educational settings (Harris, 2017).

In the theme of spread effect, low expectations regarding academic issues and social skills were the most frequently reported issues in the analysis of the interviews. These low expectations of school counselors regarding educational and social skills of students in inclusive settings were parallel to the findings of the former research studies. The study of Sakız (2018) with students with learning disabilities also stressed that school counselors' low expectations from students in inclusive settings were observed in the process of preparing individualized education programs. Sakız (2018) asserted that school counselors suggested teachers to lower the level of educational aims for students in inclusive settings (Sakız, 2018). Another study conducted in Turkey by Kilinc (2018) also concluded that students in inclusive settings faced low expectations at schools; which might lead to fall behind. After such a severe academic failure as a result of low academic expectations at schools, students could not keep up with the students without disabilities. Therefore, students in inclusive settings might face marginalization both academically and socially in the sense that students with lower academic achievements were predisposed to be excluded from educational settings according to the qualitative study conducted in primary schools (Kilinc, 2018). There were also some other studies that were parallel to the findings of the present study. Clark (1997) concluded that lower academic achievement was expected from students with learning disabilities (Clark, 1997). In addition to them, Davila (2015) also concluded that students with disabilities faced lower academic expectations at schools independent from their current academic levels (Davila, 2015)

Establishing a connection between disabling conditions and behavior problems coupled with establishing a connection between disabling conditions and intellectual disabilities were also other findings that were grouped under the theme of spread effect. These type of establishing arbitrary relationships with having a disability and other functioning areas in life such as social skills and intellectual capacity was also found by some other researchers. For instance, Banks (2017) asserted that students with learning disabilities were easily labeled as having behavior problems. The study of Wintner, Almeida, and Hamilton-Mason (2017) also supported the findings by suggesting that students in inclusive settings were exposed to be defined as behaviorally difficult or challenging students at schools.

In addition to these studies on establishing a connection between disabling conditions and intellectual disabilities, there were also former research studies whose results were also parallel to the findings of the present study. For example, Aranda (2017) stated that students with learning disabilities in inclusive settings mostly faced microaggressions which implied that they had low intelligence. Berk (2017) also found similar results about the theme of spread effect. He stated that targeting the intelligence of an individual was a prevalent microaggression type shown toward students in inclusive settings. In addition to them, the study conducted in Turkey by Çınarbaş, Albayrak-Kaymak, and Sart (2012) gave an example case in which an individual with hearing disability complained about to be labeled as having mental disability (Çınarbaş, Albayrak-Kaymak, & Sart, 2012). This was also parallel to the results of the present study.

5.1.1.4 Otherization

Otherization was the other type of disability microaggression shown by school counselors. Negative perception of disability and comparing students as “normal” and “inclusive” were the subthemes of otherization theme.

School counselors’ negative perception of disability was an important finding which showed that school counselors defined students with disabilities by using negative words. Kilinc (2018) was one of the researchers whose findings on ascribing negative qualities to the students with disabilities were parallel to the results of the present study. According to Kilinc (2018), in Turkey, individuals with disabilities were viewed having negative qualities compared to people without disabilities who are regarded as “normal” (Kilinc, 2018). Even though it was not conducted in educational settings, the study conducted by Conover, Israel, and Nylund-Gibson (2017) also supported that individuals with disabilities experienced the microaggression type of otherization in the form of negative perception of disability. According to them, individuals without disabilities behaved toward individuals with disabilities as if they were not normal.

The results of the present study also showed that school counselors made comparison between students by defining them “normal” and “inclusion.” Sakız (2018) also reached similar conclusions in his research conducted with students with learning disabilities. He concluded that there were clear boundaries between students without disabilities who were viewed as “normal” and students with disabilities in inclusive settings who were seen as “inclusion students” at schools (Sakız, 2018, p.296).

5.1.1.5 Second class citizenship

The findings of the present study showed that school counselors regarded students in inclusive settings as second class citizens. In other words, some school counselors implied that students in inclusive settings did not deserve right to receive education in inclusive settings only because they had disabilities. Questioning the equality-based education rights of students in inclusive settings coupled with lack of advocating right to education of students in inclusive settings were the subthemes of second class citizenship shown by school counselors toward students in inclusive settings.

Even though there were lots of research studies showing teachers' attitudes that advocated segregated classrooms and schools for students with disabilities (Asamoah, Ofori-Dua, Cudjoe, Abdullah, & Nyarka, 2018; Engelbrecht & Savolainen, 2018), there were no former studies that revealed school counselors' preferences of segregated education for students in inclusive settings. However, the findings of the present study might contribute to the literature by providing insight into what school counselors thought about inclusive educational practices. Even though it was expected that school counselors were one of the professional groups that were aware of social justice and advocacy (Keklik, 2010), it was found in the present study that counselors also questioned equality-based education rights of students in inclusive settings. In addition to questioning equality-based education rights, they did not advocate the education rights of students in inclusive settings when stakeholders at schools discriminated students in inclusive settings.

It was an important finding that many of the school counselors did not directly said that they did not want students in inclusive settings in their classrooms.

Instead, they suggested that special education classes might be better for the children with disabilities. They asserted that separate classrooms were for the benefit of students in inclusive settings in the sense that they could learn better in special education classrooms. It was seen that school counselors did not question the quality of inclusive educational practices; however, they supported segregation as a solution to the problems faced in inclusive educational practices. It was expected that counselors should be change-agents in their schools in order to advocate the education rights of students in inclusive settings (Toporek, Lewis, & Ratts, 2010). School counseling is a field which requires working for mitigating barriers in front of education rights of all students by combatting bias and prejudices toward disadvantaged students (Griffin & Steen, 2011). The results of the present study were expected to be parallel to the study of Griffin and Steen (2011). However, the present study reached different conclusions by stating that some of the school counselors supported inequalities between students with disabilities and students without disabilities.

Social justice and advocacy have gained such an importance in the field of counseling that it is accepted as a fifth force in the counseling psychology beyond four forces; namely psychoanalytic, behavioral, humanistic, and feminist-multicultural approaches (Fleuridas & Krafcik, 2019). It was recognized that it was not possible to combat systemic oppressions by only conducting individual counseling sessions with disadvantaged groups. Therefore, school counselors started to advocate the rights of their disadvantaged clients by going out of counseling offices (Fleuridas & Krafcik, 2019). However, the present study showed that school counselors were among the supporters of segregated education of students with disabilities in Turkey; whereas, they were expected to be the advocates of students in

inclusive setting. School counselors might have the professional qualifications of social justice and advocacy (ASCA, 2019).

5.1.1.6 Denial of identity

The present study also revealed that school counselors showed the disability microaggression named denial of identity toward students in inclusive settings. It was concluded that school counselors showed the microaggression type of denial of identity toward students in inclusive settings especially in individual counseling sessions. In individual counseling sessions, counselors avoided from talking to students in inclusive settings related to their disabilities. Moreover, regarding counseling sessions, school counselors preferred working with parents and teachers without making a direct contact with students in inclusive settings.

Denying the identity of students in inclusive settings during counseling sessions by avoiding from talking with students in inclusive settings related to their disabilities was not acceptable since an efficient counseling session could not be conducted without full acceptance of the clients' identities and individual differences (Egan, 2013). Therefore, former studies conducted with a sampling of college students showed that self-termination of clients and referral to other professionals were more frequently faced cases for students with disabilities. This might be related to school counselors' microaggressive acts toward students with disabilities (Varkula, Beauchemin, Facemire, & Bucher, 2017).

This study also showed that counselors preferred working with parents and teachers at schools without making a direct contact with students in inclusive settings. It could not be recognized how students in inclusive settings felt without

making a direct contact with them. The present study found that some school counselors did not conduct individual counseling sessions with students in inclusive settings. It could be speculated that some counselors did not accept students in inclusive settings as individuals, or they directly denied the personalities of students in inclusive settings by solely interacting with their parents and teachers. Bell (2013) also found similar results in terms of the behaviors of other people who denied the personalities of individuals with disabilities by avoiding from a direct contact with individuals with disabilities (Bell, 2013).

5.1.1.7 Denial of privacy

Another finding was that school counselors were not conscious and sensitive about the privacy rights of students in inclusive settings. School counselors showed the microaggression type of denial of privacy by giving information to other stakeholders at schools; namely students and parents of students without disabilities or by promoting teachers to inform all students in the class about the disabilities of students in inclusive settings. Former research studies were consistent with the findings of the present study which asserted that the privacy rights of students in inclusive settings were violated at schools. Talking about the disabilities of students in inclusive settings in classes as well as asking questions about the details of disabling conditions of students in inclusive settings in the class were determined microaggressive acts that students in inclusive settings experienced at schools (May, 2017). The studies conducted by Sakız (2018) and Kilinc (2018) supported the results of the present study by suggesting that teachers informed all students in class on the disabling conditions of students in inclusive settings. Although the aims of

teachers were interpreted as good (Sakız, 2018) such as promoting students without disabilities to help students in inclusive settings in the class (Sakız, 2018), or increasing the acceptance of students in inclusive settings in the class (Kilinc, 2018), this situation created the violation of privacy rights of students in inclusive settings (May, 2017). In other words, informing all students in the class on the disabling conditions of students in inclusive settings with good intentions might have a potential to violate privacy rights of students in inclusive settings (May, 2017).

It was also found that school counselors had talked about the disabilities of students in inclusive settings in front of the whole class. In other words, counselors violated the privacy rights of students in inclusive settings in crowded places. This was also one of the points that school personnel were not careful about. Similarly, Keller and Galgay (2010) also found that people had inclination to ask private questions about the disabling conditions of students in inclusive settings in public places; which lead to distress and anxiety in individuals with disabilities (Keller & Galgay, 2010).

5.1.1.8 Helplessness

Helplessness was the other type of disability microaggression conducted by school counselors toward students in inclusive settings. The present study found that school counselors regarded students in inclusive settings as in need of help all the time. Therefore, they thought that they should help students in inclusive settings without asking whether they need help or not. Regarding individuals with disabilities as incapable and needy was one of the microaggression types that individuals with disabilities faced in their daily lives (Conover, Israel, & Nylund-Gibson, 2017).

There were also previous studies that supported the findings related to helplessness. Another study also concluded that individuals tried to do everything for individuals with disabilities without asking them whether they need help or not (Kattari, Olzman, & Hanna, 2018). The disability microaggression of helplessness had many negative effects on students in inclusive settings in the sense that it gave the message that individuals with disabilities could not do anything individually without other people's help (Keller & Galgay, 2010). This message might be very problematic for students in inclusive settings because they might believe that they could not achieve anything individually (Kattari, Olzman, & Hanna, 2018).

School counselors' views on regarding students with disabilities as helpless were contrary to social justice-based counseling in the sense that such view might perpetuate the negative beliefs of students in inclusive settings regarding themselves (Setume, 2016). However, social justice-based counseling approach requires encouragement of students with disabilities for being autonomous (Crawford, Arnold, & Brown, 2014).

5.1.1.9 Positive discrimination

The results of the present study also showed that school counselors advocated positive discriminations toward students in inclusive settings. Parallel to the study of Çınarbaş, Albayrak-Kaymak and Sart (2012), the need for positive discrimination for students in inclusive settings was stated by most of the school counselors in the present research study.

Even though there were not many studies showing school counselors' attitudes toward positive discriminations for students in inclusive settings, the present

study found that school counselors thought that positive discriminations should be conducted for students with disabilities. This study showed that school counselors expressed their thoughts on positive discriminations with good intentions; however, these good intentions gave the message that students put themselves in a higher position to affirm the situation for the benefits of individuals with disabilities (Çınarbaş, Albayrak-Kaymak, & Sart, 2012).

It also seems that school counselors did not have enough capability to advocate the rights of students in inclusive settings in the light of social justice-based leadership skills (Kalkan, 2018) as well as embracing diversity issues (Çetin, Gül & Erol, 2018). That is why, they utilized ineffective and discriminative methods such as positive discrimination. Therefore, it might be effective to educate school counselors so that they improve their leadership skills and advocacy roles.

Suggesting positive discriminations might be related with the lack of advocacy competencies for the school counselors in the sense that advocacy skills requires eliminating barriers and creating opportunities for the achievement of all students (Trusty & Brown, 2005). Also, advocacy skills require school reform and systemic change, instead of affirmative actions for only students in inclusive settings. Advocacy is more complex and higher order skill for school counselors compared to suggesting positive discriminations because it requires many skills such as problem assessment and problem solving (Trusty & Brown, 2005). Additionally, reducing the institutional barriers for at-risk students like students with disabilities might be different from suggesting positive discriminations in that advocacy supports at-risk students to be more active to access their rights. However, positive discrimination is like charity culture because it does not expect from at-risk students to be active to get their own rights (Schellenberg, 2018).

5.1.1.10 Minimization

The theme of minimization emerged lastly as the one of the disability microaggressions conducted by school counselors. The present study showed that school counselors underestimated the experiences of students in inclusive settings by stating that disability was something that should be cured as well as stating that there was no need to provide accommodations for students in inclusive settings.

Former research studies supported the findings of the present study by suggesting that individuals with disabilities were trying to prove that they had disabled enough to benefit from the accommodations for individuals with disabilities at society (Kattari, Olzman & Hanna, 2018). According to the same study, when the individuals with disabilities requested accommodations for their accessibility to their rights, they were labeled as lazy (Kattari, Olzman & Hanna, 2018). As former studies, the statements of school counselors in the present study showed that school counselors did not believe that the students in inclusive settings needed accommodations even though they had formal assessment reports. Former studies also supported this claim by stating that minimizing the experiences of students in inclusive settings might be one of the barriers in front of the effective counseling process at schools (Varkula, Beauchemin, Facemire, & Buchar, 2017).

Minimization was also an indication that school counselors did not adopt social justice-based counseling approach because social justice-based counseling view was based on empowering all students by becoming aware of their unique experiences and individual differences. Also, social justice approach requires accepting individual experiences of clients without questioning them (Sue & Capodilupo, 2008). Therefore, it can be stated that minimization of experiences and

social justice approach are the opposite concepts. In order to decrease minimizing viewpoints of school counselors, social justice-based counseling skills of school counselors might be improved through systematic counselor educations and supervisions (Varkula et al., 2017).

5.1.2 Disability microaggressions by teachers

In this section, the findings on disability microaggressions shown by teachers were discussed under different subtitles. As it was stated in the findings section, the disability microaggressions of teachers were stated here based on the interviews conducted with school counselors. While analyzing the teachers' disability microaggressions, it was found that the discriminative acts conducted by teachers were more direct when compared to those of school counselors. The reason for such a situation might be related to school counselors' inability to detect microaggressions due to their lack of experience on multicultural issues (Rivas & Hill, 2018). It may also be related to the difficulty of understanding microaggressions without being exposed directly as bystanders (Sue, Capodilupo et al., 2007).

In this section, the disability microaggressions shown by teachers based on school counselors' perceptions were discussed. These disability microaggressions were second class citizenship, spread effect, patronization, denial of identity, minimization, and denial of privacy. These disability microaggression themes were ordered according to the number of school counselors who mentioned about their observations on related microaggression types. In other words, the disability microaggression themes that were mentioned by most school counselors were listed in front of the other microaggression themes.

Before starting to discuss disability microaggression themes under different subtitles, it could be stated that there were some discrepancies between disability microaggressions shown by school counselors and those shown by teachers according to the data analysis of the present study. The themes of secondary gain, otherization, helplessness, and positive discriminations were not emerged among the themes of teachers. The reason for such a discrepancy might be related to the school counselors' difficulties to discern these types of microaggressions toward students in inclusive settings. For instance, since many school counselors made a distinction between students as "normal" and "inclusion", it might be difficult for school counselors to report this discourse as a discrimination for teachers. Similarly, school counselors who defined students in inclusive settings as helpless could not report the viewpoints of teachers regarding helplessness of students in inclusive settings. Therefore, it could be stated that these microaggression types shown by teachers were important in terms of providing a basis for further investigations. In order to make further explanations, a similar research study might be conducted with the participation of teachers.

5.1.2.1 Second class citizenship

The findings of the present study showed that the most frequent type of disability microaggressions committed by teachers toward students in inclusive settings was second class citizenship according to the school counselors' perceptions. The theme of second class citizenship emerged from the interviews of all school counselors. In other words, all school counselors mentioned some cases including teachers who behaved toward students in inclusive settings as second class citizens.

This study showed that teachers posed problems while preparing and implementing individualized education programs for students in inclusive settings. In other words, school counselors' reports revealed that many of the teachers presented problems in the process of preparing and implementing individualized education programs. The finding suggesting that there were problems in preparing and implementing individualized education programs due to the lack of effort by teachers was consistent with the results of former research studies. For example, Sakız (2018) placed emphasis on the problems experienced related to the preparation of individualized education programs. According to Sakız (2018), individualized education programs were ineffective because they remained only on paper. In addition to ineffectiveness of individualized education program preparation process, their evaluations were not made effectively after implementations of individualized education programs (Sakız, 2018). The study of Kilinc (2018) also placed emphasis on the problems related to setting educational targets for students in inclusive settings. This study concluded that the individualized educational programs for students in inclusive settings could not be prepared according to the current educational performances of students in inclusive settings. Therefore, students in inclusive settings were not taught according to their academic achievement levels (Kilinc, 2018). The findings of the former research studies supported the results of the current study which were related to the problems in preparing individualized education programs. As presented in the findings section, the present study found that teachers might show unwillingness to prepare individualized education programs; they might download them from the internet, and they might not give importance to the preparation process. Former research studies also supported the

findings of the current study because they also reached similar conclusions on direct downloading of individualized education programs by teachers (Sart et al., 2016).

The results of both the present study and former studies revealed that there were schools in Turkey where teachers did not prepare individualized education programs for students in inclusive settings (Sart et al., 2016). In addition to this, there were also schools where individualized education programs were prepared on paper but they were not implemented or evaluated in reality (Sakız, 2018). This showed that there was not any standard way of practice concerning preparing individualized education programs in Turkey even though there were structured regulations. This might be related to the lack of supervision. In some countries, fail to prepare individualized education programs for the students with special needs requires legal punishment that are applied in reality; which makes teachers more careful during the process of preparing individualized education programs (Yell, Smith, Katsiyannis, & Losinski, 2018).

This study also helped to understand why teachers did not prepare individualized education programs for students in inclusive settings. It was found that teachers regarded preparing individualized education programs and assessment reports as workload from the perceptions of school counselors. The previous research also supported the findings of the present study. The study conducted by Sakız and Sarıcalı (2018) with undergraduate students with visual disabilities concluded that students with disabilities were viewed as extra burden instead of regarding disability as a cultural difference (Sakız & Sarıcalı, 2018). Ünal (2018) also reached a similar conclusion which suggested that individuals with disabilities were viewed as burden in Turkish society. Similar result was also emerged in the study conducted with teachers at schools (Asamoah et al., 2018). In this study, teachers asserted that

students with visual disabilities in inclusive settings made teaching and learning process harder; therefore, they regarded students in inclusive settings as a workload (Asamoah et al., 2018).

Unwillingness of teachers to accept students in inclusive settings into their classrooms were the other finding of the present study. This finding was parallel to the definition of second class citizenship which was made by Keller and Galgay (2010). They asserted that some individuals thought that providing equal access to rights was unnecessary and difficult; therefore, as this argument goes, there was no need to include individuals with disabilities into society (Keller & Galgay, 2010). In educational settings, such a situation might be viewed as teachers' unwillingness to accept students in inclusive settings into their classrooms. The present study demonstrated that teachers wanted that all students referred to guidance and research centers (GRC) should be placed into special education classrooms in the sense that teachers viewed that their workload would be increased after the placement according to the reports given by school counselors. The results of a qualitative study conducted with students with visual disabilities was in the same line with this finding in the sense that it showed that teachers wanted students with visual disabilities to register into segregated schools (Asamoah et al., 2018).

Another finding of this study was that teachers did not make educational accommodations for students in inclusive settings in their classes. This finding was very important because educational accommodations such as extra time for exams and diverse teaching methods were prerequisite for students in inclusive settings to get benefit from the right to education at inclusive settings equally (Majoko, 2019). Teaching and learning activities become microaggressive due to teachers' unwillingness to make accommodations for students in inclusive settings

(McAllister, 2017). If diverse needs of students in inclusive settings were not met; this might bring about academic marginalization (Kilinc, 2018). Since teachers did not reorganize their instruction methods in order to include all students, students in inclusive settings might struggle in learning process (Kisanga & Richards, 2018).

The findings of the present study showed that teachers did not utilize any kind of educational methods and materials for students in inclusive settings. The data was consistent with the findings in other research studies. For instance, Kaur (2018) concluded that teachers had difficulties in meeting diverse needs of students in inclusive settings because they were using traditional methods in their lessons such as oral teaching (Kaur, 2018). Another research study also reached similar conclusions by stating that teachers were mostly using traditional methods such as oral teaching and using blackboard; which excluded students in inclusive settings from the educational activities (Kisanga & Richards, 2018). Former research studies also showed that teachers did not take initiative to teach students in inclusive settings by utilizing different methods in Turkey (Bayram, Corlu, Aydın, Ortaçtepe, & Alapala, 2015).

Lack of cooperation with school counselors for the benefit of students in inclusive settings was another finding of the current study. The findings of Sakız (2018) were also parallel to this finding. He observed that there were no cooperation and collaboration between teachers and counselors in any step of inclusive educational practices (Sakız, 2018). The present study revealed that teachers did not take any responsibility; and they expected school counselors to solve problems when the problem related to students in inclusive settings arose. However; cooperation was one of the most important qualities in order to maximize the benefit of inclusive practices for students in inclusive settings (Majoko, 2019). Nonetheless, former

research studies found similar results that teachers were unwilling to cooperate with other professionals at schools (Hedegaard-Soerensen, Jensen, & Tofteng, 2018).

5.1.2.2 Spread effect

Spread effect was another important finding; which was a microaggression type common for both school counselors and teachers. As suggested by school counselors, teachers also had low academic and social expectations from students in inclusive settings. Even though the disabling conditions of students in inclusive settings had no connection with their achievement levels in academic and social areas; teachers thought that students in inclusive settings would have difficulties in both academic and social issues just because they had educational identification reports. In other words, teachers made ascription of low expectations to students in inclusive settings because they had disabling conditions (Keller & Galgay, 2010).

There were many studies which showed that teachers had low expectations from students in inclusive settings. Sakız and Sarıcalı (2018) found that students with visual disabilities in Turkish universities experience low expectations. Low expectations in academic issues were also found as one of the most important problems for individuals with learning disabilities (Aranda, 2017). Moreover, it could be stated that low expectations were not only related to academic issues but also related to sport activities such as swimming (Pack, Kelly, & Arvinen-Barrow, 2017).

This study also revealed that teachers established a connection between disabling conditions and psychological problems. This finding was parallel to the results of another study conducted in Turkey. It suggested that individuals with some

type of disabilities were uncomfortable because they were viewed as crazy in the society (Çınarbaş, Albayrak-Kaymak & Sart, 2012).

Moreover, like school counselors, teachers also established a connection between disabling conditions and behavior problems as well as they established a connection between disabling conditions and intellectual disabilities. It could be stated that in the theme of spread effect, school counselors and teachers were very similar in terms of establishing relationships with disabling conditions of students in inclusive settings and other unrelated functioning areas such as psychological and intellectual problems.

5.1.2.3 Patronization

This study also showed that teachers acted patronizingly toward students in inclusive settings. In other words, teachers implied that students in inclusive settings could not achieve some of the things by themselves; therefore, they tried to do these things for students in inclusive settings at schools (Keller & Galgay, 2010). For instance, the present study showed that teachers graded students in inclusive settings independent from their examination results. In other words, they gave passing grades without assessing them in the light of the educational aims set in individualized education programs. Previous research studies also showed that teachers did not give importance to the assessment of students in inclusive settings. For instance, their exams were not prepared according to their individualized education programs; and they could not take any extra time or any type of accommodations in their examination processes (Waite, 2015).

Assigning other students in the class for students in inclusive settings as supervisors was another finding of this study. Teachers had inclination to assign other students in class for students in inclusive settings as supervisors. Previous literature also showed that assigning roles to peers for providing their educational, social and accessibility needs was a kind of behavior type that was conducted frequently by teachers (Waite, 2015). The present study also showed that teachers supervised students in inclusive settings all the time at schools; which was parallel to the results of the study of Waite (2015). According to Waite (2015), teachers kept students in inclusive settings under direct supervision and control all the time; which might be restrictive for students in inclusive settings (Waite, 2015).

Expressing sympathy and feeling pity were among the other findings regarding patronization theme. Ünal (2018) also found that teachers acted in a way to show their feelings of pity. It could be speculated that when teachers expressed sympathy to students in inclusive settings and they felt pity for them, teachers might want to help all the time to students in inclusive settings similar as doing charity work (Menda, Karabeyoğlu & Berktay, 2013). They might also want to make decisions for students in inclusive settings similar as their own children (Ünal, 2018).

5.1.2.4 Denial of identity

The results of the present study also showed that some of the teachers denied the identities of students in inclusive settings; especially by directing students in inclusive settings to sit at the back of the classroom and behaving as if students in inclusive settings were not in the classrooms. Shedding light into such an important issue was among one of the most important contributions of the present study to the

microaggression literature. Even though increasing the participation and involvement of students in inclusive settings was very important in terms of improving the sense of belonging to the class (Zagona, Kurth & Macfarland, 2017), there were some studies relevant to the current study in Turkey that teachers directed students in inclusive settings to sit alone at the back of classroom; and they did not encourage them to participate in class (Sakız, 2018). However, encouraging students in inclusive settings to sit in the front rows in class in order to increase participation in class activities might be very beneficial for them to keep up with the students in class (Kisanga & Richards, 2018).

It was also found that some teachers behaved as if students in inclusive settings were not in the classrooms. Some teachers even did not allow students in inclusive settings when they wanted to talk at class. A qualitative study conducted with high school students with visual disabilities in Turkey showed similar results (Bayram et al., 2015). Students in inclusive settings stated that teachers ignored themselves in class; and they did not give importance to their mathematics achievements (Bayram et al., 2015). However, inclusive educational practices require increasing active participations of students in inclusive settings and encouraging them to speak for their rights. By doing this, students in inclusive settings might cope more effectively with disability microaggressions and oppressions in classes and in schools (Kozleski, Yu, Satter, Francis, & Haines, 2015). Therefore, it might be very crucial to educate teachers regarding disability microaggressions and the prevention methods for disability microaggressions to create a social justice-based school environment (Trusty & Brown, 2005).

5.1.2.5 Minimization

Minimization was another disability microaggression theme conducted by teachers. In this theme, teachers asserted that there was no need to make any accommodations for some of the students in inclusive settings even though they had reports of educational identification. This meant that some of the teachers underestimated the experiences of students in inclusive settings. When such finding was compared to the former research studies, it was recognized that minimization was a kind of disability microaggression which was experienced frequently by individuals with disabilities (Harris, 2017).

The present study revealed that some teachers invalidated the experiences of students in inclusive settings; and they stated that there was no need to make accommodations for them; which was similar to the findings of the former research studies which suggested that individuals with learning disabilities experienced invalidation of their experiences and individual needs (Aranda, 2017). Even some people asserted that individuals with disabilities exaggerated their experiences in order to benefit from modifications and accommodations (Kattari, Olzman & Hanna, 2018). Therefore, individuals with mild disabilities refrained from requesting accommodations (May, 2017). Additionally, individuals with disabilities felt obliged to make explanations while requesting modifications and accommodations (Banks, 2017). As it was stated by former research studies, minimization of experiences of individuals with disabilities made difficult the lives of them because they felt obliged to make explanations to prove that they have enough disabilities. Therefore, it might be speculated that the theme of minimization had many negative effects on the individuals with disabilities such as to be regarded as if they were demanding all the time.

It was also observed throughout this research study that some teachers minimized the disabling conditions of students in inclusive settings in order to avoid from making necessary arrangements for them. For example, since some teachers did not want to prepare individualized education programs, they stated in the meetings for individualized education programs that the disabling conditions of students in inclusive settings were so minor that there was no need to prepare individualized education programs for their courses. This was also an important finding.

5.1.2.6 Denial of privacy

The findings of the present study contributed to the literature by providing insight into how teachers behaved related to the privacy rights of students in inclusive settings from the perceptions of school counselors. It was found that teachers did not care the privacy rights of students in inclusive settings; especially by talking about the disabilities of students in inclusive settings in front of their peers in classes. As it was stated by school counselors, most of the teachers informed their students without disabilities about the disabling conditions of students in inclusive settings (Kilinc, 2018). Previous research studies also showed that talking intrusively about the disabling conditions of individuals with disabilities was not limited to educational settings, it might be experienced everywhere in society (Ünal, 2018). Therefore, it could be stated that schools are not different from the society in general.

Keller and Galgay (2010) also placed emphasis on talking about the disabling conditions of individuals with disabilities in public places and its negative effects on individuals with disabilities. The current study also supported the study conducted by Keller and Galgay (2010) because the present study also showed that teachers had an

inclination to talk about disabling conditions of students in inclusive settings in class; similar to other individuals in the society who asked private questions to individuals with disabilities in public places (Keller & Galgay, 2010).

5.1.3 Disability microaggressions by administrators

In this section, the findings of disability microaggressions shown by school administrators were discussed. According to the school counselors' perceptions, administrators showed disability microaggressions, namely systemic discriminations, spread effect, second class citizenship, denial of privacy, and secondary gain. These disability microaggression themes were ordered according to the number of school counselors who mentioned about their observations on related microaggression types. In other words, the disability microaggression themes that were mentioned by most school counselors were listed in front of the other microaggression themes.

Different from school counselors and teachers, systemic discriminations were a new theme emerged for school administrators. Since school administrators were responsible for providing services for students in inclusive settings at schools, the problems in providing accommodations at schools put them in a position of making systemic discriminations. Different from teachers, the themes of patronization, denial of identity, and minimization were not among the disability microaggressions shown by school administrators. Such a situation might be related to the administrators' limited interactions with students. In other words, since school counselors did not have much interaction with students in inclusive settings at schools, their microaggressions toward students in inclusive settings might be in a systemic level compared to the teachers whose microaggressive acts were mostly based on

individual interactions. For instance, in order to express sympathy toward students in inclusive settings or feel pity for them, engaging in social interaction and communication is required. The reason for lack of the themes of patronization, denial of identity, and minimization for school administrators might be related to school administrators' roles at schools.

5.1.3.1 Systemic discriminations

Systemic discriminations were the first theme of disability microaggressions shown by school administrators as they were observed by school counselors. According to the school counselors, there were also some systemic discriminations at schools; especially related to the accessibility of students with orthopedic disabilities in inclusive settings. These systemic discriminations regarding orthopedic disabilities were lack of lifts and resource rooms at schools. Even though Park (2017) stated that physical barriers were solved in todays' world, there were also researchers who mentioned about continuation of physical barriers (Aranda, 2017; Park 2017). Aranda (2017) also emphasized on systemic discriminations by naming them as environmental invalidations in the sense that the experiences of individuals with disabilities were invalidated when physical environments were not designed according to the needs of individuals with disabilities (Aranda, 2017).

The findings of the present study on systemic discriminations were also parallel to the studies conducted in Turkey related to the accessibilities of individuals with disabilities. Like the findings of Akbulut, Özgül and Tezcan (2014), the present study also concluded that some of the educational institutions had problems related to the accessibilities of students with orthopedic problems. In addition to the physical

accessibilities, Akbulut, Özgül and Tezcan (2014) also placed emphasis on the lack of resource rooms in some of the schools. The current research study also reached similar conclusions because some of the school counselors also mentioned about having no resource rooms in their schools (Akbulut, Özgül, & Tezcan, 2014).

The findings of the present study also showed that school administrators acted in a way that could hinder the education rights of students in inclusive settings according to school counselors' statements from the interviews. This study revealed that administrators did not follow their duties related to the field of disability in order to guarantee education rights of students in inclusive settings. Administrators' activities such as inappropriate distribution of students in inclusive settings into classrooms and the problems about organizing individualized education program meetings were the indications that administrators did not have any preplanned program for inclusive educational practices at schools.

However, school administrators are advised to set the goals regarding inclusive educational practices before starting to the academic year (O'Connor, 2018). In these programs, administrators might define the roles of school counselors. For instance, administrative roles might hinder the main roles and responsibilities of school counselors (O'Connor, 2018). However, the present study showed that since school administrators did not lead inclusive educational practices parallel to the findings of Sakız (2018), school counselors assumed the roles of administrators such as leading individualized education programs, making appropriate distribution of students in inclusive settings to classrooms, and dealing with planning of resource rooms.

5.1.3.2 Spread effect

Regarding spread effect, the findings of the present study also revealed that administrators established a connection between disabling conditions and the difficulties in assuming the responsibility of behaviors according to school counselors' reports. In other words, they regarded that all students in inclusive settings showed behavior problems unconsciously all the time; therefore, they ignored the behavior problems of students in inclusive settings just because they had disabilities. This created a problem in the sense that when students in inclusive settings recognized that they did not take any punishment even though they showed behavior problems at schools such as fighting, they might continue to show the same behavior problems, according to counselors' reports. This led to a vicious cycle in which students in inclusive settings labeled as having behavior problems (Wintner, Almeida, & Hamilton-Mason, 2017).

5.1.3.3 Second class citizenship

Second class citizenship was the third theme of disability microaggressions shown by school administrators. This study also revealed that some of the administrators were unwilling to register students in inclusive settings at schools; which was a finding that was supported by previous literature, as well. Kisanga and Richards (2018) found that administrators created problems while registering students in inclusive settings in their schools. Some administrators might even want to transfer students who were identified as disabled into other schools. In addition to the difficulties in registration process, former research studies were also in the same line while

suggesting that administrators also did not support students in inclusive settings at schools (Kisanga & Richards, 2018).

The present study also showed that school administrators did not cooperate with school counselors in the process of completing works related to inclusive educational practices such as meetings for individualized education programs. It was understood that the cooperation between school counselors and administrators did not move one step further of signing assessment reports that would be sent to guidance and research centers. However, the cooperation between school counselors and administrators are crucial (Yavuz, Cayirdag, Dahir, & Gümüşeli, 2017) for creating inclusive educational settings (Kozleski et al., 2015). An effective school counselor and administrator collaboration might have a strong influence on improving teachers' works concerning inclusive educational practices (Rock, Remley, & Range, 2017).

The roles of school administrators for transformation of schools are very important. Administrators have an influence not only on school counselors and teachers but also on the parents of students in inclusive settings (Kozleski et al., 2015). Therefore, instead of regarding students in inclusive settings as burden (Kisanga & Richards, 2018; Sakız, 2018), the roles of school administrators for systemic change are advised to be more inclusive (Kisanga & Richards, 2018).

5.1.3.4 Denial of privacy

Denial of privacy was the other microaggression type that was shown by administrators based on the interviews conducted with school counselors. According to the school counselors, administrators might share the photos of students in

inclusive settings taken in some discriminatory activities through school websites. Also, they might not be careful about the necessary ethical requirements of sending assessment reports to guidance and research centers. For instance, they might send the personal reports without putting them inside of closed envelopes.

These examples given by school counselors concerning denial of privacy were different from the denial of privacy explained in the study of Keller and Galgay (2010); which includes the cases like asking questions regarding disabling conditions of individuals with disabilities and talking about the disabling conditions of individuals with disabilities in public (Keller & Galgay, 2010). The examples given by participant school counselors regarding administrators were more severe because they were not only verbal; instead, they were via photos or documents. Therefore, the observations of school counselors added a new dimension to the theme of denial of privacy.

5.1.3.5 Secondary gain

Secondary gain was the last theme of disability microaggressions shown by school administrators according to the interviews conducted with school counselors. The results of the present study also showed that some school administrators approached students with disabilities in order to attain a secondary gain.

In the interviews, some of the school counselors mentioned that school administrators organized award ceremonies for students and parents who helped students in inclusive settings at schools; which might be regarded as expecting a secondary gain due to the help given to students in inclusive settings. Former studies supported this finding by concluding that people without disabilities interact with

individuals with disabilities in order to feel better or show themselves to the environment (Keller & Galgay, 2010).

5.1.4 Disability microaggressions by the parents of students without disabilities

In this section, the findings on disability microaggressions shown by the parents of students without disabilities were discussed. Direct discriminations were the mostly observed discrimination types shown by the parents of students without disabilities. Helplessness, denial of privacy, patronization, and minimization were the themes of disability microaggressions shown by the parents of students without disabilities.

As it was stated above, the present study concluded that parents of students without disabilities shown microaggression types toward students in inclusive settings; namely helplessness, denial of privacy, patronization, minimization, and secondary gain. This finding was important in the sense that both professionals such as counselors, teachers, and administrators and parents showed disability microaggressions toward students in inclusive settings. It could also be concluded that the microaggressions conducted by professionals and the parents were quite similar in terms of the cases. This was also in the same line with the previous literature. Former studies suggested that microaggressions were mostly related with the attitudes of individuals instead of knowledge (Mazgon, Jeznik, & Ermenc, 2018). Also, having positive attitudes toward something did not guarantee internalization of some values (Kalaycı, 2018). Therefore, even though school counselors and teachers were more knowledgeable about microaggressions and they said that they had positive attitudes toward students in inclusive settings when it was asked,

microaggressions shown toward students in inclusive settings were quite similar according to the themes emerged as a result of the analysis.

5.1.4.1 Direct discriminations

The findings of disability microaggressions conducted by the parents of students without disabilities showed that the students in inclusive settings mostly faced with direct discriminations such as difficulties in accepting students with disabilities according to the school counselors' perceptions. This study showed that in addition to the verbal and behavioral discriminations, some of the parents even collected signatures in order to send students in inclusive settings to other classrooms which were inclusive or segregated. This finding was parallel to the previous literature in the sense that collection of signatures for replacement of students in inclusive settings into other classes was also found in previous literature (Sart et al., 2016; Tuş & Tekinarslan, 2013).

5.1.4.2 Helplessness

Helplessness was another disability microaggression type shown by the parents of students without disabilities toward students in inclusive settings. The present study concluded that the parents of students without disabilities regarded students in inclusive settings as always in need of help. School counselors reported that the parents of other students asked what they could do for students in inclusive settings. For instance, they asked whether students in inclusive settings needed money or something different they could do for them. These findings were parallel to the former research studies because the study of Conover, Israel, and Nylund-Gibson

(2017) also asserted that individuals without disabilities viewed individuals with disabilities as needy; and they wanted to help them all the time without asking them whether they needed help or not (Conover, Israel, & Nylund-Gibson, 2017). Kattari, Olzman, and Hanna (2018) also reached similar conclusions by finding that individuals without disabilities had a conception that individuals with disabilities always need help.

5.1.4.3 Denial of privacy

Denial of privacy was another disability microaggression type shown by the parents of students without disabilities toward students in inclusive settings according to the school counselors' perceptions. Like the study of Keller and Galgay (2010), it was found that the parents of students without disabilities talked about the disabling conditions of students in inclusive settings among them (Keller & Galgay, 2010).

Even though there were many similarities between disability microaggressions conducted by professionals and the parents of students without disabilities, one important difference was found in the theme of denial of privacy. Different from professionals; namely counselors, teachers, and administrators, gossiping emerged as a subtheme of denial of privacy conducted by the parents of other students. As it was stated before, school counselors and teachers might deny privacy rights of students in inclusive settings mostly with good intentions (Sakız, 2018); however, there was conscious negative intentions related to the parents of other students because their main aims were gossiping about the source of disability such as kin marriage or having a genetic disorder.

5.1.4.4 Patronization

Regarding patronization theme, it was found that some of the parents felt pity for students in inclusive settings according to the school counselors' perceptions. This finding was parallel to the former research studies. According to Bell (2013), feeling pity was one of the disability microaggressions shown by individuals without disabilities toward individuals with disabilities. Like school counselors and teachers, the parents of students without disabilities also felt pity for students in inclusive settings. Moreover, Çınarbaş, Albayrak-Kaymak, and Sart (2012) also concluded that feeling pity was among the microaggression types that individuals without disabilities faced in the society.

These findings supported that the present study which was conducted at primary and secondary schools were in the same line with former research studies conducted with adults in non-educational settings (Çınarbaş, Albayrak-Kaymak, & Sart, 2012).

5.1.4.5 Minimization

Minimization was the last disability microaggression type shown by the parents of students without disabilities toward students in inclusive settings according to the school counselors' perceptions. In addition to denial of privacy, a difference was also observed about the theme of minimization shown by the parents of students in inclusive settings compared to those shown by other stakeholders at school. In minimization committed by school counselors and teachers, they stated that there was no need to make accommodations for students in inclusive settings. However, the parents of students without disabilities asserted that their children also needed

accommodations such as extra courses in resource rooms. Even though the cases were different, the experiences of students in inclusive settings were minimized in two different cases of teachers and parents of students without disabilities.

5.1.5 Disability microaggressions by the peers of students in inclusive settings

In this section, the findings on discriminative acts shown by the peers of students in inclusive settings were discussed. School counselors mentioned only about direct discriminations while talking about the discriminative acts of peers toward students in inclusive settings. They did not mention about disability microaggressions when the peer relationships of students in inclusive settings were asked. The reason for such a situation might be that direct discriminations conducted toward students in inclusive settings were more visible; therefore, only the cases related to direct discriminations came to school counseling services.

Even though the present study could not reach any conclusions on the microaggressive acts of students without disabilities toward students in inclusive settings, previous research studies concluded that students with disabilities faced both direct and indirect attacks; namely microaggressions, relational aggressions, insulting, teasing and bullying (Wintner, Almeida, & Hamilton-Mason, 2017). The present study supported former studies by the finding that students in inclusive settings faced more direct discriminations such as exclusion from conversations and plays, kidding, labeling, physical violence, nicknaming, verbal assault, and bullying. Previous research also demonstrated that students with disabilities faced otherization of their peers at school. Also, they experience rejection of their peers (Garrote, Dessemontet & Opitz, 2017). Carter and Spencer (2006) also stated that students

with disabilities faced bullying at schools; namely name-calling, kidding, and verbal aggression. They also concluded that students with disabilities experienced more loneliness compared to students without disabilities at schools (Carter & Spencer, 2006).

Exclusion from plays were also among the findings of the present study. Similarly, about the peer relationships of students in inclusive settings, students with orthopedic disabilities were excluded from sportive and cultural activities at schools by their peers. The findings of Darvin (2018) were also similar. According to Darvin (2018), while excluding them from these activities, students without disabilities stated that students with orthopedic disabilities were incapable of doing physical movements (Darvin, 2018).

The present study also found that students in inclusive settings faced kidding, labeling, physical violence, nicknaming, and verbal violence at schools. Former studies also found that students with disabilities also faced verbal aggression and relational aggression at schools (Cook, Nickerson, Werth, & Allen, 2017). Similarly, students with disabilities faced more bullying and harassment at schools (Stiefel, Shiferaw, Schwartz, & Gottfried, 2017).

After seeing the social problems that students in inclusive settings experienced, it could be speculated that they faced isolation at schools. Former research studies also supported this view. A study conducted with adolescents with learning disabilities revealed that they felt loneliness and relationship problems with their peers (Majorano, Brondino, Morelli, & Maes, 2017). Another study whose participants were Turkish undergraduate students with visual disabilities showed that they experienced social isolation and exclusion from activities (Sakız & Sarıcalı,

2018). Moreover, Reiter and Lapidot-Lefler (2007) also founded that students with intellectual disabilities faced bullying behaviors at schools such as kidding and verbal assault (Reiter & Lapidot-Lefler, 2007). In addition to them, it was also founded that students with chronic illnesses faced more discriminations and bullying compared to students without chronic illnesses (Sentenac et al., 2011). As a result, it might be stated that students with disabilities felt that they had no friends at class; and they thought that they had poor relationships with their peers (Stiefel, Shiferaw, Schwartz, & Gottfried, 2017).

5.2 The changes in school counselors' perceptions toward students in inclusive settings

When the changes in school counselors' perceptions toward students in inclusive settings from the early years of their professions to the current years of their professions were asked, they mostly did not talk about their perceptions of students in inclusive settings; instead they mostly mentioned about the changes in their knowledge level related to the inclusive educational practices. School counselors stated that their knowledge levels were very limited in the early years of their careers. Then, they stated that they had learned many new things related to the requirements of inclusive educational practices such as assessment reports for guidance and research centers. This showed that school counselors who were at the beginning of their professions learned many things regarding the procedures of inclusive educational practices after starting to the profession. Instead, it would be more beneficial for them to learn the requirements of inclusive educational practices

such as meetings for preparing individualized education programs and assessment reports for guidance and research during undergraduate years.

Additionally, some school counselors stated that they had prejudice that all students with the same disabilities were also similar to each other in many ways. Former research studies were also reached similar conclusions in terms of showing novice school counselors' incompetence on multicultural issues and individual differences. Çetin, Gül, and Erol (2018) also found that school counselors did not view themselves as knowledgeable about embracing differences like disability. Rivas and Hill (2018) also reached similar conclusions that school counselors who were in the early years of their careers regarded themselves as incompetent in embracing individual differences.

The present study also found that school counselors were feeling pity and sadness for students in inclusive settings when they started to the profession. Then, they stated that they quitted feeling such negative emotions for students with disabilities. It was crucial in the sense that the competence of containing negative emotions was an important counseling skill for school counselors who worked with students in inclusive settings (Dinkmeyer, Jon, & Michel, 2015). The present study showed that school counselors learned such competence with time and experience in the field. Some school counselors also mentioned that they were feeling sympathy toward students in inclusive settings currently. Dinkmeyer, Jon, and Michel (2015) also stated that empathy and understanding were the key skills for counselors working students in inclusive settings instead of feeling sympathy.

Throughout interviews, it was observed that school counselors did not talk much about the changes in their perceptions toward students in inclusive settings. It

might be an indication of their inabilities to make self-reflection. Therefore, supervision might be beneficial for them to increase both their capabilities of self-reflection and their awareness on disability microaggressions (Dinkmeyer, Jon, & Michel, 2015).

It was also seen that even though school counselors said that their perceptions in time after having experience with students in inclusive settings, when the practices of them were investigated that it was seen that school counselors showed the same microaggression types. For example, even though school counselors stated that they did not feel pity toward students in inclusive settings, the analysis of the results showed that they felt pity in practice toward students in inclusive settings.

5.3 School counselors' current and planned practices in the field of disability for social justice

The findings that were related to both current practices and planned practices shown that the practices that school counselors stated that they were conducting in the present while working with students in inclusive settings were routine works as well as legal and professional requirements. Therefore, it could be stated that school counselors did not conduct any extra professional practices in order to combat microaggressions and discriminations based on disabilities and create a social justice-based environment in their schools. Therefore, it could be stated that school counselors did not have an advocacy role to affect positively school culture and create social justice-based schools. These results were also parallel to those of previous research. For instance, Keklik (2010) also stated that school counselors in

Turkey did not have advocacy roles in order to transform their schools and the society (Keklik, 2010).

In the present study, school counselors stated that they were planning to organize seminars, meetings, and group works in order to give information about inclusive practices. Akalın, Demir, Sucuoğlu, Bakkaloğlu, and İşcen (2014) also stressed that teachers and school administrators also needed knowledge and skills about inclusive practices; therefore, it might be a beneficial method to organize activities at school in order to provide teachers and administrators with knowledge on inclusive educational practices (Uygur, Sarı, Uz Baş, 2018). In addition to teachers and administrators, some school counselors stated that they were planning information-giving activities like seminars and group works for parents and students. Uygur, Sarı, and Uz Baş (2018) also supported these plans to organize seminars and group works for parents and students. However, they stressed that these counseling activities might include social justice and advocacy role by supporting transformation of their schools into more egalitarian one (Uygur, Sarı, Uz Baş, 2018).

The current and planned practices of school counselors which were presented in the current research study lacked the role of social justice and advocacy. No current practice or plans were found about eliminating the barriers in front of the participation of students with disabilities in educational activities. However, rights of individuals with disabilities, human rights, multiculturalism, universal design, assessment methods for individuals with disabilities, cooperation in education, and physical arrangement of classrooms were important topics that school counselors might organize activities about them in order to increase the awareness of all stakeholders at schools (Suleymanov, 2015).

School counselors also mentioned about their works of collaboration with teachers in order to improve inclusive educational practices. According to Warren and Robinson (2015), consultation with teachers is a crucial method to challenge discriminative and stereotyped viewpoints of teachers. Even though the school counselors mentioned only information giving and taking process during collaboration with teachers, time to collaborate with teachers might be utilized to challenge stereotyped viewpoints of teachers (Warren & Robinson, 2015).

5.4 Limitations of the study

Even though the present study reached many conclusions related to the disability microaggressions at schools; it had various limitations especially related to sampling of participants and generalization of the findings. In this section, these limitations were explained in a detailed way.

Firstly, since this research was a master's thesis in psychological counseling and guidance program, understanding the disability microaggressions of school counselors and school counselor practices were the main aims of the present study in order to make inferences regarding school counselors in the field and school counselor education. Therefore, all information was gathered from school counselors. In other words, all data including disability microaggressions conducted by teachers, administrators, parents of other students, and peers were collected based on school counselors' interviews. The results might be different if the interviews were conducted separately with students in inclusive settings and all stakeholders at schools. Collecting all data from school counselors created one of the limitations of the present study because all results were found based on counselor perceptions.

Secondly, this study was conducted with school counselors working only in Bağcılar, İstanbul instead of selecting participants from different regions of Turkey. Therefore, the results of the present study could provide insight on the current situation in Bağcılar, İstanbul. It could be stated that the results of this study could not have power to understand the disability microaggressions toward students in inclusive settings all around the country since cultural and socioeconomic differences might have an influence on disability microaggressions (Wintner, Almeida & Hamilton-Mason, 2017). Moreover, the current situation in private schools was not investigated in this study because all school counselors were selected from public schools.

Thirdly, since qualitative studies strive to provide in-depth understanding of the phenomenon (Wertz et al., 2011), small number of participants were selected for the interviews; which meant that findings of the present study could not be generalized into the whole schools in Turkey. Moreover, interviews could be conducted only with counselors who accepted to participate in the study. Hence, the ideas of school counselors who did not accepted participating in the study could not be known.

Another limitation of this study was related to the responses of school counselors to the questions in the interviews. Since all questions were related to professional practices of school counselors, they might give answers how it should be. In other words, there was a possibility that school counselors might talk about their practices in a socially desirable way as the professional identity was important for every school counselor.

Also, school counselors might not be knowledgeable in differentiating microaggressions and discriminations based on disabilities; therefore, the findings would not provide a comprehensive insight into disability microaggressions toward students in inclusive settings. Findings that teachers, administrators, peers and parents mostly showed direct microaggressions might be the result of school counselors' difficulty in discerning microaggressions.

Lastly, even though there was a question regarding the observations of school counselors on the discriminative acts of parents of students in inclusive settings in the interview, counselors did not mention about their microaggressive or discriminative acts toward students in inclusive settings. Therefore, another limitation of the present study might be its weakness on investigating the behaviors of the parents of students in inclusive settings toward their children and other students with disabilities. Also, the microaggressions of students with disabilities toward their peers with disabilities were not understood through the present study because counselors mostly mentioned about the microaggressions of students without disabilities toward students with disabilities.

5.5 Recommendations of the study

Under this title, the recommendations for school counselors, teachers, school administrators, and authorities were presented respectively. Moreover, the recommendations for further studies were also explained for the researchers who wanted to investigate the topic of disability microaggressions.

5.5.1 Recommendations for school counselors

After in-depth understanding of disability microaggressions toward students in inclusive settings by school counselors, teachers, administrators, parents of students without disabilities, and the peers of students with disabilities, it was important to mention about recommendations for school counselors for better practices at schools and dealing with disability microaggressions. Since the target population of this research was limited to school counselors, suggestions were given to the school counselors working at primary and secondary schools.

Firstly, the interview results showed that school counselors were not aware of their microaggressive acts toward students in inclusive settings; many of which talked about their practices that included microaggressive acts as if they were doing something good for education rights of students in inclusive settings. Therefore, they might follow up-to-date literature on microaggressions; and they might participate in educational activities such as respecting individual and cultural differences. Also, it is advised them to attend to supervision groups; and they should ask for advice in these supervision groups on how to deal with their microaggressive acts toward students in inclusive settings (Uygur, Sarı, Uz Baş, 2018).

Secondly, it is better for school counselors to allocate more time working with students with disabilities; and they should focus more on their feelings and thoughts. In other words, instead of speculating about students in inclusive settings without striving to understand them, they should have more direct practice with them in order to deal with their microaggressive acts as well as support students in inclusive settings to cope with disability microaggressions and discriminations. After these practices with students in inclusive settings, school counselors should reflect on

their behaviors and feelings toward students in inclusive settings. Without reflection and self-criticizing, school counselors could not have the possibility to understand their unconscious and subtle acts toward students in inclusive settings (Dinkmeyer, Jon, & Michel, 2015).

Thirdly, it might be beneficial for school counselors to improve their leadership and advocacy skills. By doing this, they could create social justice-based schools that are free from microaggressions and discriminations. This research showed that school counselors are aware of the discriminatory and microaggressive acts of teachers, administrators, parents of students without disabilities, and the peers. Therefore, it can be said that counselors are very good at identifying the current situation. In order to reach ideal situation that is a social justice-based schools free from disability microaggressions and discriminations, they should develop programs at their schools by moving outside of counseling offices (Uygur, Sarı, Uz Baş, 2018; Warren & Robinson, 2015)

School counselors' practices might not be limited to individual and small group counseling and student or parent seminars. Instead, they might develop transformation plans in cooperation with all stakeholders at schools; namely teachers, administrators, students and parents. These plans should aim to create a school culture and atmosphere that last long years. These plans should include teacher educations on disability microaggressions in psychoeducational groups, peer group supervision activities for teachers in the leadership of administrators, and applied practices for teachers such as discussion groups in succession to video-recording of their lessons for better capturing microaggressions. Moreover, some materials should be added to the curriculum in order to include all students from different cultural backgrounds and improve students' skills for empathy. Also, parents should be

regarded as allies in this process; and meetings for parents should be organized in order to support the practices conducted at schools in home environment with the help of parents (Uygur, Sarı, Uz Baş, 2018; Warren & Robinson, 2015).

Furthermore, it was observed that inclusive education means only inclusive practices with students in inclusive settings according to school counselors. However, inclusive education might be thought as a concept for all students with diverse groups. Therefore, school counselors might reflect on their definitions of inclusive education. Their definitions of inclusive education might be transformed into supporting educational systems for meeting the diverse needs of all students (UNESCO, 2009).

Lastly, school counselors should fresh both their minds and practices regarding inclusive educational practices. Inclusive educational practices should not be viewed as limited to individualized education programs and educational performances. School counselors should focus more on social development of students as well as improving peer relationships of students in inclusive settings.

5.5.2 Recommendations for teachers and administrators

In the light of the statements of school counselors regarding disability microaggressions shown by teachers and school administrators, some suggestions might be made for teachers. These suggestions for teachers and administrators also might help school counselors in the collaboration process with them.

Firstly, it is better for teachers and administrators to reflect on their feelings, ideas, and behaviors at schools. Reflection on the feelings, ideas, and behaviors might be the first step for becoming professionals in the sense that they could think

about the advantages and disadvantages of their actions through reflection. In this reflection process, teachers and administrators should assess their behaviors from the perspective of students. Thinking about the gains and losses of their actions from the perspective of students in inclusive settings might help them to decrease their microaggressive acts toward students in inclusive settings at schools.

Secondly, it is better for teachers and administrators to think about human rights and children rights. They might read books and reports about rights, disabilities, and cultural differences. Also, they might watch documentaries about children rights, accommodations, cultural issues in education, individual differences, and school climate. Additionally, they might participate in symposiums and conferences about inclusive educational practices at universities. In other words, they might focus more on individual and professional development.

Lastly, it is better for effective inclusive practices at schools that teachers and administrators should increase the level of cooperation with school counselors. Cooperation might be the key term for combatting disability microaggressions at schools because all stakeholders at schools might help each other to become aware of their microaggressive acts toward students in inclusive settings.

5.5.3 Recommendations for policy makers

Since this research had parts related to school counselor and teacher education as well as inclusive education system, some recommendations could be provided to policy makers in the light of participants' statements.

Firstly, at least one required course that is on inclusive educational practices and students with disabilities should be included into the curriculum of guidance and

psychological counseling program. Most of the school counselors talked about their lack of knowledge and experience related to students with disabilities; therefore, in addition to a required course on disability and inclusive practices, the topics related to disability should be added to the syllabuses of many courses in counselor education programs. Also, counseling courses in universities regarding culture and diversity should include the topic of microaggressions; therefore, school counselors will not have limited knowledge and awareness related to microaggressions. In addition to them, leadership and advocacy should be among the core qualities all school counselor candidates have.

It was also seen that school counselors put much of their effort into educating teachers about preparing individualized education programs and assessment reports. Therefore, qualified in-service trainings should be organized for both teachers and administrators in order to bridge the gap of information; and all teachers and administrators who participated in these in-service trainings should be certified in order to prevent excuses about having no information about inclusive practices. After the certification process, all personnel at schools should be responsible and accountable on following whole rules about inclusive education. Supervisions should be stricter. Legal precautions should be taken by authorities. These practices decrease the responsibilities of school counselors on the technical issues of inclusive education; which may bring about school counselors' focusing on the social developments and peer relationships of students in inclusive settings.

Moreover, in addition to informing all professionals at schools about inclusive educational practices, some psychoeducational groups should be organized by qualified instructors from universities in order to improve attitudes toward students in inclusive settings and cope with disability microaggressions.

In order to make students and parents aware of the disability microaggressions, some television advertisements, flyers and educational videos for schools should be prepared. Since disability microaggressions are among the unknown topics in Turkey, some informative works should be conducted by authorities.

5.5.4 Recommendations for future research

After conducting such research study on disability microaggressions, some needs were detected for further research.

This research tried to understand whole parts of disability microaggressions at schools from the perspective of school counselors. However, interviews could be made directly by all stakeholders at school; namely teachers, administrators, peers, and parents instead of asking all questions to the school counselors. Students with disabilities and the parents of students with disabilities should be included into a new research study. This is important in terms of hearing the voices of students with disabilities about disability microaggressions.

Also, focus group method could be utilized in order to create an environment for discussion and confrontation of different stakeholders in order to help them understand each other as well as to investigate the situation in a more in-depth way.

Also, there is a need to investigate how school counselors perceive disability microaggressions at schools. In order to understand this, vignettes could be utilized to ask them whether the case is microaggression or not. Such a kind of research study might support the findings of the present research study. Furthermore, the definitions

of school counselors on inclusive education should be investigated in a more detailed way to see how they perceive inclusive educational practices.

In the present study, a thorough analysis could not be conducted in order to investigate the differences between groups such as counselors working at primary schools and secondary schools, graduates of psychological counseling and psychology, and female school counselors and male counselors. Also, disability microaggressions could not be investigated in terms of the different student groups such as disability microaggressions shown toward female students and male students, or disability microaggressions shown toward students with learning disabilities and students with intellectual disabilities. Further research might be conducted in order to compare different groups in terms of disability microaggressions.

In addition to recommendations for practice, some recommendations for deriving a theory might be given. The present study reached many results regarding disability microaggressions toward students with disabilities. In other words, the present research study investigated the current situation from different viewpoints by finding disability microaggressions shown by all stakeholders at schools. Therefore, the present study might lay the foundation of deriving a microaggression theory at schools. Deriving a theory based on the findings of the present study is important because the findings of this study are specific to culture. There are many culture-specific forms of ideas and behaviors toward students with disabilities. Additionally, the findings of the present study might be utilized to develop a scale for measuring disability microaggressions at schools. Therefore, the findings of the present study might be meaningful not only for practical reasons but also for theoretical improvements.

At the end of this research study, I want to mention about the changes in myself while conducting this research. While writing my thesis, I became aware of my microaggressions toward students with disabilities. I saw that I had also a protective approach toward students in inclusive settings. I became aware that I also sometimes defined students in inclusive settings as “inclusion.” In the light of the disability microaggression types, I reflected on my feelings, ideas and behaviors while working with students in inclusive settings. Then, I became more careful in order not to show microaggressive acts toward students in inclusive settings. Additionally, I organized small group guidance activities for students and teachers in my school in order to decrease disability microaggressions.

I also become aware that disability microaggressions toward students in inclusive settings are very prevalent at schools. I start to question whether inclusive settings are still inclusive or not, after the analysis of the present study. The social model of disability might also be questioned at this point because it seems that the researchers who advocated the social model could not transfer their theoretical ideas into practice. Even though direct discriminations were not shown toward individuals with disabilities explicitly, such discriminative acts continue in the form of microaggressions in the society. Hence, combatting direct discriminations toward individuals with disabilities is not enough. There should be systematic programs in order to combat microaggressions toward individuals with disabilities. Therefore, after conducting the present research study, I want to organize educational activities outside of my school in order to decrease disability microaggressions and create social justice-based school settings. Therefore, I want to work in a guidance and research center to organize district-wide educational programs. Also, I want to make

further investigations about disability microaggressions as well as social justice and advocacy work while working in guidance and research center.

5.6 Conclusion

In conclusion, this qualitative study aimed to understand disability microaggressions shown toward students in inclusive settings from the perspective of school counselors. It was found that students in inclusive settings faced disability microaggressions shown by school counselors, teachers, administrators, the parents of students without disabilities, and their peers. School counselors mostly showed disability microaggressions, namely patronization, secondary gain, spread effect, and otherization. Teachers mostly showed disability microaggression named second class citizenship. School administrators mostly showed the discrimination type named as systemic discrimination; which might be defined as behaving against some of the regulations on inclusive education. The parents and the peers showed mostly direct discriminative acts.

The present study also showed that the changes in the perceptions of school counselors toward students in inclusive settings were mostly related to the increase in their knowledge levels on inclusive educational practices. It was also found that school counselors' practices in the field of disability did not focus on social justice-based counseling practices, instead they were mostly concerned with legal requirements of inclusive practices such as individualized education programs and assessment reports. These findings were also discussed in the light of previous literature; and the results were parallel to the findings of the previous studies. It was also suggested that school counselors should focus more on advocacy and social

justice-based counseling practices, instead of focusing only legal requirements regarding inclusive practices. Inclusive educational practices should be regarded in the perspective of social justice and human rights.

Lastly, since the interviews were conducted only with school counselors in the present study, some of the disability microaggression themes that were emerged for school counselors did not emerged for teachers, school administrators, the parents of students without disabilities, and the peers. Therefore, interviews might also be conducted with students in inclusive settings and the individuals in the microsystem of students in inclusive settings in further research studies. The microsystem of students in inclusive settings might be the family and the school system. Then, the investigations might be made regarding macrosystem; namely society in general (Bronfenbrenner, 1993).

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APPENDIX A

DEMOGRAPHIC INFORMATION FORM (ENGLISH)

We request you to complete all the sections on this information form by writing what is true for you. Please, answer the sections on this form either by marking the most appropriate option or writing your answer into the provided blanks on the table. Thank you for your participation.

Information related to research region;	
Province:	
District:	
Neighborhood:	
Information related to the research school;	
Type:	( ) Primary ( ) Secondary
Total number of students:	
Total number of school counselor:	
Number of students per counselor:	
Total number of students in inclusive settings:	
Gender distribution of the students in inclusive settings Number of female students: ……. Number of male students: ……..	
The distribution of students in inclusive settings according to grade levels 1st grade: ……. 2nd grade:…….. 3rd grade:…… 4th grade:……. 5th grade: ……. 6th grade: ……. 7th grade: …… 8th grade: …….	
The distribution of students in inclusive settings according to disability groups Intellectual Disability:…….. .Learning Disability:…… ADHD:……. Speech Disability:……. Physical Disability:……. Pervasive developmental:…..Hearing:…… Visual:…….. Chronic disease:…..... Other(Please specify):……	
Information related to the school counselor;	
Age:	
Gender:	( ) Female ( ) Male ( ) not want to specify
Year of experience:	
Year of experience at research school:	
Employment status:	( ) Permanent ( ) Temporary
Level of education:	( ) Undergraduate ( ) Continuing master ( ) Graduate ( ) Continuing doctorate

University:	
Program:	
Did you take any university courses which include the implementations of inclusive education? ( ) Yes ( ) No If yes, name of the courses:……	
Did you take any in-service training related to the implementations of inclusive education? ( ) Yes ( ) No	

APPENDIX B

DEMOGRAPHIC INFORMATION FORM (TURKISH)

DEMOGRAFİK BİLGİ FORMU

Bu formdaki bilgileri eksiksiz ve doğru bir şekilde doldurmanızı rica ediyoruz. Lütfen istenilen bilgilere, sizin için en uygun seçeneği işaretleyerek veya tabloda bırakılan boşluklara yanıtınızı yazarak cevap veriniz. Katılımınız için teşekkür ederiz.

Araştırmanın yapıldığı;	
İl:	
İlçe:	
Mahalle:	
Araştırmanın yapıldığı okulun;	
Türü:	( ) İlkokul ( ) Ortaokul
Toplam öğrenci sayısı:	
Okul psikolojik danışmanı sayısı:	
Sorumlu olduğunuz öğrenci sayısı:	
Kaynaştırma yoluyla eğitim gören toplam öğrenci sayısı:	
Kaynaştırma yoluyla eğitim alan öğrencilerin cinsiyete göre dağılımı Kız öğrenci sayısı: ……. Erkek öğrenci sayısı: ……..	
Kaynaştırma yoluyla eğitim alan öğrencilerin sınıf düzeylerine göre dağılımı 1. Sınıf: ……. 2. Sınıf:…….. 3. Sınıf:…… 4. Sınıf:……. 5. Sınıf: ……. 6. Sınıf: ……. 7. Sınıf: …… 8. Sınıf: …….	
Kaynaştırma yoluyla eğitim alan öğrencilerin engel gruplarına göre dağılımı Zihinsel Engel:… Özel Öğrenme Güçlüğü:……DEHB:…… Dil ve Konuşma:…… Bedensel Engel:….Yaygın Gelişimsel:…….. İşitme:…… Görme:…… Süreğen Hastalık:…… Diğer (Belirtiniz):……	
Araştırmaya katılan okul psikolojik danışmanının;	
Yaşı:	
Cinsiyeti:	( ) Kadın ( ) Erkek ( ) Belirtmek istemiyor
Meslekteki çalışma yılı:	
Araştırmanın yapıldığı okuldaki deneyim yılı:	
Görev durumu:	( ) Kadrolu ( ) Görevlendirme

Eğitim Durumu:	( ) Lisans mezunu ( ) Yüksek lisans yapıyor ( ) Yüksek lisans mezunu ( ) Doktora yapıyor
Mezun olduğu üniversite:	
Mezun olduğu program:	
Üniversitede kaynaştırma yoluyla eğitim uygulamalarını içeren ders/dersler aldınız mı? ( ) Evet ( ) Hayır Evet ise, derslerin adı:…….	
Kaynaştırma yoluyla eğitim uygulamalarıyla ilgili hizmet içi eğitim aldınız mı? ( ) Evet ( ) Hayır	

APPENDIX C

INTERVIEW QUESTIONS (ENGLISH)

1) What kind of activities do you conduct as a school counselor related to the students in inclusive settings?

   - How could you assess the level of cooperation with teachers working in your school during the activities you conduct related to the students in inclusive settings?

   - What are your feelings and ideas while conducting activities related to the field of disability at your school?

   - What comes into your mind when it is stated “students in inclusive settings”?

   - While conducting such kind of activities, do you face with some questions including extreme curiosity toward the disabling conditions of students in inclusive settings that are asked by administrators, teachers, students, and parents at school?

2) What kind of issues do teachers working in your school talk to you related to the students in inclusive settings?

   - Do teachers working in your school get support from you related to the issues that they talk to you?

   - (If there is any problem) Why do teachers working in your school experience problems related to the issues that they talk to you?

   - How do you support teachers related to the issues that they talk to you on the students in inclusive settings?

   - During meetings and collaborations with teachers, what do you suggest teachers on how to behave toward students in inclusive settings or which topics they should be careful while working with students in inclusive settings?

3) What kind of accommodations and modifications do the teachers working in your school do for students in inclusive settings?

- How could you assess the level of applied or unapplied accommodations and modifications for the students in inclusive settings from the perspective of equality or discrimination?

- How do teachers working in your school do measurement and evaluation process for students in inclusive settings?

- What do you suggest teachers on the topics of in-class accommodations and modifications as well as measurement and evaluation for students in inclusive settings?

4) How did you find the discourse and behaviors of the teachers working at your school toward the students in inclusive settings?

   - In your opinion, how can teachers support the students in inclusive settings in educational and social development areas?

   - In your opinion, what are the thoughts of the teachers working at your school related to the educational success of the students in inclusive settings?

   - In your opinion, what are the thoughts of the teachers working at your school related to social and emotional development of the students in inclusive settings?

   - Did you observe any prejudice committed by the teachers toward the students in inclusive settings in the process of guidance and psychological counseling at your school? If yes, what was such prejudice?

   - When you participate in guidance classes, how is your relationship with students in inclusive settings? / What kind of activities do you conduct with students in inclusive settings in guidance classes?

5) What kinds of problems are experienced at your school related to the students in inclusive setting?

   - What are the teacher approaches for solution in case of a problem related to the students in inclusive settings?

   - When the teachers mention about problems experienced at school related to the students in inclusive settings, what kind of solutions that they expect? / What do they expect from you?

   - What do you suggest in case of a problem related to the students in inclusive settings?

- In your opinion, what is the source of this kind of problems related to the students in inclusive settings?

- How do you support students in inclusive settings in their process of solving their experienced problems?

6) Do students in inclusive settings visit school counseling service?

- Are they whether apply counseling service themselves directly or to be referred by someone else?

- What are the reasons for application to counseling service of students in inclusive settings?

- What kind of activities do you conduct with students in inclusive settings when they come to counseling service?

- What have you learned from working with students in inclusive settings?

- What kind of things do you pay attention while working with students in inclusive settings individually or in groups?

- While working with students in inclusive settings individually, what do the students in inclusive settings tell you related to the discourse or behaviors of their teachers and peers toward themselves?

- In the process of school guidance and psychological counseling, what do the students without disabilities tell you related to the students in inclusive settings?

7) How are the relationships of students in inclusive settings with their peers at your school?

- Have you observed the students who help students in inclusive settings in any kind of issues?

- What do you think about the students who support students in inclusive settings?

- Do you conduct any kind of activities in order to improve the peer relationships of students in inclusive settings?

8) What kind of issues do school administrators tell you related to the students in inclusive settings?

- Is there any difference in what school administrators talk about the students in inclusive settings compared to what they talk about the students without disabilities? If there is, how is such difference and what do you do about such difference?
- In case of there is a need to work with school administrators on inclusive education, how do school principals react when you want necessary support from them?

9) When the parents of the students in inclusive settings come to school counseling service, what kind of issues do they talk to you?

   - What kind of issues do the parents of the students without disabilities talk to you related to the students in inclusive settings?

   - Do you observe the discriminatory statements and behaviors of the parents without disabilities toward students in inclusive settings?

   - What do you do in case of the discriminatory statements and behaviors of the parents without disabilities toward students in inclusive settings?

   - What do you suggest the parents of the students in inclusive settings in order to help them supporting students?

10) Compared to your early years in the field, in which direction have your perceptions, behaviors, and your work in the field of inclusive education changed? How were your perceptions, behaviors, and your work in the field of inclusive education before? How is that now?

   - What have you learned from working with students in inclusive settings so far?

   - Compared to the past in your professional development process, are there any change in your feelings and thoughts related to the students in inclusive settings?

   - How do you assess your role as a school counselor in providing students in inclusive settings with non-discriminatory and egalitarian educational setting?

   - In the future, what do you plan as a school counselor in order to provide non-discriminatory and more egalitarian educational setting for students in inclusive settings?

   - In the future, what could be done in general in order to provide non-discriminatory and more egalitarian educational setting for students in inclusive settings?

APPENDIX D

INTERVIEW QUESTIONS (TURKISH)

GÖRÜŞME SORULARI

1) Okulunuzdaki kaynaştırma yoluyla eğitim alan öğrencilerinizle okul psikolojik danışmanı olarak ne gibi çalışmalar yapıyorsunuz?

   - Yaptığınız bu çalışmalar süresince, öğretmenlerinizle işbirliği yapma düzeyinizi nasıl değerlendirirsiniz?

   - Engellilik alanında okulunuzda yaptığınız bu çalışmaları hangi duygu ve düşüncelerle yapıyorsunuz?

   - Kaynaştırma yoluyla eğitim alan öğrenci denildiğinde aklınıza neler geliyor?

   - Yaptığınız bu çalışmalar süresince, kaynaştırma yoluyla eğitim alan öğrencilerin durumlarına yönelik idareci, öğretmen, öğrenci ve velilerden gelen merak içeren sorularla karşılaşıyor musunuz?

2) Öğretmenleriniz kaynaştırma yoluyla eğitim alan öğrencileriyle ilgili size ne tür konularda geliyorlar?

   - Öğretmenleriniz kaynaştırma yoluyla eğitim alan öğrencilerle ilgili getirdikleri konularda sizden destek alıyorlar mı?

   - (Problem varsa) Sizce, öğretmenler bu konularda neden problem yaşıyorlar?

   - Öğretmenlerinizin kaynaştırma yoluyla eğitim alan öğrencilerle ilgili size getirdikleri konularla ilgili onlara nasıl destek oluyorsunuz?

   - Öğretmenlerle yaptığınız toplantılarda ve görüşmelerde, öğretmenlerinize kaynaştırma yoluyla eğitim alan öğrencilerinize nasıl davranmalarını/nelere dikkat etmelerini öneriyorsunuz?

3) Öğretmenleriniz kaynaştırma yoluyla eğitim alan öğrenciler için ne tür düzenlemeler yapıyorlar?

   - Kaynaştırma yoluyla eğitim alan öğrencilere yönelik yapılan/yapılmayan bu düzenlemeleri, eşitlik/ayrımcılık çerçevesinde nasıl değerlendirirsiniz?

- Öğretmenleriniz kaynaştırma yoluyla eğitim alan öğrencilerin değerlendirme/not verme işlemini nasıl yapıyorlar?

- Siz, öğretmenlerinize sınıf içi düzenlemeler ve ölçme değerlendirme konularında neler öneriyorsunuz?

4) Öğretmenlerinizin kaynaştırma yoluyla eğitim alan öğrencilere karşı söylem ve davranışlarını nasıl buluyorsunuz?

   - Sizce, öğretmenler derslerde kaynaştırma yoluyla eğitim alan öğrencilere eğitsel ve sosyal konularda nasıl destek olabilirler?

   - Öğretmenlerin kaynaştırma yoluyla eğitim alan öğrencilerin eğitsel başarılarına ilişkin görüşleri sizce nelerdir?

   - Öğretmenlerin kaynaştırma yoluyla eğitim alan öğrencilerin sosyal ve duygusal gelişimlerine ilişkin görüşleri sizce nelerdir?

   - Okulunuzda yürüttüğünüz rehberlik ve psikolojik danışma sürecinde öğretmenlerin kaynaştırma yoluyla eğitim alan öğrencilerle ilgili önyargılarını gözlemlediniz mi? Evet ise neler?

   - Siz, sınıf rehberlik saatlerine girdiğinizde kaynaştırma yoluyla eğitim alan öğrencilerinizle ilişkileriniz nasıl? /onlarla nasıl uygulamalar yapıyorsunuz?

5) Okulunuzda kaynaştırma yoluyla eğitim alan öğrencilerinizle ilgili ne tür sorunlar yaşanıyor?

   - Öğretmenlerin çözüme yönelik yaklaşımları nelerdir?

   - Yaşanan sorunları sizlerle paylaştıklarında sizden ne tür çözüm önerileri istiyor/ne yapmanızı bekliyorlar?

   - Siz bu sorunlara nasıl öneriler getiriyorsunuz?

   - Sizce yaşanan bu sorunların kaynağı nedir? Sorunlar neden yaşanıyor?

   - Kaynaştırma yoluyla eğitim alan öğrencilerin okul içinde yaşadıkları sorunları çözmede öğrencilerinize nasıl destek oluyorsunuz?

6) Kaynaştırma yoluyla eğitim alan öğrencileriniz rehberlik servisine geliyorlar mı?

- Rehberlik servisine doğrudan kendileri mi başvuruyor, yoksa yönlendiriliyorlar mı?

- Kaynaştırma yoluyla eğitim alan öğrencilerin rehberlik servisine gelme nedenleri nelerdir?

- Siz rehberlik servisine gelen kaynaştırma yoluyla eğitim alan öğrencilerle ne tür çalışmalar yapıyorsunuz?

- Kaynaştırma yoluyla eğitim alan öğrencilerle yaptığınız bu çalışmalar size onlarla ilgili neler öğretti?

- Kaynaştırma yoluyla eğitim alan öğrencilerle bireysel görüşmelerinizde ya da grupla çalışmalarınızda nelere dikkat ediyorsunuz?

- Kaynaştırma yoluyla eğitim alan öğrencilerle yaptığınız bireysel çalışmalarda, öğrenciler öğretmenlerinin veya akranlarının kendilerine karşı olan söylem ve davranışlarıyla ilgili ne tür paylaşımlar yapıyorlar?

- Okulunuzda yürüttüğünüz rehberlik ve psikolojik danışma sürecinde engeli olmayan öğrenciler kaynaştırma yoluyla eğitim alan öğrencilerle ilgili size neler getiriyorlar?

7) Okulunuzdaki kaynaştırma yoluyla eğitim alan öğrencilerinin arkadaşlarıyla olan ilişkileri nasıl?

   - Kaynaştırma yoluyla eğitim alan öğrencilere herhangi bir konuda destek olan öğrenciler gözlemlediniz mi?

   - Kaynaştırma yoluyla eğitim alan öğrencilere destek olan öğrencilerle ilgili neler düşünüyorsunuz?

   - Kaynaştırma yoluyla eğitim alan öğrencilerin akranlarıyla ilişkilerini geliştirmek için çalışmalar yapıyor musunuz?

8) Okul idarecileri kaynaştırma yoluyla eğitim alan öğrencilerle ilgili sizinle ne tür konular paylaşıyorlar?

   - Okulunuzdaki idarecilerin kaynaştırma yoluyla eğitim alan öğrencilerle ilgili paylaşımlarında engeli olmayan öğrencilere kıyasla bir fark var mı? Varsa nasıl ve bu farkla ilgili neler yapıyorsunuz?

   - Kaynaştırma yoluyla eğitim konusunda okul idaresiyle işbirliği içinde çalışmanız gerektiği durumlarda gereken desteği istediğinizde nasıl tepkiler alıyorsunuz?

9) Kaynaştırma yoluyla eğitim alan öğrencilerinin velileri rehberlik servisine geldiklerinde sizinle ne tür konular paylaşıyorlar?

   - Engelli çocuğu olmayan veliler, sınıftaki kaynaştırma yoluyla eğitim alan öğrencilere dair sizinle ne tür konular paylaşıyorlar?

   - Engelli çocuğu olmayan velilerin kaynaştırma yoluyla eğitim alan öğrencilere karşı ayrımcı söylem ve davranışlarına şahit oluyor musunuz?

   - Böyle durumlarda neler yapıyorsunuz?

   - Kaynaştırma yoluyla eğitim alan öğrencilerin velilerine, çocuklarına destek olma noktasında neler öneriyorsunuz?

10) Mesleğinizin ilk yıllarına kıyasla, kaynaştırma yoluyla eğitim alan öğrencilere yönelik algılarınız, onlara karşı davranışlarınız ve bu konuda yaptığınız çalışmalar ne yönde gelişti? Önceden nasıldı? Şimdi nasıl?

   - Kaynaştırma yoluyla eğitim alan öğrencilerle bugüne kadar yaptığınız çalışmalar ve bu çalışma süreci size neler öğretti?

   - Mesleki gelişim süreciniz içinde eskiyle kıyasladığınızda, kaynaştırma yoluyla eğitim alan öğrencilerinizle ilgili duygu ve düşüncelerinizde değişiklikler oldu mu?

   - Kaynaştırma yoluyla eğitim alan öğrencilerin ayrımcılıktan uzak ve daha eşitlikçi bir ortamda eğitim alması için okul psikolojik danışmanı olarak okuldaki rolünüzü nasıl değerlendirirsiniz?

   - Gelecekte, kaynaştırma yoluyla eğitim alan öğrencilerin ayrımcılıktan uzak ve daha eşitlikçi bir ortamda eğitim alması için okul psikolojik danışmanı olarak neler yapmayı planlıyorsunuz?

   - Gelecekte, kaynaştırma yoluyla eğitim alan öğrencilerin daha ideal bir ortamda eğitim alması için sizce genel olarak neler yapılabilir?

APPENDIX E

PERMISSION FROM THE BOĞAZİÇİ UNIVERSITY

INSTITUTIONAL REVIEW BOARD FOR HUMAN SUBJECTS

T.C.
BOĞAZİÇİ ÜNİVERSİTESİ
İnsan Araştırmaları Kurumsal Değerlendirme Alt Kurulu

Sayı: 2017-38

29 Mayıs 2017

Osman Yılmaz
Eğitim Bilimleri

Sayın Araştırmacı,

"Okul Psikolojik Danışmanlarının İlkokullardaki ve Ortaokullardaki Kaynaştırma Yoluyla Eğitime Devam Eden Engelli Öğrencilerin Karşılaştıkları Gizli/Örtük Ayrımcı Tutum ve Davranışları(Mikroagresyon) Algıları" başlıklı projeniz ile ilgili olarak yaptığınız SBB-EAK 2017/36 sayılı başvuru İNAREK/SBB Etik Alt Kurulu tarafından 29 Mayıs 2017 tarihli toplantıda incelenmiş ve uygun bulunmuştur.

Saygılarımızla,

İnsan Araştırmaları Kurumsal Değerlendirme Alt Kurulu

Doç. Dr. Ebru Kaya

Yrd. Doç. Dr. İnci Ayhan

Doç. Dr. Gül Sosay

Doç. Dr. Mehmet Yiğit Gürdal

Yrd. Doç. Dr. Bengü Börkan

APPENDIX F

PERMISSION FROM BAĞCILAR DIRECTORATE

OF NATIONAL EDUCATION

T.C
BAĞCILAR KAYMAKAMLIĞI
İlçe Milli Eğitim Müdürlüğü

Sayı : 91391998-604.01.02-E.8481501 27.04.2018
Konu: Araştırma İzin Onayı.

MÜDÜRLÜK MAKAMINA

İlgi : Hoca Ahmet Yesevi Ortaokulunun 24/04/2018 tarih ve 8135130 yazısı.

İlgi yazı ekinde bulunan Rehber Öğretmen Osman YILMAZ'a ait dilekçede ilçemizde bulunan rehber öğretmenlere yönelik yüksek lisans tezi çalışması yapması müdürlüğümüzce uygun görülmüş olup;

Makamlarınızca da uygun görüldüğü takdirde olurlarınıza arz ederim

Hacı KORKMAZ
Şube Müdürü

OLUR
…./…./2018

Kadem ÇALIŞ
İlçe Milli Eğitim Müdür v.

Adres : İlçe Milli Eğitim Müdürlüğü, Sancaktepe Mahallesi Bağcılar Meydanı 34560 Bağcılar-İSTANBUL
Telefon : 0(212) 462 88 68 - Faks : 0(212) 462 88 59
e-mail : bagcilar34@meb.gov.tr

APPENDIX G

INFORMED CONSENT FORM (ENGLISH)

Supporter Institution: Boğaziçi University

Research Name: Disability Microaggressions toward Students in Inclusive Settings: School Counselor's Perspective

Research Advisor: Assoc. Prof. Z. Hande SART

E-mail: hande.sart@boun.edu.tr

Phone Number: 0 212 359 69 02

Name of the Researcher: Osman YILMAZ

E-mail: osman.yilmaz3232@gmail.com

Phone Number: 0553 133 2732

Dear School Counselor,

Osman YILMAZ who is a master student in Guidance and Psychological Counseling Program in Educational Sciences Department of Faculty of Education at Boğaziçi University is conducting a scientific research project named "Disability Microaggressions toward Students in Inclusive Settings: School Counselor's Perspective" under the consultancy and supervision of Assoc. Prof. Z. Hande SART. The aims of this study are investigating the discriminative experiences of students with disabilities in inclusive settings from the eyes of school counselors, identification of discriminative attitudes and behaviors toward students in inclusive settings, labeling disability microaggressions from these discriminative attitudes and behaviors, and classifying disability microaggressions. Also, this research study investigates the practices of school counselors in the case of disability microaggressions. Microaggressions mean subtle, derogatory, and mostly unconscious discriminative acts which may be behavioral, verbal and non-verbal. Bağcılar Directorate of National Education permitted to conduct this research study. We invite you to participate in this research project. If you give consent to participate in this research project, please sign this form.

If you accept to participate in the study, we want you to fill a short demographic information form. In this form that lasts approximately five minutes to fill, there are two parts and 13 items on personal information regarding age, gender, year of experience, educational background as well as the information related to the school such as type (primary/secondary), and the number of students and psychological counselors. We aim to gather information by means of demographic information form about the participants and the targeted schools for research.

Secondly, we are going to conduct an interview including 10 main parts individually about your observations and practices regarding students in inclusive settings. In the interview, we are going to ask you structured questions related your practices with students in inclusive settings, collaboration practices with teachers, in-class accommodations for students in inclusive settings, the attitudes and behaviors of teachers, students, and the parents of students without disabilities toward students in inclusive settings, the themes emerged in individual counseling sessions regarding discriminations toward students with disabilities, the problems experienced in inclusive educational practices, and peer relationships of students in inclusive settings. In the interviews, there are 10 main questions and short-answered, open-ended sub-questions which are complementary to every main question. The duration of the interviews will change between 60 minutes to 90 minutes according to the depth of the information given by school counselors.

Since the scientific analysis of your answers to the questions in interviews will be conducted, recording of your answers to the interview questions are necessary. We prefer voice recording for data collection in order to conduct interviews rapidly and fluently. However, if you do not prefer voice recording, it is possible to write your answers. Please mark your preference regarding data recording type on the relevant part which is at the end of this form.

This research study is conducting with scientific aims and the confidentiality of the information given by participants is a requirement. In all the records, participant numbers which were given randomly to participants will be utilized instead of using the names of participants. All written records are going to be hold in lockers which is accessible only for the researcher during the research study. They are going to be destroyed at the end of the study. In the case of voice recording, these recordings are going to be copied to CDs; then the records are going to be erased irreversibly from the encoded voice recording machine.

Participation to the study is completely voluntary. If you accept to participate in this study, you have a right to withdraw your consent without showing any reason or making any explanation. We want to emphasize that we do not compare different schools or classes in this research. If you want to take any additional information regarding this research project, please contact with Assoc. Prof. Z. Hande SART who is a faculty member in Educational Sciences Department at Boğaziçi University (Telephone: 0212 359 6902, Address: Boğaziçi University, Faculty of Education, 34342 Bebek, İstanbul)

If you want to participate in this research project, please sign the relevant place at the end of this form; and give it to the researcher.

I, (the name of participant) …….. read the paragraphs above; and I understood completely the contents and aims of the study, and my responsibilities regarding this research. I had an opportunity to ask questions related to the research. I understand that I can quit the research project when I want without any requirement to show any reason. I also understand that I am not going to face something negative in the case of quitting the research project.

( ) I allow full voice-recording of individual interview.

( ) I do not allow voice-recording. I allow written recording of individual interview.

I accept participating in the study voluntarily.

Participant Name-Surname: …….
Signature: …….
Address: ……
Telephone: ……
Date: …. / ….. /……

Researcher Name-Surname: Osman YILMAZ
Signature: …….
Date: …. / ….. /……

APPENDIX H

INFORMED CONSENT FORM (TURKISH)

Bilgilendirilmiş Onam Formu

Araştırmayı destekleyen kurum: Boğaziçi Üniversitesi

Araştırmanın adı: Kaynaştırma Yoluyla Eğitim Alan Öğrencilere Yönelik Engellilik Temelinde Yapılan Örtük Ayrımcılıklar: Okul Psikolojik Danışmanı Bakış Açısı

Proje Yürütücüsü: Doç. Dr. Z. Hande SART

E-posta adresi: hande.sart@boun.edu.tr

Telefonu: 0 212 359 69 02

Araştırmacının adı: Osman YILMAZ

E-posta adresi: osman.yilmaz3232@gmail.com

Telefonu: 0553 133 2732

Sayın Okul Psikolojik Danışmanı,

Boğaziçi Üniversitesi Eğitim Bilimleri Bölümü Rehberlik ve Psikolojik Danışmanlık Programı Yüksek Lisans öğrencisi Osman YILMAZ, Doç. Dr. Z. Hande SART danışmanlığında ve gözetiminde "Kaynaştırma Yoluyla Eğitim Alan Öğrencilere Yönelik Engellilik Temelinde Yapılan Örtük Ayrımcılıklar: Okul Psikolojik Danışmanı Bakış Açısı" adı altında bilimsel bir araştırma projesi yürütmektedir. Bu çalışmanın amaçları kaynaştırma yoluyla eğitime devam eden engelli öğrencilerin karşılaştığı ayrımcı davranışları okul psikolojik danışmanlarının gözünden incelemek, yapılan ayrımcı tavır ve davranış türlerini tanımak, bu ayrımcı tavır ve davranışlardan gizli/örtük olanlarını tespit edip sınıflandırmak ve okul psikolojik danışmanlarının bu ayrımcı tutumlar karşısında ne gibi çalışmalar yaptıklarını incelemektir. Bu araştırmada kullanılan gizli/örtük ayrımcı tavır ve davranışlar (mikrosaldırılar) doğrudan herkes tarafından anlaşılabilecek şekilde ayrımcılık yapmak yerine alttan alta yapılan, çoğu zaman farkında olmadan sözel ve sözel olmayan aşağılayıcı ve küçümseyici davranışlar şeklinde gerçekleştirilen ayrımcılıkları ifade etmektedir. Bağcılar ilçe milli eğitim müdürlüğü, okulunuzun bu çalışmaya katılması için izin verdi. Bu araştırmada bize yardımcı olmanız için siz okul psikolojik danışmanlarını da projemize davet ediyoruz. Kararınızdan önce araştırma hakkında sizi bilgilendirmek istiyoruz. Bu bilgileri okuduktan sonra araştırmaya katılmak isterseniz lütfen bu formu imzalayınız.

Bu araştırmaya katılmayı kabul ettiğiniz takdirde ilk olarak sizden kısa bir demografik bilgi formunu doldurmanızı rica edeceğiz. Doldurmanızın yaklaşık olarak 5 dakika süreceği bu formda; yaş, cinsiyet, deneyim yılı ve eğitim durumu ile ilgili bilgilerinizle birlikte çalıştığınız okulun türü (ilkokul/ortaokul), öğrenci ve okul psikolojik danışmanı sayısı gibi okulla ilgili bilgilerin de yer aldığı iki bölüm ve toplam 13 madde bulunmaktadır. Bu formla çalışmanın katılımcıları ve çalışmanın yapıldığı kurum ile ilgili bilgi toplamayı amaçlıyoruz.

İkinci olarak, sizinle okulunuzdaki kaynaştırma yoluyla eğitim alan öğrencilerinizle ilgili gözlemlerinizi ve yaptığınız çalışmaları içeren 10 ana başlıktan oluşan bir bireysel görüşme yapacağız. Görüşmede size, kaynaştırma yoluyla eğitim alan öğrencilere yönelik yaptığınız çalışmalar, öğretmen görüşmeleri, sınıf içi düzenlemeler, kaynaştırma öğrencilerine yönelik öğretmen, veli ve idarecilerin tutum ve davranışları, bireysel görüşmelerde engelli öğrencilerin karşılaştığı ayrımcılıkla ilgili ortaya çıkan temalar, yaşanan sorunlar ve engelli öğrencilerin akran ilişkileri konularında hazırlanmış standart sorular yöneltilecektir. Görüşmede 10 ana soru ve bu soruları tamamlayıcı nitelikte, kimisi kısa cevaplı kimisi evet-hayır şeklinde cevaplanabilecek alt sorular olmak üzere açık uçlu sorular bulunmaktadır. Soruların cevaplanması katılımcıların paylaşımlarının derinliğine göre değişebilmekle birlikte 60 dakika ile 90 dakika arasında sürecektir.

Bireysel görüşmede vereceğiniz cevapların bilimsel amaçla değerlendirmesi yapılacağından görüşme sırasında vereceğiniz cevapların kayıt altına alınması gerekmektedir. Görüşmenin daha hızlı ve akıcı bir şekilde yapılabilmesi için ses kaydı alarak veri toplamayı tercih ediyoruz. Ancak, ses kaydı yapılmasını istemiyorsanız cevaplarınızı yazılı olarak da kaydetmemiz de mümkündür. Bu formun sonundaki ilgili bölüme cevaplarınızın kayıt altına alınma şekli ile ilgili tercihinizi işaretleyiniz.

Bu araştırma bilimsel bir amaçla yapılmaktadır ve katılımcı bilgilerinin gizliliği esas tutulmaktadır. Yapılacak tüm kayıtlarında okul psikolojik danışmanlarının isimleri yerine rastgele verilecek numaralar kullanılacaktır. Tutulacak tüm yazılı kayıtlar araştırma projemiz süresince, sadece araştırmacının erişimin olduğu kilitli bir dolapta muhafaza edilip araştırma sona erdiğinde yok edileceklerdir. Görüşmeler sırasında sesli kayıt tutulması halinde, bu kayıtlar derhal CD'lere alınacak ve ses kaydının yapıldığı şifreli cihazdan kalıcı olarak silinecektir. Bu CD'ler de yazılı kayıtlar gibi kilitli bir dolapta muhafaza edilip araştırma sona erdiğinde yok edileceklerdir.

Bu araştırmaya katılmak tamamen isteğe bağlıdır. Katıldığınız takdirde çalışmanın herhangi bir aşamasında herhangi bir sebep göstermeden onayınızı çekmek hakkına da sahipsiniz. Bu araştırmada farklı okulları veya farklı sınıfları karşılaştırmadığımızı vurgulamak istiyoruz. Araştırma projesi hakkında ek bilgi almak istediğiniz takdirde lütfen Boğaziçi Üniversitesi Eğitim Bilimleri Bölümü Öğretim Üyesi Doç. Dr. Z. Hande SART ile temasa geçiniz (Telefon: 0 212 359 69 02, Adres: Boğaziçi Üniversitesi, Eğitim Fakültesi, 34342 Bebek, İstanbul).

Eğer bu araştırma projesine katılmayı kabul ediyorsanız, lütfen bu formu imzalayıp araştırmacıya teslim edin.

Ben, (katılımcının adı) ....., yukarıdaki metni okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları tamamen anladım. Çalışma hakkında soru sorma imkanı buldum. Bu çalışmayı istediğim zaman ve herhangi bir neden belirtmek zorunda kalmadan bırakabileceğimi ve bıraktığım takdirde herhangi bir olumsuzluk ile karşılaşmayacağımı anladım.

( ) Bireysel Görüşmenin tamamının ses kaydı yapılmasına izin veriyorum.
( ) Ses kaydına izin vermiyorum. Görüşmenin tamamının yazılı kaydedilmesine izin veriyorum.

Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcının Adı-Soyadı:.....
İmzası:.....
Adresi (varsa Telefon No, Faks No):.....
.....
Tarih (gün/ay/yıl):...../...../.....

Araştırmacının Adı-Soyadı: Osman YILMAZ
İmzası:.....
Tarih (gün/ay/yıl):...../...../.....

APPENDIX I

QUOTATIONS (TURKISH)

1) “Daha hassas oldukları için daha duyarlı daha hassas davranmamız gerektiğini düşünüyorum.”

2) “Ve gerçekten sevilmeyi bekliyorlar, herkes tarafından. Hani çok sevgi ihtiyaçları var ... Hastalığının getirdiği çeşitli duygusal durumlarına göre şekil almamız gerektiğini düşünüyorum ... Çok fazla ilgiye ve sevgiye ihtiyaçları var ... Özel durumları var.”

3) “Ama biz bunların [okulda] yaşadıkları sıkıntıları anlatınca [kaynaştırma yoluyla eğitim alan öğrencilere] biraz daha burada yumuşak davranılabiliyor.”

4) “[Kaynaştırma yoluyla eğitim alan öğrenciler] Çok hassas oluyorlar. Başınızı sallasanız veli yanlış anlayabiliyor. Tabi, öğretmen de nasıl davranacağını bilemeyebiliyor. Mesela normal bir öğrencinin velisiyle konuşur gibi konuşabiliyor. Daha hassas davranması gerekir bana göre. Davranmıyor. Normal söylüyor ... Çok hassas oldukları için alıngan davranıyorlar hocam. Biraz daha hassas konuşmak gerekiyor.”

5) “Velileriyle konuşurken çok daha cümlelerimi seçerek kullanıyorum. Çünkü çok hassas oluyorlar. Belki başka bir veliye senin çocuğun çok problemli çok sorun yaratıyor o an bunalmış bir şekilde söylediğinizde onu daha sonra niye böyle dedim demem ama onun velisine dediğim zaman, onu vicdan olarak kendime sorun edebilirim yani. Biraz daha cümleleri seçerek konuşuyorum, çocuklarla da velileriyle de.”

6) “Yalnız [kaynaştırma yoluyla eğitim alan öğrenciler] bu tarz gezilere [okul pikniği gibi okul dışına yapılan gezilere] katılıyorlarsa [öğretmenlerinin] daha fazla gözetim ve sorumluluğu altında olmaları bence daha önemli.”

7) “Hani bakın bu arkadaşınız size emanet. Hani iletişiminize daha dikkat edin. Bazen hatalı davranışları olabilir. Karşılık vermek yerine gelip bana söyleyebilirsiniz.”

8) Daha sonrasında mesela o yaptığım konuşmadan ... işte mesela başkası o çocuğa laf attığında hani dalga geçtiğinde hemen sınıf arkadaşlarının onu kolladığı, işte karıştırtmadığı falan çocuklar bana bu şekilde söylediler. Hocam, siz [arkadaşımızı korumamız yönünde] konuştuktan sonra biz böyle yapmaya başladık falan.

9) “O çocuğun anlaşabileceği bir öğrenciyle onu eşleştirmesini isteyebilirim ... [öğretmenden o çocuğu] biraz daha şefkatli olabilen öğrenci ile yan yana oturtmasını [isteyebilirim.] ... [Öğretmenler diğer çocuğa diyebilirler ki] “Sen ona

sahip çıkabilecek bir çocuksun, onu yönlendirebilecek bir arkadaşsın. Ona yardımcı olabilecek bir kişisin. Senden bunu rica ediyorum" şeklinde. [Öğretmenden] O çocuğu biraz yücelterek, yanında oturacak olan çocuğu, ikna etmesini istiyorum."

10) "[Kaynaştırma yoluyla eğitim alan] Öğrencinin yanına hangi öğrenciyi oturtmalı? Biraz bazı çocuklar şeydir böyle mizaç olarak sahiplenici, yönlendirici lider özelliklere sahiptir. Bir süre onları yan yana oturtabilir mesela. O çocuğu [kaynaştırma yoluyla eğitim alan öğrenciyi] olumlu anlamda yönlendirebilmesi açısından."

11) "Onlar [kaynaştırma yoluyla eğitim alan öğrenciler] benim yanıma burada gelip gittikçe, sohbet ettikçe sempatim var açıkçası o çocuklara karşı. Sempatim yok diyemem. Diğerlerine duyduğumdan farklı bir şey oluyor içimde, farklı bir duygu oluyor onlara karşı. Nasıl bir duygu? Daha sempatik davranıyorum onlara, yani sempatik derken daha sempati duyuyorum o çocuklara. Atıyorum ses tonum biraz daha yumuşuyor, biraz daha sevecenleşebiliyorum onlara karşı. Ya ama bu bilerek ya da bilmeyerek, bilmiyorum. Otomatikman öyle oluyor. Normal gelen bir çocukta daha nötr direk sorusuna cevap verecek, biraz daha yeri geldiğinde otoriter davranabiliyorken [kaynaştırma yoluyla eğitim alan] o çocuklarda bu olmuyor. Direk onların seviyesine inip ben de bir çocuk gibi davranıyorum onlara."

12) "[Çocukla ilgili şikayetler olduğunda, ben engeli olmayan çocuklarla konuşuyorum] Bu arkadaşımız bunu isteyerek yapmıyor. Bilinçli olarak yapmıyor …ve biz bunu ancak sevgiyle sahiplenerek üstesinden gelebiliriz diye bu takım çalışmalarla ilerleyebiliyoruz ... sınıf yeterince iyi, sahip çıkıyordu."

13) "Yani topluma uyum sağlaması için öğrencilerin dışlanmadan, ayrımcılık gösterilmeden topluma bir şekilde katmak amacıyla yapılan eğitim … Topluma, nasıl diyeyim, o da toplumun bir parçası olduğunu bilmesi gerekiyor. Kendini soyutlamadan veya diğer öğrenciler onu dışlamadan bir şekilde o dengeyi kurarak toplumda onun da bir birey olduğunu bilmesi. Kaynaştırma yani genel olarak bu ... Onların da toplumda bir birey olduğunu önceden de biliyordum. Şimdi de biliyorum. Topluma kazandırılmaları gerektiğini düşünüyorum."

14) "[Kaynaştırma yoluyla eğitim alan öğrencilere] Hem vicdani olarak da bir şeyler yapmam gerektiğini, insani bir sorumluluk olarak da hissedebiliyorum."

15) "Çalışma yaparken vicdani olarak rahatladığımı hissediyorum ... [öğretmenlerle konuşurken] işin vicdan boyutu; bu işin hem bir zorunluluk boyutu hem bir vicdan boyutu olduğu üzerinde duruyorum. [Kaynaştırma yoluyla eğitim alan öğrencilerle ilgili] Zorunluluklar boyutunda yönetmelikler noktasından gidiyorum. Vicdani noktada da bu öğrencilerin bizden ihtiyaçlarını, bizden taleplerini ya da desteğimize ihtiyaçları olduğu noktasında vurgu yapıyorum. Mesela bu yönetmeliklerin dışında vicdani olarak bu öğrencilerin gerçekten akademik olarak gelişimsel olarak biraz daha arkadaşlarına göre geriden geliyor olması, işte destek, bizim özel ilgimize, desteğimize, akademik anlamda onları cesaretlendirmemize, onlara güven vermemize en azından onları fark etmemize

ve onlara yeri geldiğinde söz hakkı vermemize, yeri geldiğinde onların kendilerini iyi hissedeceği tutum ve davranış içinde olmamız gerektiği noktasında bilgi veriyorum."

16) "Yani bir gün bizim de başımıza gelebilir. Benim çocuğumda da bu görülebilir. Yani, birtakım sıkıntılar olabilir. O zaman "ben kendimi nasıl hissederim" gibi düşünerek davranıyorum özellikle çalışmalarımda."

17) "Dönüp dolaşıp sana, yakınına tezahür eder."

18) "[Kaynaştırma yoluyla eğitim alan] Çocuğunu o sınıfta istemiyor, bir öğretmen. Özel eğitimlik bir öğrencisini sınıfında istemiyor. Başka bir sınıfa, bütün velileri de kandırıp gönderiyor. Başka bir okulda yine buralarda. Gerçek yaşanan bir olay herhalde yanlış bilmiyorsam. Çünkü öğretmenler söyledi. Herhalde tutup da yalan söyleyecek değillerdir diye düşünüyorum. Daha sonra kendi çocuğu da o bayan öğretmenin hamile bayan öğretmenin kendi çocuğu da otizmli oluyor. Ve bütün herkesi, o kışkırttığı velilerden de öğretmenden de tekrar özür diliyor, helallik istiyor. Aradan zaman geçmiş olsa bile. Bu herkesin başına gelebilir. Özel eğitim diye bir kenara itilmemesi gerekiyor kesinlikle."

19) "[Kaynaştırma yoluyla eğitim alan öğrenciye] Destek olan öğrenciye de öğretmenin biraz yüceltmesi de gerekir derim ki; motive olması lazım o çocuğun [yardımcı olan çocuğun]; çünkü o geride kalan çocuğu ilerletebilmesi için. Bunu yapabilirim. Biraz da sınıfa karşı o çocuğu ön plana çıkartmaya çalışmasını isteyebilirim. Yani diğer örnekte olduğu gibi o benim sağ kolum."

20) "[Kaynaştırma yoluyla eğitim alan öğrencilere yardım eden öğrencilerle ilgili] Çok iyi şeyler düşünüyorum. Çok beğeniyorum özellikle bu tür davranışları. Kendiliğinden oluyorsa daha çok benim için değerli bir davranış oluyor, gerçekten ... Kutluyorum da. "Harikasın, aferin çok güzel bir davranış, lütfen devam et" şeklinde. Böyle sözlerle söylüyorum çocuğa."

21) "[Çocuklara diyorum ki] bu tür arkadaşlarımız olabilir, isim vermeksizin. Bu şekil davranmalıyız. O sınıfta yürümeyle alakalı, bedensel yetersizliği olan öğrenci yok. Ama başka bir sınıfta [bedensel yetersizliği olan öğrenci] var. Örnek vereyim bu sınıfa biz bedensel yetersizliği aktarabiliyoruz. Ama örneklemimiz diğer sınıftan. Yardım hususumuz diğer sınıftakine olabiliyor. "Hadi, teneffüste o arkadaşımızla siz ilgileneceksiniz." Bu sınıf diğer sınıfınkine hocam. Davranışa dönüştürmeyi amaç ediniyoruz hocam. Amacımız o oluyor."

22) "Bizim kriterlerimiz onda [kaynaştırma yoluyla eğitim alan öğrencide] şu. Amacımız bu tür çocukları bir üniversiteye hazırlık gibi değil bir TEOG'a hazırlık gibi değil. Bir bir üst sınıfın en iyisi olmaya yönelik değil. Onun her yönüyle ama her yönüyle sosyal yönüyle akranlarıyla, duygusal yönüyle, işte akademik yönüyle her yönüyle kendi seviyesinin bir üstünü hedeflemek."

23) "Şeyi amaçlıyoruz, [kaynaştırma yoluyla eğitim alan öğrenci] sınıfında dursun otursun. Bir iki arkadaşıyla iletişim kurmayı başarabilsin. Bizim amacımız bu. Destek eğitimde de ilerlemesini kaydetmek."

24) “[Öğretmenlere diyorum ki] Özellikle ders anlatırken diyelim bir çocuğun anlama şeyi kavrama şeyi 5 dakikaysa onun [kaynaştırma yoluyla eğitim alan öğrencinin] 15 dakika olduğunu net söylüyoruz.”

25) “Herkes okuyacak diye bir şey yok ... Üniversiteye hazırlayamayız belki ama hayata hazırlayabiliriz.”

26) “Bir gözü görmediği halde … okulumuzdan ikinci şekilde mezun oldu.”

27) “Çoğunun ben sosyalleşme problemi yaşadıklarını görüyorum ... sosyal yönden çok zayıf öğrenciler oldukları için böyle bir iki kişiyle arkadaşlıkları sınırlı olan öğrenciler oldukları için çok böyle girişken değiller zaten.”

28) “Bu çocuklar popüler değil. Yaramazlık, akademik başarı, güzellik, çıkma teklifi vs. hepsinde gerideler. Arkadaş olmak için cazip olmuyor ve dışlanabiliyorlar.”

29) “Çünkü diğer normal öğrencilerle ettiğiniz gibi sohbet edemiyorsunuz. Daha basit düzeyde sohbet etmek gerekiyor. O yüzden önce onları anlamamız lazım.”

30) “Yani kaynaştırma öğrencileriyle çalışırken özellikle konuştuğunuz şeylerin anlaşılır olması lazım. Yani onların yaş düzeyine. Bazen biz bir kelime söylüyoruz, “hocam bu ne?” diyebiliyorlar. Özellikle yaş seviyesine uygun, duygu durumlarına uygun, hastalık yapılarına uygun … duygu durumuna, yaş seviyesine, eğitim durumuna, hastalığının getirdiği çeşitli duygusal durumlarına göre şekil almamız gerekiyor diye düşünüyorum.”

31) “İşitme yetersizliği olan öğrencilerde genelde bu hırçınlıklar, davranış problemleri olması çok normal.”

32) “Sınıfa girince o çocuklar davranışlarıyla kendilerini belli ediyorlar.”

33) “Özellikle [kaynaştırma yoluyla eğitim alan öğrencilerin] zihinsel anlamda bir sıkıntısı olduğunu düşünüyorum. Kaynaştırma eğitimi dediğim zaman aklıma ilk gelen şey o. [Kaynaştırma yoluyla eğitimi] Zihinsel bir eksiklik ve yaşıtlarıyla bir arada olma gereksinimi olarak görüyorum.”

34) “Etrafımızda hep sağlıklı insanlar yok. Sağlığı bozuk olan bir sürü insan da olabilir. [Engeli olmayan öğrencinin] Bunlarla [engeli olan öğrencilerle] yaşamaya nasıl davranacağına nasıl konuşacağına da alışması lazım diyoruz.”

35) “Sonuçta bu bireyler normal bireyler değil. Bir yetersizliği var sonuçta baktığımızda.”

36) “Bu öğrencilerin [kaynaştırma yoluyla eğitim alan öğrencilerin] aslında mutlaka bir öğretmenin bir motivasyonu bir teşvikiyle ben de normal öğrenci statüsüne katılacağına inanıyorum.”

37) “Hani normal bir öğrenci değil en nihayetinde. Tanı olarak normal değil. E bu ne demek? Normal olmayan şeyler gelebilir demek.”

38) “Normal bir öğrenci gibi davranıyoruz tüm öğrencilere.”

39) “Bu çocukların özel eğitime ihtiyacı var. Öyle bir düzeyde ki normal akranlarıyla eğitim alarak biz bunu telafi edebiliriz.”

40) “Çocukların aslında kendi durumlarına göre bir okula gönderilmesi gerektiğini düşünüyorum. Mesela, işitme yetersizliği varsa ve üst boyuttaysa hani sınıf içerisinde değil, ya da çocuk otizmliyse sınıf içerisinde değil. Çünkü zaten sınıf ona nasıl diyeyim çok kalabalık geliyor. Zaten çocuk durmak istemiyor. Bu sefer bağırış çağırış. Bir şey katamıyoruz. O şekilde düşünüyorum.”

41) “Daha çok kendi okullarına gitmeleri, mesela tabi ki otizm okulları örneğin az sayıda var ama arttırılabilir. Zihinsel yetersizlik sınıf, sadece onlara özel okullar arttırılabilir diye düşünüyorum. Mesela dil ve konuşma güçlüğünde hiçbir problem yaşamıyoruz. Çocuk ilerde rehabilitasyon merkezine giderek bir iki senede toparlıyor. Ders olarak da bir ilerleme kaydediyoruz. Ama otizm, zihinsel yetersizlik, hafif düzeyde zihinsel yetersizliği olsa bile bizim özel eğitim sınıflarımız doldu. Daha fazla öğrenci alamıyoruz ve bu şekilde birkaç tane okulun özel eğitim alt sınıfı var. Bunlara ait özel bir okul olsa daha iyi olur diye düşünüyorum. Mesela otizm okulu var, İTO, o da yetersiz. Çünkü bütün öğrencileri alamıyor. Ya da işitme yetersizliği okulu var, bir tane var. Bütün öğrencileri alamıyor. Bu sayı arttırılabilir. Biz de işitme yetersizliği olan çocukları oraya gönderirsek; çünkü öğretmen burada ona konuşmayı öğretemez”

42) “Bunlar için özel öğrenme güçlüğü olanlar için ayrı bir sınıf, ya da hafif düzeyde olanlar için ayrı bir şey, dikkat eksikliği olanlar için ayrı bir; bir okulda hep onları toplasalar belki üzerlerine daha fazla düşülse belki bu sıkıntıyı bir nebze olsun aşarız. Burada aşamıyoruz, sadece çocuk o arada kaynayıp gidiyor.”

43) “[Sınıfında kaynaştırma yoluyla eğitim alan öğrenciyi istemeyen veli olduğu zaman] Buna çözümün olmadığını. O sınıftan alsak, atıyorum hani velinin talebi sınıf değişikliğiyse o öğrenciye dair o sınıftan alsak başka sınıfa koyacağız. O sınıfta da öğrenciler var. Oradaki çocuklar için tehlikeyse ona göre oradaki çocuklar da çocuk sonuçta. O şeyi kurmaya çalışırım. Ona anlatmaya çalışırım.”

44) “Öğretmenle de bayağı çatıştı aile. Sonra ben ona şey dedim. Aileyle de konuştuk. İşte öğretmenle de çatışınca aile zaten sınavlarınız bitti isterseniz gelmeyin. Çünkü sınıf velileri imza toplama girişiminde bulundular. Bu çocuk sınıfımızdan gitsin diye. Onu duyduk. Biraz ara soğusun, biraz veliler unutsun, bu siz çocuğu getirmeyin isterseniz birkaç hafta dedik. Getirmediler … Ben açıkladım. Biliyor zaten, diğer velilerden de duyuyordu. Gelmeme durumunu ben açıkladım. Veli duymuş zaten kendisi duymuş diğer velilerden imza toplandığını falan … ama şey, ben ona bu aklı verdim açıkçası. Bence gelmeyin dedim. Açık açık söyledim. Tamam dedi o da bir daha getirmedi.

45) “Özel eğitim ve kaynaştırma öğrencileri engelliler haftasında şiir okurlar ve tiyatro yaparlar. Bu etkinliğe sadece engelli öğrenciler katılır. Amaç başarabildiklerini görmeleri.”

46) “Genelde kaynaştırma öğrencileri durumlarının farkında. Kaynaştırma olduklarının farkında. Ama; biz onlara yeteri kadar bilgi veriyor muyuz, diye düşünürsek. Vermiyoruz aslında, bu bizim eksiğimiz olabilir. Bunun ne demek

olduğunu onlara anlatmak lazım … Bir de neyle karşı karşıya olduklarını bilmiyorlar. Yani, insan sıkıntı yaşadığı şeyi bilmek ister, değil mi? Neye sahip olduğunu, eksiğinin ne olduğunu bilmek ister. İşitme olsun, fiziksel engelli olsun bunlar, bu tür kaynaştırması olan çocuklar kendini biliyor. Yani, çocuk yürüyemiyorsa zaten farkında ya da duyamıyorsa zaten farkında ama özel öğrenme güçlüğü, dikkat dağınıklığı bu tür şeyler olduğunda tabi biraz daha çocuğun onu anlaması zor olabiliyor. Yani, çocukla birebir konuşmak lazım hani aileye bilgi veriyoruz belki, öğretmenlere de bilgi veriyoruz. Ama çocuklarla doğrudan konuşmuyoruz."

47) "Bireysel görüştüğümüz zaman o rahatsızlığının ve yahut o yetersizliğinin var olduğunu yüzüne vurmuyorum … bireyselde ya sen şöylesin sen böylesin demeyi kabul edemem hocam."

48) "[Kaynaştırma yoluyla eğitim alan öğrenci] Sekizinci sınıf öğrencisi, hani görme yetersizliği var. Bir gözü tamamen görmüyordu. Ve kafasına çok takıyordu bunu. Hani bu yetersizliğine odaklanmaması üzerine bir çalışmamız olmuştu."

49) "Bireysel görüşmelerimde genellikle şuna dikkat etmeye çalışıyorum. Öğrencide bir yetersizlik ya da öğrencinin gelişimiyle ilgili mevcut durumunu vurgulamadan, aslında öğrencinin de normal bir öğrenci gibi akademik olarak, eğitsel olarak okul başarısı olarak, hedefleri anlamında durumlarının olacağı üzerinde yoğunlaşıyorum."

50) "Velileriyle görüşüyorum. Ben daha çok o [kaynaştırma yoluyla eğitim alan] çocuklarla çok görüşmüyorum sorunlarıyla ilgili. "Senin yaşadığın böyle bir sorun var, bunu böyle böyle çözelim" gibi çok görüşmüyorum. Çocuğun yine engeline göre değişiyor. Anlayabilecek kapasitedeyse belki bunları yapabilecek düzeydeyse yine görüşüyorum ama değilse hiç muhatap olmuyorum bu konuyla ilgili. Öğretmen ve veliyle çözmeyle çalışıyorum."

51) "Bu çocuğun arkadaşınızın özel bir durumu var. Bunları bilerek ya da isteyerek yapmıyor olabilir … Kaynaştırma tanısı var. Bu durumun farkında olmayabilir. Ya da bir şekilde tetikleniyor da olabilir. Onların davranışlarıyla da ilgili bir problem olabilir."

52) "Sene başında dediğim gibi yaptığımız toplantılarda sınıfınızı bilgilendirin şeklinde bir not kağıdı da veriyorum. … Öğrencinin özel bir durumu var, hepimizin farklılıkları var. Hepimiz dezavantajlı olabiliriz."

53) "Hani böyle sınıflardan olur ya böyle joker öğrenciler olur. Yanınıza daha çok gelen gidenler olur … Böyle dediğim gibi bazı güvendiğimiz öğrenciler olur sınıflarda. Hani bu noktada daha hassas davranmaları gerektiği noktasında, o şekilde uyarılar. Yani onun [kaynaştırma yoluyla eğitim alan öğrencinin] onlardan farklı olduğunu, kendini koruma noktasında ya da akademik olarak, davranış olarak."

54) "Şöyle açıklıyoruz, [kaynaştırma yoluyla eğitim alan] çocuğun raporunun olduğu, ayrı bir özel durumunun olduğu ve bu özel durumunun gerektirdiği ve bu çocuğun yapabileceği şeyleri açıklıyoruz. Mesela bu çocuk zihinsel yetersizliği

mevcut. Bu çocuk yanlışlıkla, bir kişiye zarar verebilir misal … Özellikle [velilere] bunu kazandırmaya çalışıyoruz."

55) "Öğretmenler odasına biz liste asıyoruz, güncelliyoruz da ayda bir ya da iki ayda bir, öğrenci gelip gitme durumuna göre. Orada hangi öğrenci hangi türde yetersizliği var hangi sınıfta hepsi yazar ki; öğretmen bilsin diye."

56) "Düşünce olarak yardıma muhtaç olduklarını düşünüyorum. [Diğer öğrencilere kıyasla] Bir tık daha fazla yardım edilmesi gerektiğini düşünüyorum."

57) "Bu çocuklara yardım edilmeli."

58) "Her konuda yardımcı olabileceğimi, onların ihtiyaçları olduğu zaman, okulla ilgili, okul dışındaki ailevi durumlarla ilgili yardımcı olabileceğimi belirtiyorum. Belki bunu belirttiğim için oluyor, ödevlerle ilgi mesela internetten çıktı alınması gereken durumlar olabiliyor. "hocam böyle bir ödevimiz var, yardımcı olur musunuz," diyorlar. Yapabileceğim bir şey varsa, müsaitsem o anda yardımcı oluyorum."

59) "Her zaman yardımcı olunmalı."

60) "Bizden ihtiyaçları, bizden talepleri ya da desteğimize ihtiyaçları var."

61) "[Kaynaştırma yoluyla eğitim alan öğrenciler] Akademik, sosyal ve psikolojik olarak dezavantajlılar. Onun için pozitif ayrımcılığa ihtiyaçları var."

62) "Sonuçta bu bireyler normal bireyler değil. Bir yetersizliği var sonuçta baktığımızda. Onlara pozitif ayrımcılık yapılmalı diye düşünüyorum."

63) "Adil olması için kişinin şartlarına ve pozisyonuna göre, belki bazen bazı kişilere ekstra pozitif bir ayrımcılık yapmamız gerekebiliyor adil olması açısından … Bu çocuklara belki hani birazcık daha pozitif ayrımcılık yapılmasını desteklerim diye düşünüyorum genel olarak."

64) "Ayrımcılık yapılması gerekiyor ama pozitif ayrımcılık diyelim."

65) "[Kaynaştırma yoluyla eğitim alan öğrenciler için] Pozitif ayrımcılık yapılmalı … Seçmeli ders seçiminde bir dersin kontenjanı dolu olmasına rağmen ona kontenjan açtırdım, mutlu olsun diye."

66) "Bunları [engeli kast ediyor] düzeltmek için beraber için çaba göstermek gerekiyor"

67) "Engelini minimize etmek, bertaraf etmek"

68) "[engellilik durumunu kast ederek] düzeltilmeli."

69) "[engellilik durumu] ortadan kalkabiliyor"

70) “Çocuk başarılıysa kendini kaynaştırma olarak görmüyor zaten dediğim çocuklar. Onlar için gerekli bir şeye gerek yok. Çünkü kendini bu sefer dışlanmış hissedebilir. “Ben anormal miyim?” diyebilir. Onlarda hiç gerek yok.”

71) “Kaynaştırma olduğunu anlamayacağınız öğrenci ...”

72) “Akademik durum iyiyse kaynaştırmaya gerek yok.”

73) “İlk rehber öğretmenin ilk gittiği okulsan ya da yeni gittiği okulsan orada öğretmenlerle işbirliği kurması çok kolay olmuyor. Öğretmenler ilk başta reddediyor. Pek yapmak istemiyorlar, peşinden koşmak gerekiyor.”

74) “BEP yapmayı reddedenler var. Ne gereği var bunu yapmayayım? … 17 kaynaştırmam varsa atıyorum 40 tane öğretmenle bunlar muhatap oluyorsa 10 tanesi yapıyordur ya da yapmıyordur. Gerisi büyük ihtimalle bunu yapmıyor.”

75) “Resmi prosedürde şöyle [öğretmenlere] BEP planı hazırlamak her zaman zor geliyor. Onun için [öğretmenlere] bir 4-5 defa üst yazı göndermemiz gerekiyor. Ellerine birer tane örnek vermemiz gerekiyor ki; hazırlansın.”

76) “Ekstra bir çalışma olarak de zaten BEP’le ilgili nasıl yapılacağını, nasıl doldurulacağını öğretmenlere bir seminer vererek anlattım. Tek tek belgelerini teslim ederken bile internetten direk yazılmış şekliyle verdiklerini gördüm. Hatta ben belki yapamazlar diye örnek olarak verdiklerimin aynısını bile çıkarmışlar.”

77) “BEP’leri biz elle yazdırıyoruz, elle. Çünkü niye? Şu yönden genelde şimdi biz mantıksal olarak baktığımız zaman öğretmen olarak herhangi bir işlem yapacağımız zaman eğer hazır varsa halihazırda olan varsa biz onu kullanmasını severiz. Çok uğraşmak istemeyiz. Ki BEP’ler de internet araştırmalarında çokça karşımıza çıkabiliyor, BEP örnekleri diye … ama bunları biz yazılı istiyoruz. Elleriyle yazmalarını istiyoruz.”

78) “BEP’i nasıl yapacağız diyor. Anlatıyorsun; ama dinlemiyor öğretmen. O da ilginç yani ben onunla çok karşılaştım. “Tamam tamam tamam” diyor bir gidiyor geri geliyor. Bir sürü yanlışlıklar var.”

79) “Çünkü [öğretmenin] ekstra emek harcaması lazım. Hiçbir şey yapmasa bile çalışma dosyası, yanına gelip ona anlatma falan. Hiç bunları yapmasa bile bir dosyayı dolduracak olması bile onun için külfet. “Öff ben şimdi BEP dosyası mı hazırlayacağım?” Yani, diğer şeyleri geçiyor. “Onları zaten yapmayacağım da bir de ben bununla mı uğraşacağım?” diye bu bile bir külfet olabiliyor hoca için.”

80) “Rapor geliyor, bakıyorlar ki kaynaştırma. Bu sefer öğretmene daha çok külfet gibi görünebiliyor bu durum. Daha çok evrak işi, toplantıya katılacak, BEP hazırlayacak.”

81) “[Öğretmenler soruyor] “Niye o sınıfa vermiyorlar da bana veriyorlar? İdarenin bana garezi mi var?” Öğretmenlerin bakış açısı bu.”

82) “[Sorun olduğunda öğretmenler söylüyor] Bu çocuğu benim sınıfımdan al, benim girmediğim sınıfa ya da özel eğitime ver.”

83) “Veliye sürekli çocuğun sorununu anlatarak motive etmeden sürekli şikayet şikayet söylediği zaman; yani o zaman anlaşılıyor zaten öğretmenin istemediği … tabi, onların da zoruna gidiyor … Bu sefer öğretmenle sıkıntı yaşıyorlar. Sınıf değişikliği talebinde bulunuyorlar. Okul değiştirmek istiyorlar.

84) “[Kaynaştırma yoluyla eğitim alan öğrenciler] İstenmiyor yani, farklı öğrenciyi isteyen çok az.”

85) “Hocam bunları alın, özel eğitim sınıfına koyamaz mıyız ya? Bunlar normal sınıfta olmasa. Kaynaştırmaya direk karşı olanlar da var tabi ki. Bunu da görebiliyoruz.”

86) “Sınıf içerisinde farklı bir düzenleme yok. Araç gereç materyal olarak. Normal eğitim nasılsa onlar da o şekilde görüyor.”

87) “O çocukla hocam dediğim gibi çok fazla özel bir çalışma yapamıyorlar zaten. Ya sınıf içerisinde belirli bir müfredatları var, onu uyguluyorlar. O çocuk da o müfredata uyup da devam ederse hani mesela dil ve konuşma güçlüğü var zihinsel bir yetersizliği yok. Sınıftaki müfredatı uygulayabiliyor. Hani gidebiliyor. Gidiyorsa gidiyor, gitmiyorsa öğretmen ekstra ona herhangi bir çalışma, ev ödevi verebiliyor sadece.”

88) “[öğretmenler söylüyor] O öğrencilere ne yaparsak yapalım bu öğrenciler ilerleme kat edemez, başarılı olamaz … Burada o öğrenci için kaynaştırma öğrencisi ifadesinin kullanılması bile öğretmenlerin o öğrenciye bakış açısını değiştiriyor.”

89) “[Öğretmenler] Yapamaz. Yapamaz diyorlar. Yani yapamıyor, başaramıyor, anlamıyor. Genel kanı bu şekilde, olmuyor, yapamıyor, anlamaz.”

90) “Bazı öğrencilerde ciddi davranış problemi olabiliyor. Yani bu konuda tabi sırf kaynaştırma öğrencisi diye alttan alınabiliyor aslında. Bazen bu da otorite problemine yol açabiliyor. Hani, onun zeka geriliği var. Onu alttan alalım şeklinde. Aslında bu da sıkıntı yaşatabiliyor bazen.”

91) “Kaynaştırma öğrencisiyse sorun çıkarma ihtimali var gibi görülebiliyor … Biraz daha sorun çıkarabilecek potansiyele sahip öğrenciler olarak görülüyor genelde.”

92) “[Öğretmenler kaynaştırma yoluyla eğitim alan öğrencilerin] Hiçbir zaman tam olarak sağlıklı bir arkadaş ilişkisi geliştiremeyeceğini düşünüyor.”

93) “[Öğretmenler diyor ki] Davranış problemi yaptığında, “ha tamam o zaman”

94) “[Öğretmenler soruyor] Vurur mu? Boğaz sıkar mı? Isırır mı?”

95) “Kaynaştırma deyince şöyle bir önyargı var, sanki psikolojik olarak sorunlu.”

96) “[Öğretmenler söylüyor] çocuk zaten delidir. Ne öğreteceğim ki buna öf yeter hani bıktık bunlardan falan”

97) “Hepsi zeka geriliği yaşıyor.”

98) “Sınavlarda tamam 45 not, geçer not veriliyor ama çok çocuk, çoğu, onu ben anlıyorum yani, kendisi yapmadığını biliyor. Kendi özel durumundan kaynaklı öğretmenlerin tolerans gösterdiğini onların anladığını düşünüyorum ben, birçok öğrencimin. Hatta bununla ilgili geçen yıl şöyle bir durum olmuştu … Hafif düzeyde zihinsel yetersizliği vardı. Konuşuyorduk böyle, annesi gelmişti, çok sık gelip giderdi. Şey dedi çocuk: Ya anne ne kadar çalışırsam çalışayım, ne yaparsam yapayım öğretmen 45 veriyor zaten. Zaten hani düşük, hep 45 not aldığının o da dikkat etmiş demek ki.”

99) “Bazı öğretmenlerimiz bazı kaynaştırma çocuklarına çok sevgi dolu olabiliyor. Geliyor sarılıyor. Öğretmen de ona sarılıyor. Böyle bir sevgi gösterisi … Hani böyle bu tarz böyle anaç öğretmenlerimiz de olabiliyor.”

100) “Öğretmenimizin konuşmalarına şahit oldum. “Ya acıyorum” dedi ben bu çocuğa, bayan bir öğretmendi. “Ben de buna acıyorum, alcam” dedi onu da yanıma [ağzını yayıyor].”

101) “Davranış anlamında da sınıf içerisinde ötekileştirme ya da uzak tutma diyebileceğimiz, yani “sen arka tarafa geç arka tarafta sessizce otur.” Ya da öğrenci çok böyle problem çıkarıyorsa, diyelim resim yapmayı seviyorsa; “sen arka tarafa geç, resim yap. Benim dersime katılmasan da olur” gibi olumsuz davranışlarla da karşılaşabiliyoruz.”

102) “Atıyorum parmak kaldırıyor; çocuk bir şey bilmese de bir şekilde bir şey söylemek istiyor yani. Alakasız bazen kaldırırsa, onu kaldırsa saçma sapan bir şeyden de bahsedebilecek konuyla alakasız. Ama kendisi için önemli belki. Öğretmen de bunu bildiği için tahmin ettiği için ona söz vermiyor.”

103) “Bir öğretmen okuma çalışması yaparken bile kaynaştırma öğrencisine söz hakkı vermeyebiliyor.”

104) “Başarılı bir kaynaştırma öğrencisi olduğu zaman da öğretmenler hep şey diyorlar, bu öğrenci için BEP hazırlanmasına gerek yok”

105) “Öğrencileri tanıdıktan sonra, birkaç hafta gözlem yaptıktan sonra da genellikle öğretmenler işten kaçmak için ya da bireysel eğitim planı hazırlamamak için, “hocam benim dersimde öğrencinin durumu iyi, benim dersim için BEP hazırlamaya gerek yok” ifadesini kullanabiliyor.”

106) “Arkadaşınızın raporu var, özel bir durumu var.”

107) “(Öğretmen sınıfta söylemiş) “Arkadaşınızın özel durumunu biliyorsunuz, ona göre hareket edebilirsiniz.”

108) “[Öğretmen sınıfta söylemiş, çocuklar sormaya geliyor] “Hocam şu öğrenciye kaynaştırma diyorlar, o ne oluyor?” diye öğrencilerden soru geliyor.”

109) “Atıyorum bir sınıfa iki tane kaynaştırma öğrencisi veriliyor. Bazı sınıfa baktığımızda ise hiç kaynaştırma öğrencisi olmuyor. Bu sağlıksız bir denge. Her sınıfta bir tane olmalı, iki tane olmasındansa. Bunun da zaten yine yasal bir dayanağı var … Buna uymayabiliyoruz bazen, gözden kaçabiliyor kayıt esnasında.”

110) “Bu sene beşinci sınıflarımızdaki kaynaştırma öğrencileri tesadüfen hepsi 5-K sınıfına düşmüş, en son sınıfa. 4 öğrenci de orada. 4 tane var, dördü de var. Denk gelmiş ve bilmiyorum sizin okulda da aynı şey mi oluyor da genelde böyle en son sınıf böyle okulun en başarısız sınıfı oluyor. Son kayda kalıp, artık kayıt yaptırmayıp sona kalan öğrenciler oldukları için en başarısız, en öğretmenin ders anlatırken yorulduğu sınıf oluyor. Bu öğrenciler de o sınıfa düşmüşlerdi … Mesela, biz o 3 öğrencinin de sınıfını değiştirmiştik sonra … Ben talep ettim, onlar da uygun gördüler, yaptılar.”

111) “Yapılması gerekenler işte o tarihten itibaren bir BEP toplantısı yapılması gerekiyor. Resmi şartlarda bir BEP toplantısı yapılması gerekiyor ama kalabalık mevcut olduğu için genelde işte BEP toplantıları yerine bunu öğretmen kendisi hazırlıyor, sınıf öğretmeni kimse ona veriyoruz.”

112) “[İdareciler şöyle söylüyor] Şöyle, sen yap ama bizi çok dahil etme. Yani şimdi mesela BEP toplantısı. “Gelir misin hocam?” “Ya tamam sen halledersin ya yap” falan. “Hayır” denmez benim yaptığım hiçbir şeye, ama öyle mesela atıyorum bir veli toplantısı kadar da önem verilmez.”

113) “BEP toplantısı, hiç bu zamana kadar müdür yardımcısı yanımda olacak şekilde BEP toplantısı yapmadım.”

114) “Mesela benim de geçen sene bir bedensel yetersizliği olan öğrencim vardı. Bizim alt katta sınıfımız yok, sınıflar birinci kattan itibaren başlıyor. Velisi tekerlekli sandalyesini aşağıda bırakıyordu. Öğrenciyi sırtına alıp sınıfa çıkartıyordu.”

115) “Ya öncelikle bedensel yetersizliği olan bir öğrencinin olduğu okulda asansör de olmalı. Okulumuzda asansör yok. Ya da giriş katta sınıfımız yok. Böyle bir problemimiz var.”

116) “Ne yazık ki; destek eğitim odamız yok. Seneye olacak ve öğrenciler bireysel ders alacaklar.”

117) “Kaynaştırma öğrencisi ve ceza iki kelimenin yan yana gelmemesi gereken bir durum. Biz bunu yapınca velilerden ters tepki geliyor. [Veliler söylüyor] Benim oğlum cezalandırılıyorken neden o cezalandırılmıyor”

118) “Mesela bir özel öğrenme güçlüğü olan öğrenci var. Yapılmaması gereken, belki de disiplinlik bir olay yaptı … Hani diğer öğrenciler yapsa belki çok büyük bir ceza alacak ya da çok büyük bir kızma yer alacak. Biz ona daha uygun yollarla anlattığımız, yanlış olduğunu anlattığımız halde iki üç defa yine tekrarladı aynı vakayı; ama biz yine aşırı derecede disiplinde yer alan öğretmenler o kadar o derece kızmadı.”

119) “Yani idarecilerde şöyle bir durum da olabiliyor. Anasınıfından yine gideyim. Anasınıfı zorunlu olmadığı için işte çok fazla öğrenci alma taraftarı olmuyorlar. Zaten her sınıfta normalde bir öğrenci olabilir, en fazla iki olabiliyor. Onu bile bazen almak istemeyebiliyorlar. Ya da bu şekilde bir öğrenci geldiği zaman hani diğer öğrenciler parasını veriyor direk kaydediliyor. Bunlara sürekli bir sorgu sual sorgu sual hani ister istemez kendilerini kötü hissediyorlar. Böyle bir tutumları var. Hani “raporu var mı? Nasıl? Gelebilir mi? Şöyle mi, böyle mi?” Hani, diğer öğrencilere hiçbir soru sormayıp direk alırken bu öğrencilere çok fazla soru soruluyor, velilerine.”

120) “Direk yeni geldi, idare bunu kesinlikle bir baş belası olarak görür. Onu açık söyleyeyim.”

121) “Ne kadar az olursa o kadar iyi mantığı var tabi ki. Öğretmenlerdeki o anlayış kesinlikle idarecilerde de var. Ne kadar az olursa o kadar iyi. Niye işte o da iş yükü gibi görüyor. BEP getirdi mi getirmedi mi, getirmemiş resmi yazıyla uyarısını verelim. Ondan sonra aa sınıfta iki tane mi varmış, işte sayı kaçtı, bire indirmek lazım hadi veli gelsin sınıf değiştir falan. Bunlar da onlar için iş yükü gibi görülüyor. … Atıyorum çocuğun raporu geldi, çocuğun kendisi yok. Aman olmasın falan hani. Arayıp da çocuk nerede diye merak etmezler … Bu da aslında kaçınmanın göstergesi. İstememenin bir göstergesi.”

122) “Mesela işte kayıt olmaya geldiklerinde, kendileri çok şey yapmadıkları için direk bana paslıyorlar.”

123) “Bir şey çıksa da almasak diyorlar. Onlara göre böyle.”

124) “Daha sonra aynı çocuğun sınıfta beden dersinde para çalma gibi girişimleri de olmuştu. Bunun üzerine okul müdürleri disiplin cezası veremeyecekleri için, çocuk kaynaştırma öğrencisi olduğu için velisini arayıp çocuğunuzu okuldan alın. Zaten çocuğunuzun kaynaştırma tanısı var. İstediğiniz okula her bir yere götürebilirsiniz, hemen almak mecburiyetindeler, alırlar filan gibi ikna etmeye çalışmışlardı.”

125) “Mesela bu dosyanın gizliliği konusunda da yine aynı şekilde idareciler çok titiz davranmayabilir. Ama biz mutlaka onun takibini yapıyoruz. Dosya zarfta gidecek. Zarf kapalı olacak. Bu tür mesela idarecinin dikkat etmediği, önemsemediği yerlerde biz etik konularda olsun gizlilik olsun bilgi alışverişinde olsun müdahale ediyoruz yani.”

126) “Veliler akülü sandalye aldılar. Çocuğa elektrikli sandalye verdiler. Bizim okulumuzda bu olay takdir kazandı yani öyle söyleyeyim … Okulumuzun sayfasına bunun fotoğrafları atılmıştı. Öyle gözlemleme şansım oldu … Hatta biz o alan velilere plaket yaptırıp vermiştik yani, o derece.”

127) “Farklı bir öğrencimiz, şu an tekerlekli sandalyeyle okula gidip gelen bir öğrencimiz var. Onun idareye geleceği zaman ya da asansörle inip çıkması anlamında, kapısının açılması, işlerinin kolaylaşması anlamında bir öğrencimiz, sınıf arkadaşı var. Sürekli ona yardımcı oluyor. Bu bahsettiğim örnekler öğrencilerin kendileri tarafından yapılan şeyler. Biz bunu gördük ve sınıflarda genellikle onları aynı sınıfa vermeye çalıştık … Hatta onları ödüllendirmek için dönem sonunda yardımseverlik belgesi verdik onlara, okulda törenle.”

128) “Eğer çocuk … başka öğrencinin eşyasına zarar vermişse ya da öğrencinin bizzat kendisine zarar vermişse, o aile de yani zarar gören çocuğun ailesi de o çocuğun kaynaştırma öğrencisi olduğunu öğrenirse daha fazla baskı yapıyor. Bu, bundan dolayı benim çocuğuma böyle yapıyor. Zeka yetersizliği olan çocuğun benim çocuğumun sınıfında ne işi var. Böyle bir tavır olabiliyor.”

129) “[Veliler söylüyor] Niye bizim sınıfımızda böyle bir öğrenci var, başka sınıfa gitsin. Benim çocuğumun olduğu sınıfta olmasın’ gibi şeyler duyuyorum.”

130) “Veliler imza toplama girişiminde bulundu [çocuğun gitmesi için] … Çünkü sınıf velileri imza toplama girişiminde bulundular. Bu çocuk sınıfımızdan gitsin diye. Onu duyduk.”

131) “[Diğer veliler söylüyor] ‘bu sınıftan gitmeli. Bu okuldan gitmeli hatta. Başka sınıfa gitmeli’, bencil olup hani ‘niye bizim sınıfta? Başka sınıfa gitsin madem. Ya da zaten şu sınıf kötü bir sınıftı, oraya verin bir şey olmaz’ tarzındaki ayrımcı söylemlerle karşılaşıyoruz.”

132) “Birinci sınıftaki öğrencilerin kaynaştırma öğrencileriyle aynı sınıfta olmayı velilerinin kabul etmediğini, yani kaynaştırma öğrencisin olduğu bir sınıfta biz çocuğumuzun olmasını istemiyoruz ya da çocuğumuzun olduğu sınıfta kaynaştırma öğrencisi olmasını istemiyoruz, şeklinde… Gerekçe olarak da şunu gösteriyorlar. Kendi çocuklarının kaynaştırma öğrencisinin davranışlarından olumsuz etkileneceği yönünde, hani şu an hatırladığım, bana en farklı gelen, garip gelen örnek bu. Bunu açıkça okul idaresine bildirebiliyorlar. Biz sınıfımızda özel eğitim öğrencisi, kaynaştırma öğrencisi istemiyoruz, bizim çocuklarımız bundan olumsuz etkileniyor diye… Bu bahsettiğimiz durumda kaynaştırma öğrencimizin tekerlekli sandalye kullanımı vardı. Hani onunla aynı sınıfta olmanın akademik anlamda ve etkileşim anlamında olumsuz etkileyeceğini söylüyorlar … Hani öğretmen sanki onunla daha fazla ilgilenecek, bizim çocuklarımızla ilgilenmeyecekmiş gibi… Bir de çocuklarını olumsuz etkileyeceğini düşünüyorlar. Şey anlamında, öğrencimizin davranışları tutumları anlamında, davranış ve tutum olarak etkileyeceğini düşünüyorlar. Bahsettiğim öğrenci, tekerlekli sandalyede, akademik, zihinsel olarak bir problemi yok. Bedensel yetersizliği var. Ama, nasıl desem, görüntü itibariyle biraz daha şey böyle farklı gelebilecek boyutta. Biraz hani, kas kullanımıyla ilgili falan hem ince kaslar hem kaba kas gelişiminde, bu biraz görüntüsüyle ilgili aslında endişeler de vardı, yani fiziksel görünümüyle ilgili. Fiziksel görünümünde bir farklılık var. Çocuklarının ondan olumsuz etkileneceğini düşünüyorlar, psikolojik anlamda.”

133) “[Veliler söylüyor] Hocam sınıfımızda böyle bir öğrenci var. Biz onun için ne yapabiliriz veli olarak? Sınıf olarak biz onun için ne yapabiliriz? ... Çok ayrı bir durum ve biz onun için bir şeyler yapmak istiyoruz diyen veli potansiyeli de var … maddi, manevi olabiliyor. Hocam maddi manevi ne gerekiyorsa yardım edebiliriz tarzında.”

134) “Velilerden bilenler oluyor … Annesinden, çocuğun annesinden duyabiliyorlar. O zaten raporluymuş hocam.”

135) “Diğer veliler ya da öğretmenler akraba evliliğiymiş filan. Ya da o tarz düşünceler olabiliyor, çocuk ondan engelli oldu diye. Ya da işte, annesinde de bu sorundan var. Ya da babasında da bu sorundan var. Genetiktir. Belli bir takım başından yaşantı kaza bir şey geçtiyse onun sonucunda ortaya çıkmış. Böyle şeyler insanlar tabi konuşmayı, birtakım dedikodu malzemesi yapmak hoşlarına gidebiliyor.”

136) “Kimisi acıyarak bakıyor. Abartılı bir acıma duygusu olur, gereksiz. Öyledir yani.”

137) “Belki biraz acıma gibi olabilir. Yazık, Allah yardımcısı olsun falan gibi.”

138) Özellikle bu destek eğitim konusunda… Destek eğitim alan öğrenciler sonuçta öğretmenlerle bireysel destek alıyorlar. Veliler gelip de benim çocuğuma neden öğretmen bireysel ders vermiyor şeklinde olmuş mesela

139) "Hani böyle özel eğitim alan derken sanki öğretmenlerin onlara özel ders verdiğini falan düşünüyorlar. Destek eğitim odası açma sürecinde de öyle bir sorun yaşamıştık."

140) "Arkadaş olarak genelde bir iki tane ile sınırlı kalıyorlar. İstemiyorlar yani, öyle bir çocukla bir arada olmak istemiyorlar. Arkadaş olmayacağız diyorlar."

141) "Mesela görme engelli bir öğrencimiz var. Hiç iletişimi yok gibi bir şey, arkadaşlarıyla. Hani konuşuyor ediyor ama onlar gibi böyle değil. Çok arkadaşı yok."

142) "Yanlarında istememeye şahit oldum. Şöyle, teneffüse çıktıklarında bile anlıyorsunuz. Hani o tek geziniyor ortalıklarda. Diğerleri grup grup gidiyor. Bir de kendi gruplarını kurdukları için o gruba hiç kimseyi dahil etmiyorlar."

143) Genelde de alıyorlar zaten. Bu çocuklar çok böyle lider karakterli olanlar aralarında olmadığı için aramızda dursun dolansın gibi. Çünkü lider olan, genelde hani her sınıfta iki üç tane lider var. Lider olanla konuştuğum için kendisine rakip görmüyor. Nedir, kaleci olur diyor. İşte o oyunda ortada olur diyor … ama dediğim gibi çok böyle üst mertebede şeyler vermiyorlar ona … O görevde kimsenin istemediği nedir, işte kaleci olmak mesela diyelim ki. Kimse istemiyor, alıyorlar onu kaleye dikiyorlar. Hani oradan başlatıyorlar."

144) "Ondan sonra bu işte şu liseye gideceğim falan deyip şeyler söylediğinde sınıf içinde rehberlik çalışmalarında diğer arkadaşları gülerdi. "Haa tabi, sen kesin gidersin oraya, ahha" şeklinde kendi aralarında gülüşmeler olurdu."

145) "Deliymiş, ilaç kullanıyormuş diyorlar."

146) "O zaman şöyle bir kıyaslama yapabilirim. Çünkü hani şu an hangi durumda olduğumu dışardan bakarak ancak görebilirim. üç sene önce buraya gelmeden önce ne biliyordum? Şimdi ne biliyorum? Böyle bir kıyaslama yaparsam ancak bunu söyleyebilirim. Hiçbir şey bilmiyordum mesela. Kaynaştırmanın K'sini bilmiyordum buraya gelmeden önce. Sonuçta bunlar yönetmelik tarafından; bir de psikoloji çıkışlı olduğum için çok fazla bununla ilgili bir eğitim görmedim. Daha çok bilimsel tanıları, işte psikiyatri müdahaleleri şeklinde gördüğüm için ama kaynaştırma sonuçta okulda sınıf içi uygulamayı kapsıyor. Neler öğrendim? Sınıf içi uygulamalar konusunda çok şey öğrendim. Mesela, nasıl müdahale etmeliyiz? Sınıfı nasıl bilgilendirmeliyiz?"

147) "Dört yıl öncesine kadar BEP'in b'sini bilmiyordum. Geçen seneye kadar BEP'i öğrendim. Daha önceden Bitlis'te ilçedeydim ama okulumda hiç kaynaştırma yoktu. Dolayısıyla BEP hakkında da hiçbir şey bilmiyordum. Buraya geldiğimde BEP gözümde çok çok büyüdü; yani resmi evrağı çok herhalde, hiçbir şeyini yapamayacağım, hiçbir şey bilmiyorum, neyi nasıl yapacağım diye. Öğrendim, belki de daha da eksiğim vardır. Daha da öğrenecek şeyim vardır ama o ilk korku gitti, hiçbir şey bilmiyor korkusu gitti."

148) “Okulda bize bu tür şeyleri ne kadar öğretebilirler? Kitapta bunun tarifini yapsalar ne olur ki? Ya da down sendromlu, otizm. İnsan o çocukları görmeden hiçbir şeyi anlayamazsın. Böyle bir eksiklik vardı. Zaten çıktık böyle sudan çıkmış balık gibi kitaptaki bilgilerle donatılmış ama pratikte ne yapacağını bilmeyen insanlardık.”

149) “Kaynaştırmayla ilgili biz hiçbir ders almamıştık. Ya da ben seçmeli vs. varsa almadım yani. Öyle BEP’tir, ne bileyim bireysel gelişim, sonra işte şu özel eğitim yönetmeliği, ıvır zıvır, onlar hakkında en ufak bir fikrim yoktu yani. Böyle sadece genel bir ders almıştık hastalıklarla ilgili. Orada da ufak bir parça bir şey vardı. O yüzden hani bir anda sudan çıkmış balık gibi oldum. Hiçbir şey bilmiyordum. Her şey böyle kervan yolda düzülür mantığıyla yaparken öğrenmeye başladım; işte ne bileyim. RAM’ın falan bir takım ufak tefek yardımları, oradan birilerini aradım sordum. Arkadaşlarıma sordum. Bir şekilde araştırdım ettim falan o şekilde öğrendim ama şu an daha hakim hissediyorum bu alanda kendimi.”

150) “İlk yıllarda biraz daha şeye odaklanıyordum. Mesela öğrencimizin Dikkat eksikliği ve hiperaktivite bozukluğu var, işte bu sebepleri nelerdir? Sonuçları nelerdir? Bu öğrencilerde nasıl davranışlar olur? Bizim neler yapmamız gerekir? Aslında sadece o tanıya ya da duruma odaklanmaktan ziyade şimdi daha genel çerçevede, öğrenciyi tanımaya, öğrenciyi anlamaya ve ona o şekilde yaklaşmaya gayret gösteriyorum.”

151) “[Engelli öğrencilerle çalışma deneyimim] Hepsinin birbirinden çok farklı olduğunu öğretti. Aynı engel türüne sahip olup da çok farklı olan çocuklar da olabildiğini öğretti. En büyük şey bu oldu benim için. Evet kriterler bize o şekilde öğretilmişti üniversitede. Malum işte hafif zihinsel engel, ne yapar? Şunu şunu şunu geç öğrenir, geç yapar. Yaygın gelişimsel bozukluk, şu şu şu beklenir. Olması gereken semptomlar neyse. Ama olmayanlar da olabiliyor. Yani farklılıklar da çıkabiliyor. Ya da hafifte bile hafif zihinselde bile bir şeyleri çok iyi yaparken evet bir şeyler de geride kalabiliyor. Ama bir şeyleri çok iyi yapıyor bu çocuk. Ama işte öğretirken bunlar bize böyle öğretilmedi. Belli alanlarda da iyi olabilirler diye bir şey öğretilmedi. Sanki her şeyde geride kalacaklarmış gibi bir izlenimle biz çıktık okuldan. Ama öyle değilmiş.”

152) “O çocuklar da öğrenebiliyor. Başta ağır çocuklar için öğrenemez diye düşünüyordum … bireysel destekle öğrenebildiğine inanıyorum ben şu anda o çocukların hepsinin.

153) “Kaynaştırma öğrencileri de öğretmenin desteği ve motivasyonuyla öğrenebilir.”

154) “İlk yılımda öğrencilerin yapamadıklarına odaklanıyordum. Şimdi ne yapabildiklerini de görüyorum.”

155) “Bir kaynaştırma öğrencisinin, özel öğrenme güçlüğü öğrencisinin aslında bu kadar zeki olabileceğini, bu kadar hayal dünyasının geniş olabileceğini, kendini ifadesinin bu kadar iyi olabileceğini onda gördüm. O bana da bir şeyler kattı. Bu benim mesleki gelişimim için çok önemliydi.”

156) “Tamam yüzde yüz düzelme yok; ama iyileşme oluyor. Bunu öğretti.”

157) “Tabi bir süre sonra acıma başladı hem ailelerine karşı hem kendilerine karşı. … Daha böyle hani ne diyelim profesyonel bakmaya çalışıyordum; böyle acıma ve üzülme duygularını bir tarafa bırakıp ne yapılabilir oraya odaklanmaya doğru bir gelişme gösterdiğimi düşünüyorum.”

158) “Duygusal anlamda … bazılarına çok acıma duygusu vardı. Şu anda öyle bir duygu var mı? Tabi üzülüyorum, kesinlikle üzülüyorum. Ama bu acıma düzeyinde değil.”

159) “Şeyi söyleyebilirim bu acıma duygusunu söyleyebilirim. İlk geldiğim sene sonuçta herkes böyle açıkçası engelli deyip toplumda el üstünde tutuyoruz ama bir özel eğitim seminerine katılmıştık. Neden, toplumda yardım etmek zorundayız ki insanlara? İnsanlar kendileri de yapabilmeliler demişti bir tane hoca. Hani, otobüs geliyor. Otobüse 10 kişi bindirmeye çalışıyoruz. Güya yardım ediyoruz ama çok rencide de ediyoruz o kişiyi diye mesela. Hani bu acıma duygusunun sebebi bu. Aslında o kişileri farklı görüp mümkün olduğunca yardım etmek. Ne bileyim? İyi davranmak, o acıma duygusuna yenik düşüyoruz. Aslında bunu yapmamamız gerektiğini ben fark ettim, meslek hayatımda 3 senede bunu fark ettim. Normal herkese nasıl davranılıyorsa atıyorum, çok tatlı şirin zihinsel yetersizliği falan var diye ona bebek gibi konuşup diğer çocuklara sakin sakin konuşuyorsak bunda sıkıntı var. O çocuğa da sakin konuşmalıyız. Çünkü o çocuk da 12-13 yaşında. Bebek değil o. Mesela bunu fark ettim.”

160) “Mesela o öğrenciyi gözden geçirdiğim zaman aslında biraz böyle hani o insanın durumuna, rahatsızlığıyla ilgili bir iyileşmesi için dua ediyorsunuz. Acıma hissi oluyor.”

161) “Biraz daha belki profesyonel bakmaya başlıyoruz çalıştıkça, profesyonellik diyebiliriz aslında. Duygusallığı bir kenara bırakmak…”

162) “İlk yılımla şimdiki zamanı kıyaslarsam çok fark var. Duygusal anlamda fark olduğunu düşünüyorum. İlk yılımda çok duygusal yaklaşıyordum. Ağır çocuklardan korkuyordum çünkü ne yapacakları belli olmuyor.”

163) “Biraz daha kabul ediyorsunuz. Biraz daha alışıyorsunuz. Size bir görme yetersizliği olan öğrenci çok anormal gelmiyor. Gayet normal geliyor. Çünkü, mesleğe ilk atandığımızda bilmiyorduk açıkçası. İlk atandığımızda dediğim gibi biraz daha farklı geliyordu.”